

**ELEMENTARY PROCEDURAL MANUAL  
POLICY 6000.1: STUDENT PROGRESSION PLAN**

The purpose of this procedural manual is to provide school personnel and other interested parties with both the current Student Progression Plan policy as well as the related procedural guidelines. The information in black type is the policy as approved by the School Board on June 2, 2009. The information in red is related procedural information that is intended to assist in clarifying and implementing the policy. The policy cannot be changed without School Board approval. The procedural information will be updated periodically by the Division of Curriculum & Educational Programs and Division of Student Support. Suggestions and questions are welcomed and should be sent to one of the following Executive Directors:

Diane Carr, Core Curriculum

Leah Kelly, Student Support Services

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**POLICY 6000.1: STUDENT PROGRESSION PLAN**

**THE SCHOOL BOARD'S MISSION IS TO PROVIDE EVERY STUDENT WITH A QUALITY EDUCATION IN A SAFE AND SECURE LEARNING ENVIRONMENT. THIS POLICY AND THE RELATED POLICIES THAT ARE REFERENCED IN THIS POLICY CONSTITUTE THE STUDENT PROGRESSION PLAN IS TO ESTABLISH THE STANDARDS FOR QUALITY INSTRUCTION, DELINEATE THE CRITERIA FOR PROMOTION, AND PROVIDE EQUAL EDUCATIONAL OPPORTUNITIES TO ALL STUDENTS, ENSURING NO CHILD IS LEFT BEHIND.**

**Rules:**

**I. ELEMENTARY SCHOOLS (PREK-5)**

**A. ENTRANCE AND ATTENDANCE REQUIREMENTS (F.S. 1003.21)**

- 1. Initial entry requirements** for prekindergarten, kindergarten and first grade are included in Policy 5.1: Enrollment and Withdrawal.
- 2. Health requirements for initial entry (F.S. 1003.22)**, including immunization requirements, are included in Policy 5.1: Enrollment and Withdrawal.
- 3. Placement of transfer students for initial entry** from out-of-state and out-of-country schools and home education programs is included in Policy 5.1: Enrollment and Withdrawal.
- 4. Attendance requirements (F.S. 1003.20)**, including absences for religious reasons, are included in Policy 5.5: Attendance.
- 5. Student withdrawal** information is included in Policy 5.1: Enrollment and Withdrawal.
- 6. Dependent children of active military personnel** who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation. (F.S. 1003.05)

## **B. ELEMENTARY CURRICULUM, INSTRUCTION AND ASSESSMENT**

### **1. Prekindergarten curriculum**

Students will receive an integrated curriculum that emphasizes instruction in language development and mathematical concepts. Students will be provided with opportunities for art, music and physical education activities. Instructional approaches will be research based and will include the active participation of students. Instruction shall be focused on ensuring that all students shall demonstrate mastery of Sunshine State Standards.

### **2. Elementary curriculum**

**a. Regularly scheduled instruction:** Students shall receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, art, music and computer education. Special interest classes such as foreign languages shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students shall demonstrate mastery of Sunshine State Standards. (F.S. 1003.41)

**b. Character education:** The character education traits that shall be integrated into the PreK-12 curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation. (F.S. 1003.42(2)(s))

*For assistance with Character Education, call (754) 321-2568.*

**c. Holocaust, African and African American History, Hispanic and Women's Contributions, Veterans' Recognition and Celebrate Freedom Week:** Students shall receive instruction in (F.S. 1003.42(2)):

- The Holocaust
- African and African American History
- Hispanic Contributions
- Women's Contributions
- Veteran's Contributions
- The principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life.
- "Celebrate Freedom Week" (F.S. 1003.421)  
Instruction shall be in accordance with Florida Statutes and district guidelines.

*For assistance with these curriculum areas call (754) 321-1873, or (754) 321-2968.*

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. 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 shall be taught. Such instruction must occur on or before Veteran's Day and Memorial Day.

