

STANDARDS OF SERVICE/PUPIL PROGRESSION

The School Board of Broward County, Florida
Policy 6000.1
STANDARDS OF SERVICE/PUPIL PROGRESSION

Table of Contents

| | |
|--|----------------|
| <u>Introduction: Standards of Service/ Pupil Progression</u> | <u>Page 2</u> |
| <u>Elementary</u> | <u>Page 5</u> |
| <u>Middle</u> | <u>Page 18</u> |
| <u>High</u> | <u>Page 31</u> |
| <u>Adult</u> | <u>Page 64</u> |
| <u>Index</u> | <u>Page 69</u> |

STANDARDS OF SERVICE/PUPIL PROGRESSION

(PREKINDERGARTEN THROUGH ADULT)

STANDARDS OF SERVICE FOR ALL BROWARD COUNTY PUBLIC SCHOOL STUDENTS (PREKINDERGARTEN THROUGH ADULT) GUARANTEE EQUAL EDUCATIONAL OPPORTUNITIES AS DEFINED IN THE MISSION, BELIEFS, AND MAJOR SYSTEM GOALS OF THE BROWARD COUNTY SCHOOL SYSTEM WITHIN AVAILABLE RESOURCES. THE BOARD SHALL ASSURE THAT ALL STUDENTS ATTAIN RIGOROUS AND RELEVANT FOUNDATIONS AND CORE CURRICULA COMPETENCIES OUTLINED IN THIS POLICY AND ACQUIRE MARKETABLE SKILLS AS DEFINED IN A SCHOOL TO CAREER PLAN FOR EACH STUDENT. APPROPRIATE PRACTICES SHALL BE IMPLEMENTED TO PROVIDE FOR ALL AREAS OF DEVELOPMENT THROUGH AN INTEGRATED APPROACH WHICH EMPHASIZES ACTIVE PARTICIPATION IN THE LEARNING PROCESS AND FOCUSES ON THE CORE CURRICULA COMPETENCIES.

IN REGARD TO STUDENT PERFORMANCE, BROWARD COUNTY PUBLIC SCHOOL STUDENTS WILL SUCCESSFULLY COMPETE AT THE HIGHEST LEVELS OF THEIR ABILITIES NATIONALLY AND INTERNATIONALLY AND WILL BE PREPARED TO MAKE WELL-REASONED, THOUGHTFUL, AND HEALTHY LIFELONG DECISIONS. THE DISTRICT IS COMMITTED TO THE CONTINUOUS PROGRESS OF EDUCATION FOR ITS STUDENTS. THE BROWARD COUNTY SCHOOL SYSTEM HAS ESTABLISHED A PUPIL PROGRESSION PLAN, WHICH PROVIDES A SYSTEMATIC PROCEDURE FOR STUDENT PROGRESSION FROM PRE-KINDERGARTEN THROUGH ADULT. THESE STANDARDS OF SERVICE, TOGETHER WITH THE RULES GOVERNING REPORT CARDS, GRADES AND PROMOTION / RETENTION) CONSTITUTE THE PUPIL PROGRESSION PLAN FOR BROWARD COUNTY PUBLIC SCHOOLS.

THE SUPERINTENDENT SHALL BRING FORWARD ANY RECOMMENDED CHANGES TO THIS POLICY AS REQUIRED.

Policy Adopted: 7/18/96

Policy Amended: 5/7/96; 8/20/96; 9/2/97,03/16/99; 6/15/99; 10/5/99; 5/2/00; 9/12/2000

RULES:

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| STANDARDS OF STUDENT ACHIEVEMENT |
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1. CONTENT STANDARDS (Knowledge)

Broward County Public School's Standards for Student Achievement are aligned with the Florida Department of Education Sunshine State Standards and reflect the community's commitment to high expectations for all students. Standards require mastery of content knowledge in the academic subject areas of language arts, mathematics, science, social studies, the arts, foreign languages and health education/physical education. The foundations that all other content knowledge is built on are reading, writing, speaking/listening and mathematics.

2. CORE CURRICULA COMPETENCIES (Integration and Application of Knowledge)

STANDARDS OF SERVICE/PUPIL PROGRESSION

- a. **Competency #1**
Students read to locate, sort, organize, comprehend, interpret, compare, contrast, evaluate, maintain, apply information, and communicate concepts, and ideas found in literature, the arts, symbols, recordings, videos, other graphic displays, and computer files. (Information Managers)
- b. **Competency #2**
Students communicate in English and other languages using information, concepts, prose, symbols, reports, audio and video recordings, speeches, graphic displays and computer-based programs. (Effective Communicators)
- c. **Competency #3**
Students use numeric operations and concepts to describe, analyze, disaggregate, communicate, synthesize numeric data, and identify and solve problems. (Problem Identifiers and Solvers)
- d. **Competency #4**
Students use creative thinking skills to generate new ideas, participate in and appreciate the arts, make the best decisions, and recognize and solve problems through reasoning, interpreting symbolic data, and developing efficient techniques for lifelong learning. (Creative and Complex Thinkers)
- e. **Competency #5**
Students display responsibility, self-esteem, sociability, self-management, integrity, honesty, healthy decision-making and habits of self-discipline. (Self-Directed Learners and Goal Setters)
- f. **Competency #6**
Students will appropriately allocate time, money, materials, and other resources in a variety of settings. (Efficient Resource Managers)
- g. **Competency #7**
Students integrate their knowledge and understanding of how social, organizational, informational, and technological systems work with their abilities to analyze trends, design and improve systems, and to use and maintain appropriate technology. (Information Analyzers)
- h. **Competency #8**
Students work cooperatively with others to successfully complete a project or activity. (Cooperative Learners)
- i. **Competency #9**
Students communicate thoughts and ideas to justify a position, encourage, persuade, convince, or otherwise motivate an individual or group to successfully negotiate a position which advances goal attainment. (Effective Leaders)
- j. **Competency #10**
Students appreciate their own culture and the cultures of others, including the arts, concerns and perspectives of members of other ethnic and gender groups, and recognize how ideas, values, beliefs, and attitudes of self and others influence human interaction and choices in life. (World Citizens)
- k. **Competency #11**
Students recognize and develop connections among all subjects and their relevancy to life. (Global Connectors)
- l. **Competency #12**
Students develop a commitment to responsible behavior and participatory citizenship. (Competent Choicemakers)
- m. **Competency #13**
Students demonstrate awareness of economic, political, environmental, and social issues from a local and global perspective. (Concerned Citizens)

STANDARDS OF SERVICE/PUPIL PROGRESSION

- n. **Competency #14**
Students develop and practice skills appropriate to health, fitness, safety, and wellness for life.
(Wellness Champions)

- o. **Competency #15**
Students experience and value various arts disciplines; gain knowledge and understanding about the arts, including personal, historical, cultural, and social contexts; and acquire perceptual, technical, expressive, intellectual and reflective skills in various arts disciplines. (Art Appreciators and Producers)

STANDARDS OF SERVICE/PUPIL PROGRESSION**ELEMENTARY**

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| PREKINDERGARTEN/ELEMENTARY PUPIL PROGRESSION |
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1. GENERAL CURRICULA**A. Prekindergarten Curriculum**

At the prekindergarten level, students will receive an integrated curriculum which emphasizes instruction in language development and mathematical concepts. The program shall include a balance of active and passive activities as well as regularly scheduled art, music and physical education.

B. Elementary Subjects

At the elementary level, students shall receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, art, music and computer education.

C. Reading Plan

As a part of their School Improvement Plan, each school shall develop and implement a reading ~~plan~~ objective(s) which addresses the reading needs of all students.

D. Instructional Materials

In order to support schools in the identification of quality instructional resource materials, the district will provide an approved Instructional Resource Materials list which will be continuously updated and which will include materials that encourage a wide variety of instructional techniques and technologies to accommodate various learning styles. This list does not preclude the use of supplementary resources to enhance the district-approved materials. All non-state adopted instructional materials must be evaluated by the school staff and approved by the principal prior to purchase. The district will provide support and consultation. (FS 233.07)

E. Academic Improvement Plan (AIP) and Suspension of Curriculum

Instruction shall be focused on ensuring that all students shall demonstrate mastery of state standards at the appropriate performance level. All students will be annually assessed and appropriately placed in reading, writing and mathematics. Any student who falls significantly below district standards shall receive an Academic Improvement Plan (AIP) which will identify appropriate school and community/based programs and strategies to be used for remediation. These programs will be intensive and different from the previous year's programs. Strategies for monitoring and reporting individual student progress in moving toward the district standards will be implemented. For those students for whom it is appropriate, the IEP will serve as the AIP.

STANDARDS OF SERVICE/PUPIL PROGRESSION**ELEMENTARY**

1. Any student who has been provided with an Academic Improvement Plan (AIP) for the purposes of meeting district levels of performance in reading, writing, or mathematics, may have their regular curriculum suspended in areas other than reading, writing and mathematics in order to provide intensive academic instruction. (FS 232.245 amended by CS/SB 1956)
2. An appropriate alternative placement will be considered for students who have been retained two or more years. (CS/HB 751)
3. The Individualized Education Program (IEP) Staffing/Review Committee may modify the standards of service or length of school day for an individual exceptional student if it is determined that the modification would be in the best interest of the student. A decision to modify the standards of service or length of school day shall be documented on the student's IEP. ~~The IEP will specify if a student falls significantly below district standards and whether the IEP serves as the Academic Improvement Plan (AIP) or if there is a separate AIP.~~

F. Guidance Services and Career Planning

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. The Curriculum Division will identify core school counseling and student advocacy services, including annual indicators of school counseling program effectiveness that directly impact student achievement and are in alignment with Policy 5312, Standards of Student Service, and the National Standards for School Counseling Programs developed by the American School Counselor Association.

G. Measurement System

The School Board of Broward County will develop a system to measure and verify proficiency of standards, when appropriate, based on demonstrations of mastery vs. completion of time. In addition to FCAT, the verification will consist of the following:

1. FCAT
2. 1. competency based assessment
3. 2. performance based assessment
4. 3. literacy folders
5. 4. criterion reference test
6. ~~Mathematics Competency Test~~
7. ~~Florida Writes~~
8. 5. and other approved measures

H. Student Day

A student day shall consist of a minimum of:

- Prekindergarten - as determined by program
 - Elementary - 360 minutes
 - ESE Centers - 360 minutes
- (6A.1.09512)

STANDARDS OF SERVICE/PUPIL PROGRESSION**ELEMENTARY****I. Waivers**

~~In order to provide flexible processes which allow all students to achieve high standards, schools can apply for waiver of School Board policies, collective bargaining provisions, state statutes and state rules. (School Board Policy 1403)~~

J. I. Contests, Fairs and Field Trips

All outside requests for contests, fairs, field trips, etc., must be curriculum based and submitted to the Superintendent's designee. In keeping with administrative rules and district guidelines, organizations sponsoring the events shall be responsible for distribution of materials to schools with the district's letter of approval and for supplying awards for the competition. All those approved by the screening committee are at the discretion of the school administration.

K. J. State Mandates**1. Health Education**

Health Education, Substance Abuse, and Violence Prevention are essential to the educational and personal success of students in grades K - 12. A sequential program shall be implemented. Comprehensive health education topics include, but are not limited to, mental and emotional health, sexually transmitted diseases, human immunodeficiency, virus infection/acquired immune deficiency syndrome and other communicable diseases, substance abuse (including alcohol and tobacco), environmental health, safety and emergency care, nutrition, community health (resources) personal health and hygiene, dental health, hereditary diseases, developmental disabilities, growth and development, consumer health, health careers, and family life/human sexuality. All teachers who teach Family Life/Human Sexuality, Sexually Transmitted Diseases (STDs), Human Immunodeficiency Virus Infection (HIV) and Acquired Immune Deficiency Syndrome (AIDS) must successfully complete district approved training programs. (FS 232.246, 233.061, 233.0612, 233.0625, 233.0672)

- a. Substance Abuse Education shall reflect current theory, knowledge and practice regarding prevention of substance abuse.
- b. Family Life/Human Sexuality Education shall require that all materials, resources and speakers be approved through the Superintendent's Screening Committee and allow a parent/guardian to make a written request to exempt a student from family life/human sexuality education in grades K - 12.
- c. Human Immunodeficiency Virus Infection (HIV) and Acquired Immune Deficiency Syndrome (AIDS) and Other Sexually Transmitted Diseases' Education shall allow a parent/guardian to make a written request to exempt a student from HIV/AIDS instruction. All materials, resources, and speakers must be approved through the Superintendent's Screening Committee.
- d. Required management training programs on the identification, prevention, and treatment of substance abuse and the availability of local and regional referral resources shall be provided to principals/ designees and other administrators on an ongoing basis.

ELEMENTARY**2. Character Development**

STANDARDS OF SERVICE/PUPIL PROGRESSION

Students will receive instruction to promote character development. Student participation will be mandatory. Character education will be incorporated into the curriculum in a manner prescribed by the Division of Curriculum, Instruction and Educational Programs, Student Support, and Human Resource Development. The character traits that are to be integrated into the curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship, and cooperation. The character traits will also be transmitted to students and parents on an annual basis through the Code of Student Conduct. (CS/HB 751-3-5)

3. **Holocaust, African and African-American, Hispanic, and Women's Studies, and Veterans' Recognition**

Students shall receive appropriate instruction in the principles of democracy, its governmental and political structure, how to preserve and advance democracy and how they may contribute to the American way of life. In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. As documented in the School Improvement Plan, instruction shall also be provided in the study of the Holocaust, African and African-American history and the contributions of Hispanics and women to the United States. (FS 233.061)

E. **Gifted Education**

The School Board of Broward County recognizes the special needs of gifted learners, and is committed to providing programs designed to meet their unique talents and abilities.

1. **District Goals**

- a. To provide a menu of gifted services which meet the unique needs of each individual student
- b. To foster a district-wide climate which recognizes and appreciates giftedness in all racial ethnic groups and socioeconomic strata
- c. To provide gifted curriculum aligned with the Sunshine State Standards that is standardized and qualitatively differentiated by content, process, product, and learning environment
- d. To facilitate opportunities for students to become self-directed, independent learners who achieve at high levels commensurate with their ability and potential
- e. To provide on-going staff development for both general education teachers and gifted teachers on effective strategies for meeting the needs of gifted learners
- f. To seek input from and work collaboratively with parents of gifted learners in order to provide a quality learning environment for students

ELEMENTARY

2. **Gifted Program Standards**

a. **Curriculum and Instruction:**

- 1) Differentiated curriculum that facilitates the mastery of core academic skills at a pace and level appropriate to gifted learners
- 2) Differentiated curriculum that replaces, supplements, or modifies existing curriculum

STANDARDS OF SERVICE/PUPIL PROGRESSION

- 3) Instructional program that is flexible, and consists of advanced content and appropriately different teaching and learning strategies
 - 4) Differentiated curriculum that is consistent district-wide
- b. **Program Models**
- 1) Gifted services will be available to all gifted students
 - 2) Gifted programming will be planned as a result of consultation with experts
 - 3) Gifted programming models will be consistent and an integral part of a child's program
- c. **Guidance and Counseling**
- 1) Gifted learners will be provided career guidance consistent with their unique needs
 - 2) Curriculum for gifted students will have an affective dimension
 - 3) The needs of underachieving gifted learners will be addressed
 - 4) The unique social and emotional needs of gifted students will be addressed
3. **Student Identification**
- a. Schools have an obligation to identify their gifted students. The process used to identify students in need of gifted services must be ongoing, reliant on a variety of assessment measures, free of bias and non-exclusionary. Once identified, students must be provided appropriate services.
 - b. Strategies must be employed to identify students from groups traditionally underrepresented in gifted populations.
4. **Eligibility**
- A student is eligible for the gifted program if "the student demonstrates:
- a. Superior intellectual development measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence
 - b. Need for a special program
 - c. A majority of the characteristics of gifted students according to a standard scale or checklist."

