

POLICY 6000.1: STUDENT PROGRESSION PLAN  
ELEMENTARY PROCEDURAL GUIDE

~~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.~~  
The purpose of this manual is to help guide school personnel in the proper implementation of the Student Progression Plan.

Rules:

I. ELEMENTARY SCHOOLS (GRADES PREK-5):

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

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

B. ELEMENTARY SCHOOL CURRICULUM, INSTRUCTION AND ASSESSMENT:

1. Prekindergarten Curriculum: Students will receive an integrated curriculum that emphasizes instruction in language development and mathematical concepts. Students will be provided with opportunities for art, music and physical education activities. Instructional approaches will be research-based and will include the active participation of students. Instruction shall be focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education. In addition, all aspects of required PreK-12 instruction, as referenced in specific sections below, will be integrated into the prekindergarten curriculum.
2. ~~To meet the Reading Enhancement and Acceleration Development (READ) Initiative's (F.S. 1003.25(7)(b)7): focus~~ To prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4, and to each K-3 student who is assessed as exhibiting a reading deficiency, the following activities will continue to be provided:
  - a. Assessment of K-3 students in phonemic awareness, phonics, fluency, vocabulary and comprehension.
  - b. Reading instruction, implemented through programs recommended on the District's Comprehensive K-12 Reading Plan that have been developed based on scientific reading research, meets the following specifications:
    - (1) assists students identified with a reading deficiency in developing the ability to read at grade level,
    - (2) provides skill development in phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language.
    - (3) provides scientifically based and reliable assessment,

- (4) provides initial and ongoing analysis of each student's reading progress, and
- (5) is implemented during regular school hours.
- c. Reading instruction must be both integrated and interdisciplinary:
- (1) Provide integrated opportunities to use the language arts strands and skills (reading, writing, listening, speaking) to strengthen student's overall literacy development.
  - (2) Provide instruction using an interdisciplinary approach through a balance of literature and informational texts in history, social studies, and science to help students develop proficiency in reading complex text independently and across various content areas.
- d. Curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.
3. Physical Education: Elementary students, grades K-5 shall have 150 minutes of physical education (F.S. 1003.455(3)) each week to be delivered as 30 consecutive minutes per day. Physical Education is defined as the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding nutrition and physical fitness as part of healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being (F.S. 1003.01(16)). Related services, such as physical therapy, may not be considered physical education for students with disabilities. Adaptive or specially designed PE may be counted towards the requirement for students with severe and profound disabilities. This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455):
- a. the student is enrolled or required to enroll in a remedial course, or
  - b. the student's parent indicates in writing to the school that:
    - (1) the student's parent requests that the student enroll in another course from among those courses offered as options by the District; or
    - (2) the student in participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.
4. Regularly Scheduled Instruction: Students shall receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, art, music and computer education. Special interest classes such as foreign languages shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education (F.S. 1003.41).
5. Character Education: The character education traits that shall be integrated into the PreK-12 curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation (F.S. 1003.42 (2)(s)). In addition, the concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).
6. Required Annual Instruction: The following curricula shall be annually integrated into student instruction: Holocaust, African and African American History, Hispanic and Women's Contributions, Veterans' Recognition, "Celebrate Freedom Week" and "Disability History and Awareness Week"
- a. Constitution (on Constitution Day, September 17th) (F.S. 1003.42, P.L. 108-447)  
In accordance with federal legislation passed in 2004, the federal government requires that all schools that receive federal funding provide a course on the constitution on Constitution Day, September 17th. For more information contact the Social Studies Curriculum Supervisor in the Literacy Department.
  - b. The Holocaust (F.S. 1003.42)
  - c. African and African American History (F.S. 1003.42)
  - d. Hispanic Contributions (F.S. 1003.42)
  - e. Women's Contributions (F.S. 1003.42)
  - f. Veterans' Recognition: The principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life (F.S. 1003.42).

- g. “Celebrate Freedom Week”: Instruction shall be in accordance with Florida Statutes and District guidelines (F.S. 1003.421).
- h. “Disability History and Awareness Week” (F.S. 1003.4205): Disability awareness and instruction may be integrated into existing classroom curriculum to expand students’ knowledge, understanding and awareness of individuals with disabilities, including the history of the disability and the disability rights movement.
7. 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)).
- a. Parents and students may contact the principal at the student’s school for information related to student eligibility requirements for whole-grade promotion, midyear promotion, subject-matter acceleration, and virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal pursuant to F.S. 1002.3105, F.S. 1008.25.
- b. Eligible students and their parents may request student participation in ACCEL options including those that would result in a student attending a different and/or next-level school, by contacting the current school’s principal (F.S. 1002.3105, F.S. 1008.25).
- Refer to Appendix D, Multi-tiered Assessment Framework for Acceleration Chart for whole grade promotion, mid-year promotion, and subject area criteria. In order for a student to be mid-year promoted from one elementary grade to the next, the student must demonstrate the same proficiency level as that required for end-of-year promotion (from current grade level), using the assessments indicated in Appendix B of this manual. In addition, the student must surpass the PMP criteria (Appendix A of this manual) of the next grade level.
8. Outside activities such as contests and fairs that use instructional time must be aligned with the standards adopted by the State Board of Education. See SBBC Policy 6303 for additional field trip information.
9. Family Life/Human Sexuality Instruction: Materials, resources and speakers used in the Family Life/Human Sexuality component of the K-12 health curriculum must be approved by Health Education Services the District. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions must be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42(3)).
10. HIV and Sexually Transmitted Diseases Instructions: Materials, resources and speakers used in the HIV/Sexually transmitted disease component of the K-12 health curriculum must be approved by Health Education Services the District. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions must be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42 (3)).
11. Gifted Education: See SBBC Policy 6000-5:(F.S. 1003.01 and 1003.57): Students in grades K-12 may be evaluated for eligibility for gifted services, via a teacher or parent referral and/or a whole-school or whole-grade screening process. Each student identified as being eligible for gifted services in grades K-12 is entitled to an education instruction that meets their enrichment and/or acceleration needs in all core content areas, social/emotional needs, and/or independent functioning needs as identified during the Educational Plan (EP) process. All students identified as gifted must have an EP. EPs must be redesigned at least every two years and/or at matriculation to the middle or high school. The school must provide services to meet the student’s special needs as described in the EP and communicate progress towards EP goals quarterly to parents. For more information, consult the Procedural Guide For Gifted Education issued annually by the Department of College and Career Readiness.
12. Digital Tools and Applications (F.S. 1008.25): Curricula for students in pre-kindergarten through

high school must contain instruction that allows them to attain progressively higher levels of skill in the use of digital tools and applications.

- a. Digital materials for students in prekindergarten through grade 12 shall be made available to support this skill development.
- b. Digital materials may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications.
- c. The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certifications (F.S. 1002.3105, F.S. 1003.41, F.S. 1003.4203, and F.S. 1003.428).
- d. Beginning with the 2013-2014 school year, each school shall make available digital instructional materials, including software applications, to students with disabilities who are in prekindergarten through grade 12.

13. Virtual Education:

- a. Schools may not limit student access to Florida Virtual School courses or courses offered by the District's Florida Virtual School franchise program (Broward Virtual Education) even if the school offers the same course.
- b. However, school ~~counselors~~ administrators (or their designees) will determine if the student is academically qualified for the virtual course based on the student's academic history, grade level, and age (F.S. 1002.37(3)(c)).
- c. Schools may not limit access to a Florida Virtual School course, even if the school offers the same course.
- d. 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.
- e. Schools must ~~may provide~~ allow student's 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.
- f. A student whose Individual Educational Plan indicates that full-time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.

14. Assessment: Each student must participate in statewide assessment tests at designated grade levels as required by Florida Statute F.S. 1008.22. For students with disabilities who meet state-defined exemption criteria, an alternate assessment must be administered. The school will provide parents with the results of each statewide assessment test. Ongoing assessment is an integral part of the instructional process (F.S. 1008.25(4)).

Allowable accommodations must be documented and provided for ELL students. When providing a flexible setting, a letter must be sent home to parents in the native language.

SBBC has developed systems to assess proficiency of standards and align instruction and remediation for students with deficiencies in reading and mathematics. The benchmark assessment instruments and struggling reader matrix provide schools with the mechanisms necessary to diagnose and assist students in attaining grade level achievement when employed properly and consistently.

- 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 (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.

- c. Collaborative Problem Solving/Response to Intervention (CPS/RtI) Screening (Rule 6A-6.0331): As part of the CPS/RtI process, schools shall universally screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school. The CPS/RtI teams shall monitor universal screening data at regular intervals. Early intervention will be vital in mitigating obstacles to student success in the early grade levels, as early as pre-kindergarten. Specific interventions shall be initiated as soon as a student first demonstrates deficits in reading, mathematics or behavior. The Instruction and Intervention staff will provide staff development opportunities in the area of delivering and monitoring evidence-based interventions for struggling students.
- d. Suspension of Curriculum (F.S. 1008.22(4)): A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment. However, a school may engage in the following test-preparation activities for a statewide assessment:
  - (1) distributing to students sample test books and answer keys published by the Department of Education,
  - (2) providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment,
  - (3) providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by the District, is identified as having a deficiency in the content knowledge and skills assessed,
  - (4) incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or
  - (5) administering a practice test or engaging in other test-preparation activities for the statewide assessment, which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment, as set forth in set forth in rules adopted by the State Board of Education.

C. ~~ELEMENTARY STUDENTS' RIGHT TO INSTRUCTION~~ ALLOCATION OF RESOURCES: The District's remedial and supplemental instructional resources will be allocated first to students in elementary schools who are deficient in reading by the end of the third grade and then to students who fail to meet achievement performance levels required or promotion (F.S. 1008.25(3)). Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science and mathematics must continue remedial instruction with supplemental instruction until expectations are met (F.S. 1008.25 (4)(c)).

D. ELEMENTARY PROMOTION:

- 1. Student Performance Levels for reading, writing, mathematics and science: In addition to the specific promotion criteria for reading and mathematics listed in the following matrix, promotion decisions must take into account a student's proficiency in writing (3.5 or higher on the FCAT writing assessment or the District equivalent or equivalent scores on the state common core assessment) and science (based on proficiency levels to be determined by the District and/or the State Department of Education) (F.S. 1008.25(2)). The evaluation of each student's progress must be based upon classroom work, observations, tests, District and State assessments and other relevant information. NOTE: No single assessment is the sole determiner of promotion. Third grader's a subject to stricter promotion criteria. See section entitled Mandatory Third Grade Retention below.

PROMOTION CRITERIA-READING AND MATHEMATICS

Grade & Subject	The student will score:
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K Reading	48 out of 52 Letter Names AND 20 out of 26 Letter Sounds AND 15 out of 21 Concepts of Print OR 90% or greater accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment OR scores at Level 3 or above on the Developmental Reading Assessment (DRA)
1 and 2 Reading	55% or greater (Grade 1) and 65% or greater (Grade 2) on the Primary End of Year Reading Test that aligns with the standards adopted by the State Board of Education in reading comprehension OR at or above the proficiency level on the Stanford Diagnostic Test in reading comprehension that corresponds to the proficiency level on the Primary End of Year Reading Test
3 Reading	At a Level 2 or higher on FCAT Reading OR at a proficient level on a District-approved Assessment, as allowed by the State
4 and 5 Reading AND Mathematics	At a Level 2 or higher on FCAT Reading AND At a Level 2 or higher on FCAT Mathematics OR at a proficient level on a District-approved Assessment

Alternative Elementary Promotion Criteria for Reading and Mathematics Matrix			
Targeted Students:	Grade 3 Alternative Promotion Criteria - Good Cause (State) (F.S. 1008.25(6)(b))	Grades K, 1, and 2 Alternative Promotion Criteria - Good Cause	Grades 4 and 5 Alternative Promotion Criteria - Good Cause
For All Elementary Students	Student demonstrates an acceptable level of performance on an alternative standardized reading or <u>common core assessment</u> approved by the State Board of Education.	Student demonstrates an acceptable level of performance on an alternative standardized reading assessment approved by the District.	Student demonstrates an acceptable level of performance on an alternative standardized reading/(ELA) and/or math assessment approved by the District.
For All Elementary Students*	Student demonstrates, through a student portfolio**** prepared in accordance with District guidelines, that the student is reading on grade level as evidenced by demonstration of mastery of the standards adopted by the State Board of Education at a level equal to or above Level 2 performance on FCAT or <u>state common core assessment</u> .*	Student receives intensive tier 2 or tier 3 interventions through the CPS/RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level.	Student demonstrates, through a student portfolio**** prepared in accordance with District guidelines, that the student is performing on grade level.* Student receives intensive tier 2 or tier 3 interventions through the CPS/RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level.

For Identified Elementary English Language Learner (ELL) Students	ELL students who have had less than 2 years of instruction in an English for Speakers of Other Languages (ESOL) Program	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
For Selected Elementary Students With Disabilities Only	A student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules.	A student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules.	A student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules.
For Selected Elementary Students With Disabilities Only*	A student with disabilities who participates in FCAT or state common core assessment and who has an IEP or a Section 504 Plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained in grades K, 1, 2, or 3.	A student with disabilities who participates in District assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained.	A student with disabilities who participates in District assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained for a total of one year.

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

Elementary Good Cause Alternative Promotion Criteria for Reading and Mathematics Matrix			
Targeted Students:	Grade 3 Alternative Promotion Criteria - Good Cause (State) (F.S. 1008.25(6)(b))	Grades K, 1, and 2 Alternative Promotion Criteria - Good Cause	Grades 4 and 5 Alternative Promotion Criteria - Good Cause
For All Elementary Students	Student demonstrates an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.	Student demonstrates an acceptable level of performance on an alternative standardized reading assessment approved by the District.	Student demonstrates an acceptable level of performance on an alternative standardized reading and/or math assessment approved by the District.

For All Elementary Students*	Student demonstrates, through a student portfolio**** prepared in accordance with District guidelines, that the student is reading on grade level as evidenced by demonstration of mastery of the standards adopted by the State Board of Education at a level equal to or above Level 2 performance on FCAT or state common core assessment.*	Student receives intensive tier 2 or tier 3 interventions through the CPS/Rtl process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level.	Student demonstrates, through a student portfolio**** prepared in accordance with District guidelines, that the student is performing on grade level.* Student receives intensive tier 2 or tier 3 interventions through the CPS/Rtl process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level.
For Elementary English Language Learner (ELL) Students Only	ELL students who have had less than 2 years of instruction in an English for Speakers of Other Languages (ESOL) Program	ELL students who have had less than 2 years of instruction in an ESOL program- ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
For Selected Elementary Students With Disabilities Only*	Student is a third grade student with disabilities who participates in FCAT or state common core assessment and who has an IEP or a Section 504 Plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained in grades K, 1, 2, or 3.	Student is a student with disabilities who participates in District assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained.	Student is a student with disabilities who participates in District assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained for a total of one year.

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

Refer to Appendix A, Elementary Progress Monitoring Plan Criteria Matrix for PMP criteria at each grade level K-5.

Refer to Appendix B, Elementary Promotion Criteria Matrix for promotion criteria at each grade level K-5.

Refer to Appendix C, Parent FACT Sheet for ESE, for questions and answers specific to promotion and retention of ESE students.

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

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

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

\*\*\*\*The District establishes the type of documentation required for portfolios. Required portfolio documentation is specified for each grade level. Documentation requirements will take into



account that not all students are using the adopted basal text.

4. Accelerated Elementary School Promotion: Mid- or full-year promotion may occur within the elementary school at the principal's discretion in accordance with the procedural guidelines established by the district and ACCEL legislation (F.S. 1002.3105). When a parent requests such acceleration, the principal may implement an academic contract. Failure of the student to meet the conditions of the contract may result in reassignment of the student to the previous grade level. An elementary student may be mid-year promoted to middle school only when the student has completed the first half of at least four middle school year-long courses including language arts, mathematics, social studies and science.
  5. Promotion in Extraordinary Circumstances: The Superintendent, upon the written recommendation by the principal, may promote a student based upon extraordinary circumstances, which impacted the student's performance (e.g. student with a terminal illness, student for whom the district has requested an assessment accommodation and the state has indicated they are unable to provide the District-requested accommodation, student whose assessment results are clearly not indicative of his/her classroom grade-level performance). The superintendent shall accept or reject the principal's recommendation in writing. This does not apply to students in grade three.
  6. Mid-Year Promotion Criteria For Third Grade Students Who Have Been Retained In Third Grade: Third grade students who have been retained in third grade, may be promoted via the CPS/ Rtl process to the fourth grade immediately after the administration of the first benchmark assessment of the school year, prior to November 1st, if the student achieves the score equivalent to FCAT Level 2 or state common core assessment (F.S. 1008.25 (7)(b)(4)).
  7. ACCEL Legislation (described above) allows for mid-year and whole-grade promotion for accelerated students.
- E. ELEMENTARY PROGRESS MONITORING PLAN (PMP) PROCESS: Any student, including those with disabilities, who does not meet specific levels of performance in reading and/or mathematics for each grade must be provided with additional state or District-approved diagnostic assessments to determine the nature of the student's difficulty, and areas of academic need, and strategies for appropriate intervention. The school's Collaborative Problem Solving (CPS) team, utilizing the Response-to-Intervention (Rtl) process, 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)). Schools. Students must be progress monitored a minimum of three times per year administering a baseline, mid-year, and end-of-year assessments. Struggling readers exhibiting substantial deficiencies in reading must have more frequent progress monitoring and diagnostic evaluation. Research-based reading instructional activities that have been shown to be successful in teaching reading to with low-performing students will be used: The District may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.
1. Specific PMP Reading Requirements for Elementary Students in Grades K-5: If a student in grades K-2 exhibits a substantial deficiency in reading based upon District criteria or if a student in grades 3 through 5 scores at Level 2 or below on FCAT Reading or state common core assessment or a substantial deficiency is identified through teacher observation, the PMP must identify:
    - a. identify the student's specific areas of deficiency identified by a valid and reliable diagnostic assessment in:
      - (1) oral language
      - (2) phonemic awareness
      - (3) phonics
      - (4) fluency
      - (5) comprehension
      - (6) vocabulary
    - b. identify the desired levels of performance in these areas of deficit and recommended interventions,

- c. identify the intensive reading instruction and support services to be provided to help the student achieve the desired levels of performance as prescribed by the CPS/RtI process, and
- d. document that parental notification has been made in accordance with F.S. 1008.25. Students will be required to receive intensive remediation through a PMP.

The student's reading proficiency must be reassessed via the CPS/RtI by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until CPS/RtI team determines the reading deficiency is remediated (F.S. 1008.25(5) (a), 1008.25(7)(b)(7)). The District's Response to Intervention/Instruction (RtI) model guides school Collaborative Problem Solving Teams in implementing a tiered approach to instruction. During Tier 1 (universal instruction), all students are provided a daily, 120 minute block of literacy/language arts instruction. Strategic intervention Instruction (Tier 2) and Intensive Intervention Instruction (Tier 3) provide students with additional or more intensive instruction than what they have been receiving during their initial reading block. This immediate intensive intervention may include increasing the frequency of small group instruction, the focus or format of instruction, or the size of the instructional group. It may be offered during the school day as a double dose of intervention or after school as a triple dose of intervention instruction. The intensive intervention for students retained in third grade will include effective instructional practices, participation in the summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade level (F.S. 1008.25(7)).

- 2. Specific PMP Mathematics Requirements for Elementary Students Grades K-5: K-2 students who meet the District criteria for a PMP, receive intensive instruction. If a student in grades 3-6 scores at Level 2 or below on the FCAT Mathematics, the student will be required to receive remediation through a PMP. The school's CPS/RtI process must develop and implement, in consultation with the student's parent, a PMP in reading and/or mathematics to assist the student in meeting state and District expectations for proficiency (F.S. 1008.25(4)(b)). Schools must provide frequent monitoring of student progress. Research-based reading activities that have been shown to be successful in teaching reading to low-performing students will be used.

- 3. PMP Reviews: Progress Monitoring Plans in reading will be reviewed at least annually 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.

**Note: A PMP may be initiated in any quarter of the school year. A student who is not eligible for a PMP in the first or second quarter, for example, may be eligible for a PMP in the third quarter. Once a PMP has been initiated at any time during a school year, a student would remain on a PMP for the remainder of the school year and the plan would be eliminated at the end of the school year only if the student no longer meets the substantially deficient criteria. A copy of the quarter-by-quarter PMP criteria is included in Appendix A of this manual.**

#### F. ELEMENTARY RETENTION

- 1. Students who are retained will receive an intensive program that is different from the previous year's program.
- 2. Students who have been retained and are not making progress in the current program must undergo additional state or District-approved assessment to determine an appropriate intervention.
- 3. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement; this does not preclude students being promoted based upon Good Cause in accordance with state law and District policy (F.S. 1008.25(6)).
- 4. Parents are provided with information regarding their child's progress throughout the year. Interim reports indicate if a student is having difficulties and report cards are marked to show on grade level or below grade level performance.
- 5. Parents must be notified, no later than a week after test scores are received when it appears, that a student may be retained. The notice will specify that the student has not met the proficiency

level required for promotion and the reasons the child is not eligible for Good Cause exemptions. The notice will comply with (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 deficiency (F.S.1008.25(7)(b)3). Parents of English Language Learners (ELL) students must be notified in their native language (Meta Consent Decree, 1990). ELL students cannot be retained solely due to lack of proficiency in English. A formal retention recommendation regarding an ELL student shall be made through action of an ELL committee (Meta Consent Decree, 1990) in which the parent must be invited.

6. For students retained two or more years, appropriate alternative placements will be made.
  7. Retained students should be provided with social-emotional support to address the impact of the retention, if needed.
- G. THIRD GRADE MANDATORY RETENTION (F.S. 1008.25 (5)(b)):
1. Third grade students who are retained will be provided, in addition to participation in the District's summer reading camp, with a minimum of ninety minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies that may include, but are not limited to:
    - a. integration of science and social studies content within the 90-minute block
    - b. small group instruction
    - c. reduced teacher-student ratios
    - d. more frequent progress monitoring
    - e. tutoring or mentoring
    - f. transition classes, containing third and fourth grade students
    - g. extended school day, week, or year
    - h. Summer Reading Camp
  2. Retained third grade students will be provided a high-performing teacher as determined by student performance data and satisfactory performance appraisals (F.S. 1008.25(7)(b)(5)).
  3. Parents of retained third grade students will be provided at least one of the following options for their child:
    - a. supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, or
    - b. a mentor or tutor with specialized reading training (F.S. 1008.25(7)(b)(6)(a)(c)).
  4. Second Year Retention: Students retained in third grade who have received intensive instructional services and still do not meet promotion criteria will be retained a second time in third grade (F.S. 1008.25). Second year retained third graders will have access to an Intensive Acceleration Class (IAC) to increase the student's reading level at least two grade levels in one school year. the following where The IAC will include when applicable: A transitional instructional setting designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of reading deficiencies (F.S. 1008.25(7)(b)(10)). The IAC shall:
    - a. a reduced teacher-student ratio,
    - b. provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master grade 4 standards adopted by the State Board of Education in other core subject areas,
    - c. use a reading program from the District's Comprehensive K-12 Reading Plan that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year (F.S. 1008.25(7)(b)(8a-d)),
    - d. provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist,
    - e. provide social-emotional support to address the impact of the retention.
- H. ELEMENTARY EXTENDED LEARNING OPPORTUNITIES: Opportunities for extended learning for students with academic deficiencies may be offered during the school day, as well as, beyond the school day. Extended learning opportunities will be determined on an annual basis.
- I. ACCELERATION THROUGH VIRTUAL EDUCATION: ~~Students in grades 4 and 5 who have achieved a level 4 or 5 on the previous year's FCAT may participate in middle school courses through Virtual Education provided they meet district defined criteria for this program:~~

J. REPORTING ELEMENTARY STUDENT PROGRESS:

1. Parent Notification of Reading Deficiencies: The parent of any student in grades K-3, who exhibits a substantial reading deficiency, must be notified in writing (F.S. 1008.25(5)(c)):

Substantial deficiency is defined as meeting the criteria for a PMP as described in Appendix A of this procedural manual.

- a. that the child has been identified as having a substantial reading deficiency,
- b. a description of the current services that are provided to the child,
- c. a description of the proposed supplemental instructional services and support that will be provided to the child that are designed to remediate the identified areas of reading deficiency,
- d. that, if the child's reading deficiency is not remediated by the end of grade 3, the child will be retained unless exempted from mandatory retention for Good Cause, and
- e. strategies for parents to use in helping their child succeed in reading proficiency.

Which K-3 students should receive the mandated parent notification of reading deficiencies letter? The parent of any student who meets the criteria for a PMP in reading must receive the letter. The letter is translated into the major languages and is available upon request.

Do the parents of ELL (even those with less than 2 years in this country) and ESE students get the same mandated parent notification of reading deficiencies letter? Yes, they should receive the PMP letter as well. There is also a supplemental ESE Parent Fact Sheet that should be sent home. The fact sheet is included as Appendix C of this manual. The letter is translated into the major languages and is available upon request from the Literacy Department.

When should the mandated parent notification of reading deficiencies letter be sent home? The deadlines for the parent notification are the same as the deadlines for PMPs for all K-3 students.

Where can I find a copy of the K-3 letter to parents telling them their child has a reading deficiency? This letter is generated through the PMP database system.

Where can I get a copy of the ESE Parent Fact Sheet? It is available in Appendix C of this manual.

2. Progress Reports (Report Cards): Progress reports Report Cards are issued at the end of every nine weeks of school and cover a period of approximately 45 school days.
  - a. A student must be in attendance at a SBBC school for 25 days to receive a grade. Report cards indicate whether the child is performing on, above or below grade level.
  - b. Continued below grade level performance is an indication of possible retention. Report cards also provide information in the student's conduct, behavior and attendance, including absences and tardies (F.S. 1003.33).
  - c. Progress reports Report Cards shall be signed by the parent and returned to the teacher.
  - d. If a student withdraws and does not qualify for a report card under this provision, the parent shall be issued a statement of academic achievement.
  - e. Report cards may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.
  - f. All schools will use the District identified report card unless special permission has been obtained from the District based on the unique program offering at the school, such as Montessori.
3. Interim Reports: No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to: a below average grade, unacceptable behavior, and excessive absences. In schools with an automated system for record keeping and grading, interims will be provided for all students.
4. Grading for Grades K, 1 and 2: Student performance will be evaluated and reported based on

mastery of standards. The symbols to be used are:

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

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

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

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

- 1 Has Mastered Skill (Independently)
- 2 Is Learning Skill (With Assistance)
- 3 Area of Concern

Students are marked based on their performance on their instructional level. For grades 1-2, you must indicate the child's language arts instructional level in the box below the area showing how the student is performing on language arts standards. If the student is working below their instructional level, the "Below Grade Level" box MUST be checked. This is an important part of the communication to parents about their child's performance. DO NOT LEAVE THIS BOX BLANK.