The last full week of classes in September shall be recognized in all schools as "Celebrate Freedom Week". This must include at least three hours of instruction in each Social Studies class, which shall include an in-depth study of the Declaration of Independence. To emphasize the importance of this week, at the beginning of each school day during Celebrate Freedom Week, school principals and teachers shall conduct an oral recitation by students of the following words of the

Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.” Upon written request by a student’s parent, the student must be excused from the recitation of the Declaration of Independence. (FS 1003.42)

- d. To meet the Reading Enhancement and Acceleration Development (READ) Initiative’s (F.S. 1008.25, (7)(b)7) focus to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4, and to each K-3 student who is assessed as exhibiting a reading deficiency, the following activities will continue to be provided:
  - Assessment of K-3 students in phonemic awareness, phonics, fluency, vocabulary and comprehension.
  - Reading instruction from programs on the district’s Struggling Reader chart that identifies reading curriculum reviewed by the Florida Center for Reading Research at Florida State University, which meet the following specifications:
    - Assists students identified with a reading deficiency in developing the ability to read at grade level
    - Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
    - Provides scientifically based and reliable assessment
    - Provides initial and ongoing analysis of each student’s reading progress.
    - Is implemented during regular school hours
  - Curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

Schools using programs from the Struggling Reader Chart, are selected based on a student assessment that identifies deficit areas, should meet this requirement.

- e. **Outside activities:** Outside activities, such as contests and fairs, that use instructional time must be aligned with the Sunshine State Standards. See Policy 6303 for additional field trip information.

Supply Fees policies 6.3 and 6.4 provide guidance regarding recoupment of cost from families for these activities.

- f. **Family life/human sexuality instruction:** Materials, resources, and speakers used in the Family Life / Human Sexuality component of the K-12 health curriculum must be approved by Health Education Services. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice. Provisions must be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42(3)).

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 within the last 3 years. (FS 232.246, 233.061, 233.0612, 233.0625, 233.0672)  
*For further assistance call (754) 321-2273.*

- g. HIV and sexually transmitted diseases instruction:** Materials, resources, and speakers used in the HIV / sexually transmitted disease component of the K-12 health curriculum must be approved by Health Education Services. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions must be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42(3)).

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 within the last 3 years. (FS 232.246, 233.061, 233.0612, 233.0625, 233.0672)  
*For further assistance call (754) 321-2273.*

- h. Gifted education:** See Policy 6000.5.  
*For further assistance call (754) 321-2861.*
- i. Assessment:** Each student must participate in statewide assessment tests at designated grade levels as required by Florida Statute. For students with disabilities and/or students who are English Language Learners who meet state-defined exemption criteria, an alternate assessment must be administered. The school will provide parents with the results of each statewide assessment test. Ongoing assessment is an integral part of the instructional process. (F.S. 1008.25(4))
- j. Suspension of Curriculum (F.S. 1008.22(4))**

A regular program of curricula shall not be suspended for proposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment. However, a school may engage in the following test-preparation activities for a statewide assessment.

  - i. Distributing to students the sample test books and answer keys published by the Department of Education.
  - ii. Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment.
  - iii. Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by the school district, is identified as having a deficiency in the content knowledge and skill assessed.

- iv. Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses.
  - v. Administering a practice test or engaging in other test-preparation activities for the statewide assessment which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment, as set forth in rules adopted by the State Board of Education.
- k. Each school must administer the statewide kindergarten screening to each kindergarten student in the school district within the first 30 school days of each school year. (F.S. 1002.69(1))
- l. **Physical Education:** Elementary students, grades K-5, shall have 150 minutes of physical education (F.S. 1003.455 (3)) each week to be delivered as 30 consecutive minutes per day. Physical Education is defined as the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being (F.S. 1003.01(16)). Related services, such as physical therapy, may not be considered physical education for students with disabilities. Adaptive or specially designed PE may be counted towards the requirements for students with severe and profound disabilities.

### Questions and Answers related to Physical Education:

1. **Is the new requirement of at least 30 consecutive minutes a daily physical education requirement?**

No. The requirement is that "...on any day during which physical education instruction is conducted there are at least 30 consecutive minutes per day."

Example 1: A student attends 50-minute physical education classes on Monday, Wednesday and Friday. They have met the requirement for a total of 150 minutes per week as well as 30 consecutive minutes on any day that physical education instruction is conducted.

Example 2: A student attends 45-minute physical education classes on Tuesday and Thursday. The classroom teacher (or any other instructional personnel designated by the principal) conducts 30-minute physical education activities on Monday and Wednesday. They have met the requirements for a total of 150 minutes per week as well as 30 consecutive minutes on any day that physical education instruction is conducted.