ELEMENTARY

Districts are also mandated by the State to develop alternative criteria to increase the representation of underrepresented groups in gifted programs. (6A-6.03019(2))

5. **Highly Gifted – Elementary Only**

A student is eligible for the Highly Gifted program if the student scores 145 full scale or partial score on an individually administered I.Q. test or if the student meets alternative criteria for program entry as established by the district.

STANDARDS OF SERVICE/PUPIL PROGRESSION**6. Transfer Students**

~~A transferring exceptional student may be temporarily assigned to a special program for exceptional students for a period not to exceed six months. Within six months of temporary assignment, a staffing committee shall meet and a decision on eligibility for permanent assignment shall be made. An exceptional student who has been in a similar, academically focused gifted program, and is transferring from an out of state public school, and who has documentation of the services provided and does not meet the district's dismissal criteria, may be placed immediately in the appropriate gifted educational program(s), without temporary assignment, after a staffing committee meets and a decision on eligibility for permanent assignment is made. A student's eligibility for permanent assignment may be based on the following, as appropriate:~~

- a. ~~verified information regarding the student's previous program eligibility; or assignment in the sending school district or agency which meets the receiving district's eligibility criteria for example, a student who has a current Educational Plan (EP) or Individual Educational Plan (IEP), an appropriate individually administered standardized intelligence test score, or standardized achievement test score. Typically, a telephone conversation with personnel from the sending school or agency is the most efficient and most frequently used means of verifying the student's previous program eligibility or assignment. A written record or documentation of this conversation must be maintained, or~~
- b. the student does not meet the dismissal criteria established in the Special Programs and Procedures document of the district to which the student has transferred. (Rule 6A-6.0334)

7. Program Models

- a. Schools will develop and implement a comprehensive plan to meet the needs of their gifted students. As part of this plan, schools will adopt a district-approved model or models that meets the needs of their gifted students. Every school will have at least one teacher who is gifted-endorsed. The "pull-out enrichment" model no longer meets district program model standards.
- b. Services will be provided in the core content areas, depending upon a student's need. Gifted services, however, are not limited to curriculum and learning environment. Other services must be provided based on the individual needs of the students.

ELEMENTARY

- c. If the school does not have the capacity to offer any of the district recommended models, the school will petition the Area Office in consultation with the Department of Advanced Academic Programs to develop its own model. The district will review the petition and, if granted, the program will be monitored and reviewed on an on-going basis. If the petition is not granted, the school will work with the Department of Advanced Academic Programs to develop an alternative model, or gifted students at that school site will be clustered with those from another site in order to provide appropriate services. Schools within one Innovation Zone may petition to cluster students to offer services at one school within the Zone.
- d. Students in primary grades who may need to spend more time in the general education classroom may be grouped in that classroom with a gifted endorsed teacher or they may be offered a resource content-based thematic program. Students who have more intense needs for gifted services will be addressed on an individual basis.

STANDARDS OF SERVICE/PUPIL PROGRESSION**2. REPORTING STUDENT PROGRESS****A. Reporting of Student Progress**

The reporting of student progress to parent shall follow procedures established by Educational Programs and be in accordance with Florida statutes, Florida State Board of Education administrative rules, and board adopted policies, rules and regulations. (FS 232.245, 232.24521)

B. Report Card Time Line

Report cards are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. Such reports shall be distributed to the students for delivery to their parents, except for the final report, in accordance with the adopted school calendar. A student must be in attendance at the elementary level in a Broward County public school 25 days to receive a grade. If a student withdraws and does not qualify for a report card under this provision, he/she shall be issued a statement of academic achievement.

C. Interim Reports

Not 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 the following:

- a. Failing
- b. A drop of two or more grades
- c. Unacceptable behavior
- d. Excessive absences

D. Withholding Report Cards

Report cards may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.

E. Transferring Report Cards

Report cards, cumulative folders and the Limited English Proficient Student Education Plan (LEPSEP) folders must be transferred from one school to another without delay.

ELEMENTARY**F. Report Cards (Grades kindergarten, Pre-First, One and Two)**

1. Beginning with the 1999-2000 school year, it will be required that student performance be evaluated and reported based on mastery of standards. Following are the symbols used to describe the evidence of standards mastery:

“1”.....Has mastered skill
 “2”.....Is learning skill
 “3”.....Area of Concern
 “X”.....Not Evaluated
 “NA”.....Not Applicable

2. A student’s attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

G. Report Cards (Grades Three through Five)

1. In reporting student performance in grades three through five, the symbols "A," "B," "C," "D" and "F" are used in the areas of reading, writing, mathematics, science, social studies and health which represent the equivalent numerical grades, as shown below:

"A".....SUPERIOR PROGRESS..... 90 - 100
 "B".....ABOVE AVERAGE PROGRESS..... 80 - 89

STANDARDS OF SERVICE/PUPIL PROGRESSION

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|-----------|------------------------------|---------------|
| "C" | AVERAGE PROGRESS | 70 - 79 |
| "D" | BELOW AVERAGE PROGRESS | 60 - 69 |
| "F" | FAILURE..... | 59 - or below |

2. Progress in other areas will be assessed and reported using the following symbols:
 - "1"..... Has mastered skill
 - "2"..... Is learning skill
 - "3"..... Area of Concern
 - "NA"..... Not Applicable
3. Conferences with parents or guardians are a required part of the reporting system. Teachers will request two conferences per year per student. The school shall request a conference between the classroom teacher and the parent on or before May 31 for each student being considered for retention.
4. Elementary report cards shall be signed by the parent (legal guardian or individual acting "in loco parentis") and returned to the teacher.
5. An approved alternative report card may be used for students with disabilities whose progress cannot be appropriately reported using the standard report card.
6. The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities.
7. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

STANDARDS OF SERVICE/PUPIL PROGRESSION**ELEMENTARY****3. PROMOTION/RETENTION****A. Promotion**

Promotion is the act of changing a pupil's placement from a lower to a higher grade, academic level, age category, number of credits, or continuous progress level, based on the following matrix:

| Grade | Indicator One | | Indicator Two | | |
|-----------------|--|----|--|-----------|---|
| K | > 26/52 Letter Names | OR | > 13/26 Letter Sounds | | |
| 1 | At or above 25%ile on SAT 9 Reading Comprehension | OR | At or above PP IRI Instructional level | | |
| 2 | At or above 25%ile on SAT 9 Reading Comprehension | OR | At or above Grade 1 IRI Instructional level | | |
| 3 | At or above 25%ile on FCAT NRT Reading Comprehension | OR | <u>At or above Level 2 on FCAT Reading</u> | <u>OR</u> | At or above Grade 2 IRI Instructional level |
| 4 | At or above 25%ile on FCAT NRT Reading Comprehension | OR | At or above Level 2 on FCAT Reading | <u>OR</u> | *At or above Grade 3 IRI Instructional level |
| 5 AND | Reading: At or above 25%ile on FCAT NRT Reading Comprehension | OR | <u>At or above Level 2 on FCAT Reading</u> | <u>OR</u> | At or above Grade 4 IRI Instructional level |
| | Math: At or above 25%ile on FCAT NRT Math Problem Solving | OR | At or above Level 2 on FCAT Math Problem Solving | | |

Students must have either indicator to be considered for promotion. Students who do not have either indicator for promotion will be evaluated based on other available data showing the level of mastery of Sunshine State Standards.

- ~~Students who are retained are eligible to attend summer school. For students enrolled in summer school, attendance is mandatory. Parents will be notified of all absences. After three (3) absences, the principal has the discretion to determine whether or not the student is allowed to continue. Retained students must take the district assessment at the end of the summer term in order to be considered for promotion. The principal has the final decision on promotions/retentions.~~

STANDARDS OF SERVICE/PUPIL PROGRESSION**ELEMENTARY**

- ~~3-~~2. Students in grade four may be exempted from retention based on good cause. For ESE and LEP students, good cause is determined by an IEP or LEP committee. For students in regular education, good cause is recommended by the Child Study Team. The school board has the final decision on grade four promotions/retentions. Examples of good cause may include not having an Academic Improvement Plan, catastrophic personal situation or a preponderance of evaluation data such as classroom work, observations, tests, district and state assessments, and other relevant information indicating that the student is meeting the FSSS levels of performance for pupil progression. **THIS EVIDENCE MUST BE WELL DOCUMENTED.**
- ~~4-~~3. Students in grades other than four who do not meet the performance level indicated on the promotion chart/policy ~~must attend summer school and~~ can be given one of three options (CS/HB 751):
- remediate before the beginning of the next school year and promote;
 - retain and remediate in a different program, or
 - for students without an AIP, promote and remediate during the following year with more intensive intervention and remediation strategies. ~~specified in a revised Academic Improvement Plan; or~~
- ~~5-~~4. *The IRI is used for students missing one of the FCAT indicators.

B. Student Placement

1. When determining the placement of students, which may include review by the school child study team, the following criteria shall be considered:
 - a. Academic performance based on mastery of state standards with emphasis on proficiency in reading, writing and mathematics.
 - b. Grades.
 - c. Level of social and emotional development.
2. **Final Authority**
The principal shall have the final authority for appropriate grade placement of students within the limitations of Board Policy and Florida statutes. (FS 230.22)
3. **Exceptional Students**
The staffing/review committee, which includes the principal/designee, will determine grade placement for students with disabilities. Consideration should always be given to serving students with their age appropriate peers (IDEA).

C. Remediation/Retention

1. Students who are identified as not making sufficient academic progress at the end of grades 1 and 2 (as determined by local assessments) and grades 3 and 4 (as determined by statewide assessments) in the areas of reading, writing and mathematics will be provided intense remediation the following year in the identified areas. Student progress must be reviewed at the end of the remediation year to determine whether sufficient progress has been made. If the student's reading deficiency, as determined by the local assessments at grades 1 and 2, or by statewide assessment at grade 3, is not remedied by the end of grade 4, and the student scores below the specific level of performance on the grade 4 statewide assessment test in reading, the student must be retained. (FS 232.245, 6A.109422, CS/HB 751-3-5)

ELEMENTARY

2. Performance levels will be determined by using the Substantially Deficient Local Criteria Indicators in Grades 1, 2, 3 and 5;
 1. previous retentions
 2. level of text at which student is successful

STANDARDS OF SERVICE/PUPIL PROGRESSION

3. observations
4. checklists
5. student portfolios
6. literacy folders
7. classroom assessments
8. current grades/marks
9. summer term/extended day
10. standardized tests

The student performance level in Grade 4 will be determined by using the state criteria and assessment which identifies specific levels of performance.

D. Private Instruction

Work done under private instruction shall not be accepted for credit by the Broward County School System under any circumstances except in accordance with Florida State Board of Education administrative rules.

E. Placement and Retention of LEP Students

When considering Limited English Proficient students for retention the following must be taken into consideration:

1. LEP students who have been in an English for Speakers of Other Languages program for two years or less and who meet the district criteria for substantially deficient performance should be exempt from retention, but must have documented remediation. mandatory
2. LEP students may not be retained simply because they are unable to read and write in English if they are satisfactorily proficient in their home language. The requirement is to measure students' ability to read and write; regardless of whether that ability is shown in English or the home language.
3. LEP students who have been in an English for Speakers of Other Languages program for more than two years may still be in need of additional time to meet district levels of performance on reading and assessments in English, but should be demonstrating consistent LEP students are in the process of acquiring language skills in English. Such students must meet district criteria for remediation, retention. writing progress. These and academic proficiency participate in remediation if they but should be exempt from mandatory
4. Before any LEP student is retained, the student should be referred to the LEP committee, which includes the principal/designee, the ESOL teacher, the home language teacher (if any), the classroom/subject area teacher(s) plus guidance counselors, school workers, school psychologists or other educators as appropriate for the parent(s) must be invited to the LEP committee meeting. Results of the meeting should be documented in the LEPSEP folder. Students cannot be retained solely due to lack of proficiency in English. (6A.6.0900-909, FS233.058) social the situation. In addition,

ELEMENTARY**F. ~~Summer Term~~ Extended Learning**

Opportunities for extended learning will be determined on an annual basis and may include, but not be limited to, after school, summer school, Saturday school, and extended calendars.

Note: For information about extended school year (ESY) for students with disabilities, see the Special Programs and Procedures for Exceptional Students and the district guidelines.

STANDARDS OF SERVICE/PUPIL PROGRESSION~~1. Eligibility~~

~~a. The summer term will allow additional time for the student to continue to learn in the subject, in the grade level, or in the special program best suited to meet the student's academic needs, with consideration given to the student's social, emotional and physical development.~~

~~1. Any student who has been identified as not meeting the district levels of performance and has been provided with an Academic Improvement Plan (AIP) for the purposes of meeting district levels of performance in reading, should be encouraged to attend the summer term in order to receive intensive academic instruction. (FS 232.245 amended by CS/SB 1956)~~

~~b. Students retained in kindergarten through fifth grade who would be eligible for promotion upon successful completion of the summer term are eligible for participation in the summer term.~~

~~c. Dropout Prevention~~

~~Students promoted to grade five and retained fourth and fifth graders who were enrolled in the Dropout Prevention program for all of the last 15 days of the 180 day term or 30 days within the 180 day term and who are in need of additional instruction are eligible for participation in the summer term.~~

~~d. Limited English Proficient (LEP) Students~~

~~Eligibility for Summer Term attendance for Limited English Proficient students shall be based upon the following criteria:~~

~~1. Students in K-5 who have been classified A1-C1 (This includes "new" K students who have been assessed and are eligible for ESOL services.)~~

~~2. If a student meets exit criteria from ESOL before the end of the school year, exit procedures must be followed. Therefore, C2 students will be ineligible for summer term under ESOL.~~

STANDARDS OF SERVICE/PUPIL PROGRESSION

ELEMENTARY

e. ~~Exceptional Student Education~~

~~Exceptional students who have a current IEP indicating a need for extended school year will be eligible to attend the summer term. The IEP will indicate the type and delivery of service for the extended school year term, and may differ from that offered during the regular school year~~

f. ~~Placement of Students At the End Of Summer Term~~

~~Students who have been retained may be eligible for promotion at the end of summer term.~~

STANDARDS OF SERVICE/PUPIL PROGRESSION

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|--|
| MIDDLE SCHOOL PUPIL PROGRESSION |
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1. GENERAL MIDDLE SCHOOL CURRICULA**A. Required Courses**

At the middle school level students shall receive instruction for three years in the following: language arts, reading, mathematics, science and social studies. Instruction in health, physical education, exploratory, pre-vocational and special interest classes shall be reflective of the district Major System Goals and in accordance with state statutes and rules. (FS232.245)

B. Reading Plan

As a part of their School Improvement Plan, each school shall develop and implement a reading ~~plan~~ objective(s) which addresses the reading needs of all students.