6. 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. Alternative Report Card: A District-approved alternative report card may be used for students with disabilities whose progress cannot be appropriately reported using the standard report card or for other District-approved programs that the standard report card does not address adequately.

7. Conferences with parents are a required part of the reporting system. Teachers will request two conferences per year per student. For each student being considered for retention, the school shall provide written notification to the parent within one week of receiving test results. Parents of English Language Learner (ELL) students must be notified in their native language.

It is important that teachers maintain documentation of all conferences including any information shared with the parent about the student's below grade level performance and the impact on promotion.

8. Grade Placement: Principals shall have final authority for appropriate grade placement of students, within the limitations of Board Policy and F.S. 1002.3105.

9. The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities beginning with the second marking period of kindergarten.

10. The EP (Gifted 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.

- K. ELEMENTARY GUIDANCE-SCHOOL COUNSELING SERVICES: All schools shall assure equitable access to school counseling programs for all students through a standards-driven guidance school counseling program that is comprehensive in scope, developmental in nature and focused on the academic, personal/social and career development needs of all students. All guidance school counseling counselors will develop, in collaboration with the principal, a guidance school counseling plan in a format to be determined by the District. The plan will support the School Improvement Plan and be based upon national counseling standards (F.S. 1006.025). Guidance-School counseling services will include:

1. Communication to parents and students of ACCEL options offered by the school pursuant to F. S. 1002.3105.

- L. ELEMENTARY STUDENT DAY: The length of the student day shall be a minimum of (State Rule



6A.1.09512):

<del>Prekindergarten</del>	<del>As Determined by Program</del>
<del>Elementary School</del>	<del>360 minutes</del>
<del>ESE Centers</del>	<del>360 minutes</del>

1. Kindergarten: 180 minutes
2. Grades 1-3: 240 minutes
3. Grades 4-5: 300 minutes

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.

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***Appendix A: SBBC Policy 6000.1 Elementary Procedural Guide  
2013-2014 QUARTERLY READING and MATHEMATICS  
PMP CRITERIA, GRADES K-5***

***The following criteria can be used to initiate a Progress Monitoring Plan (PMP) for students.***

***If a student progresses to grade level performance, the PMP intervention can be discontinued following a parent/teacher conference, where it is documented on the conference form that the intervention will be discontinued due to the student's progression to grade level performance. The teacher and parent must then sign the conference form.***

**KINDERGARTEN READING CRITERIA**

<b>Quarter</b>	<b>Criteria #1:</b>	<b>OR</b>	<b>Criteria #2:</b>
<b>First</b>	Letter Names Assessment < 15/52 <b>OR</b> Letter Sounds Assessment < 6/26 <b>OR</b> Concepts of Print < 4/21	<b>OR</b>	Developmental Reading Assessment (DRA) Instructional Reading Level < A (DRA/DRA2)
<b>Second</b>	Letter Names Assessment < 30/52 <b>OR</b> Letter Sounds Assessment < 11/26 <b>OR</b> Concepts of Print < 8/21	<b>OR</b>	Developmental Reading Assessment (DRA) Instructional Reading Level < 1 (DRA/DRA2)
<b>Third</b>	Letter Names Assessment < 40/52 <b>OR</b> Letter Sounds Assessment < 16/26 <b>OR</b> Concepts of Print < 11/21	<b>OR</b>	Rigby PM Benchmark Assessment Instructional Reading Level < 1 <b>OR</b> Developmental Reading Assessment (DRA) Instructional Reading Level < 2 (DRA/DRA2)
<b>Fourth</b>	Letter Names Assessment < 48/52 <b>OR</b> Letter Sounds Assessment < 20/26 <b>OR</b> Concepts of Print < 15/21	<b>OR</b>	Rigby PM Benchmark Assessment Instructional Reading Level < 2 <b>OR</b> Developmental Reading Assessment (DRA) Instructional Reading Level < 3 (DRA/DRA2)

**FIRST GRADE READING CRITERIA**

<b>Quarter</b>	<b>Criteria #1:</b>	<b>OR</b>	<b>Criteria #2:</b>
<b>First</b>	<p><i>Letter Names Assessment</i>                      &lt; 52/52  <b>OR</b>  <i>Letter Sounds Assessment</i>                      &lt; 21/26  <b>OR</b>  <i>Concepts of Print</i>                      &lt; 18/21</p>	<b>OR</b>	<p><i>Rigby PM Benchmark Assessment</i>  <i>Instructional Reading Level</i>                      &lt; 4  <b>OR</b>  <i>Developmental Reading Assessment (DRA)</i>  <i>Instructional Reading Level</i>                      &lt; 4 (DRA/DRA2)</p>
<b>Second</b>	<p><i>Burns and Roe</i>  <i>Informal Reading Inventory (IRI)</i>  <i>Instructional Reading Level</i>                      &lt; Preprimer</p>	<b>OR</b>	<p><i>Rigby PM Benchmark Assessment</i>  <i>Instructional Reading Level</i>                      &lt; 8  <b>OR</b>  <i>Developmental Reading Assessment (DRA)</i>  <i>Instructional Reading Level</i>                      &lt; 8 (DRA/DRA2)</p>
<b>Third</b>	<p><i>Burns and Roe</i>  <i>Informal Reading Inventory (IRI)</i>  <i>Instructional Reading Level</i>                      &lt; Primer</p>	<b>OR</b>	<p><i>Rigby PM Benchmark Assessment</i>  <i>Instructional Reading Level</i>                      &lt; 11  <b>OR</b>  <i>Developmental Reading Assessment (DRA)</i>  <i>Instructional Reading Level</i>                      &lt; 12 (DRA/DRA2)</p>
<b>Fourth</b>	<p>Scores below 55% on the  <i>Primary End of Year Reading Test</i> that                      aligns with the common core state                      standards in reading comprehension  <b>OR</b>                      Scores below the 40<sup>th</sup> percentile                      on the <i>Stanford Diagnostic Test</i>                      in reading comprehension</p>	<b>OR</b>	<p><i>Rigby PM Benchmark Assessment</i>  <i>Instructional Reading Level</i>                      &lt; 16  <b>OR</b>  <i>Developmental Reading Assessment (DRA)</i>  <i>Instructional Reading Level</i>                      &lt; 16 (DRA/DRA2)  <b>OR</b>  <i>Burns and Roe</i>  <i>Informal Reading Inventory (IRI)</i>  <i>Instructional Reading Level</i>                      &lt; Grade 1</p>

**SECOND GRADE READING CRITERIA**

<b>Quarter</b>	<b>Criteria #1:</b>	<b>OR</b>	<b>Criteria #2:</b>
<b>First</b>	<p>Scores below 55% on the Primary End of Year Reading Test that aligns with the common core state standards in reading comprehension</p> <p><b>OR</b></p> <p>Scores below the 40<sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension</p>	<b>OR</b>	<p>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 18</p> <p><b>OR</b></p> <p>Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 18 (DRA/DRA2)</p>
<b>Second</b>	<p>Burns and Roe Informal Reading Inventory (IRI) Instructional Reading Level &lt; Grade 2</p>	<b>OR</b>	<p>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 19</p> <p><b>OR</b></p> <p>Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 20 (DRA/DRA2)</p>
<b>Third</b>		<b>OR</b>	<p>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 20</p> <p><b>OR</b></p> <p>Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 24 (DRA/DRA2)</p>
<b>Fourth</b>	<p>Scores below 65% on the Primary End of Year Reading Test that aligns with the common core state standards in reading comprehension</p> <p><b>OR</b></p> <p>Scores below the 40<sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension</p>	<b>OR</b>	<p>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 22</p> <p><b>OR</b></p> <p>Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 28 (DRA/DRA2)</p> <p><b>OR</b></p> <p>Burns and Roe Informal Reading Inventory (IRI) Independent Reading Level &lt; Grade 2</p>



**THIRD GRADE READING CRITERIA**

<b>Quarter</b>	<b>Criteria #1:</b>	<b>OR</b>	<b>Criteria #2:</b>
<b>First</b>	<p>Scores below 65% on the Primary End of Year Reading Test that aligns with the common core state standards in reading comprehension</p> <p><b>OR</b></p> <p>Scores below the 45<sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension</p>	<b>OR</b>	<p>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 23</p> <p><b>OR</b></p> <p>Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 30 (DRA/DRA2)</p>
<b>Second</b>	<p>Burns and Roe Informal Reading Inventory (IRI) Instructional Reading Level &lt; Grade 3</p>	<b>OR</b>	<p>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 24</p> <p><b>OR</b></p> <p>Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 34 (DRA/DRA2)</p>
<b>Third</b>			
<b>Fourth</b>	<p>Scores below Level 3 on the Florida Comprehensive Assessment Test (FCAT) 2.0 that aligns with the next generation sunshine state standards in reading comprehension</p> <p><b>OR</b></p> <p>Scores below the 45<sup>th</sup> percentile on the Stanford Achievement Test in reading comprehension</p>	<b>OR</b>	<p>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 25</p> <p><b>OR</b></p> <p>Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 38 (DRA/DRA2)</p> <p><b>OR</b></p> <p>Burns and Roe Informal Reading Inventory (IRI) Independent Reading Level &lt; Grade 3</p>

**FOURTH GRADE READING CRITERIA**

<b>Quarter</b>	<b>Criteria #1:</b>	<b>OR</b>	<b>Criteria #2:</b>
<b>First</b>	<p>Scores below Level 3 on the Florida Comprehensive Assessment Test (FCAT) 2.0 that aligns with the next generation sunshine state standards in reading comprehension</p> <p><b>OR</b></p> <p>Scores below the 45<sup>th</sup> percentile on the Stanford Achievement Test in reading comprehension</p>	<b>OR</b>	<p>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 26</p> <p><b>OR</b></p> <p>Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 40 (DRA/DRA2)</p>
<b>Second</b>	<p>Burns and Roe Informal Reading Inventory (IRI) Instructional Reading Level &lt; Grade 4</p>	<b>OR</b>	<p>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 27</p> <p><b>OR</b></p> <p>Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 40 (DRA/DRA2)</p>
<b>Third</b>			<p>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 28</p> <p><b>OR</b></p> <p>Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 40 (DRA/DRA2)</p> <p><b>OR</b></p> <p>Burns and Roe Informal Reading Inventory (IRI) Independent Reading Level &lt; Grade 4</p>
<b>Fourth</b>	<p>Scores below Level 3 on the Florida Comprehensive Assessment Test (FCAT) 2.0 that aligns with the next generation sunshine state standards in reading comprehension</p> <p><b>OR</b></p> <p>Scores below the 40<sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension</p>	<b>OR</b>	<p>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 28</p> <p><b>OR</b></p> <p>Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 40 (DRA/DRA2)</p> <p><b>OR</b></p> <p>Burns and Roe Informal Reading Inventory (IRI) Independent Reading Level &lt; Grade 4</p>

**FIFTH GRADE READING CRITERIA**

<b>Quarter</b>	<b>Criteria #1:</b>	<b>OR</b>	<b>Criteria #2:</b>
<b>First</b>	<p>Scores below Level 3 on the Florida Comprehensive Assessment Test (FCAT) 2.0 that aligns with the next generation sunshine state standards in reading comprehension</p> <p><b>OR</b></p> <p>Scores below the 40<sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension</p>	<b>OR</b>	<p>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 29</p> <p><b>OR</b></p> <p>Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 44 (DRA) / 50 (DRA2))</p>
<b>Second</b>	<p>Burns and Roe Informal Reading Inventory (IRI) Instructional Reading Level &lt; Grade 5</p>	<b>OR</b>	<p>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 30</p> <p><b>OR</b></p> <p>Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 44 (DRA) / 50 (DRA2)</p>
<b>Third</b>			<p>Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 44 (DRA) / 50 (DRA2)</p> <p><b>OR</b></p> <p>Burns and Roe Informal Reading Inventory (IRI) Independent Reading Level &lt; Grade 5</p>
<b>Fourth</b>	<p>Scores below Level 3 on the Florida Comprehensive Assessment Test (FCAT) 2.0 that aligns with the next generation sunshine state standards in reading comprehension</p> <p><b>OR</b></p> <p>Scores below the 40<sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension</p>	<b>OR</b>	<p>Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 44 (DRA) / 50 (DRA2)</p> <p><b>OR</b></p> <p>Burns and Roe Informal Reading Inventory (IRI) Independent Reading Level &lt; Grade 5</p>



**FIRST GRADE MATHEMATICS CRITERIA**

<b>Quarter</b>	<b>Criteria #1:</b>	<b>OR</b>	<b>Criteria #2:</b>
<b>First</b>	<i>Scores below 50% on the Go Math Common Core Prerequisite Skills Inventory for Grade 1</i>	<b>OR</b>	N/A
<b>Second</b>	<i>Average score below 70% on the Go Math Common Core Chapters 1, 2 and 3 Tests for Grade 1</i>	<b>OR</b>	N/A
<b>Third</b>	<i>Average score below 70% on the Go Math Common Core Chapters 4, 5, 6 and 7 Tests for Grade 1</i>	<b>OR</b>	N/A
<b>Fourth</b>	<i>Average score below 70% on the Go Math Common Core Chapters 8, 9 and 10 Tests for Grade 1</i>	<b>OR</b>	N/A

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**THIRD GRADE MATHEMATICS CRITERIA**

<b>Quarter</b>	<b>Criteria #1:</b>	<b>OR</b>	<b>Criteria #2:</b>
<b>First</b>	<i>Scores below 50% on the Go Math Common Core Prerequisite Skills Inventory for Grade 3</i>	<b>OR</b>	<i>Scores below 70% on the Grade 2 Primary Math Test</i>
<b>Second</b>	<i>Average score below 70% on the Go Math Common Core Chapters 1, 2 and 3 Tests for Grade 3</i>	<b>OR</b>	N/A
<b>Third</b>	<i>Average score below 70% on the Go Math Common Core Chapters 4, 5, 6 and 7 Tests for Grade 3</i>	<b>OR</b>	N/A
<b>Fourth</b>	<i>Average score below 70% on the Go Math Common Core Chapters 8, 9 and 10 Tests for Grade 3</i>	<b>OR</b>	N/A

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**FOURTH and FIFTH GRADE MATHEMATICS CRITERIA**

***Scores below Level 3 on the  
Florida Comprehensive Assessment Test (FCAT) 2.0  
that aligns with the  
next generation sunshine state standards in mathematics***

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**Appendix B: SBBC Policy 6000.1 Elementary Procedural Guide  
 2013-2014 STUDENT PROGRESSION/PROMOTION CRITERIA MATRIX, GRADES K-5**

		Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Promotion Criteria #1	Reading	Recognizes 48 of 52 Letter Names ----- <b>AND</b> Distinguishes 20 of 26 Letter Sounds ----- <b>AND</b> Understands 15 of 21 Concepts of Print	Scores 55% or greater on the Primary End of Year Reading Test that aligns with the common core state standards in reading comprehension	Scores 65% or greater on the Primary End of Year Reading Test that aligns with the common core state standards in reading comprehension	Scores at or above Level 2 on the FCAT 2.0 – NGSSS Reading	Scores at or above Level 2 on the FCAT 2.0 – NGSSS Reading	Scores at or above Level 2 on the FCAT 2.0 – NGSSS Reading
	Math	N/A	N/A	N/A	N/A	Scores at or above Level 2 on the FCAT 2.0 – NGSSS Mathematics	Scores at or above Level 2 on the FCAT 2.0 – NGSSS Mathematics
Promotion Criteria #2	Reading (Math - N/A)	Scores 90% or greater in accuracy <b>AND</b> 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 2 <b>OR</b> Scores 90% or greater in accuracy <b>AND</b> 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	Scores at or above the 35 <sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension	Scores at or above the 35 <sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension	N/A	N/A	N/A

		Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Good Cause Alternative Assessment Criteria	Reading	N/A	Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 16	Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 22	Scores at or above the 45 <sup>th</sup> percentile on the current version of the Stanford Achievement Test in reading comprehension	Scores at or above the 30 <sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension	Scores at or above the 30 <sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension
	Math	N/A	N/A	N/A	N/A	Scores at or above the 30 <sup>th</sup> percentile on the Stanford Diagnostic Test in Total Math (including “Concepts and Applications” and “Computation”)	Scores at or above the 30 <sup>th</sup> percentile on the Stanford Diagnostic Test in Total Math (including “Concepts and Applications” and “Computation”)
Good Cause Portfolio Criteria	Reading	N/A	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 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 at or above 70% for each of the fourteen reading benchmarks on the Just Read, Florida! Third Grade Reading Assessment Portfolio	Scores at or above 70% on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-35 only, pp 147-169)	Scores at or above 70% on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-35 only, pp 151-178)
	Math	N/A	N/A	N/A	N/A	Scores at or above 60% on the Houghton Mifflin Harcourt Florida Go Math Common Core End of Year Test	Scores at or above 60% on the Houghton Mifflin Harcourt Florida Go Math Common Core End of Year Test



		Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Good Cause Additional Criteria	Previously Retained	Previously retained in K	Previously retained in K-1 for a maximum total of two years, not to exceed one retention per grade level	Previously retained in K-2 for a maximum total of two years, not to exceed one retention per grade level	Previously retained in K-3 for a maximum total of two years	Previously retained in K-4 for a maximum total of two years, not to exceed one retention per grade level, other than mandated third grade	Previously retained in K-5 for a maximum total of two years, not to exceed one retention per grade level, other than mandated third grade
	ESE	Student with disabilities whose IEP indicates that participation in a statewide assessment is inappropriate	Student with disabilities whose IEP indicates that participation in a statewide assessment is inappropriate	Student with disabilities whose IEP indicates that participation in a statewide assessment is inappropriate	Student with disabilities whose IEP indicates that participation in a statewide assessment (e.g., FCAT) is inappropriate	Student with disabilities whose IEP indicates that participation in a statewide assessment (e.g., FCAT) is inappropriate	Student with disabilities whose IEP indicates that participation in a statewide assessment (e.g., FCAT) is inappropriate
	ESE	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention)	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention)	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention)	Student with a disability who was previously retained in K-3 (maximum of one retention in K-5 unless parent requests additional retention)	Student with a disability who was previously retained in K-4 (maximum of one retention in K-5 unless parent requests additional retention)	Student with a disability who was previously retained in K-5 (maximum of one retention in K-5 unless parent requests additional retention)
	ELL	ELL student with less than two years in the ESOL program	ELL student with less than two years in the ESOL program	ELL student with less than two years in the ESOL program	ELL student with less than two years in the ESOL program	ELL student with less than two years in the ESOL program	ELL student with less than two years in the ESOL program
	ELL	N/A	An ELL student with two or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	An ELL student with two or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	N/A	An ELL student with two or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	An ELL student with two or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
	Interventions in RtI Process	Student receives intensive Tier 2 or Tier 3 interventions through the RtI process and <u>demonstrates increased performance based on progress monitoring data</u> , and student will continue to receive these interventions in the subsequent grade level. *	Student receives intensive Tier 2 or Tier 3 interventions through the RtI process and <u>demonstrates increased performance based on progress monitoring data</u> , and student will continue to receive these interventions in the subsequent grade level. *	Student receives intensive Tier 2 or Tier 3 interventions through the RtI process and <u>demonstrates increased performance based on progress monitoring data</u> , and student will continue to receive these interventions in the subsequent grade level. *	N/A	Student receives intensive Tier 2 or Tier 3 interventions through the RtI process and <u>demonstrates increased performance based on progress monitoring data</u> , and student will continue to receive these interventions in the subsequent grade level. *	Student receives intensive Tier 2 or Tier 3 interventions through the RtI process and <u>demonstrates increased performance based on progress monitoring data</u> , and student will continue to receive these interventions in the subsequent grade level. *

\* RtI: "demonstrates increased performance based on progress monitoring data" is defined as an increase in student achievement to the level set by the goal of the intervention.

***Appendix C: SBBC Policy 6000.1 Elementary Procedural Guide  
2013-2014 STUDENT PROGRESSION/PARENT FACT SHEET FOR ESE, GRADES K-5***

***Parent Fact Sheet  
Third Grade Promotion and Retention  
Exceptional Student Education***

Section 1008.25, Florida Statutes, mandates that, any student in grade three, who exhibits a substantial deficiency in reading, must be retained if the student's reading deficiency has not been remedied by the end of grade 3. Reading deficiency is measured by scoring at Level 1 on the Florida Comprehensive Assessment Test (FCAT) 2.0 Reading or its equivalency on alternative assessments. Reading proficiency is demonstrated by scoring at Level 2 or higher on the grade 3 FCAT 2.0 Reading or the acceptable, specified level on an alternative or portfolio assessment approved by the State Board of Education. Students with disabilities may be exempt from mandatory retention for good cause.

**What is a good cause exemption?**

A good cause exemption is a reason your child may be promoted even though he/she does not meet the specified promotion criteria. The following are good cause exemptions that have been provided by the State Board of Education for specific groups of students as identified in the sections below.

**For ALL students, including students with disabilities and English Language Learners:**

- 1 A student is exempt from mandatory 3<sup>rd</sup> grade retention if the student demonstrates an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
- 2 A student is exempt from mandatory 3<sup>rd</sup> grade retention if the student demonstrates through a student portfolio that he/she is performing at least at Level 2 on FCAT 2.0 Reading or the common core English Language Arts assessment.
- 3 A student is exempt from mandatory 3<sup>rd</sup> grade retention if the student has received intensive remediation in reading and English Language Arts for two or more years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years.

**For students with disabilities ONLY:**

- 1 A student with disabilities is exempt from mandatory 3<sup>rd</sup> grade retention if the student participates in FCAT 2.0 Reading or the common core English Language Arts assessment and has an individual education plan (IEP) or a Section 504 plan that reflects the student has received intensive remediation in reading and English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
- 2 A student with disabilities is exempt from mandatory 3<sup>rd</sup> grade retention if the student's individual education plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.

**For English Language Learners (ELL) ONLY:**

- 3 An English Language Learner (ELL) is exempt from mandatory 3<sup>rd</sup> grade retention if the student has had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program.

**Should I recommend that my child be exempted by his/her IEP team from having to take the FCAT 2.0 Reading?**

No, for the majority of students with disabilities, participation in the FCAT 2.0 Reading is appropriate. The decision as to whether or not a student should participate in the FCAT 2.0 Reading is made at the IEP meeting after present levels of educational performance, goals, benchmarks, and curriculum/assessment adaptations have been discussed and exemption determined only if the student meets the state exemption criteria. It is anticipated that only a small number of students with disabilities will be exempted from the opportunity to take the FCAT 2.0 Reading.

**Why is my child being retained in the third grade when he/she has been receiving passing grades on his/her report card?**

Retention and failing grades are different. Passing/failing grades represent the growth your child has made toward mastery of the course curriculum in a marking period. Grades reflect performance on your child's instructional level. Grades are indicated as either below grade level or on/above grade level. Third grade retention is based on reading deficiency as measured by the FCAT 2.0 Reading assessment.

**Are there any benefits to retention?**

Retention should be viewed as a student's opportunity to be provided with additional time to secure a firm foundation in basic reading and English Language Arts skills or reaching grade level standards. The Individuals with Disabilities Education Act (IDEA) allows students with disabilities to stay in school through the school year the student turns 22. In most instances, one or more of these additional years may be helpful to the student at the elementary level to allow more time for learning essential skills.

**Can my child be retained more than once?**

Retention for students with disabilities is limited to one elementary-level retention between kindergarten through 5<sup>th</sup> grades. If a student is not meeting the promotion criteria in elementary school, he/she will typically meet the requirement for one retention at elementary at the mandated third grade level.

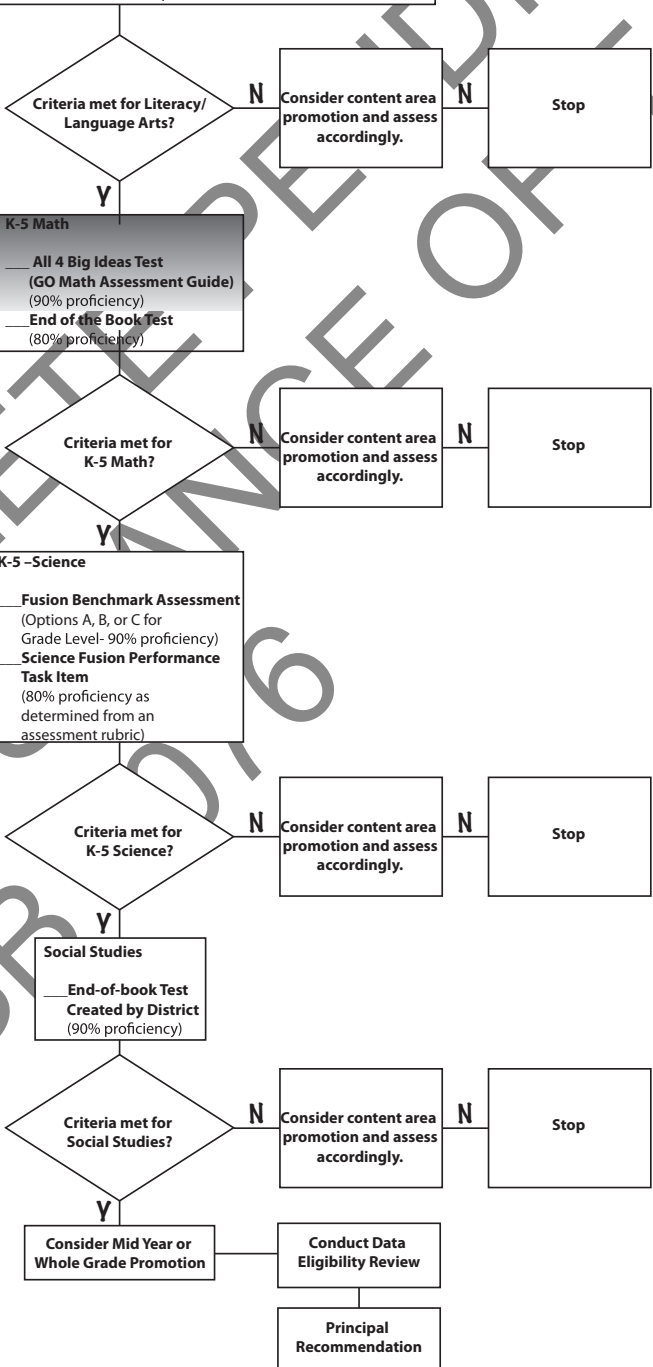
**If my child is retained, will anything change the following year?**

For any student retained, there must be a specific plan to address the reading deficits. This is provided through a Progress Monitoring Plan (PMP). Both the PMP and the Individual Education Plan (IEP) must address specific components of reading targeted for intensive instruction to remediate deficiencies.