2. **A student attends 45-minute physical education classes on Monday, Tuesday and Thursday for a total of 135 minutes. Can the classroom teacher (or any other instructional personnel designated by the principal) provide the remaining 15 minutes and have met the requirements for that student?**

No. If only the remaining 15 minutes are provided, the student has not completed the additional requirement of 30 consecutive minutes on any day that physical instruction is conducted. The teacher would need to provide a minimum of 30 additional minutes even though the student will have a total number of minutes higher than 150 for that week.

3. Are students eligible to waive the Physical Education requirement? Students in grades K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that:
  1. The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
  2. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

*For further assistance call (754) 321-1863.*

#### **C. ELEMENTARY STUDENTS' RIGHT TO INSTRUCTION**

Remedial and supplemental instructional resources will be allocated first to students in elementary schools who are deficient in reading by the end of the third grade and then to students who fail to meet achievement performance levels required for promotion (F.S. 1008.25(3)). Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science and mathematics must continue remedial instruction with supplemental instruction until expectations are met (F.S. 1008.25 (4)(c)).

#### **D. ELEMENTARY PROMOTION**

##### **1. Student Performance Levels for Reading, Writing, Mathematics and Science:**

In addition to the specific promotion criteria for reading and mathematics listed in the following matrix, promotion decisions must take into account student's proficiency in writing (3.5 or higher on the FCAT writing Assessment or the district equivalent) and science (based on proficiency levels to be determined by the district and/or the State Department of Education) (F.S. 1008.25 (2)). The evaluation of each student's progress must be based upon classroom work, observations, tests, district and state assessments and other relevant information.

**Promotion Criteria: Reading and Mathematics:**

<b>Grade &amp; Subject</b>	<b>Criteria #1</b>	<b>Or</b>	<b>Criteria #2</b>
K Reading	48 out of 52 Letter Names <b>and</b> 20 of 26 letter sounds <b>and</b> 15 out of 21 Concepts of Print	or	Scores 90% or greater accuracy <b>and</b> 75% or greater in Comprehension on the Rigby PM Benchmark Assessment <b>OR</b> scores at level 3 or above on the Developmental Reading Assessment (DRA)
1 and 2 Reading	For 2008-09, at or above the 30 <sup>th</sup> percentile on the current version of the Stanford Achievement Test. Starting in 2009-10, scores 70% or greater on the District-Developed Assessment that aligns with the Next Generation Standards in reading comprehension	or	For 2008-09, at or above the 30 <sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension. Starting in 2009-10, at or above the proficiency level that aligns with the District-Developed Assessment proficiency level on the Stanford Diagnostic Test in reading comprehension.
3 Reading	At a level 2 or higher on the FCAT – SSS in Reading.	or	At a proficient level on a District-Approved Assessment as allowed by the state.
4 and 5 Reading  <b>and</b>  Math	At a level 2 or higher on FCAT-SSS Reading.  At a level 2 or higher on FCAT-SSS Mathematics.	or	At a proficient level on a District-Approved Assessment.

Note: No single assessment is the sole determiner of promotion.

**2. Alternative Promotion Criteria: Good Cause (F.S. 1008.25(6)(b))**

Any student who does not meet the reading and/or mathematics promotion criteria in the previous matrix may be promoted if the student meets one of the following Good Cause options and documentation submitted from the student’s teacher to the school principal indicates that the promotion is appropriate and based upon the student’s academic record. All good cause decisions must be made and recorded by the end of the school year or the end of 3<sup>rd</sup> grade reading camp for 3<sup>rd</sup> graders, except in extenuating circumstances.

Note: More detailed criteria and procedures for alternative promotion options are included in the Appendix of this procedural manual in a document entitled, “PMP and Promotion Criteria Matrix. Note that the portfolio passages for third grade may be administered anytime from January until May.

In order to minimize paperwork requirements, such documentation shall consist only of the existing Progress Monitoring Plan (PMP), individual educational plan, if applicable, report card or portfolio as indicated below:

<b>Targeted Students:</b>	<b>Grade3: Alternative Promotion Criteria: Good Cause (State)</b>	<b>Grades K, 1, 2: Alternative Promotion Criteria: Good Cause</b>	<b>Grades 4 and 5: Alternative Promotion Criteria: Good Cause</b>
For all <b>elementary students</b>	Student demonstrates an acceptable level of performance on an <b>alternative standardized reading assessment</b> approved by the State Board of Education.	Student demonstrates an acceptable level of performance on an <b>alternative standardized reading assessment</b> approved by the district.	Student demonstrates an acceptance level of performance on an <b>alternative standardized reading and/or math assessment</b> approved by the district.
For all <b>elementary students*</b>	Student demonstrates, through a student <b>portfolio ****</b> prepared in accordance with district guidelines, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards at a level equal to or above level 2 performance on FCAT – SSS*	Student demonstrates, through a student <b>portfolio ****</b> prepared in accordance with district guidelines, that the student is performance on grade level*	Student demonstrates, through a student <b>portfolio****</b> prepared in accordance with district guidelines, that the student is performing on grade level*
For all <b>elementary students</b>	Student has received intensive remediation in reading for 2 or more years but still has a deficiency in reading and was <b>previously retained in K, 1, 2, or 3 for a total of 2 years.**</b>	Same as 3 <sup>rd</sup> grade**	Student has received intensive remediation in reading and/or mathematics for 2 or more years but still has a deficiency in reading and/or mathematics and was <b>previously retained for a total of 2 years.***</b>

- \* The portfolio option is to be used only when all other Good Cause options have been exhausted.
- \*\* If promoted under this criteria, intensive reading instruction must include an altered instructional day based upon a PMP that includes specialized diagnostic information and specific reading strategies.
- \*\*\* If promoted under this criteria, intensive reading and/or mathematics instruction must include an altered instructional day based upon a PMP that includes specialized diagnostic information and specific reading and/or mathematics strategies.
- \*\*\*\* The Division of Curriculum establishes the type of documentation required for portfolios. Required portfolio documentation is specified for each grade level. Documentation requirements will take into account that not all students are using the adopted basal text.

<b>Targeted Students:</b>	<b>Grade 3: Alternative Promotion Criteria: Good Cause (State) (F.S. 1008.25(6)(b))</b>	<b>Grades K, 1, 2: Alternative Promotion Criteria: Good Cause</b>	<b>Grades 4 and 5: Alternative Promotion Criteria: Good Cause</b>
For <u>elementary ELL students</u> only	English Language Learner students who have had <b>less than 2 years</b> of instruction in an English for Speakers of Other Languages Program	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
For selected <u>elementary students with disabilities</u> only	Student is a student with disabilities whose <b>IEP indicates that participation in statewide assessment is not appropriate</b> , consistent with the requirements of State Board of Education rules.	Same as 3 <sup>rd</sup> grade	Same as 3 <sup>rd</sup> grade
For selected <u>elementary students with disabilities</u> only*	Student is a third grade student with disabilities who participates in FCAT and who has an IEP or a Section 504 Plan that reflects that the student has received intensive remediation for more than 2 years but still demonstrates a deficiency in reading and was previously retained in grades K, 1, 2, or 3.	Student is a student with disabilities who participates in district assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years but still demonstrates a deficiency in reading and was previously retained.	Student is a student with disabilities who participates in district assessments and who has an IEP or Section 504 plan that reflects that the student received intensive remediation for more than 2 years but still demonstrates a deficiency in reading and was previously retained for a total of one year.

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

The intent of the policy is that ESE students who do not meet promotion criteria will be retained one time in elementary (generally, at third grade) unless the parent requests a second retention in

elementary. If the parent does request a second retention at elementary school, a conference may be held to discuss; however, if the parent still wants the second retention, it should be granted.

3. Recommendations for promotion based on good cause shall be reviewed by the principal and discussed with the teacher for the determination as to whether the student should be retained or promoted. (F.S. 1008.25(6)(c))
4. If the school principal determines that the student shall be promoted, the school principal shall make such recommendation in writing to the Superintendent/designee. (F.S. 1008.25(6)(c))
5. **Promotion in Extraordinary Circumstances:** The Superintendent, upon the recommendation by the area superintendent and the principal, may promote a student based upon extraordinary circumstances which impacted the student's performance (e.g., student with a terminal illness, student for whom the district has requested an assessment accommodation and the state has indicated they are unable to provide the district-requested accommodation, student whose assessment results are clearly not indicative of their classroom grade-level performance.) This does not apply to students in 3<sup>rd</sup> grade.

(THIS CAN NOT BE USED FOR ANY 3<sup>RD</sup> GRADE STUDENT)

**Promotion in Extraordinary Circumstances** may be considered in those rare cases where there is clear documentation indicating an unusual situation that has impacted the student's performance. In addition to the example above, circumstances might include, but are not limited to, the following:

- A student who has transferred into Broward County Public Schools from outside the state, just prior to the start of testing for whom there is little information on their previous program to determine if they have had adequate instruction on the Sunshine State Standards and/or there have been no prior retentions and records indicate promotion criteria in the sending state has been met.
- A recent traumatic event in the student's family has impacted the student's emotional well-being and performance on the test.
- A student who has a unique medical situation, documented by records and a doctor's statement, reviewed by Health Education Services personnel, that significantly impacts performance.