C. Instructional Materials

In order to support schools in the identification of quality instructional resource materials, the district will provide an approved Instructional Resource Materials list which will be continuously updated and which will include materials that encourage a wide variety of instructional techniques and technologies to accommodate various learning styles. This list does not preclude the use of supplementary resources to enhance the district-approved materials. All non state adopted instructional materials must be evaluated by the school staff and approved by the principal prior to purchase. The district will provide support and consultation. (FS233.07)

D. Academic Improvement Plan (AIP) and Suspension of Curriculum

Instruction shall be focused on ensuring that all students shall demonstrate mastery of state standards at the appropriate performance level. All students will be annually assessed and appropriately placed in reading, writing and mathematics. Any student who falls significantly below district standards shall receive an Academic Improvement Plan (AIP) which will identify appropriate school and community-based programs and strategies to be used for remediation. These programs will be intensive and different from the previous year's programs. Strategies for monitoring and reporting individual student progress in moving toward the district standards will be implemented. For those students for whom it is appropriate, the IEP will serve as the AIP.

STANDARDS OF SERVICE/PUPIL PROGRESSION**MIDDLE**

1. Any student who has been provided with an Academic Improvement Plan (AIP) for the purposes of meeting district levels of performance in reading, writing, or mathematics, may have their regular curriculum suspended in areas other than reading, writing and mathematics in order to provide intensive academic instruction. (FS 232.245 amended by CS/SB 1956)
2. An appropriate alternative placement will be considered for students who have been retained two or more years. (CS/HB 751)
3. The Individualized Education Program (IEP) Staffing/Review Committee may modify the instructional program or length of school day for an individual exceptional student if it is determined that the modification would be in the best interest of the student. A decision to modify the instructional program or length of school day shall be documented on the student's IEP. ~~The IEP will specify if a student falls significantly below district standards and whether the IEP serves as the Academic Improvement Plan (AIP) or if there is a separate AIP.~~

E. Guidance Services and Career Planning

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. The Curriculum Division will identify core school counseling and student advocacy services, including annual indicators of school counseling program effectiveness that directly impact student achievement and are in alignment with Policy 5312, Standards of Student Service, and the National Standards for School Counseling Programs developed by the American School Counselor Association.

F. Measurement System

The School Board of Broward County will develop a system to measure and verify proficiency of standards, when appropriate, based on demonstrations of mastery vs. completion of time. In addition to FCAT, the verification will consist of the following:

1. ~~FCAT~~
2. 1. competency based assessment
3. 2. performance based assessment
4. 3. literacy folders
5. 4. criterion reference test
6. ~~Mathematics Competency Test~~
7. ~~Florida Writes~~
8. 5. and other approved measures

G. Student Day

A student day shall consist of a minimum of:

1. Middle School - 348 minutes
 2. ESE Centers - 360 minutes
- (6A1.09512)

STANDARDS OF SERVICE/PUPIL PROGRESSION**MIDDLE****H. Waivers**

~~In order to provide flexible processes which allow students to achieve high standards, schools can apply for waiver of School Board policies, collective bargaining provisions, state statutes and state rules. (School Board policy 1403)~~

I. Contests, Fairs and Field Trips

All outside requests for contests, fairs, field trips, etc., must be curriculum based and submitted to the Superintendent's designee. In keeping with administrative rules and district guidelines, organizations sponsoring the events shall be responsible for distribution of materials to schools with the district's letter of approval and for supplying awards for the competition. All those approved by the screening committee are at the discretion of the school administration.

J. State Mandates**1. Health Education**

Health Education, Substance Abuse and Violence Prevention are essential to the educational and personal success of students in grades K- 12. A sequential program shall be implemented. Comprehensive health education topics include, but are not limited to, mental and emotional health, sexually transmitted diseases, human immunodeficiency, virus infection/acquired immune deficiency syndrome and other communicable diseases, substance abuse (including alcohol and tobacco), environmental health, safety and emergency care, nutrition, community health (resources), personal health and hygiene dental health, hereditary diseases, developmental disabilities, growth and development, consumer health, health careers, and family life/human sexuality. All teachers who teach Family Life/Human Sexuality, Sexually Transmitted Diseases (STDs), Human Immunodeficiency Virus Infection (HIV) and Acquired Immune Deficiency Syndrome (AIDS) must successfully complete district approved training programs. (FS 232.246, 233.061, 233.0625, 233.0672)

- a. Substance Abuse Education shall reflect current theory, knowledge and practice regarding prevention of substance abuse.
- b. Family Life/Human Sexuality Education shall require that all materials, resources and speakers be approved through the Superintendent's Screening Committee and allow a parent/guardian to make a written request to exempt a student from family life/human sexuality education in grades K - 12.
- c. Human Immunodeficiency Virus Infection (HIV) and Acquired Immune Deficiency Syndrome (AIDS) and Other Sexually Transmitted Diseases' Education shall allow a parent/guardian to make a written request to exempt a student from HIV/AIDS instruction. All materials, resources and speakers must be approved through the Superintendent's Screening Committee.

STANDARDS OF SERVICE/PUPIL PROGRESSION**MIDDLE**

- d. Required management training programs on the identification, prevention, and treatment of substance abuse and the availability of local and regional referral resources shall be provided to principals designees and other administrators on an ongoing basis.

2. **Holocaust, African and African-American, Hispanic, Women's Studies, and Veterans' Recognition**

Students shall receive appropriate instruction in the principles of democracy, its governmental and political structure, how to preserve and advance democracy and how they may contribute to the American way of life. In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. As documented in the School Improvement Plan, instruction shall also be provided in the study of the Holocaust, African and African-American history and the contributions of Hispanics and women to the United States. (F.S. 233.061)

K. **Character Development**

Students will receive instruction to promote character development. Student participation will be mandatory. Character education will be incorporated into the curriculum in a manner prescribed by the Division of Curriculum, Instruction and Educational Programs, Student Support, and ~~Human Resource Development~~. The character traits that are to be integrated into the curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship, and cooperation. The character traits will also be transmitted to students and parents on an annual basis through the Code of Student Conduct.

L. **Gifted Education**

The School Board of Broward County recognizes the special needs of gifted learners, and is committed to providing programs designed to meet their unique talents and abilities.

1. **District Goals**

- a. To provide a menu of gifted services which meet the unique needs of each individual student
- b. To foster a district-wide climate which recognizes and appreciates giftedness in all racial ethnic groups and socioeconomic strata
- c. To provide gifted curriculum aligned with the Sunshine State Standards that is standardized and qualitatively differentiated by content, process, product, and learning environment
- d. To facilitate opportunities for students to become self-directed, independent learners who achieve at high levels commensurate with their ability and potential
- e. To provide on-going staff development for both general education teachers and gifted teachers on effective strategies for meeting the needs of gifted learners

MIDDLE

- f. To seek input from and work collaboratively with parents of gifted learners in order to provide a quality learning environment for students

2. **Gifted Program Standards**

STANDARDS OF SERVICE/PUPIL PROGRESSION

- a. **Curriculum and Instruction:**
 - Differentiated curriculum that facilitates the mastery of core academic skills at a pace and level appropriate to gifted learners
 - Differentiated curriculum that replaces, supplements, or modifies existing curriculum
 - Instructional program that is flexible, and consists of advanced content and appropriately different teaching and learning strategies
 - Differentiated curriculum that is consistent district-wide

- b. **Program Models**
 - 1) Gifted services will be available to all gifted students
 - 2) Gifted programming will be planned as a result of consultation with experts
 - 3) Gifted programming models will be consistent and an integral part of a child's program

- c. **Guidance and Counseling**
 - 1) Gifted learners will be provided career guidance consistent with their unique needs
 - 2) Curriculum for gifted students will have an affective dimension
 - 3) The needs of underachieving gifted learners will be addressed
 - 4) The unique social and emotional needs of gifted students will be addressed

3. **Student Identification**
 - a. Schools have an obligation to identify their gifted students. The process used to identify students in need of gifted services must be ongoing, reliant on a variety of assessment measures, free of bias and non-exclusionary. Once identified, students must be provided appropriate services.
 - b. Strategies must be employed to identify students from groups traditionally underrepresented in gifted populations.

4. **Eligibility**

A student is eligible for the gifted program if "the student demonstrates:

 - a. Superior intellectual development measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence
 - b. Need for a special program
 - c. A majority of the characteristics of gifted students according to a standard scale or checklist."

MIDDLE

Districts are also mandated by the State to develop alternative criteria to increase the representation of underrepresented groups in gifted programs. (6A-6.03019(2))

5. **Transfer Students**

~~A transferring exceptional student may be temporarily assigned to a special program for exceptional students for a period not to exceed six months. Within six months of temporary assignment, a staffing committee shall meet and a decision on eligibility for permanent~~

STANDARDS OF SERVICE/PUPIL PROGRESSION

assignment shall be made. An exceptional student who has been in a similar, academically focused gifted program, and is transferring from an out of state public school, and who has documentation of the services provided and does not meet the district's dismissal criteria, may be placed immediately in the appropriate gifted educational program(s), without temporary assignment, after a staffing committee meets and a decision on eligibility for permanent assignment is made. A student's eligibility for permanent assignment may be based on the following, as appropriate:

- a. verified information regarding the student's previous program eligibility; or assignment in the sending school district or agency which meets the receiving district's eligibility criteria for example, a student who has a current Educational Plan (EP) or Individual Educational Plan (IEP), an appropriate individually administered standardized intelligence test score, or standardized achievement test score. Typically, a telephone conversation with personnel from the sending school or agency is the most efficient and most frequently used means of verifying the student's previous program eligibility or assignment. A written record or documentation of this conversation must be maintained, or
- b. the student does not meet the dismissal criteria established in the Special Programs and Procedures document of the district to which the student has transferred. (Rule 6A-6.0334)

6. **Program Models**

- a. Schools will develop and implement a comprehensive plan to meet the needs of their gifted students. As part of this plan, schools will adopt a district-approved model or models that meets the needs of their gifted students. Every school will have at least one teacher who is gifted-endorsed.
- b. Services will be provided in the core content areas, depending upon a student's need. Gifted services, however, are not limited to curriculum and learning environment. Other services must be provided based on the individual needs of the students.

STANDARDS OF SERVICE/PUPIL PROGRESSION**MIDDLE**

- c. If the school does not have the capacity to offer any of the district recommended models, the school will petition the Area Office in consultation with the Department of Advanced Academic Programs to develop its own model. The district will review the petition and, if granted, the program will be monitored and reviewed on an on-going basis. If the petition is not granted, the school will work with the Department of Advanced Academic Programs to develop an alternative model, or gifted students at that school site will be clustered with those from another site in order to provide appropriate services. Schools within one Innovation Zone may petition to cluster students to offer services at one school within the Zone.

2. REPORTING STUDENT PROGRESS**A. Reporting of Student Progress**

The reporting of student progress to parent shall follow procedures established by ~~Educational Programs~~ the Division of Curriculum and Instruction/Student Support and be in accordance with Florida statutes, Florida State Board of Education administrative rules, and board adopted policies, rules and regulations. (FS 232.245/232.24521)

B. Report Card Time Line

Report cards are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. Such reports shall be distributed to the students for delivery to their parents/guardians, except for the final report, in accordance with the adopted school calendar. If a student withdraws and does not qualify for a report card under this provision, he/she shall be issued a statement of academic achievement.

C. Retention of Computer-printed Reports

Middle School report cards are prepared through the use of computer-printed reports. A copy of the computer-printed report shall be retained in the school records office.

D. Interim Reports

Not 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 the following:

- Failing
- A drop of two or more grades
- Unacceptable behavior
- Excessive absences

E. Withholding Report Cards

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. Transferring Report Cards

Report cards, cumulative folders and LEPSEP folders must be transferred from one school to another without delay.

STANDARDS OF SERVICE/PUPIL PROGRESSION

MIDDLE

G. Report Cards - Middle School

- 1. The grading system used in the sixth, ~~and seventh~~ and eighth grades and the interpretation of the letter grades, which represent the equivalent numerical grades, are as follows:

| | |
|---|----------|
| "A".....SUPERIOR PROGRESS..... | 90 - 100 |
| "B".....COMMENDABLE PROGRESS..... | 80 - 89 |
| "C".....AVERAGE PROGRESS..... | 70 - 79 |
| "D".....LOWEST ACCEPTABLE PROGRESS..... | 60 - 69 |
| "F".....FAILURE..... | 0 - 59 |
| "I".....INCOMPLETE..... | |

Conduct

| | |
|----------|-------------------|
| "S"..... | SATISFACTORY |
| "N"..... | NEEDS IMPROVEMENT |
| "U"..... | UNSATISFACTORY |

- ~~2. The grading system used in the eighth grade and the interpretation of the letter grades, which represent the equivalent numerical grades, are as follows:~~

| <u>Letter</u> | <u>Numerical</u> |
|--------------------------------|------------------|
| "A" SUPERIOR PROGRESS | 94 - 100 |
| "B+" OUTSTANDING PROGRESS | 90 - 93 |
| "B" COMMENDABLE PROGRESS | 85 - 89 |
| "C+" ABOVE AVERAGE PROGRESS | 81 - 84 |
| "C" AVERAGE PROGRESS | 77 - 80 |
| "D+" BELOW AVERAGE PROGRESS | 73 - 76 |
| "D" LOWEST ACCEPTABLE PROGRESS | 70 - 72 |
| "F" FAILURE | 0 - 69 |
| "I" INCOMPLETE | |

Conduct

| | |
|----------|-------------------|
| "S"..... | SATISFACTORY |
| "N"..... | NEEDS IMPROVEMENT |
| "U"..... | UNSATISFACTORY |

- 3. The student's attendance for the marking period shall be recorded in the space provided.
- 4. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.
- 5. Final examinations are a recognized part of any school system and shall be scheduled and administered in accordance with the rules and regulations developed by educational programs and approved by the Board.