# Appendix D: SBBC Policy 6000.1 Elementary Procedural Guide

## BROWARD COUNTY PUBLIC SCHOOLS MULTI-TIERED ASSESSMENT FRAMEWORK FOR ACCELERATION AN ASSESSMENT GUIDE FOR WHOLE GRADE PROMOTION, MID-YEAR PROMOTION AND SUBJECT AREA ACCELERATION, GRADES K-5

LITERACY/Language Arts K-2	LITERACY/Language Arts 3-5
<b>Rigby/DRA</b> (Demonstrating grade level instructional level) <b>Fluency Probe Grade 2+</b> (Scoring in 4th quartile or higher) <b>Phonics Assessment Screening Tool</b> (Demonstrating phonemic skills mastery beyond next grade level) <b>Writing Rubric, 3 samples</b> (Informative, narrative, opinion: scoring a 5 or higher on a 6 point rubric) <b>Primary Reading Assessment</b> (80% proficiency)	<b>Reading BAT</b> (80% proficiency) <b>Fluency Probe</b> (Scoring in 4th quartile) <b>Writing Rubric, 3 samples</b> (Informative, narrative, opinion: scoring a 5 or higher on a 6 point rubric) <b>Reading Performance Task Aligned with PARCC</b> (80% proficiency)



INCOMPLETE DRAFT  
DOE ISB 2016  
RE SBBC 6000.1

POLICY 6000.1: STUDENT PROGRESSION PLAN

Secondary Procedural Guide

~~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.~~

I. MIDDLE GRADES (GRADES 6-8):

A. MIDDLE GRADES ENTRANCE AND ATTENDANCE REQUIREMENTS:

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

B. MIDDLE GRADES CURRICULUM, INSTRUCTION AND ASSESSMENT:

1. Middle Grades Curriculum: Instruction shall be based upon the standards adopted by the State Board of Education in the subjects of language arts, mathematics, science, social studies, the arts, health and physical education, and foreign languages. (F.S. 1003.41).

**Reading intervention instruction shall be based on the most current Reading Placement Charts. For more information, contact the Department of Literacy. (F.S. 6A-6.054, S.B. 1076)**

2. High School Courses in Middle Grades: All middle grade schools shall offer Algebra I, or its equivalent (F.S. 1003.4156(1)(a)(2)), Geometry, and Spanish I and are encouraged to offer other high school courses whereby students may earn high school credit.
3. Instruction in health, physical education, exploratory, pre-vocational and special interest classes shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students ~~shall will~~ demonstrate mastery of the standards adopted by the State Board of Education (F.S. 1003.41).
  - a. Physical Education: Beginning in 2009-2010, the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455(4)):
    - (1) The student is enrolled or required to enroll in a remedial course.
    - (2) The student's parent indicates in writing to the school that:
      - (a) The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
      - (b) The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.
  - b. Health Education: The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.
  - c. Upon development by the Florida Department of Education, a Digital Tools Certificate, in

addition to open access materials for teaching and assessing the skills required to earn the certificate, shall be made available to all public middle grades students.

- (1) Targeted skills to be mastered for the certificate include the digital skills necessary to the student's academic work and skills the student may need in future employment. The skills must include, but are not limited to word processing, spreadsheet display, and creation of presentations, including sound, text, and graphic presentations, consistent with industry certifications that are listed on the Industry Certification Funding List, pursuant to F.S. 1003.492 and F.S. 1008.44.
  - (2) Upon availability, each middle grades advisory council shall be advised of the methods of delivery of the open-access content and assessments for the certificate.
4. Parent Meeting: All middle grades shall hold a parent meeting in the evening or weekend to inform parents about the school's curriculum and activities (F.S. 1003.4156(1)(a)(5)).
  5. Regularly Scheduled Instruction: Students shall receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, art, music and computer education. Special interest classes such as foreign languages shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education (F.S. 1003.41).
  6. Character Education: The character education traits that shall be integrated into the PreK-12 curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation (F.S. 1003.42(2)(s)). In addition, the concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).
  7. Required Annual Instruction: The following curricula shall be annually integrated into student instruction: Holocaust, African and African American History, Hispanic and Women's Contributions, Veterans' Recognition, "Celebrate Freedom Week" and "Disability History and Awareness Week"
    - a. Constitution (on Constitution Day, September 17th) (F.S. 1003.42, P.L. 108-447)

In accordance with federal legislation passed in 2004, the Federal Government requires that all schools that receive Federal funding must provide a course on the Constitution on Constitution Day, September 17th. For more information, please contact the Social Studies Curriculum Supervisor in the Literacy Department.
    - b. The Holocaust (F.S. 1003.42)
    - c. African and African American History (F.S. 1003.42)
    - d. Hispanic Contributions (F.S. 1003.42)
    - e. Women's Contributions (F.S. 1003.42)
    - f. Veterans' Recognition: The principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life (F.S. 1003.42).
    - g. "Celebrate Freedom Week": Instruction shall be in accordance with Florida Statutes and District guidelines (F.S. 1003.421).
    - h. "Disability History and Awareness Week" (F.S. 1003.4205): Disability awareness and instruction may be integrated into existing classroom curriculum to expand students' knowledge, understanding and awareness of individuals with disabilities, including the history of the disability and the disability rights movement.
  8. Academically Challenging Curriculum To Enhance Learning (ACCEL): Each middle grades school will include at a minimum whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects. Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics (coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; and telescoping curriculum (F.S. 1002.3105).
    - a. Parents and students may contact the principal at the student's school for information



related to student eligibility requirements for whole-grade promotion, midyear promotion, subject-matter acceleration, and virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal pursuant to F.S. 1002.3105, F.S. 1008.25.

- b. Eligible students and their parents may request student participation in ACCEL options including those that would result in a student attending a different and/or next-level school, by contacting the current school's principal (F.S. 1002.3105, F.S. 1008.25).

**In order to be accelerated to high school, middle school students must earn required middle school credits and complete all middle school requirements such as career plans and passing of the Civics end-of-course exam.**

9. Outside activities such as contests and fairs that use instructional time must be aligned with the standards adopted by the State Board of Education. See SBBC Policy 6303 for additional field trip information.
10. Family Life/Human Sexuality Instruction: Materials, resources and speakers used in the Family Life/Human Sexuality component of the K-12 health curriculum must be approved by Health Education Services the District. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions must be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42(3)).
11. HIV and Sexually Transmitted Diseases Instructions: Materials, resources and speakers used in the HIV/Sexually transmitted disease component of the K-12 health curriculum must be approved by Health Education Services the District. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions must be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42 (3)).
12. Gifted Education: See SBBC Policy 6000-5 (F.S. 1003.01 and 1003.57): Students in grades K-12 may be evaluated for eligibility for gifted services, via a teacher or parent referral and/or a whole-school or whole-grade screening process. Each student identified as being eligible for gifted services in grades K-12 is entitled to an education instruction that meets their enrichment and/or acceleration needs in all core content areas, social/emotional needs, and/or independent functioning needs as identified during the Education Plan (EP) process. All students identified as gifted must have a current EP. EPs must be redesigned at least every two years and/or at matriculation to the middle or high school. The school must provide services to meet the student's special needs as described in the EP and communicate progress towards EP goals quarterly to parents. For more information, consult the Procedural Guide For Gifted Education issued annually by the Department of College and Career Readiness.
13. Digital Tools and Applications (F.S. 1008.25): Curricula for students in pre-kindergarten through high school must contain instruction that allows them to attain progressively higher levels of skill in the use of digital tools and applications.
  - a. Digital materials for students in prekindergarten through grade 12 shall be made available to support this skill development.
  - b. Digital materials may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications.
  - c. The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certifications (F.S. 1002.3105, F.S. 1003.41, F.S. 1003.4203, and F.S. 1003.428).
  - d. Beginning with the 2013-2014 school year, each school shall make available digital instructional materials, including software applications, to students with disabilities who are in prekindergarten through grade 12.
14. Virtual Education:
  - a. Schools may not limit student access to Florida Virtual School courses or courses offered by the District's Florida Virtual School franchise program (Broward Virtual Education) even if the school offers the same course.



- b. However, school administrators (or their designees) will determine if the student is academically qualified for the virtual course based on the student's academic history, grade level, and age (F.S. 1002.37(3)(c)).
  - c. Students may not enroll in the same course at Florida Virtual School or the District's Florida Virtual School franchise program when concurrently enrolled in the course at the local school.
  - d. Schools may allow student access to Florida Virtual School as part of the students' full day curriculum if the District has an approved agreement with Florida Virtual School to serve students during the school day. Such agreement is not needed for students who wish to take a Florida Virtual School course outside of the school day.
  - e. A student whose Individual Educational Plan indicates that full-time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.
15. Assessment: Each student must participate in statewide assessment tests at designated grade levels as required by Florida Statute F.S. 1008.22. When a student is enrolled in a course that includes an End-of-course Assessment (EOC), the student will not be required to take the corresponding content area/grade level FCAT. For students with disabilities who meet state-defined exemption criteria, an alternate assessment must be administered. The school will provide parents with the results of each statewide assessment test. Ongoing assessment is an integral part of the instructional process (F.S. 1008.25(4)). Information to parents of students with disabilities must also be provided with information about the FCAT required state assessments and End-of-course assessment (EOC) waivers.
- a. Collaborative Problem Solving/Response to Intervention (CPS/RtI) Screening (Rule 6A-6.0331): As part of the CPS/RtI process, schools shall universally screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school. Specific interventions shall be initiated as soon as a student first demonstrates deficits in reading, mathematics or behavior.
  - b. Suspension of Curriculum (F.S. 1008.22(4)): A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment. However, a school may engage in the following test-preparation activities for a statewide assessment:
    - (1) distributing to students sample test books and answer keys published by the Department of Education,
    - (2) providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment,
    - (3) providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by the District, is identified as having a deficiency in the content knowledge and skills assessed,
    - (4) incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or
    - (5) administering a practice test or engaging in other test-preparation activities for the statewide assessment, which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment, as set forth in set forth in rules adopted by the State Board of Education.

**Allowable accommodations must be documented and provided for English Language Learners (ELLs). When providing Flexible Setting, a letter must be sent home to parents in the native language.**

**The School Board of Broward County has developed systems to assess proficiency of standards and align instruction and remediation for students with deficiencies in reading and mathematics.**

The benchmark assessment instruments and struggling reader matrix provide schools with the mechanisms necessary to diagnose and assist students in attaining grade level achievement when employed properly and consistently.

Students who do not demonstrate the state requirements for proficiency in reading must be progress monitored at least 3 times per year using the Florida Assessments for Instruction in Reading (FAIR) or other state approved assessment. For more information contact the Department of Literacy. (F.S. 6A-6.054)

- C. ~~MIDDLE SCHOOL STUDENTS' RIGHT TO INSTRUCTION~~ ALLOCATION OF RESOURCES: The District's remedial and supplemental instructional resources will be allocated first to students in elementary schools who are deficient in reading by the end of the third grade and then to students who fail to meet achievement performance levels required or promotion (F.S. 1008.25(3)). Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science and mathematics must continue remedial instruction with supplemental instruction until expectations are met (F.S. 1008.25 (4)(c)).
- D. ~~MIDDLE SCHOOL GRADES CURRICULUM, INSTRUCTION AND ASSESSMENT~~ PROMOTION:
1. Promotion to grade 9 from a school that includes middle grades 6, 7, and 8, requires that the student must successfully complete the following academic courses and assessments as follows:
    - a. 3 middle school or higher, year-long courses in English. Three middle grades or higher courses in English Language Arts (ELA).
    - b. 3 middle school or higher, year-long courses in mathematics. To earn high school credit for the Algebra I course, a middle school student must pass the Algebra I End-of-Course (EOC) assessment. Beginning with the 2012-13 school year, to earn high school credit for the Geometry course, a middle school student must pass the Geometry End-of-Course (EOC) assessment. Three middle grades or higher courses in mathematics. Each school that includes middle grades.
      - (1) Successful middle grades credit for a high school level Algebra I or geometry course is not contingent upon the student's performance on the statewide standardized end-of-course (EOC) assessment or, upon transition to common core assessments, the common core Algebra I or geometry EOC assessments required under F.S. 1008.22.
      - (2) However, beginning with the 2011-2012 school year, to earn high school credit for Algebra I, a middle grades student must pass the Algebra I statewide, standardized EOC assessment, and beginning with the 2012-2013 school year, to earn high school credit for a geometry course, a middle grades student must take the statewide, standardized geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
    - c. Three middle grades or higher courses in social studies to include civics as follows:
      - (1) Beginning with students entering grade 6 in the 2012-2013 school year, middle grades students must complete a one-semester civics education course which includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
      - (2) Beginning with the 2013-2014 school year, each student's performance on the statewide, standardized EOC assessment in civics education required under F.S. 1008.22 constitutes 30 percent of the student's final course grade.
    - d. 3 middle school or higher, year-long courses in science. Beginning with the 2012-13 school year, to earn high school credit for the Biology I course, a middle school student must pass the Biology I End-of-Course (EOC) assessment. Three middle grades or higher courses in science.
      - (1) Successful middle grades credit for a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized end-of-course assessment required under F.S. 1008.22. However, beginning with the 2012-

2013 school year, to earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I end-of-course assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

- e. One course in career and education planning to be completed in 7th or 8th grade, which can be a stand-alone course or instruction integrated into an existing course or courses. This course shall result in the completion of an academic career plan to be signed by the student and the student's parent. Completion of the personalized academic career plan is defined as planning a minimum of 24 high school credits that meets the minimum graduation requirements of a high school student on the 24-credit diploma option (F.S. 1003.3156(1)(5)). The required personalized education plan must inform students of high school graduation requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida college admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, career academy opportunities, and courses that lead to a national industry certification. One course in career and education planning to be completed in 6th, 7th, or 8th grade according to the criteria below:

- (1) The course may be taught by any member of the instructional staff.
- (2) At a minimum, the course must be Internet-based, easy to use, and customizable to each student and include research-based assessments to assist students in determining educational and career options and goals.
- (3) In addition, the course must:
  - (a) result in a completed personalized academic and career plan for the student which
    - (i) must inform students of high school graduation requirements, including a detailed explanation of the diploma designation options provided under F.S. 1003.4285,
    - (ii) high school assessment and college entrance test requirements,
    - (iii) Florida Bright Futures Scholarship program requirements,
    - (iv) state university and Florida College System institution admission requirements,
    - (v) available opportunities to earn college credit in high school, including Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), college and career dual enrollment (DE), and career education courses (including career-themed courses), and
    - (vi) courses that lead to national industry certification pursuant to F.S. 1003.492.
  - (b) emphasize the importance of entrepreneurship skill,
  - (c) emphasize technology or the application of technology in career fields,
  - (d) and, beginning in the 2014-2015 academic year, must include information from the Department of Economic Opportunity's economic security report as described in F.S. 445.07.

2. Accelerated Middle School Promotion: Mid- or full-year promotion may occur within the middle school when a student has completed the appropriate course work through an online learning environment, in accordance with the procedural guidelines established by the District and ACCEL legislation (F.S. 1002.3105). When a parent requests such acceleration, the principal may implement an academic contract. Failure of the student to meet the conditions of said contract may result in the student being reassigned to the previous grade level. A student may be mid-year promoted to high school only when the student has completed the first semester of at least

four high school level courses in the content areas of: English, mathematics, science and one other subject.

3. Mid- or full-year promotion may occur within the elementary school at the principal's discretion in accordance with the procedural guidelines established by the District and ACCEL legislation (F.S. 1002.3105) When a parent requests such acceleration, the principal may implement an academic contract. Failure of the student to meet the conditions of the contract may result in reassignment of the student to the previous grade level. An elementary student may be mid-year promoted to middle school only when the student has completed the first half of at least four middle school year-long courses including language arts, mathematics, social studies and science.
4. Transfer Students:
  - a. Uniform Transfer of Students in Middle Grades:
    - (1) Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule. described below.
    - (2) In order for Algebra I credit to transfer, the student must pass the Algebra I EOC unless the student transcript reflects a comparative assessment score pursuant to F.S. 1008.22. If no comparable assessment is documented on the transcript, the student must take and pass the end-of-course assessment required.
    - (3) Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule. described below.
    - (4) Alternative Validation Procedure: If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal, and parent:
      - (a) portfolio evaluation by the Superintendent or designee;
      - (b) demonstrated performance in courses taken at other public or private accredited schools;
      - (c) demonstrated proficiencies on nationally-normed standardized subject area assessments;
      - (d) demonstrated proficiencies on the FCAT or state common core assessment (when the state transitions assessments), or
      - (e) written review of the criteria utilized for a given subject provided by the former school.
    - (5) Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in section (3) of this rule if required required to validate placement (State Board Rule 6a-1.09942).
  - b. Course Requirements for 8th Grade Transfer Students: Students who enter a SBBC school after the first day of eighth grade from out-of-state or from a foreign country shall not be required to spend additional time in a SBBC school in order to meet the middle school course requirements for promotion to 9th grade if the student has met all requirements of the state or county from which he or she is transferring. In addition, the student must pass all state required core courses in 8th grade. 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:
    - (1) All 8th grade students, regardless of the date of entry into a SBBC middle school, are

- required to complete an electronic personal education plan (ePEP) prior to promotion to 9th grade (F.S. 1003.4156.1(a)5)).
- (2) The school principal of a middle school shall determine, in accordance with State Board of Education rule, whether a student who transfers to the middle school and who has successfully completed a civics education course at the student's previous school must take an end-of-course assessment in civics education.
  - (3) Transfer students entering on or prior to the first day of the second semester of 8th grade will also be required to complete the Career and Education Planning course. Students entering after the first day of the second semester of 8th grade will be required to enroll in a Career and Education Planning course.
5. Promotion in Extraordinary Circumstances: The Superintendent, upon the written recommendation by the principal, may promote a student based upon extraordinary circumstances, which impacted the student's performance (e.g. student with a terminal illness, student for whom the district has requested an assessment accommodation and the state has indicated they are unable to provide the District-requested accommodation, student whose assessment results are clearly not indicative of his/her classroom grade-level performance). The superintendent shall accept or reject the principal's recommendation in writing.
  6. Students enrolled in and attending Alternative Secondary Schools, including Department of Juvenile Justice (DJJ) programs, participate in a "performance based" educational setting. Students demonstrate credit completion at the point they finish the course requirements. Therefore, promotion for these students occurs on the date the student meets the promotion criteria as prescribed by Board policy SBBC Policy 6000.2.
- E. MIDDLE GRADES PROGRESS MONITORING PLAN (PMP) PROCESS: Any student, including those with disabilities, who does not meet specific levels of performance in reading and mathematics for each grade must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, and areas of academic need, and strategies for appropriate intervention. The school's Collaborative Problem Solving (CPS) Response-to-Intervention (RtI) team must develop and implement, in consultation with the student's parent, a PMP in reading and/or mathematics the area of deficiency to assist the student that includes the components of the middle school success plan (F.S. 1008.25(4)(b)). Schools must provide frequent monitoring of student progress. Schools must progress monitor students scoring below proficiency levels on the state approved standard assessment a minimum of three times per year. This includes a baseline, midyear, and end of year assessment. Research-based reading instructional activities that have been shown to be successful in teaching reading to with low-performing students will be used. If a middle grades student scores Level 1 or Level 2 on FCAT reading, or when the state transitions to common core assessments on the English Language Arts assessments required under s. 10008.22, the following year the student must enroll in and complete a remedial or content area course in which remediation strategies are incorporated into course content delivery. The District may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.
1. Specific PMP Reading Requirements for Middle Grade Students: If a middle grade student scores at Level 2 or below on FCAT Reading or state common core assessment (F. S. 1008.22), the PMP must identify:
    - 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 desired level of performance in these areas of weakness and recommended intervention, and
    - c. identify the instructional and support services to be provided to help the student achieve the desired levels of performance during the following school year, including either an



intensive reading course for students who score at Level 1 and for students who score at Level 2 in reading, either an intensive reading course or a content area course in which reading strategies are ~~delivered~~ incorporated into course content delivery, in accordance with the District's Comprehensive K-12 Reading Plan (F.S. 1003.4156(1)(b)).

~~Per Senate Bill 1076, students in grades 6-9 who score at Level 1 and Level 2 in reading may qualify for content reading intervention if they do not have deficits in foundation level skills. Reading intervention placement shall be based on the most current Reading Placement Charts. For more information, contact the Department of Literacy. (F.S. 6A-6.054, S.B. 1076)~~

2. Specific PMP Mathematics Requirements for Middle Grade Students: If a student scores at Level 2 or below on FCAT Mathematics or state common core assessment (F.S. 1008.22), the student will be required to receive remediation during the following year via the District's CPS/RtI model, through a PMP. Remediation may be integrated into the student's required mathematics courses.
  3. ~~PMP Reviews: Progress Monitoring Plans in reading will be reviewed at least annually, or as specified by the CPS/RtI process, to address additional support and services needed to remediate the identified areas of reading deficiency. A portfolio will be completed for the student in accordance with District requirements (F.S. 1008.25(7)(b)1):~~
- F. MIDDLE GRADES RETENTION:
1. Students who are retained will receive an intensive program that is different from the previous year's program.
  2. Students who have been retained and are not making progress in the current program must undergo additional state or District-approved assessment to determine an appropriate intervention.
  3. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement; this does not preclude students being promoted based upon Good Cause in accordance with state law and District policy (F.S. 1008.25(6)).
  4. Parents are provided with information regarding their child's progress throughout the year. Interim reports indicate if a student is having difficulties and report cards are marked to show on grade level or below grade level performance.
  5. Parents must be notified, no later than a week after test scores are received, when it appears that a student may be retained. The notice will specify that the student has not met the proficiency level required for promotion and the reasons the child is not eligible for Good Cause exemptions. The notice will comply with (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 deficiency (F.S. 1008.25(7)(b)3). Parents of English Language Learners (ELL) students must be notified in their native language (Meta Consent Decree, 1990). ELL students cannot be retained solely due to lack of proficiency in English. A formal retention recommendation regarding an ELL student shall be made through action of an ELL committee (Meta Consent Decree, 1990) in which the parent must be invited.
  6. For students retained two or more years, appropriate alternative placements will be made.
  7. Retained students should be provided with social-emotional support to address the impact of the retention, if needed.
- G. MIDDLE GRADES EXTENDED LEARNING OPPORTUNITIES: Opportunities for extended learning for students with academic deficiencies may be offered during the school day as well as beyond the school day. Extended learning opportunities will be determined on an annual basis.
1. Virtual Education:
    - a. ~~Schools may not limit student access to Florida Virtual School Courses. However, school counselors will determine if the course is academically appropriate for the student based on the student's academic history, grade level and age (F.S. 1002.37(3)(c)).~~
    - b. ~~Schools may not limit access to a Florida Virtual School course even if the school offers the same course.~~
    - c. ~~Students may not enroll in the same course at Florida Virtual School when concurrently~~

enrolled in the course at the local school.

- d. Schools must provide student access to Florida Virtual School as part of the student's full day curriculum:

H. REPORTING MIDDLE GRADES PROGRESS:

1. **Progress Reports (Report Cards):** Progress reports-Report cards are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. Progress reports Report cards may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.
2. **Interim Reports:** No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to: a grade of D or F, a drop of two or more grades, unacceptable behavior and excessive absences. In schools with an automated system for record keeping and grading, interims will be provided for all students.  
**If a student experiences difficulties after the interim report period, a report may still be generated to inform the parent. Interim reports can be issued at any time. Schools should use the translated versions of the interim report as appropriate (Haitian/Creole, Portuguese or Spanish.)**
3. **Grading for Grades 6, 7 and 8 (F.S. 1003.437):** Student performance will be evaluated and reported based upon mastery of standards. The symbols to be used are:

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

4. School staff should refer to the District Best Practices for Grading Handbook to implement grading practices consistently across the District published by the Department of College and Career Readiness.dual
5. Incomplete Grade: An I is given as an opportunity for students to make up incomplete class work or for students who require additional time to demonstrate mastery of course standards. Class work should be made up prior to the end of the next marking period. If the work remains incomplete or unsatisfactory at the end of this marking period, the I will convert to an F. The principal may extend the deadline.
6. **Grading Students Who Earn High School Credit in Grades 6-8:**
  - a. High school credit may be earned in grades 6-8 by completing the course and earning a passing grade. Students may also receive credit for courses successfully completed in a virtual environment. Courses taken may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements (F.S. 1003.43(1)(k)).
  - b. Letter grades (A-F, I) will be assigned for any high school course taken by a middle grades student and will be counted toward the student's high school grade point averages.
  - c. For grades earned of a C, D, or F by middle grades students taking high school courses, the forgiveness policy allows the replacement of the first grade with a grade of C or higher earned subsequently in the same or comparable course. Only the new grade shall be used in the calculation of the student's grade point average for graduation (F.S. 1003.428(4)(d)). 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.

