

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, AND ENSURE~~ING~~ 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. The following are included in School Board of Broward County (SBBC) Policy 5.1, Enrollment and Withdrawal:

- Initial entry requirements for prekindergarten, kindergarten, and first grade. ~~are included in School Board of Broward County (SBBC) Policy 5.1, Enrollment and Withdrawal.~~
- Health requirements for initial entry (F.S. 1003.22), including immunization requirements. ~~are included in SBBC Policy 5.1, Enrollment and Withdrawal.~~
- Placement of transfer students for initial entry. ~~is included in Policy 5.1, Enrollment and Withdrawal.~~
- Student withdrawal information.

2. Attendance requirements (F.S. 1003.21), including absences for religious reasons, are included in SBBC Policy 5.5, Attendance.

~~3. Student withdrawal information is included in SBBC Policy 5.1, Enrollment and Withdrawal.~~

~~4-3.~~ 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, ~~AND~~ INSTRUCTION ~~and~~ ASSESSMENT:

1. Prekindergarten Curriculum:

Comment [1]: Included in section A.1. above

Comment [2]: Included in section A.1. above

Comment [3]: Included in section A.1. above

Comment [4]: Moved from A.3. below.

Comment [5]: Moved to section 1. above

Comment [6]: Moved to A.1. above.

Comment [7]: Section revised to multilevel format

- a. Students will receive an integrated curriculum that emphasizes instruction in literacy, mathematics, cognitive, and social/emotional development.
- b. Students will be provided with opportunities for art, music, and physical education activities.
- c. Instructional approaches will be research-based and will include the active participation of students.
- d. Instruction shall be focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education.
~~In addition,~~
- e. ~~a~~All aspects of required PreK-12 instruction, as referenced in specific sections below, will be integrated into the prekindergarten curriculum.

2. Regularly Scheduled Instruction (~~Grades K-5~~):

- a. Students shall receive regularly scheduled instruction in language arts that includes reading, writing, speaking, listening, and language; mathematics; science; social studies; health; physical education; art; music; and computer education.
- b. Special interest classes such as ~~foreign~~ world languages shall be in accordance with state statutes and rules.
- c. 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).
- d. Instructional times for some content areas are mandated based on state statute, while the instructional times for other content areas are recommended by the ~~d~~District. Flexibility in scheduling instruction throughout the day is necessary to meet the specific teaching and learning needs of students.
 - 1) Instructional times indicated below are mandated by state legislation:
 - i. Minimum 90-minute daily, uninterrupted Reading Block (F.S. 1008.25; ~~S.B.R.~~ F.A.C. 6A-6.053),
 - ii. Reading intervention instruction daily, beyond the 90-minute Reading Block (F.S. 1008.25; ~~S.B.R.~~ F.A.C. 6A-6.054), and
 - iii. 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)).
 - 2) Instructional times indicated below are recommended by the ~~d~~District:
 - i. 30 minutes of daily writing instruction,

Comment [8]: Section revised to multilevel format instead of a narrative.

- ii. 60 minutes of daily math instruction,
- iii. 150 minutes of weekly science instruction that includes a block of scientific investigations using inquiry approach (science lab) at least once a week,
- iv. 150 minutes of weekly social studies instruction, and
- v. 150 minutes of weekly special area instruction (art, music, PE, etc.).

3) 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.

3. Required Instruction

a. The following state-required instruction is taught within prescribed courses of study through mandated standards and benchmarks:

- 1) Constitution (on Constitution Day, September 17th) (F.S. 1003.42(2)(b), P.L. 108-447)
- 2) The Holocaust (F.S. 1003.42(2)(g))
- 3) African and African American History (F.S. 1003.42(2)(h))
- 4) Hispanic Contributions (F.S. 1003.42(2)(p))
- 5) Women's Contributions (F.S. 1003.42(2)(q))
- 6) Veterans' Recognition (F.S. 1003.42(2)(t))
- 7) Celebrate Freedom Week (F.S. 1003.421(1))
- 8) Disability History and Awareness Week ((F.S. 1003.4205)
- 9) The Declaration of Independence (F.S. 1003.42(2)(a))
- 10) Flag Education (F.S. 1003.42(2)(d))
- 11) Elements of Civil Government (F.S. 1003.42(2)(c))
- 12) History of the United States (F.S. 1003.42(2)(f))
- 13) Elementary principles of agriculture (F.S. 1003.42(2)(i))
- 14) Effects of alcohol and narcotics on the body and mind (F.S. 1003.42(2)(j))
- 15) Kindness to animals (F.S. 1003.42(2)(k))
- 16) History of the state (F.S. 1003.42(2)(l))

Comment [9]: Section moved from original location (A.6.)

- 17) Conservation of natural resource (F.S. 1003.42(2)(m))
- 18) Comprehensive health education (F.S. 1003.42(2)(n))
- 19) Importance of free enterprise in the US economy (F.S. 1003.42(2)(r))

4. **Character Education**

- b. The character education traits that shall be integrated into the PreK-12 curriculum are:
 - 1) ~~R~~-Respect
 - 2) ~~H~~-Honesty
 - 3) ~~r~~-Responsibility
 - 4) ~~s~~-Self-control
 - 5) ~~t~~-Tolerance
 - 6) ~~k~~-Kindness
 - 7) ~~e~~-Citizenship
 - 8) ~~and e~~-Cooperation (F.S. 1003.42(2)(s)).
- c. ~~In addition, t~~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).

Comment [10]: Section moved from original location (A.5.) and revised to multilevel format.

5. **Physical Education**

- a. Elementary school students in grades K-5 and students in grade 6 who are enrolled in a school that contains one or more elementary grades shall be provided 150 minutes of physical education each week so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes (F.S. 1003.455(3)).
- b. 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, or
 - 2) The student's parent indicates in writing to the school that:
 - i. The parent requests that the student enroll in another course from among those courses offered as options by the district; or
 - ii. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

Comment [11]: Section moved from original location (A.3.) and revised to multilevel format

- c. 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)).
6. Family Life/Human Sexuality and HIV/Sexually Transmitted Diseases Instruction:
- The District must approve the Mmaterials, resources and speakers used in these HIV/Sexually transmitted disease components of the K-12 health curriculum ~~must be approved by the district~~.
 - Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46).
 - Provisions must be made to allow parents to make a written request for their child to be exempt from ~~this component~~ the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development and treatment (F.S. 1003.42)(3)).
- ~~10. HIV and Sexually Transmitted Diseases Instruction: Materials, resources and speakers used in the Family Life/Human Sexuality component of the K-12 health curriculum must be approved by the district. Instruction should be appropriate for the age and grade of the students 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)).~~
7. Outside Activities
- 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
8. Digital Tools and Applications (F.S. 1008.25):
- Curriculum
 - Curricula for students in pre-kindergarten through ~~high school~~ grade 5 must contain instruction that allows them to attain progressively higher levels of skill in the use of digital tools and applications (F.S. 1008.25(2)(h)).
 - The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certification (F.S. 1008.25(2)(h)). F.S. 1002.3105, F.S. 1003.41, F.S. 1003.4203, and F.S. 1003. 428).
 - Materials

Comment [12]: Sections moved and combined from original locations (A.9. and A.10.)

Comment [13]: Added to align to statute and middle/high school sections.

Comment [14]: Section consolidated into Family Life/Human Sexuality section (A.6.) above.

Comment [15]: Section moved from original location (A.8.), re-titled, and revised to multilevel format

Comment [16]: Section moved from original location (A.12.), revised to multilevel format, and added language to align to middle and high school sections

Comment [17]: Deleted as it is not applicable to the elementary section. Digital Tools are also included in the high school portion of policy (Section C.)

- 1) Digital materials ~~for students in prekindergarten through grade 12~~ shall be made available to ~~support this~~ enable students to attain digital skills (F.S. 1003.4203(1)). ~~Development~~
- 2) 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 (F.S. 1003.4203(1)).
- 3) Each school shall make available digital instructional materials, including software applications, to students with disabilities (F.S. 1003.4203(2)). ~~who are in prekindergarten through grade 12~~ Beginning with the 2015-16 school year:
 - i. Digital materials may include CAPE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications for students with disabilities.
 - ii. Each student's individual educational plan (IEP) for students with disabilities must identify the CAPE Digital Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation.

Comment [18]: Deleted as this section only pertains to elementary schools. Digital materials are also include in the middle school (B.) and high school (C.) sections.

c. Certificates

- 1) CAPE Digital Tool Certificates shall be made available to all public school students (F.S. 1003.4203(3)).
 - i. Targeted skills to be mastered for the certificate include digital skills that are 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:
 - a) word processing;
 - b) spreadsheets;
 - c) presentations, including sound, motion, and color presentations;
 - d) digital arts;
 - e) cybersecurity; and
 - f) coding consistent with industry certifications that are listed on the Industry Certification Funding List, pursuant to F.S. 1003.492 and F.S. 1008.44.

9. Virtual Education

- a. Schools may not limit student access to Florida Virtual School (FLVS) courses or courses offered by the ~~ed~~District's ~~Florida Virtual School~~ FLVS franchise program, (Broward Virtual Education (BVE), even if the school offers the same course, unless:-
 - 1) A S-school administrators (or their designees) will determines if that the student does not meet the profile for success in this educational delivery context (F.S. 1002.37(1)(b), is

Comment [19]: Section moved from original location (A.13.) and aligned to statutes

Comment [20]: Replaced BCPS terminology with statutory language.

~~academically qualified for the virtual course~~ based on the student's academic history, grade level, and age. ~~(F.S. 1002.37(3)(c)).~~

- 2) ~~The S~~ students ~~may not is~~ enrolled 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 ~~and may not concurrently enroll in the same course at FLVS or BVE.~~

Comment [21]: Sentence structure change to improve readability.

- b. Schools may allow student access to ~~Florida Virtual School~~ FLVS as part of the students' full day curriculum if the District has an approved agreement with FLVS ~~Florida Virtual School~~ to serve students during the school day. Such agreement is not needed for students who wish to take a FLVS ~~Florida Virtual School~~ course outside the school day (F.S. 1002.45(2)(c)).
- c. A student whose Individual Educational Plan (IEP) indicates that full-time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.

C. ASSESSMENTS

Comment [22]: Section moved from original location, revised to multilevel format, adjusted for HB 7069 changes

1. Statewide, Standardized Assessments (F.S. 1008.22)

- a. Each student must participate in statewide, standardized assessments ~~tests~~ at designated grade levels, as required by F.S. 1008.22.
- b. ~~For s~~ Students with disabilities who meet state-defined exemption criteria may be administered an alternate assessment (F.S. 1008.22(8)) or any one or a combination of the accommodations as authorized by law. ~~must be administered.~~
- c. For English Language Learners who are currently receiving services, ~~schools shall provide test accommodations to enable them to fully participate in all assessments.~~ ~~T~~ the assessments may be administered with any one or a combination of the accommodations as authorized by ~~State Rule F.A.C. 6A-6.09091,~~ to enable them to fully participate in all assessments.
- d. Ongoing assessment is an integral part of the instructional process and ~~T~~ the school will provide parents with the results of each statewide assessment test (F.S. 1008.25(4)).
- e. The District may not schedule more than 5 percent of a student's total hours in a school year to administer statewide, standardized assessments and district-required local assessments (F.S. 1008.22(b)(9)(d)).

Comment [23]: Added to align with C.1.c. as requested by the Board at the July Workshop.

Comment [24]: Sentence structure changed to improve readability.

Comment [25]: Moved to next sentence.

Comment [26]: Sentence structure changed to improve readability.

2. Universal Screening

Comment [27]: Align with changes to F.S. 1008.22 from HB 7069

- a. Kindergarten **Screening**: Each school must administer the statewide kindergarten screening to each kindergarten student in the district within the first 30 school days of each school year (F.S. 1002.69(1)).
 - b. ~~Universal Screening for Eligibility for Gifted Services (S.B.R. 6A-6.03019)~~: Annually, second graders are screened to determine those students who may be eligible for gifted services (F.A.C. 6A-6.03019).
 - 1) Parents of students meeting designated threshold scores must be notified promptly that their child may be eligible for gifted services.
 - i. The notification to the parent must request permission from the parent for follow-up eligibility testing. ~~and,~~
 - ii. ~~e~~Once parental consent is given, the student will be subsequently referred by the school to the school's appointed school psychologist for follow-up testing.
 - c. ~~Multi-Tiered System of Supports (MTSS)/Response to Intervention (RTI) Screening (S.B.R. 6A-6.0331)~~: As part of the MTSS/RTI process, schools shall universally screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school (F.A.C. 6A-6.0331).
 - 1) The school's Collaborative Problem Solving Team (CPST) ~~team~~ shall monitor universal screening data at regular intervals.
 - 2) 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.
3. **Suspension of Curriculum** (F.S. 1008.22(4)):
- a. 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 (F.S. 1008.22(3)(g)):
 - 1) Distributing to students sample test books and answer keys published by the Florida Department of Education,
 - 2) Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores below proficiency on a prior administration of the statewide assessment,
 - 3) Providing individualized instruction in the content knowledge and skills assessed, without suspending the schools' regular curricula, for a student who scores below proficiency on a prior

Comment [28]: Section moved from original location (A.14.d)

Comment [29]: Moved to A.3.a below.

administration of the statewide assessment or a student who, through a district-approved diagnostic assessment is identified as having a deficiency in the content knowledge and skills assessed,

- 4) Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or
- 5) Administering a practice test or engaging in other test-preparation activities for 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.

4. Legislative Changes

- a. Should laws related to mandatory student assessment change during the school year, students must meet any new requirements as outlined by the State or Superintendent, as applicable.

5. Grading for Grades K, 1 and 2:

- a. Student performance will be evaluated and reported based on mastery of standards.

- 1) The symbols to be used for grades K-2 are:

1	Has Mastered Skill (Independently)
2	Is Learning Skill (With Assistance)
3	Area of Concern
NA	Not Applicable (Not assessed during the reporting period)

- 2) ~~Grading for Grades 3-5: Student performance will be evaluated and reported based on mastery of standards.~~ The symbols to be used for grades 3-5 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

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

Comment [30]: Section moved from original location (A.14.f.); Section title added

Comment [31]: Section moved from original location (A.1.4 and A.1.5)

Comment [32]: Section included in A.5.a. above.

1	Has Mastered Skill (Independently)
2	Is Learning Skill (With Assistance)
3	Area of Concern
NA	Not Applicable

D. ~~ELEMENTARY~~ PROMOTION:

1. The charts in Appendix A summarize the promotion requirements for each elementary grade level.
 - a. ~~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~~ Appendix A, promotion decisions must take into account a student's proficiency in writing and science (based upon proficiency levels ~~to be~~ determined by the ~~district and/or the State Florida Department of Education~~ district and science (based on proficiency levels to be determined by the district and/or the Florida Department of Education) (F.S. 1008.25(2)).
 - b. The evaluation of each student's progress must be based upon classroom work, teacher observations, district-approved assessments, ~~and~~ statewide formative and summative assessments, and other relevant information.
 - 1) ~~NOTE:~~ No single assessment is the sole determiner of promotion.
 - c. Students in third grade are subject to stricter, state-mandated promotion criteria. See section entitled ~~Mandatory~~ "Third Grade Retention" below.
2. ~~Alternative Promotion Criteria~~ Good Cause Promotion Criteria (F.S. 1008.25(6)(b)):
 - a. Any student who does not meet the reading and/or mathematics promotion criteria in ~~the previous matrix~~ Appendix A may be promoted if the student meets one of the following Good Cause options in cluded in Appendix A ~~the matrix below and~~
 - b. Recommendations for Good Cause 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.~~
 - 1) All Good Cause decisions must be made and recorded by the end of the school year or the end of ~~3rd~~ third grade reading camp, except in extenuating circumstances.

Comment [33]: Added to provide notice that the promotion criteria have been moved to Appendix A.

Comment [34]: Sentence structure revised to improve readability.

- 2) ~~D~~ Documentation submitted from the student's teacher to the school principal indicates that the promotion is appropriate based upon the student's academic record.
 - 3) In order to minimize paperwork requirements, such documentation shall consist of the existing Progress Monitoring Plan (PMP), Individual Education Plan (IEP), report card, or academic intervention record, as appropriate.
 - 4) If the ~~school~~ principal determines that the student meets Good Cause promotion criteria, the ~~school~~ principal shall make such recommendation in writing to the Superintendent.
 - 5) The Superintendent shall accept or reject the principal's recommendation in writing (F.S. 1008.25(6)(c)).
- c. ~~Promotion in Extraordinary Circumstances:~~ The Superintendent, ~~upon written recommendation by the principal,~~ may promote a student based upon extraordinary circumstances, ~~which that~~ 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 Good Cause for extraordinary circumstances~~ does not apply to students in third grade ~~three~~.
- d. Students who are being considered for retention require tiered intervention; instruction and progress monitoring assessment through the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) process.
3. Mid-Year Promotion
- a. Prior to November 1st, ~~T~~ third grade students who have been retained in third grade; may be promoted ~~via the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) process~~ to the fourth grade immediately after ~~administration~~ earning an acceptable level of performance on the state-approved assessment measuring achievement toward mastery of the Florida English Language Arts standards ~~prior to November 1st, if the student achieves an acceptable level of performance~~ (F.S. 1008.25(7)(b)(~~43~~)).
 - b. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of fourth grade.
 - c. ACCEL ~~Legislation~~ (described in this policy ~~above~~) allows for mid-year and whole-grade promotion for accelerated students in other elementary grades.
4. ~~PROMOTION CRITERIA READING AND MATHEMATICS: The charts in Appendix A summarize the promotion requirements for each grade.~~

2014-15 Transition Year—Elementary Promotion Criteria for

Comment [35]: Included in 4) above

Comment [36]: Included in 5) above

Comment [37]: Grammatical change.