STANDARDS OF SERVICE/PUPIL PROGRESSION

MIDDLE

H. Totaling Grades – Middle School

1. Points used to calculate the final grade and weighted GPA are as follows (plus grades are valid in grade eight only):

| | | |
|---------|----------------|-------------------|
| A..... | 4.0 | points |
| B+..... | 3.1 | points |
| B..... | 3.0 | points |
| C+..... | 2.1 | points |
| C..... | 2.0 | points |
| D+..... | 1.1 | points |
| D..... | 1.0 | point |
| F..... | 0 | points |

2. The final grade for the school year for each full-year subject at grades six, ~~and seven, and eight~~ is determined by totaling the points earned for each of the four grading periods as follows: (FS 232.2463)

| | FULL YEAR SUBJECT | SEMESTER SUBJECT |
|-----------------------|----------------------|---------------------|
| A yearly grade of “A” | 14.0 – 16.0 points | 7.0 – 8.0 Points |
| A yearly grade of “B” | 10.0 – 13.0 points | 5.0 – 6.0 Points |
| A yearly grade of “C” | 6.0 – 9.0 points | 3.0 – 4.0 Points |
| A yearly grade of “D” | 4.0 – 5.0 points | 2.0 Points |

- 3- The final grade for the school year for each full-year subject at grade eight is determined by totaling the points earned for each of the four grading periods as follows:

| | FULL YEAR SUBJECT | SEMESTER SUBJECT |
|------|-------------------------------|-----------------------------|
| “A” | 14.0 – 16.0 points | 7.0 – 8.0 points |
| “B+” | 12.2 – 13.9 points | 6.1 – 6.9 points |
| “B” | 10.0 – 12.1 points | 5.0 – 6.0 points |
| “C+” | 8.2 – 9.9 points | 4.1 – 4.9 points |
| “C” | 6.0 – 8.1 points | 3.0 – 4.0 points |
| “D+” | 4.2 – 5.9 points | 2.1 – 2.9 points |
| “D” | 4.0 – 4.1 points | 2.0 points |

4. 3. To receive a passing grade in subjects for a full year at least one of the above points must be earned during the final quarter. Limited English Proficient students may be permitted to demonstrate mastery of skills in their native languages. Successful completion of all work will be in accordance with the Standards of Service (Policy 6000.1) and Accountability (Policy 1403).
5. 4. An approved alternative report card may be used for students with disabilities whose progress cannot be appropriately reported using the standard report card.
6. 5. The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities.

MIDDLE

3. PROMOTION /RETENTION

STANDARDS OF SERVICE/PUPIL PROGRESSION**A. Promotion**

"Promotion is the act of changing a pupil's placement from a lower to a higher grade, academic level, age category, number of credits, or continuous progress level, based on the following criteria:

1. To be promoted a student must pass five subjects during each year for grades 6-8. Four of the subjects must be from among the following five:

- Language Arts*
- Reading*
- Mathematics*
- Science
- Social Studies

* To be promoted students must demonstrate mastery in these subjects.

2. Students who successfully complete a one-semester subject will be credited with one-half subject toward the five needed to be promoted.
3. Students within middle schools shall be promoted or retained dependent upon their ability to meet the rules and regulations pertaining to promotion and retention as developed and adopted by the State Board of Education, the superintendent, and the Board and referenced in the matrix below. In situations of unusual or exceptional nature, the cases may be taken under advisement by the principal.

| Grade | Indicator One | | Indicator Two* | | |
|--------------|--|----|--|----|---|
| 6 Reading | 25%ile or above on FCAT NRT Reading Comprehension | OR | <u>Level II or above on FCAT Reading</u> | OR | Above Cut Score 48 Degrees of Reading Power (DRP) |
| 6 Math | 25%ile or above on FCAT NRT Problem Solving | OR | <u>Level II or above on FCAT Math</u> | OR | Above Cut Score Criterion Referenced Test |
| 7 Reading | 25%ile or above on FCAT NRT Reading Comprehension | OR | <u>Level II or above on FCAT Reading</u> | OR | Above Cut Score 49 Degrees of Reading Power (DRP) |
| 7 Math | 25%ile or above on FCAT NRT Problem Solving | OR | <u>Level II or above on FCAT Math</u> | OR | Above Cut Score Criterion Referenced Test |
| 8 Reading | 25%ile or above on FCAT NRT Reading Comprehension | OR | Level II or above on FCAT Reading | OR | Above Cut Score 50 Degrees of Reading Power (DRP) |
| 8 Math | 25%ile or above on FCAT NRT Problem Solving | OR | Level II or above on FCAT Mathematics | OR | Above Cut Score Criterion Referenced Test |

- Middle School students must meet above criteria to be promoted. Students who do not have any of the indicators for promotion will be evaluated based on other available data showing the level of mastery of Sunshine State Standards.
- ~~Students who are retained are eligible to attend summer school. For students enrolled in summer school, attendance is mandatory. Parents will be notified of all absences. After three (3) absences, the principal has the discretion to determine whether or not the student is allowed to~~

STANDARDS OF SERVICE/PUPIL PROGRESSION

~~continue. Retained students must take the district assessment at the end of the summer term in order to be considered for promotion.~~

- ~~Students who do not meet the performance level indicated on the promotion chart/policy must attend summer school and~~ can be given one of three options (CS/HB751):
 1. remediate before the beginning of the next school year and promote;
 2. retain and remediate in a different program; or
 3. for students without an AIP, promote and remediate during the following year with more intensive intervention and remediation strategies. specified in a revised Academic Improvement Plan; or
- Students may also demonstrate competency on other district approved assessment instruments.

B. Parent Notification

Parents must be notified on or before May 31 when it appears that a student may be retained. Parents of LEP students must be notified in the native language.

~~C.~~ Promotion to Grade Nine

~~Middle school students who have not been promoted to grade 9 may be promoted to high school by the principal with the approval of the area superintendent if a grade placement conference has been held with the student's teachers and guidance counselor and it has been determined that the student has demonstrated mastery of the performance standards and that it is in the best interest of the student to be promoted.~~

~~D.~~ C. High School Courses

A middle school student whose unique academic needs cannot be met at the middle school level, as determined by the principal, may, upon approval of the area superintendent, be permitted to attend a high school for the course necessary. However, no middle school student may attend a high school course when that course is available at the middle school level or when the course sought at the high school level requires successful completion of the middle school curriculum. Transportation must be provided by the parents and will be reimbursed at the standard rate.

~~E.~~ D. Limited English Proficient (LEP) Students

When considering limited English proficient students for retention the following must be taken into consideration:

1. LEP students who have been in an English for Speakers of Other Languages program for two years or less and who meet the district criteria for substantially deficient performance should be exempt from mandatory retention, but must have documented remediation.

MIDDLE

2. LEP students may not be retained simply because they are unable to read and write in English if they are satisfactorily proficient in their home language. The requirement is to measure students' ability to read and write; regardless of whether that ability is shown in English or the home language.
3. LEP students who have been in an English for Speakers of Other Languages program for more than two years may still be in need of additional time to meet district levels of performance on reading and writing assessments in English, but should be demonstrating consistent progress. These LEP students are in the process of acquiring language and academic proficiency skills in English. Such students must participate in remediation if they meet district criteria for remediation, but should be exempt from mandatory retention.

STANDARDS OF SERVICE/PUPIL PROGRESSION

4. Before any LEP student is retained, the student should be referred to the LEP committee, which includes the principal/designee, the ESOL teacher, the home language teacher (if any), the classroom/subject area teacher(s) plus guidance counselors, school social workers, school psychologists or other educators as appropriate for the situation. In addition, the parent(s) must be invited to the LEP committee meeting. Results of the meeting should be documented in the LEPSEP folder. Students cannot be retained solely due to lack of proficiency in English.
(FS233.058, 6A.6.0900-909)

F. E. Exceptional Students

1. The IEP Committee, which includes the principal/designee, will determine grade placement for students with disabilities.
2. For those students who are turning 14 during the duration of the IEP being developed, the IEP Committee will determine and record on the Individual Educational Plan the appropriate level of state curriculum standards.

G. E. Summer Term Extended Learning

Opportunities for extended learning will be determined on an annual basis and may include, but not be limited to, after school, summer school, Saturday school, and extended calendars.

Note: For information about extended school year (ESY) for students with disabilities, see the Special Programs and Procedures for Exceptional Students and the district guidelines.

- ~~1. The summer term will allow additional time for the student to continue to learn in the subject, in the grade level, or in the special program best suited to meet the student's academic needs, with consideration given to the student's social, emotional and physical development.~~
 - ~~a. Any student who has been retained for not meeting the district levels of performance in reading or mathematics, must attend the summer term in order to receive intensive academic instruction. (FS 232.245 amended by CS/SB 1956)~~
- ~~2. In the event that a student is retained, promotion could be gained by successfully completing one of the following options:~~

MIDDLE

- ~~a. Students may take up to two subjects during summer term. Failure to attend would result in retention.~~
- ~~b. Students failing three or more academic subjects will be required to attend summer term and may be placed in a transitional (probationary) program at the next grade level providing they have met the appropriate grade level standards.~~
 - ~~1.) At quarterly intervals, a child support team will meet to receive reports on the adjustment of the student.~~
 - ~~2.) At the completion of any quarterly interval, if the student is up-to-date on all course requirements, he/she will be officially promoted. Students showing a lack of sufficient progress, as determined by a child support team, will continue in the transitional (probationary) program.~~
- ~~c. Students failing to demonstrate sufficient progress at the end of each grade, as determined by a child support team will be retained for an additional year in the middle school.~~

STANDARDS OF SERVICE/PUPIL PROGRESSION

3. Exceptional students who have a current IEP indicating a need for extended school year (ESY) will be eligible to attend the summer term. The IEP will indicate the type and delivery of service for the extended school year term and may differ from that offered during the regular school year
4. ~~If the student does not attend the complete summer term or fails to pass the subject(s) after attending summer term, the student will be retained. The decision for promotion or retention shall rest with the summer term principal and staff. For students who are retained, consideration should be given to their placement in an educational alternative program according to the eligibility criteria contained in the Broward County Alternative Education Guidelines.~~
5. ~~Limited English Proficient Students Eligibility for Summer Term attendance for Limited English Proficient students shall be based upon the following criteria:~~
 - a. ~~Students in grades 6-12 who are classified A1-C1 are entitled to membership in summer term if they are in membership in ESOL for all of the last 15 days of the 180 day term or a total of 30 days within the 180 day term and are in need of such instruction. (FS 293.058)~~
 - b. ~~If a student meets exit criteria from ESOL before the end of the school year, exit procedures must be followed; therefore, C2 students will be ineligible for summer term under ESOL.~~

STANDARDS OF SERVICE/PUPIL PROGRESSION

HIGH SCHOOL/ADULT PUPIL PROGRESSION

1. GENERAL HIGH SCHOOL INFORMATION

A. Reading Plan

As a part of their School Improvement Plan, each school shall develop and implement a reading plan objective(s) which addresses the reading needs of all students.

B. Instructional Materials

In order to support schools in the identification of quality instructional resource materials, the district will provide an approved Instructional Resource Materials list which will be continuously updated and which will include materials that encourage a wide variety of instructional techniques and technologies to accommodate various learning styles. This list does not preclude the use of supplementary resources to enhance the district-approved materials. All non-state adopted instructional materials must be evaluated by the school staff and approved by the principal prior to purchase. The district will provide support and consultation. (FS233.07)

C. Academic Improvement Plan (AIP) and Suspension of Curriculum

Instruction shall be focused on ensuring that all students shall demonstrate mastery of Critical Content at the appropriate performance level. All Students will be annually assessed and appropriately placed in reading, writing and mathematics. Any student who falls significantly below district standards shall receive an Academic Improvement Plan (AIP) which will identify appropriate school and community-based programs and strategies to be used for remediation. These programs will be intensive and different from the previous year's programs. Strategies for monitoring and reporting individual student progress in moving toward the district standards will be implemented. For those students for whom it is appropriate, the IEP will serve as the AIP.

1. Any student who has been provided with an Academic Improvement Plan (AIP) for the purposes of meeting district levels of performance in reading, writing, or mathematics, may have their regular curriculum suspended in areas other than reading, writing and mathematics in order to provide intensive academic instruction. (FS 232.245 amended by CS/SB 1956)
2. An appropriate alternative placement will be considered for students who have been retained two or more years. (CS/HB 751)
3. The Individualized Education Program (IEP) Staffing/Review Committee may modify the instructional program or length of school day for an individual exceptional student if it is determined that the modification would be in the best interest of the student. A decision to modify the standards of service or length of school day shall be documented on the student's IEP. ~~The IEP will specify if a student falls significantly below district standards and whether the IEP serves as the Academic Improvement Plan (AIP) or if there is a separate AIP.~~

HIGH

D. Guidance Services and Career Planning

STANDARDS OF SERVICE/PUPIL PROGRESSION

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. The Curriculum Division will identify core school counseling and student advocacy services, including annual indicators of school counseling program effectiveness that directly impact student achievement and are in alignment with Policy 5312, Standards of Student Service, and the National Standards for School Counseling Programs developed by the American School Counselor Association.

E. Measurement System

The School Board of Broward County will develop a system to measure and verify proficiency of standards, when appropriate, based on demonstrations of mastery vs. completion of time. In addition to FCAT, the verification will consist of the following:

1. FCAT
2. 1. competency based assessment
3. 2. performance based assessment
4. 3. literacy folders
5. 4. criterion reference test
6. ~~Mathematics Competency Test~~
7. ~~Florida Writes~~
8. 5. and other approved measures

F. Student Day

A student day shall consist of a minimum of:

1. High School - 360 minutes
2. ESE Centers - 360 minutes
(6A.1.09512)

G. ~~Waivers~~

~~In order to provide flexible processes schools can apply for waiver of School Board policies, collective bargaining provisions, state statutes and state rules.~~

H. G. Contests, Fairs and Field Trips

All outside requests for contests, fairs, field trips, etc., must be curriculum based and submitted to the Superintendent's designee. In keeping with administrative rules and district guidelines, organizations sponsoring the events shall be responsible for distribution of materials to schools with the district's letter of approval and for supplying awards for the competition. All those approved by the screening committee are at the discretion of the school administration.

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH****I. State Mandated Curriculum****1. Health Education**

Health Education, Substance Abuse, and Violence Prevention are essential to the educational and personal success of students in grades K - 12. A sequential program shall be implemented. Comprehensive health education topics include, but are not limited to, mental and emotional health, sexually transmitted diseases, human immunodeficiency, virus infection/acquired immune deficiency syndrome and other communicable diseases, substance abuse (including alcohol and tobacco), environmental health, safety and emergency care, nutrition, community health (resources), personal health and hygiene, dental health, hereditary diseases, breast cancer detection, developmental disabilities, growth and development, consumer health, health careers, and family life/human sexuality. All teachers who teach Family Life/Human Sexuality, Sexually Transmitted Diseases (STDs), Human Immunodeficiency Virus Infection (HIV) and Acquired Immune Deficiency Syndrome (AIDS) must successfully complete district approved training programs. (FS 232.246, 233.061, 233.0612, 233.0625, 233.0672)

- a. Substance Abuse Education shall reflect current theory, knowledge and practice regarding prevention of substance abuse.
- b. Family Life/Human Sexuality Education shall require that all materials, resources and speakers be approved through the Superintendent's Screening Committee and allow a parent/guardian to make a written request to exempt a student from family life/human sexuality education in grades K - 12.
- c. Human Immunodeficiency Virus Infection (HIV) and Acquired Immune Deficiency Syndrome (AIDS) and Other Sexually Transmitted Diseases' Education shall allow a parent/guardian to make a written request to exempt a student from HIV/AIDS instruction. All materials, resources and speakers must be approved through the Superintendent's Screening Committee.
- d. Required management training programs on the identification, prevention, and treatment of substance abuse and the availability of local and regional referral resources shall be provided to principals/designees and other administrators on an ongoing basis.