**When a student repeats a course to increase skills and knowledge, the student will AUDIT the course. A flag of U and grade of NG will become a part of the student's permanent academic history.**

7. Taking courses on a high school campus: A middle grades student, whose unique academic needs cannot be met at the middle grades level, as determined by the principal, may take the courses in an accredited virtual environment or be permitted to attend a high school for the necessary course. However, no middle grades student may attend a high school campus when a course is available through the middle grades level or when the course sought at the high school requires successful completion of the middle grades curriculum. Transportation must be provided by the parents and will be reimbursed at the standard rate.
  8. ~~Alternative Progress Reports Report Cards~~: A District-approved alternative progress reports report cards may be used for students with disabilities whose progress cannot be appropriately reported using the standard ~~progress reports report cards~~ or for other District-approved programs that the standard ~~progress reports report card~~ does not address adequately.
  9. Grade Placement: Principals shall have ~~final~~ authority for appropriate grade placement of students, within the limitations of Board Policy and F.S. 1002.3105.
  10. The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities beginning with the second marking period of kindergarten.
  11. The EP (~~Gifted~~ Education Plan) Goals Progress Report must be completed and sent home with each report card for all ~~gifted~~ students who are eligible for gifted services.
- I. ~~MIDDLE GRADES GUIDANCE SCHOOL COUNSELING SERVICES~~: All schools shall assure equitable access to school counseling programs for all students through a standards-driven guidance program that is comprehensive in scope, developmental in nature and focused on the academic, personal/social and career development needs of all students. All ~~guidance school~~ counselors will develop, in collaboration with the principal, a Guidance Plan in a format to be determined by the District. The plan will support the School Improvement Plan and be based upon national counseling standards (~~F.S. 1006.025~~). ~~Guidance School counseling services~~ will include:
1. Communication to parents and students of ACCEL options offered by the school pursuant to F. S. 1002.3105.
  2. Communication to parents and students must regarding high school graduation requirements, including a detailed explanation of the diploma designation options provided under F.S. 1003.4285.
  3. Communication to parents and students must regarding:
    - d. high school assessment and college entrance test requirements,
    - e. Florida Bright Futures Scholarship Program requirements,
    - f. state university and Florida College System institution admission requirements,
    - g. available opportunities to earn college credit in high school,
    - h. including Advanced Placement (AP), International Baccalaureate (IB),
    - i. Advanced International Certificate of Education (AICE),
    - j. college and career dual enrollment (DE),
    - k. career education courses (including career-themed courses),
    - l. courses that lead to national industry certification pursuant to F.S. 1003.492, and
    - m. 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.
  4. Information about High School Graduation: On an annual basis, students in grades six through nine and their parents will be provided with information concerning:
    - a. all the three-year and four-year high school graduation options, including the respective curriculum requirements for those options, so that students and their parents may select the program that best fits their needs;
    - b. and Selection of one of the
- J. MIDDLE GRADES STUDENT DAY: A student day shall consist of a minimum of (State Rule 6A.1.09512):
- |               |   |
|---------------|---|
| Middle School | <del>348 minutes</del> <u>300 minutes</u> |
| ESE Centers   | <del>360 minutes</del>                    |
- The IEP Committee may modify the length of the school day for an individual student with disabilities if there is documentation to support the decision.



II. HIGH SCHOOLS (GRADES 9-12):

A. HIGH SCHOOL ENROLLMENT AND WITHDRAWAL REQUIREMENTS:

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

B. HIGH SCHOOL CURRICULUM, INSTRUCTION AND ASSESSMENT

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

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

- (1) One full credit of HOPE (physical education integrated with health)
- (2) One-half credit of personal fitness, ~~one-half~~ one-half credit of Life Management Skills and ~~one-half~~ one-half credit of a physical education elective.
- (3) Two full credits of Junior Reserve Officer Training (JROTC) (one credit satisfies the physical education requirement and one credit satisfies the arts requirement).
- (4) One-half credit with a grade of C or better in marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class satisfies one-half credit of either physical education or arts requirement. An additional one-half credit of life management skills is required to

meet the physical education requirement. Marching Band, Dance or Eurythmics plus one-half credits of Personal Fitness and one-half credits of Life Management Skills.

- (5) Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons AND passing the Personal Fitness Competency Test with a passing grade of C or better (this will satisfy the PE requirement even though no PE credit is earned).
4. Online Learning: Students entering grade 9 in 2011-12 and thereafter will be required to earn at least 0.5 credits toward graduation requirements through completion of a full course delivered via online learning a fully online delivery model (F.S.1003.428).
  - a. An online course is defined as a course involving student-teacher interaction in which a student learns mostly through online delivery of content and instruction with some element of student control over time, place, or pace.
  - b. ~~Schools shall not require that students work beyond the school day to fulfill this requirement.~~ a student to take the online course outside the school day or in addition to a student's courses for a given semester.
  - c. An online course taken during grades 6-8 fulfills this requirement.
  - d. This requirement shall be met through an online course offered by the Florida Virtual School, Broward Virtual Education (a franchise of Florida Virtual School), an online course offered by the high school, or an online dual enrollment course.
  - e. When an IEP committee determines that this requirement is not appropriate for a particular ESE student, this requirement may be waived. This requirement does not apply to a student who has an individual educational plan (IEP) under F. S. 1003.57 which indicates that an online course would be inappropriate.
  - f. When a student enters a Florida school during the senior year, and this student had not previously attended a Florida high school, this requirement may be waived. When a student who is enrolled in a Florida high school and has less than 1 academic year remaining in high school, this requirement may be waived.
5. Character Education: The character education traits that shall be integrated into the PreK-12 curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation (F.S. 1003.42(2)(s)). In addition, the concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).
6. Required Annual Instruction: The following curricula shall be annually integrated into student instruction: Holocaust, African and African American History, Hispanic and Women's Contributions, Veterans' Recognition, "Celebrate Freedom Week" and "Disability History and Awareness Week"
  - a. Constitution (on Constitution Day, September 17th) (F.S. 1003.42, P.L. 108-447)

**In accordance with federal legislation passed in 2004, the Federal Government requires that all schools that receive Federal funding must provide a course on the Constitution on Constitution Day, September 17th. For more information, please contact the Social Studies Curriculum Supervisor in the Literacy Department.**
  - b. The Holocaust (F.S. 1003.42)
  - c. African and African American History (F.S. 1003.42)
  - d. Hispanic Contributions (F.S. 1003.42)
  - e. Women's Contributions (F.S. 1003.42)
  - f. Veterans' Recognition: The principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life (F.S. 1003.42).
  - g. "Celebrate Freedom Week": Instruction shall be in accordance with Florida Statutes and District guidelines (F.S. 1003.421).
  - h. "Disability History and Awareness Week" (F.S. 1003.4205): Disability awareness and instruction may be integrated into existing classroom curriculum to expand students' knowledge, understanding and awareness of individuals with disabilities, including the history of the disability and the disability rights movement.

7. Academically Challenging Curriculum To Enhance Learning (ACCEL): Each high school will include at a minimum whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects. Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics (coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; and telescoping curriculum (F.S. 1002.3105).
  - a. Parents and students may contact the principal at the student's school for information related to student eligibility requirements for whole-grade promotion, midyear promotion, subject-matter acceleration, and virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal pursuant to F.S. 1002.3105, F.S. 1008.25.
  - b. Eligible students and their parents may request student participation in ACCEL options including those that would result in a student attending a different and/or next-level school, by contacting the current school's principal (F.S. 1002.3105, F.S. 1008.25).
8. Outside activities such as contests and fairs that use instructional time must be aligned with the standards adopted by the State Board of Education. See SBBC Policy 6303 for additional field trip information.
9. Gifted Education: See SBBC Policy 6000.5 (F.S. 1003.01 and 1003.57): Students in grades K-12 may be evaluated for eligibility for gifted services, via a teacher or parent referral and/or a whole-school or whole-grade screening process. Each student identified as being eligible for gifted services in grades K-12 is entitled to an education instruction that meets their enrichment and/or acceleration needs in all core content areas, social/emotional needs, and/or independent functioning needs as identified during the Educational Plan (EP) process. All students identified as gifted must have an EP. EPs must be redesigned at least every two years and/or at matriculation to the middle or high school. The school must provide services to meet the student's special needs as described in the EP and communicate progress towards EP goals quarterly to parents. For more information, consult the Procedural Guide For Gifted Education issued annually by the Department of College and Career Readiness.
10. Digital Tools and Applications (F.S. 1008.25): Curricula for students in pre-kindergarten through high school must contain instruction that allows them to attain progressively higher levels of skill in the use of digital tools and applications.
  - a. Digital materials for students in prekindergarten through grade 12 shall be made available to support this skill development.
  - b. Digital materials may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications.
  - c. The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certifications (F.S. 1002.3105, F.S. 1003.41, F.S. 1003.4203, and F.S. 1003.428).
  - d. Beginning with the 2013-2014 school year, each school shall make available digital instructional materials, including software applications, to students with disabilities who are in prekindergarten through grade 12.
11. Virtual Education:
  - a. Schools may not limit student access to Florida Virtual School courses or courses offered by the District's Florida Virtual School franchise program (Broward Virtual Education) even if the school offers the same course.
  - b. However, school administrators (or their designees) will determine if the student is academically qualified for the virtual course based on the student's academic history, grade level, and age (F.S. 1002.37(3)(c)).
  - c. Students may not enroll in the same course at Florida Virtual School or the District's Florida Virtual School franchise program when concurrently enrolled in the course at the local school.
  - d. Schools may allow student access to Florida Virtual School as part of the students' full day

curriculum if the District has an approved agreement with Florida Virtual School to serve students during the school day. Such agreement is not needed for students who wish to take a Florida Virtual School course outside of the school day.

- e. A student whose individual educational plan indicates that full-time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.
12. Assessment: Each student must participate in statewide assessment tests at designated grade levels as required by Florida Statute F.S. 1008.22. When a student is enrolled in a course that includes an End-of-course Assessment (EOC), the student will not be required to take the corresponding FCAT. For students with disabilities who meet state-defined exemption criteria, an alternate assessment must be administered. The school will provide parents with the results of each statewide assessment test. Ongoing assessment is an integral part of the instructional process. (F.S. 1008.25(4)). Information to parents of students with disabilities must also be provided with information about the FCAT required state assessments and End-of-course assessment (EOC) waivers.

Allowable accommodations must be documented and provided for English Language Learners (ELLs). When providing Flexible Setting, a letter must be sent home to parents in the native language.

The School Board of Broward County has developed systems to assess proficiency of standards and align instruction and remediation for students with deficiencies in reading and mathematics. The benchmark assessment instruments and struggling reader matrix provide schools with the mechanisms necessary to diagnose and assist students in attaining grade level achievement when employed properly and consistently.

Students who do not demonstrate the state requirements for proficiency in reading must be progress monitored at least 3 times per year using the Florida Assessments for Instruction in Reading (FAIR) or other state approved assessment. For more information contact the Department of Literacy. (F.S. 6A-6.054)

- f. ~~Assessment: Each student must participate in statewide assessment tests at designated grade levels as required by Florida Statute. For students with who meet state-defined exemption criteria, an alternate assessment must be administered. The school will provide parents with the results of each statewide assessment test. Ongoing assessment is an integral part of the instructional process (F.S. 1008.25(4)).~~
- g. ~~Personal Education Plan: All high school students will have a personal education plan, as of 2007-08, that reflects their course of study (F.S. 1003.413(3)(i)). Plans must be reviewed annually.~~
  - a. Collaborative Problem Solving/Response to Intervention (CPS/RtI) Screening (Rule 6A-6.0331): As part of the CPS/RtI process, schools shall universally screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school. Specific interventions shall be initiated as soon as a student first demonstrates deficits in reading, mathematics or behavior.
  - b. Suspension of Curriculum (F.S. 1008.22(4)): A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment. However, a school may engage in the following test-preparation activities for a statewide assessment:
    - (1) distributing to students sample test books and answer keys published by the Department of Education,
    - (2) providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment,
    - (3) providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment or a student who,

through a diagnostic assessment administered by the District, is identified as having a deficiency in the content knowledge and skills assessed,

- (4) incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or
- (5) administering a practice test or engaging in other test-preparation activities for the statewide assessment, which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment, as set forth in rules adopted by the State Board of Education.

13. College Readiness Assessment (F.S. 1008.30):

- a. Before the beginning of grade 12, each high school must evaluate the college readiness of each student who scores at Level 2 or Level 3 on the reading portion of the grade 10 FCAT or designated scores on the state common core assessment (F.S. 1008.22), or Level 2, Level 3, or Level 4 on the Algebra I assessment under F.S. 1008.22. mathematics portion of the grade 10 FCAT.
- b. High schools shall perform this evaluation using the results of the Common Placement Test (CPT), the Postsecondary Education Readiness Test (PERT), ACT, SAT or an equivalent test identified by the State Board of Education. Students who demonstrate readiness by achieving the minimum test scores established by the state board and enroll in a community college within 2 years of achieving such scores shall not be required to enroll in remediation courses as a condition of acceptance to any community college. A successful score on the PERT does not guarantee admission to any postsecondary institution (F.S. 1008.30).
- c. The high school shall use the results of the test to advise the students of any identified deficiencies and will provide 12th grade students appropriate remedial instruction prior to provide grade 12 students, and require them to complete, appropriate postsecondary preparatory course before high school graduation as identified in rule by the State Board of Education.

Rising Seniors who do not meet College Readiness scores on the required assessments as indicated by the Florida Department of Education, shall be placed in English 4: Florida College Prep or Math for College Readiness depending on the area of deficiency during the 12th grade year.

- C. HIGH SCHOOL STUDENTS' RIGHT TO INSTRUCTIONAL ALLOCATION OF RESOURCES: The District's remedial and supplemental instructional resources will be allocated first to students in elementary schools who are deficient in reading by the end of the third grade and then to students who fail to meet achievement performance levels required or promotion (F.S. 1008.25(3)). Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science and mathematics must continue remedial instruction with supplemental instruction until expectations are met (F.S. 1008.25 (4)(c)).

Students in grades 9 and 10 who score at Level 1 in reading must be placed in an intensive reading intervention course. Students who score at Level 2 may be placed in either an intensive reading course or a content area course in which reading strategies are delivered, in accordance with the District's Comprehensive K-12 Reading Plan. (F.S. 1003.4156(1)(b))

Per Senate Bill 1076, students in grades 6-9 who score at Level 1 and Level 2 in reading may qualify for content reading intervention if they do not have deficits in foundation level skills.

Reading intervention instruction shall be based on the most current Reading Placement Charts. For more information, contact the Department of Literacy. (F.S. 6A-6.054, S.B. 1076)

D. HIGH SCHOOL GRADE DESIGNATION:

1. Starting in 2009-10, grade designation for high school students will be determined as:



- a. Following promotion from 8th grade, the student shall be placed in 9th grade, which will designate their cohort.
- b. Following completion of one year designated as a 9th grader, the student will be designated a 10th grader.
- c. Following completion of one year designated as a 10th grader, the student will be designated as an 11th grader.
- d. Following completion of one year as an 11th grader, the student will be designated as a 12th grader.
- e. Students enrolled in and attending Alternative Secondary Schools, including Department of Juvenile Justice (DJJ) programs, participate in a “performance based” educational setting. Students demonstrate credit completion at the point they finish the course requirements. Grade designation is determined in the same manner as indicated above.

2. Definition and Transfer of Credits:

- a. Definition of Credit: One full credit means is defined as a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards (except as otherwise provided through the Credit Acceleration Program (CAP) under F.S. 1003.4295(3)). One full credit means is defined as a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a school that has been authorized to implement block scheduling (F.S.1003.436(1)(a)) One-half credit is defined to be one-half of the requirement for a full credit. Any school that uses alternative scheduling must employ a District-approved mechanism to determine successful mastery of student performance standards.

The definition of a credit is based on the number of instructional hours taught, not the number of instructional hours received by a particular student. This is not an attendance rule.

- b. High school students are not exempted from the 135-hour or 120-hour bona fide instruction rule except as in allowable acceleration mechanisms (e.g., credit validation, dual enrollment, early admission, or other mechanisms described in ACCEL legislation (F.S. 1002.3105), adult education and approved alternative education programs featuring competency-based curriculum or in schools that have alternative scheduling).
- c. The Florida Articulation Coordinating Committee defines those select semester-length (three credit hours) postsecondary courses completed through dual enrollment as receiving one (1) full high school credit (F.S. 1003.436). Courses that are exceptions are defined in the State Course Code Directory/Dual Equivalency List. All other courses taken through dual enrollment shall have six (6) postsecondary semester credit hours equal to one (1) high school credit.

- d. Uniform Transfer of High School Credits:

- (1) Beginning with the 2012-13 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school, or a home education program and the student’s transcript shows a mathematics credit in a course that requires passage of a statewide, standardized assessment in order to earn a standard high school diploma, the student must pass the assessment unless the student earned a comparative score pursuant to F.S. 1008.22, passed a statewide assessment in that subject administered by the transferring entity, or passed the statewide assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20, U.S.C. F. S. 6301. If a student’s transcript shows a credit in high school reading or English Language Arts II or III, the student must take and pass grade 10 FCAT reading or state common core assessment (F.S. 1008.22) or earn a concordant score on the SAT or ACT as specified by state board rule, or when the state transitions to common core English Language Arts assessments, earn a passing score on the English Language Arts assessment as required under this section.
- (2) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by

the receiving school's accreditation. The school shall accept and classify transfer credits for the purpose of credits that meet specific graduation requirements without further validation from schools that are accredited by a regional accrediting agency or from schools accredited through their state or country's Department of Education. Accrediting agencies are: AdvancED/Southern Association of Colleges and Schools Council on School Improvement (AdvancedED/SACS CASI) is the District's accrediting agency and , as such, District schools shall accept credits and grade placement promptly from the following recognized accrediting agencies:

- (a) AdvancED/Southern Association of Colleges and Schools Council on School Improvement (AdvancedED/SACS CASI)
  - (b) Middle States Association of Colleges and Schools (MSACS)
  - (c) New England Association of Colleges and Schools (NEACS)
  - (d) AdvancED/North Central Association of Colleges and Schools (NCACS)
  - (e) Northwest Association of Accredited Schools (NAAS)
  - (f) Western Association of Colleges and Schools (WACS)
  - (g) National Council on Private School Accreditation (NCPSA) member agencies and other accepted agencies, including are:
    - (i) Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities
    - (ii) Alabama Independent School Association
    - (iii) American Montessori Society
    - (iv) Association of Christian Schools International (AISA)
    - (v) Association of Christian Teachers and Schools; Assemblies of God (ACTS)
    - (vi) Association of Independent Schools of Florida
    - (vii) Association of Waldorf Schools of North America
    - (viii) Christian Schools International (CSI)
    - (ix) Christian Schools of Florida (CSF)
    - (x) Council of Islamic Schools in North America (CISNA)
    - (xi) Commission of International and Trans-Regional Accreditation
    - (xii) Florida Association of Christian Colleges and Schools
    - (xiii) Florida Catholic Conference Accreditation Program (FCC)
    - (xiv) Florida Council of Independent Schools (FCIS)
    - (xv) Florida League of Christian Schools (FLOCS)
    - (xvi) Independent School Association of Central States (ISACS)
    - (xvii) International Center for Integral Formation (ICIF)
    - (xviii) International Academy of Educational Accreditors
    - (xix) International Christian Accrediting Association (ICAA)
    - (xx) Kentucky Nonpublic School Commission
    - (xxi) Lutheran Schools of Florida-Georgia District (FLGA-LCMS)
    - (xxii) Montessori School Accreditation Commission
    - (xxiii) National Accreditation Board of Merkos L'Inyonei Chinuch
    - (xxiv) National Christian School Association (NCSA)
    - (xxv) National Independent and Private School Association (NIPSA)
    - (xxvi) National Lutheran School Accreditation (NLSA)
    - (xxvii) Ohio Catholic School Accrediting Association (OCSAA)
    - (xxviii) South Carolina Independent School Association (SCISA)
    - (xxix) Southern Association of Independent Schools (SAIS)
    - (xxx) Tennessee Association of Christian Schools (TACS)
    - (xxxi) Texas Catholic Conference (TCC)
    - (xxxii) Florida Council on Independent Schools (FCIS)
    - (xxxiii) Florida Association of Christian Colleges and Schools (FACCS)
- (3) If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated

through performance during the first grading period as outlined in subsection (2) of this rule.

- (4) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.
- (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 FCAT or state common core 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 paragraphs (3)(d) and (e) of this rule if required (State Board Rule 6A-1.09941).
- (7) 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.

**Note:** In cases of unusual circumstances related to out-of-district transfer students or late registrants who have not been enrolled in school prior to enrolling in a Broward County school and, therefore, minimum instruction time cannot be met, students shall be enrolled on an audit basis. For assistance, contact District School Counseling Services within the Department of College and Career Readiness.

- (8) ~~The Graduation requirements of the School Board 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.~~
- (9) ~~Students who enter SBBC at the 11th or 12th grade from out of state or from a foreign country shall not be required to spend additional time in the high school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. To receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet the requirements under F.S. 1008.22, and pass the grade 10 FCAT or receive the concordant score on the SAT/ACT identified by the FLDOE (F.S. 1003.433(1)) and pass any required End-of-Course Exams, as required by the FLDOE (F.S. 1003.433 (2a.i. 2a.ii)).~~

e. ~~Virtual Education:~~

- (1) ~~Schools may not limit student access to Florida Virtual School Courses. However, school counselors will determine if the course is academically appropriate for the student based on the students' academic history, grade level, and age. (F.S. 1002.37 (3)(c)).~~
- (2) ~~Schools may not limit access to a Florida Virtual School course even if the school offers the same course.~~
- (3) ~~Students may not enroll in the same course at Florida Virtual School when concurrently~~



enrolled in the course at the local school:

- (4) Schools must provide student access to Florida Virtual School as part of the student's full day curriculum.
  - f. Students who are not in attendance at a regular high school (grades 9-12) but attend alternative programs that have been approved and identified as alternative by the District may re-enroll in a high school program and receive credit for all courses successfully completed in the alternative program(s) after evaluation of the grade transcript. For purposes of this policy, adult secondary education credit programs may be considered as an educational alternative pursuant to F.A.C. 6A.6014, if approved by the appropriate area superintendent prior to placement.
- E. HIGH SCHOOL PROGRESS MONITORING PLAN (PMP) PROCESS: Any student, including those with disabilities, who does not meet specific levels of performance in reading and mathematics for each grade must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, ~~and~~ areas of academic need, ~~and~~ strategies for appropriate intervention. The school's Collaborative Problem Solving (CPS) Response-to-Intervention (RtI) team must develop and implement, in consultation with the student's parent, a PMP in reading and/or mathematics the area of deficiency (F.S. 1008.25(4)(b)). Schools must provide frequent monitoring of student progress. Schools must progress monitor students scoring below proficiency levels on the state approved standard assessment a minimum of three times per year. This includes a baseline, midyear, and end of year assessment. Research-based reading instructional activities that have been shown to be successful in teaching reading to with low-performing students will be used. Each year a student scores Level 1 or Level 2 on 9th grade or 10th grade FCAT reading, or when implemented, 9th, 10th, or 11th grade common core English Language Arts (ELA) assessments, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. The District may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.
1. Remedial instruction will include an intensive program different from the previous year's program.
  2. Students who must travel to centers or programs pursuant to the provisions of School Board policy will be allowed a period to do so.
  3. ~~Specific PMP reading requirement for high school students: If~~ For each year a high school student scores at Level 2 or below on FCAT Reading or the designated level on the state common core assessment (F.S. 1008.22), the PMP must identify:
    - a. The student's specific areas of deficiency in:
      - (1) oral language
      - (2) phonemic awareness
      - (3) phonics
      - (4) fluency
      - (5) comprehension
      - (6) vocabulary
    - b. ~~The desired level of performance in these 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, including an intensive reading course for students who score at Level 1. and for each year students who score at Level 2 in reading,~~ will include either an intensive reading course or a content area course in which reading strategies are delivered in accordance with the District's Comprehensive K-12 Reading Plan (F.S. 1003.4156(1)(b)).
  4. ~~Specific PMP mathematics requirements for high school students in grades 9 and 10: If a student scores at Level 2 or below on FCAT Mathematics, the student will be required to receive remediation through a PMP. For each year in which a student scores Level 2 or below on the~~

Algebra I EOC assessment, or upon transition to the common core Algebra I assessment, the student must receive a PMP including enrollment and completion in an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.

5. PMPs and Learning Contracts: For students attending Schools of Choice, the learning contract will serve as the student’s PMP.
6. PMP Reviews: Progress Monitoring Plans in reading will be reviewed at least annually, or as specified by the CPS/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).

**Students who do not demonstrate the state requirements for proficiency in reading must be progress monitored at least 3 times per year using the Florida Assessments for Instruction in Reading (FAIR) or other state approved assessment. For more information contact the Department of Literacy. (F.S. 6A-6.054)**

- F. **HIGH SCHOOL EXTENDED LEARNING OPPORTUNITIES:** Opportunities for extended learning for students with academic deficiencies may be offered during the school day, as well as beyond the school day. Extended learning opportunities will be determined on an annual basis.
- G. **REPORTING HIGH SCHOOL STUDENT PROGRESS:** The reporting of student progress to parents shall follow procedures established by the District and be in accordance with Florida Statutes, Florida State Board of Education administrative rules, and board adopted policies, rules and regulations. (F.S. 1008.25; 1003.33).
  1. Progress reports Report Cards: Progress reports Report cards are issued at the end of each marking period. Progress reports Report cards may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.
  2. Interim Reports: No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to: a grade of D or F, a drop of two or more grades, unacceptable behavior and excessive absences. In schools with an automated system for record-keeping and grading, interims will be provided for all students as an indication of satisfactory or unsatisfactory progress.
  3. Grading : The grading system used in the high schools will be (F.S.1003.437):

Numerical	Letter	Points
90-100	A	4.0
87-89	B+	3.5
80-86	B	3.0
77-79	C+	2.5
70-76	C	2.0
67-69	D+	1.5
60-66	D	1.0
0-59	F	0.0
INCOMPLETE	I	0.0

Note: Semester Grades: Courses are broken down into parts called semesters. Semester grades determine whether the course is passed and credit is earned. 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 grade, the student must earn a passing grade in:

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

The following chart should be used to calculate semester grades:

Letter Grade	Semester Points	Semester Exam Points
A	12	4.0
B+	10.5	3.5
B	9.0	3.0
C+	7.5	2.5
C	6.0	2.0
D+	4.5	1.5
D	3.0	1.0
F	0	0.0
I	0	0.0

The semester grade is then assigned as follows:

Total Points	Semester Grade
16	A
14	B+
10	C+
8	C
6	D+
4	D
0	F or I

4. School staff should refer to the District Best Practices for Grading Handbook to implement grading practices consistently across the District published by the Department of College and Career Readiness.
5. Plus (+) Grades: Letter grades displaying plus signs shall be used in the calculation of District weighted grade point average for the purpose of determining class rank and will not be used for determining athletic eligibility or in meeting the graduation requirements.(F.S. 1003.437). The Bright Futures Scholarship Program does not recognize plus (+) grades.
6. Incomplete Grade: An I is given as an opportunity for students to make up incomplete class work or for students who require additional time to demonstrate mastery of course standards. Class work should be made up prior to the end of the next marking period. If the work remains incomplete or unsatisfactory at the end of this marking period, the I will convert to an F. The principal may extend the deadline.
7. Changes to Student Grades: Changes to student grades shall be properly documented using a Change of Grade form to be signed by the principal and the teacher of record and stored in the student's cumulative record. The appropriate grade change code shall be documented in TERMS. When the teacher of record is unavailable or not applicable, the Change of Grade form shall be signed by the principal and by the subject area Department Chairperson. Changes to a student grade may be made for the following reasons:
  - (1) Forgiveness when an EOC Course belongs to the 30% of grade rule assessment retake impacts the EOC course final grade,
  - (2) technical/input error,

- (3) incomplete grade changed to the appropriate letter grade,
  - (4) grade averaging when, to reflect an accurate final course grade, an F grade earned in semester 1 must be changed to allow for averaging of semesters as required by F.S. 1003.43 and described below under "Grade Averaging", or
  - (5) unforeseen extenuating circumstances.
8. Semester Grades: At the high school level, credit is granted on the semester basis. One-half credit is given for passing a semester's work in a course. The semester grade for each course is determined by totaling the points earned in both quarter grading periods and the points earned on the semester examination. For schools implementing a 4x4 block schedule, one semester is equivalent to a nine-week period of time. For schools on a rotator schedule, one semester is equivalent to an 18-week period of time.
  - a. To receive a passing mark for the semester grade in a subject, the student shall have previously earned at least a passing mark in:
    - (1) both quarter grading periods, or
    - (2) one quarter grading period and the semester examination.
  - b. The weight of each quarter grade is 37.50% of the final semester grade. The weight of the final examination is 25% of the final semester grade.
  - c. Final grades in courses with state-required EOC assessments will be adjusted so the EOC assessments comprises 30% of the final course grade.
9. Final Examinations and Exam Exemptions: Examinations shall be scheduled and administered in accordance with the guidelines provided in the District's procedural manual for this policy. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement (F.S. 1003.33).
  - a. Students in grades 9-12 who earn a grade of B or better in a particular course may be exempt from the mid-term and/or final exams in that course under the following criteria:
    - (1) all students will be eligible to waive one-half of their total midterms or final exams,
    - (2) for AP/IB/AICE and courses with End-of-Course (EOC) exam requirements, midterms cannot be exempted (The student may exempt the final exam. Teachers are encouraged to give an alternative assessment in lieu of a traditional final),
    - (3) dual enrollment mid-terms and finals may NOT be exempted,
    - (4) End-of-course assessments EOC assessments, required by statute, are not eligible for exemption,
    - (5) Starting with the 2011-12 school year, District mid-term exams that are designed to prepare students for End-of-Course Exams are not eligible for an exam exemption.
10. Any student with a GPA below 2.5 shall have their parent or guardian notified that good work improved achievement is necessary to ensure that high school graduation requirements are met. Students will be assisted in meeting these requirements through a variety of options, which may include, but are not limited to:
  - a. Forgiveness Policy grade forgiveness as specified in this policy
  - b. extended learning
  - c. special counseling
  - d. volunteer and/or peer tutoring
  - e. school-sponsored help sessions
  - f. homework hotlines
  - g. study skills classes
  - h. co-enrollment
11. Honors Courses to Receive Quality Points
  - a. All courses, which are clearly labeled as "honors", and/or "advanced", and/or "gifted", consistent with State Frameworks and/or District guidelines and coded as such in SBBC Course Code Dictionary, shall carry one additional quality point.
  - b. Academic foreign languages above the second year are included in this category. Classes labeled "conversational" are not included in this category.
  - c. Dual Enrollment (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 the State Course Code Directory or articulation agreements between SBBC and area colleges and universities. Career Certificate dual enrollment courses are defined as a course sequence that leads to an industry certification 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.