Comment [38]: Aligned to F.S. 1008.25

Comment [39]: Deleted as identical promotion criteria are included in Appendix A

Reading and Mathematics	
Grade and Subject	Assessment
K, 1 and 2 Reading	Statewide or district approved assessment
3 Reading	Statewide or state adopted assessment
4 and 5 Reading AND Mathematics	Statewide or district approved assessment

II.—

Elementary Alternative Promotion Criteria—Good Cause			
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 in Grades K-5	Student demonstrates an acceptable level of performance on a state-approved reading/English language arts alternative assessment	Student demonstrates an acceptable level of performance on a district-approved reading/English language arts alternative assessment	Student demonstrates an acceptable level of performance on a district-approved reading/English language arts alternative and/or math assessment
All Elementary Students in Grade 3	Student demonstrates an acceptable level of performance on a state-approved reading/English language arts portfolio assessment	Grades K-2: Not applicable	Grades 4-5: Not applicable
All	Student has	Student has	Student has

Elementary Students in Grades K-5	received intensive reading intervention and was previously retained in K-3 for a maximum total of two years, not to exceed one retention per grade level.	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.	received intensive reading and/or math intervention and was previously retained in K-5 for a maximum total of two years, not to exceed one retention per grade level.
Select Elementary English Language Learner (ELL) Students in Grades K-5	Student with less than two years in the English for Speakers of Other Languages (ESOL) program	Student with less than two years in the English for Speakers of Other Languages (ESOL) program	Student with less than two years in the English for Speakers of Other Languages
Select Elementary English Language Learner (ELL) Students in Grades K-2 and 4-5	Not Applicable	Student with two or more years in the English for Speakers of Other Languages (ESOL) program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee	Student with two or more years in the English for Speakers of Other Languages (ESOL) program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee
Select Elementary Students With Disabilities in Grades K-5	Student with a disability whose Individual Education Plan (IEP) indicates	Student with a disability whose Individual Education Plan (IEP) indicates participation in a	Student with a disability whose Individual Education Plan (IEP) indicates participation in a

	participation in a statewide alternate assessment	statewide alternate assessment	statewide alternate assessment
Select Elementary Students with Disabilities in Grades K-2 and 4	Not Applicable	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5) unless parent requests additional retention).	Grade 4: Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention); Grade 5: Not Applicable
Select Elementary Students With Disabilities in Grades 1-5	Student with a disability participating in a statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting more than two years, and was previously retained in grades K-3	GRADE K: Not Applicable GRADES 1-2: Student with a disability who participating in a districtwide assessment, has an Individual Education Plan (IEP) or Section 504 Plan reflecting intensive remediation for more than two year, and was previously retained in grades K-2	Student with a disability participating in a statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting more than two years, and was previously retained in grades K-5
All Elementary Students in	Not Applicable	Student receives intensive Tier 2 or Tier 3	Student receives intensive Tier 2 or Tier 3

Grades K-2 and 4-5		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	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

E. REMEDIATION

1. ~~Elementary~~ Progress Monitoring Plans (PMP) ~~Process:~~
 - a. ~~Any~~ Each student, including those with disabilities, who does not meet specific levels of performance on the statewide, standardized assessment in English Language Arts in reading and/or mathematics ~~for each grade~~ must be evaluated ~~provided with additional state or district approved diagnostic assessments~~ to determine the nature of the student's difficulty, areas of academic need, and strategies for providing academic supports to improve the student's performance ~~appropriate intervention~~.
 - b. A student who is not meeting school, district, or state requirements for satisfactory performance in English Language Arts and/or mathematics must be covered by one of the following plans:

Comment [40]: Section moved from original location

- 1) A federally required student plan such as an Individual Educational Plan (IEP);
 - 2) A school wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
 - 3) An individualized progress monitoring plan.
- c. Utilizing the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) process, the school must develop and implement, in consultation with the student's parent, a PMP in the area of deficiency to ~~assist the student in meeting~~ State and District expectations for proficiency (F.S. 1008.25(4)(b)).
- ~~Students must be progress-monitored at least three times per year, including administering a baseline, mid-year, and end-of-year assessments.~~
- d. Students exhibiting substantial deficiencies in reading or mathematics must have more frequent progress monitoring and diagnostic evaluation using district-approved assessments, including baseline, midyear, and end-of-year measures.
- e. Research-based instructional activities that have been shown to be successful with low-performing students will be used.
2. Specific PMP Reading Requirements ~~for Elementary Students in Grades K-5: For~~
- a. The PMP for a students in grades 3-5 who scores below proficiency on the statewide, standardized assessment or a students in grades K-5 who exhibits a substantial deficiency in reading based upon district-approved formative and/or summative assessment criteria, ~~(including teacher observation); the PMP~~ must:
 - 1) Identify the student's specific areas of deficiency identified by a district-approved diagnostic assessment in:
 - i. Oral language
 - ii. Phonemic awareness
 - iii. Phonics
 - iv. Fluency
 - v. Comprehension
 - vi. Vocabulary
 - 2) Identify areas of deficit and recommended interventions,
 - 3) Identify intensive reading instruction and support services provided to help the student achieve the desired levels of

Comment [41]: Aligned to statutory changes from HB 7069

Comment [42]: Combined with d. below.

performance, as prescribed by the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) process, and

- 4) Document that parental notification has been made in accordance with F.S. 1008.25.
 - b. The student's reading proficiency must be reassessed using district-approved or statewide assessments, including teacher observations, at the beginning of the grade following the intensive reading instruction. ~~The student must continue to be provided with intensive reading instruction.~~
 - c. The student's reading proficiency must be monitored and the intensive instruction must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment ~~reading deficiency is remedied~~ (F.S. 1008.25(5)(a)).
3. Specific PMP Mathematics Requirements ~~for Elementary Students Grades K-5:~~
- a. K-2 students who meet the district criteria for a PMP must receive intensive intervention instruction.
 - b. If a student in grades 3-5 scores below proficiency on the statewide, standardized assessment for mathematics, the student will be required to receive remediation through a PMP.
 - c. The teacher must develop and implement, in consultation with the student's parent, a PMP in mathematics to assist the student in meeting state and district expectations for proficiency (F.S. 1008.25(4)(b)).
 - d. Schools must provide frequent monitoring of student progress.
 - e. Research-based mathematics activities that have been shown to be successful in teaching mathematics to low-performing students will be implemented.
4. Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI)
- a. ~~A MTSS/RTI process will be provided in a~~ All classrooms will utilize ~~ing~~ 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. The District's Multi-Tiered System of Supports (MTSS)/Response to Intervention/Instruction (RtI) model guides the implementation of a tiered approach to instruction.

Comment [43]: Aligned to F.S. 1008.25

- 1) During Tier 1 (universal core instruction), all students are provided a daily, minimal 90-minute reading block of literacy/language arts instruction.
- 2) 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.
 - i. 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, the intensive intervention for students retained in third grade will include:
 1. Effective instructional practices,
 2. Participation in the summer reading camp, and
 3. 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)).
- 3) ~~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.
5. ~~Reading Enhancement and Acceleration Development (READ) Initiative (F.S. 1008.25(7)(b)(7)):~~ Intensive Accelerated Reading Instruction
 - a. To prevent the retention of third grade ~~3~~ students and to offer intensive accelerated reading instruction to third grade ~~3~~ students who failed to meet standards for promotion to fourth grade ~~4~~, and to each K-3 student who is assessed as exhibiting a reading deficiency, the following activities will continue to be provided:
 - 1) Assessment of K-3 students in oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.
 - 2) Reading instruction, implemented through core and supplemental ~~strategic/comprehensive intervention instructional~~ resources recommended in the ~~d~~District's Comprehensive K-12 Reading Plan and Multi-Tiered System of Supports (MTSS) for Literacy Learners Plan ~~that have been~~

Comment [44]: Moved to A.4.a.2). i. above

Comment [45]: Removed from statute.

Comment [46]: Contemporary title added

~~developed based on scientific reading research~~, meets the following specifications:

- i. Assists the student identified with a reading deficiency in developing the ability to read at grade level,
 - ii. Provides skill development in phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language, and writing,
 - iii. Provides scientifically-based and reliable formative and summative assessments,
 - iv. Provides initial and ongoing analysis of each student's reading progress, and
 - v. Provides ~~implemtened~~ during regular school hours.
- b. 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.

6. ~~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 in elementary schools who fail to meet achievement performance levels required for promotion (F.S. 1008.25(3)).
7. Each student who does not meet minimum performance expectations for the statewide, standardized assessments ~~s tests~~ in reading, writing, science and mathematics must continue remedial instruction with supplemental instruction until expectations are met (F.S. 1008.25(4)(c)).

Comment [47]: Section moved from original location

F. ~~ELEMENTARY~~ RETENTION

Comment [48]: Section moved from original location (C.)

1. Retention Criteria
 - a. Failure to meet the promotion or Good Cause promotion requirements identified in Appendix A will result in retention in the same grade level until the deficiencies are remediated.
 - b. Parents must be notified, no later than a week after test scores are received, when it appears, that a student may be retained.

Comment [49]: Added as there was no previous mention to the criteria student must achieve to not receive an retention.00

- 1) 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.
- 2) The notice will comply with 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~~2)).
- 3) Parents of English Language Learner (ELL) students must be notified in their native language (Meta Consent Decree, 1990).
- c. Students who are retained will receive an intensive instructional program that is different from the previous year's program.
- d. Students who have been retained and are not making progress in the current program must undergo additional state or district-approved assessment to determine an appropriate intervention.
2. Social Promotion
 - a. ~~Grade Placement~~: Principals shall have authority for appropriate grade placement of students, within the limitations of School Board Policy and F.S. 1002.3105.
 - b. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement; this does not preclude students being promoted based upon Good Cause in accordance with state law and district policy (F.S. 1008.25(6)).
3. English Language Learners (ELL)
 - a. Formal R-retention recommendations for English Language Learners (ELLs) in grades K-2 and 4-5 require the review and approval by an ELL committee, in which the parent must be invited (Meta Consent Decree, 1990).
 - 1) ELL students cannot be retained solely due to lack of proficiency in English.
 - 2) Progress monitoring and interventions, as well as ELL committee recommendations, must be documented in the student's ELL Plan.
4. Social/Emotional Support
 - a. Retained students should be provided with social-emotional support to address the impact of the retention, if needed.
5. Third Grade ~~Mandatory~~ Retention (~~F.S. 1008.25(5)(b))~~:
 - a. Third grade students who are retained will be provided intensive instructional services and supports to remediate the identified areas of reading deficiency, in addition to participation in the District's

Comment [50]: Section moved from original location

Comment [51]: Section moved from original location; title added

Comment [52]: Consolidated sections

Comment [53]: Section moved from original location; title added

summer reading camp, with a minimum of ninety 90 minutes of daily, uninterrupted, scientifically research-based reading instruction (F.S. 1008.25(7)(b)), which includes:

- 1) Oral language,
 - 2) Phonemic awareness
 - 3) Phonics,
 - 4) Fluency,
 - 5) Vocabulary,
 - 6) Reading comprehension, and
 - 7) Other strategies that may include, but are not limited to (F.S. 1008.25(7)(b)(1)(a-g):
 - i. Integration of science and social studies content within the 90-minute reading block,
 - ii. Small group differentiated instruction,
 - iii. Reduced teacher-student ratios,
 - iv. More frequent progress monitoring,
 - v. Tutoring or mentoring,
 - vi. Transition classes, containing third and fourth grade students, and
 - vii. Extended school day, week, or year (F.S. 1008.25(5)(b)).
- b. Retained third grade students will be provided an experienced literacy teacher who is highly effective as determined through evaluation based on student performance (F.S. 1012.34 and F.S. 1008.25(7)(b)(4)).
- ~~1. 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 in specialized reading training (F.S. 1008.25(7)(b)(6)(a)(c))~~
- c. ~~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~~ Establish at each school, when applicable, an Intensive Acceleration Class (IAC) for retained third grade students who subsequently score Level 1 on the required statewide, standardized assessment (F.S. 1008.25(7)(b)(5)(a-e)). The focus of the IAC shall be to increase the

Comment [54]: Removed due to statutory changes from HB 7069

Comment [55]: Scribner's error. Should have been removed from 2014-2015 Policy.

student's reading [and English Language Arts skill](#) level at least two grade levels in one school year. The IAC will include, when applicable:

- 1) A reduced teacher-student ratio,
- 2) Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master [fourth](#) grade ~~4~~-standards adopted by the State Board of Education in other core subject areas,
- 3) 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)),
- 4) Provide intensive language and vocabulary instruction using a scientifically research-based program (F.S. 1008.25(7)(b)(5b-e),
- 5) Provide social-emotional support to address the impact of retention.

G. ENRICHMENT

1. [Academically Challenging Curriculum to Enhance Learning \(ACCEL\)](#)
 - a. Each elementary school will include at a minimum whole-grade and mid-year promotion; subject-matter acceleration; virtual instruction in higher grade level subjects.
 - b. Additional ACCEL options may include, but are not limited to:
 - [1](#)) Enriched science, technology, engineering, and mathematics coursework;
 - [2](#)) Enrichment programs;
 - [3](#)) Flexible grouping;
 - [4](#)) Advanced academic courses;
 - [5](#)) Combined classes;
 - [6](#)) Self-paced instruction;
 - [7](#)) Curriculum compacting;
 - [8](#)) Advanced-content instruction; and
 - [9](#)) Telescoping curriculum (F.S. 1002.3105).
 - c. 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

Comment [56]: Section moved from original location; title added; revised to multilevel format

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

- d. 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 and F.S. 1008.25).

2. **Gifted Education (F.S. 1003.01 and 1003.57):**

- a. 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.
- b. [For the written statement of policies and procedures for providing an appropriate program of specially designed instruction and eligibility requirements for gifted, please refer to Special Policies and Procedures \(SP&P\) \(F.S. 1003.01 and F.S. 1003.57; F.A.C. 6A-6.03019 and F.A.C. 6A-6.03019\).](#)
- c. Each student identified as being eligible for gifted services ~~in grades K-12~~ is entitled to instruction that meets their enrichment and/or acceleration needs in all core content areas, social/emotional needs, and/or independent functioning needs as identified during the Education Plan (EP) process.
- d. All students identified as gifted must have an EP.
 - 1) EPs must be reviewed and redesigned at least every two years and/or at matriculation to the middle or high school.
 - 2) 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.
 - 3) [For more information, consult the Procedural Guide for Gifted Education.](#)

Comment [57]: Section moved from original location

Comment [58]: Additional statement to reference the procedural manual

Comment [59]: Additional statement to reference the procedural manual; alignment with middle and high school sections

Comment [60]: Section moved from original location; revised to multilevel format; alignment to F.S. 1008.25

H. **REPORTING ~~ELEMENTARY STUDENT~~ PROGRESS:**

1. **Reading Deficiency and Parental Notification**

- a. ~~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 [of the following](#) (F.S. 1008.25(5)(c)):
 - 1) That the child has been identified as having a substantial reading deficiency,
 - 2) A description of the current services that are provided to the child,

- 3) A description of the proposed supplemental instructional services and supports ~~that will be provided to the child~~ that are designed to remediate the identified areas of reading deficiency,
- 4) That, if the child's reading deficiency is not remediated by the end of third grade ~~3~~, the child will be retained unless exempted from mandatory retention for Good Cause, and
- 5) Strategies for parents to use in helping their child succeed in reading proficiency.
- 6) That the statewide, standardized assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the District in knowing when a child is reading at or above grade level and ready for grade level promotion.
- 7) The District's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in third grade who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
- 8) The District's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

2. **Report Cards:**

- a. Report Cards are issued at the end of every nine weeks of school and cover a period of approximately 45 school days.
- b. A student must be in attendance at a SBBC school for 25 days to receive a grade.
- c. The student's performance in each class or course must be based upon examinations as well as written papers, class participation, and other academic performance criteria and indicate whether the child is performing "at/above" or "below grade level".
 - 1) Continued below grade level performance is an indication of possible retention.
- d. Report cards also provide information on the student's conduct, behavior and attendance, including absences and tardies (F.S. 1003.33).

Comment [61]: Added to align to F.S. 1008.25

Comment [62]: Section moved from original location; revised to multilevel format

Comment [63]: Added to align with F.S. 1003.33

- e. Report cards shall be signed by the parent and returned to the teacher.
 - f. 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.
 - g. Report cards may not be withheld from students because of failure to pay dues, fees, or charges for lost or damaged books or property.
 - h. All schools will use the district-identified report card unless special permission has been obtained from the district based upon the unique program implemented at the school, such as Montessori.
3. Interim Reports:
- a. 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:
 - 1) A below average grade,
 - 2) Unacceptable behavior, and
 - 3) Excessive absences.
4. Alternative Report Card:
- a. A district-approved alternative report card may be used for students with disabilities whose progress cannot be appropriately reported using the standard report card or other district-approved programs that the standard report card does not address adequately.
5. IEP Annual Goals
- a. 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.
6. Education Plan Goals
- a. 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.
7. English Language Learners (ELL) Plan Goals
- a. An English Language Learner (ELL) Plan must be completed and a Continuation Letter sent home with each student on or before 30 days of the anniversary date in the ESOL Program.
8. Parent/Teacher Conferences

Comment [64]: Section moved from original location; revised to multilevel format

Comment [65]: Section moved from original location

Comment [66]: Section moved from original location; title added

Comment [67]: Section moved from original location title added

Comment [68]: Deleted to eliminate redundancy.

Comment [69]: Added for omitted special population

Comment [70]: Section moved from original location; title added

- a. Conferences with parents are a required part of the reporting system.
- b. Teachers will request a minimum of two conferences per year per student.

I. **SCHOOL COUNSELING SERVICES:**

1. All schools shall ~~as~~ensure 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.
2. All school counselors will develop, in collaboration with the principal, an ~~Annual~~ ~~s~~School ~~e~~Counseling ~~p~~Plan (ASCP) in a format to be ~~prescribed~~ ~~determined~~ by the ~~e~~District. The ASCP will support the School Improvement Plan and be based upon national school counseling standards.
3. School counseling services will include communication to parents and students of ACCEL options offered by the school pursuant to F.S. 1002.3105.

Comment [71]: Revised to multilevel format

Comment [72]: Added to align to middle and high school sections.

J. **~~ELEMENTARY~~ STUDENT DAY:**

1. The length of the elementary student day shall be a minimum of:
 - a. Prekindergarten As Determined by Program
 - b. Elementary School 360 minutes
 - c. ESE Centers 360 minutes
 (Exceeds state requirements defined in F.S. 1011.61)
2. 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.

Comment [73]: Revised to multilevel format

II. MIDDLE GRADES (GRADES 6-8):-

A. ~~MIDDLE GRADES~~ ENTRANCE AND ATTENDANCE REQUIREMENTS (F.S. 1003.21) :-

1. The following are included in School Board of Broward County (SBBC) Policy 5.1, Enrollment and Withdrawal:

- a. Health requirements for initial entry (F.S. 1003.22), including immunization requirements. ~~are included in SBBC Policy 5.1, Enrollment and Withdrawal.~~
- b. Placement of transfer students for initial entry. ~~is included in Policy 5.1, Enrollment and Withdrawal.~~
- c. Student withdrawal information.

2. Attendance requirements (F.S. 1003.21), including absences for religious reasons, are included in SBBC Policy 5.5, Attendance.

~~Student withdrawal information is included in SBBC Policy 5.1, Enrollment and Withdrawal.~~

3. 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, AND INSTRUCTION AND ASSESSMENT:

1. Regularly Scheduled Instruction:

- a. Students shall receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, art, music, and computer education.
- b. All courses, including instruction in ~~health, physical education, exploratory, career and technical education, and special interest classes shall be in accordance with state statutes and rules.~~ Special interest classes, and such as foreign world languages shall be in accordance with state statutes and rules, and ~~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).

2. High School Courses in Middle Grades:

- a. High school credit may be earned in grades 6-8 by completing the course and earning a passing grade.

Comment [1]: Section formatted to reduce redundancy

Comment [2]: Added statutory reference to align to identical elementary and high school sections

Comment [3]: Included in section A.1. above

Comment [4]: Included in section A.1. above

Comment [5]: Moved to 1.c. above.

Comment [6]: Section revised to multilevel format and consolidated to reduce redundancy

Comment [7]: Combines sections B.1. and B.5 from original policy.

Comment [8]: Subjects were reinserted into policy at the request of the Board at the first reading.

Comment [9]: Included in section a.

Comment [10]: Grammatical change.

b. All middle ~~grade~~ schools shall offer Algebra I, or its equivalent, Geometry, and Spanish I. ~~and~~

1) Middle schools are encouraged to offer other high school courses whereby students may earn high school credit.

c. ~~S-~~ Middle school students may also receive credit for courses successfully completed in a virtual environment, ~~which—Courses taken~~ may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements (F.S. 1003.43(1)(k)).

d. All high school courses taken by a middle grades student will be counted toward the student's high school grade point averages, including but not limited to those used for class rank, high school graduation, Bright Futures eligibility, NCAA Clearinghouse eligibility, and/or SUS admission requirements.

e. ~~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~~

1) A middle grades student may not attend a high school campus when:

i. ~~a the~~ course is available through the middle grades level, or

ii. ~~when~~ the course sought at the high school requires successful completion of the middle grades curriculum.

2) Transportation must be provided by the parents and will be reimbursed at the standard rate.

3. Physical Education:

a. ~~Beginning in 2009-2010, t~~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 (F.S. 1003.455(3)).

b. 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:

i. The parent requests ~~that for~~ the student to enroll in another course from among those courses offered as options by the ~~school d~~District; or

Comment [11]: No new rule. Language added to provide appropriate advisement

Comment [12]: Included in Virtual Education section of policy

Comment [13]: Moved from original location and revised to multilevel format.

- ii. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

4. Health ~~Education~~:

- a. The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to:
 - 1) the definition of dating violence and abuse,
 - 2) the warning signs of dating violence and abusive behavior,
 - 3) the characteristics of healthy relationships,
 - 4) measures to prevent and stop dating violence and abuse, and
 - 5) community resources available to victims of dating violence and abuse.

- b. ~~Family Life/Human Sexuality Instruction: The District must approve the materials, resources, and speakers used in the Family Life/Human Sexuality and HIV/Sexually Transmitted Disease components of the K-12 health curriculum must be approved by the district.~~

- c. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46(1)).

- d. Provisions must be made to allow parents to make a written request for their child to be exempt from ~~this component the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development and treatment~~ (F.S. 1003.42(3)).

- e. ~~HIV and Sexually Transmitted Diseases Instruction: Materials, resources and speakers used in the HIV/Sexually transmitted disease component of the K-12 health curriculum must be approved by the district. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions must be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42(3)).~~

5. Digital Tools and Applications (F.S. 1008.25):

a. Curriculum

- 1) Curricula for students in ~~pre-kindergarten through high school middle grades~~ must contain instruction that allows them to attain progressively higher levels of skill in the use of digital tools and applications (F.S. 1008.25(2)(h)).

Comment [14]: Section moved from original location, revised to multilevel format, and consolidated to reduce redundancy.

Comment [15]: Consolidated with HIV/Sexually Transmitted Diseases section.

Comment [16]: Aligns to statute.

Comment [17]: Section combined with Family Life/Human Sexuality section.