2. Holocaust, African and African-American, Hispanic, and Women's Studies, and Veterans' Recognition

Students shall receive appropriate instruction in the principles of democracy, its governmental and political structure, how to preserve and advance democracy, and how they may contribute to the American way of life. In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. As documented in the School Improvement Plan, instruction shall also be provided in the study of the Holocaust, African and African-American history and the contributions of Hispanics and women to the United States. (F.S. 233.061)

HIGH**J. Character Development**

Students will receive instruction to promote character development. Student participation will be mandatory. Character education will be incorporated into the curriculum in a manner prescribed by the Division of ~~Educational Programs, Curriculum, Instruction and Student Support.~~ ~~and Human Resource Development.~~ The character traits that are to be integrated into the curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship, and cooperation.

STANDARDS OF SERVICE/PUPIL PROGRESSION

The character traits will also be transmitted to students and parents on an annual basis through the Code of Student Conduct.

K. Gifted Education

The School Board of Broward County recognizes the special needs of gifted learners, and is committed to providing programs designed to meet their unique talents and abilities.

1. District Goals

- a. To provide a menu of gifted services which meet the unique needs of each individual student
- b. To foster a district-wide climate which recognizes and appreciates giftedness in all racial ethnic groups and socioeconomic strata
- c. To provide gifted curriculum aligned with the Sunshine State Standards that is standardized and qualitatively differentiated by content, process, product, and learning environment
- d. To facilitate opportunities for students to become self-directed, independent learners who achieve at high levels commensurate with their ability and potential
- e. To provide on-going staff development for both general education teachers and gifted teachers on effective strategies for meeting the needs of gifted learners
- f. To seek input from and work collaboratively with parents of gifted learners in order to provide a quality learning environment for students

2. Gifted Program Standards

a. Curriculum and Instruction:

- 1) Differentiated curriculum that facilitates the mastery of core academic skills at a pace and level appropriate to gifted learners
- 2) Differentiated curriculum that replaces, supplements, or modifies existing curriculum
- 3) Instructional program that is flexible, and consists of advanced content and appropriately different teaching and learning strategies
- 4) Differentiated curriculum that is consistent district-wide

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH****b. Program Models**

- 1) Gifted services will be available to all gifted students
- 2) Gifted programming will be planned as a result of consultation with experts
- 3) Gifted programming models will be consistent and an integral part of a child's program

c. Guidance and Counseling

- Gifted learners will be provided career guidance consistent with their unique needs
- Curriculum for gifted students will have an affective dimension
- The needs of underachieving gifted learners will be addressed
- The unique social and emotional needs of gifted students will be addressed

3. Student Identification

- a. Schools have an obligation to identify their gifted students. The process used to identify students in need of gifted services must be ongoing, reliant on a variety of assessment measures, free of bias and non-exclusionary. Once identified, students must be provided appropriate services.
- b. Strategies must be employed to identify students from groups traditionally underrepresented in gifted populations.

4. Eligibility

A student is eligible for the gifted program if “the student demonstrates:

4. Superior intellectual development measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence
5. Need for a special program
6. A majority of the characteristics of gifted students according to a standard scale or checklist.”

Districts are also mandated by the State to develop alternative criteria to increase the representation of underrepresented groups in gifted programs. (6A-6.03019(2))

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH****5. Transfer Students**

A transferring exceptional student may be temporarily assigned to a special program for exceptional students for a period not to exceed six months. ~~Within six months of temporary assignment, a staffing committee shall meet and a decision on eligibility for permanent assignment shall be made. An exceptional student who has been in a similar, academically focused gifted program, and is transferring from an out of state public school, and who has documentation of the services provided and does not meet the district's dismissal criteria, may be placed immediately in the appropriate gifted educational program(s), without temporary assignment, after a staffing committee meets and a decision on eligibility for permanent assignment is made.~~ A student's eligibility for permanent assignment may be based on the following, as appropriate:

- a. ~~verified information regarding the student's previous program eligibility; or assignment in the sending school district or agency which meets the receiving district's eligibility criteria for example, a student who has a current Educational Plan (EP) or Individual Educational Plan (IEP), an appropriate individually administered standardized intelligence test score, or standardized achievement test score. Typically, a telephone conversation with personnel from the sending school or agency is the most efficient and most frequently used means of verifying the student's previous program eligibility or assignment. A written record or documentation of this conversation must be maintained,~~
or
- b. the student does not meet the dismissal criteria established in the Special Programs and Procedures document of the district to which the student has transferred. (Rule 6A-6.0334)

6. Program Models

- a. Schools will develop and implement a comprehensive plan to meet the needs of their gifted students. As part of this plan, schools will adopt a district-approved model or models that meets the needs of their gifted students. Every school will have at least one teacher who is gifted-endorsed.
- b. Services will be provided in the core content areas, depending upon a student's need. Gifted services, however, are not limited to curriculum and learning environment. Other services must be provided based on the individual needs of the students.
- c. If the school does not have the capacity to offer any of the district recommended models, the school will petition the Area Office in consultation with the Department of Advanced Academic Programs to develop its own model. The district will review the petition and, if granted, the program will be monitored and reviewed on an on-going basis. If the petition is not granted, the school will work with the Department of Advanced Academic Programs to develop an alternative model, or gifted students at that school site will be clustered with those from another site in order to provide appropriate services. Schools within one Innovation Zone may petition to cluster students to offer services at one school within the Zone.

HIGH

- d. Honors, Advanced Placement, Dual Enrollment, International Baccalaureate, and magnet programs often serve the needs of gifted students. However, gifted services must be available to high school students whether or not gifted content area classes are offered. Services may take the form of gifted electives, gifted seminars, and consultation with a gifted endorsed teacher. Gifted students are entitled to remain under the gifted umbrella as long as the educational plan is current, and a matrix of services is completed annually.

STANDARDS OF SERVICE/PUPIL PROGRESSION**2. REPORTING STUDENT PROGRESS****A. REPORT CARDS - GENERAL**

The reporting of student progress to parent shall follow procedures established by Educational Programs and be in accordance with Florida statutes, Florida State Board of Education administrative rules, and board adopted policies, rules and regulations. (FS 232.245/232.24521)

1. Report Card Time Line

Report cards are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. Such reports shall be distributed to the students for delivery to their parents—except for the final report, in accordance with the adopted school calendar. If a student withdraws and does not qualify for a report card under this provision, he/she shall be issued a statement of academic achievement.

2. Retention of Computer-printed Reports

High School report cards are prepared through the use of computer-printed reports. A copy of the computer-printed report shall be retained in the school records office.

3. Interim Reports

Not 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 the following:

- a. Failing
- b. A drop of two or more grades
- c. Unacceptable behavior
- d. Excessive absences

4. Withholding Report Cards

Report cards may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.

5. Transferring Report Cards

Report cards, cumulative folders and LEPSEP folders must be transferred from one school to another without delay.

6. Experimental Reporting

Pilot schools may deviate from this system/procedure for experimental purposes with the authorization of the Superintendent.

HIGH**B. REPORT CARDS - GRADING**

1. Effective for the ~~1999—2000~~ 2001-2002 school year and thereafter, the grading system used in the high schools, including numerical grades, letter grades and quality points will be as follows: (FS 232.2463)

| | | |
|-----------|--------|----------------|
| Numerical | Letter | Quality Points |
|-----------|--------|----------------|

STANDARDS OF SERVICE/PUPIL PROGRESSION

| | | |
|----------------------------|------|-----|
| 94 90 – 100 | “A” | 4.0 |
| 90 – 93 | “B+” | 3.5 |
| 85 – 89 80 - 89 | “B” | 3.0 |
| 81 – 84 | “C+” | 2.5 |
| 77 – 80 70 - 79 | “C” | 2.0 |
| 73 – 76 | “D+” | 1.5 |
| 70 – 72 60 - 69 | “D” | 1.0 |
| 0 – 69 59 | “F” | 0.0 |
| INCOMPLETE | “I” | 0.0 |

2. 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 40th day of the next marking period. If the work remains incomplete or unsatisfactory at the end of this period, the "I" will revert to an "F". The principal may extend the deadline.

3. ~~Plus (+) Grades~~

~~Letter grades displaying plus signs shall be used in the calculation of the local (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.~~

4. Recording Attendance

The student's attendance for the marking period shall be recorded in the space
provided on the report card.

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH****5. 3. Semester Credit**

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 nine week grading periods with the points earned on the semester examination. For schools implementing a "4x4" block schedule, one semester is equivalent to nine weeks. The point values assigned to the letter grades for each nine week grading period and the semester examination are as follows:

| | GRADING PERIOD | | SEMESTER EXAMINATION | |
|---------------|----------------|-------------------|----------------------|-------------------|
| A | 12.0 | points | 8.0 | points |
| B+ | 9.3 | points | 6.2 | points |
| B | 9.0 | points | 6.0 | points |
| C+ | 6.3 | points | 4.2 | points |
| C | 6.0 | points | 4.0 | points |
| D+ | 3.3 | points | 2.2 | points |
| D | 3.0 | points | 2.0 | points |
| F | 0 | points | 0 | points |
| I | 0 | points | 0 | points |

- a. The semester grade is assigned as follows:

| Total Point Values | | | Semester Grades | |
|--------------------|--------------------|----------------------------|-------------------|---------------|
| 28.00 | or above | points | A | |
| 24.50 | through | 27.99 | points | B+ |
| 20.00 | through | 24.49 <u>27</u> | points | B |
| 16.50 | through | 19.99 | points | C+ |
| 12.00 | through | 16.49 <u>19</u> | points | C |
| 8.50 | through | 11.99 | points | D+ |
| 5.00 | through | 8.49 <u>11</u> | points | D |
| | Below 5 | points | F | |

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 nine-week grading periods, or
- (2) one nine-week grading period and the semester examination.
- (3) the weight of the final examination shall equal one-fourth of the semester grade.

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH**

- b. Any student with a GPA below 2.5 shall have their parent or guardian notified that good work 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:
- (1) forgiveness policy,
 - (2) summer school term attendance,
 - (3) special counseling,
 - (4) volunteer and/or peer tutors,
 - (5) school-sponsored help sessions,
 - (6) homework hotlines,
 - (7) study skills classes,
 - (8) co-enrollment.

6.4. 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 Broward Course Code Dictionary shall carry one 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: Effective for 1999-2000, students enrolled in college courses at the 2000 level and above shall receive two quality points for courses completed with a grade of "C" or above. Dual Enrollment courses below the 2000 level will receive one quality point. College level courses are defined by approved articulation agreements between the School Board of Broward County and area colleges and universities. 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 point may not be earned in honors class if the grade received is below a "C."

7.5. Advanced Placement Courses And International Baccalaureate to Receive Quality Points

- a. All classes that are clearly labeled "Advanced Placement," or "International Baccalaureate" shall receive two quality points if the grade received is "C" or above.
- b. Students will be required to take the Advanced Placement 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 Advanced Placement examination, he/she will receive one quality point for a grade of "C" or higher.

8.6. Grade Point Average and Repeat Rule

With the approval of the principal/guidance counselor, students may elect to repeat a course for credit in order to improve their record. When a course (previously passed) is repeated for credit, only elective credit will

HIGH

be given and will not meet course requirements for graduation. The highest grade earned will be used in computing the Grade Point Average. The lower of the two grades will be forgiven. The student's record, however, will show all courses taken. When a course (previously passed) is repeated, it must be repeated during the academic school year

STANDARDS OF SERVICE/PUPIL PROGRESSION

(August-June), except for students with a cumulative Grade Point Average below 2.5. For students whose cumulative Grade Point Average is below a 2.5, courses previously passed with a grade of "D" (1.0) may be retaken during the summer term in order to maintain continuous progress toward graduation.

9.7. Forgiveness Rule

A student may elect to repeat a course for credit in order to improve his/her record. A student may repeat a course for which he/she has received a grade of "F," "N," or "I." The highest grade earned will be used in computing the Grade Point Average. ~~For a grade of "D," the lower grade and course will be reflected as "no credit" on the student's records, and will not be included in computing the Grade Point Average.~~ The student's record, however, will show all courses taken. The Forgiveness Rule shall be applied only one time per course.

For students entering the ninth grade in 2000-2001 and each year thereafter, 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. When a course (previously passed) is replaced, it must be retaken during the 180 day school year, except for students with a cumulative Grade Point Average below 2.5. For students whose cumulative Grade Point Average is below a 2.5, courses previously passed with a grade of "D" (1.0) may be retaken during the summer term or through co-enrollment in order to maintain continuous progress toward graduation. The Forgiveness Rule shall be applied only one time per course.

10.8. Exceptional Students

- a. The IEP committee will determine and record on the Individualized Educational Plan curriculum standards and the type of diploma the student shall work toward.
- b. An individual Educational Plan (IEP) committee may determine that the student be permitted additional time or less time to complete a course. All decisions regarding this time modification ("MOD") must be specified on the student's IEP. "MOD" does not count as an attempt for grade point averaging purposes.
- c. An approved alternative report card may be used for students with disabilities whose progress cannot be appropriately reported using the standard report card.
- d. The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities.

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH****3. PROMOTION/RETENTION****A. Minimum total credits required for High School graduation is 25**

1. To be in grade nine, a student must be promoted from grade eight.
2. To be in grade ten, a student must have earned a minimum of five credits, which must include a passing grade in an English course that satisfies the English graduation requirement or its equivalent for ESE, or ESOL for LEP students, and a passing grade in a level I (or above) mathematics course, or its equivalent for ESE, for the 1999-2000 school year and a level II (or above) mathematics course, or its equivalent for ESE, for 2000-2001 and beyond.
3. To be in grade eleven, a student must have satisfied grade 9 requirements and earned a minimum 11 credits.
4. To be in grade twelve, a student must have satisfied grade 9 requirements and earned a minimum of 18 credits.
5. Credits may be reduced one credit per year (maximum two credits, total) to accommodate travel to other vocational centers or programs pursuant to the provisions of School Board Policy. However, under no circumstances can credits be reduced below the 25 required for graduation.

B. Credits**1. Definition of Credit**

One full credit is defined as a minimum of 135 hours of bona fide instruction in a designated course of study which contains student performance standards as provided for in Florida Statute. One half credit is defined to be one-half of the requirement for a full credit. Six semester credit hours of community college or university instruction shall equal one full credit. Any school that uses alternative scheduling must employ a district approved mechanism to determine successful mastery of student performance standards. (FS 232.2462)

a. Hour Requirement

High school students are not exempted from the 135-hour bona fide instruction rule except as in presently-allowed acceleration mechanisms (Credit By Examination, Dual Enrollment, Early Admission, Adult Education, and approved dropout prevention programs, featuring competency based curriculum structures or in schools that have alternative scheduling).

b. Minimum Attendance Requirements

In cases of unusual circumstances when minimum attendance requirements cannot be met (out-of-district transfer students), demonstrated mastery of the student performance standards for any course may be considered to satisfy credit requirements.