This clause cannot be used more than once for transfer students and must be applied for annually for all other students.

The process for use of this clause is as follows:

1. Upon identifying a unique situation, school staff is encouraged to call appropriate area or district personnel to discuss the situation and necessary documentation. School personnel, including ESE team if for an ESE student and/or the ELL Committee if for an ESOL student, must collect supporting documentation and submit the request to the principal. For medical issues, the principal should contact the Director of Health Education Services, 754-321-2274 to address verification.
2. Upon verification that the documentation supports the request, the principal must submit the name of the student(s) and a brief description of the extraordinary circumstances to their area superintendent.
3. Upon review of the request and determination that the student should be promoted based upon these documented extraordinary circumstances, the area superintendent shall sign and submit such a request to the Superintendent.
4. Upon review, the Superintendent shall approve the documented requests and advise the school principal in writing.

5. The school principal shall notify the student's parents of the promotion, including the impact on meeting requirements for a standard diploma and the need for annual review.
6. District personnel shall enter the appropriate code on TERMS indicating **Promotion in Extraordinary Circumstances**.
7. The documentation and the approval from the Superintendent must be maintained in the student's file.

*Questions and Answers related to promotion/retention:*

1. ***If a student meets criteria for promotion but is clearly performing in the classroom at a primer or pre-primer level, can the student be retained?***  
*Yes, if there is mutual agreement between the parent and the principal that this is in the best interest of the child.*
2. ***How many years must students be retained in elementary school if, after two or more years of intensive remediation, they are still deficient in reading?***  
*Non-disabled and non-ELL deficient students must be retained **twice** in K, 1, 2, or 3 before they can be promoted out of third grade. Students with disabilities are limited to one in K-5, retention unless the parent requests an additional retention. ELL students cannot be retained solely due to lack of English proficiency; retention requires the recommendation of an ELL committee to which the parent is invited.*
3. ***Who makes the decision for retention of an ESE student who is working on Sunshine State Standards?***  
*The decision is made based on the promotion criteria in Policy 6000.1. Those teachers and support personnel working with the student review available data from alternative assessments and/or portfolios as defined in Policy 6000.1. From this review, a recommendation is made to the principal. The principal is ultimately responsible for the decision based on the requirements of the policy and the data provided by staff.*
4. ***Is the review described above done as part of an individual educational plan (IEP) meeting with the outcome documented on the IEP?***  
*No.*
5. ***If an ESE student met the state exemption criteria and did not take the FCAT, does the promotion criteria apply to the student?***  
*No.*
6. ***How many times can students with disabilities (ESE) who take the FCAT or SAT and who do not meet promotion criteria be retained in grades K-5? In addition the parent would like their child to meet the "regular" promotion criteria?***  
*Unless the parent requests an additional retention, the number of retentions in grades kindergarten through 5<sup>th</sup> grade is limited to one. The school should have a conference with the parent to explain the rationale for recommending promotion. However, if the parent still requests a second retention, the student should be retained.*
7. ***For elementary students with disabilities who are not meeting promotion criteria, can the retentions be held off until middle school?***  
*No. If the student has not yet been retained in elementary school, they must be retained once in elementary school.*