Comment [18]: Section moved from original location, revised to multilevel format, and added language to align to statute and elementary/high school sections

- 2) The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certifications (F.S. 1008.25(2)(h)). F.S. 1002.3105, F.S. 1003.41, F.S. 1003.4203, and F.S. 1003. 428).

b. Materials

- 1) Digital materials ~~for students in prekindergarten through grade 12~~ shall be made available to ~~support this~~ enable students to attain digital skills (F.S. 1003.4203(1)).
~~Development~~
- 2) 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 (F.S. 1003.4203(1)).
- 3) Each school shall make available digital instructional materials, including software applications, to students with disabilities (F.S. 1003.4203(2)). ~~who are in prekindergarten through grade 12~~ Beginning with the 2015-16 school year:
 - i. Digital materials may include CAPE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications for students with disabilities.
 - ii. Each student's Individual Educational Plan (IEP) for students with disabilities must identify the CAPE Digital Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation.

c. Certificates

- 1) CAPE Digital Tool Certificates shall be made available to all public middle grades students (F.S. 1003.4203(3)).
 - i. Targeted skills to be mastered for the certificate include digital skills that are 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:
 - a) Word processing;
 - b) Spreadsheets;
 - c) Presentations, including sound, motion, and color presentations;
 - d) Digital arts;
 - e) Cybersecurity; and

f) [Coding consistent with industry certifications that are listed on the Industry Certification Funding List, pursuant to F.S. 1003.492 and F.S. 1008.44.](#)

d. 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 ([F.S. 1003.4203\(3\)\(b\)](#)).

6. **Parent Meeting:**

a. 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)(~~ea~~)(5)).

Comment [19]: Moved from original location and revised to multilevel format.

7. **Character Education:**

a. The character education traits that shall be integrated into the PreK-12 curriculum are (F.S. 1003.42(2)(s)):

- 1) ~~R~~-Respect
- 2) ~~H~~Honesty
- 3) ~~r~~-Responsibility
- 4) ~~s~~-Self-control
- 5) ~~t~~Tolerance
- 6) ~~k~~Kindness
- 7) ~~e~~Citizenship
- 8) ~~and e~~Cooperation.

b. ~~In addition, t~~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).

Comment [20]: Section moved from original location and revise to multilevel format

8. **Required Instruction:**

a. The following state-required instruction is taught within prescribed courses of study through mandated standards and benchmarks:

- 1) Constitution (on Constitution Day, September 17th) (F.S. 1003.42(2)(b), P.L. 108-447)
- 2) The Holocaust (F.S. 1003.42(2)(g))
- 3) African and African American History (F.S. 1003.42(2)(h))
- 4) Hispanic Contributions (F.S. 1003.42(2)(p))
- 5) Women's Contributions (F.S. 1003.42(2)(q))
- 6) Veterans' Recognition (F.S. 1003.42(2)(t))
- 7) Celebrate Freedom Week (F.S. 1003.421(1))

Comment [21]: Section moved from original location

- [8\)](#) Disability History and Awareness Week ((F.S. 1003.4205)
- [9\)](#) The Declaration of Independence (F.S. 1003.42(2)(a))
- [10\)](#) Flag Education (F.S. 1003.42(2)(d))
- [11\)](#) Elements of Civil Government (F.S. 1003.42(2)(c))
- [12\)](#) History of the United States (F.S. 1003.42(2)(f))
- [13\)](#) Elementary principles of agriculture (F.S. 1003.42(2)(i))
- [14\)](#) Effects of alcohol and narcotics on the body and mind (F.S. 1003.42(2)(j))
- [15\)](#) Kindness to animals (F.S. 1003.42(2)(k))
- [16\)](#) History of the state (F.S. 1003.42(2)(l))
- [17\)](#) Conservation of natural resource (F.S. 1003.42(2)(m))
- [18\)](#) Comprehensive health education (F.S. 1003.42(2)(n))
- [19\)](#) Importance of free enterprise in the US economy (F.S. 1003.42(2)(r))

[9. Outside Activities](#)

- [a.](#) Outside activities, such as contests and fairs, that use instructional time must be aligned with the standards adopted by the State Board of Education.
- [b.](#) See SBBC Policy 6303 for additional field trip information.

Comment [22]: Section moved from original location

[10. Virtual Education:](#)

- [a.](#) Schools may not limit student access to Florida Virtual School (FLVS) courses or courses offered by the ~~d~~District's ~~Florida Virtual School~~ FLVS franchise program, ~~(Broward Virtual Education (BVE),~~ even if the school offers the same course, ~~unless:-~~
 - [1\)](#) ~~A S~~school administrators ~~(or their designees)~~ ~~will~~ determines ~~if that~~ the student ~~does not meet the profile for success in this educational delivery context (F.S. 1002.37(1)(b), is academically qualified for the virtual course~~ based on the student's academic history, grade level, and age. ~~(F.S. 1002.37(3)(c)).~~
 - [2\)](#) ~~The S~~students ~~may not is~~ enrolled 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 ~~and may not concurrently enroll in the same course at FLVS or BVE.~~
- [b.](#) Schools may allow student access to ~~Florida Virtual School~~ FLVS as part of the students' full day curriculum if the district has an approved agreement with ~~FLVS Florida Virtual School~~ to serve

Comment [23]: Section moved from original location.

Comment [24]: Aligns with statutory language.

Comment [25]: Grammatical change

students during the school day. Such agreement is not needed for students who wish to take a ~~FLVS Florida Virtual School~~ course outside the school day (F.S. 1002.45(2)(c)).

- c. A student whose Individual Educational Plan (IEP) indicates that full-time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.

C. ASSESSMENT:

1. Statewide, Standardized Assessments (F.S. 1008.22)

- a. Each student must participate in statewide, standardized assessment tests at designated grade levels as required by F.S. 1008.22.
- b. Middle grades students enrolled in Civics or high school Algebra I, Geometry, Algebra II, United States History, or Biology I must take the statewide, standardized End-of-~~e~~Course (EOC) Assessment for those courses.
- c. Students who take the statewide, standardized EOC assessment for a course ~~and~~ shall not take the corresponding subject and grade level statewide, standardized assessment (F.S. 1008.22(8)) ~~When a statewide, standardized EOC assessment in Algebra II is administered, all students enrolled in Algebra II must take the EOC assessment.~~
- d. All statewide, standardized EOC assessments and ELA, mathematics, and science assessments shall use scaled scores and achievement levels. Achievement levels shall range from 1 through 5, with level 1 being the lowest achievement level, level 5 being the highest achievement level, and level 3 indicating satisfactory performance on an assessment.
- e. A statewide, standardized EOC assessment must be used as the final cumulative examination for its associated course. No additional final assessment may be administered in a course with a statewide, standardized EOC assessment.
- f. ~~For s~~ Students with disabilities who meet state-defined exemption criteria, must be administered an alternative assessment ~~must be administered~~ (F.S. 1008.22(8)(4)).
 - 1) ~~Information to p~~ Parents of students with disabilities must also be provided with information about required state assessments and End-of-Course (EOC) assessment waivers.
- g. For English Language Learners (ELL) who are currently receiving services, ~~schools shall provide test accommodations to enable them to fully participate in all assessments. T~~he assessments may be administered with any one or a combination of the accommodations as authorized by ~~State Rule F.A.C.~~ 6A-6.09091, to enable them to fully participate in all assessments.

Comment [26]: Section title added.

Comment [27]: Added for a comprehensive list of assessments.

Comment [28]: Language aligns to statute

Comment [29]: Added due to HB 7069 changes

Comment [30]: Added due to HB 7069 changes. BCPS made this policy adjustment in 2014-15

Comment [31]: Grammatical change.

h. Ongoing assessment is an integral part of the instructional process and the school will provide parents with the results of each statewide, standardized assessment (F.S. 1008.25(4)).

Comment [32]: Moved from original location and consolidated from two section.

i. The District may not schedule more than 5 percent of a student's total school hours in a school year to administer statewide, standardized assessments and district-required local assessments (F.S. 1008.22(b)(9)(d)).

Comment [33]: Added due to HB 7069 changes.

2. Universal Screening

a. ~~Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) Screening (Rule 6A-6.0331):~~ As part of the MTSS/RtI process, schools shall universally screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school (F.A.C. 6A-6.0331).

1) The school's Collaborative Problem Solving Team (CPST) shall monitor universal screening data at regular intervals.

Comment [34]: Aligns to elementary and high school sections.

2) Specific interventions shall be initiated as soon as a student first demonstrates deficits in literacy (reading and writing), mathematics, or behavior.

3. ~~Suspension of Curriculum (F.S. 1008.22(3)(g)):~~

Comment [35]: Moved from original location and revised to multilevel format.

a. 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 (F.S. 1008.22(3)(g)):

- 1) Distributing to students sample test books and answer keys published by the Florida Department of Education,
- 2) Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores below proficiency on a prior administration of the statewide assessment,
- 3) Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores below proficiency on a prior administration statewide assessment or a student who, through a diagnostic assessment administered by the district, is identified as having a deficiency in the content knowledge and skills addressed,
- 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.

4. ~~Final High School Semester~~ Examinations ~~and Exam~~ Exemptions:

- a. ~~Semester-E~~examinations shall be scheduled and administered in accordance with the guidelines provided by the ~~d~~District.
- b. 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(2)).
- c. A ~~M~~m middle grades students ~~who earn a grade of B or better in a high school course~~ may be exempt from the midterm and/or final exams in ~~that a high school~~ course under the following criteria:
 - 1) The student earns a grade of "B" or better in all marking periods of the respective high school course during the semester of exemption.
 - 2) The student may waive up to one-half of their total eligible midterms or final exams for all high school or higher level courses on the student's regular school day schedule.
 - 3) AP/IB/AICE midterms cannot be exempted; however, (The the student may exempt the final exam.
 - i. Teachers are encouraged to give an alternative assessment in lieu of a traditional final. ~~);~~
 - 4) Dual enrollment midterms and finals may not be exempted.
 - 5) The statewide, standardized EOC assessments, required by statute, are not eligible for exemption; however, the student may exempt the midterm exam.
 - 6) Midterm and/or final exams cannot be retroactively exempted once the student takes the exam.

Comment [36]: Moved to 1) below.

Comment [37]: Local change to align policy to school practice.

Comment [38]: Local change to align policy to school practice

Comment [39]: Added to align to high school section. Previously omitted

Comment [40]: Grammatical change.

Comment [41]: Local change

Comment [42]: Moved from original location, revised to multilevel format, and title added.

5. Legislative Changes

- a. Should laws related to mandatory student assessment change during the school year, students must meet any new requirements as outlined by the State or Superintendent, as applicable.

D. ~~MIDDLE GRADES~~ PROMOTION:

1. Final Course Grading Systems

Comment [43]: Section title added.

- a. Student performance will be evaluated and reported based upon mastery of standards.

b. Middle School Course without an EOC

- 1) 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 (F.S. 1003.437) according to the following chart:

<u>Numerical</u>	<u>Progress</u>	<u>Letter Grade</u>	<u>Marking Period Points</u>
<u>90-100</u>	<u>Superior Progress</u>	<u>A</u>	<u>4</u>
<u>87-89</u>	<u>Outstanding Progress</u>	<u>B+</u>	<u>3.1</u>
<u>80-86</u>	<u>Commendable Progress</u>	<u>B</u>	<u>3</u>
<u>77-79</u>	<u>Above Average Progress</u>	<u>C+</u>	<u>2.1</u>
<u>70-76</u>	<u>Average Progress</u>	<u>C</u>	<u>2</u>
<u>67-69</u>	<u>Below Average Progress</u>	<u>D+</u>	<u>1.1</u>
<u>60-66</u>	<u>Lowest Acceptable Progress</u>	<u>D</u>	<u>1</u>
<u>0-59</u>	<u>Failure</u>	<u>F</u>	<u>0</u>
<u>N/A</u>	<u>Incomplete</u>	<u>I</u>	<u>0</u>

Comment [44]: Section moved from original location and revise to multilevel format.

Comment [45]: Deleted as it is included in the table below.

- 2) A final grade for a full year middle school course will be determined based upon the total number of points earned in all marking periods according to the following chart. The student must earn at least a total of four points to pass the course.

~~A passing grade for a full year will be computed based upon the student earning four points in the course.~~

Comment [46]: Consolidated two sections

<u>Total Marking Period Points</u>	<u>Final Grade</u>
<u>14.00 or above points</u>	<u>A</u>
<u>12.20 through 13.99</u>	<u>B+</u>
<u>10.00 through 12.19</u>	<u>B</u>
<u>8.20 through 9.99</u>	<u>C+</u>
<u>6.00 through 8.19</u>	<u>C</u>
<u>4.20 through 5.99</u>	<u>D+</u>
<u>4.00 through 4.19</u>	<u>D</u>

Below 4.00 points	F
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Comment [47]: Table moved from the procedural manual to policy.

a. [Middle School Course with a State EOC](#)

- 1) [A student enrolled in a middle school course \(i.e., Civics\) that requires the statewide, standardized EOC assessment to constitute 30% of the final course grade will earn points for the level achieved on the EOC and corresponding letter grade according to the following chart:](#)

EOC Level	Letter Grade	EOC Exam Points
5	A	12
4	A	12
3	B	9
2	C	6
1	D	3

- 2) [The total marking period points from table D.1.b.2 above, will convert to a new scale, according to the following table:](#)

Total Marking Period Points	Course Letter Grade	Converted Full Year Points
14.00 or above points	A	28
12.20 through 13.99	B+	22.4
10.00 through 12.19	B	21
8.20 through 9.99	C+	15.4
6.00 through 8.19	C	14
4.20 through 5.99	D+	8.4
4.00 through 4.19	D	7
Below 4.00 points	F	0

- 3) [The student's final course grade will be determined by totaling the Converted Full Year Points and EOC points according to the following chart:](#)

Final Course Letter Grade	Total Points
A	35.00 and above
B+	30.63 through 34.99
B	25.00 through 30.62

<u>C+</u>	<u>20.63 through 24.99</u>
<u>C</u>	<u>15.00 through 20.62</u>
<u>D+</u>	<u>10.63 through 14.99</u>
<u>D</u>	<u>6.25 through 10.62</u>
<u>F</u>	<u>6.24 and below</u>

- c. ~~Incomplete Grade~~: A grade of Incomplete ("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.

- 1) Class work should be made up prior to the end of the next marking period.
- 2) If the work remains incomplete or unsatisfactory at the end of this marking period, the "I" will convert to an "F" grade. The principal may extend the deadline.

d. High School Grading

- 1) 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.
- 2) Please refer to Section III - High Schools and the related appendices for additional information regarding the calculation of various high school course final grades.

2. Promotion from 6th to 7th and 7th to 8th ~~Grades Six to Seven and Seven to Eight~~: A ~~S~~ student must pass a minimum of four ~~subjects~~ courses, two of which must be in English, mathematics, science, or social studies.

3. Promotion from 8th to 9th Grade

- a. 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 (F.S. 1003.4156(1)):

- 1) Three middle grades or higher courses in English Language Arts (ELA).
- 2) Three middle grades or higher courses in mathematics.
 - i. Successful middle grades credit for a high school level Algebra I, Algebra II, or Geometry course is not contingent upon the student's performance on the statewide, standardized End-of-course (EOC) assessment.

Comment [48]: Moved from original location; revised to multilevel format;

Comment [49]: Specific EOC assessments updated for a comprehensive list of requirements.

Comment [50]: Added for a comprehensive list of mathematics courses with a required EOC assessment.

ii. To earn high school credit for Algebra I, Geometry, and/or Algebra II, a middle grades student must take the respective statewide, standardized ~~Algebra I~~ EOC assessment and pass the course. ~~, and in addition,~~

Comment [51]: Added for a comprehensive list of mathematics courses with a required EOC assessment.

iii. ~~b~~Beginning with the 2013-2014 school year ~~and thereafter,~~ a student's performance on the Algebra I, Geometry, and/or Algebra II EOC assessment constitutes 30 percent of the student's final course grade.

Comment [52]: Added for a comprehensive list of mathematics courses with a required EOC assessment.

iv. ~~To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.~~

Comment [53]: Combined into different section above.

3) Three middle grades or higher courses in social studies.

i. Beginning with students entering 6th grade ~~6~~ in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.

1. 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 (F.S. 1008.22).
2. 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 8th 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:
 - a. three courses in social studies, or
 - b. two year-long courses in social studies that include coverage of civics education.

4) Three middle grades or higher courses in science.

i. 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 (EOC) assessment ~~required under F.S. 1008.22.~~

- ii. ~~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 (EOC) ~~end-of-course~~ assessment and pass the course, which

- 1. A student's performance on the Biology I EOC assessment constitutes 30 percent of the student's final course grade, ~~and earn a passing grade in the course.~~

Comment [54]: Moved to ii.

5) One course in career and education planning.

- i. ~~to~~ The course may be completed in 6th, 7th, or 8th grade ~~according to the criteria below.~~
- ii. The course may be taught by any member of the instructional staff.
- iii. 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.
- iv. In addition, the course must:
 - 1. result in a completed personalized academic and career plan for the student, which must inform students of:
 - a. high school graduation requirements, including a detailed explanation of the diploma designation options provided under F.S. 1003.4285,
 - 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 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

- 3) demonstrated proficiencies on nationally-normed standardized subject area assessments;
- 4) demonstrated proficiencies on the statewide, standardized assessment; or
- 5) written review of the criteria utilized for a given subject provided by the former school.
- f. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments required to validate placement (~~State Board Rule F.A.C.~~ 6A-1.09942).
- 5. Promotion in Extraordinary Circumstances:
 - a. 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).
 - b. The Superintendent shall accept or reject the principal's recommendation in writing.
 - c. Promotions in extraordinary circumstances are not permitted from 8th to 9th grade unless the student has met the statutorily required promotion requirements pursuant to F.S. 1003.4156.
- 6. Students enrolled in and attending Alternative Secondary Schools, including Department of Juvenile Justice (DJJ) programs, participate in a "~~performance~~ competency-based" educational setting. Students demonstrate credit completion at the point they finish the course requirements.
 - a. ~~Therefore, p~~ Promotion for these students occurs on the date the student meets the promotion criteria as prescribed by SBBC Policy 6000.2.

Comment [57]: Added to clarify the limitations of the District to override statute.

E. REMEDIATION

- 1. ~~MIDDLE GRADES~~ Progress Monitoring Plans (PMP) ~~PROCESS:~~
 - a. ~~Any Each~~ student, including those with disabilities, who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the Algebra I EOC assessment, must be evaluated ~~meet specific levels of performance in reading and mathematics for each grade must be provided with additional district-approved assessments~~ to determine the nature of the student's difficulty, areas of academic need, and strategies for providing academic supports to improve the student's performance ~~appropriate intervention~~.
 - b. A student who is not meeting school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:

Comment [58]: Moved from original location and revised to multilevel format. Substantive changes are the result of HB 7069 and language aligns to statute.

- 1) A federally required student plan such as an Individual Education Plan (IEP);
- 2) A school wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
- 3) An individualized progress monitoring plan.

~~Specific PMP Reading Requirements for Middle Grade Students: If a middle grade student scores below proficiency on a statewide, standardized reading and/or English language arts assessment (F.S. 1008.22), the PMP must:~~

~~a. identify the student's specific area of deficiency in:~~

- ~~(1) oral language~~
- ~~(2) phonemic awareness~~
- ~~(3) phonics~~
- ~~(4) fluency~~
- ~~(5) comprehension~~
- ~~(6) vocabulary~~

~~b. identify the areas of weakness and recommended intervention, and~~

~~c. identify the instructional and support services to be provided to help the student achieve the desired levels of performance during the school year, including either remedial reading course for students or a content area course in which reading strategies are incorporated into course content delivery, in accordance with the district's Comprehensive K-12 Reading Plan (F.S. 1003.4156(1)(b)).~~

~~2. Specific PMP Mathematics Requirements for Middle Grade Students: If a student scores below proficiency on a statewide, standardized mathematics assessment (F.S. 1008.22), the student will be required to receive remediation during the following year through a PMP utilizing the district's MTSS/RtI model. Remediation may be integrated into the student's required mathematics courses.~~

c. If a middle grades student scores below proficiency on the statewide, standardized assessment as per F.S. 1008.22 and district-determined criteria, 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)

Comment [59]: Added due to HB 7069 changes to specify that a student must have a plan to remediate deficiencies based upon the personalized needs of the student.

Comment [60]: Removed in HB 7069 to allow districts and schools greater flexibility for providing support to students.

Comment [61]: HB 7069 deleted the intensive remediation course requirement for students who are not proficient on state assessments. BCPS will retain the required coursework, but only for students who do not meet District-determined criteria in addition to the state assessments.

or Next Generation Content Area Reading Professional Development (NGCAR-PD) program. Remediation strategies must be incorporated into course content delivery.