- d. An additional quality point may not be earned in an honors class if the grade received is below a C.
12. Advanced Placement (AP) Courses, Advanced International Certificate of Education (AICE), and International Baccalaureate (IB), and dual enrollment (DE) Courses to Receive Quality Points:
  - a. All classes that are clearly labeled "Pre-Advanced International Certificate of Education" or "Pre-International Baccalaureate" shall receive one quality point, if advanced the grade received is C or above.
  - b. All classes that are clearly labeled as AP, AICE, IB, or DE "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.
  - c. Students will be required to take the AP, AICE, and/or the IB examination (cost of examination to be paid by the District) in order to receive two quality points. If a student elects not to take the AP, AICE, and/or IB examination, he/she will receive one quality point for a grade of C or higher.
13. Forgiveness Rule:
  - a. For students taking high school courses, forgiveness for required courses shall be limited to replacing a grade of D, F, or I with a grade of C or higher, earned subsequently in the same or comparable course. Forgiveness for elective courses shall be limited to replacing a grade of D, F, or I with a grade of C or higher earned subsequently by retaking the same or comparable course or different course in another elective course (F.S. 1003.43). In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's GPA. The student's record, however, will show all courses taken.
    - (1) For a student whose cumulative Grade Point Average is below a 2.5, courses previously passed with a grade of D (1.0) may be retaken through an extended learning opportunity or through co-enrollment in order to maintain continuous progress toward graduation.
    - (2) The Forgiveness Rule shall be applied only one time per course.
  - b. All forgiveness courses and grades must be included on a student's transcript as an accurate reflection of a student's record of achievement. The authority for the School Board to adopt a forgiveness policy does not provide authority to alter a student record to delete the forgiven course and grade (F.A.C. 6A1.0955(3)(a)7; F.S. 1003.428(4)(d)).
14. Grade Averaging (F.S.1003.436):
  - a. Starting in 2009-10, for the purpose of graduation, grade averaging of the two semesters for a year-long course will be permitted when one is a failing grade and the other grade is C or higher.
  - b. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade.
  - c. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half and the averaging of the grades obtained in each half would result in a passing grade, provided that the student
    - (1) receives a grade of C or better on the final examination in the semester failed and meets District policies for attendance (applied to the class in question for the purpose



of grade averaging), homework, participation, and other indicators of performance, and

(2) provided the final grade remains at a passing level after any state-required EOC assessment grade is calculated into the final grade with the required 30% weighting.

15. Grade Point Averages (GPAs):

- a. The grade point average is calculated by dividing the quality points earned by the credits attempted.
- b. A quality point is the numerical value assigned to the letter grade (e.g. A=4, B=3, C=2, D=1).
- c. There are ~~six~~ five different grade point averages that are used for different purposes:
  - (1) Semester Weighted GPA: The weighted average of the courses taken in any one semester (includes extra quality points for honors, AP, IB, and DE courses, including technical dual enrollment for student entering 9th grade in 2007-2008).
  - (2) Cumulative Weighted GPA (District GPA): The weighted average of all courses taken in high school (includes extra quality points for honors, AP, IB, and DE courses, including technical dual enrollment for student entering 9th grade in 2007-2008). This GPA is used to determine class ranking.
  - (3) Core GPA: The average of all academic college core courses completed using an additional .5 quality point for each full credit course.
  - (4) Bright Futures GPA: A weighted and unweighted scale that is applied to college preparatory courses (Florida Academic Scholars, Florida Medallion Scholars, and Florida Gold Seal Vocational Scholars Awards) and career preparatory courses (Florida Gold Seal Vocational Scholars Award). That is, 0.5 additional quality points for each full credit and .25 additional quality points for each half-credit is awarded for courses that are more challenging. These courses can be found in the Bright Futures Comprehensive Courses Code Table at [www.floridastudentfinancialaid.org/SSFAD/bf](http://www.floridastudentfinancialaid.org/SSFAD/bf).
  - (5) State GPA: The cumulative, unweighted average of grade points earned in all high school courses not forgiven. This GPA includes all high school courses taken in middle grades. For graduation purposes, students must meet the minimum GPA requirements of their chosen program. No additional quality points are given for rigorous coursework.
  - (6) ~~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, and dual enrollment courses, including technical dual enrollment for students entering 9th grade in 2007-2008.~~

16. Alternative Report Card: A District-approved alternative Progress reports report card may be used for students with disabilities whose progress cannot be appropriately reported using the standard progress reports report cards

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

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

H. GRADUATION ACCELERATION MECHANISMS

1. Notification: At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of courses through which a high school student can earn college credit, including AP, IB, and DE, career academy courses, and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction. Students shall also be advised of early graduation options under F. S. 1003.4281, and Florida Virtual School courses (F.S. 1003.02(1)(i)).

2. Dual Enrollment:

- a. Definition: The enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree (F.S. 1007.271(1)). The purpose of dual enrollment

is to shorten the time necessary to complete requirements for a diploma, ~~career certificate~~ industry certification, associate, or baccalaureate degree, to broaden the scope of curricular options, or increase the depth of study available in a particular subject area.

- b. Eligibility for College Dual Enrollment: To be eligible for dual enrollment in college credit courses, students must have a 3.0 unweighted high school grade point average, unless the approved inter-institutional articulation agreement provides otherwise. Students must also meet minimum scores on the Common Placement Test (CPT), Postsecondary Education Readiness Test (PERT), or equivalent assessments (SAT or ACT). To continue in dual enrollment for college credit courses, students must continue to maintain the 3.0 unweighted high school grade point average, inclusive of college courses taken, and maintain at least a 2.0 college grade point average. Students who are disruptive will lose the privilege of participating in the Dual Enrollment Program.
- c. Eligibility for Career Dual Enrollment: To be eligible for dual enrollment in a career certificate program offered through the Broward Technical Centers, students must have a 2.0 unweighted high school grade point average. The student's unweighted GPA is inclusive of any college courses the student has taken. Students must also pass the Test of Adult Basic Education (TABE) at the required exit level for the targeted career certificate program. These programs will allow students to earn a series of elective credits toward the high school diploma, while working towards a career certificate, and shall not be used to enroll students in isolated career courses. Dual Enrollment career certificate programs taught on the high school campus must carry the appropriate post-secondary course code number. To continue in technical through Broward Technical Centers, students must maintain at least a 2.0 unweighted grade point average, inclusive of dual enrollment courses.
- d. Dual Enrollment Procedures Courses: High school students who meet the rules and regulations listed above may dually enroll in coursework, ~~not to exceed 11 credits per student, per term, unless the student's principal or designee provides approval to exceed 11 credits per term. Students wishing to take more than 11 credits may be better served through Early Admission and should be advised accordingly. Denial of a request to exceed 11 credits may be appealed prior to enrollment. Dual enrollment coursework cannot be remedial in nature. and must be provided by either the community college or university with whom the School Board has an approved agreement or by a School Board Technical Center for those courses listed in the approved interarticulation agreement with the post-secondary institution or for those post-secondary institutions with which the district has no interarticulation agreement those courses approved by the state for dual enrollment. Vocational preparatory instruction, college-preparatory instruction, remedial instruction, and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program (F.S. 1007.271).~~ Students who elect to participate in dual enrollment (which includes technical coursework) may do so during regular school hours, after regular school hours, and during the college/university/technical center summer terms as allowed by the post-secondary institution. Said instruction shall not include physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity (F.S.1007.271(2)).
- e. Dual Enrollment Costs: Any student ~~so in approved dual enrollment enrolled in a state supported postsecondary institution college with which the School Board has an approved inter-institutional articulation agreement or in a course sequence through the Broward Technical Center that leads to a career certificate, or with a State of Florida public post-secondary institution offering dual enrollment,~~ shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees (F.S. 1007.271(13-14)). Dual Enrollment will be open to students in grades 9-12 as specified and agreed upon in the an approved inter-institutional articulation agreement with the local college. and as stated above.
- f. Dual Enrollment Procedures: Students must obtain permission from the high school

administrator designated to oversee dual enrollment prior to enrollment. Once permission is obtained, the student must follow the required dual enrollment procedures designated by the post-secondary institution.

3. Early Admission:

- a. Definition: Early admission is a form of Dual Enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree (F.S. 1007.271(7-8)) or a postsecondary program leading to industry certifications, as listed in the Industry Certification Funding List (F.S. 1008.44) in order to shorten the time necessary to complete requirements for a certificate, diploma, associate, or baccalaureate degree.
- b. Eligibility: To be eligible for early admission, students must have a 3.0 unweighted high school grade point average, inclusive of Dual Enrollment courses taken. Students must also meet minimum scores on the College Placement Test (CPT), Postsecondary Education Readiness Test (PERT), or equivalent assessments (SAT or ACT). Once a student is eligible for early admissions, the eligibility continues through the end of the current school year. Participation in the career early admission program is limited to students who have completed a minimum of 4 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade.
- c. Early Admission Enrollment: Early admission may take place at accredited postsecondary institutions with or without the existence of an articulation agreement. All coursework completed and credits earned under the early admission option will be recorded in the student's academic history and calculated into the student's cumulative grade point average. Any student so enrolled in a state supported postsecondary institution with which the School Board has an approved inter-institutional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees (F.S. 1007.271(710)). Students participating in early admissions programs at all other institutions will be responsible for all fees and expenses. In order to graduate from a public high school under the Early Admission Program, be awarded a high school diploma, and participate in graduation ceremonies, the student must be degree seeking and must qualify on an approved placement examination and enroll in non-remedial, credit-earning coursework. The student must have completed two consecutive semesters of college coursework or the equivalent, with a full-time class load of 24 credit hours or the equivalent. This must include coursework that satisfies the remaining high school graduation requirements and the student must maintain a minimum college 2.0 GPA as shown by grade transcripts. A student who does not meet all requirements by the time his/her class graduates will default to a standard diploma when all requirements are met.

4. Credit from Other Postsecondary Institutions: Students may receive high school credit for completion of college coursework offered through programs at accredited postsecondary institutions that do not have inter-institutional articulation agreements with SBBC. In order to receive high school credit, students must complete these requirements:

- a. be enrolled as a high school student,
- b. have a 3.0 unweighted grade point average,
- c. obtain approval from the school administrator,
- d. provide a description of the course to be taken; the course must be included in a specific degree program (as opposed to a special interest session offered by a college/university, which does not meet the criteria of a credit-granting course), and
- e. provide the school administrator with an official transcript delineating course title, number of college credit hours earned, grade (F.S. 1003.436 State Rule 6A-1.09941).

For purposes of this policy, three semester hours of college credit will be equated to one-half high school elective credit. ~~Honor points will be awarded in accordance with established SBBC policy, which stipulates rigor and for 2006-07, awards one quality point for a level 1000 college course (or its equivalent) and two quality points for a level 2000 or higher college course (or its equivalent). Effective 2007-08, All dual enrollment courses completed with a C or better will earn~~



two quality points.

5. Credit Acceleration Program (CAP): Students who meet specific scores on standardized end-of-course assessments as defined in F. S. 1008.22 shall receive credit for the corresponding course (F.S. 1003.4295). Students who are not enrolled in the course or who have not completed the course may take the assessment during the regular administration of the assessment.
- I. HIGH SCHOOL CREDIT EARNED IN GRADES 6 – 8: High school credit may be earned in grades 6-8 by completing the course and earning a passing grade except in the case of Algebra I which requires the passing of an EOC assessment. Credit may be earned in courses which include, but are not limited to, Algebra I, Geometry, Spanish I and II, Japanese I and II, and French I and II. Students may also receive credit for high school courses successfully completed in a virtual environment. Letter grades (A-F and I) will be assigned for any high school course taken by a middle grades student and will be counted towards the student's high school grade point averages.
- J. GRADUATION: The charts at the end of this section summarize the graduation requirements for each diploma option/program.
  1. General Graduation Diploma Options:
    - a. Each year the District must provide students in grades six through nine, and their parents, with information concerning the three-year (18-credit) and four-year (24-credit) high school graduation options, including the respective curriculum requirements for those options so the students and their parents may select the program that best fits their needs.
    - b. Selection of one of the graduation options is exclusively up to the student and parent. If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements for the four-year high school graduation option (F.S. 1003.428.428, F.S. 1003.42859(1)6(24)).
      - (1) Standard Diploma (24-Credit Option):
        - (a) The 24-credit option is the traditional standard high school diploma as described in the graduation requirements chart.
        - (b) Students enrolled in special magnet programs may only select this diploma option, as specified in \_\_\_\_\_.
      - (2) 18-Credit College Preparatory Option:
        - (a) Students who select the 18-credit college preparatory ~~or career~~ preparatory diploma option shall automatically move to the 24-credit diploma when the student: (F.S. 1003.429(8).
        - (b) Exercises the right to change to the 4-year, 24-credit diploma, OR
        - (c) Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10, OR
        - (d) Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment or the designated level on the state common core assessment, OR
        - (e) Does not meet the diploma/graduation requirements by the end of grade 11.
      - (3) 18-Credit Career Preparatory Option:
        - (a) Students who select the 18-credit college preparatory ~~or career~~ preparatory diploma option shall automatically move to the 24-credit diploma when the student: (F.S. 1003.429(8).
        - (b) Exercises the right to change to the 4-year, 24-credit diploma, OR
        - (c) Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10, OR
        - (d) Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment or the designated level on the state common core assessment, OR
        - (e) Does not meet the diploma/graduation requirements by the end of grade 11.
    - c. International Baccalaureate Curriculum Diploma Option (refer to the International Baccalaureate Organization website.) : To qualify for the International Baccalaureate Diploma, students must select the 4-year/24-credit diploma option and complete:
      - (a) 4 credits of language in the student's native language;
      - (b) 3 credits of mathematics;

- (c) 3 credits of experimental sciences;
  - (d) 3 credits of Study of Individuals in Societies;
  - (e) 150 creativity/activity/service hours (CAS);
  - (f) 75 hours of community service; and
  - (g) Complete an extended essay
- (1) Advanced International Certificate of Education (AICE) Curriculum Diploma Option (refer to the Advanced International Certificate of Education website.)
2. Graduation Requirements Information: A student may be awarded a standard diploma at which time he/she meets all graduation requirements. A student who graduates early from high school may continue to participate in school activities during his/her four-year cohort period, and will continue to be ranked with this cohort. The student shall be included in all awards and honors with his/her cohort. Students who have graduated early shall comply with school board rules regarding access to school facilities and grounds during normal operating hours. The information below provides additional information regarding a number of graduation requirements. The charts at the end of this section provide specific information regarding requirements depending on what year the student entered grade 9.
- a. Mathematics:
- (1) Algebra I: All students must earn one credit in Algebra. The Algebra requirement can be satisfied in the following ways:
    - (a) 1 credit in Algebra I or Algebra I Honors
    - (b) 2 credits in applied mathematics
    - (c) 1 credit in Integrated Mathematics I and 1 one credit in Integrated Mathematics II
    - (d) 1 credit in Algebra IA and 1 credit in Algebra IB
    - (e) 1 credit in Algebra II or Integrated Mathematics III or any Level III mathematics course
  - (2) Algebra I EOC assessment: Students who entered grade 9 in the 2010-11 school year and who had not already earned credit for Algebra I in middle school will be required to take the End-of-Course assessment in Algebra. The results of this assessment will count as 30% of the student's final Algebra I grade. Students who enter grade 9 in the 2011-12 school year, who have not already earned credit for Algebra I in middle school, will be required to pass the End-of-Course assessment in Algebra I to earn credit in Algebra I. Students who enter grade 9 in the 2012-13 school year and thereafter will be required to pass the End-of-Course assessment in Algebra to earn high school credit in Algebra. One credit in geometry: Beginning with students entering grade 9 in the 2010-2011 school year, in addition to the Algebra I credit requirement, one of the four credits in mathematics must be Geometry or a series of courses equivalent to geometry, as approved by the State Board of Education.
  - (3) A geometry end-of-course assessment: Students who entered grade 9 in the 2011-12 school year and who had not already earned credit for Geometry in middle school will be required to take the End-of-Course assessment in Geometry. The results of this assessment will count as 30% of the student's final Geometry grade. Students who enter grade 9 in the 2012-13 school year, who have not already earned credit for Geometry in middle school, will be required to pass the End-of-Course assessment in Geometry to earn credit in Geometry. Students who enter grade 9 in the 2013-14 school year and thereafter will be is required to pass the End-of-Course assessment in Geometry to earn high school credit in geometry.
  - (4) Algebra II: Beginning with students entering grade 9 in the 2012-2013 school year, in addition to the Algebra I and Geometry credit requirements, one of the four credits in mathematics must be Algebra II or a series of courses equivalent to Algebra II, as approved by the State Board of Education. When the state develops an end-of-course assessment for Algebra II, that assessment will comprise 30% of the student's grade.
  - (5) Required Sciences: Beginning with students entering grade 9 in the 2011-2012 school

year, one of the three credits in science must be One credit of Biology I or a series of courses equivalent to Biology I, as approved by the State Board of Education (beginning with students entering grade 9 in the 2011-12 school year). Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements must be met in order for a student to earn the required credit in Biology I. Beginning with students entering grade 9 in the 2013-14 school year, one of the three credits must be Biology I or a series of courses equivalent to Biology I, as approved by the State Board of Education,

- (6) One credit must be chemistry or physics or a series of courses equivalent to chemistry or physics, as approved by the State Board of Education (beginning with students entering grade 9 in the 2013-14 school year), and
  - (7) One credit must be an equally rigorous course, as determined by the State Board of Education.
  - (8) Biology end-of-course assessment: Students who entered grade 9 in the 2011-12 school year and who had not already earned credit in Biology I in middle grades will be required to take the End-of-Course assessment in Biology I. The results of this assessment will count as 30% of the student's final Biology grade. Students who enter grade 9 in the 2012-13 school year, who have not already earned credit in Biology in middle grades, will be required to pass the End-of-Course assessment in Biology to earn credit in Biology. Students who enter grade 9 in the 2013-14 school year and thereafter will be required to pass the End-of-Course assessment in Biology to earn high school credit in Biology.
- b. Fine Arts: For 9th graders entering in 2007-2008, 1 credit in
    - (1) fine or performing arts, speech, TV Production,
    - (2) A practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination may also satisfy this requirement. (F.S. 1003.428(2)(5)).
  - c. Performing Arts: In addition to courses identified as Fine Arts, this requirement may be met through:
    - (1) Completion of one semester with a grade of C or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in Eurhythmics, a dance class, if it has not been used to satisfy the Physical Education requirement, OR
    - (2) Completion of two (2) years in a JROTC class, a significant component of which is drills.
  - d. Life Management Skills: Beginning with students entering 9th grade in 2007-2008, this course is integrated into HOPE (Physical Education with Integrated Health). For students who take Physical Education + Personal Fitness (Option 1) to meet the Physical Education requirement, Life Management Skills, a separate course, is still required since the content of LMS is not included in the Physical Education or Personal Fitness curriculum.
  - e. Education, Florida Comprehensive Assessment Test (FCAT):
    - (1) For students entering 9th grade in 2009-2010 and prior, the FCAT requirement includes passing scores in reading and in mathematics.
    - (2) 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).
    - (3) The requirement for a passing score on the FCAT may be waived for students with disabilities for whom the IEP committee determines that the FCAT cannot accurately measure the student's abilities, taking into consideration all reasonable accommodations. The IEP committee must provide supporting documentation that the student has mastered the 10th grade standards adopted by the State Board of Education (F.S. 1003.43(11)(b)). Information about the FCAT waiver must be provided to parents of students with disabilities.

- (4) 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.
- f. Grade Point Average (GPA):
- (1) All courses shall be counted as attempts for credit when calculating all grade point averages except when the forgiveness rule has been applied or when course validation is used (e.g. transfer credit from home education).
  - (2) Class rank shall be computed based upon the student's cohort. All attempted high school credits earned shall be calculated for class rank, including dual enrollment, early admission, adult education, and transfer credit. Students transferring from one SBBC high school to another in the last 2 semesters (or 4 for block schools) shall not displace, for class ranking recognition purposes, any other student.
3. Additional Graduation Information:
- a. Certificate of Completion:
    - (1) A student may receive a standard Certificate of Completion when he/she completes the minimum number of required credits as defined in the graduation charts, but is unable to meet one or more of the following:
      - (a) Passing score on the Grade 10 FCAT or state common core assessment (F.S. 1008.228) or scores on a standardized test that are concordant with the passing scores on the FCAT or state common core assessment (F.S. 1008.228) (ACT or SAT).
      - (b) Cumulative unweighted grade point average of 2.0.
    - (2) A student who has received a Standard Certificate of Completion may elect to remain in the secondary school either as a full-time or part-time student for up to one additional year and receive special instruction designed to remedy his or her identified deficiencies in order to receive continued instruction for the purpose of meeting state graduation requirements (F.S. 1003.43(10)(b)).
    - (3) A student who receives a standard Certificate of Completion may participate in the graduation ceremonies with his or her class.
  - b. Students with Disabilities: Students with disabilities, eligible under IDEA, may remain in or return to school until receipt of a standard diploma or until the end of the school year in which they turn 22 years of age. A student with a disability, for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit.
  - c. Alternative Education Programs: Students who are enrolled in an approved alternative education program may earn a standard high school diploma and graduate with their high school class under the conditions of the GED or FCAT Exit Option, which include:
    - (1) Earning a passing score on the tenth grade FCAT (F.S. 1003.43).
    - (2) Completing an employability and postsecondary portfolio as prescribed by the District.
    - (3) Achieving a minimum score of 2250 on the GED.Students who are not in attendance at a regular high school (grades 9-12), but who attend alternative programs that have been approved and identified as an alternative by the Division of Educational Programs & Student Support Services District, may re-enroll in a high school program and receive credit for all courses successfully completed in the alternative program(s) after evaluation of the grade transcript. For purposes of this policy, adult secondary education credit programs may be considered as an educational alternative pursuant to F.A.C. 6A.6.014, if approved by the District.
  - d. Co-Enrollment: High school students who are deficient in credits needed to graduate or who need to improve their cumulative grade point average in order to meet graduation requirements may earn a lifetime maximum of two credits while co-enrolled in adult

secondary education programs under the following conditions:

- (1) The student must be deficient in the credits required for graduation.
  - (2) The student must be attempting a full load of required credits at the traditional high school during the co-enrollment period.
  - (3) The student must have written authorization for entrance into each course in the co-enrollment program from the home school principal or designee.
  - (4) The student's credit deficiencies have not resulted from an intentional, willful neglect of studies as determined by the principal or designee.
  - (5) Co-enrollment courses will be limited to core curricular areas as defined in F.S. 1003.01(14).
  - (6) The student does not have a pattern of excessive absenteeism or habitual truancy or a history of disruptive behavior in school.
- e. Level I Courses: Level I courses may only be used to meet graduation requirements for English and mathematics when assessment data indicates that a more rigorous course of study would be inappropriate. For an ESE student with a disability, this determination is made by the IEP team using assessment data to support the decision. Level I courses cannot be used to meet the Algebra I requirement.
- f. Career and Technical Job Preparatory Program
- (1) ~~Students in grades 9-12 who enroll in and satisfactorily complete a career and technical job preparatory program may substitute credit for a portion of the required credits in English, mathematics or science.~~
  - (2) ~~The credit substituted for English, mathematics, and science shall be on a curriculum equivalency basis.~~
  - (3) ~~Substitutes shall not exceed two credits in each subject area. A program that has been used to substitute in one subject area may not be used to substitute for any other subject area.~~
- g. Compensatory or Remedial Programs: Students can use no more than 9 credits in compensatory or remedial programs to meet graduation requirements (F.S.1003.43(7)(a)).
- h. Exploratory Vocational Courses: Students cannot use more than 1 credit in exploratory vocational courses to meet graduation requirements (F.S.1003.43(7)(b)).
4. Honors for Graduates:
- a. 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:~~
    - (1) ~~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. Scholar designation: In addition to the 24-credit standard diploma requirements the student must meet the following criteria:~~
      - (a) English Language Arts (ELA) - When the state transitions to common core assessments, a passing score on the 11th grade ELA common core assessment.
      - (b) Mathematics - Earn one credit in Algebra II and one credit in statistics or an equally rigorous course. When the state transitions to common core assessments, students must pass the Algebra II common core assessment.
      - (c) 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.
      - (d) Social Studies - Pass the statewide standardized United States History EOC assessment.
      - (e) Foreign Language - Earn two credits in the same foreign language.
      - (f) Electives - Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course.
    - (2) Merit designation: In addition to the 24-credit standard diploma requirements the



student must attain one or more industry certifications from the list established under F.S. 1003.492.