- 8. How does the policy for students with disabilities interface with the state mandate to retain students in 3<sup>rd</sup> grade who do not meet promotion criteria or good cause criteria?**  
*Students with disabilities who have not been retained prior to third grade and who do not meet the promotion criteria or other good cause criteria would be retained in third grade as per state mandate. They would not be retained again in elementary school unless the parent requested an additional elementary retention.*
- 9. Are all disabilities (including students with articulation, voice and fluency disorders) subject to the same retention policies and procedures at the elementary level?**  
*Yes.*
- 10. Are gifted students subject to the same 1-year retention limit at the elementary level?**  
*No - this part of the policy only applies to exceptional students with disabilities.*
- 11. What if a student with disabilities has been retained once in grades K, 1 or 2 and does not meet the third grade promotion criteria – can the student be promoted on good cause or must the student be retained?**  
*The student can be promoted based on good cause. The student does not need to be retained in third grade.*
- 12. If a student with disabilities has never been retained in elementary school and is a fifth grade student who did not meet promotion criteria, can the student be promoted to sixth grade?**  
*No. The student cannot be promoted because the student has not been retained once in elementary school.*
- 13. If only one retention is required at the elementary level for students with disabilities, does it make sense to continue promoting the student until retention is required?**  
*These decisions must be made in a case-by-case basis. However, in many cases retentions at the lower elementary grades give students the opportunity to learn the skills they need at the earliest possible time, facilitating their future reading achievement. If the one retention required at elementary does not occur prior to 3<sup>rd</sup> grade, it will occur in 3<sup>rd</sup> grade.*
- 14. What constitutes “good cause” for promotion of 4<sup>th</sup> and 5<sup>th</sup> grade students with disabilities who scored Level 1 on FCAT in reading?**  
*Other good cause options for reading are:*
- *Alternative assessments (i.e., scores at or above 25<sup>th</sup> percentile on the Stanford Diagnostic Test).*
  - *Portfolio assessment (i.e., scores at or above 70% on the Harcourt Trophies End of the Year Test or the grade level book in which the student is working).*
  - *ELL good cause criteria (i.e., not being retained solely on the basis of limited English proficiency).*
  - *IEP or 504 Plan indicates student has received intense remediation for more than two years, but still demonstrates a deficiency in reading and was previously retained for a total of one year.*
  - *Previously retained.*
- 15. In grades other than third grade, is retention mandatory for ELL students with two or more years in an ESOL Program if they do not meet the district promotion criteria?**  
*Retention is not mandatory for these students. ELL students cannot be retained solely due to lack of proficiency in English. These students should have a PMP, participate in remediation, and be monitored for consistent academic progress. A formal retention recommendation regarding an ELL student can only be made through the action of an ELL committee. The parent should be included in the decision-making process.*

**16. Can the IEP committee recommend promotion even if a student with disabilities who participates in state assessments does not meet the promotion or good cause criteria?**

*No.*

**17. Can schools comply with a parent's request not to administer alternative assessments because the parent agrees the child should be retained and does not want the child to undergo additional stress?**

*Yes. Ask the parent to sign a statement of their request, on school letterhead, similar to: "I understand the Good Cause for Promotion options and portfolio assessments are available to my child. I understand that if my child were to take one of these assessments and achieve the specified levels for promotion, my child could be promoted. I am choosing to retain my child. I am requesting that my child not take the alternative assessments or the portfolio assessment." This should be kept in the student's folder.*

#### **E. MID-YEAR PROMOTION CRITERIA FOR THIRD GRADE STUDENTS WHO HAVE BEEN RETAINED IN THIRD GRADE**

Third grade students who have been retained may be promoted to the fourth grade immediately after the administration of the first benchmark assessment of the school year, prior to November 1<sup>st</sup>, if the student achieves the score equivalent to FCAT Level 2. (F.S. 1008.25(7)(b)(4))

*A demonstration of mastery for each of the eight FCAT-tested reading benchmarks of the Sunshine State Standards is required to meet the mid-year promotion criteria in the first administration of the Benchmark Assessment Test. Parents may choose to retain their child even if the child meets the mid-year promotion criteria, as the retention may allow an additional year to increase proficiency.*

#### **F. ELEMENTARY PROGRESS MONITORING PLAN PROCESS**

Any student who does not meet specific levels of performance in reading, writing, science and mathematics for each grade must be provided with additional state or district approved diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school must develop and implement, in consultation with the student's parent, a Progress Monitoring Plan (PMP) in reading and/or mathematics to assist the student in meeting state and district expectations for proficiency. (F.S. 1008.25(4)(b)) Schools must provide frequent monitoring of student progress. Research-based reading activities that have been shown to be successful in teaching reading to low-performing students will be used.

##### **1. Specific PMP reading requirements for elementary students Grades K-5:**

If a student in grades K-2 exhibits a substantial deficiency in reading based upon district criteria or if a student in grades 3 through 5 scores at level 2 or below on FCAT-SSS in reading or a substantial deficiency is identified through teacher observation, the PMP must identify the following:

The student's specific areas of deficiency identified by a valid and reliable diagnostic assessment in:

- Phonemic awareness
- Phonics
- Fluency
- Comprehension
- Vocabulary
- The desired levels of performance in these areas

- The intensive reading instruction and support services to be provided to help the student achieve the desired levels of performance. Students will be required to receive intensive remediation through a PMP.