- d. ~~The school's Collaborative Problem Solving (CPS) team, u~~ Utilizing the Multi-Tiered System of Supports (MTSS)/Response-to-Intervention (Rtl) process, the ~~teacher school~~ must develop and implement, in consultation with the student's parent, a PMP in the area of deficiency to ~~meet State and District expectations for proficiency~~ assist the student that includes the components of the middle school success plan (F.S. 1008.25(4)(b)).
- e. Students exhibiting substantial deficiencies in reading or mathematics must have more frequent progress monitoring and diagnostic evaluation using district-approved assessments, including baseline, midyear, and end-of-year measures. Schools must progress monitor students scoring below proficiency levels on the statewide, standard assessment a minimum of three times per year, this includes a baseline, midyear, and end-of-year assessment.
- f. Research-based instructional activities that have been shown to be successful with low-performing students will be used.
- g. Remediation strategies must be incorporated into course content delivery.
- h. 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.
- i. Each student who does not meet minimum performance expectations for the statewide, standardized assessments ~~tests~~ in reading, writing, science, and mathematics must continue remedial instruction with supplemental support ~~instruction~~ until expectations are met (F.S. 1008.25(4)(c)).

2. ~~MIDDLE GRADES~~ Extended Learning Opportunities:

- a. Opportunities for extended learning for students with academic deficiencies may be offered during the school day as well as beyond the school day.
- b. Extended learning opportunities will be determined on an annual basis.

3. ~~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)).~~

Comment [62]: Deleted as it is a reference to obsolete terminology.

Comment [63]: Language aligned to elementary and high school sections. No substantive changes.

Comment [64]: Deleted as new language is aligned to elementary and high school sections.

Comment [65]: Moved from original location.

Comment [66]: Section deleted as it only pertains to the elementary section.

3. Required Support for Department of Juvenile Justice (DJJ) Students

- a. All returning DJJ students must be referred to the Multi-Tiered System of Support (MTSS)/Response to Intervention (Rtl) process for behavioral and social-emotional supports.

Comment [67]: Local change to provide support for students and prevent recidivism.

4. Grade Forgiveness

- a. 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.

Comment [68]: Moved from original location, section title added, revised to multilevel format.

- b. For middle grades students taking high school courses, F 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).

Comment [69]: Added to clarify the difference between students taking high school courses in middle school and high school.

- c. In all cases of grade forgiveness, Only the new grade shall be used in the calculation of the student's GPA; grade point average for graduation (F.S. 1003.428(4)(d)). The student's record, however, all forgiven courses and grades must be included on a student's transcript as an accurate reflection of a student's record of achievement will show all courses and grades taken.

- 1) The authority for the School Board to adopt a forgiveness policy does not provide authority to alter a student record or to delete the forgiven course and grade (F.A.C. 6A-1.0955)(3)(a)(7) and F.S. 1003.428(4)(d)).

Comment [70]: Added to align to high school section.

- 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.

F. MIDDLE GRADES RETENTION:

1. Retention Criteria

- a. Parents must be notified, no later than a week after ~~test scores~~ grades are received, when it appears that a student may be retained.

Comment [71]: Moved from original location, section title added, revised to multilevel format.

- 1) Parents of English Language Learners (ELL) students must be notified in their native language (Meta Consent Decree, 1990).

Comment [72]: Middle school promotion is based upon course completion, not assessments.

- b. Students who are retained will receive an intensive program that is different from the previous year's program.
- c. For students retained two or more years, appropriate alternative placements will be made.
- d. Students who have been retained and are not making progress in the current program must undergo additional state or district-approved assessment to determine an appropriate intervention.

2. Social Promotion

Comment [73]: Moved from original location and revised to multilevel format.

- a. ~~Grade Placement~~: Principals shall have authority for appropriate grade placement of students, within the limitations of School Board Policy and F.S. 1002.3105.
- b. 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)).
3. English Language Learners (ELL)
- a. ~~A~~ Formal retention recommendations regarding an English Language Learners (ELL) student shall ~~be made through action of~~ require the review and approval by an ELL committee ~~(Meta Consent Decree, 1990)~~ in which the parent must be invited (Meta Consent Decree, 1990).
- 1) ELL students cannot be retained solely due to lack of proficiency in English.
 - 2) Progress monitoring and interventions, as well as ELL committee recommendations, must be documented in the student's ELL Plan.
4. Social/Emotional Support
- a. Retained students should be provided with social-emotional support to address the impact of the retention, if needed.
- G. ENRICHMENT
1. Academically Challenging Curriculum To Enhance Learning (ACCEL):
- a. ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students (F.S. 1002.3105(1)(a)).
- b. Each middle grades school will include at a minimum (F.S. 1002.3105(1)(b)):
- 1) whole-grade promotion;
 - 2) ~~and~~ midyear promotion;
 - 3) subject-matter acceleration; ~~and~~
 - 4) virtual instruction in higher grade level subjects, and
 - 5) the Credit Acceleration Program (CAP).
- c. Additional ACCEL options may include, but are not limited to (F.S. 1002.3105(1)(b)):
- 1) enriched science, technology, engineering, and mathematics coursework;
 - 2) enrichment programs;
 - 3) flexible grouping;

Comment [74]: Moved from original location, title added, and grammatical changes.

Comment [75]: Grammatical change.

Comment [76]: Added to align to elementary and high school sections.

Comment [77]: Moved from original location, section title added, and revised to multilevel format.

Comment [78]: New section, consolidating several other sections, revised to multilevel format.

Comment [79]: Definition added from statute.

Comment [80]: Added to align to statute. Previously omitted.

- 4) advanced academic courses;
 - 5) combined classes;
 - 6) self-paced instruction;
 - 7) curriculum compacting;
 - 8) advanced-content instruction; and
 - 9) telescoping curriculum ~~(F.S. 1002.3105).~~
- d. Parents and students may contact the principal at the student's school for information related to student eligibility requirements for ACCEL options offered by the principal pursuant to F.S. 1002.3105 and F.S. 1008.25.
- e. 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; [and F.S. 1008.25](#)).
2. Gifted Education (F.S. 1003.01 and 1003.57):
- a. Students ~~in grades K-12~~ may be evaluated for eligibility for gifted services; via a teacher or a parent referral ~~and/or a whole-school or whole-grade screening process.~~
 - b. [For the written statement of policies and procedures for providing an appropriate program of specially designed instruction and eligibility requirements for gifted, please refer to Special Policies and Procedures \(SP&P\) \(F.S. 1003.01 and F.S. 1003.57; F.A.C. 6A-6.03019 and F.A.C. 6A-6.03019\).](#)
 - c. 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.
 - d. All students identified as gifted must have a current EP.
 - 1) EPs must be redesigned at least every two years and/or at matriculation to the middle or high school.
 - 2) 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.
 - 3) For more information, consult the Procedural Guide For Gifted Education.

Comment [81]: Deleted as it is only applicable in elementary school.

Comment [82]: Added to direct the reader to the procedural manual for more information.

H. REPORTING ~~MIDDLE GRADES~~ PROGRESS:

- 1. Report Cards:

- a. Report cards are issued at the end of ~~every nine weeks of school~~ marking period and cover a period of approximately 45 school days.
- b. Report cards may not be withheld from students because of failure to pay dues, fees, or charges for lost or damaged books or property.
- c. The student's academic performance in each class or course must be based upon examinations as well as written papers, class participation, and other academic performance criteria (F.S. 1003.33).
- d. Report cards also provide information on the student's conduct, behavior, and attendance, including absences and tardiness (F.S. 1003.33).
- e. 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.
- f. All schools will use the district-identified report card unless special permission has been obtained from the District, based upon the unique program implemented at the school.
- g. ~~Parents are provided with information regarding their child's progress throughout the year.~~
2. Interim Reports:
- a. Interim reports indicate if a student is having difficulties and report cards are marked to show on grade level or below grade level performance.
- b. 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:
- 1) a grade of "D" or "F",
 - 2) a drop of two or more grades,
 - 3) unacceptable behavior, and
 - 4) excessive absences.
- c. In schools with an automated system for record keeping and grading, interims will be provided for all students.
3. Alternative Report Cards:
- a. A district-approved alternative report card may be used for:
- 1) students with disabilities whose progress cannot be appropriately reported using the standard report cards, or
 - 2) ~~for~~ other district-approved programs that the standard report card does not address adequately.
4. Individual Educational Plan (IEP) Annual Goals
- Comment [83]:** Redundant as every nine weeks of school constitutes 45 school days.
- Comment [84]:** Added to align to statute.
- Comment [85]:** Added to align to elementary and high school sections.
- Comment [86]:** Moved to other section of policy.
- Comment [87]:** Moved from original location and revised to multilevel format.
- Comment [88]:** Moved from original location and revised to multilevel format.
- Comment [89]:** Title added to section.

- a. 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.
- 5. Educational Plan (EP) Goals
 - a. The EP ~~(Education Plan)~~ Goals Progress Report must be completed and sent home with each report card for all gifted students.
- 6. English Language Learner (ELL) Plan Goals
 - a. An ELL Plan must be completed and a Continuation Letter sent home with each student on or before 30 days of the anniversary date in the ESOL Program.
- I. ~~MIDDLE GRADES~~ SCHOOL COUNSELING SERVICES:
 - 1. All schools shall ~~as~~ensure 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.
 - 2. All school counselors will develop, in collaboration with the principal, an Annual School Counseling Plan (ASCP) in a format to be determined by the ~~e~~District. The plan will support the School Improvement Plan and be based upon national counseling standards.
 - 3. School counseling services will include: ~~C~~ommunication to parents and students regarding: of
 - a. ACCEL options offered by the school and the eligibility requirements for each option pursuant to F.S. 1002.3105(2)(a).
 - b. ~~Communication to parents and students regarding~~ high school graduation requirements, including a detailed explanation of the diploma designation options provided under F.S. 1003.4285,
 - c. ~~Communication to parents and students regarding:~~ high school assessment and college entrance test requirements,
 - d. Florida Bright Futures Scholarship Program requirements,
 - e. state university and Florida College System institution admission requirements,
 - f. 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),

Comment [90]: Added to clarify which students require the EP Goals Report.

Comment [91]: Added to account for omitted special population reporting requirement.

Comment [92]: Moved from original location and revised to multilevel format.

Comment [93]: Added to align to statute.

- 5) career education courses (including career-themed courses),
- 6) courses that lead to national industry certification pursuant to F.S. 1003.492.

- g. The final decision regarding selection of high school courses and graduation options that best fit the student's needs belong to the student and parent.

J. ~~MIDDLE GRADES~~ STUDENT DAY:

- 1. A middle grades student day shall consist of a minimum of:

- a. Middle School 348 minutes
- b. ESE Centers 360 minutes

(Exceeds state requirements defined in F.S. 1011.61(1)(a)(1))

- 2. 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.

Comment [94]: Section revised to multilevel format.

III. HIGH SCHOOLS (GRADES 9-12):

A. ~~HIGH SCHOOL ENROLLMENT AND WITHDRAWAL~~ ENTRANCE AND ATTENDANCE REQUIREMENTS (F.S. 1003.21):

1. The following are included in School Board of Broward County (SBBC) Policy 5.1, Enrollment and Withdrawal:

- a. ~~Health requirements for initial entry (F.S. 1003.22), including immunization requirements. are included in SBBC Policy 5.1, Enrollment and Withdrawal.~~
 - b. Placement of transfer students for initial entry. ~~is included in Policy 5.1, Enrollment and Withdrawal.~~
 - c. Student withdrawal information.
2. Attendance requirements (F.S. 1003.21), including absences for religious reasons, are included in SBBC Policy 5.5, Attendance.
- ~~Student withdrawal information is included in SBBC Policy 5.1, Enrollment and Withdrawal.~~
3. 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).

Comment [1]: Section formatted to reduce redundancy, title changed to align with elementary and middle school sections

Comment [2]: Moved to 1.c. above.

B. ~~HIGH SCHOOL CURRICULUM~~ AND INSTRUCTION ~~AND ASSESSMENT~~

1. Regularly Scheduled Instruction

- a. ~~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~~ world languages (F.S. 1003.41).
2. ~~Service Learning:~~
- a. Students are required to complete a minimum of 40 documented hours of Service Learning in order to graduate.
 - b. 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):~~
- a. Students may meet the physical education requirement by meeting any one of the following options:
 - i. One full credit of HOPE ~~(physical education integrated with health)~~

Comment [3]: Section title added to align to elementary section.

1. The District has adopted HOPE Variation I (Physical Education Integrated with Health) as the recommended physical education course.
- ii. Complete one-half credit of:
 1. Personal Fitness,
 2. ~~one-half credit of a~~ Physical Education elective, and
 3. Life Management Skills ~~and one-half credit of a~~.
 - a. Beginning with students entering 9th grade in 2014-2015 and thereafter, the Life Management Skills course will no longer be required for this option.
- iii. Two full credits of Junior Reserve Officer Training (JROTC)
 1. ~~(One credit satisfies the physical education requirement and one credit satisfies the arts requirement).~~
- iv. Complete one-half credit in the Personal Fitness course and one-half credit with a grade of "C" or better in a:
 1. Marching band class, or
 - a. satisfies one-half credit of either physical education or arts requirement.
 2. ~~in a~~ Physical activity class that requires participation in marching band activities as an extracurricular activity, or
 3. ~~in a~~ Dance class
 - a. satisfies one-half credit of either physical education or arts requirement.
 - v. 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.
- b. Schools may not require the one-credit of physical education be taken during the student's ninth grade year.
4. Health Education:
 - a. The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to:
 - i. the definition of dating violence and abuse,
 - ii. the warning signs of dating violence and abusive behavior,
 - iii. the characteristics of healthy relationships,
 - iv. measures to prevent and stop dating violence and abuse, and
 - v. community resources available to victims of dating violence and abuse.

Comment [4]: Included in ii.

Comment [5]: Included in ii.

Comment [6]: Added to include the full physical education requirement for this option, as outlined in the FLD0E's Course Code Directory.

Comment [7]: Moved from original location, consolidated with Family Life/Human Sexuality and HIV/Sexually Transmitted Diseases sections, revised to multilevel format.

- b. ~~Family Life/Human Sexuality Instruction: The District must approve the materials, resources, and speakers used in the Family Life/Human Sexuality and HIV/Sexually Transmitted Disease components of the K-12 health curriculum must be approved by the district.~~

Comment [8]: Grammatical change.

- i. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge, and practice (F.S. 1003.46).
- ii. Provisions must be made to allow parents to make a written request the their child to be exempt from ~~this component~~ the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development and treatment (F.S. 1003.42(3)).

Comment [9]: Language changed to align to statute.

- ~~b. HIV and Sexually Transmitted Diseases Instruction: Materials, resources and speakers used in the HIV/Sexually transmitted disease component of the K-12 health curriculum must be approved by the district. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions must be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42(3)).~~

Comment [10]: Consolidated with Family Life/Human Sexuality section.

5. Online Learning

Comment [11]: Moved from original location and revised to multilevel format.

- a. Beginning with students entering 9th grade 9 in 2011-12, at least one course within the 24 credits required for graduation must be completed through online learning (F.S. 1003.428).
- b. 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.
- c. Schools shall not require a student to take the online course outside of the school day or in addition to a student's courses for a given semester.
- d. An online high school course taken during grades 6-8 fulfills this requirement.
- e. This requirement shall be met through an online course offered by:
 - i. ~~the~~ Florida Virtual School (FLVS),
 - ii. Broward Virtual Education (a franchise of FLVS ~~Florida Virtual School~~),
 - iii. An online course offered by the high school, or
 - iv. An online dual enrollment course.

- f. This requirement does not apply to a student who has an Individual Education Plan (IEP) under F.S. 1003.57, which indicates that an online course would be inappropriate.
 - g. ~~When~~ A student who is enrolled in a Florida high school and has less than one academic year remaining in high school, may waive this requirement ~~may be waived~~.
6. **Character Education:**
- a. The character education traits that shall be integrated into the PreK-12 curriculum are:
 - 1) ~~R~~-Respect
 - 2) ~~H~~-Honesty
 - 3) ~~r~~-Responsibility
 - 4) ~~s~~-Self-control
 - 5) ~~t~~-Tolerance
 - 6) ~~k~~-Kindness
 - 7) ~~e~~-Citizenship
 - 8) ~~and e~~-Cooperation (F.S. 1003.42(2)(s)).
 - b. ~~In addition, t~~The concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).
7. **Required Instruction:**
- a. The following state-required instruction is taught within prescribed courses of study through mandated standards and benchmarks:
 - i. Constitution (on Constitution Day, September 17th) (F.S. 1003.42(2)(b), P.L. 108-447)
 - ii. The Holocaust (F.S. 1003.42(2)(g))
 - iii. African and African American History (F.S. 1003.42(2)(h))
 - iv. Hispanic Contributions (F.S. 1003.42(2)(p))
 - v. Women's Contributions (F.S. 1003.42(2)(q))
 - vi. Veterans' Recognition (F.S. 1003.42(2)(t))
 - vii. Celebrate Freedom Week (F.S. 1003.421(1))
 - viii. Disability History and Awareness Week ((F.S. 1003.4205)
 - ix. The Declaration of Independence (F.S. 1003.42(2)(a))
 - x. Flag Education (F.S. 1003.42(2)(d))
 - xi. Elements of Civil Government (F.S. 1003.42(2)(c))

Comment [12]: Moved from original location and revised to multilevel format.

Comment [13]: Moved from original location.

- xii. History of the United States (F.S. 1003.42(2)(f))
- xiii. Elementary principles of agriculture (F.S. 1003.42(2)(i))
- xiv. Effects of alcohol and narcotics on the body and mind (F.S. 1003.42(2)(j))
- xv. Kindness to animals (F.S. 1003.42(2)(k))
- xvi. History of the state (F.S. 1003.42(2)(l))
- xvii. Conservation of natural resource (F.S. 1003.42(2)(m))
- xviii. Comprehensive health education (F.S. 1003.42(2)(n))
- xix. Importance of free enterprise in the US economy (F.S. 1003.42(2)(r))

8. Outside Activities

- a. Outside activities, such as contests and fairs, that use instructional time must be aligned with the standards adopted by the State Board of Education.
- b. See SBBC Policy 6303 for additional field trip information.

Comment [14]: Moved from original location, revised to multilevel format, and section title added.

9. Digital Tools and Applications (F.S. 1008.25):

a. Curriculum

- i. 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 (F.S. 1008.25(2)(h)).
- ii. The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certification (F.S. 1008.25(2)(h)). F.S. 1002.3105, F.S. 1003.41, F.S. 1003.4203, and F.S. 1003.428).

Comment [15]: Section moved from original location, revised to multilevel format, added language to align to statute, as well as elementary and middle school sections

Comment [16]: Removed to remain specific to the High School section. Digital Tools are also included in Elementary and Middle School sections.

b. Materials

- i. Digital materials ~~for students in prekindergarten through grade 12~~ shall be made available to ~~support this~~ to enable students to attain digital skills (F.S. 1003.4203(1)).
- ii. 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 (F.S. 1003.4203(1)).
- iii. Each school shall make available digital instructional materials, including software applications, to students with disabilities (F.S. 1003.4203(2)). ~~who are in prekindergarten through grade 12~~ Beginning with the 2015-16 school year:

Comment [17]: Removed to remain specific to the High School section. Digital Tools are also included in Elementary and Middle School sections.

1. Digital materials may include CAPE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications for students with disabilities.
2. Each student's Individual Educational Plan (IEP) for students with disabilities must identify the CAPE Digital Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation.

c. Certificates

- i. CAPE Digital Tool Certificates shall be made available to all public high school grades students (F.S. 1003.4203(3)).
 1. Targeted skills to be mastered for the certificate include digital skills that are necessary to the student's academic work and skills the student may need in future employment.
 2. The skills must include, but are not limited to:
 - a. Word processing;
 - b. Spreadsheets;
 - c. Presentations, including sound, motion, and color presentations;
 - d. Digital arts;
 - e. Cybersecurity; and
 - f. Coding consistent with industry certifications that are listed on the Industry Certification Funding List, pursuant to F.S. 1003.492 and F.S. 1008.44.

10. Virtual Education:

- a. Schools may not limit student access to Florida Virtual School (FLVS) courses or courses offered by the ~~e~~District's ~~Florida Virtual School~~ FLVS franchise program, ~~(Broward Virtual Education (BVE) (F.S. 1002.37(3)(c))), even if the school offers the same course, unless:-~~
 - i. ~~A S~~-school administrators ~~(or their designees)~~ ~~will determines if that the student does not meet the profile for success in this educational delivery context (F.S. 1002.37(1)(b), is academically qualified for the virtual course based on the student's academic history, grade level, and age. (F.S. 1002.37(3)(c)).~~
 - ii. ~~The S~~-students ~~may not is~~ enrolled 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 and may not concurrently enroll in the same course at FLVS or BVE.~~

Comment [18]: Section moved from original location and revised to multilevel format.

Comment [19]: Replaced local eligibility criteria terminology with statutory language.

Comment [20]: Grammatical change.

