



## Academics and Student Support Initiatives

# Policy 6000.1 First Reading

June 18, 2019

**Dan Gohl, Chief Academic Officer**

**Dr. Nicole M. Mancini, Director, Elementary Learning**

**Guy Barmoha, Director, Secondary Learning**

**Ralph Aiello, Director, School Counseling & BRACE**

# Topics

- Graduation Requirement Narrative – (p. 54 Policy 6000.1)
- Grade Averages – Changes: 10% of absences per semester failed (p. 45 Policy 6000.1)
- Florida Virtual – ( p. 6 Policy 6000.1)
- Make-up Work – Changes: Table for Block Schedule (p. 46 Policy 6000.1)
- Honors Courses – (p. 66 Policy 6000.1)
- Legislative updates – incorporated into grad narrative



# Graduation Requirement Narrative - Add

## Four credits in English Language Arts (ELA)

- The four credits must be in ELA I, II, III, and IV.
- A student must pass the statewide, standardized grade 10 Reading assessment or, when implemented, the grade 10 ELA assessment, or earn a concordant score, in order to earn a standard high school diploma.

STANDARD DIPLOMA (Students entering Grade 9 in 2014-2015 or thereafter)	
24-CREDIT OPTION	
<b>English</b>	<b>4.0 Credits</b>
	<b>1.0 Credit</b> Algebra (EOC=30% of final grade)
	<b>1.0 Credit</b> Geometry (EOC=30% of final grade)
	<b>2.0 Credits</b> Additional Math
<b>Mathematics</b>	
	<b>1.0 Credit</b> Biology (EOC=30% of final grade)
	<b>2.0 Credits</b> Additional Science identified as Equally Rigorous
<b>Science</b>	
	<b>1.0 Credit</b> World History
	<b>1.0 Credit</b> U.S. History (EOC =30% of final grade)
	<b>0.5 Credit</b> U.S. Government
	<b>0.5 Credit</b> Economics with Financial Literacy
<b>Social Studies</b>	
<b>World Languages</b>	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.
<b>Fine or Performing Arts, Speech, Debate, or Practical Arts</b>	<b>1.0 Credit</b> Fine or Performing Arts, Speech, Debate, or eligible Practical Arts
<b>Physical Education (PE)</b>	<b>Option 1:</b> <b>1.0 Credit</b> Physical Education to include integration of Health (HOPE) <b>Option 2:</b> <b>0.5 Credit</b> Personal Fitness; and <b>0.5 Credit</b> PE Elective (may be satisfied thru Marching Band or Dance) <b>Option 3:</b> Complete 2 full years of JROTC <b>Option 4:</b> Complete 2 full seasons of a Junior Varsity or Varsity Sport <b>Option 5:</b> Choose the ACCEL 18-Credit Option
<b>Electives</b>	<b>8.0 Credits</b>
<b>TOTAL</b>	<b>24.0 Credits</b>
<b>State Assessments</b>	Passing score on the <b>Grade 10 FSA English/Language Arts (ELA)</b> statewide, standardized assessment or concordant score Passing score on the <b>Algebra 1 EOC</b> or concordant score
<b>Online Course</b>	<b>Option 1:</b> A full course must be completed <b>Option 2:</b> Choose the ACCEL 18-Credit Option
<b>Grade Point Average</b>	Cumulative, unweighted GPA of 2.0 on a 4.0 scale
<b>Service Hours</b>	<b>Option 1:</b> 40 hours <b>Option 2:</b> Choose the ACCEL 18-Credit Option

DIPLOMA DESIGNATIONS	
<b>Scholar Designation</b>	In addition to meeting the standard high school diploma requirements:
	<b>1.0 Credit</b> Algebra II
	<b>1.0 Credit</b> Statistics or equally rigorous math
	<b>1.0 Credit</b> Chemistry or Physics and another equally rigorous science
	<b>2.0 Credits</b> Same world language
	<b>1.0 Credit</b> AP, IB, AICE or a dual enrollment course
	Pass the Geometry EOC
<b>Merit Designation</b>	Pass the Biology EOC or a minimum score to earn college credit on AP, IB or AICE exam
	Pass the US History EOC a minimum score to earn college credit on AP, IB or AICE exam
	In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> <li>• Attain one or more industry certifications from the list established</li> </ul>



# Grade Averages - Add

## **Original PM (2013)**

In order to qualify for grade averaging, the student must have FEWER than five absences (excused or unexcused) during the failed semester.

## **New 6000.1 Policy (2019) (pg. 45)**

3) 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. Is absent no more than 10% of the instructional time during the failed semester in the course requiring grade averaging; and

iii. 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.