- (3) A designation reflecting career education certification.
- (4) 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) A bronze-level credential requires a minimum score of 3 or above on each of the assessments.
  - (b) A silver-level credential requires a minimum score of 4 or above on each of the assessments.
  - (c) A gold-level credential requires a minimum score of 5 or above on each of the assessments (S.B. 1908).
- b. Valedictorian/Salutarian:
  - (1) To be selected as valedictorian or salutarian, a high school senior shall have completed at least the last two full years of high school in any SBBC public school.
  - (2) Students transferring from one SBBC high school to another in the last 2 semesters (or 4 quarters for block schools) shall not displace, for class ranking purposes including valedictorian/salutarian, any other student.
- c. Honor Cords:
  - (1) Gold honor cords shall be issued to those students who graduate with a standard diploma under the following conditions:
    - (a) Graduating students shall be in the top 10% of the entire senior class by rank order established by the District weighted grade point average.
    - (b) Graduating students who have earned a 3.75 weighted grade point average but who may not be included in the top 10% shall also receive gold honor cords.
    - (c) Graduating students utilizing course validation shall not displace any of the top 10% honor students in rank order listing.
  - (2) Silver cords shall be issued to those students who graduate with a standard or special diploma under the following conditions:
    - (a) Graduating students must earn a total of 250 documented volunteer service hours beyond the school day.
    - (b) Students must obtain prior approval from the school principal or designee.
    - (c) Students may earn up to five hours per week providing service in an organized, supervised tutoring program conducted through a service learning, peer counseling, exploratory teaching, or study hall program.
5. High School Graduation Requirements-Special Diploma for Students with Disabilities:
  - a. Option I is based primarily upon mastering state standards and earning credits.
  - b. Option II is based primarily on demonstrating competency in employment.
  - c. Service learning hours are not required for a special diploma.
  - d. A student with disabilities who was working towards a Special Diploma–Option I may receive a special certificate of completion and participate in the graduation ceremonies of his/her school if the student completes the minimum number of credits and other requirements of the School Board but is unable to demonstrate mastery of the state standards.
  - e. The Special Diploma graduation charts summarize the graduation prerequisites and requirements for each special diploma option. The charts include references to “notes” that are applicable to specific diploma options. The notes include additional requirements as well as options for meeting some of the requirements. The notes are an essential component of the graduation requirements. (Notes relating to Special Diploma Options follow the Special Diploma Graduation Charts)
6. Graduation Requirements – Adult Standard Diploma: The graduation requirements for an Adult Standard Diploma are the same as for a Traditional 24-Credit Standard High School Diploma

with the following exceptions: physical education, ~~Computer Competency~~Online Learning, and Service Learning are not required. The Adult Education graduation charts summarize the graduation requirements with additional information noted.

- a. No student shall be awarded a Standard High School Diploma earlier than he/she would have normally graduated from high school in accordance with their selected graduation option except when that student has been assigned to adult high school for the purposes of acceleration pursuant to SBBC Policy 6.7.
  - b. Successful performance on an examination for high school credit may be substituted only as outlined in this Policy.
  - c. Students shall be permitted to substitute military service and/or education received while on active duty pursuant to restrictions and limitations imposed by F.A.C. 6A-6.020.
7. Graduation Requirements - Adult Certificate of Completion: A student may receive an Adult Certificate of Completion and participate in the graduation ceremonies with his/her adult high school class when the student completes the minimum number of credits and other requirements of the School Board but is unable to meet one or more of the state requirements.
- a. Passing score on the Grade 10 FCAT or state common core assessment (F.S. 1008.228) or scores on a standardized test (ACT or SAT) that are concordant with the passing scores on the FCAT or state common core assessment (F.S. 1008.228).
  - b. Cumulative unweighted grade point average of 2.0.
8. Diplomas and Graduation Exercises: High schools, centers, and adult centers within the District shall issue only the types of diplomas authorized by the state and by the Board's rules. Special recognition for achievement beyond the prescribed requirements shall be allowed but must be uniform throughout the District. Graduation exercises for the public high schools of the District shall be scheduled by the Student Activities and Athletics Department and approved by the Superintendent.
- a. Students who have completed graduation requirements prior to the scheduled end of the normal school year may participate in the annual graduation ceremony.
  - b. There shall be a summer graduation ceremony for high school students who complete their high school graduation requirements through extended learning opportunities.
  - c. A school may schedule a mid-year graduation ceremony for students who have elected to complete high school prior to the scheduled end of the school year (SBBC Policy 5313).
  - d. Only students who achieve a certificate of completion or a standard or special education high school diploma may participate in graduation ceremonies.
  - e. Per SBBC Policy 5313, students who have violated any of the rules of the Code of Student Conduct from January to June may be disallowed from participating in the annual graduation ceremony.
- K. HIGH SCHOOL COUNSELING SERVICES: All schools shall assure access to school counseling programs for all students through a standards-driven guidance program that is comprehensive in scope, developmental in nature and focused on the academic, personal/social and career development needs of all students. All guidance counselors will develop, in collaboration with the principal, a Guidance Plan in a format to be determined by the District. The plan will support the School Improvement Plan and be based upon national counseling standards. The high school plan will include a plan for ensuring that every 8th and 10th grader is given an opportunity to participate in a face-to-face activity with a guidance counselor that involves the student in reviewing course selections and comparing those selections with requirements for career and/or postsecondary plans. High school counseling services will include:
1. Advise parents and students of the early and accelerated graduation options under F. S. 1003.4281 and 1003.429 (F.S. 1008.25).
  2. Exit Interviews: An exit interview shall be conducted with any student who drops out of school. The interview shall be conducted by the student's guidance counselor or other school personnel to determine the reasons for the student's decision to drop out of school and to determine what actions could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not

limited to, adult education and GED test preparation. The student will complete a survey in the format prescribed by the DOE 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)).

- L. 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~~

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.

INCOMPLETE PENDING  
DOE ISSUANCE OF TAP  
RE SB 1076



Graduation Requirements for Students Entering Grade 9 in 2013-14  
24-Credit Standard Diploma

NOTE: Refer to Policy 6000.1 Narrative for Requirements to Meet Diploma Designations (Scholar, Merit)

<u>Requirements</u>	<u>Required Credits</u>	<u>Additional Information</u>
<u>English</u>	<u>4</u>	<u>Must include one credit each in ELA I, II, III, and IV.</u>
<u>Mathematics</u>	<u>4</u>	<u>-Must include 1 credit in Algebra 1 and 1 credit in geometry</u> <u>-Industry certification courses that lead to college credit may substitute for up to 2 math credits (other than Algebra I and geometry)</u>
<u>Science</u>	<u>3</u>	<u>-Must include 1 credit in Biology I</u> <u>-2 credits in equally rigorous science courses</u> <u>-2 of the courses must include a laboratory component</u> <u>-Industry certification courses that lead to college credit may substitute for up to 1 science credit</u>
<u>Social Studies</u>	<u>3</u>	<u>Must include 1 credit in United States History, 1 credit in World history , 5 credit in United States Government and .5 credit in economics which must include financial literacy.</u>
<u>World Languages</u>	<u>0</u>	<u>Not required for high school graduation, but required for State University System admission and Scholar Diploma designation (two credits of the same language are recommended.)</u>
<u>Arts</u>	<u>1</u>	<u>One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the State Course Code Directory.)</u>
<u>Physical Education</u>	<u>1</u>	<u>Must include the integration of health which is provided through the District's HOPE course. (The required credit may be earned through other courses as defined in this policy.)</u>
<u>Electives</u>	<u>8</u>	
<u>Total Credits</u>	<u>24</u>	
<u>Online Learning Requirement</u>	<u>Full Course (.5 or 1)</u>	<u>One required high school course (excluding Driver's Education) must be completed through online learning.</u>
<u>State Assessment Requirements</u>		<u>-Passing score on 10th grade FCAT Reading (Level 3) or, upon transition to new state assessments, the respective state common core assessment (F.S. 1008.228) or a score on a standardized test (ACT or SAT) that is concordant with a passing score on the FCAT.</u> <u>-Unless the student has already earned credit for Algebra I, a passing score (Level 3) on the End-of-Course (EOC) Assessment in Algebra I which also constitutes 30% of the student's final course grade.</u> <u>-Unless the student has already earned credit for geometry, completion of the geometry EOC assessment, which constitutes 30% of the student's final course grade.</u> <u>-Unless the student has already earned credit for Algebra II, when the state administers a common core Algebra II assessment, a student enrolled in Algebra II must take the assessment, which constitutes 30% of the student's final course grade</u> <u>-Unless the student has already earned credit for Biology I, completion of the Biology I EOC assessment, which constitutes 30% of the student's final course grade.</u>
<u>Grade Point Average (GPA)</u>		<u>Cumulative unweighted grade point average of 2.0 on a 4.0 scale.</u>
<u>Service Learning Hours</u>		<u>40 Required (local requirement)</u>
<u>Required credits may be earned through equivalent, applied, or integrated courses or career education courses as defined in F.S. 1003.01(4), including work-related internships approved by the State Board of Education and identified in the course code directory. However, any must-pass assessment requirements must be met.</u>		
<u>Each school will notify students and parents, in writing, of the requirements for a standard high school diploma, available designations, and the eligibility requirements for state scholarship programs and postsecondary admissions.</u>		
<u>The sequence a student takes courses in a content area is stipulated only by course prerequisites as described in the State Course Code Directory.</u>		

Graduation Requirements for Students Who Entered Entering 9th Grade 9 in 2012-13 Earning a Traditional 24-Credit Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent and one of which must be Algebra II or its equivalent.
Science	3	Credits in natural science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics (including financial literacy)
World Languages	0	Not required for high school graduation, but required for State University System admission and for the Scholar Diploma designation (two credits of the same language are recommended.)
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
HOPE (Health Options Through Physical Education)	1	See policy for possible HOPE waivers. Must include the integration of health which is provided through the District's HOPE course. (The required credit may be earned through other courses as defined in this policy.)
Online Learning	Full Course (.5 or 1)	One required high school course (excluding Driver's Education) must be completed through online learning.
Electives	8	
Total Credits	24	
State Assessment Requirements		<p>-Passing score on 10th grade FCAT Reading (Level 3) or, upon transition to new state assessments, the respective state common core assessment (F.S. 1008.228) or score on a standardized test (ACT or SAT) that is concordant with a passing score on the FCAT.</p> <p>-Unless the student has already earned credit for Algebra I prior to 2013-14, a passing score (Level 3) on the End-of-Course (EOC) Assessment in Algebra I which also constitutes 30% of the student's final course grade.</p> <p>-Unless the student has already earned credit for geometry, prior to 2013-14, completion of the geometry EOC assessment, which constitutes 30% of the student's final course grade.</p> <p>-Unless the student has already earned credit for Algebra II prior to 2013-14, when the state administers a common core Algebra II assessment, a student enrolled in Algebra II must take the assessment, which constitutes 30% of the student's final course grade</p> <p>-Unless the student has already earned credit for Biology I, prior to 2013-14, completion of the Biology I EOC assessment, which constitutes 30% of the student's final course grade.</p>
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 required (local requirement)

Graduation Requirements for Students Who Entered Entering 9th Grade 9 in 2012-13 Earning a Three-Year, 18-Credit College Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra I or its equivalent, or a higher level mathematics course, one of which must be Geometry or its equivalent and one of which must be Algebra II or its equivalent, or a high-level mathematics from the list of courses that qualify for State University System (SUS) admission.
Science	3	Credits in natural science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit in World History, 1 credit in United States History; .5 credit in United States Government, .5 credit in Economics (including financial literacy)
World Languages	2	2 credits of the same language or demonstrated proficiency in a second language
Fine Arts	0	Not required
Physical Education	0	Not required
Electives	2	Courses must meet state university system admission requirements.
Total Credits	18	All credits must meet State University System admission requirements. At least 6 of the 18 credits must be in courses that include Dual Enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or are specifically listed as rigorous by the Department of Education.
State Assessment Requirements		<p>-Passing score on 10th grade FCAT Reading (Level 3) or, upon transition to new state assessments, the respective state common core assessment (F.S. 1008.228) or score on a standardized test (ACT or SAT) that is concordant with a passing score on the FCAT.</p> <p>-Unless the student has already earned credit for Algebra I prior to 2013-14, a passing score (Level 3) on the End-of-Course (EOC) Assessment in Algebra I which also constitutes 30% of the student's final course grade.</p> <p>-Unless the student has already earned credit for geometry prior to 2013-14, completion of the geometry EOC assessment, which constitutes 30% of the student's final course grade.</p> <p>-Unless the student has already earned credit for Algebra II, when the state administers a common core Algebra II assessment, a student enrolled in Algebra II must take the assessment, which constitutes 30% of the student's final course grade</p> <p>-Unless the student has already earned credit for Biology I prior to 2013-14, completion of the Biology I EOC assessment, which constitutes 30% of the student's final course grade.</p>
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.

Graduation Requirements for Students Who Entered Entering 9th Grade 9 in 2012-13 Earning a Three-Year, 18-Credit Career Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra I or its equivalent, or a higher level mathematics course; one of which must be Geometry or its equivalent and one of which must be Algebra II or its equivalent.; or a high level mathematics from the list of courses that qualify for state university admission (SUS)
Science	3	Credits in natural science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit in World History; 1 credit in United States History; .5 credit in United States Government; .5 credit in Economics (including financial literacy)
World Languages	0	Not required for high school graduation, but required for state university system admission (two credits of the same Foreign Language are recommended <u>required for the Scholar Diploma designation</u> ).
Fine Arts	0	Not required
Physical Education	0	Not required
Electives	4	3 credits in single vocational/career education program and one elective credit OR 3 credits in single career/technical certificate dual enrollment and one elective credit OR 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program.
Total Credits	18	
State Assessment Requirements		<p>-<u>Passing score on 10th grade FCAT Reading (Level 3) or, upon transition to new state assessments, the respective state common core assessment (F.S. 1008.228) or score on a standardized test (ACT or SAT) that is concordant with a passing score on the FCAT.</u></p> <p>-<u>Unless the student has already earned credit for Algebra I prior to 2013-14, a passing score (Level 3) on the End-of-Course (EOC) Assessment in Algebra I which also constitutes 30% of the student's final course grade.</u></p> <p>-<u>Unless the student has already earned credit for geometry, prior to 2013-14, completion of the geometry EOC assessment, which constitutes 30% of the student's final course grade.</u></p> <p>-<u>Unless the student has already earned credit for Algebra II, when the state administers a common core Algebra II assessment, a student enrolled in Algebra II must take the assessment, which constitutes 30% of the student's final course grade</u></p> <p>-<u>Unless the student has already earned credit for Biology I, prior to 2013-14, completion of the Biology I EOC assessment, which constitutes 30% of the student's final course grade</u></p>
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.

Graduation Requirements for Students Who Entered Entering 9th Grade 9 in 2011-12 Earning a Traditional 24-Credit Standard Diploma						
Requirements	Required Credits	Additional Information				
English	4	Major concentration in Composition, Reading for Information, and Literature				
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent.				
Science	3	Credits in natural science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.				
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics				
World Languages	0	Not required for high school graduation, but required for State University System admission and Scholar Diploma designation (two credits of the same language are recommended).				
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)				
HOPE (Health Options Through Physical Education)	<table border="1"> <tr> <td>option 1</td> <td>option 2</td> </tr> <tr> <td>1.5</td> <td>1</td> </tr> </table>	option 1	option 2	1.5	1	Schools may choose from one of two options to allow students to meet the Physical Education requirement. Option 1: .5 Health/Life Management + 5. Personal Fitness + .5 Physical Education Elective. Option 2: HOPE- One full credit of Physical Education to include the integration of Health/Life Management Skills.
option 1	option 2					
1.5	1					
Electives	<table border="1"> <tr> <td>7.5</td> <td>8</td> </tr> </table>	7.5	8	The Physical Education option chosen will affect the number of elective credits required for graduation.		
7.5	8					
Total Credits	24					
State Assessment Requirements		<p>-Passing score on 10th grade FCAT Reading (Level 3) or, upon transition to new state assessments, the respective state common core assessment (F.S. 1008.228) or score on a standardized test (ACT or SAT) that is concordant with a passing score on the FCAT.</p> <p>-Unless the student has already earned credit for Algebra I, a passing score (Level 3) on the End-of-Course (EOC) Assessment in Algebra I which also constitutes 30% of the student's final course grade.</p> <p>-Unless the student has already earned credit for geometry, completion of the geometry EOC assessment, which constitutes 30% of the student's final course grade.</p> <p>-Unless the student has already earned credit for Algebra II, when the state administers a common core Algebra II assessment, a student enrolled in Algebra II must take the assessment, which constitutes 30% of the student's final course grade</p> <p>-Unless the student has already earned credit for Biology I, completion of the Biology I EOC assessment, which constitutes 30% of the student's final course grade.</p>				
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.				
Service Learning Hours		40 required (local requirement)				
Online Learning		One or one half credit the 24 graduation credits shall be met via Virtual Education.				

Graduation Requirements for Students Who Entered Entering 9th Grade 9 in 2011-12 Earning a Standard Three-Year, 18-Credit College Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra1 or its equivalent, or a higher level mathematics course, one of which must be Geometry or its equivalent, or a high level mathematics from the list of courses that qualify for state university admission (SUS)
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; .5 credit United States Government, .5 credit Economics
World Languages	2	2 credits of the same language or demonstrated proficiency in a second language
Fine Arts	0	Not required
Physical Education	0	Not required
Electives	2	Courses must meet state university system admission requirements.
Total Credits	18	All credits must meet State University System admission requirements. At least 6 of the 18 credits must be in courses that include Dual Enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or are specifically listed as rigorous by the Department of Education.
Computer Competency		Completion of one course from the approved list meeting NETS Standards or Demonstration of competency in a core course integrating technology or Demonstration of competency through a GLIDES project.
State Assessment Requirements		<p>-Passing score on 10th grade FCAT Reading (Level 3) or, upon transition to new state assessments, the respective state common core assessment (F.S. 1008.228) or score on a standardized test (ACT or SAT) that is concordant with a passing score on the FCAT.</p> <p>-Unless the student has already earned credit for Algebra I, a passing score (Level 3) on the End-of-Course (EOC) Assessment in Algebra I which also constitutes 30% of the student's final course grade.</p> <p>-Unless the student has already earned credit for geometry, completion of the geometry EOC assessment, which constitutes 30% of the student's final course grade.</p> <p>-Unless the student has already earned credit for Algebra II, when the state administers a common core Algebra II assessment, a student enrolled in Algebra II must take the assessment, which constitutes 30% of the student's final course grade</p> <p>-Unless the student has already earned credit for Biology I, completion of the Biology I EOC assessment, which constitutes 30% of the student's final course grade.</p>
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.

Graduation Requirements for Students Who Entered Entering 9th Grade 9 in 2011-12 Earning a Standard Three-Year, 18-Credit Career Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra1 or its equivalent, or a higher level mathematics course, one of which must be Geometry or its equivalent.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; .5 credit United States Government, .5 credit Economics
World Languages	0	Not required for high school graduation, but required for state university system admission (two credits of the same Foreign Language are recommended).
Fine Arts	0	Not required
Physical Education	0	Not required
Electives	4	3 credits in single vocational/career education program and one elective credit OR 3 credits in single career/technical certificate dual enrollment and one elective credit OR 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program.
Total Credits	18	
State Assessment Requirements		-Passing score on 10th grade FCAT Reading (Level 3) or, upon transition to new state assessments, the respective state common core assessment (F.S. 1008.228) or score on a standardized test (ACT or SAT) that is concordant with a passing score on the FCAT. -Unless the student has already earned credit for Algebra I, a passing score (Level 3) on the End-of-Course (EOC) Assessment in Algebra I which also constitutes 30% of the student's final course grade. -Unless the student has already earned credit for geometry, completion of the geometry EOC assessment, which constitutes 30% of the student's final course grade. -Unless the student has already earned credit for Algebra II, when the state administers a common core Algebra II assessment, a student enrolled in Algebra II must take the assessment, which constitutes 30% of the student's final course grade -Unless the student has already earned credit for Biology I, completion of the Biology I EOC assessment, which constitutes 30% of the student's final course grade.
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.



Graduation Requirements for Students Who Entered Entering 9th Grade 9 in 2010-11 Earning a Traditional 24-Credit Standard Diploma						
Requirements	Required Credits	Additional Information				
English	4	Major concentration in Composition, Reading for Information, and Literature				
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course. One of which must be Geometry or its equivalent.				
Science	3	Credits in Natural Science, two of which must have a laboratory component.				
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics				
World Languages	0	Not required for high school graduation, but required for State University System admission and Scholar Diploma designation (two credits of the same language are recommended).				
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)				
Physical Education	<table border="1"> <tr> <td>option 1</td> <td>option 2</td> </tr> <tr> <td>1.5</td> <td>1</td> </tr> </table>	option 1	option 2	1.5	1	Schools may choose from one of two options to allow students to meet the Physical Education requirement: Option 1: .5 Health/Life Management + 5. Personal Fitness + .5 Physical Education Elective. Option 2: HOPE- One full credit of Physical Education to include the integration of Health/Life Management Skills.
option 1	option 2					
1.5	1					
Electives	<table border="1"> <tr> <td>7.5</td> <td>8</td> </tr> </table>	7.5	8	The Physical Education option chosen will affect the number of elective credits required for graduation.		
7.5	8					
Total Credits	24					
State Assessment Requirements		<p>Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or score on a standardized test that is concordant with a passing score on the FCAT (ACT or SAT).</p> <p>Students are required to take the End-of-Course assessment in Algebra I. The results of this assessment will count as 30% of the student's final Algebra I grade. (This is true unless the student had previously earned credit for Algebra I in middle grades.)</p>				
Computer Competency		Completion of one course from the approved list meeting NETS Standards or Demonstration of competency in a core course integrating technology or Demonstration of competency through a GLIDES project.				
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.				
Service Learning Hours		40 required (local requirement)				

Graduation Requirements for Students Who Entered Entering 9th Grade 9 in 2010-11 Earning a Three-Year, 18-Credit College Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	Four credits at the Algebra I level or higher from the list of courses that qualify for State University admissions (SUS).
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; .5 credit United States Government, .5 credit Economics
World Languages	2	2 credits of the same language or demonstrated proficiency in a second language
Fine Arts	0	Not required
Physical Education	0	Not required
Electives	2	Courses must meet state university system admission requirements.
Total Credits	18	All credits must meet State University System admission requirements. At least 6 of the 18 credits must be in courses that include Dual Enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or are specifically listed as rigorous by the Department of Education.
Computer Competency		Completion of one course from the approved list meeting NETS Standards or Demonstration of competency in a core course integrating technology or Demonstration of competency through a GLIDES project.
State Assessment Requirements		<p>Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or score on a standardized test that is concordant with a passing score on the FCAT (ACT or SAT).</p> <p>Students are required to take the End-of-Course assessment in Algebra I. The results of this assessment will count as 30% of the student's final Algebra I grade. (This is true unless the student had previously earned credit for Algebra I in middle grades.)</p>
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.

Graduation Requirements for Students Who Entered Entering 9th Grade 9 in 2010-11 2010-11 Earning a Three-Year, 18-Credit Career Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra I or its equivalent, or a higher-level mathematics course. One of which must be Geometry or its equivalent.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; .5 credit United States Government, .5 credit Economics
World Languages	0	Not required for high school graduation, but required for state-university system admission and Scholar Diploma designation (two credits of the same Foreign Language are recommended).
Fine Arts	0	Not required
Physical Education	0	Not required
Electives	4	3 credits in single vocational/career education program and one elective credit OR 3 credits in single career/technical certificate dual enrollment and one elective credit OR 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program.
Total Credits	18	
State Assessment Requirements		Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or score on a standardized test that is concordant with a passing score on the FCAT (ACT or SAT).  Students are required to take the End-of-Course assessment in Algebra I. The results of this assessment will count as 30% of the student's final Algebra I grade. (This is true unless the student had previously earned credit for Algebra I in middle grades.)
Grade Point Average (GPA)		Cumulative GPA of 3.5 <u>3.0</u> on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 <u>2.0</u> points or its equivalent in each of the 18 credits.

Graduation Requirements for Students Who Entered Entering 9th Grade 9 in 2008-09 or 2009-10 Earning a Traditional 24-Credit Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course.
Science	3	Credits in Natural Science, two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State-University System admission and Scholar Diploma designation. (two credits of the same language are recommended).
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
Physical Education		Schools may choose from one of two options to allow students to meet the Physical Education requirement. Option 1: .5 Health/Life Management + 5 Personal Fitness + .5 Physical Education Elective. Option 2: HOPE- One full credit of Physical Education to include the integration of Health/Life Management Skills.
Electives		The Physical Education option chosen will affect the number of elective credits required for graduation.
Total Credits	24	
State Assessment Requirements		Passing scores on the Grade 10 FCAT Reading and Math or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Computer Competency		Completion of one course from the approved list meeting NETS Standards or Demonstration of competency in a core course integrating technology or Demonstration of competency through a GLIDES project.
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 required (local requirement)

Graduation Requirements for Students Who Entered Entering 9th Grade 9 in 2008-09 or 2009-10 Earning a Three-Year, 18-Credit College Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	3	Three credits at the Algebra I level or higher from the list of courses that qualify for State University (SUS) admission.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History, 1 credit United States History, .5 credit United States Government, .5 credit Economics
World Languages	2	2 credits of the same language or demonstrated proficiency in a second language
Fine Arts	0	Not required
Physical Education	0	Not required
Electives	3	Courses must meet state university system admission requirements.
Total Credits	18	At least 6 of the 18 credits required must be received in classes that are: Dual Enrollment, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education OR Identified by the Department of Education as rigorous.
State Assessment Requirements		Passing scores on the Grade 10 FCAT Reading and Math or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.