- b. Schools may allow a student access to ~~Florida Virtual School~~ FLVS as part of the students' full day curriculum if the District has an approved agreement with FLVS ~~Florida Virtual School~~ to serve students during the school day. Such agreement is not needed for students who wish to take a FLVS ~~Florida Virtual School~~ course outside the school day (F.S. 1002.45(2)(c)).
- c. A student whose Individual Educational Plan (IEP) indicates that full-time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.

C. ASSESSMENTS

1. Statewide, Standardized Assessments (F.S. 1008.22)
 - a. Each student must participate in statewide, standardized assessments ~~tests~~ at designated grade levels as required by F.S. 1008.22.
 - b. EOC assessments for Algebra I Geometry, Algebra II, Biology I, and United States History shall be administered to students enrolled in such courses as specified in the Course Code Directory.
 - c. ~~When a~~ Students ~~is~~ enrolled in a course, as specified in the Course Code Directory, with an associated statewide, standardized that includes End-of-Course EOC assessment (EOC); must take the EOC assessment for such course and may the student will not be required to take the corresponding subject or grade-level statewide, standardized assessment.
 - d. The statewide, standardized EOC assessment must be used as the final cumulative examination for its associated course. No additional final assessment may be administered in a course with a statewide, standardized EOC assessment.
 - e. ~~For~~ Students with disabilities who meet state-defined exemption criteria must be administered, an alternative assessment (F.S. 1008.22(8)(4)) ~~must be administered~~.
 - i. ~~Information to~~ Parents of students with disabilities must also be provided with information about required state assessments and ~~End-of-course assessment (EOC)~~ waivers.
 - f. ~~A~~ Students with ~~a~~ disabilities, for whom the IEP committee determines that an ~~end-of-course~~ EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the ~~end-of-course~~ EOC assessment results waived for the purpose of determining the student's course grade and credit.
 - i. 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.

Comment [21]: Section title added and aligned to elementary and middle school sections.

Comment [22]: Redundant as a test is an assessment.

Comment [23]: Added to align with statutory changes due to HB 7069.

Comment [24]: Added to align with statutory changes due to HB 7069.

Comment [25]: Added due to HB 7069 changes. BCPS made this policy adjustment in 2014-15

- g. 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 F.A.C. 6A-6.09091~~ to enable them to fully participate in all assessments.
 - h. Ongoing assessment is an integral part of the instructional process and the school will provide parents with the results of each statewide, standardized assessment test. (F.S. 1008.25(4)).
 - i. The District may not schedule more than 5 percent of a student's total school hours in a school year to administer statewide, standardized assessments and district-required local assessments.
2. Universal Screening
- a. ~~Multi Tiered System of Supports (MTSS)/Response to Intervention (RtI) Screening (Rule 6A-6.0331):~~ As part of the MTSS/RtI process, schools shall universally screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school (F.A.C. 6A-6.0331).
 - i. The school's Collaborative Problem Solving Team (CPST) shall monitor universal screening data at regular intervals.
 - ii. Specific interventions shall be initiated as soon as a student first demonstrates deficits in literacy (reading and writing), mathematics, or behavior.
3. Suspension of Curriculum ~~(F.S. 1008.22(4)):~~
- a. 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, standardized assessment (F.S. 1008.22(3)(g)).
 - b. However, a school may engage in the following test-preparation activities for a statewide assessment:
 - i. Distributing to students sample test books and answer keys published by the Florida Department of Education,
 - ii. Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores below proficiency on a prior administration of the statewide assessment,
 - iii. Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores below proficiency on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by a the district,

Comment [26]: Grammatical change.

Comment [27]: Combined sentences.

Comment [28]: Added due to HB 7069 changes.

Comment [29]: Added to align to elementary and middle school sections.

is identified as having a deficiency in the content knowledge and skills assessed,

- iv. Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or
- v. 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.

4. Legislative Changes

- a. Should laws related to mandatory student assessment change during the school year, students must meet any new requirements as outlined by the State or Superintendent, as applicable.

Comment [30]: Moved from original location, section title added, and revised to multilevel format.

5. ~~Final~~ Semester Examinations and Exam Exemptions:

- a. Semester examinations for a course shall be scheduled and administered in accordance with the guidelines provided ~~in~~ by the District's ~~procedural manual for this policy~~.
- b. 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(2)).
- c. A student in grades 6-12 who earns a grade of B or better in a particular course may be exempt from the midterm and/or final exams in ~~that a high school~~ course under the following criteria:
 - i. The student earns a grade of "B" or better in all marking periods of the respective high school course during the semester of the exemption.
 - ii. ~~All The students will be eligible to~~ may waive eligible midterms or final exams for up to one-half of ~~their total~~ all high school or higher level courses on the student's regular school day schedule.
 - iii. ~~For AP/IB/AICE,~~ midterms cannot be exempted; however, ~~(the~~ student may exempt the final exam.
 - 1. Teachers are encouraged to give an alternative assessment in lieu of a traditional final ~~exam.~~ exam.
 - iv. Dual enrollment midterms ~~s~~ and final exams may not be exempted. ~~.~~

Comment [31]: Moved to i. below.

Comment [32]: Local change to align policy to school practice.

Comment [33]: Local change to align policy to school practice.

v. The statewide, standardized EOC assessments, required by statute, are not eligible for exemption; however, the student may exempt the midterm exam.

Comment [34]: Grammatical change.

vi. Midterm and/or final exams cannot be retroactively exempted once the student takes the exam.

Comment [35]: Local change to limit the application of exam exemptions.

D. PROMOTION

Comment [36]: Moved from original location and revised to multilevel format.

1. ~~HIGH SCHOOL GRADE DESIGNATION: 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 designated 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. Social Promotion

Comment [37]: Section previously omitted from high school section of policy. Language added to align to statute and elementary and middle school sections.

- a. Principals shall have authority for appropriate grade placement of students, within the limitations of School Board Policy and F.S. 1002.3105.
- b. 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)).

3. ~~Definition and Transfer of Credits:~~

Comment [38]: Moved from original location and revised to multilevel format.

- a. Definition of Credit:
 - i. 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)).~~
 - ii. 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~~

Comment [39]: Moved to section iv.

~~school graduation requirements~~ in a school that has been authorized to implement block scheduling (F.S. 1003.436(1)(a)).

Comment [40]: Deleted to align to statute and i. above.

- iii. One-half credit is defined to be one-half of the requirement for a full credit.

- iv. ~~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 Acceleration Program \(CAP\)](#)), 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).

Comment [41]: Deleted as middle school students taking high school courses are also beholden to this requirement.

Comment [42]: Moved from 1. above.

- v. Any school that uses alternative scheduling must employ a district-approved mechanism to determine successful mastery of student performance standards.
- vi. 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).

- 1. Courses that are exceptions are defined in the State Course Code Directory/Dual Enrollment Equivalency List.

b. ~~Uniform Transfer of High School Credits~~:

Comment [43]: Moved from original location.

- i. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted on face value subject to validation if required by the receiving school's accreditation.
- ii. 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.
- iii. AdvancED/Southern Association of Colleges and Schools Council on School Improvement (AdvancED/SACS CASI) is the district's accrediting agency and, as such, district schools shall accept credits and grade placement promptly from the following recognized accrediting agencies:
 - a) AdvancED/Southern Association of Colleges and Schools Council on School Improvement (AdvancED/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)

- 4) 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 at the receiving school ~~as outlined in this rule.~~
 - a. ~~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.
 - b. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in this rule.
- 5) Alternative Validation Procedure: If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
 - a) Portfolio evaluation by the superintendent or designee,
 - b) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal,
 - c) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools,
 - d) Demonstrated proficiencies on nationally-normed standardized subject area assessments,
 - e) Demonstrated proficiencies on the statewide, standardized assessment (F.S. 1008.22), or
 - f) Written review of the criteria utilized for a given subject provided by the former school.
- 6) Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in this rule, if required (~~State Board Rule~~ F.A.C. 6A-1.09941).
- 7) If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Algebra II, 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.
- 8) 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

Comment [44]: Redundant from opening paragraph.

Comment [45]: Added to include new EOC assessment

transcript shows a credit in Algebra I, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20, U.S.C.F.S. 6301.

- 9) If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma the student must take and pass the statewide, standardized grade 10 reading or ELA assessment, or earn a concordant score.
- 10) 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.
- 11) 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.
- 12) 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.
 - a. To receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet the assessment requirements under F.S. 1008.22.
- 13) 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.
 - a. For purposes of this policy, adult secondary education credit may be considered as an educational alternative pursuant to F.A.C. 6A-6014, if approved by the District ~~appropriate area superintendent prior to placement~~.
- 14) Co-Enrollment:
 - a. High school students who are deficient in credits needed to graduate or who need to improve their cumulative grade point average in order to meet graduation requirements may co-

Comment [46]: Added to align to statute and State Board Rule.

Comment [47]: Redundant reference to alternative programming in the same sentence.

Comment [48]: Department is obsolete.

enroll in adult secondary education programs for a maximum of two ~~courses per year~~ credits under the following conditions:

Comment [49]: Aligns to adult education rules.

- i. The student must be deficient in the credits required for graduation.
- ii. The student must be attempting a full load of required credits at the traditional high school during the co-enrollment period.
- iii. The student must have written authorization for entrance into each course in the co-enrollment program from the home school principal or designee.
- iv. The student's credit deficiencies have not resulted from an intentional, willful neglect of students as determined by the principal or designee.
- v. Co-enrollment courses will be limited to core curricular areas as defined in F.S. 1003.01(14).
- vi. The student does not have a pattern of excessive absenteeism or habitual truancy or a history of disruptive behavior in school.

15) Level I Courses:

- a. ~~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 (including elective credit) for a Level 1 course, if the IEP team determined and documented, in accordance with F.S. 1003.43(7)(d), that a rigorous course of study would be inappropriate.
- b. Students with disabilities pursuing a special diploma in accordance with ~~Section F.S. 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.

Comment [50]: Grammatical change.

16) Compensatory or Remedial Programs:

- a. Students can use no more than 9 credits in compensatory or remedial programs to meet graduation requirements (F.S. 1003.43(7)(a)).

17) Exploratory Vocational Courses:

- a. Students cannot use more than one credit in exploratory vocational course to meet graduation requirements (F.S. 1003.43(7)(b)).

18) Credit Acceleration Program (CAP):

- a. Students who meet specific scores on standardized ~~end-of-course~~ EOC assessments as defined in F.S. 1008.22 shall receive credit for the corresponding course (F.S. 1003.4295).
- b. 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.

19) ~~Mathematics and Science~~ Course Substitutions

- a. One credit in computer science and the earning of related industry certifications constitute the equivalent of up to one credit of 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)).
- b. 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.
 - i. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry (F.S. 1003.4282(b)).
- c. 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)).

E. GRADING

1. Student performance will be evaluated and reported based upon mastery of standards.

- a. ~~Grading:~~ The ~~symbols to be grading system~~ used ~~in the~~ for high schools ~~course grading are will be~~ (F.S. 1003.437):

Letter Grade	Definition	Numerical	Quality Points
A	Superior Progress	90-100	4.0
B+	Outstanding Progress	87-89	3.5
B	Commendable Progress	80-86	3.0
C+	Above Average Progress	77-79	2.5

Comment [51]: Added to align to elementary and middle school sections.

C	Average Progress	70-76	2.0
D+	Below Average Progress	67-69	1.5
D	Lowest Acceptable Progress	60-66	1.0
F	Failure	0-59	0.0
I	Incomplete	N/A	0.0

Comment [52]: Table moved from procedural manual to policy.

- b. **Incomplete Grade:** A grade of [Incomplete \("I"\)](#) is given as an opportunity for students to make up incomplete class work, [a statewide, standardized EOC assessment](#), or for students who require additional time to demonstrate mastery of course standards.

Comment [53]: Moved from original location.

- i. Class work should be made up prior to the end of the next marking period.
- ii. If the work remains incomplete or unsatisfactory at the end of this marking period, the "I" will convert to an ["F" grade](#). The principal may extend the deadline.

- c. **Plus (+) Grades:** Letter grades displaying plus (+) signs shall be used in the calculation of the District's weighted grade point average for the purpose of determining class rank. ~~and will~~

- i. [Plus grades are not included in the GPA calculations](#) for determining athletic eligibility, ~~or in~~ meeting the graduation requirements (F.S. 1003.437), ~~or the Bright Futures Scholarship Program does not recognize plus (+) grades.~~

Comment [54]: Grammatical change.

- ii. [Students should consult the GPA calculation methodologies for the respective program to determine if that institution recognizes plus grades.](#)

Comment [55]: Added to advise students to consult external entities for their specific grading practices.

2. **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.

- a. The appropriate grade change code shall be documented in TERMS.
- b. When the teacher or record is unavailable or not applicable, the Change of Grade Form shall be signed by the principal and by the subject area Department Chairperson.
- c. Changes to a student grade may be made for the following reasons:
 - i. When an EOC assessment retake impacts the EOC course final grade,
 - ii. Technical/input error,

- iii. Incomplete grade changed to the appropriate letter grade,
- iv. When, to reflect an accurate final course grade, an F grade earned in semester 1 must be change to allow for averaging of semesters as required by F.S. 1003.43 and described below under “Grade Averaging”, or
- v. Unforeseen extenuating circumstances.

3. Semester Course Grades:

- a. ~~At the high school level, credit is granted on either a semester or full-year basis.~~ When credit is granted on a semester basis, one-half credit is given for passing a semester’s work in a course.
- b. 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.
- c. For schools implementing a 4x4 block schedule, one semester is equivalent to a nine-week period of time.
- d. For schools on a seven period schedule, one semester is equivalent to an 18-week period of time.
- e. To receive a passing mark for the semester grade in a subject, the student shall have previously earned at least a passing mark in:
 - i. Both quarter grading periods, or
 - ii. One quarter grading period and the semester examination.
- f. The weight of each quarter grade is 37.50% of the final semester grade.
- g. The weight of the final examination is 25% of the final semester grade.

Comment [56]: Included in next sentence and 4. below.

4. Full-Year Course Grades:

- a. 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.
- b. For schools implementing a 4x4 block schedule, one full year is equivalent to 18-weeks instruction.
- c. For schools on a ~~rotator~~ **seven period** schedule, one full year is equivalent to 36-weeks of instruction.
- d. The weight of each quarter grade is 15% of the final course grade.
- e. The weight of the mid-term examination is 10% of the final course grade.
- f. The weight of the EOC is 30% of the final course grade.

Comment [57]: Aligned language to school practice and section 3.d. above.

5. 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 the student:
 - i. Receives a grade of "C" or better on the semester examination in the semester failed and meets district policies for attendance (applied to the class in question for the purpose of grade averaging), homework, participation, and other indicators of performance, and
 - ii. 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.

Comment [58]: Deleted as all current cohorts began 9th grade in 09-10 and thereafter.

6. Grade Forgiveness Rule:

- a. For high school 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.
- b. For high school students, forgiveness for elective courses shall be limited to replacing a grade of "D", "F", or "I" with a grade of "C" or higher earned subsequently in another course (F.S. 1003.43).
- c. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's GPA; ~~however, 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 student's record, however, will show all courses taken.~~
 - i. 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. 6A-1.0955(3)(a)7; and F.S. 1003.428(4)(d)).
- d. The Forgiveness Rule shall be applied only one time per course.

Comment [59]: Moved from original location and revised to multilevel format.

Comment [60]: Added to specify that there is a difference in the rules for high school and middle school students.

Comment [61]: Added to specify that there is a difference in the rules for high school and middle school students.

Comment [62]: Redundant.

- e. 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.

7. Grading Formulas

- a. Appendix C outlines the specific grading formulas for the various types of high school courses.

F. General GRADUATION Diploma Options:

1. The ~~charts in Appendix A summarize the~~ graduation requirements for each cohort and diploma option ~~/program are outlined in Appendix B.~~
2. Each year, the District must provide students in grades six through nine and their parents, with information concerning all diploma options, including the respective curriculum requirements for those options so the students and their parents may select the program that best fits their needs.
3. Selection of one of the graduation options is exclusively up to the student and parent.
 - a. 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, 24-credit high school graduation option (F.S. 1003.428, and F.S. 1003.4285).
4. A student may be awarded a standard diploma at which time he/she meets all graduation requirements.
5. 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, and ~~The student~~ shall be included in all awards and honors with his/her cohort.
 - a. 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.~~
6. ~~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.
7. Diploma Options
 - a. Standard Diploma (24-Credit Option):
 - i. The 24-credit option is the traditional standard high school diploma as described in the graduation requirements chart in Appendix B.

Comment [63]: Moved from original location and revised to multilevel format.

Comment [64]: Grammatical change.

Comment [65]: Deleted as the section referenced has been moved to another section of the policy.

Comment [66]: Moved from original location and revised to multilevel format.

- ii. Students enrolled in special magnet programs may only select this diploma option.
- b. ~~18-Credit~~ ACCEL Diploma (18-Credit Option)
 - i. Awarded to students who meet all requirements for a standard high school diploma with the following exceptions:
 - 1. Physical Education is not required.
 - 2. Online Learning course is not required.
 - 3. Only three elective credits are required only.
 - 4. Community Service Learning hours are not required.
- c. International Baccalaureate (IB) Curriculum Diploma Option
 - i. Please (refer to the International Baccalaureate Organization website for the most current diploma requirements for this graduation option.)
- d. Advanced International Certificate of Education (AICE) Curriculum Diploma Option
 - i. Please (refer to the AICE Organization website for the most current diploma requirements for this graduation option.)

~~Additional Graduation Information:~~

- e. Certificate of Completion:
 - i. 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 in Appendix B, but is unable to meet one or more of the following:
 - 1. Passing score on the required statewide, standardized assessments (F.S. 1008.22) or scores on a standardized test that are concordant with the passing scores on the statewide, standardized assessments (~~ACT or SAT~~) (F.S. 1008.22).
 - 2. Cumulative unweighted GPA grade point average of 2.0.
 - ii. 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)).
 - iii. A student who receives a standard Certificate of Completion may participate in the graduation ceremonies with his or her class.
- f. ~~High School Graduation Requirements—~~ Special Diploma for ~~Students with Disabilities:~~

Comment [67]: The IB Organization is an independent third party and establishes their own graduation requirements. Students must adhere to the most up-to-date requirements of the IB Organization as published on their website.

Comment [68]: The AICE Organization is an independent third party and establishes their own graduation requirements. Students must adhere to the most up-to-date requirements of the AICE Organization as published on their website.

Comment [69]: Deleted as it is not comprehensive of all concordant and comparative assessments available. The FLDOE will release new assessments and scores in Spring 2016 and this policy revision will not be able to incorporate those changes.

Comment [70]: Moved from original location and incorporates changes omitted from the 2014-15 policy.

- i. Students who entered the ninth grade before the 2014-2015 school year and whose IEP, as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma.

Comment [71]: Added to align to State Board Rule to identify eligible students.

1. Option I is based primarily upon mastering state standards and earning credits.
2. Option II is based primarily on demonstrating competency in employment.
3. Service Learning hours are not required for a special diploma.

- ii. The graduation charts in Appendix BA summarize the graduation prerequisites and requirements for each special diploma option.

1. The charts include references to “notes” that are applicable to specific diploma options.
2. The notes include additional requirements as well as options for meeting some of the requirements ~~The notes and~~ are an essential component of the graduation requirements. ~~(Notes relating to Special Diploma Options follow the Special Diploma Graduation Charts).~~

Comment [72]: Combined sentences.

- iii. Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student’s skills and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements through the access course specified for each required core course, through more rigorous ESE courses in the same content area or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments.

1. Eligible CTE courses may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments.
2. Participation in the Florida Alternate Assessments in reading, mathematics, and science is required until replaced by Florida Alternate Assessments in English

Language Arts I, II, III, Algebra I, Geometry, Algebra II, Biology I, and United States History.

3. A score of at least four (4) on the Florida Alternate Assessments in reading and math must be attained, until replaced by the grade 10 English Language Arts alternate assessment and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with Section 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in Section 1003.572, F.S.
 4. For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.
- iv. Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. A student must meet all of the graduation requirements specified in Section 1003.4282(1)-(9) or 1002.3105(5), F.S. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.
1. Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for English IV; one (1) mathematics credit, with the exception of Algebra and Geometry; one (1) science credit, with the exception of Biology; and one (1) social studies credit with the exception of United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

2. Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in Section 1003.4282(11)(b)2.d., F.S., for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.
 3. Documented achievement of all components defined in Section 1003.4282(11)(b)2.b., F.S., on the student's employment transition plan.
- v. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in Section 1003.572, F.S.
- vi. Deferral of receipt of a standard diploma. A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements found at Section 1003.4282(11)(c), F.S.
1. The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent, or the student over the age of eighteen (18) for whom rights have transferred in accordance with subsection 6A-6.03311(8), F.A.C., must sign a separate document stating the decision.
 - a. The IEP team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services, and describe to the parent and the student all services and program options available to students who defer. This description must be done in writing.
 - b. School districts must inform the parent and the student, in writing by January 30 of the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education (FAPE).