# Grade Averages - Add

## Teacher Input



# Broward Virtual School - Deletion

The following language is being recommended to be stricken from pages 6, 23, and 42 of the document:

*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.*



# Make-Up Work - Revised

1.) Make-up work ~~is~~ shall be accepted for full credit and grade for excused and unexcused absences.

~~2) Make-up work is allowed for unexcused absences. Teachers may, at their discretion, record a 10% reduction in the grade for tests and major projects that meet standards or proficiency. Teachers may also, at their discretion, record the lowest passing grade (e.g., "D" or "60") for homework, unless less than 50% of the work was successfully completed.~~

~~3) Upon return to the missed class, all~~ make-up work ~~must~~ shall be submitted within two school days, not including the day of return, for each day of an absence.

3) When assignments and appropriate instruction are provided prior to the absence, ~~previously assigned~~ make-up work (major projects) is due on the day of return to the missed class.

4) Under extenuating circumstances and at teacher's discretion, additional time may be allowed.



# Make-Up Work - Revised

## Procedural Manual Language:

For an A/B block schedule, if a student is absent from a class on A-day, then the next time the student is present in that class the make up work will be due within two school days.

Mon (A Day)	Tue (B Day)	Wed (A Day)	Thu (B Day)	Fri (A Day)
<b>ABSENT</b>	Return to School	Return to A classes		Make-up Work Due





# Make-Up Work - Revised

## Teacher Input



# Honors Courses- Revised

## 6. Weighted Quality Points

a. All courses, which are clearly labeled as Level 3 and/or “Honors”, consistent with State Frameworks and/or district guidelines and coded as such in the Course Code Directory, shall carry one additional quality point toward the District’s weighted GPA if the grade received is a “C” or above.

d. All classes that are clearly labeled “Pre-Advanced Placement,” “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.



# Legislative Updates

## Financial Literacy HB 7071, Sections 12 and 15

- Remove the requirement that financial literacy instruction be included in economics content. It is now required to be a separate area of social studies content.
- Remove the list of specific required content that makes up financial literacy instruction.
- Require districts, beginning with the 2019-2020 school year, to offer a financial literacy course consisting of at least one half-credit as an elective.



# Legislative Updates

## Middle Grades Promotion Changes HB 7071, Section 13

- Require a middle school student to successfully complete one course in career and education planning. It must result in a completed personalized academic and career plan for the student which may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under s. 445.07, F.S.
- Require the personalized academic and career plan to inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285, F.S.; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement (AP) courses; the International Baccalaureate (IB) Program; the Advanced International Certificate of Education (AICE) Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to ss. 1003.492 or 1008.44, F.S.
- Allow the course to be implemented as a stand-alone course or integrated into another course or courses.



# Legislative Updates

## High School Graduation Changes HB 7071, Section 14

- Allow a student to earn two mathematics credits by taking Algebra I in two full-year courses.
- Require a certified school counselor or the principal's designee to advise the student that state universities may require for admission three additional mathematics courses at least as rigorous as Algebra I.
- Allow a student to substitute a credit in computer science, if identified as equivalent in rigor by the commissioner, for one mathematics requirement except for Algebra I and Geometry. A computer science credit may only be used to substitute one course (either mathematics or science).
- Allow a student who earns credit in a computer science course to substitute the computer science credit for one science credit, except for Biology I, if identified as equivalent in rigor by the commissioner. A computer science credit may only be used to substitute one course (either mathematics or science).
- Allow a student that earns an industry certification in 3D rapid prototype printing to substitute up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor.



# Legislative Updates

## New CTE Graduation Pathway Option HB 7071, Section 14

•Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earn a standard high school diploma through this new option by:

- Earning at least 18 credits.
- Earning a cumulative grade point average of a 2.0 on a 4.0 scale.
- Same requirements for Math, ELA, Science, and Social Studies.
- Completing two credits in career and technical education. The courses must result in a program completion and an industry certification.
- Completing two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit of financial literacy, for work-based learning program courses to fulfill this requirement.

•Each district school board is required to incorporate the CTE pathway option to graduation in the student progression plan.

•Adjunct educators certified pursuant to s. 1012.57, F.S., may teach courses in the CTE pathway option.



# Legislative Updates

## High School Diploma Designation HB 7071, Section 15

- Effective upon becoming law
- Allows a student to meet the mathematics requirement for the scholar designation if they earn one credit in Algebra II or an equally rigorous course and one credit in statistics or an equally rigorous course, and pass the statewide, standardized assessment in Geometry



# THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Heather P. Brinkworth, Chair  
Donna P. Korn, Vice Chair

Lori Alhadeff  
Robin Bartleman  
Patricia Good  
Laurie Rich Levinson  
Ann Murray  
Dr. Rosalind Osgood  
Nora Rupert

Robert W. Runcie  
Superintendent of Schools

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

[browardschools.com](http://browardschools.com)