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Graduation Requirements for Students Who Entered Entering 9th Grade 9 in 2008-09 or 2009-10 Earning a Three-Year, 18-Credit Career Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	3	One of which must be Algebra1 or its equivalent, or a higher-level mathematics course.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History, 1 credit United States History, .5 credit United States Government, .5 credit Economics
World Languages	0	Not required for high school graduation., but required for state-university system admission (two credits of the same Foreign Language are recommended).
Practical Arts/Performing Fine Arts	3 or 5	3 credits in a single vocational/career education program or 3 credits in a single career/technical certificate or dual enrollment courses or 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical education courses).
Physical Education	0	Not required
Electives	0 or 2	2 credits unless 5 credits in career/technical education.
Total Credits	18	
State Assessment Requirements		Passing scores on the Grade 10 FCAT Reading and Math or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA)		Cumulative GPA of <u>3.5</u> <u>3.0</u> on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least <u>3.0</u> <u>2.0</u> points or its equivalent in each of the 18 credits.

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Graduation Requirements for Students Entering Grade 9 in 2013-14  
Earning an Adult Standard Diploma

<u>Requirements</u>	<u>Required Credits</u>	<u>Additional Information</u>
<u>English</u>	4	Major concentration in Composition, Reading for Information, and Literature
<u>Mathematics</u>	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent and one of which must be Algebra II or its equivalent.
<u>Science</u>	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
<u>Social Studies</u>	3	1 credit World History, 1 credit United States History, 0.5 credit United States Government, 0.5 credit Economics
<u>World Languages</u>	0	Not required for high school graduation, but required for State University System admission and Scholar Diploma designation (Two credits of the same language are recommended)
<u>Fine Arts</u>	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
<u>Health/Life Management</u>	0.5	
<u>Physical Education</u>	0	Not required
<u>Electives</u>	8.5	
<u>Total Credits</u>	24	
<u>State Assessment Requirements</u>		<p>-Passing score on 10th grade FCAT Reading (Level 3) or state common core assessment (F.S. 1008.228), after which time a student must pass the respective common core assessment in order to earn a standard high school diploma.</p> <p>-Passing score (Level 3) on the End-of-Course (EOC) Assessment in Algebra I which also constitutes 30% of the student's final course grade until the state transitions to a common core Algebra I assessment after which time a student must pass the common core assessment.</p> <p>-Completion of the geometry EOC assessment or common core assessment, as applicable, which constitutes 30% of the student's final course grade.</p> <p>-When the state administers a common core Algebra II assessment, a student selecting Algebra II must take the assessment, which constitutes 30% of the student's final course grade.</p>
<u>Grade Point Average (GPA)</u>		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.
<u>Service Learning Hours</u>		40 required (local requirement)
<u>Online Learning</u>		One or one half credit of the 24 graduation credits shall be met via Virtual Education.



Graduation Requirements for Students Who Entered Entering 9th Grade 9 in 2012-13 Earning an Adult Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History, 1 credit United States History, 0.5 credit United States Government, 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State University System admission and Scholar Diploma designation (two credits of the same language are recommended).
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
Health/Life Management	0.5	
Physical Education	0	Not required
Electives	8.5	The Physical Education option chosen will affect the number of elective credits required for graduation.
Total Credits	24	
State Assessment Requirements		<ul style="list-style-type: none"> <li>-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT)</li> <li>-Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology unless credit in these areas was earned in middle grades prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.</li> <li>-Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology I unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.</li> </ul>
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 required (local requirement)
Online Learning		One or one half credit of the 24 graduation credits shall be met via Virtual Education.

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

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

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Graduation Requirements for Students Who Entered Entering 9th Grade 9 in 2011-2012 and 2012-13 and 2013-14 Special Diploma Option I		
Requirements	Required Credits	Additional Information
English	4	Credits may include a combination of English and Reading
Mathematics	4	
Science	3	
Social Studies	<del>3</del>	
Foreign Language	0	
Fine Arts	0	
Vocational	<del>1</del>	Credits may include ESE career and technical education or basic career and technical education.
Physical Education	1	Credit may include one half (.5) credit in health and one-half (.5) credit in physical education, or one (1) credit in physical education to include the integration of health.
Electives	8	
Total Credits	24	
Computer Competency		Not required for graduation.
Online Course		Not required for graduation.
State Assessment Requirements		Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma.
Grade Point Average (GPA) Requirements		Cumulative GPA of 2.0 on a 4.0 Scale
Service Learning Hours		Not Required; students have the option to participate.

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Graduation Requirements for Students Who Entered Entering 9th Grade 9 in 2011-2012 and 2012-13 and 2013-14 Special Diploma Option II		
Requirements	Required Credits	Additional Information
English	2	
Mathematics	2	
Science	0	
Social Studies	0	
Foreign Language	0	
Fine Arts	0	
Physical Education	0	
Vocational/Career	<del>4</del>	
Electives	<del>30</del>	
Total Credits	8	
Computer Competency		Not required for graduation. <u>Technology competencies outlined in student's Graduation Training Plan.</u>
Online Course		<u>Not required for graduation</u>
State Assessment Requirements		Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma.
Grade Point Average (GPA) Requirements		2.0 GPA
Other Requirements		Documented mastery of the academic, employment, and community competencies specified on the student's Graduation Training Plan. Paid employment at or above minimum wage full-time (based upon industry standards) and in compliance with the requirements of the <u>Fair Labor Standards Act</u> for 200 days.
Service Learning Hours		Not Required

Notes relating to Special Diploma Options:

- a. Physical Education requirements for Special Diploma Option I may include one half (.5) credit in health and one-half (.5) credit in physical education, or one (1) credit in physical education to include the integration of health.
- b. Service Learning Hours are not required for graduation with a special diploma. However, students on Special Diploma Option I may opt to participate in Service Learning Hours.
- c. The employer, student, parent, and instructor develop the Graduation Training Plan. The plan specifies the academic, employment, and community competencies the student is expected to master in order to graduate with a Special Diploma Option II. The Graduation Training Plan template is available on Easy IEP.
- d. The student's employer, job coach, and/or instructor must verify documented mastery of academic, employment, and community competencies in the Graduation Training Plan in order for student to earn a Special Diploma Option II.
- e. Student must be employed in the community at a site where the employer:
  - (1) Has a Federal Employer Identification Number;
  - (2) Provides opportunities for the student to interact with non-disabled co-workers;
  - (3) Adheres to child labor laws and the Fair Labor Standards Act; and
  - (4) Provides an opportunity for advancement.
- f. The Transition IEP committee may modify the full-time employment standard by decreasing the number of hours per week to be worked for an individual exceptional student if it is determined that the modification would be in the best interest of the student. The modification must be recorded on the student's Graduation Training Plan.
- g. Transition IEP committee members must verify that the student has met all criteria outlined in the student's Graduation Training Plan by completing the assurance section of the Graduation Training Plan prior to awarding the student an a special diploma under Option II (F.S. 1003.438).

- III. STATE REPORTING REQUIREMENTS (F.S. 1008.25(8)(b)(1)): The School Board will annually publish in the local newspaper, and report in writing to the State Board of Education by September 1st of each year, the following information on the prior school year:
- A. The provisions of this section relating to public school student progression and the District School Board's policies and procedures on student retention and promotion.
  - B. By grade, the number and percentage of all students in grades 3 through 10 performing at levels 1 and 2 on the reading portion of the FCAT.
  - C. By grade, the number and percentage of all students retained in grades 3 through 10.
  - D. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b).
  - E. Any revisions to the district school board's policy on student retention and promotion from the prior year.

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

Rules Adopted: 2/12/70

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

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

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

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

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

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

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

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

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

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

RULES ADOPTED: 7/8/76

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

3/6/80; 4/23/81; 5/17/83; 8/4/83; 6/21/84; 5/16/85; 8/7/86;

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

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

8/20/96; 9/2/97; 8/18/98

POLICY ADOPTED: 03/16/99; 06/15/99; 10/05/99; 05/07/00;

09/12/00; 6/18/02; 8/20/02; 10/15/02; 6/17/03; 9/16/03; 11/17/03;

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

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

02/22/2012; 08/21/2012; 08/06/13

FORMERLY POLICY 5104



## 2013-14 - Grades 6-8 Middle School Reading Placement Chart - USING FAIR DATA

Placement Process	Placement Criterion #1 <sup>1</sup>	Placement Criterion #2 <sup>1</sup>	Placement Criterion #3 <sup>1</sup>	NGCAR-PD Option Criterion #4 <sup>1</sup>	ESOL Placement Criterion
Reading Intensive Reading Course	Intensive Reading Wilson <b>Blended NGSSS-CCSS<sup>5</sup></b>	Intensive Reading PW Impact REWARDS or Just Words w/Common Core Infusion <b>Blended NGSSS-CCSS<sup>5</sup></b>	PW Impact w/Common Core Infusion <b>Blended NGSSS-CCSS<sup>5</sup></b>	Developmental Reading w/Common Core Infusion  NGCAR-PD Content Reading Intervention	Visions Developmental Language Arts ESOL - Reading
Time	Extended Block	Extended Block	Single Block	Single Block	Extended Block
FCAT Level <sup>4</sup>	FCAT Level 1 ONLY <i>See DSS cut points note 4 below.</i>	FCAT Level 1 or 2 <i>See DSS cut points note 4 below.</i>	FCAT Level 1 or 2 <i>See DSS cut points note 4 below.</i>	FCAT Level 1 or 2 <sup>2</sup> <i>See DSS cut points note 4 below.</i>	FCAT Level 1 or 2 <i>See DSS cut points note 4 below.</i>
Required Placement Criteria	Place students in Wilson if <u>all</u> of the following criteria are met:  RC PR 1-2 Maze PR 1-5 WA PR 1-10	If not placed in Wilson, place in PW Impact with REWARDS or Just Words if <u>all</u> criteria met:  RC PR 1-15 Maze PR 1-15 WA PR 1-30	If <u>not</u> placed per criteria 1 or 2, place in PW Impact w/Common Core Infusion per the following criteria:  Level 1 RC PR 1-99 Level 2 RC PR 1-39	Place all remaining students in Content Reading Intervention if not previously placed. If an NGCAR-PD teacher is not available, place in Developmental Reading  Level 2 RC PR ≥ 40	Place all English Language Learners (ELLs) classified as A1 or A2 with no FCAT data or FCAT Level 1 or 2
Additional Data to Confirm Placement	Full DAR and full WADE Required to confirm correct placement in Wilson Reading.	Grade Level Lexiled Passages Accuracy < 80% Required to confirm correct placement in extended block.	Grade Level Lexiled Passages Accuracy ≥ 80% Required to confirm placement in single block if Maze is ≤ 15.	Grade Level Lexiled Passages Accuracy ≥ 80% NAEP Fluency Rubric: 3-4 If needed	English Language Learners are required to participate in all assessments (Diagnostic, District, State)
Class Size	Student-Teacher 15:1	Student-Teacher 22:1	Student-Teacher 22:1	Student-Teacher 22:1	Student-Teacher 22:1
Teacher Certification	Reading Certified or Reading Endorsed <u>and</u> Wilson training	Reading Certified or Reading Endorsed <u>and</u> completed REWARDS or Just Words Training	Reading Certified <u>or</u> Reading Endorsed	Reading Certified <u>or</u> Reading Endorsed <u>or</u> CAR-PD or NGCAR-PD <sup>3</sup>	Reading Certified <u>or</u> Reading Endorsed <u>and</u> ESOL Certified <u>or</u> ESOL Endorsed
Course Codes	1 Yr. 1000010W 1000010 S 2 Yr. 1000010Y 1000010 T 3 Yr. 1000010V 1000010 U	<b>REWARDS Course Codes</b> 6 <sup>th</sup> 1000010 D 1000010 G 7 <sup>th</sup> 1000010 E 1000010 H 8 <sup>th</sup> 1000010 F 1000010 I  <b>Just Words Course Codes</b> 6 <sup>th</sup> 1000010 J 1000010 M 7 <sup>th</sup> 1000010 K 1000010 N 8 <sup>th</sup> 1000010 L 1000010 P	6 <sup>th</sup> 10000100 10000103 7 <sup>th</sup> 10000101 10000104 8 <sup>th</sup> 10000102 10000105	<b>CAR-PD Option or</b> 6 <sup>th</sup> 10080100 7 <sup>th</sup> 10080400 8 <sup>th</sup> 10080700	1 Yr. 10021811 1002181 A 2 Yr. 1002181 2 1002181 B 3 Yr. 1002181 3 1002181 C
Literacy Instructional Goals	<b>For students with severe deficits in decoding &amp; text reading efficiency.</b> Provide intensive intervention in all areas of reading. Infuse Common Core Foundation skills with scaffolded support across texts of increasing complexity to build literacy independence.	<b>For students with significant deficits in decoding &amp; text reading efficiency.</b> Provide intervention in all areas of reading especially multisyllabic words and fluency. Infuse Common Core with scaffolded support across fiction & nonfiction texts of increasing complexity to build independence.	Provide rigorous instruction to develop academic vocabulary, comprehension, and critical thinking through authentic reading, writing, and research tasks. Infuse Common Core State Standards with gradual release across complex, grade level literary fiction and nonfiction texts of increasing complexity to build literacy independence.	Follow course description as posted on CPALMS at <a href="http://www.floridastandards.org/Courses/PublicPreviewCourse1775.aspx">http://www.floridastandards.org/Courses/PublicPreviewCourse1775.aspx</a> Provide rigorous instruction to develop academic vocabulary, comprehension, and critical thinking through authentic reading, writing, and research tasks. Infuse NGSSS and Common Core State Standards with gradual release across complex, grade level literary fiction and nonfiction texts to build literacy independence.	Provide intensive ELL instruction for the development of listening, speaking, reading, and writing skills for English Language Learners.

<sup>1</sup> RC PR = Reading Comprehension Percentile Rank; MAZE PR = Maze Percentile Rank; WA PR = Word Analysis Percentile Rank. Place students that meet Criterion One first. Of the remaining students, place students that meet Criterion 2 next, and so on, until all students are placed.

<sup>2</sup> Per SB 1076, signed April 2013, students who are FCAT Level 1 or 2 must be enrolled in and complete an intensive remedial course **or they may be placed in Content Area Reading Intervention.**

<sup>3</sup> Per 6A-6.054, **students with intervention needs in the areas of decoding and/or text reading efficiency** must have **extended time for reading intervention** instruction and may *not* be served with Content Area Reading Intervention. Content Reading Intervention teachers must be **Reading Certified, Reading Endorsed**, have completed the **150-hour CAR-PD or 90-hour NGCAR-PD.**

<sup>4</sup> **FCAT 2.0 Reading DSS Scores** for Grade 6 Level 1 are 167-206; Level 2 are 207-221; Proficiency is 222 and above. FCAT 2.0 Reading DSS Scores for Grade 7 Level 1 are 171-221; Level 2 are 213-227; Proficiency is 228 and above. FCAT 2.0 Reading DSS Scores for Grade 8 Level 1 are 175-217; Level 2 are 218-234; Proficiency is 235 and above.

<sup>5</sup> 1000010 M/J Intensive Reading (MC) has been revised by the FDOE to reflect blended instruction (NGSSS and CCSS). More inform at <http://www.cpalms.org/Courses/PublicPreviewCourse789.aspx>

**NOTE: The reading waiver** for middle grades students with 3 prior years of FCAT scores at Level 3 or above **has been discontinued per SB 1076.**

## 2013-14 - Grades 6-8 Middle School Reading Placement Chart - USING FORF DATA

Placement Process	Placement Criterion #1 <sup>1</sup>	Placement Criterion #2 <sup>1</sup>	Placement Criterion #3 <sup>1</sup>	NGCAR-PD Option Criterion #4 <sup>1</sup>	ESOL Placement Criterion
Reading Intensive Reading Course	<b>Intensive Reading Wilson Blended NGSSS-CCSS<sup>5</sup></b>	<b>Intensive Reading PW Impact with REWARDS or Just Words w/Common Core Infusion Blended NGSSS-CCSS<sup>5</sup></b>	<b>PW Impact w/Common Core Infusion Blended NGSSS-CCSS<sup>5</sup></b>	<b>Developmental Reading w/Common Core Infusion</b> NGCAR-PD Content Reading Intervention	<b>Visions Developmental Language Arts ESOL - Reading</b>
Time	Extended Block	Extended Block	Single Block	Single Block	Extended Block
FCAT Level <sup>4</sup>	<b>FCAT Level 1 ONLY</b> <i>See DSS cut points note 4 below.</i>	<b>FCAT Level 1 or 2</b> <i>See DSS cut points note 4 below.</i>	<b>FCAT Level 1 or 2</b> <i>See DSS cut points note 4 below.</i>	<b>FCAT Level 1 or 2<sup>2</sup></b> <i>See DSS cut points note 4 below.</i>	<b>FCAT Level 1 or 2</b> <i>See DSS cut points note 4 below.</i>
Required Placement Criteria	<b>DAR Word List</b> 6 <sup>th</sup> Grade 3 or below 7 <sup>th</sup> Grade 3 or below 8 <sup>th</sup> Grade 3 or below <b>Fluency (FORF) WCPM</b> 6 <sup>th</sup> 0-90 7 <sup>th</sup> 0-98 8 <sup>th</sup> 0-103	<b>DAR Word List</b> 6 <sup>th</sup> Grade 4 7 <sup>th</sup> Grade 4-5 8 <sup>th</sup> Grade 4-5 <b>Fluency (FORF) WCPM</b> 6 <sup>th</sup> 91 - 113 7 <sup>th</sup> 99 - 119 8 <sup>th</sup> 104 - 121	<b>DAR Word List</b> 6 <sup>th</sup> Grade 5 7 <sup>th</sup> Grade 6 and above 8 <sup>th</sup> Grade 6 and above <b>Fluency (FORF) WCPM</b> 6 <sup>th</sup> 114-121 7 <sup>th</sup> 120-126 8 <sup>th</sup> 122-126	<b>DAR Word List</b> 6 <sup>th</sup> 5+ 7 <sup>th</sup> 6+ 8 <sup>th</sup> 7+ <b>Fluency (FORF) WCPM</b> 6 <sup>th</sup> 122+ 7 <sup>th</sup> 127+ 8 <sup>th</sup> 127+	Place all English Language Learners (ELLs) classified as A1 or A2 with no FCAT data or FCAT Level 1 or 2
Additional Data to Confirm Placement	<b>Full DAR and full WADE</b> Required to confirm correct placement in Wilson Reading.	<b>Grade Level Lexiled Passages Accuracy &lt; 80%</b> Required to confirm correct placement in extended block.	<b>Grade Level Lexiled Passages Accuracy ≥ 80%</b> Required to confirm placement in single block if Maze is ≤ 15.	<b>Grade Level Lexiled Passages Accuracy ≥ 80%</b> <b>NAEP Fluency Rubric: 3-4</b> Recommended	<b>English Language Learners</b> are required to participate in all assessments (Diagnostic, District, State)
Class Size	<b>Student-Teacher 15:1</b>	<b>Student-Teacher 22:1</b>	<b>Student-Teacher 22:1</b>	<b>Student-Teacher 22:1</b>	<b>Student-Teacher 22:1</b>
Teacher Certification	Reading Certified or Reading Endorsed <i>and</i> Wilson training	Reading Certified or Reading Endorsed <i>and</i> completed REWARDS or Just Words training.	Reading Certified <i>or</i> Reading Endorsed	Reading Certified <i>or</i> Reading Endorsed <i>or</i> CAR-PD or NGCAR-PD <sup>3</sup>	Reading Certified <i>or</i> Reading Endorsed <i>and</i> ESOL Certified <i>or</i> ESOL Endorsed
Course Codes	<b>1 Yr. 1000010W 1000010 S</b> <b>2 Yr. 1000010Y 1000010T</b> <b>3 Yr. 1000010V 1000010U</b>	<b>REWARDS Course Codes</b> 6 <sup>TH</sup> 1000010 D 1000010 G 7 <sup>TH</sup> 1000010 E 1000010 H 8 <sup>TH</sup> 1000010 F 1000010 I	6 <sup>TH</sup> 10000100 10000103 7 <sup>TH</sup> 10000101 10000104 8 <sup>TH</sup> 10000102 10000105	<b>CAR-PD Option or</b> 6 <sup>TH</sup> 10080100 7 <sup>TH</sup> 10080400 8 <sup>TH</sup> 10080700	<b>1 Yr. 10021811 1002181 A</b> <b>2 Yr. 1002181 2 1002181 B</b> <b>3 Yr. 1002181 3 1002181 C</b>
Literacy Instructional Goals	<b>For students with severe deficits in decoding &amp; text reading efficiency.</b> Provide intensive intervention in all areas of reading. Infuse Common Core Foundation skills with scaffolded support across texts of increasing complexity to build literacy independence.	<b>Just Words Course Codes</b> 6 <sup>TH</sup> 1000010 J 1000010 M 7 <sup>TH</sup> 1000010 K 1000010 N 8 <sup>TH</sup> 1000010 L 1000010 P <b>For students with significant deficits in decoding &amp; text reading efficiency.</b> Provide intervention in all areas of reading especially multisyllabic words and fluency. Infuse Common Core with scaffolded support across fiction & nonfiction texts of increasing complexity to build independence.	Provide rigorous instruction to develop academic vocabulary, comprehension, and critical thinking through authentic reading, writing, and research tasks. Infuse Common Core State Standards with gradual release across complex, grade level literary fiction and nonfiction texts of increasing complexity to build literacy independence.	Follow course description as posted on CPALMS at <a href="http://www.floridastandards.org/Courses/PublicPreviewCourse1775.aspx">http://www.floridastandards.org/Courses/PublicPreviewCourse1775.aspx</a> Provide rigorous instruction to develop academic vocabulary, comprehension, and critical thinking through authentic reading, writing, and research tasks. Infuse NGSSS and Common Core State Standards with gradual release across complex, grade level literary fiction and nonfiction texts to build literacy independence.	Provide intensive ELL instruction for the development of listening, speaking, reading, and writing skills for English Language Learners.

<sup>1</sup> Florida Oral Reading Fluency (FORF) = Words Read Correctly Per Minute; Grade Level Lexiled Passages (GLLP) = Words Read Correctly (WRC)/Words Attempted. If student data does not reflect a consistent set of criteria across FCAT, FORF, and DAR Word List scores, place students in the highest course for which data suggests students can succeed.

<sup>2</sup> Per SB 1076, signed April 2013, students who are FCAT Level 1 or 2 must be enrolled in and complete an intensive remedial course **or they may be placed in Content Area Reading Intervention.**

<sup>3</sup> Per 6A-6.054, students with intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention instruction and may not be served with Content Area Reading Intervention. Content Reading Intervention teachers must be Reading Certified, Reading Endorsed, have completed the 150-hour CAR-PD or 90-hour NGCAR-PD.

<sup>4</sup> FCAT 2.0 Reading DSS Scores for Grade 6 Level 1 are 167-206; Level 2 are 207-221; Proficiency is 222 and above. FCAT 2.0 Reading DSS Scores for Grade 7 Level 1 are 171-221; Level 2 are 213-227; Proficiency is 228 and above. FCAT 2.0 Reading DSS Scores for Grade 8 Level 1 are 175-217; Level 2 are 218-234; Proficiency is 235 and above.