The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remediated. (F.S. 1008.25(5)(a) 1008.25 (7)(b)7).

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

2. **Specific PMP mathematics requirements for elementary students in grades K through 5:** K-2 students who meet the district criteria for a PMP must receive intensive instruction. If a student in grades 3-5 scores at level 2 or below on the FCAT-SSS in mathematics, the student will be required to receive remediation through a PMP. The intensive intervention for students retained in third grade will include effective instructional practices, participation in the summer reading camp, and appropriate teaching methodologies necessary to assist those students becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade level (F.S. 1008.25(7)2).

*Note: In Broward, the definition of "substantially deficient" is the same as meeting the criteria for needing a PMP. In order to facilitate this process, an electronic data management system (E-PMP) has been developed in conjunction with Virtual Counselor. The E-PMP automatically identifies students in need of a PMP, and then prompts the user in entering key assessment and intervention data. The system is designed to allow staff to develop a PMP in reading and mathematics. A Virtual Counselor log-in and password are required to access the E-PMP.*

#### ***Questions and Answers related to PMPs:***

1. ***When should PMPs be developed and by whom?***  
*At the beginning of the school year, by the middle of the first marking period, the student's current teacher, using the previous year's performance data should develop the PMP. PMP decisions for kindergarten students should be made at the end of the first marking period. A PMP is not the same as an IEP.*
2. ***If a third grader scores at Level 2 on the FCAT-SSS, but does not reach a proficient level on a District-Approved Assessment should a PMP be initiated?***  
*A PMP would be required.*
3. ***Why aren't the PMP criteria the same as the promotion/retention criteria?***  
*The PMP criteria purposefully include a larger group of students so that the PMP can serve as a preventative plan for those students who currently meet the promotion criteria but may be at risk of failing in the future if not provided with continued support.*

3. **PMP Reviews:** Progress Monitoring Plans in reading will be reviewed at least annually to address additional support and services needed to remediate the identified areas of reading deficiency. A portfolio will be completed for the student in accordance with district requirements (F.S. 1008.25(7)(b)1).

#### **G. ELEMENTARY RETENTION**

Students who are retained will receive an intensive program that is different from the previous year's program. Students who have been retained and are not making progress in the current program must undergo additional state or district approved assessment to determine an appropriate intervention. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement; this does not preclude students being promoted based upon Good Cause in accordance with state law and district policy. (F.S. 1008.25(6)) Parents are provided with information regarding their child's progress throughout the year. Interim reports indicate if a student is having difficulties and report cards are marked to show grade level or below grade level performance. Parents must be notified no later than a week after test scores and receives when it appears that a student may be retained. The notice will specify that the student has not met the proficiency level required for promotion and the reasons the child is not eligible for good cause exceptions. The notice will comply with (F.S. 1002.20(11)) to include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency (F.S. 1008.25(5)(c)). Parents of ELL students must be notified in their native language. (Meta Consent Decree 1900)

ELL students cannot be retained solely due to the lack of proficiency in English. A formal retention recommendation regarding an ELL student shall be made through action of an ELL committee (Meta Consent Decree 1900) in which the parent must be invited.

For students retained two or more years, appropriate alternative placements will be made.

Retained students should be provided with social-emotional support to address the impact of the retention, if needed.

#### **H. THIRD GRADE MANDATORY RETENTION (F.S. 1008.25(5)(b))**

Third grade students who are retained will be provided with a minimum of ninety minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include, but are not limited to:

- Small group instruction
  - Reduced teacher-student ratios
  - More frequent progress monitoring
  - Tutoring or mentoring
  - Transition classes, containing third and fourth grade students
  - Extended school day, week, or year
  - Summer reading camp
1. Retained third grade students will be provided with a high-performing teacher as determined by student performance data and satisfactory performance appraisals (F.S. 1008.25(7)(b)5).

2. Provide parents of students to be retained with at least one of the following options for their child:
  - a. Supplemental tutoring in scientifically research-based reading services, in addition to the regular reading clock;
  - b. A mentor or tutor with specialized reading training (F.S. 1008.25(7)(b) 6a, c).
3. **Second Year Retention:** Students retained in third grade who have received intensive instructional services and still do not meet promotion criteria will be retained a second time in third grade (F.S. 1008.25). Second year retained third graders will have access to the following, where applicable:
  - a. A transitional instructional setting designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of reading deficiencies (F.S. 1008.25(7)(b)10).
  - b. An Intensive Acceleration Class (IAC) to increase the student's reading level at least two grade levels in one school year. The IAC shall:
    - i. Have a reduced teacher-student ratio
    - ii. Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master grade 4 Sunshine State Standards in other core subject areas.
    - iii. Use a reading program from the District's Struggling Reader chart that is scientifically research based and has proven results in accelerating student reading achievement within the same school year (F.S. 1008.25(7)(b)8a-d).

