

Proposed Changes to School Board Policy 6000.1 for 2001-02

Current Policy	Proposed Change(s)	Rationale	Comments	Page(s)
Table of Contents:				
Not Applicable	Add a table of contents to the policy	This will facilitate the use of this policy.		p. 1
Reading Plan:				
Each school shall develop a reading plan	Each school shall develop reading objective(s)	This change will now correlate the standards of Service Policy with the Accountability Policy. The reading objective(s) of each school improvement plan will identify the specific scope of activities relating to improving reading instruction.	The schools' reading objectives and related activities will clearly delineate how reading instruction is being delivered for all students, but especially those performing below grade level.	pp. 5, 18, 31
Academic Improvement Plan:				
Describes the use of the Individual Education Plan (IEP) as an Academic Improvement Plan (AIP) for ESE students	Clarifies that the IEP will serve as a student's AIP where appropriate	Simplifies wording that currently exists in the policy and aligns with IDEA requirements for IEP development		pp. 5, 18, 31
Measurement System:				
Lists outdated measures such as Florida Writes, or measures that are now included in FCAT	Modifies language of section to include all FCAT testing and other measures used by the district	Aligns measures with current practice		pp. 6, 19, 33
Waivers:				
This section states that schools can apply for waivers to School Board policies.	This section will be stricken from the current policy.	This duplicates information already contained in Policy 1403.	This will assist in helping to further streamline this policy.	pp. 7, 20, 32
Transfer Students (Gifted):				
A transfer student may be temporarily assigned to a special program for up to six months, pending results of a staffing	A transfer student may be immediately placed into an appropriate gifted program upon receipt of documentation without a temporary placement	The policy now aligns with Special Programs and Procedures for Exceptional Students, adopted July 17, 2001.		pp. 10, 23, 36

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<p>Promotion/Retention:</p> <p>Identifies specific assessment criteria for elementary and middle school students inclusive of the local indicators used to show progress</p>	<p>Includes the use of the FCAT Sunshine State Standard assessment in addition to the FCAT NRT at grades 3, 5, 6, 7, and 9.</p>	<p>The state will now be using a shortened version of the grade 4, 5, 8, and 10 criterion referenced test in addition to the FCAT Norm Referenced Test to complete the SSS testing from grades 3 through 9.</p>		<p>pp. 13-14, 27</p>
<p>Promotion/Retention:</p> <ol style="list-style-type: none"> 1. Contains language referencing student eligibility and attendance for the summer program 2. Provides for parent notification of possible retention on or before May 1 for elementary and middle school students 3. Indicates conditions under which a student may be promoted from middle to high school 	<ol style="list-style-type: none"> 1. Removes references to a specific summer program and mandatory attendance 2. Modifies notification date to May 31 3. Aligns promotion to grade nine with the specific criteria outlined in this policy 	<ol style="list-style-type: none"> 1. Since eligibility for the summer program may change from year to year, a specific requirement may be inappropriate. 2. This will allow schools time to received FCAT scores and administer any local assessments to more accurately determine possible retentions. 3. This removes language allowing principals to promote based on recommendation rather than the specific criteria prescribed for grade 8. 	<ol style="list-style-type: none"> 1. All references to a summer program have been changed to extended learning. 	<p>pp. 12, 13, 28</p>
<p>Private Instruction</p> <p>Indicates that work done under private instruction shall not be accepted for credit, except in accordance with Florida State Board Rules</p>	<p>Remove the words "for credit" from this section</p>	<p>This clarification is being made because no credit is awarded at the elementary level.</p>		<p>p. 15</p>