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH****c. Mastery Performance Standards**

A student's mastery of performance standards will be determined in accordance with the Board-approved performance standards and will be determined by the use of teacher observations, classroom assignments and a passing grade on an examination developed and/or approved by the school administrator. Native language assistance may be provided for Limited English Proficient students. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. (FS 232.24521)

d. Attendance Rule

Pupils may be counted in attendance only if they are actually present at school or are away from school on a school day and are engaged in an educational activity which constitutes a part of the school-approved instructional program for the pupil. It is the student's responsibility to make up all class work and homework to receive academic credit for the classes missed. (FS 232.09)

e. Transfers From Accredited Schools

The requirements of the School Board shall not be retroactive for transfer students, or students in Broward School Board-operated or approved Youth Services programs, provided the student has met all requirements of the district, state from which he or she is transferring.

The school shall accept and classify transfer credits for the purpose of credits which meet specific graduation requirements, without further validation from schools that are accredited by a regional accrediting agency or from schools accredited through their state's Department of Education. Regional accrediting agencies are as follows:

- a. Southern Association of Colleges and Schools (SACS)
- b. Middle States Association of Colleges and Schools (MSACS)
- c. New England Association of Colleges and Schools (NEACS)
- d. North Central Association of Colleges and Schools (NCACS)
- e. Northwestern Association of Colleges and Schools (NACS)
- f. Western Association of Colleges and Schools (WACS)

f. Transfers from Private Tutors/Non-accredited Schools

Students who transfer from home education, private tutors or non-accredited private or public schools must have completed work or earned credits validated through demonstration of mastery of course content determined through successful completion of end-of-course exams or other means designated by district curriculum specialist. The evaluation will be administered by the enrolling school. Native language assistance may be provided for Limited English Proficient students.

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH****g. Students from Foreign Countries**

Students who come from foreign countries with transcripts will have those evaluated by guidance staff for validation of course credit. Final placement shall be made on the basis of transcript evaluation, course/credit validation, and consideration as to the welfare of both student and school involved.

- h. In cases of unusual circumstances related to out-of-district transfer students or late registrants, when minimum instruction time cannot be met, students shall be enrolled on an audit basis until an official transcript is presented, or until the area superintendent considers the case and, at his/her discretion, appoints an evaluation committee to make final recommendations to him/her. The area superintendent shall then render a decision.

i. Florida Virtual High School

High schools will award high school credit(s) for courses successfully completed under the School Board agreement with Florida Virtual High School.

C. ~~Dual Enrollment/Dual Credit/Credit in Escrow~~ Early Admissions

Students enrolled as high school juniors and seniors in Broward County Public High School may be concurrently enrolled in postsecondary courses creditable toward a vocational-technical certificate, diploma, or an associate or baccalaureate degree from accredited institutions. Students must provided they meet program rules and regulations, including minimum scores on a college placement exam and a 3.0 unweighted grade point average (gpa) for academic dual enrollment courses or minimum scores on appropriate technical placement exams and a 2.0 unweighted gpa for vocational-technical certificate dual enrollment courses. Students participating in dual enrollment options must maintain an unweighted grade point average of 3.0 in high school academic work and must earn a grade of "C" or better in college level coursework in order to continue in the program. Six semester credit hours earned through dual enrollment/early admissions coursework shall equal one full high school credit. (6A.1.095, FS 240.116, FS 232.2462)

1. ~~Program #1~~ Dual Enrollment

High school juniors and seniors, with a cumulative unweighted grade point average of 3.0, enrolled in courses of study which will fulfill requirements for high school graduation, and meet minimum standardized college placement test requirements, may be eligible for enrollment in college level courses for a maximum of six semester hours of college credit each term to add depth and breadth to their academic program. who meet the rules and regulations listed above may dually enroll in coursework which is not remedial in nature and which is provided by either the community college or university with whom the School Board has an approved interinstitutional articulation agreement and for which both high school and college credit will be awarded.

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH**

The purpose of which is to shorten the time necessary to complete requirements for a diploma, associate, or baccalaureate degree, to broaden the scope of curricular options, or increase the depth of study available in a particular subject area. Under this program option, both high school and college credit will be granted. Qualified Students may elect to attend high school for the number of hours/credits needed to complete graduation requirements. Student attendance must be duly recorded each day by procedures developed within each high school. Students who elect to participate in dual enrollment coursework may do so during regular school hours, after regular school hours, and during the college/university summer terms. Said instruction shall not include physical education. Any student so enrolled in a state supported postsecondary institution with whom the School Board has an approved interinstitutional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees. (FS 240.116)

4. 2. Program #4 Vocational-Technical Dual Enrollment

Eligible high school juniors and seniors may dually enroll in a state approved high wage/high skilled certificate, diploma, or degree granting program at an approved postsecondary institution with whom the School Board has an approved interinstitutional articulation agreement and for which both high school and postsecondary/college credit will be awarded in order to shorten the time necessary to complete requirements for a vocational-technical certificate, diploma, associate, or baccalaureate degree, broaden the scope of curricular options, or increase the depth of study available in a particular subject area for the purpose of earning elective high school credit and Any student so enrolled in a state supported postsecondary institution with whom the School Board has an approved interinstitutional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees. (FS 240.1161)

2. 3. Program #2 Dual Enrollment— Credit in Escrow

High school juniors/seniors with a cumulative unweighted grade point average of 3.0, enrolled in courses of study which will fulfill requirements for graduation may be eligible for enrollment in college level courses for a maximum of six semester hours of college credit each term. who meet the rules and regulations listed above may enroll in college coursework for which only college credit will be awarded to add depth and breadth to their academic program. College credits earned under this program will be held in "escrow" by the participating college/university. Earned credit will not be reflected on the high school academic transcript and will not be used to satisfy high school diploma requirements. Under this program, students and their parents will be responsible for all appropriate college fees and textbooks. (FS 240.116)

3. Program #3 Dual Credit

Eligible high school juniors and seniors may enroll in courses for both high school and college credit. to be eligible, a student must have a

HIGH

cumulative unweighted grade point average of 3.0 or better and meet minimum standardized college placement test requirements. Academic programs, which are not remedial in nature, through which a student may earn credit toward both a high school diploma and an associate or baccalaureate degree, may be provided by either the community college or university with whom the School Board has an approved interinstitutional articulation agreement. Said instruction shall not include physical education. Any student so enrolled in a state supported post-secondary institution with whom the School Board has an approved interinstitutional articulation agreement shall be

STANDARDS OF SERVICE/PUPIL PROGRESSION

exempt from the payment of registration, matriculation, laboratory, and textbook fees. (FS240.1161)

4. Early Admission

Early admission is a form of dual enrollment through which eligible high school students enroll in a postsecondary institution on a full-time basis in courses for which both high school and postsecondary/college credit will be awarded in order to shorten the time necessary to complete requirements for a diploma, associate, or baccalaureate degree. All coursework completed and credits earned under the early admission option will be recorded in the student's academic history and be calculated into the student's cumulative grade point average. Any student so enrolled in a state supported postsecondary institution with whom the School Board has an approved interinstitutional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees. Students participating in early admissions programs at all other institutions will be responsible for all fees and expenses. (FS240.1161)

5. Credit from Other Post-secondary

Students may receive high school elective credit for completion of college coursework offered through programs at accredited post-secondary institutions that do not have interinstitutional articulation agreements with the School Board of Broward County, Florida. In order to receive elective high school credit, students must complete the following requirements: (1) be enrolled as a high school junior or senior; (2) have a 3.0 unweighted grade point average; (3) obtain approval from the school administrator; (4) provide a description of the course to be taken, course must align with a state approved high school elective course as identified in the Florida Course Code Directory, 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 be approved by district curriculum specialist. (5) provide the school administrator with an official transcript delineating course title/number of college credit hours earned. For purposes of this policy, three semester hours of college credit will be equated to 1/2 high school elective credit. Honor points will be awarded in accordance with established School Board Policy which stipulates rigor and awards one quality point for a level 1000 college course (or its equivalent) and 2 quality points for a level 2000 or higher college course (or its equivalent). (FS 232.2462)

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH****D. Credit by Examination**

Examinations in individual subject areas required for high school graduation will be provided by the district for the following purposes:

1. To award credit by examination and exempt high school students from enrolling in and meeting normal course requirements.
2. To serve as a minimum level of demonstrated competency for awarding credit in any non-traditional high school program which as in other unusual circumstances when minimum attendance requirements cannot be met (e.g., out of district transfer students.)
3. To validate required subject area credits for students who are entering a Broward public high school from a non-accredited school or home education program.
4. Credits may be earned in grades six, seven and/or eight, which may be applied toward the total credits needed for high school graduation. Credit may be earned in courses which include, but are not limited to Algebra I, Geometry, Spanish I, Spanish II, Japanese I, Japanese II, French I, French II, and Business Systems and Technology I by passing the Credit By Examination test at the appropriate cut-off score, or for courses successfully completed under the School Board agreement with Florida Virtual High School.
5. Examinations for required courses shall be developed or selected by Educational Programs. These will be approved by the Deputy Superintendent of Educational Programs.
6. At the end of each school year and more often if needed, a credit by examination program will be offered for high school students (including incoming ninth graders) who are seeking exemption from high school courses. All credit by examination tests must be developed and/or approved by Educational Programs and Educational Research Departments.
7. Students and parents should have a counseling session to determine the appropriate test(s) to be taken.
8. No more than three tests may be taken at one test session.
9. Credit may not be granted unless the student passes the test. For non-traditional high school programs which offer less than 150 hours of instruction, this is a minimum requirement and additional course requirements may apply as well.
10. Students may not be awarded credit by examination for a course which is equivalent to, or below, a course in which they have already received credit, or a course in which they are currently enrolled.
11. Students who accelerate graduation due to credit by examination are not eligible to be valedictorian or salutatorian of the graduating class, nor shall they displace any of the top ten percent honor students in class ranking.

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH**

12. When the Credit by Examination tests are used in non-traditional high school courses or as part of a credit validation process, the grades which the student has earned or has had validated will be recorded on the official transcript. For the purpose of exempting students from regular high school courses, credit by examination attempts shown as "pass" (P) or "no pass" (NP) will be recorded on the official transcript. These attempts are not calculated in the grade point average (G.P.A), nor shall honors points be awarded.
13. Students may not take any one (1) test to exempt them from a regular high school course more than two times.

E. Final Examination

Examinations are a recognized part of any school system and shall be scheduled and administered in accordance with the rules and regulations developed by instructional services and approved by the board.

1. Time Line

In high schools, students shall be given examinations at the end of each semester. For semester and/or final examinations, a minimum testing time of one and one-half hours shall be scheduled for each subject/course. Each student shall be provided opportunity to give self-expression in the form of a written explanation of knowledge attained. Therefore, one-half of the time allotted to each examination should be devoted to essay or similar type of examination questions. When measuring comprehension of quantitative learning problem solving, the examination may be in the form of specific questions in lieu of an essay.

2. Early Withdrawal From School

If a student withdraws from a Broward County Secondary School during the last 15 days of a semester or a year, or must withdraw before examinations, testing of such a student may be conducted as follows: Examinations may be sent to a school in the area to which the student has moved, provided that the school there agrees to supervise the examinations and returns the examinations for correction to the Broward County school from which the student withdrew.

3. Examination Exemption

A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. (FS 232.2451)

4. Absence During the Last Part of Year

- a. If a student must be absent for any acceptable reason and is unable to take the final examination(s), the student may take such examination(s) in August at the school the individual attended.
- b. Cases of illness, circumstances of extreme nature, or unique academic/educational opportunities which make compliance with these provisions impossible shall be dealt with on an individual basis and any exception shall be subject to the approval of the respective school's principal.

HIGH**F. ~~Summer Term (Accredited)~~ Extended Learning**

Opportunities for extended learning will be determined on an annual basis and may include, but not be limited to, after school, summer school, Saturday school, and extended calendars.

STANDARDS OF SERVICE/PUPIL PROGRESSION

Note: For information about extended school year (ESY) for students with disabilities, see the Special Programs and Procedures for Exceptional Students and the district guidelines.

1. ~~Credit Earned~~

~~A high school student may earn one-half credit for successful completion of an three-week summer term course or one full credit for successful completion of a six-week summer term course.~~

- ~~a. Any student who has been identified as not meeting the district levels of performance in reading or mathematics, must attend the summer term in order to receive intensive academic instruction. (232.245, F.S. amended by CS/SB 1956)~~

2. ~~Exceptional Students~~

~~Exceptional students who have a current IEP indicating a need for extended school year (ESY) will be eligible to attend the summer term. The IEP will indicate the type and delivery of service for the extended school year term and may differ from that offered during the regular school year.~~

3. ~~Limited English Proficient Students~~

~~Eligibility for Summer Term attendance for Limited Proficient Students in grades 9—12 shall be based upon the following criteria.~~

- ~~a. Students in grades 6-12 who are classified A1-C1 are entitled to membership in summer term if they are in membership in ESOL for all of the last 15 days of 180 day term or a total of 30 days within the 180 day term and are in need of such instruction. (FS 293.058)~~
- ~~b. If a student meets exit criteria from ESOL before the end of the school year, exit procedures must be followed; therefore, C2 students will be ineligible for summer term under ESOL. (FS233.058, 6A.6.0900-909)~~

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH****4. GRADUATION REQUIREMENTS****A. STATE REQUIREMENTS - STANDARD DIPLOMA**

1. Mastering of the high school performance standards in reading, writing, and mathematics in a manner described by the rules of the State Board.
2. Completing the minimum number of academic and elective credits prescribed by the District School Board
3. ~~Cumulative grade point average required for graduation.~~ Students entering grade nine the 1997-98 school year, and thereafter, must have a cumulative ~~GPA~~ Grade Point Average (GPA) of 2.0 on a 4.0 scale or its equivalent in the courses which make up the 24 (~~25 for Broward County~~) required credits for graduation.
 - a. Students entering grade nine before the 1997-98 school year must have a 1.5 GPA on all 24 credits required by state law for high school graduation. These students entering grade nine before 1997-98 must, in addition to maintaining a minimum GPA of 1.5 for all courses for graduation, either maintain a GPA of 2.0 for all credits earned toward high school graduation requirements after July 1, 1997, or
 - b. if it is to the student's advantage, choose the option of a 2.0 educational program, except those to which a forgiveness policy has been applied.
4. Meeting the requirements of the High School Competency Test (HSCT). Beginning with the incoming ninth grade class of 1999-2000, students must earn a passing score on the tenth grade Florida Comprehensive Assessment Test (FCAT) to qualify for a regular high school diploma. (6A.1.09422, FS 232.246)
 - a. District School Boards may modify courses for the purpose of providing dropout prevention programs.
 - b. District School Boards may modify courses and programs for exceptional students.
 - c. Exceptional students eligible under IDEA may remain in or return to school until receipt of a standard diploma or through the school year in which they turn 21 years of age by September 1.
 - d. Students graduating in the class of ~~2001~~ or 2002 may use either the HSCT or FCAT scores to meet the graduation requirement.