This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral.

- c. The school district must ensure that the names of students deferring their diploma be submitted to appropriate district staff for entry in the district's management information system. Improper coding in the district database will not constitute failure to defer.

- 2. In accordance with subsection 6A-6.03028(1), F.A.C., a student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the school district, until the end of the school semester or year in which the student turns twenty-two (22).

g. Special Certificate of Completion

- i. A special certificate of completion will be awarded to students who entered the ninth grade before the 2014-15 school year and whose IEP, as of June 20, 2014, contained a statement of intent to receive a special diploma and earned the required 18 or 24 credits required for graduation, but did not achieve the required GPA or did not pass required assessments unless a waiver of the results has been granted or participation in a statewide assessment has been exempted. ~~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.~~

Comment [73]: Added to align to State Board Rule

~~h. Graduation Requirements — Adult Standard Diploma:~~

- i. 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 the following are not required:

Comment [74]: Moved from original section and revised to multilevel format

- 1. Physical Education,
- 2. Fine/Performing Arts, and
- 3. Service Learning ~~are not required.~~

Comment [75]: Grammatical change

- ii. The Adult Education graduation charts in Appendix B A summarize the graduation requirements with additional information noted.

1. 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.
2. Successful performance on an examination for high school credit may be substituted only as outlined in this Policy.
3. 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.

~~i. Graduation Requirements~~— Adult Certificate of Completion:

- i. 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.

1. Passing score on the Grade 10 statewide, standardized assessment (F.S. 1008.228) or scores on a standardized test (~~ACT or SAT~~) that are concordant with the passing scores on the statewide, standardized assessment (F.S. 1008.228).

2. Cumulative unweighted grade point average of 2.0.

j. Alternative Education Programs:

- i. 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~~ High School Equivalency Exam or Performance-Based Option, which include:

1. Earning a passing score on the tenth grade statewide, standardized assessment (F.S. 1003.43).
2. Completing an employability and postsecondary portfolio as prescribed by the District.
3. Achieving the required score on the High School Equivalency Exam ~~a minimum score of 2250 on the GED~~.

8. Florida Comprehensive Assessment Test (FCAT):

- a. ~~For~~ Students entering 9th grade in 2009-2010 and prior must earn, the FCAT requirement includes passing scores in reading and ~~in~~ mathematics on the Grade 10 FCAT or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT).

Comment [76]: Deleted as it is not comprehensive of all concordant/comparative assessments available. The FLDOE will release new assessments and scores in Spring 2016 and this policy revision will not be able to incorporate those changes.

Comment [77]: Assessment title change

Comment [78]: Assessment title change.

Comment [79]: Section retained until all applicable cohorts matriculate out of the district.

Comment [80]: Combined sections.

- 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. 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.
- d. 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.
 - i. 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)).
 - ii. Information about the FCAT waiver must be provided to parents of students with disabilities.

9. Grade Point Averages (GPAs):

- a. The Grade Point Average is calculated by dividing the quality points earned by the credits attempted.
 - i. A quality point is the numerical value assigned to the letter grade (e.g., A=4, B=3, C=2, D=1).
- b. All high school courses, including those taken in the middle grades, shall be counted as attempts for credit when calculating all grade point averages, except when the grade forgiveness rule or course validation (e.g., transfer credit from home education) is applied.
- c. Students must achieve at least a 2.0 cumulative, unweighted GPA to meet the graduation requirements for the chosen diploma option.

G. REMEDIATION

1. ~~HIGH SCHOOL~~ Progress Monitoring Plans (PMP) ~~PROCESS:~~

- a. ~~Any Each~~ student, including those with disabilities, who does not ~~meet specific levels of performance in reading and mathematics for each grade~~ achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the Algebra I EOC assessment must be ~~provided with additional diagnostic assessments evaluated~~ to determine the nature of the student's difficulty, areas of academic need, and strategies for providing academic supports to improve the student's performance ~~appropriate intervention.~~

Comment [81]: Added to align to middle school section.

Comment [82]: Added to clarify the graduation requirement. No substantive change.

Comment [83]: Moved from original location and revised to multilevel format. Substantive changes are the result of HB 7069 and language aligns to statute.

Comment [84]: Changed to align to statute.

- b. A student who is not meeting school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:
- i. A federally required student plan such as an Individual Educational Plan (IEP);
 - ii. A school wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
 - iii. An individualized progress monitoring plan.
- c. Each year a student scores below proficiency on the statewide, standardized English Language Arts (ELA) and District-determined criteria, the following year the student must be enrolled in and complete an intensive remedial course with a teacher who is reading certified or endorsed or be placed in a content area course that includes remediation of skills not acquired by the student with a teacher who is content area certified and reading endorsed, certified or completed a FLDOE-approved Content Area Reading Professional Development (CAR-PD) or Next Generation Content Area Reading Professional Development (NGCAR-PD) program.
- d. Utilizing the school's Multi-Tiered System of Supports (MTSS)/Response-to-Intervention (RtI) process, the school team must develop and implement, in consultation with the student's parent, a PMP in the area of deficiency to meet State and District expectations for proficiency (F.S. 1008.25(4)(b)).
- e. Students exhibiting substantial deficiencies in reading or mathematics must have more frequent progress monitoring and diagnostic evaluation using district-approved assessments, including baseline, midyear, and end-of-year measures. Schools must progress monitor students scoring below proficiency levels on the state approved standardized assessment a minimum of three times per year. This includes a baseline, mid-year, and end-of-year assessment.
- f. Research-based instructional activities that have been shown to be successful with low-performing students will be used.
- g. 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.
- h. 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~~ support until expectations are met (F.S. 1008.25(4)(c)).

Comment [85]: Added due to HB 7069 changes to specify that a student must have a plan to remediate deficiencies based upon the personalized needs of the student.

Comment [86]: HB 7069 deleted the intensive remediation course requirement for students who are not proficient on state assessments. BCPS will retain the required coursework, but only for students who do not meet District-determined criteria in addition to the state assessments.

Comment [87]: Language aligned to elementary and secondary sections. No substantive changes.

Comment [88]: Deleted as new language is aligned to elementary and high school sections.

Comment [89]: Moved from original section.

- i. Remedial instruction provided during high school may not be in lieu of English and/or mathematics credits required for graduation.
- j. Remedial instruction will include an intensive program different from the previous year's program.
- k. Students who must travel to centers or programs pursuant to the provisions of School Board policy will be allowed a period to do so.
- l. ~~PMPs and Learning Contracts:~~ For students attending Schools of Choice, the learning contract will serve as the student's PMP.

~~For each year a high school student scores below proficiency on the statewide, standardized English Language Arts (ELA) assessment (F.S. 1008.22, the PMP must identify:~~

~~d. 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 content area course in which reading strategies are delivered in accordance with the District's Comprehensive K-12 Reading Plan (F.S. 1003.4156(1)(b)).~~

~~4. For each year in which a student scores Level 2 or below on the Algebra I EOC assessment, the student must receive a PMP including enrollment and completion in an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.~~

~~5. PMP Reviews: Progress Monitoring Plans in reading will be reviewed at least annually, or as specified by the 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).~~

2. Postsecondary Preparatory Support ~~College Readiness Assessment~~ (F.S. 1008.30):

Comment [90]: Removed in HB 7069 to allow districts and schools greater flexibility for providing support to students.

Comment [91]: Moved from original location and revised to multilevel format. Substantive changes are the result of HB 7069 and language aligns to statute.

- a. ~~The~~ High schools shall use ~~the~~ all available assessment results, including the results of statewide, standardized English Language Arts assessments and EOC assessments for Algebra I and Geometry, of the test to advise ~~the~~ students of any identified deficiencies and ~~will provide grade 12 students, and require them to complete an~~ to provide appropriate postsecondary preparatory course instruction before high school graduation ~~as identified in rule by the State Board of Education.~~
 - b. ~~Before the beginning of grade 12, each high school must evaluate the college readiness of each student who scores at Level 2 or Level 3 on the reading portion of the grade 10 FCAT or designated scores on the statewide, standardized assessment (F.S. 1008.22), or Level 2, Level 3, or Level 4 on the Algebra I assessment under F.S. 1008.22.~~
 - c. ~~High schools shall perform this evaluation using the results of the Common Placement Test (CPT), the Postsecondary Education Readiness Test (PERT), ACT, SAT or an equivalent test identified by the State Board of Education. A successful score in the PERT does not guarantee admission to any postsecondary institution (F.S. 1008.30).~~
3. ~~HIGH SCHOOL~~ Extended Learning Opportunities:
- a. Opportunities for extended learning for students with academic deficiencies may be offered during the school day, as well as beyond the school day.
 - b. Extended learning opportunities will be determined on an annual basis.
- ~~Allocation of Resources:~~
- c. ~~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)).~~
- H. ~~REPORTING HIGH SCHOOL STUDENT PROGRESS:~~
1. 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 School Board adopted policies, rules, and regulations. (F.S. 1008.25; and F.S. 1003.33).
 2. Report Cards:
 - a. Report cards are issued at the end of each marking period and cover a period of approximately 45 school days.

Comment [92]: Changed to align to statute.

Comment [93]: Removed in HB 7069 to allow districts and schools greater flexibility for providing support to students.

Comment [94]: Moved from original location and revised to multilevel format.

Comment [95]: Deleted as it is only applicable to the elementary section.

Comment [96]: Moved from original location and revised to multilevel format.

Comment [97]: Added to align to elementary and middle school sections.

- b. Report cards may not be withheld from students because of failure to pay dues, fees, or charges for lost or damaged books or property.
- c. The student's academic performance in each class or course must be based upon examinations as well as written papers, class participation, and other academic performance criteria (F.S. 1003.33).
- d. Report cards also provide information on the student's conduct, behavior, and attendance, including absences and tardiness (F.S. 1003.33(b-c)).
- e. 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.
- f. All schools will use the district-identified report card unless special permission has been obtained from the District, based upon the unique program implemented at the school.
- g. There are ~~five different~~ several grade point averages included on the report card ~~that are used for different purposes~~:
 - i. The Semester Weighted GPA is: the weighted average of the courses taken in any one semester (includes ~~extra additional~~ quality points for honors, AP, IB, and DE courses, including technical dual enrollment ~~for student entering 9th grade in 2007-2008~~).
 - ii. The Cumulative Weighted GPA is the ~~(District's GPA) used for class rank and is~~ the weighted average of all high school courses (includes ~~extra additional~~ 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.~~
 - iii. The Core GPA is the average of all academic college core courses completed using an additional 0.5 quality point for each full credit course.
 - iv. The State GPA is the cumulative, unweighted average of grade points earned in all high school courses, including high school courses taken in middle school, that are not forgiven.
 - 1. ~~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.
 - 2. No additional quality points are given for rigorous coursework.

Comment [98]: Added to align to statute.

Comment [99]: Added to align to elementary and middle school sections.

Comment [100]: Added for additional advisement of the graduation requirement criteria.

Comment [101]: Moved to section Grading.

Comment [102]: Moved from original location and revised to multilevel format.

3. Interim Reports:

- a. 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:

- i. a grade of D or F,
 - ii. a drop of two or more grades,
 - iii. unacceptable behavior, and
 - iv. excessive absences.
- b. 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.

4. Parental Notification

- a. Any student with a cumulative, unweighted 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.
- b. These students will be assisted in meeting these requirements through a variety of options, which may include, but are not limited to:
- i. Grade forgiveness as specified in this policy
 - ii. Extended learning
 - iii. Special counseling
 - iv. Volunteer and/or peer tutoring
 - v. School-sponsored help sessions
 - vi. Homework hotlines
 - vii. Study skills classes
 - viii. Co-enrollment

Comment [103]: Moved from original location, revised to multilevel format, and section title added.

5. GRADUATION Acceleration Mechanism Notification

- a. **Notification:** At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of courses through which a high school student can earn college credit, including AP, IB, AICE, ~~and~~ dual enrollment, career academy courses, and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction.
- b. Students shall also be advised of early graduation options under F.S. 1003.4281.

Comment [104]: Moved from original location and revised to multilevel format.

6. Alternative Report Card:

- a. A district-approved alternative report card may be used for:
- i. students with disabilities whose progress cannot be appropriately reported using the standard report cards, ~~or-~~
 - ii. Other district-approved programs that the standard report card does not address adequately.

Comment [105]: Moved from original location and revised to multilevel format,

Comment [106]: No substantive change; only created a new bullet from the previous sentence.

7. Individual Educational Plan (IEP) Annual Goals ~~Progress Report~~:

- a. The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities.

Comment [107]: Moved from original location, revised to multilevel format, and section title added.

8. Educational Plan (EP) Goals

- a. 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.

Comment [108]: Moved from original location, revised to multilevel format, and section title added.

9. English Language Learner (ELL) Plan Goals

- a. An English Language Learner (ELL) Plan must be completed and a Continuation Letter sent home with each student on or before 30 days of the anniversary date in the ESOL Program.

Comment [109]: Added to account for omitted special population reporting requirement.

I. ENRICHMENT

1. Academically Challenging Curriculum to Enhance Learning (ACCEL):

- a. ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students (F.S. 1002.3105(1)(a)).

Comment [110]: Moved from original location, revised to multilevel format, and section title added.

- b. Each high school will include at a minimum (F.S. 1002.3105(1)(b)):

Comment [111]: Definition added from statute.

- i. whole-grade promotion;
- ii. ~~and~~ Midyear promotion;
- iii. Subject-matter acceleration;
- iv. Virtual instruction in higher grade level subjects, and
- v. The Credit Acceleration Program (CAP).

Comment [112]: Added to align to statute. Previously omitted.

- c. Additional ACCEL options may include, but are not limited to (F.S. 1002.3105(1)(b)):

- i. Enriched science, technology, engineering, and mathematics coursework;
- ii. Enrichment programs;
- iii. Flexible grouping;
- iv. Advanced academic courses;
- v. Combined classes;
- vi. Self-paced instruction;
- vii. Rigorous industry certifications that articulate to college credit and approved pursuant to F.S. 1003.492 and F.S. 1008.44;
- viii. Curriculum compacting;
- ix. Advanced-content instruction; and
- x. Telescoping curriculum ~~(F.S. 1002.3105)~~.

Comment [113]: Added to align to statute. Previously omitted.

- d. 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.

Comment [114]: Deleted due to redundancy.

- e. 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, and F.S. 1008.25).

2. Gifted Education (F.S. 1003.01 and F.S. 1003.57):

Comment [115]: Moved from original location and revised in multilevel format.

- a. 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.~~

Comment [116]: Deleted as it is only applicable in elementary school.

- b. For the written statement of policies and procedures for providing an appropriate program of specially designed instruction and eligibility requirements for gifted, please refer to Special Policies and Procedures (SP&P) (F.S. 1003.01 and F.S. 1003.57; F.A.C. 6A-6.03019 and F.A.C. 6A-6.030191).

Comment [117]: Added to direct the reader to the procedural manual for more information.

- c. 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.

- d. All students identified as gifted must have ~~a~~ current EP.
 - i. EPs must be redesigned at least every two years and/or at matriculation to the middle or high school.
 - ii. 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.
 - iii. For more information, consult the Procedural Guide for Gifted Education.

3. Dual Enrollment:

- a. ~~Definition:~~ Dual enrollment is 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)).
- b. 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.

Comment [118]: Home education students are not included in the District's interinstitutional articulation agreements with the postsecondary institution.

- c. Dual Enrollment will be open to students in grades 9-12 as specified in Florida statutes and agreed upon in an approved inter-institutional articulation agreement with the local college.
- d. ~~Eligibility for College Dual Enrollment:~~ To be eligible for dual enrollment in college credit courses, students must:
 - i. Have a 3.0 cumulative, unweighted high school grade point average, unless the approved inter-institutional articulation agreement provides otherwise.
 - ii. ~~Students must also~~ Meet the minimum scores on the Common Placement Test (CPT), Postsecondary Education Readiness Test (PERT), or equivalent assessments (SAT or ACT).
 - iii. ~~Dual Enrollment Procedures: Students must~~ Obtain permission from the high school administrator designated to oversee dual enrollment prior to enrollment.
 - 1. Once permission is obtained, the student must follow the required dual enrollment procedures designated by the post-secondary institution.
- e. 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.
- f. Students who are disruptive will lose the privilege of participating in the dual enrollment program.
- g. Dual Enrollment ~~eligible Courses: High school~~ students ~~who meet the rules and regulations listed above~~ may dually enroll in coursework for those courses listed in the approved interinstitutional articulation agreement with the post-secondary institution or for those post-secondary institutions with which the District has no interinstitutional articulation agreement those courses approved by the state for dual enrollment.
- h. Vocational-preparatory instruction, college-preparatory instruction, remedial instruction, and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program as specified in (F.S. 1007.271).
- i. 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.
- j. ~~Dual Enrollment Costs:~~ Any student in approved dual enrollment with a State of Florida public post-secondary institution offering dual

Comment [119]: Modified to align with new statutory language due to HB 7069.

Comment [120]: Added to reference any additional options from the State.

enrollment, shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees (F.S. 1007.271).

- k. ~~These~~ Dual enrollment career certificate 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.
- l. ~~Eligibility for Career Dual Enrollment:~~ To be eligible for dual enrollment in a career certificate program offered through the Broward Technical ~~Centers~~ Colleges, students must:
 - i. Have a 2.0 cumulative, unweighted high school grade point average. ~~The student's unweighted GPA is~~ inclusive of any college courses the student has taken.
 - ii. ~~Students must also~~ Pass the Test of Adult Basic Education (TABE) at the required exit level for the targeted career certificate program.
 - iii. To continue in technical dual enrollment through Broward Technical Colleges ~~Centers~~, students must maintain at least a 2.0 unweighted grade point average, inclusive of dual enrollment courses.
- m. Dual Enrollment career certificate programs taught on the high school campus must carry the appropriate post-secondary course code number.

4. 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:
 - i. Have a 3.0 cumulative, unweighted high school grade point average, inclusive of Dual Enrollment courses taken.
 - ii. ~~Students must also~~ Meet minimum scores on the College Placement Test (CPT), Postsecondary Education Readiness Test (PERT), or equivalent assessments (SAT or ACT).
- c. Once a student is eligible for early admissions, the eligibility continues through the end of the current school year.

- d. Participation in the career early admission program is limited to students who have completed a minimum of four semesters of full-time secondary enrollment, including studies undertaken in ninth grade.
- e. **Early Admission Enrollment:** Early admission may take place at accredited postsecondary institutions with or without the existence of an articulation agreement.
- f. 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.
- g. Any student so enrolled in a state supported postsecondary institution with which the School Board has an approved interinstitutional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees (F.S. 1007.271(10)).
 - i. Students participating in early admissions programs at all other institutions will responsible for all fees and expenses.
- h. 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.
 - i. 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.
 - ii. 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.
 - iii. 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.

5. Credit from Other Postsecondary Institutions:

- a. 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.
- b. In order to receive high school credit, students must complete these requirements:
 - i. Be enrolled as a high school student,
 - ii. Have a 3.0 cumulative, unweighted grade point average,
 - iii. Obtain approval from the school administrator,

- iv. Provide a description of the course to be taken; the course must be included in a specific degree program (as opposed to special interest session offered by a college/university, which does not meet the criteria of a credit-granting course), and
- v. Provide the school administrator with an official transcript delineating course title, number of college credit hours earned, and grade (State Rule F.A.C. 6A-1.09941).
- c. For purposes of this policy, three semester hours of college credit will be equated to one-half high school elective credit.
- d. All dual enrollment courses completed with a “C” or better will earn two additional quality points toward the District’s weighted GPA.

Comment [121]: Added for advisement of the impacted GPA.

6. Honors Courses to Receive Weighted Quality Points

- a. All courses, which are clearly labeled as “Honors”, consistent with State Frameworks and/or district guidelines and coded as such in SBBC the Course Code Dictionary, shall carry one additional quality point toward the District’s weighted GPA if the grade received is a “C” or above. ~~An additional quality point may not be earned in an honors class if the grade received is below a C.~~
- b. Courses may be designated as “Local Honors” because they contain rigor that supports the awarding of one ~~extra~~ additional quality point toward the District’s weighted GPA Grade Point Average.
 - i. These courses are not considered “Honors” for the State University System (SUS), NCAA, or Bright Futures.
 - ii. Local Honors courses are designated as “-LH” in the course title.
- c. 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.
- d. ~~Advanced Placement (AP), Advanced International Certificate of Education (AICE), and International Baccalaureate (IB), and dual enrollment (DE) Course Quality Points:~~ All classes that are clearly labeled “Pre-Advanced International Certificate of Education” or “Pre-International Baccalaureate” shall receive one additional quality point toward the District’s weighted GPA, if the grade received is “C” or above.
- e. All classes that are clearly labeled as AP, AICE, IB, or DE shall receive two additional quality points toward the District’s weighted GPA if, the grade received is “C” or above.
 - i. Students will be required to take the AP, AICE, and/or IB examination (cost of the examination to be paid by the District) in order to receive two additional quality points.