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<p>Summer Term:</p> <p>Contains specific language about summer school programs and offerings for students</p>	<p>Removes the references to a specific summer program and replaces summer school with term: <u>extended learning</u></p> <p>References Special Programs and Procedures guidelines for ESE students</p>	<p>Since eligibility for any summer program may change from year to year, a specific requirement is inappropriate. Further, the district or individual schools may choose to offer students other types of opportunities for extended learning.</p>	<p>There is no longer specific funding for a summer school program, as in the past. Schools may support extended learning opportunities through their SAI, Title I or Compensatory Education dollars according to established criteria.</p>	<p>pp. 16, 29, 49</p>
<p>Report Cards – Grading (middle and high school)</p> <ol style="list-style-type: none"> The grade 8 and high school grading scale has reflected the state requirement of: 94-100 = A, etc. Indicates attendance will be recorded on the report card 	<ol style="list-style-type: none"> The new grading scale for grade 8 and high school will be 90-100 =A, 80-89 =B, 70-79 =C, 60-69 = D, and 0-59 = F Eliminates this section 	<ol style="list-style-type: none"> This change has been prompted by SB636 of the 2001 Legislative Session This is a procedural statement not required in this policy. Attendance is already addressed in Policy 5.5. 	<ol style="list-style-type: none"> Both middle and high school grading scales are now on par without the use of plus grades which were locally adopted when the state turned down Broward's waiver request to modify the high school grading scale. 	<p>pp. 25-26, 38-39</p>
<p>Forgiveness Rule:</p> <p>Current policy contains a line that was mistakenly left in last year's policy revisions</p>	<p>The line referring to treatment of the "D" grade has been eliminated</p>	<p>The current forgiveness rule allows the student to replace a grade of "D."</p>		<p>p. 41</p>
<p>Promotion/Retention:</p> <p>Section A. lists the conditions under which a student is promoted from one grade level to the next in grades nine through twelve</p>		<p>The additional information clarifies that a student must have attained the requirements for completing grade nine before moving to any subsequent grade level</p>		<p>p. 42</p>

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<p>Transfers from Private Tutors...</p> <p>Defines the method of validating work or credit from private tutors or non-accredited schools</p>	<p>Adds home education to this section</p>	<p>Students who are home schooled must demonstrate mastery of course content in the same way as those students coming from non-accredited private or public schools.</p>		<p>p. 43</p>
<p>Credit:</p> <p>Not Applicable</p>	<p>Section i. which includes a new provision of attaining high school credit through the Florida Virtual High School has been added</p>	<p>This is a state-approved mechanism for acquiring credit through distance learning.</p>	<p>This option is also applicable for middle school students. Among the issues that need to be addressed concerning this approach to earning credit are the types and number of courses taken, and whether the enrolled student does all the work independently.</p>	<p>p. 44, 47</p>
<p>Dual Enrollment /Early Admissions:</p> <p>Defines conditions under which a student may be concurrently enrolled in a public high school and a voc-tech program or other postsecondary institution receiving dual credit</p>	<p>Clarifies the criteria needed to participate in any of the dual enrollment or early admission programs; combines and expands some sections relating to these issues</p>	<p>These changes delete redundancy in the current section relating to this issue.</p>		<p>pp. 44-46</p>
<p>State Requirements – Standard Diploma:</p> <p>This section delineates required credits and GPA for graduation</p>	<p>The addition clarifies that Broward County requires 25 credits and the same GPA.</p>	<p>Updating section</p>		<p>p. 50</p>

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Required Credits: This section of the policy identifies the required credits and GPA needed for a standard diploma	The modifications to this section involve removing old dates, no longer applicable	Updating section		p. 53
Honors For Graduates: Section f. references the old title of dual credit	Updates Section f. to the new title of dual enrollment/early admissions	This change provides consistency with the new titles identified on page 44.		P. 56
Graduation Requirements – Early Admissions Defines specific criteria for receiving a standard diploma through the early admissions process	Specifies the required coursework necessary for graduation	This addition reiterates those courses already identified in part A.2, p. 57, of this section.		p. 58
Index: Not Applicable	Add an Index to this policy	This will assist in the navigation of this document.		pp. 69-70