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH****B. LOCAL SCHOOL BOARD REQUIREMENTS - STANDARD DIPLOMA****1. REQUIRED CREDITS**

| | | |
|--|------------|---|
| English | 4 | |
| Mathematics | 3 | <p>Effective with students graduating in the 1998-99 school year, the 3 credits in mathematics must include 1 credit in algebra, a series of courses equivalent to Algebra I, or a higher-level mathematics course.</p> <p>The algebra graduation credit requirement can be satisfied in the following methods:</p> <ul style="list-style-type: none"> • 1 credit in Algebra I or Algebra I Honors • 2 credits in Applied Mathematics_ (these 2 applied courses contain the equivalent of Algebra I skills plus application skills) • 1 credit in Integrated Mathematics I and 1 credit in Integrated Mathematics II • 1 credit in Algebra Ia and 1 credit in Algebra Ib • 1 credit in Algebra II or Integrated Mathematics III or any Level III mathematics course <p>Demonstrate competency on the district criterion referenced test in Algebra I</p> |
| Science | 3 | 2 of the 3 science credits must have a laboratory component. |
| Social Studies | 3 | 1 credit in each American History and World History, 1/2 credit in American Government and 1/2 credit in Economics. |
| Practical Arts Vocational Performing Arts | 1/2 1/2 | 1 full credit of either of these subjects may be substituted for 1/2 credit in each |
| Health/Life Management Skills | 1/2 | To include marriage preparation and preservation, substance abuse, human sexuality and acquired immune deficiency syndrome, and other sexually transmitted diseases, and other topics listed under General High School Curricula for Comprehensive Health Education. |

STANDARDS OF SERVICE/PUPIL PROGRESSION

| | | |
|---|-----|---|
| Minimum Total Credits Required for Graduation | 25 | Students cannot use more than 9 credits in compensatory or remedial programs for graduation and cannot use more than 1 credit in exploratory vocational courses. |
| Minimum Grade Point Average (GPA) Required for Graduation | 2.0 | <p>For the graduating class of 2000 and every class thereafter, the minimum grade point average for graduation is 2.0. For the classes of 2001 and 2002, the ten highest grades earned in elective credits, along with the grades for the 15 required credits shall be used in the calculation of the minimum graduation requirement of 2.0. For the class of 2003, the nine and one-half highest grades earned in elective credits, along with the grades for the fifteen and one-half required credits shall be used in the calculation of the minimum graduation requirement of 2.0.</p> <p>For the classes of 2001 and 2002, the principal may recommend that the nine highest grades earned in elective credits, along with the 15 required credits, be used for the calculation of the minimum graduation requirement of 2.0 for those students whose total credit requirement has been reduced. For the class of 2003, the principal may recommend that eight and one-half highest grades earned in elective credits, along with the fifteen and one-half required credits be used for the calculation of the minimum graduation requirement of 2.0 for those students whose total credit requirement has been reduced. For the class of 2004 and thereafter, the principal may not recommend that the highest grades earned be used for the calculation of the minimum graduation requirement of 2.0.</p> |

STANDARDS OF SERVICE/PUPIL PROGRESSION

HIGH

2. Effective with the incoming ninth grade class of 1999-2000, all students are required to complete a minimum of forty (40) documented hours of service learning in order to graduate. All students who entered ninth grade during the 1998-1999 school year are required to complete a minimum of thirty (30) documented hours of service learning in order to graduate.
 - a. Service learning is intended to address a specific need in the community or school and is the responsibility of each student to document according to district guidelines.
 - b. Students may accrue service hours through volunteer work at their school, as part of a group project within the community, and/or as an individual project within the community.
 - c. Service Learning Guidelines will be developed under the direction of the Superintendent of Schools.
 - d. In cases of extreme hardship or senior out of district transfers, the service learning requirement may be waived by appeal to the school principal.
3. Any student in grades 9-12 who enrolls in and satisfactorily completes a vocational job preparatory program may substitute credit for a portion of the required four credits in English, three credits in mathematics and three credits in science. The credit substituted for English, mathematics or science earned through the vocational job preparatory program shall be on a curriculum equivalency basis.
4. Vocational course substitution shall not exceed two credits in each subject area. In addition, a program which has been used to substitute in one subject area may not be used to substitute for any other subject area.
5. All courses in which students have not earned any credit (F or I) and which were not retaken for credit shall be counted as attempts in the grade point average for all purposes other than minimum eligibility for graduation.
6. High school students needing additional credits to graduate with their class, or to improve their cumulative grade point average to the 2.0 minimum graduation requirement may earn these while co-enrolled in adult secondary education credit programs, providing the following requirements have been met:
 - a. The student must be sixteen years of age or older.
 - b. The student is attempting a full load of credit at his/her home school.
 - c. The student has written authorization from the home school principal (or designee) for co-enrollment (on a course-by-course basis).
 - d. The student's credit deficiencies have not resulted from an intentional, willful neglect of studies as determined by the principal (or designee).

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH**

7. Students who are not in attendance at a regular high school (grades 9-12), but who attend alternative programs (including dropout prevention programs) that have been approved and identified as alternative by the Division of Educational Programs, Student Support Services, and Human Resource Development 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 6A.6.014 F. A. C., if approved by the appropriate area superintendent prior to placement.
8. 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/HSCT or FCAT exit option which include:
 - a. Passing the HSCT, and beginning with the incoming ninth grade class of 1999-2000, students must earn a passing score on the tenth grade Florida Comprehensive Assessment Test (FCAT). (6A.1.09422, FS 232.246)
 - b. Completing a post secondary portfolio as described in the district's Comprehensive Plan.
 - c. Achieving a minimum score of 235 on the GED.
9. Course modifications may be used at the high school level in designated programs approved by the School Board for the purpose of shortening the time requirements for obtaining credits, thereby allowing students to obtain two credits during one period of work using competency-based instruction. These course modifications will combine and integrate two courses with similar outcomes and performances into one unit of study, using a thematic and interdisciplinary approach. The Division of Educational Programs, Student Support Services, and Human Resource Development is responsible for identifying procedures to be used in certifying mastery of performance standards.
10. **Honors For Graduates:**
 - a. Gold honor cords shall be issued to those students who graduate with standard diplomas under the following conditions:
 - 1) Graduating students shall be in the top ten (10%) percent of the entire senior class by rank order established by grade point averages for all credits earned and courses attempted. Graduating students who have earned a 3.75 weighted grade point average but who may not be included in the top 10 percent shall also receive gold honor cords.
 - 2) Graduating students utilizing credit by examination shall not displace any of the top ten percent honor students in rank order listing.
 - b. Silver cords shall be issued to those students who graduate with a standard or special diploma under the following conditions:

HIGH

- 1) Graduating students must earn a total of 250 documented volunteer hours beyond the school day, 100 during the student's senior year.
- 2) Students must obtain prior approval from the school principal or designee.

STANDARDS OF SERVICE/PUPIL PROGRESSION

- 3) Students may earn up to five hours per week in an organized, supervised tutoring program conducted through a service learning, peer counseling, exploratory teaching, or study hall program.
 - c. Class rank positions shall be computed upon the completion of eight semesters for rotator scheduled schools and sixteen semesters for block scheduled schools.
 - d. Students completing graduation requirements in less than eight semesters shall not displace, in class ranking, students completing requirements in eight semesters (sixteen semesters for block schools).
 - e. Students transferring from one Broward public high school to another in the last two semesters (or four for block schools) shall not displace for class ranking purposes, any other student.
 - f. All attempted high school credits shall be calculated for class rank, including dual ~~credit~~ enrollment/early admission, adult education, and transfer credit.
 - g. Credits earned below the ninth grade shall not be included in the calculation of class rank.
 - h. **Valedictorian/Salutatorian**
 - 1) A high school senior to be selected as Valedictorian or Salutatorian shall have completed at least the last two full years of high school in any Broward County public school.
 - 2) A student ranked as #1 who chooses to graduate at the end of the seventh (7th) semester (or 14th semester for block schools) shall not be eligible for rank of Valedictorian or Salutatorian.
11. The conditions under which a standard diploma may be awarded to an exceptional student are:
- a. The exceptional student has taken a course with non-exceptional students and has passed the course, OR the student has taken an exceptional student course which is equivalent in content or and aligned with Sunshine State Standards to a course which is applicable to a standard diploma.

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH**

- b. Course accommodations for exceptional students which shall be available, based upon student need, in both regular and exceptional student courses include:

- 1.) An increase or decrease in instructional time;
- 2.) Variations of instructional strategies;
- 3.) Teacher instruction or student response through special communication systems;
- 4.) Type of teacher certification (i.e., certification in an exceptionality may be substituted for certification in a curriculum area);
- 5.) Accommodation of content where specific sensory or motor functioning is severely impaired; and
- 6.) Accommodation of test administration procedures and other evaluation systems to accommodate the student's disability.

12. When transfer students or others who are not deficient in credits at the time of entry, and who desire to be graduated from a Broward County public high school cannot complete the district and state requirements specified without undue hardship, the area superintendent shall consider the case and may appoint an evaluation committee to make final recommendations to him/her. The superintendent (designee) shall then render a decision.

5. **GRADUATION REQUIREMENTS - STANDARD DIPLOMA - EARLY ADMISSIONS PROGRAM**

- A. At the completion of the junior year of high school, a student may enter the Early Admissions Program under the following conditions:
1. Must have completed a minimum of 18 credits.
 2. Has completed all graduation requirements with the exception of the 4th year of English and/or government and economics.
 3. Has met the requirements of the High School Competency Test and beginning with the incoming ninth grade class of 1999-2000, students must earn a passing score on the tenth grade Florida Comprehensive Assessment Test (FCAT). (6A.1.09422, FS 232.246)
 4. Has been accepted by a post-secondary institution authorized by Florida law or by an accredited post-secondary institution.
 5. Has been enrolled in a Broward County public school at least one semester prior to seeking early admission.
- B. A student may be graduated from a public high school in Broward County under the Early Admissions Program, be awarded a standard high school diploma, and may participate in the graduation ceremonies with his/her regular high school class when the following conditions are met:
1. The student must be degree-seeking and must qualify on an approved placement examination and enroll in non-remedial, credit-earning course work.

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH**

2. The student has completed two consecutive semesters of college coursework or the equivalent (consecutive terms, i.e., quarters or trimesters) with a full-time class load of 24 semester hours or its equivalent, including coursework comparable to English IV, American Government, and Economics and maintain a "C" grade average as shown by grade transcripts or certified letter.
 3. The student's high school record will reflect coursework, grades and credit attempted/earned through an Early Admissions Program at a particular college or university.
 4. Students must request to participate in the regular graduation ceremony and make arrangements for cap and gown no later than May 1 of each year and provide, prior to graduation, a grade transcript or certified letter from the registrar of the college or university verifying semester hours and grades earned.
 5. Students participating in an Early Admissions Program shall not receive a rank in class nor shall they be eligible to serve as valedictorian or salutatorian. Honor cords may be awarded as provided in the rules of this policy.
 6. A student in the Early Admissions Program who does not meet the above conditions by the time his/her regular high school class graduates may receive a standard high school diploma at the time all of the above conditions are met.
- C. Students participating in an early admissions program at a public postsecondary institution within the State of Florida with whom the School Board has an interinstitutional articulation agreement may be eligible for waiver of registration, matriculation, laboratory, or textbook fees as outlined within said agreement. Students participating in an early admissions program at all other institutions will be responsible for all fees and expenses.
6. **GRADUATION REQUIREMENTS - SPECIAL DIPLOMA FOR STUDENTS WITH DISABILITIES**

Two options are provided for earning a special diploma. Option I is based primarily upon mastering state standards and earning credits. Option II is based primarily on demonstrating competency in employment. Exceptional students eligible under IDEA may remain in or return to school until receipt of a standard diploma or through the school year in which they turn 21 years of age by September 1.

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH****A. *OPTION I - STATE REQUIREMENTS - SPECIAL DIPLOMA***

A student who has been properly classified, in accordance with rules established by the State Board, as educable mentally handicapped, hearing impaired, specific learning disabled, trainable mentally handicapped, emotionally handicapped, physically impaired, profoundly handicapped or language impaired may be graduated from a public high school in Broward county, receive a special diploma and participate in the graduation ceremonies with his/her high school class under the following conditions:

1. The student has mastered either the high school special student performance standards designated for the student's exceptionality or the student has mastered the regular high school performance standards in reading, writing, and mathematics.
2. Beginning with the 1996-97 school year and continuing through the 2001-02 school year, students with disabilities must master the standards specified for all content areas. The standards are based on five functional levels in the content areas of reading, writing, language, mathematics and social/personal skills. The required levels are represented in the following table.

| | Reading | Writing | Language | Mathematics | Social and Personal |
|-----|---------|---------|----------|-------------|---------------------|
| EH | V | V | V | V | IV |
| EMH | IV | V | V | V | V |
| HI | V | V | IV | V | V |
| LI | V | V | III | V | VI |
| PI | V | V | III | V | V |
| SLD | V | V | VI | V | V |
| TMH | III | IV | III | III | III |

3. Beginning with the school year 1996-97, and continuing through the 2001-02 school year, the requirements for students with profound handicaps (Autistic, Severely Emotionally Disturbed, Profoundly Mentally handicapped) shall be determined by an IEP staffing committee. Profoundly handicapped students shall have access to a special diploma through the standards specified for students identified as EMH, TMH, HI, PI, LI, EH, and SLD.
4. Beginning with the 2002-03 school year a 2.0 grade point average in all required courses will determine mastery of standards for a special diploma.

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH****B. *OPTION I - LOCAL REQUIREMENTS - SPECIAL DIPLOMA***

The student has completed the minimum number of course credits prescribed by the School Board:

| | Through the graduating class of 2002 | Beginning with the graduating class of 2003 and thereafter | |
|--------------------------------|--|--|---|
| English | 2 | 2 | |
| Mathematics | 2 | 3 | |
| Reading | 1 | 2 | |
| Social Studies | 2 | 2 | Students may substitute vocational credits for any or all of the social studies credits. Beginning with the graduating class of 2003, vocational courses that can be used in lieu of social studies are: Career Preparation Career Experiences Career Placement |
| Science | 2 | 2 | Students may substitute vocational credits for any or all science credits. Beginning with the graduating class of 2003, the vocational courses that may be used in lieu of science courses are: Career Preparation Career Experiences Career Placement Agriculture Education Health Science Education Family and Consumer Science |
| Health/Life Management | 1/2 | 0 | |
| Life Management/ Transition | 0 | 1 | Must include unit on substance abuse |
| Vocational | 6 | 6 | |

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH****B. OPTION I - LOCAL REQUIREMENTS - SPECIAL DIPLOMA**
(continued)

| | | | |
|--|-----|-----|---|
| Physical Education | 1/2 | 1 | <p>1. Up to the graduating class of 2002, participation in an interscholastic sport (defined as all interscholastic extracurricular sports categories approved by the Florida High School Athletics Association), whether at the freshman, junior varsity, or varsity level, for a full season, shall satisfy the requirement of Physical Education, but shall not grant the student 1/2 credit toward the 23 credit requirement.</p> <p>2. Beginning with the graduating class of 2003, participation in an interscholastic sport (defined as all interscholastic extracurricular sports categories approved by the Florida High School Athletics Association), whether at the freshman, junior varsity, or varsity level, for two full seasons, shall satisfy the requirement of Physical Education, but shall not grant the student up to 1 credit toward the 25 credit requirement.</p> |
| Required Credits | 16 | 19 | |
| Elective Credits | 7 | 6 | |
| Minimum Total Credits Required for Graduation with a Special Diploma; Option I | 23 | 25 | May be reduced 1 credit per year when necessary (maximum of 2 credits total) to accommodate travel time to other vocational centers or programs. Credit reduction may not be used for travel to any On-the-Job training program/site. |
| Minimum Grade Point Average (GPA) Required for Graduation | 2.0 | 2.0 | |

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH****B. *OPTION I - LOCAL REQUIREMENTS - SPECIAL DIPLOMA (continued)***

1. Profoundly mentally handicapped students are not required to earn credits and may receive a Special Certificate of Completion by completing the goals and objectives specified on their Individualized Educational Program.
2. For students enrolled in Exceptional Student Education Centers, credits earned are not necessarily the sole basis for grade placement. Decisions may be based upon criteria such as chronological age and functioning levels.
3. The highest grades earned in the required number of elective courses, along with the highest grades for the number of required courses, shall be used in the calculation of the minimum grade point requirement.

