

SUMMARY OF SUBSTANTIVE CHANGES TO
SCHOOL BOARD OF BROWARD COUNTY POLICY 6000.1, STUDENT PROGRESSION PLAN, AND ASSOCIATED PROCEDURAL GUIDES

DATE: July 23, 2013
POLICY #: 6000.1
POLICY TITLE: Student Progression Plan

Page(s) in Policy	Change	Rationale
-	<p>EDITS FOR CONSISTENCY (MINOR CHANGES ARE NOT INDICATED BY STRIKETHROUGH AND UNDERLINE)</p> <ul style="list-style-type: none"> • With the exception of the mission statement, the District is referred to as the “School Board of Broward County (SBBC)” or “SBBC” • Florida Statute is referenced as “F.S.” • State Board Rule is referenced as “State Rule” • Sunshine State Standards (SSS) are replaced with “standards adopted by the State Board of Education” • “FCAT” is replaced with “FCAT or State Common Core Assessment” (where appropriate) • Elementary, Middle, and High School progression plans are separated by page breaks. • “Middle School” is replaced with “Middle Grades” • “Struggling Reader Chart” is replaced with “Comprehensive K-12 Reading Plan” • Collaborative Problem Solving/Response-to-Intervention (CPS/RtI) process is referenced where appropriate. • Elementary, Middle, and High School progression plans are organized as follows: <ol style="list-style-type: none"> 1) Entrance and Attendance Requirements 2) Curriculum, Instruction, and Assessment <ol style="list-style-type: none"> a) Curriculum & Instruction (level-specific curriculum and instruction is listed first, followed by the following curriculum and instruction required at all levels) <ul style="list-style-type: none"> • Character Education • Required Annual Instruction (Constitution, Holocaust, African and African American History, Hispanic and Women’s Contributions, etc.) • ACCEL • Outside Activities • Family Life/Human Sexuality Instruction (except for high school, where this topic is included in HOPE) • HIV and Sexually Transmitted Diseases Instruction (except for high school, where this topic is included in HOPE) • Gifted Education • Digital Tools and Applications • Virtual Education b) Assessment <ol style="list-style-type: none"> i) Required Screenings ii) Suspension of Curriculum 3) Allocation of Resources Allocation of Resources (previously “Students’ Right to Instruction”) 4) Promotion 5) Progress Monitoring Plan Process 6) Retention 7) Extended Learning Opportunities 8) Reporting Student Progress 9) School Counseling Services (previously “Guidance Services☺”) <ol style="list-style-type: none"> a) Required Communications <ol style="list-style-type: none"> i) Information Regarding Accelerated Mechanisms ii) Graduation Requirements (middle and high school) 10) Length of Student Day 	<ul style="list-style-type: none"> • Consistency and organization • Compliance with state student progression plan requirements