Comment [122]: Added for advisement of the impacted GPA and grammatical change.

Comment [123]: Added for advisement of the impacted GPA.

Comment [124]: Added for advisement of the impacted GPA.

- ii. If a student elects not to take the AP, AICE, and/or IB examination, he/she will only receive one additional quality point toward the District's weighted GPA for a grade of "C" or higher.

Comment [125]: Added for advisement of the impacted GPA.

7. Class Rank

Comment [126]: Moved from original location and section title added.

- a. Class rank shall be computed based upon the student's cohort.
 - i. All attempted high school credits earned shall be calculated for class rank, including dual enrollment, early admission, adult education, high school courses completed in middle grades, and transfer credit.
 - ii. Students transferring from one SBBC high school to another in the last 2 semesters (of 4 for block schools) shall not displace, for class ranking recognition purposes, any other student.

Comment [127]: Added to further clarify that high school courses taken in middle school will be calculated in the class rank GPA.

8. ~~Honors for Graduation Recognitions~~

Comment [128]: Moved from original location, revised to multilevel format, and section title added.

- a. Diplomas and Graduation Exercises:
 - i. High schools, centers, and adult centers within the District shall issue only the types of diplomas authorized by the State and ~~by the School Board's~~ rules.
 - ii. Special recognition for achievement beyond the prescribed requirements shall be allowed but must be uniform throughout the district.
 - iii. Graduation exercises for the public high schools of the district shall be scheduled by the ~~District Student Activities and Athletics Department and approved by the Superintendent~~.
 - iv. Students who have completed graduation requirements prior to the scheduled end of the normal school year may participate in the annual graduation ceremony.
 - v. There shall be a summer graduation ceremony for high school students who complete their high school graduation requirements through extended learning opportunities.
 - vi. 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).
 - vii. Only students who achieve a Certificate of Completion, ~~or a~~ standard diploma, or special education high school diploma may participate in graduation ceremonies.
 - viii. 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.
- b. ~~Standard 24-credit High State Scholar School~~ Diploma Designations ~~(F.S. 1003.4285)~~:

Comment [129]: Department obsolete.

- i. ~~Scholar Designation~~: In addition to the ~~24-credit~~ standard diploma requirements, the student must meet the following criteria:

1. ~~English Language Arts (ELA)—When the state transitions to Florida Standards Assessments (FSA), a passing score on the 11th grade ELA assessment. Mathematics—~~ Earn one credit in Algebra II.
2. ~~and~~ One credit in statistics or an equally rigorous mathematics course,
3. ~~When the state transitions to Florida Standards Assessments, students must~~ Pass the statewide, standardized Algebra II EOC assessment, FSA.
4. ~~Science—~~ Pass the statewide, standardized Biology I EOC end-of-course assessment or earn a minimum score required to earn college credit on AP, IB, or AICE assessments, ~~and~~
5. Earn one credit in chemistry or physics, ~~and~~
6. Earn one credit in a course equally rigorous to chemistry or physics,
7. ~~Social Studies—~~ Pass the statewide, standardized United States History EOC assessment or earn a minimum score required to earn college credit on AP, IB or AICE assessments,
8. ~~Foreign Language—~~ Earn two credits in the same ~~foreign world~~ language, ~~and~~
9. ~~Electives—~~ Earn at least one credit in an Advanced PlacementAP, an International Baccalaureate(IB), an Advanced International Certificate of Education(AICE), or dual enrollment course.

Comment [130]: Deleted due to elimination of the Grade 11 ELA FSA from HB 7069.

Comment [131]: The State has transitioned to the new assessment.

c. State Merit Diploma Designation:

- i. 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.

d. Honor Cords:

- i. For students entering 9th 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:
1. Graduating students shall be in the top 10% of the entire senior class by rank order established by the District's weighted grade point average.

- [illegible]

3. 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.
- f. Valedictorian/Salutatorian:-
- 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.
 - 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.
- g. Seal of Biliteracy
- The Seal of Biliteracy recognizes graduating high school students who have attained a high level of competency in listening, reading, speaking, and writing in one or more languages, in addition to English.
 - To qualify for the Seal of Biliteracy, a student must meet the following requirements:
 - Earn a standard high school diploma;
 - Demonstrate proficiency in English by earning a passing score on the statewide, standardized English Language Arts assessment or scores on a standardized test that are concordant with the passing scores on the statewide, standardized assessment (e.g., ACT or SAT); and
 - Demonstrate proficiency in a world language by earning:
 - A score of three (3) or higher on an Advanced Placement (AP) assessment in a world language.
 - A score of 4 or higher on an International Baccalaureate (IB) assessment in a world language.
 - A score of three (3) or higher on an Advanced International Certificate of Education (AICE) assessment in a world language.
 - An average score or higher for college-bound seniors in the year the assessment was taken according to the College Board on a SAT II subject area assessment in a world language.
 - A score demonstrating proficiency on an alternative, district-approved world language assessment

- iii. Students, including those with disabilities, may not waive out of any of the requirements to earn the Seal of Biliteracy.

Comment [132]: Local change to create a new award to be conferred upon students at the graduation ceremonies of all district high schools.

Comment [133]: Moved from original location and revised to multilevel format.

J. HIGH SCHOOL COUNSELING SERVICES:

1. All schools shall ~~as~~ensure 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.
2. All school counselors will develop, in collaboration with the principal, an Annual School Counseling Plan (ASCP) in a format to be determined by the District.
 - a. The plan will support the School Improvement Plan and be based upon national school counseling standards.
 - b. The ~~high school plan~~ (ASCP) will ~~include a plan for~~ ensuring that every student is given an opportunity to participate in a face-to-face activity with a school counselor that involves the student in reviewing course selections and comparing those selections with requirements for career and/or postsecondary plans.
3. High school counseling services will include:
 - a. Advisement to parents and students of the early and accelerated graduation options under F.S. 1003.4281 and F.S. 1003.429 (F.S. 1008.25).
 - b. ~~Exit Interviews:~~ An exit interview shall be conducted with any student who drops out of school.
 - i. The interview shall be conducted by the student's decision to drop out of school and to determine what actions could be taken to keep the student in school.
 - ii. 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~~ High School Equivalency Exam preparation.
 - iii. The student will complete a survey in the format prescribed by the Florida Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled (F.S. 1003.21(1)(2)(c)).

Comment [134]: New assessment title

K. HIGH SCHOOL STUDENT DAY:

Comment [135]: Section revised to multilevel format.

1. A high school student day shall consist of a minimum of:
 - a. High Schools 360 minutes
 - b. ESE Centers 360 minutes(Exceeds state requirements defined in F.S. 1011.61)

2. 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)):

- A. The School Board will annually publish on the district website and 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:
1. 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.
 2. By grade, the number and percentage of all students in grades 3 through 10 performing below proficiency on the statewide, standardized assessments.
 3. By grade, the number and percentage of all students retained in kindergarten ~~grades 3~~ through grade 10.
 4. 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).~~
 5. Any revisions to the district School Board's policies and procedures on student retention and promotion from the prior year.

Comment [136]: Aligns to statutory language.

Comment [137]: Aligns new statutory language as a result of HB 7069.

APPENDIX A

PROMOTION CRITERIA - ELEMENTARY GRADES (K – 5)

Students should be afforded the opportunity to meet all of the promotion criteria listed in the following charts; however, once one of the criteria is achieved, no additional criteria must be met.

KINDERGARTEN PROMOTION CRITERIA	
Criterion #1: Grade Level Promotion – Option 1	Recognizes 48 of 52 Letter Names AND Distinguishes 20 of 26 Letter Sounds AND Understands 15 of 21 Concepts of Print Scores Instructional Reading Level 3 or greater on the Developmental Reading Assessment (DRA).
Criterion #2: Grade Level Promotion – Option 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. Scores Instructional Reading Level 2 or greater on the Rigby PM Benchmark Assessment.
GOOD CAUSE CRITERIA	
Criterion #3: Alternative Assessment – Option 1	Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 2. Scores Instructional Reading Level B or greater on the Benchmark Assessment System (BAS).
Criterion #4: Alternative Assessment – Option 2	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. Recognizes 48 of 52 Letter Names AND Distinguishes 20 of 26 Letter Sounds AND Understands 15 of 21 Concepts of Print
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 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 #11: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

SBBC Office 7/26/15 11:47 AM

Comment [1]: Moved to 4: Alternative Assessment – Option 2

SBBC Office 7/26/15 11:47 AM

Comment [2]: FAIR was discontinued by the State

SBBC Office 7/26/15 11:48 AM

Comment [3]: Moved to 2: Grade Level Promotion – Option 2

SBBC Office 7/26/15 11:48 AM

Comment [4]: Moved to 1: Grade Level Promotion – Option 1

FIRST GRADE PROMOTION CRITERIA	
Criterion #1: Grade Level Promotion – Option 1	Scores 55% or greater on the Primary End of Year Reading Test that aligns with the Florida Standards in reading comprehension. Scores Instructional Reading Level 16 or greater on the Developmental Reading Assessment (DRA).
Criterion #2: Grade Level Promotion – Option 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). Scores Instructional Reading Level 16 or greater on the Rigby PM Benchmark Assessment.
GOOD CAUSE CRITERIA	
Criterion #3: Alternative Assessment – Option 1	Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 16. Scores Instructional Reading Level I or greater on the Benchmark Assessment System (BAS).
Criterion #4: Alternative Assessment – Option 2	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. 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).
Criterion #5: Alternative Assessment – Option 3	Scores 55% or greater on the Primary End of Year Reading Test that aligns with the Florida Standards in reading comprehension.
Criterion #5 6: 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 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 #7 8: 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 9: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #9 10: 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 11: 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 instruction for more than two years, and was previously retained in grades K-1.
Criterion #11 12: 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 13: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

SBBC Office 7/26/15 11:49 AM

Comment [5]: Moved to 5: Alternative Assessment – Option 3

SBBC Office 7/26/15 11:49 AM

Comment [6]: Moved to 4: Alternative Assessment – Option 2

SBBC Office 7/26/15 11:50 AM

Comment [7]: Moved to 2: Grade Level Promotion

SBBC Office 7/26/15 11:51 AM

Comment [8]: Moved to 1: Grade Level Promotion – Option 1

SECOND GRADE PROMOTION CRITERIA	
Criterion #1: Grade Level Promotion – Option 1	Scores 65% or greater on the Primary End of Year Reading Test that aligns with the Florida Standards in reading comprehension. Scores Instructional Reading Level 28 or greater on the Developmental Reading Assessment (DRA).
Criterion #2: Grade Level Promotion – Option 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). Scores Instructional Reading Level 22 or greater on the Rigby PM Benchmark Assessment.
GOOD CAUSE CRITERIA	
Criterion #3: Alternative Assessment – Option 1	Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 22. Scores Instructional Reading Level M or greater on the Benchmark Assessment System (BAS).
Criterion #4: Alternative Assessment – Option 2	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. 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).
Criterion #5: Alternative Assessment – Option 3	Scores 65% or greater on the Primary End of Year Reading Test that aligns with the Florida Standards in reading comprehension.
Criterion #5 6: 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 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 #7 8: 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 9: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #9 10: 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 11: 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 instruction for more than two years, and was previously retained in grades K-2.
Criterion #11 12: 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 13: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

SBBC Office 7/26/15 11:52 AM

Comment [9]: Moved to 5: Alternative Assessment – Option 3

SBBC Office 7/26/15 11:52 AM

Comment [10]: Moved to 4: Alternative Assessment – Option 2

SBBC Office 7/26/15 11:53 AM

Comment [11]: Moved to 2: Grade Level Promotion – Option 2

SBBC Office 7/26/15 11:53 AM

Comment [12]: Moved to 1: Grade Level Promotion – Option 1

THIRD GRADE PROMOTION CRITERIA	
Criterion #1: <u>Grade Level Promotion</u>	Scores Level 2 or greater on the statewide reading assessment <u>Florida Standards Assessment (FSA) for English Language Arts</u> .
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 <u>English Language Arts portfolio</u> assessment.
Criterion #4: Summer Assessment/Alternative Assessment	Scores acceptable level of performance on the <u>state-approved reading assessment</u> 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 <u>acceptable level of performance</u> on the Benchmark Assessment Test 1 (BAT 1) <u>Broward Assessment of Florida Standards (BAFS)</u> reading assessment (administered in the fall <u>September</u> 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, not to exceed one retention per grade level.
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 <u>instruction</u> 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 these 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: Grade Level Promotion – Option 1	<p>READING: Scores Level 2 or greater on the statewide reading assessment Florida Standards Assessment (FSA) for English Language Arts.</p> <p>MATH: Scores Level 2 or greater on the statewide math assessment Florida Standards Assessment (FSA) for Mathematics.</p>
Criterion #2: Grade Level Promotion – Option 2	<p>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).</p> <p>MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Common Core Mathematics Florida Standards End of Year Test.</p>
GOOD CAUSE CRITERIA	
Criterion #3: Alternative Assessment – Option 1	<p>READING: Scores Instructional Reading Level 4 or greater on the Burns and Roe Informal Reading Inventory (IRI).</p> <p>MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Common Core Benchmark Test A.</p>
Criterion #4: Alternative Assessment – Option 2	<p>READING: Scores 90% or greater in accuracy AND 75% or greater in comprehension Instructional Reading Level 27 or greater on the Rigby PM Benchmark Assessment, at or above Level 27.</p> <p>MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Common Core Benchmark Test B.</p>
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.
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 instruction 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 these 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: Grade Level Promotion – Option 1	READING: Scores Level 2 or greater on the statewide-reading assessment Florida Standards Assessment (FSA) for English Language Arts .
	MATH: Scores Level 2 or greater on the statewide-math-assessment Florida Standards Assessment (FSA) for Mathematics .
Criterion #2: Grade Level Promotion – Option 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 Mathematics Florida Standards End of Year Test.
GOOD CAUSE CRITERIA	
Criterion #3: Alternative Assessment – Option 1	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 – Option 2	READING: Scores 90% or greater in accuracy AND 75% or greater in comprehension Instructional Reading Level 30 or greater 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.
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 instruction 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 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 #11: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

APPENDIX B

HIGH SCHOOL GRADUATION REQUIREMENTS (GRADES 9 – 12)

Students Entering Grade Nine in 2014-2015 or 2015-16	
	STANDARD DIPLOMA
English	4 Credits
Mathematics	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, Algebra II EOC will count for 30% of the final grade)
Science	1 Credit Biology (EOC=30% of final grade) 2 Credits Additional Science identified as Equally Rigorous
Social Studies	1 Credit World History 1 Credit United States History (EOC =30% of final grade) .5 Credit United States Gov't .5 Credit Economics
World Languages	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.
Fine and Performing Arts, Speech/Debate, or Practical Arts	1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	1 Credit in Physical Education to include the integration of Health (HOPE)
Electives	8 Credits
TOTAL	24 Credits
State Assessments	Students must earn a passing score on the Grade 10 ELA statewide standardized assessment Students must earn a passing score on the Algebra 1 EOC or concordant score
Computer Competency	Not required
On-Line 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

Students Entering Grade Nine in 2014-2015 or 2015-16

Diploma Designations & ACCEL 18-Credit Option

Scholar Designation	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> • Algebra II and pass the EOC • Pass the Geometry EOC • 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
ACCEL Program (18 credits minimum)	<p>Meet all requirements for a standard high school diploma with the following exceptions:</p> <ul style="list-style-type: none"> • Physical Education not required • Online course not required • 3 elective credits only • Service hours are not required

Students Entering Grade Nine in 2013 - 2014

	STANDARD DIPLOMA
English	4 Credits
Mathematics	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, Algebra II EOC will count for 30% of the final grade)
Science	1 Credit Biology (EOC=30% of final grade) 2 Credits Additional Science identified as Equally Rigorous
Social Studies	1 Credit World History 1 Credit United States History (EOC =30% of final grade) .5 Credit United States Gov't .5 Credit Economics
World Languages	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.
Fine and Performing Arts, Speech/Debate, or Practical Arts	1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	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 ELA statewide standardized assessment Students must earn a passing score on the Algebra 1 EOC or concordant score
Computer Competency	Not required
On-Line 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

Students Entering Grade Nine in 2013-2014

Diploma Designations & ACCEL 18-Credit Option

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> <p>Attain one or more industry certifications from the list established</p>
ACCEL Program (18 credits minimum)	<p>Meet all requirements for a standard high school diploma with the following exceptions:</p> <ul style="list-style-type: none"> • Physical Education not required • Online course not required • 3 elective credits only • Service hours are not required

Students Entering Grade Nine in 2012 - 2013	
	STANDARD DIPLOMA
English	4 Credits
Mathematics	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	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 (EOC =30% of final grade) .5 Credit United States Gov't .5 Credit Economics
World Languages	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.
Fine and Performing Arts, Speech/Debate, or Practical Arts	1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	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 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
On-Line 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

Students Entering Grade Nine in 2012-2013

Diploma Designations & ACCEL 18-Credit Option

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
ACCEL Program (18 credits minimum)	<p>Meet all requirements for a standard high school diploma with the following exceptions:</p> <ul style="list-style-type: none"> • Physical Education not required • Online course not required • 3 elective credits only • Service hours are not required

Selected Students with Disabilities Entering Grade Nine in 2014 – 2015 and 2015 - 2016

In accordance with s. 1003.4282(11), F.S

	STANDARD DIPLOMA
<u>English</u>	<u>4 Credits</u>
<u>Mathematics</u>	<u>1 Credit</u> Algebra (EOC=30% of final grade) <u>1 Credit</u> Geometry (EOC=30% of final grade) <u>2 Credits</u> Additional Math (If Algebra II is selected, Algebra II EOC will count for 30% of the final grade)
<u>Science</u>	<u>1 Credit</u> Biology (EOC=30% of final grade) <u>2 Credits</u> Additional Science identified as Equally Rigorous
<u>Social Studies</u>	<u>1 Credit</u> World History <u>1 Credit</u> United States History (EOC =30% of final grade) <u>.5 Credit</u> United States Gov't and <u>.5 Credit</u> Economics
<u>World Languages</u>	<u>Not required for graduation</u>
<u>Fine and Performing Arts, Speech/Debate, or Practical Arts</u>	<u>1 Credit</u> in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
<u>Physical Education</u>	<u>1 Credit</u> in Physical Education to include the integration of Health (HOPE)
<u>Electives</u>	<u>8 Credits</u>
<u>TOTAL</u>	<u>24 Credits</u>
<u>State Assessments</u>	<p>Participation in the Florida Alternate Assessments in reading, mathematics, and science is required until replaced by Florida Alternate Assessments in English Language Arts I, II, and III, Algebra I, Geometry, Algebra II, Biology I, and United States History.</p> <p>A score of at least four (4) on the Florida Alternate Assessments in reading and math must be attained, until replaced by the grade 10 English Language Arts alternate assessment and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with Section 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in Section 1003.572, F.S.</p> <p>For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.</p>
<u>On-Line Course</u>	Requires a full course to be completed *May be waived
<u>Grade Point Average</u>	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)

Service Hours	40 hours required	*May be waived
Access Points and FAA (F.S. 1003.4282(11)(b)(1))	<p><u>Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills, in accordance with Rule 6A-1.0943(5), F.A.C, and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in Section 1003.4282(1)-(9), F.S., or Section 1002.3105(5), F.S., through the access course specified for each required core course, through more rigorous ESE courses in the same content area or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</u></p> <p><u>Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History and World History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</u></p>	
Employment Competencies (F.S. 1003.4282(11)(b)(2))	<p><u>Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. A student must meet all of the graduation requirements specified in Section 1003.4282(1)-(9), F.S. or Section 1002.3105(5), F.S. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</u></p> <p><u>Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for English IV; one (1) mathematics credit, with the exception of Algebra and Geometry; one (1) science credit, with the exception of Biology; and one (1) social studies credit with the exception of United States History and World History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</u></p> <p><u>Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in Section 1003.4282(11)(b)2.d., F.S., for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.</u></p> <p><u>Documented achievement of all components defined in Section 1003.4282(11)(b)2.b., F.S., on the student's employment transition plan.</u></p>	

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

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

Notes:

1. Students entering AHS, whose 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.

Subject Area	Students Entering AHS in 2014-2015 (1)(2)
English	4 Credits with major concentration in composition, reading for information, and literature
Mathematics	1 Credit Algebra 1 Credit Geometry (4) 2 Credits Additional Math
Science	3 Credits science, one of which must be Biology 1, or an equivalent course or a series of courses (3)
Social Studies	1 Credit World History 1 Credit US History .5 Credit U.S. Govt. .5 Credit Economics with Financial Literacy
World Languages	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
Fine/Performing Arts	Not required, substitute with elective credits
Physical Education	Not required, substitute with elective credits
Electives	10 Credits
Total	24 Credits
Online Course	Requires a full course to be completed
Grade point average	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
State Assessment Requirements (6)	<ul style="list-style-type: none"> • 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) • Must take the Algebra I EOC assessment and it must count as 30% of the final course grade to earn credit (3) • Must take and pass Algebra I EOC assessment or earn the PERT Math comparative score for graduation • Must take the Biology 1 and Geometry EOC to receive a final grade (4) • 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)

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 and thereafter are not required to take the EOC assessment for Algebra I if credit for this course was earned and documented on their transcript prior to 2010-2011.
4. Students who enter AHS in 2013-2014 and thereafter are not required to take the EOC assessment for Biology I and/or Geometry, if credit for these courses was earned and documented on their transcripts prior to 2011-2012.
5. Students entering AHS in 2013-2014 and thereafter who do not have U.S. History documented on their transcript are required to take the EOC for U.S. History.
6. Students with disabilities who have withdrawn and enrolled in adult general education are not eligible for a statewide, standardized assessment (e.g. ELA or EOC) waiver. However, if the adult high school student with a disability has not yet reached age 22, the student has the option of re-enrolling in school (K-12 system) and requesting an eligibility staffing for ESE

Special Diploma Option I Graduation Requirements*			
	Students Entering Grade Nine in 2010-2011 and Prior	Students Entering Grade Nine in 2011-2012 and After	Additional Information
English	4 Credits	4 Credits	Credits may include a combination of English and Reading.
Mathematics	3 Credits	4 Credits	
Science	2 Credits	3 Credits	For students who entered 9 th 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.
Social Studies	2 Credits	2 Credits	For students who entered 9 th 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
Vocational	6 Credits	4 Credits	Courses in a career/technical program, fine or performing arts, or additional courses in an academic content area will satisfy this requirement.
Physical Education	1 Credit	1 Credit in physical education to include the integration of health or .50 Credit physical education and .50 credit in health/lms	Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons AND passing of the personal fitness competency test with a "C" or better will satisfy the Physical Education requirement.
Life Mgmt. Skills	1 Credit		
Electives	5 Credits	6 Credits	
TOTAL	**24 Credits	24 Credits	
State Assessments			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		2.0 Unweighted	
Service Hours	None	None	Not required, but students have the option to participate

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

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

Special Diploma Option II Graduation Requirements

	Students Entering Grade Nine in 2010-2011 and Prior	Students Entering Grade Nine in 2011-2012 until 2013-2014	Notes
Prerequisites	<ol style="list-style-type: none"> At least 16 years of age Completed 2 semesters in a high school level program prior to selection Special Diploma Option II Earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills 1 credit in a job preparatory course in which employability skills and social/personal skills training has been incorporated. Have a graduation Training Plan that specifies employment/communi- ty competencies to be mastered. 	<ol style="list-style-type: none"> At least 16 years of age Completed 2 semesters in a high school level program prior to selection Special Diploma Option II Earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills 1 credit in a job preparatory course in which employability skills and social/personal skills training has been incorporated. Have a graduation Training Plan that specifies employment/communi- ty competencies to be mastered. 	Students must have eligibility in one of the following categories: Intellectual Disability; Deaf and Hard of Hearing; Dual Sensory Impaired; Autism Spectrum Disorder; Emotional/ Behavioral Disability; Specific Learning Disabled; Physically Impaired; Orthopedic Impairment; Other Health Impairment Traumatic Brain Injury; or Language Impaired.
English	0	2 Credits	
Mathematics	0	2 Credits	
Science	0	0	
Social Studies	0	0	
Vocational	See Above	4 Credits	
Physical Education	0	0	
Electives	See Above	0	
TOTAL	3 Credits- See Above	8 Credits	
State Assessments			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		2.0 Unweighted	
Other			Documented Mastery of the academic, employment and community competencies specified on the student's Graduation Training Plan. Paid employment at or above minimum wage full-time (based upon industry standards) and in compliance with the requirements of the fair Labor Standards Act for 200 days.

Notes for Special Diploma Option II:

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

APPENDIX C

HIGH SCHOOL GRADING CALCULATIONS

Semester Grades

Courses are broken down into parts called semesters. Each semester grade is made up of: three (3) grades: two-quarter grades and the exam grade. To receive a passing grade for the semester, the student must earn a passing grade in:

- a. Both quarter grading periods, or
- b. One quarter grading period and the semester examination.

The weight of each quarter grade is 37.5% of the final semester grade. The weight of the final examination is 25% of the final semester grade.

Follow the chart to calculate the semester grade:

<u>Letter Grade</u>	<u>Quarter Points (Non-Block)</u>	<u>Quarter Points (Block)</u>	<u>Semester Exam Points</u>
<u>A</u>	<u>12.0</u>	<u>24.0</u>	<u>8.0</u>
<u>B+</u>	<u>9.3</u>	<u>18.6</u>	<u>6.2</u>
<u>B</u>	<u>9</u>	<u>18</u>	<u>6</u>
<u>C+</u>	<u>6.3</u>	<u>12.6</u>	<u>4.2</u>
<u>C</u>	<u>6</u>	<u>12</u>	<u>4</u>
<u>D+</u>	<u>3.3</u>	<u>6.6</u>	<u>2.2</u>
<u>D</u>	<u>3</u>	<u>6</u>	<u>2</u>
<u>F</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>I</u>	<u>0</u>	<u>0</u>	<u>0</u>

The semester grade is assigned as follows:

<u>Total Points</u>	<u>Final Semester Grade</u>
<u>28.00 or above points</u>	<u>A</u>
<u>24.50 through 27.99</u>	<u>B+</u>
<u>20.00 through 24.49</u>	<u>B</u>
<u>16.50 through 19.99</u>	<u>C+</u>
<u>12.00 through 16.49</u>	<u>C</u>
<u>8.50 through 11.99</u>	<u>D+</u>
<u>5.00 through 8.49</u>	<u>D</u>
<u>Below 5.00 points</u>	<u>F</u>

Year-long Courses With an EOC Counting as 30% Prior to 2014-2015

For courses that require the EOC to count as 30% of the final course grade, a student's final course grade will consist of the:

- 1st semester grade (35%)
- 2nd semester grade (35%)
- Grade earned on the EOC (30%)

Add the Points from Semester 1 + Semester 2 + EOC Exam then refer to the Total Points for Final Grades chart below. If the Total Points are greater than 12.49, the course will receive 1.00 credit.

Grading Scale		
Letter Grade	Semester Points	EOC Exam Points
<u>A</u>	<u>28</u>	<u>24</u>
<u>B+</u>	<u>22.4</u>	<u>n/a</u>
<u>B</u>	<u>21</u>	<u>18</u>
<u>C+</u>	<u>15.4</u>	<u>n/a</u>
<u>C</u>	<u>14</u>	<u>12</u>
<u>D+</u>	<u>8.4</u>	<u>n/a</u>
<u>D</u>	<u>7</u>	<u>6</u>
<u>F</u>	<u>0</u>	<u>0</u>

Total Points for Final Grades	
Letter Grade	Total Points
<u>A</u>	<u>70.00 and above</u>
<u>B+</u>	<u>61.25 through 69.99</u>
<u>B</u>	<u>50.00 through 61.24</u>
<u>C+</u>	<u>41.25 through 49.99</u>
<u>C</u>	<u>30.00 through 41.24</u>
<u>D+</u>	<u>21.25 through 29.99</u>
<u>D</u>	<u>12.50 through 21.24</u>
<u>F</u>	<u>12.49 and below</u>

Year long Courses with a State EOC Counting as 30% Beginning in 2014-2015

For courses that require the EOC to count as 30% of the final course grade, a student's final course grade for non-block schools will consist of:

	Grading Scale (Non-Block)						
	Letter Grade	1st Qtr Points	2nd Qtr Points	Midterm Points	3rd Qtr Points	4th Qtr Points	EOC Points
1 st Quarter grade= 15%	A	.60	.60	.40	.60	.60	1.2
2 nd Quarter grade= 15%	B+	.525	.525	.35	.525	.525	N/A
Midterm Exam= 10%	B	.45	.45	.30	.45	.45	.90
3 rd Quarter grade= 15%	C+	.375	.375	.25	.375	.375	N/A
4 th Quarter grade= 15%	C	.30	.30	.20	.30	.30	.60
Grade for the EOC= 30%	D+	.225	.225	.15	.225	.225	N/A
	D	.15	.15	.10	.15	.15	.30
	F	.00	.00	.00	.00	.00	N/A

For courses that require the EOC to count as 30% of the final course grade, a student's final course grade for block schools will consist of:

	Grading Scale (Block)				
	Letter Grade	1st Qtr Points	2nd Qtr Points	Midterm Points	EOC Points
1 st Quarter grade= 30%	A	1.20	1.20	.40	1.2
2 nd Quarter grade= 30%	B+	1.05	1.05	.35	N/A
Midterm Exam= 10%	B	.90	.90	.30	.90
Grade for the EOC= 30%	C+	.75	.75	.25	N/A
	C	.60	.60	.20	.60
	D+	.45	.45	.15	N/A
	D	.30	.30	.10	.30
	F	.00	.00	.00	N/A

Total Points for Final Grades	
Letter Grade	Total Points
A	3.70-4.00
B+	3.39-3.69
B	2.68-3.38
C+	2.37-2.67
C	1.66-2.36
D+	1.35-1.65
D	0.64-1.34
F	0.30-0.63

Year long Courses with a State EOC that is NOT Counting as 30% Beginning in 2014-2015

For year long courses that require a student to take an EOC, but the EOC is not to count as 30% of the final course grade (Algebra 1, Geometry or Algebra 2 for school year 2014-2015 ONLY), a student's final course grade for non-block schools will consist of:

	Grading Scale (Non-Block)					
	Letter Grade	1st Qtr Points	2nd Qtr Points	Midterm Points	3rd Qtr Points	4th Qtr Points
1 st Quarter grade= 22.5%	A	.9000	.9000	.40	.9000	.9000
2 nd Quarter grade= 22.5%	B+	.7875	.7875	.35	.7875	.7875
Midterm Exam= 10%	B	.6750	.6750	.30	.6750	.6750
3 rd Quarter grade= 22.5%	C+	.5625	.5625	.25	.5625	.5625
4 th Quarter grade= 22.5%	C	.4500	.4500	.20	.4500	.4500
	D+	.3375	.3375	.15	.3375	.3375
	D	.2250	.2250	.10	.2250	.2250
	F	.00	.00	.00	.00	.00

For courses that require the EOC to count as 30% of the final course grade, a student's final course grade for block schools will consist of:

	Grading Scale (Block)			
	Letter Grade	1st Qtr Points	2nd Qtr Points	Midterm Points
1 st Quarter grade = 45%	A	1.800	1.800	.40
2 nd Quarter grade= 45%	B+	1.575	1.575	.35
Midterm Exam= 10%	B	1.350	1.350	.30
	C+	1.125	1.125	.25
	C	.900	.900	.20
	D+	.675	.675	.15
	D	.450	.450	.10
	F	.00	.00	.00

Total Points for Final Grades	
Letter Grade	Total Points
A	3.7-4.0
B+	3.39-3.69
B	3.38-2.68
C+	2.37-2.67
C	1.66-2.36
D+	1.35-1.65
D	.64-1.34
F	0-.63

Grade Point Average (GPA)

Grade Point Average is calculated by dividing the quality points by the credits attempted for all courses not forgiven. A quality point is the numerical value assigned to the letter grade.

Unweighted (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 school. For graduation purposes, students must meet the minimum GPA requirements of their chosen program. No additional quality points are given for rigorous coursework. This is the GPA used for Graduation purposes (2.0) and for Athletic Eligibility.

<u>Letter Grade</u>	<u>Numerical</u>	<u>Quality Points Per ½ Credit</u>	<u>Quality Points Per 1.0 Credit</u>
<u>A</u>	<u>90-100</u>	<u>2.0</u>	<u>4.0</u>
<u>B+</u>	<u>87-89</u>	<u>1.5</u>	<u>3.0</u>
<u>B</u>	<u>80-86</u>	<u>1.5</u>	<u>3.0</u>
<u>C+</u>	<u>77-79</u>	<u>1.0</u>	<u>2.0</u>
<u>C</u>	<u>70-76</u>	<u>1.0</u>	<u>2.0</u>
<u>D+</u>	<u>67-69</u>	<u>.5</u>	<u>1.0</u>
<u>D</u>	<u>60-66</u>	<u>.5</u>	<u>1.0</u>
<u>F</u>	<u>0-59</u>	<u>0</u>	<u>0</u>
<u>I</u>	<u>N/A</u>	<u>0</u>	<u>0</u>

Weighted (District GPA): The cumulative, weighted average of grade points earned in all high school courses earned and not forgiven. This GPA is used to determine class ranking. Additional quality points are given for honors, Advanced Placement, International Baccalaureate, AICE and dual enrollment courses, including technical dual enrollment for students entering 9th grade in 2007-2008. High School courses taken in Middle School were first included in this GPA beginning with courses taken in the 2012-13 school year. This grade point average is our LOCAL GPA and used for class ranking. This GPA includes +’s.

Semester Weighted GPA: The weighted average of the courses taken in any one semester (includes extra quality points for honors, AP, AICE, IB, and dual enrollment courses, including technical dual enrollment).

Cumulative Weighted GPA: The weighted average of all courses taken in high school not forgiven (includes extra quality points for honors, AP, AICE, IB, and dual enrollment courses, including technical dual enrollment).

Class Rank: 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 Broward County 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.

Honors Courses to Receive Quality Points: 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 Broward Course Code Dictionary, shall carry one additional quality point per full credit. Academic foreign languages above the second year are included in this category. Classes labeled “conversational” are not included in this category. An additional quality point may not be earned in honors class if the grade received is below a C.

Honors Points for Weighted GPA			
Letter Grade	Numerical	Quality Points Per ½ Credit	Quality Points Per 1.0 Credit
A	90-100	2.5	5
B+	87-89	2.25	4.5
B	80-86	2.0	4.0
C+	77-79	1.75	3.5
C	70-76	1.5	3.0
D+	67-69	.75	1.5
D	60-66	.5	1.0
F	0-59	0	0
I	N/A	0	0

Dual Enrollment Courses to Receive Quality Points (F.S. 1007.271): Effective for dual enrollment courses taken in 2007-08 and thereafter, all college level courses and career certificate dual enrollment courses completed with a grade of C or better shall receive two quality points. College level courses are defined by approved articulation agreements between The School Board of Broward County, Florida and area colleges and universities. Career Certificate dual enrollment courses are defined as a course sequence that leads to a career certificate and shall not be used to enroll students in isolated career courses. Credit earned shall be recorded in the student's academic record using the course number and title used by the postsecondary institution.

Advanced Placement (AP) Courses, Advanced International Certificate of Education (AICE), And International Baccalaureate (IB) to Receive Quality Points: All classes that are clearly labeled "Pre-Advanced International Certificate of Education" or "Pre-International Baccalaureate" shall receive one quality point, if the grade received is C or above. All classes that are clearly labeled "Advanced Placement" (AP), "Advanced International Certificate of Education" (AICE) or "International Baccalaureate" (IB) shall receive two quality points if, the grade received is C or above. Students will be required to take the AP, AICE, and/or the IB examination 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 which will be reflected by adding a "J" flag to the A13 record.

AP, AICE, IB, Dual Enrollment Points for Weighted GPA			
Letter Grade	Numerical	Quality Points Per ½ Credit	Quality Points Per 1.0 Credit
<u>A</u>	<u>90-100</u>	<u>3.0</u>	<u>6.0</u>
<u>B+</u>	<u>87-89</u>	<u>2.75</u>	<u>5.5</u>
<u>B</u>	<u>80-86</u>	<u>2.5</u>	<u>5.0</u>
<u>C+</u>	<u>77-79</u>	<u>2.25</u>	<u>4.5</u>
<u>C</u>	<u>70-76</u>	<u>2.0</u>	<u>4.0</u>
<u>D+</u>	<u>67-69</u>	<u>.75</u>	<u>1.5</u>
<u>D</u>	<u>60-66</u>	<u>.5</u>	<u>1.0</u>
<u>F</u>	<u>0-59</u>	<u>0</u>	<u>0</u>
<u>I</u>	<u>N/A</u>	<u>0</u>	<u>0</u>

Academic Core GPA: The average of all academic college core courses completed using an additional .5 quality point for each full credit course for honors, AP, IB, AICE, or DE. Starting in school year 2014-15, local honors courses will not be given extra weight in the Academic Core gpa. No extra weight is given to plusses. English, Mathematics, Science, Social Studies and World Languages are included in this Grade Point Average. A core course is designated with a “Y” flag on the course record.

Academic Core Points for Core GPA					
Letter Grade	Numerical	Quality Points Per ½ Credit Regular	Quality Points Per 1.0 Credit Regular	Quality Points Per ½ Credit Honors, AP, AICE, IB, DE	Quality Points Per 1.0 Credit Honors, AP, AICE, IB, DE
<u>A</u>	<u>90-100</u>	<u>2.0</u>	<u>4.0</u>	<u>2.25</u>	<u>4.5</u>
<u>B+</u>	<u>87-89</u>	<u>1.5</u>	<u>3.0</u>	<u>1.75</u>	<u>3.5</u>
<u>B</u>	<u>80-86</u>	<u>1.5</u>	<u>3.0</u>	<u>1.75</u>	<u>3.5</u>
<u>C+</u>	<u>77-79</u>	<u>1.0</u>	<u>2.0</u>	<u>1.25</u>	<u>2.5</u>
<u>C</u>	<u>70-76</u>	<u>1.0</u>	<u>2.0</u>	<u>1.25</u>	<u>2.5</u>
<u>D+</u>	<u>67-69</u>	<u>.5</u>	<u>1.0</u>	<u>.75</u>	<u>1.5</u>
<u>D</u>	<u>60-66</u>	<u>.5</u>	<u>1.0</u>	<u>.75</u>	<u>1.5</u>
<u>F</u>	<u>0-59</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>I</u>	<u>N/A</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

Bright Futures GPA: A weighted scale is applied to college preparatory courses (Florida Academic Scholars, Florida Medallion Scholars, and Florida Gold Seal Vocational Scholars Awards). 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. An unweighted scale is applied to career preparatory courses (Florida Gold Seal Vocational Scholars Award). All courses can be found in the Bright Futures Comprehensive Course Code Table at www.floridastudentfinancialaid.org/SSFAD/bf.

Local Honors courses do not receive additional quality points. Also, the (+) grade is not recognized by Bright Futures.

Bright Futures Eligible Courses					
<u>Letter Grade</u>	<u>Numerical</u>	<u>Quality Points Per ½ Credit Regular</u>	<u>Quality Points Per 1.0 Credit Regular</u>	<u>Quality Points Per ½ Credit Honors, AP, AICE, IB, DE</u>	<u>Quality Points Per 1.0 Credit Honors, AP, AICE, IB, DE</u>
<u>A</u>	<u>90-100</u>	<u>2.0</u>	<u>4.0</u>	<u>2.25</u>	<u>4.5</u>
<u>B+</u>	<u>87-89</u>	<u>1.5</u>	<u>3.0</u>	<u>1.75</u>	<u>3.5</u>
<u>B</u>	<u>80-86</u>	<u>1.5</u>	<u>3.0</u>	<u>1.75</u>	<u>3.5</u>
<u>C+</u>	<u>77-79</u>	<u>1.0</u>	<u>2.0</u>	<u>1.25</u>	<u>2.5</u>
<u>C</u>	<u>70-76</u>	<u>1.0</u>	<u>2.0</u>	<u>1.25</u>	<u>2.5</u>
<u>D+</u>	<u>67-69</u>	<u>.5</u>	<u>1.0</u>	<u>.75</u>	<u>1.5</u>
<u>D</u>	<u>60-66</u>	<u>.5</u>	<u>1.0</u>	<u>.75</u>	<u>1.5</u>
<u>F</u>	<u>0-59</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>I</u>	<u>N/A</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

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Emergency Rule #82-13: 10/21/82;
11/18/82; 4/20/83; 5/17/84
Emergency Rule #84-10: 10/4/84;
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Emergency Rule #84-17: 3/12/85;
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Emergency Rule #85-86-24: 8/7/86
Emergency Rule #86-87-13: 4/14/87;
6/3/87; 9/3/87; 4/12/88; 3/14/89; 6/22/89;
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6/3/87; 8/20/87; 4/12/88; 3/14/89; 9/19/89; 2/20/90; 10/2/90;
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