C. *OPTION II - STATE REQUIREMENTS - SPECIAL DIPLOMA*

1. A student has been properly classified, in accordance with rules established by the State Board, as educable mentally handicapped, hearing impaired, specific learning disabled, trainable mentally handicapped, emotionally handicapped, physically impaired, profoundly handicapped or language impaired.
2. Student has reached the minimum age of 16.
3. Student must have a Training Plan that indicates the employment/community competencies to be mastered. The Training Plan is developed by the employer, student, parent, and instructor and is maintained in the student's cumulative folder.
4. Minimum length of employment will be one semester. (See local requirements for further information).
5. Student's salary must be at or above minimum wage.

D. *OPTION II - LOCAL REQUIREMENTS - SPECIAL DIPLOMA*

1. Student has completed two semesters in a high school level program prior to selection of Option II, Special Diploma, and has earned a minimum of three credits to include:
 - a. One credit in Employability Skills and one credit in Social Personal Skills
 - or
 - b. A job preparatory course in which employability skills and social personal skills training have been incorporated within another Job Preparatory program/course.
2. Student has mastered 100% of the employment/community competencies as indicated on student's Graduation Training Plan as verified by the employer, job coach and/or instructor in order to earn a Special Diploma.

STANDARDS OF SERVICE/PUPIL PROGRESSION

HIGH

D. OPTION II - LOCAL REQUIREMENTS - SPECIAL DIPLOMA (continued)

3. Student must be employed in the community at a site where:
 - a. Employer has a Federal Employer Identification number.
 - b. Employer provides student opportunities for interaction with non-disabled co-workers.
 - c. Employer adheres to child labor lawsand
 - d. Employer provides an opportunity for advancement.
4. The length of time for employment prior to awarding a Special Diploma under Option II shall be:
 - a. Full-time employment based upon industry standardsand
 - b. 200 days of employment.

Note: The Transition Individual Educational Plan (IEP) Staffing/Review 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 noted on the student's Transition IEP.

5. Transition IEP Staffing/Review committee members will verify that the student has met all criteria outlined in student' s Graduation Training Plan by completing the assurance section of the Graduation Training Plan prior to awarding the student a Special Diploma under option II. (FS 232.247)

STANDARDS OF SERVICE/PUPIL PROGRESSION

HIGH

7. GRADUATION REQUIREMENTS - STANDARD CERTIFICATE OF COMPLETION

A student may receive a standard certificate of completion and participate in the graduation ceremonies with his/her high school class when the student completes the minimum number of required credits as defined under Graduation Requirements and other requirements of the School Board but is unable to meet one or more of the state requirements.

- A. 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 in order to receive continued instruction for the purpose of meeting state graduation requirements. (FS 236.0815)

8. GRADUATION REQUIREMENTS - EXCEPTIONAL STUDENT CERTIFICATE OF COMPLETION

An exceptional student who was working towards a special diploma may receive a special certificate of completion and participate in the graduation ceremonies with his/her school 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. Exceptional students eligible under IDEA may remain in or return to school until receipt of a standard diploma or through the school year in which they turn 21 years of age by September 1.

9. GRADUATION REQUIREMENTS - STANDARD DIPLOMA

A. *STATE REQUIREMENTS - ADULT STANDARD DIPLOMA*

The state requirements for high school (grades 9-12) graduation shall also be required for adult high school graduation.

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH/ADULT****B. LOCAL REQUIREMENTS - ADULT STANDARD DIPLOMA**

1. Earned twenty-four credits through either previous attendance in grades 9-12 or awarded by adult high schools (two must be through Broward County Adult high school courses) in accordance with the following chart:

| | | |
|---------------|---|--|
| Language Arts | 4 | With major concentration in composition and literature (one of which may be reading). |
| Mathematics | 3 | Effective with students graduating in the 1998-99 school year, the 3 credits in mathematics must include 1 credit in algebra, a series of courses equivalent to Algebra I, or a high-level mathematics course. The algebra graduation credit required can be satisfied in the following methods: <ul style="list-style-type: none"> • 1 credit in Algebra I or Algebra I Honors • 2 credits in Applied Mathematics (these 2 applied courses contain the equivalent of Algebra I skills plus application skills) • 1 credit in Integrated Mathematics I and 1 credit in Integrated Mathematics II • 1 credit in Algebra Ia and 1 credit in Algebra Ib • 1 credit in Algebra II or Integrated Mathematics III or any Level III mathematics course • Demonstrate competency on the district criterion referenced test in Algebra I |
| Science | 3 | Required to include a laboratory component in at least 2 science credits, except where the Adult and Community Education Department has certified that laboratory facilities are unavailable or inadequate to accommodate use by adult students. |

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH/ADULT****B. LOCAL REQUIREMENTS - ADULT STANDARD DIPLOMA (continued)**

| | | |
|---|-----------|--|
| Social Studies | 3 | 1 credit in American History. 1 credit in World History (including a comparative study of all major political systems). 1/2 credit in American Government and 1/2 credit in Economics including a comparative study of the history, doctrines, and objectives of all major economic systems. |
| Practical Arts | 1/2 | Full credit of either of these may be substituted for credit of each. |
| Performing Fine Arts | 1/2 | |
| Health/Life Management Skills | 1/2 | To include nutrition, drug education, consumer education, CPR, hazards of smoking, marriage preparation and preservation, HIV/AIDS, other sexually transmitted diseases and other health topics listed under General High School Curricula for Health Education. |
| Required credits | 14 1/2 | |
| Reading | | For students reading below the 11th grade level as evidenced by performance on a standardized, nationally-normed diagnostic instrument, 1 credit in reading shall be required. |
| Electives | 9 1/2 | |
| TOTAL | 24 | |
| Minimum Grade Point Average (GPA) Required for Graduation | 2.0 | For the entering class of 1996-97 and every class thereafter, the minimum grade point average is 2.0. The nine highest grades earned in elective credits, along with the grades for the 14.5 required credits shall be used in the calculation of the minimum graduation requirement of 2.0. |

2. No student shall be awarded a standard high school diploma earlier than he/she would have normally graduated from high school except when that student has been assigned to adult high school for the purposes of acceleration pursuant to Policy 6.7.
3. Successful performance on an examination for high school credit may be substituted only as outlined in this policy.

HIGH/ADULT

4. Student shall be permitted to substitute military service and/or education received while on active duty pursuant to restrictions and limitations imposed by 6A-6.020 F.A.C.

10. GRADUATION REQUIREMENTS – SPECIAL DIPLOMA FOR ADULT STUDENTS WITH DISABILITIES**A. STATE REQUIREMENTS - ADULT SPECIAL DIPLOMA**

STANDARDS OF SERVICE/PUPIL PROGRESSION

The state requirement of a student who has been properly classified, in accordance with rules established by the State Board, as Educable Mentally Handicapped, Emotionally Handicapped, Hearing Impaired, Specific Learning Disabled, Trainable Mentally Handicapped, Profoundly Handicapped, or Language Impaired in a high school (9-12) shall also be required for an Adult Special Diploma.

B. LOCAL REQUIREMENTS - ADULT SPECIAL DIPLOMA

1. Any adult student who is twenty-one (21) or older and classified as Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Emotionally Handicapped, Severely Emotionally Disturbed, Specific Learning Disabled, Physically Impaired, Autistic, or Language Impaired may be awarded an Adult Special Diploma either by completing requirements from Adult Special Diploma - Option I or Adult Special Diploma - Option II.

2. Adult Special Diploma - Option I

- a. Complete the course requirements as outlined below:

| | |
|--|---|
| Language Arts/English | 2 |
| Reading | 2 |
| Mathematics | 3 |
| Social Studies | 2 |
| Science | 2 |
| Life Management/Transition | 1 |
| Vocational (must include course Career Preparation) | 6 |
| Electives | 7 |

- b. Students must have a minimum grade point average (GPA) of 2.0
 - c. Students must meet adult attendance requirements.

3. Adult Special Diploma - Option II

Adult exceptional students who demonstrate mastery of specified employment and community competencies may graduate by meeting the following requirements:

- a. The student shall satisfactorily complete the equivalent of five (5) credits which must include one credit of Mathematics, one credit of Language Arts/English, one credit in Career Preparation, one credit of Social/Personal Skills, and one credit of Life Management/Transition.

STANDARDS OF SERVICE/PUPIL PROGRESSION**HIGH/ADULT*****B. LOCAL REQUIREMENTS - ADULT SPECIAL DIPLOMA (continued)***

- b. The student shall satisfactorily demonstrate employment and community-based competencies while employed full-time for at least a twenty-five (25) hours per week in a community-based job for a minimum of 100 days.
- c. The student's Adult Individualized Education Plan (AIEP) shall include annual goals and short-term objectives related to employment and community experiences as well as a description of the supervision to be provided by the school district and any special considerations.
- d. A graduation training plan shall be developed and signed by the adult student, teacher and employer. The graduation training plan shall identify the job-specific and related community competencies, the criteria for determining and certifying mastery of the competencies. The graduation training plan shall include the documentation of the hours worked per week by including copies of either time-cards or pay check stubs that indicate hours worked per week.

11. 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.

12. 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 District Administration Department and approved by the Superintendent. There shall be a summer term graduation ceremony for high school students who complete their high school graduation requirements upon conclusion of summer school.

STANDARDS OF SERVICE/PUPIL PROGRESSIONIndex

| <u>SUBJECT</u> | <u>ELEMENTARY</u> | <u>MIDDLE</u> | <u>HIGH</u> |
|--|-------------------|---------------|---------------|
| <u>Academic Improvement Plan (AIP)</u> | <u>5</u> | <u>18</u> | <u>31</u> |
| <u>Adult Certificate of Completion</u> | | | <u>68</u> |
| <u>Adult Standard Diploma</u> | | | <u>64</u> |
| <u>Advanced Placement Courses</u> | | | <u>40</u> |
| <u>Attendance Rule</u> | | | <u>43</u> |
| <u>Certificate of Completion</u> | | | <u>64</u> |
| <u>Certificate of Completion For ESE</u> | | | <u>64</u> |
| <u>Character Development</u> | <u>8</u> | <u>21</u> | <u>34</u> |
| <u>Contests, Fairs and Field Trips</u> | <u>7</u> | <u>20</u> | <u>32</u> |
| <u>Credit by Examination</u> | | | <u>47</u> |
| <u>Credit from Other Post-secondary</u> | | | <u>46</u> |
| <u>Credits</u> | | | <u>42</u> |
| <u>Credit in Escrow</u> | | | <u>45</u> |
| <u>Diplomas and Graduation Exercises</u> | | | <u>68</u> |
| <u>Dual Enrollment</u> | | | <u>44</u> |
| <u>Early Admission</u> | | | <u>46, 57</u> |
| <u>Extended Learning</u> | <u>16</u> | <u>29</u> | <u>49</u> |
| <u>Final Examination</u> | | | <u>48</u> |
| <u>Florida Virtual High School</u> | | | <u>44, 47</u> |
| <u>Forgiveness Rule</u> | | | <u>41</u> |
| <u>Gifted Education</u> | <u>8</u> | <u>21</u> | <u>34</u> |
| <u>Grade Point Average & Repeat Rule</u> | | | <u>40</u> |
| <u>Graduation Requirements (Credits)</u> | | | <u>50</u> |

STANDARDS OF SERVICE/PUPIL PROGRESSION

| <u>SUBJECT</u> | <u>ELEMENTARY</u> | <u>MIDDLE</u> | <u>HIGH</u> |
|---|-------------------|---------------|-------------|
| <u>Guidance Services</u> | <u>6</u> | <u>19</u> | <u>32</u> |
| <u>Honors Courses to Receive Quality Points</u> | | | <u>40</u> |
| <u>Honors For Graduates</u> | | | <u>55</u> |
| <u>Interim Reports</u> | <u>11</u> | <u>24</u> | <u>37</u> |
| <u>Instructional Materials</u> | <u>5</u> | <u>18</u> | <u>31</u> |
| <u>Mastery Performance Standards</u> | | | <u>43</u> |
| <u>Measurement System</u> | <u>6</u> | <u>19</u> | <u>32</u> |
| <u>Private Instruction</u> | <u>15</u> | | <u>43</u> |
| <u>Promotion/Retention</u> | <u>13</u> | <u>27</u> | <u>42</u> |
| <u>Reading</u> | <u>5</u> | <u>18</u> | <u>31</u> |
| <u>Remediation/Retention</u> | <u>14</u> | <u>27</u> | |
| <u>Report Cards</u> | <u>11</u> | <u>24</u> | <u>38</u> |
| <u>Reporting Student Progress</u> | <u>10</u> | <u>23</u> | <u>37</u> |
| <u>Required Courses</u> | <u>5</u> | <u>17</u> | <u>51</u> |
| <u>Semester Credits</u> | | | <u>39</u> |
| <u>Service Learning</u> | | | <u>54</u> |
| <u>Special Diploma</u> | | | <u>58</u> |
| <u>State Mandates</u> | <u>7</u> | <u>20</u> | <u>33</u> |
| <u>Student Day</u> | <u>6</u> | <u>19</u> | |
| <u>Students from Foreign Countries</u> | | | <u>44</u> |
| <u>Student Placement – Promotion/Retention</u> | <u>13</u> | <u>28</u> | <u>41</u> |
| <u>Subjects</u> | <u>5</u> | <u>17</u> | <u>51</u> |
| <u>Transfers</u> | | | <u>43</u> |
| <u>Valedictorian/Salutatorian</u> | | | <u>56</u> |

STANDARDS OF SERVICE/PUPIL PROGRESSION

AUTHORITY: F.S. 230.22 (1) (2); 233.067
 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;
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 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'
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 8/18/98

FORMERLY, POLICY 5104
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 STATE BOARD RULE #6A-1.04511
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