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1	<p>THE SCHOOL BOARD'S MISSION IS TO MEET THE EDUCATIONAL NEEDS OF ALL STUDENTS IN A SAFE LEARNING ENVIRONMENT. MISSION STATEMENT: BROWARD COUNTY PUBLIC SCHOOLS IS COMMITTED TO EDUCATING ALL STUDENTS TO REACH THEIR HIGHEST POTENTIAL. THIS POLICY AND THE RELATED POLICIES THAT ARE REFERENCED IN THIS POLICY CONSTITUTE THE STUDENT PROGRESSION PLAN FOR THE DISTRICT. THE PURPOSE OF THE STUDENT PROGRESSION PLAN IS TO ESTABLISH THE STANDARDS FOR QUALITY INSTRUCTION, DELINEATE THE CRITERIA FOR PROMOTION, AND PROVIDE EQUAL EDUCATIONAL OPPORTUNITIES TO ALL STUDENTS, ENSURING NO CHILD IS LEFT BEHIND. ALL STUDENTS ARE COLLEGE AND CAREER READY UPON GRADUATION.</p>	Aligns language to the SBBC mission referenced in the current strategic plan.
34-35	<p>REMOVE MIDTERM REQUIREMENT FOR HIGH SCHOOL COURSES WITH END-OF-COURSE EXAMS (BENCHMARK ASSESSMENT TESTS TO DETERMINE STUDENT READINESS TO PASS END-OF-COURSE EXAMS WILL BE ADMINISTERED INSTEAD.) (2) For AP/IB/AICE and courses with End of Course (EOC) exam requirements courses, midterms cannot be exempted. The student may exempt the final exam. Teachers are encouraged to give an alternative assessment in lieu of a traditional final.</p>	This is a 6000.1 Policy Review Committee recommendation as a result of discussion during Board Workshops on February 12, 2013 and May 14, 2013. District developed midterms for courses with end-of-course exams will be replaced with Benchmark Assessment Tests that will not impact students' grades.
2, 15, 26	ADDITION OF CONSTITUTION DAY to required annual instruction at all levels.	Correction to align to legislation. Required of all schools receiving federal funding.
3, 15, 26-27	<p>MINIMAL ACCEL REQUIREMENTS <u>Academically Challenging Curriculum To Enhance Learning (ACCEL): Each elementary school will include at a minimum whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects. Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics (coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; and telescoping curriculum (F.S. 1002.3105).</u> <u>Parents and students may contact the principal at the student's school for information related to student eligibility requirements for whole-grade promotion, midyear promotion, subject-matter acceleration, and virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal pursuant to F.S. 1002.3105, F.S. 1008.25.</u> <u>Eligible students and their parents may request student participation in ACCEL options including those that would result in a student attending a different and/or next-level school, by contacting the current school's principal (F.S. 1002.3105, F.S. 1008.25).</u></p>	Correction to align to legislation. The word "elementary" is changed to "middle" or "high" as appropriate.
3-4, 16, 27	<p>GIFTED EDUCATION Gifted Education: See SBBC Policy 6000.5.(F.S. 1003.01 and 1003.57): <u>Students in grades K-12 may be evaluated for eligibility for gifted services, via a teacher or parent referral and/or a whole-school or whole-grade screening process. Each student identified as being eligible for gifted services in grades K-12 is entitled to an education instruction that meets their enrichment and/or acceleration needs in all core content areas, social/emotional needs, and/or independent functioning needs as identified during the Educational Plan (EP) process. All students identified as gifted must have an EP. EPs must be redesigned at least every two years and/or at matriculation to the middle or high school. The school must provide services to meet the student's special needs as described in the EP and communicate progress towards EP goals quarterly to parents. For more information, consult the Procedural Guide For Gifted Education issued annually by the Department of College and Career Readiness.</u></p>	Correction to align to legislation. Provides more specific information regarding legislative requirements and aligns to the Gifted Procedural Guide. References appropriate Statute.
3-4, 16, 27-28	<p>DIGITAL TOOLS AND APPLICATIONS <u>Digital Tools and Applications (F.S. 1008.25): Curricula for students in pre-kindergarten through high school must contain instruction that allows them to attain progressively higher levels of skill in the use of digital tools and applications.</u> <u>Digital materials for students in prekindergarten through grade 12 shall be made available to support this skill development.</u> <u>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.</u> <u>The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certifications (F.S. 1002.3105, F.S. 1003.41, F.S. 1003.4203, and F.S. 1003.428).</u> <u>Beginning with the 2013-2014 school year, each school shall make available digital instructional materials, including software applications, to students with disabilities who are in prekindergarten through grade 12.</u></p>	Addition to align to new legislation resulting from SB 1076.
3, 16, 27	<p>VIRTUAL EDUCATION <u>Virtual Education:</u> <u>Schools may not limit student access to Florida Virtual School courses or courses offered by the District's Florida Virtual School franchise program (Broward Virtual Education) even if the school offers the same course.</u></p>	Correction to align to legislation. Now included in all three levels.