<sup>5</sup> 1000010 M/J Intensive Reading (MC) has been revised by the FDOE to reflect blended instruction (NGSSS and CCSS). More inform at <http://www.cpalms.org/Courses/PublicPreviewCourse789.aspx>

**NOTE: The reading waiver** for middle grades students with 3 prior years of FCAT scores at Level 3 or above **has been discontinued per SB 1076.**

## 2013-14 – Grades 6-8 Middle School Assessments Chart – Intensive Reading

Reading Intensive Reading Course	Intensive Reading Wilson FCAT Level 1	Intensive Reading PW Impact REWARDS or Just Words w/Common Core Infusion FCAT Level 1 or 2	PW Impact w/Common Core Infusion FCAT Level 1 or 2	Developmental Reading w/Common Core Infusion FCAT Level 2 NGCAR-PD Content Reading FCAT Level 2	Visions Developmental Language Arts ESOL - Reading
	<b>Assessment Period (AP)</b>	<b>Assessment Period 1 (AP1): Day 2 to 40</b>		<b>August 20, 2013 to October 15, 2013</b>	
	<b>Assessment Period 2 (AP2): Day 66 to 100</b>		<b>November 22, 2013 to January 30, 2014</b>		
	<b>Assessment Period 3 (AP3): Day 116 to 170</b> <i>Additional days added to provide flexibility for end of year assessment needs</i>		<b>February 24, 2014 to May 20, 2014</b>		
<b>Required Progress Monitoring Assessments</b>	<b>Full DAR &amp; WADE</b>	<b>GLLP &amp; NAEP Fluency Rubric &amp; REWARDS or Just Words Pre and Post</b>	<b>DAR Word List</b> <i>Non FAIR schools only*</i>	<b>CELLA &amp; IPT</b>	
	<b>Extended Block Classes Only Pre and Post (AP1, AP3)</b>		<b>Single Block Classes Only Pre and Post (AP1, AP3)</b>	<b>ESOL Only</b>	
	<i>Teacher Enters Progress Monitoring Results Directly into Virtual Counselor</i>				
	<b>AND</b>				
	<b>Florida Oral Reading Fluency (FORF) 3 times per year – AP1, AP2, AP3 (Non FAIR schools only*)</b> <i>Teacher Enters Progress Monitoring Results Directly into Virtual Counselor</i>				
	<b>OR</b>				
	<b>Florida Assessment for Instruction in Reading (FAIR) 3 times per year - AP1, AP2, AP3</b> <i>Web Based Assessment - Progress Monitoring Results are Reported Directly to the PMRN – Data is Exported to Virtual Counselor</i>				
<b>Additional Assessments</b>	<b>ASSESSMENTS FOR PLACEMENT AND PROGRESS MONITORING</b>				
	<ul style="list-style-type: none"> <li>• <b>Benchmark Assessment Tests (BAT) and Minis</b> – As scheduled per the District</li> <li>• <b>Diagnostic Assessments of Reading (DAR)</b>– Full assessment required Pre and Post for all ESE students and students in Wilson Reading; DAR Word list only required for all others not being assessed with the FAIR</li> <li>• <b>Wilson Assessment of Decoding and Encoding (WADE)</b> - Required Pre and Post for all students in Wilson Reading.</li> <li>• <b>Phonics Inventory from FAIR Toolkit</b> – Required pre and post for Just Words</li> <li>• <b>Grade Level Lexiled Passages (GLLP) from the FAIR Toolkit</b>– Required for assessing text reading efficiency and confirming placement of students in double vs. single block.</li> <li>• <b>NAEP Fluency Rubric</b> (to be used with Lexiled Level Passages) - For assessing text reading efficiency and additional placement confirmation.</li> <li>• <b>Scholastic Reading Inventory (SRI)</b> – or other assessments as available for determining student Lexile levels</li> <li>• <b>Comprehensive English Language Learning Assessment (CELLA) and IDEA Proficiency Test (IPT)</b> – Required for ESOL (Refer to ESOL department for implementation guidelines)</li> <li>• <b>Impact Pre and Post Assessments</b> – At the beginning and end of school year</li> <li>• <b>REWARDS Pre and Post</b> – Required for progress monitoring all students in extended-block using REWARDS and REWARDS Plus Social Studies</li> <li>• <b>Content based assessments</b> – Additional assessments as needed</li> </ul>				

Refer to the (forthcoming) 2013-14 Technical Assistance Paper for Middle School Reading Placement and Assessment for more information

2013-14 – Grades 9 & 10 High School Reading Placement Chart – USING FAIR DATA

Placement Process	Placement Criterion #1 <sup>1</sup>	Placement Criterion #2 <sup>1</sup>	Placement Criterion #3 <sup>1</sup>	NGCAR-PD Option Criterion #4 <sup>1,2</sup>	ESOL Placement Criterion
Reading Intervention Course	Intensive Reading Wilson Reading	Intensive Reading Edge A (9 <sup>th</sup> ) or Edge B (9 <sup>th</sup> or 10 <sup>th</sup> ) and REWARDS w/Common Core Infusion	Intensive Reading Edge B (9 <sup>th</sup> ) or Edge C (9 <sup>th</sup> or 10 <sup>th</sup> ) w/Common Core Infusion	NGCAR-PD Content Reading Intervention w/Common Core Infusion	Shining Star Developmental Language Arts ESOL - Reading
Time	Extended Block	Extended Block	Single Block	Single Block	Extended Block
FCAT Level <sup>4</sup>	FCAT Level 1 ONLY <i>See DSS cut points note 4 below.</i>	FCAT Level 1 or 2 <i>See DSS cut points note 4 below.</i>	FCAT Level 1 or 2 <i>See DSS cut points note 4 below.</i>	FCAT Level 2: GR 10-12 <sup>2</sup> FCAT Level 1 or 2: GR 9 only <sup>2</sup> <i>See DSS cut points note 4 below.</i>	FCAT Level 1 or 2 <i>See DSS cut points note 4 below.</i>
Required Placement Criteria	Place students in Wilson only if <i>all</i> of these criteria are met:  RC P 1-2 Maze PR 1-5 WA PR 1-10	If <i>not</i> placed in Wilson, place in Edge A if 9 <sup>th</sup> grade or Edge B if 10 <sup>th</sup> grade only if <i>all</i> of the criteria are met:  RC PR 1-15 Maze PR 1-15 WA PR 1-30	If <i>not</i> placed per criteria 1 or 2, place in Edge B if 9 <sup>th</sup> grade or Edge C if 10 <sup>th</sup> grade with these criteria:  Level 1 RC PR 1-99 Level 2 RC PR 1-39	Place all remaining students in Content Reading Intervention if not previously placed. If an NGCAR-PD teacher is not available, place in Edge C.  Level 2 RC PR ≥ 40	Place all English Language Learners (ELLs) classified as A1 or A2 with no FCAT data or FCAT Level 1 or 2
Additional Data to Confirm Placement	Full DAR and full WADE Required to confirm correct placement in Wilson Reading.	Grade Level Lexiled Passages Accuracy < 80% Required to confirm correct placement in extended block.	Grade Level Lexiled Passages Accuracy ≥ 80% Required to confirm placement in single block if Maze is ≤ 15.	Grade Level Lexiled Passages Accuracy ≥ 80% NAEP Fluency Rubric: 3-4 If needed	English Language Learners are required to participate in all assessments (Diagnostic, District, State)
Class Size	Student-Teacher 15:1	Student-Teacher 22:1	Student-Teacher 25:1	Student-Teacher 25:1	Student-Teacher 22:1
Teacher Certification	Reading Certified or Reading Endorsed <i>and</i> completed Wilson training	Reading Certified or Reading Endorsed <i>and</i> completed REWARDS training.	Reading Certified <i>or</i> Reading Endorsed	Reading Certified <i>or</i> Reading Endorsed <i>or</i> CAR-PD or NGCAR-PD <sup>3</sup>	Reading Certified <i>or</i> Reading Endorsed <i>and</i> ESOL Certified <i>or</i> ESOL: Endorsed
Course Codes	1 Yr. 1000410W 1000410E 2 Yr. 1000410Y 1000410F 3 Yr. 1000410R 1000410G	Edge A 9 <sup>th</sup> Grade 1000410U 1000410A Edge B 10 <sup>th</sup> Grade 1000410T 1000410D	Edge B 9 <sup>th</sup> Grade 1000410S 1000410C Edge C 10 <sup>th</sup> Grade 1000410Q 10004104	NGCAR-PD Coding or Edge C 9 <sup>th</sup> Grade 1000410H 10004103 Edge C 10 <sup>th</sup> Grade 1000410Q 10004104	1 Yr. 10023811 1002381A 2 Yr. 10023812 1002381B 3 Yr. 10023813 1002381C
Literacy Instructional Goals	For students with severe deficits in decoding & text reading efficiency. Provide intensive intervention in all areas of reading. Infuse Common Core Foundation skills with scaffolded support across texts of increasing complexity to build literacy independence.	For students with significant deficits in decoding & text reading efficiency. Provide intensive intervention in all areas of reading especially decoding multisyllabic words and fluency. Infuse Common Core State Standards with scaffolded support across fiction and nonfiction texts of increasing complexity to build independence.	Provide rigorous instruction to develop academic vocabulary, comprehension, and critical thinking through authentic reading, writing, and research tasks. Infuse Common Core State Standards with gradual release across complex, grade level fiction and nonfiction texts of increasing complexity to build independence.	Course descriptions on CPALMS at <a href="http://www.floridastandards.org/Courses/PublicPreviewCourse1775.aspx">http://www.floridastandards.org/Courses/PublicPreviewCourse1775.aspx</a> Provide rigorous instruction to develop academic vocabulary, comprehension, and critical thinking through authentic reading, writing, and research tasks. Infuse NGSSS and CCSS w/complex texts to build independence.	Provide intensive ELL instruction for the development of listening, speaking, reading, and writing skills for English Language Learners.

<sup>1</sup> RC PR = Reading Comprehension Percentile Rank; MAZE PR = Maze Percentile Rank; WA PR = Word Analysis Percentile Rank. Place students that meet Criterion One first. Of the remaining students, place students that meet Criterion 2 next, and so on until all students are placed.

<sup>2</sup> Per SB 1076, signed April 2013, students entering 9<sup>th</sup> grade in 2013-14 who are FCAT Level 1 or 2 must be enrolled in and complete an Intensive Remedial Course *or* they may be placed in Content Area Reading Intervention. Students entering grades 10-12 in 2013-14 who are FCAT Level 1 must be enrolled in and complete an Intensive Remedial Course. Only those students who are FCAT Level 2 in grades 10-12 have available the Content Reading Intervention option. Content reading teachers must be Reading Certified, Reading Endorsed, have completed the 150-hour CAR-PD or 90-hour NGCAR-PD in addition to the content course certification requirements.

<sup>3</sup> Per 6A-6.054, students with intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention instruction and may *not* be served with Content Area Reading Intervention.

<sup>4</sup> FCAT 2.0 Reading DSS Scores for Grade 9 Level 1 are 178-221; Level 2 are 222-239; Proficiency is 240 and above. FCAT 2.0 Reading DSS Scores for Grade 10 Level 1 are 188-227; Level 2 are 228-244; Proficiency is 245 and above.

**NOTE: The reading waiver for students with 3 prior years of FCAT scores at Level 3 or above is still in place for students entering grades 10-12. For students entering grade 9 in 2013-14, the reading waiver has been discontinued.**



2013-14 – Grades 9 & 10 High School Reading Placement Chart – USING NON FAIR (FORF) DATA

Placement Process	Placement Criterion #1 <sup>1</sup>	Placement Criterion #2 <sup>1</sup>	Placement Criterion #3 <sup>1</sup>	NGCAR-PD Option Criterion #4 <sup>1,2</sup>	ESOL Placement Criterion
Reading Intervention Course	Intensive Reading Wilson	Intensive Reading Edge A (9 <sup>th</sup> ) or Edge B (9 <sup>th</sup> or 10 <sup>th</sup> ) and REWARDS w/Common Core Infusion	Intensive Reading Edge B (9 <sup>th</sup> ) or Edge C (9 <sup>th</sup> or 10 <sup>th</sup> ) w/Common Core Infusion	NGCAR-PD Content Reading Intervention w/Common Core Infusion	Shining Star Developmental Language Arts ESOL - Reading
Time	Extended Block	Extended Block	Single Block	Single Block	Extended Block
FCAT Level <sup>4</sup>	FCAT Level 1 ONLY <i>See DSS Cut points note 4 below.</i>	FCAT Level 1 or 2 <i>See DSS Cut points note 4 below.</i>	FCAT Level 1 or 2 <i>See DSS Cut points note 4 below.</i>	FCAT Level 2: GR 10-12 <sup>2</sup> FCAT Level 1 or 2: GR 9 only <sup>2</sup> <i>See DSS Cut points note 4 below.</i>	FCAT Level 1 or 2 <i>See DSS Cut points note 4 below.</i>
Required Placement Criteria	DAR Word List: 3 or below Fluency WCPM AP2: 0-84 AP3: 0-97	DAR Word List: 4-5 Fluency WCPM AP2: 85-112 AP3: 98-121	DAR Word List: 6-7 Fluency WCPM AP2: 113-136 AP3: 122-146	DAR Word List: 8+ Fluency WCPM AP2: 137+ AP3: 147+	Place all English Language Learners (ELLs) classified as A1 or A2 with no FCAT data or FCAT Level 1 or 2
Additional Data to Confirm Placement	Full DAR and full WADE Required to confirm correct placement in Wilson Reading.	Grade Level Lexiled Passages Accuracy < 80% Required to confirm correct placement in extended block.	Grade Level Lexiled Passages Accuracy ≥ 80% Required to confirm placement in single block if Maze is < 15.	Grade Level Lexiled Passages Accuracy ≥ 80% NAEP Fluency Rubric: 3-4	English Language Learners are required to participate in all assessments (district, state)
Class Size	Student-Teacher 15:1	Student-Teacher 22:1	Student-Teacher 25:1	Student-Teacher 25:1	Student-Teacher 22:1
Teacher Certification	Reading Certified or Reading Endorsed <i>and</i> completed Wilson training	Reading Certified or Reading Endorsed <i>and</i> completed REWARDS training	Reading Certified <i>or</i> Reading Endorsed	Reading Certified <i>or</i> Reading Endorsed <i>or</i> CAR-PD or NGCAR-PD <sup>3</sup>	Reading Certified <i>or</i> Reading Endorsed <i>and</i> ESOL Certified <i>or</i> ESOL Endorsed
Course Codes	1 Yr. 1000410W 1000410E 2 Yr. 1000410Y 1000410F 3 Yr. 1000410R 1000410G	Edge A 9 <sup>th</sup> Grade 1000410U 1000410A Edge B 10 <sup>th</sup> Grade 1000410T 1000410D	Edge B 9 <sup>th</sup> Grade 1000410S 1000410C Edge C 10 <sup>th</sup> Grade 1000410Q 10004104	NGCAR-PD Course Coding <i>or</i> Edge C 9 <sup>th</sup> Grade 1000410H 10004103 Edge C 10 <sup>th</sup> Grade 1000410Q 10004104	1 Yr. 10023811 1002381A 2 Yr. 1002381 2 1002381B 3 Yr. 1002381 3 1 002381C
Literacy Instructional Goals	For students with severe deficits in decoding & text reading efficiency. Provide intensive intervention in all areas of reading. Infuse Common Core Foundation skills with scaffolded support across texts of increasing complexity to build literacy independence.	For students with significant deficits in decoding & text reading efficiency. Provide intensive intervention in all areas of reading especially multisyllabic words and fluency. Infuse Common Core State Standards with scaffolded support across texts of increasing complexity to build independence.	Provide rigorous instruction to develop academic vocabulary, comprehension, and critical thinking through authentic reading, writing, and research tasks. Infuse Common Core State Standards with gradual release across complex, grade level texts of increasing complexity to build independence.	Course descriptions on CPALMS at <a href="http://www.floridastandards.org/Courses/PublicPreviewCourse1775.aspx">http://www.floridastandards.org/Courses/PublicPreviewCourse1775.aspx</a> Provide rigorous instruction to develop academic vocabulary, comprehension, and critical thinking through authentic literacy tasks. Infuse NGSSS & CCSS w/ complex texts to build independence.	Provide intensive ELL instruction for the development of listening, speaking, reading, and writing skills for English Language Learners.

<sup>1</sup> Florida Oral Reading Fluency (FORF) = Words Read Correctly Per Minute; Grade Level Lexiled Passages (GLLP) = Words Read Correctly (WRC)/Words Attempted. If student data does not reflect a consistent set of criteria across FCAT, FORF, and DAR Word List scores, place students in the highest course for which data suggests students can succeed.

<sup>2</sup> Per SB 1076, signed April 2013, students entering 9<sup>th</sup> grade in 2013-14 who are FCAT Level 1 or 2 must be enrolled in and complete an Intensive Remedial Course *or* they may be placed in Content Area Reading Intervention. Students entering grades 10-12 in 2013-14 who are FCAT Level 1 must be enrolled in and complete an Intensive Remedial Course. Only those students who are FCAT Level 2 in grades 10-12 have available the Content Reading Intervention option. Content Reading teachers must be Reading Certified, Reading Endorsed, have completed the 150-hour CAR-PD or 90-hour NGCAR-PD in addition to the content course certification requirements.

<sup>3</sup> Per 6A-6.054, students with intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention instruction and may *not* be served with Content Area Reading Intervention.

<sup>4</sup> FCAT 2.0 Reading DSS Scores for Grade 9 Level 1 are 178-221; Level 2 are 222-239; Proficiency is 240 and above. FCAT 2.0 Reading DSS Scores for Grade 10 Level 1 are 188-227; Level 2 are 228-244; Proficiency is 245 and above.

**NOTE: The reading waiver for students with 3 prior years of FCAT scores at Level 3 or above is still in place for students entering grades 10-12. For students entering grade 9 in 2013-14, the reading waiver has been discontinued.**

2013-14 - Grades 11 & 12 High School Reading Placement Chart - FCAT RETAKES

Placement Criterion #1	Placement Criterion #2	Placement Criterion #3	CAR-PD Option Criterion #4	Placement Criterion #5	ESOL Placement Criterion
Intensive Reading Wilson <sup>1</sup> Grades 11-12	Intensive Reading Improving Reading 1 Grade 11	Intensive Reading Advancing Reading 2 Grade 12	Content Area Reading Intervention Grades 11-12	English 4: Florida College Prep Grade 12 <sup>5</sup>	Developmental Language Arts ESOL - Reading Grades 11-12
<i>Extended Block</i> <sup>1</sup>	<i>Single Block</i>	<i>Single Block</i>	<i>Single Block</i>	<i>Single Block</i>	<i>Extended Block</i>
<b>FCAT Level 1 ONLY</b> (FCAT 2.0 DSS 188-227)	<b>FCAT Level 1 or 2</b> (FCAT 2.0 DSS 188- 244)	<b>FCAT Level 1 or 2</b> (FCAT 2.0 DSS 188- 244)	<b>FCAT Level 2 Only</b> <sup>6</sup> (FCAT 2.0 DSS 188- 244)	<b>FCAT Level 2 or 3 ONLY</b> (FCAT 2.0 DSS 228-255)	<b>FCAT Level 1 or 2</b> (FCAT 2.0 DSS 188- 244)
For previously identified Wilson Reading students only <u>or</u> for new students who meet the criteria <u>or</u> per the student's IEP.	For 11 <sup>th</sup> grade students who have not passed the FCAT 2.0 Reading Retake (Level 3, ≥ DSS 245) <u>or</u> achieved a concordant score <sup>2</sup> on <ul style="list-style-type: none"> <li>ACT Reading ≥ 19</li> <li>SAT Verbal ≥ 430</li> </ul>	For 12 <sup>th</sup> grade who have not passed the FCAT 2.0 Reading Retake (Level 3, ≥ DSS 245) <u>or</u> achieved a concordant score <sup>2</sup> on FCAT 2.0 or achieved a college readiness <sup>3</sup> score on <ul style="list-style-type: none"> <li>ACT Reading ≥ 19</li> <li>SAT Verbal ≥ 430</li> </ul> <b>See footnotes for Concordant and College Readiness scores.</b>	For FCAT Level 2 students who have not passed the FCAT 2.0 Reading (Level 3, ≥ DSS 245) <u>or</u> have not met the FCAT Reading Concordant score <sup>2</sup> <u>or</u> achieved a college readiness <sup>3</sup> score on <ul style="list-style-type: none"> <li>ACT Reading ≥ 19</li> <li>SAT Verbal ≥ 430</li> </ul> <b>See footnotes for Concordant and College Readiness scores</b>	For 12 <sup>th</sup> grade students with FCAT scores at Level 2 or 3 who have not achieved a college readiness <sup>3</sup> score on ACT, SAT, or P.E.R.T. <ul style="list-style-type: none"> <li>ACT Reading ≥ 19</li> <li>SAT Verbal ≥ 440</li> <li>P.E.R.T. Reading ≥ 104</li> </ul> <b>See footnotes for Concordant and College Readiness scores.</b>	For English Language Learners (ELLs) classified as A1 or A2 with no FCAT data or FCAT Level 1 or 2  <i>ESOL extended time may be waived for students needing graduation credits.</i>
<b>Student-Teacher 15:1</b>	<b>Student-Teacher 25:1</b>	<b>Student-Teacher 25:1</b>	<b>Student-Teacher 25:1</b>	<b>Student-Teacher 25:1</b>	<b>Student-Teacher 22:1</b>
Reading Certified or Endorsed <u>and</u> completed Wilson training	Reading Certified or Reading Endorsed	Reading Certified or Reading Endorsed	Reading Certified or Reading Endorsed <u>or</u> Completed CAR-PD/NGCAR-PD <small>(Teachers must complete NGCAR-PD Practicum within a semester after placement.)</small>	Secondary English Certified	Reading Certified or Reading Endorsed <u>and</u> ESOL Certified <u>or</u> ESOL Endorsed
<b>Course Codes</b> 1 Yr. 1000410W 1000410E 2 Yr. 1000410Y 1000410F 3 Yr. 1000410R 1000410G	<b>Course Codes</b> 1000410L 1000410N	<b>Course Codes</b> 1000410M 1000410P	<b>Course Codes</b> Refer to Course Coding Procedures for CAR-PD/NGCAR-PD	<b>Course Codes</b> 10014050 10014052 10014053	<b>Course Codes</b> 1 Yr. 10023811 1002381 A 2 Yr. 1002381 2 1002381 B 3 Yr. 1002381 3 1002381 C
For students with severe deficits in decoding and text reading efficiency only. Provide intensive intervention in all areas of reading. Infuse Common Core Foundation skills with scaffolded support across texts of increasing complexity to build literacy independence.	Provide rigorous instruction to develop academic vocabulary, comprehension, and critical thinking through authentic literacy tasks. Infuse Common Core State Standards and ACT/SAT Prep with gradual release across complex, grade level literary fiction and nonfiction texts.	Provide rigorous instruction to develop academic vocabulary, comprehension, and critical thinking through authentic literacy tasks. Infuse Common Core State Standards and ACT/SAT Prep with gradual release across complex, grade level literary fiction and nonfiction texts.	Follow course description as posted on CPALMS at <a href="http://www.floridastandards.org/Courses/PublicPreviewCourse1775.aspx">http://www.floridastandards.org/Courses/PublicPreviewCourse1775.aspx</a> Provide rigorous instruction to develop academic vocabulary, comprehension, and critical thinking through authentic literacy tasks. Infuse NGSSS CCSS with gradual release across complex, grade level literary fiction and nonfiction texts.	Follow course description as posted on CPALMS at <a href="http://www.floridastandards.org/Courses/PublicPreviewCourse1775.aspx">http://www.floridastandards.org/Courses/PublicPreviewCourse1775.aspx</a>	Provide intensive ELL instruction for the development of listening, speaking, reading, and writing skills for English Language Learners.

<sup>1</sup> Per 6A-6.054, students with intervention needs in the areas of decoding and/or text reading efficiency must have extended time for Reading Intervention instruction.

<sup>2</sup> FL DOE graduation requirements are FCAT Level 3 (DSS ≥ 245) or the FDOE approved Concordant Score. *Beginning with the 2012-2013 school year, the Concordant Score was increased to ≥ 19 on ACT Reading or ≥ 430 on SAT Verbal.*

<sup>3</sup> FL DOE college readiness scores are ≥ 104 on the P.E.R.T. or ≥ 19 on ACT Reading or ≥ 440 on SAT Verbal. *The SAT Concordant score (430) is different from, and lower than the FL College Readiness score (440).*

<sup>4</sup> P.E.R.T. is the Postsecondary Education Readiness Test. *Students with FCAT Level 2 or 3 scores in 10<sup>th</sup> grade that have not previously met college readiness scores on ACT or SAT, must take the P.E.R.T. in 11<sup>th</sup> grade. If P.E.R.T. scores are below 104, students must complete post-secondary preparatory instruction in their senior year.*

<sup>5</sup> English 4: Florida College Prep placement satisfies state mandated Reading Intervention for 12<sup>th</sup> Grade FCAT Level 2 students AND P.E.R.T. College Readiness requirements (replacing Reading for College Success and Writing for College Success). At the same time, it meets the English 4 Senior English requirement with the same course. Students in English 4: Florida College Prep do not need a separate Reading Intervention Course even if they are FCAT Level 2.

<sup>6</sup> Per SB 1076, signed April 2013, students in grades 10-12 who are FCAT Level 1 must be enrolled in and complete an intensive remedial course. Students in grades 10-12 who are FCAT Level 2, may be placed in an Intensive Remedial Course or a Content Reading Intervention. Content Reading teachers must be Reading Certified, Reading Endorsed, or have completed the 150-hour CAR-PD or 90-hour NGCAR-PD.



## 2013-14 – Grades 9-12 High School Assessments Chart – Intensive Reading

Reading Intervention Course	Intensive Reading Wilson Grades 9-12 FCAT Level 1	Intensive Reading Edge A (9 <sup>th</sup> ) Edge B (10 <sup>th</sup> ) & REWARDS w/Common Core Infusion FCAT Level 1 or 2	Intensive Reading Edge B (9 <sup>th</sup> ) Edge C (10 <sup>th</sup> ) w/Common Core Infusion FCAT Level 1 or 2	Intensive Reading Improving Reading 1 FCAT Level 2	Intensive Reading Advancing Reading 2 FCAT Level 1	Shining Star Developmental Language Arts ESOL - Reading
				NGCAR-PD Content Reading Intervention FCAT Level 2	English 4: Florida College Prep* FCAT Level 2 & 3	
Assessment Period	Assessment Period 1 (AP1): Day 2 to 40			August 20, 2013 to October 15, 2013		
	Assessment Period 2 (AP2): Day 66 to 100			November 22, 2013 to January 30, 2014		
	Assessment Period 3 (AP3): Day 116 to 170 <i>Additional days added to provide flexibility for end of year assessment needs</i>			February 24, 2014 to May 20, 2014		
Required Progress Monitoring Assessments	Full DAR & WADE	GLLP & NAEP Fluency Rubric & REWARDS Pre/Post	DAR Word List <i>Non FAIR schools only*</i>		ACT, SAT, PERT <i>Students must meet College Readiness Score on one of these three assessments</i>	CELLA & IPT
	Extended Block Classes Only Pre and Post (AP1, AP3)		Single Block Classes Only Pre and Post (AP1, AP3)		11 <sup>th</sup> Grade College Readiness Only	ESOL Only
	<i>Teacher Enters Progress Monitoring Results Directly into Virtual Counselor</i>					
	<b>AND</b>					
	Florida Oral Reading Fluency (FORF) 3 times per year – AP1, AP2, AP3 ( <i>Non FAIR schools only*</i> ) <i>Teacher Enters Progress Monitoring Results Directly into Virtual Counselor</i>					
	<b>OR</b>					
Florida Assessment for Instruction in Reading (FAIR) 3 times per year - AP1, AP2, AP3 <i>Web Based Assessment - Progress Monitoring Results are Reported Directly to the PMRN – Data is Exported to Virtual Counselor</i>						
Additional Assessments	<b>ASSESSMENTS FOR PLACEMENT, SCREENING, DIAGNOSTIC, AND PROGRESS MONITORING</b>					
	<ul style="list-style-type: none"> <li>• <b>Benchmark Assessment Tests (BAT) and Minis</b> – As scheduled per schools and the District</li> <li>• <b>Diagnostic Assessments of Reading (DAR)</b>– Full assessment required Pre and Post for all ESE students and students in Wilson Reading; DAR Word list only required for all others not being assessed with the FAIR</li> <li>• <b>Wilson Assessment of Decoding and Encoding (WADE)</b> - Required Pre and Post for all students in Wilson Reading.</li> <li>• <b>Grade Level Lexiled Passages (GLLP) from the FAIR Toolkit</b>– Required for assessing text reading efficiency and confirming placement of students in extended (double) vs. single block</li> <li>• <b>NAEP Fluency Rubric</b> (to be used with Lexiled Level Passages) - For assessing text reading efficiency and additional placement confirmation.</li> <li>• <b>Post-secondary Educational Readiness Test (P.E.R.T.)</b> – Required for FCAT Level 2 and 3 who have not met College Readiness with a qualifying score on the ACT or SAT</li> <li>• <b>Lexile Assessments</b> – as available for determining student Lexile levels</li> <li>• <b>Comprehensive English Language Learning Assessment (CELLA) and IDEA Proficiency Test (IPT)</b> – Required for ESOL (Refer to ESOL department for implementation guidelines).</li> <li>• <b>Edge Placement Test</b> – For placement and as pre and post</li> <li>• <b>REWARDS Pre and Post</b> – Required for progress monitoring all students in extended-block using REWARDS and/or REWARDS Plus Science</li> <li>• <b>Content based assessments</b> – Additional assessments as needed</li> </ul>					

**Refer to the (forthcoming) 2013-14 Technical Assistance Paper for High School Reading Placement and Assessment for more detailed information.**