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	<p>However, school administrators (or their designees) will determine if the student is academically qualified for the virtual course based on the student's academic history, grade level, and age (F.S. 1002.37(3)(c)). <u>Students may not enroll in the same course at Florida Virtual School or the District's Florida Virtual School franchise program when concurrently enrolled in the course at the local school.</u> <u>Schools may allow student access to Florida Virtual School as part of the students' full day curriculum if the District has an approved agreement with Florida Virtual School to serve students during the school day. Such agreement is not needed for students who wish to take a Florida Virtual School course outside of the school day.</u> <u>A student whose individual educational plan indicates that full-time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.</u></p>	
4	<p>ADDITION OF UNIVERSAL SCREENING <u>Universal Screening for Eligibility for Gifted Services (State Rule 6A-6.03019): Annually, second graders are screened to determine those students who may be eligible for gifted services. Parents of students meeting designated threshold scores must be notified promptly that their child may be eligible for gifted services. The notification to the parent must request permission from the parent for follow-up eligibility testing and, once parental consent is given, subsequently referred by the school to the school's appointed school psychologist for follow-up testing.</u></p>	Addition of required universal screening for consideration of eligibility for gifted services.
12, 22, 34	<p><u>School staff should refer to the District Best Practices for Grading Handbook to implement grading practices consistently across the District published by the Department of College and Career Readiness.</u></p>	References guidelines to be published to promote consistency in grading practices per result of discussion during Board Workshops on February 12, 2013 and May 14, 2013.
12, 24, 46	<p>ELEMENTARY STUDENT DAY: The length of the student day shall be a minimum of (State Rule 6A.1.09512): Prekindergarten As Determined by Program Elementary School 360 minutes ESE Centers 360 minutes Kindergarten: 180 minutes Grades 1-3: 240 minutes Grades 4-5: 300 minutes</p> <p>MIDDLE GRADES STUDENT DAY: A student day shall consist of a minimum of (State Rule 6A.1.09512): Middle School 348 minutes 300 minutes ESE Centers 360 minutes</p> <p>HIGH SCHOOL STUDENT DAY: A student day shall consist of a minimum of (F.A.C. State Rule 6A.1.09512): High Schools 360 minutes 300 minutes ESE Centers 360 minutes</p>	Correction to reflect minimum required length of school day for elementary, middle, and high.
17-19	<p>SUBSTANTIVE CHANGES IN MIDDLE SCHOOL PROMOTION REQUIREMENTS (See pages 17-19)</p>	Addition to align to new legislation resulting from SB 1076.
23	<p>REQUIRED COMMUNICATIONS TO MIDDLE SCHOOL STUDENTS AND PARENTS Communication to parents and students of ACCEL options offered by the school pursuant to F. S. 1002.3105. <u>Communication to parents and students must regarding high school graduation requirements, including a detailed explanation of the diploma designation options provided under F.S. 1003.4285,</u> <u>Communication to parents and students must regarding:</u> <u>high school assessment and college entrance test requirements,</u> <u>Florida Bright Futures Scholarship Program requirements,</u> <u>state university and Florida College System institution admission requirements,</u> <u>available opportunities to earn college credit in high school,</u> <u>including Advanced Placement (AP), International Baccalaureate (IB),</u> <u>Advanced International Certificate of Education (AICE),</u> <u>college and career dual enrollment (DE),</u> <u>career education courses (including career-themed courses),</u></p>	Addition to align to new legislation resulting from SB 1076.

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	<p>courses that lead to national industry certification pursuant to F.S. 1003.492, and the final decision regarding selection of high school courses and graduation options that best fit the student's needs is up to belongs to the student and parent.</p>	
44	<p>Honors for Graduates: Standard 24-credit High School Diploma Designations (F.S. 1003.4285): Beginning in the 2008-2009 school year, each standard high school diploma shall include, as applicable: A designation reflecting completion of four or more accelerated college credit courses in Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or Dual Enrollment courses. <u>Scholar designation: In addition to the 24-credit standard diploma requirements the student must meet the following criteria:</u> <u>English Language Arts (ELA) - When the state transitions to common core assessments, a passing score on the 11th grade ELA common core assessment.</u> <u>Mathematics - Earn one credit in Algebra II and one credit in statistics or an equally rigorous course. When the state transitions to common core assessments, students must pass the Algebra II common core assessment.</u> <u>Science - Pass the statewide, standardized Biology I end-of-course assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics.</u> <u>Social Studies - Pass the statewide standardized United States History EOC assessment.</u> <u>Foreign Language - Earn two credits in the same foreign language.</u> <u>Electives - Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course.</u> <u>Merit designation: In addition to the 24-credit standard diploma requirements the student must attain one or more industry certifications from the list established under F.S. 1003.492.</u> A designation reflecting career education certification. A designation reflecting a Florida Ready to Work Credential. A Florida Ready to Work Credential shall be awarded to a student who successfully passes assessments in Reading for Information, Applied Mathematics, and Locating Information or any other assessments of comparable rigor. Each assessment shall be scored on a scale of 3 to 7. The level of the credential each student receives is based on: A bronze level credential requires a minimum score of 3 or above on each of the assessments. A silver level credential requires a minimum score of 4 or above on each of the assessments. A gold level credential requires a minimum score of 5 or above on each of the assessments (S.B. 1908).</p>	<p>Addition of diploma designations to align to new legislation resulting from SB 1076.</p>
47	<p>SUBSTANTIVE CHANGES TO GRADUATION REQUIREMENTS FOR THOSE STUDENTS ENTERING GRADE 9 IN 2013-14 (see page 47).</p>	<p>Addition to align to new legislation resulting from SB 1076.</p>