Second year retained students shall be provided with social-emotional support to address the impact of the retention.

Students retained for a second time in third grade who need to be exposed to 4<sup>th</sup> grade curriculum and standards can meet this through a transitional instructional setting. Such a setting might include a 3<sup>rd</sup>-4<sup>th</sup> combination classroom. If a school does not have sufficient numbers of students retained twice in third grade, this may not be a viable alternative.

#### **I. ELEMENTARY EXTENDED LEARNING OPPORTUNITIES**

Opportunities for extended learning for students with academic deficiencies may be offered during the school day as well as beyond the school day. Extended learning opportunities will be determined on an annual basis.

#### **J. REPORTING STUDENT PROGRESS (ELEMENTARY)**

1. **Parent notification of reading deficiencies:** The parent of any student in grades K-3 who exhibits a substantial reading deficiency must be notified in writing of the following (F.S. 1008.25(5)(c)):

(Substantial deficiency is defined as meeting the criteria for a PMP as described in the PMP and Promotion Criteria Matrix in the Appendix of this procedural manual.)

- that the child has been identified as having a substantial reading deficiency,
- a description of the current services that are provided to the child,
- a description of the proposed supplemental instructional services and support that will be provided to the child that are designed to remediate the identified areas of reading deficiency,
- that, if the child's reading deficiency is not remediated by the end of grade 3, the child will be retained – unless exempted from mandatory retention for good cause, and

- strategies for parents to use in helping their child succeed in reading proficiency.

**Questions and Answers Related to Parent Notification:**

- 1. Which K-3 students should receive the mandated parent notification of reading deficiencies letter?**

*The parent of any student who meets the criteria for a PMP in reading must receive the letter. The letter has been incorporated into the electronic PMP, so that the printed copy of the electronic reading PMP serves this purpose – a separate letter is not required. The deadlines for the parent notification are the same as the deadlines for PMPs. The letter is translated into the major languages and is available upon request.*

- 2. Do the parents of ELL (even those with less than 2 years in this country) and ESE students get the same mandated parent notification of reading deficiencies letter?**

*Yes, they will have a PMP that incorporates the letter to the parent. There is also a supplemental ESE Parent Fact Sheet that should be sent home. The Fact Sheet is included in the Appendix. The letter is translated into the major languages and is available upon request.*

- 3. Where can I get a copy of the ESE Parent Fact Sheet?**

*It is in the Appendix of this Procedural Manual.*

- 2. Progress Reports (Report cards):** Progress reports are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. A student must be in attendance at a Broward County public school for 25 days to receive a grade. Report cards indicate whether the child is performing on, above or below grade level. Continued below grade level performance is an indication of possible retention. Report cards also provide information in the student's conduct or behavior and attendance, including absences and tardies. (F.S. 1003.33) Progress reports shall be signed by the parent and returned to the teacher. If a student withdraws and does not qualify for a progress report under this provision, the parent shall be issued a statement of academic achievement. Progress reports may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.

All schools will use the District identified progress report unless special permission has been obtained from the Division of Curriculum based on the unique program offering at the school, such as Montessori.

- 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: failing, a drop of two or more grades, unacceptable behavior and excessive absences. In schools with an automated system for record-keeping and grading, interims will be provided for all students.

*If a student is working below grade level or may be in danger of retention, this should be communicated to parents at the earliest possible time, through interims and other means available.*

- 4. Grading for K, Pre-first, 1 and 2:** Student performance evaluated and reported based on mastery of standards. The symbols to be used are:

- |   |                                     |
|---|-------------------------------------|
| 1 | Has mastered skills (independently) |
| 2 | Is learning skill (with assistance) |

3	Area of concern
X	Not evaluated
NA	Not applicable

*Students are marked based on their instructional level. For grades 1-2, you must indicate the child's Language Arts instructional level in the box below the area showing how the student is performing on Language Arts standards. If the student is working below their instructional level, the "Below Grade Level" box **must be** checked. This is an important part of the communication to parents about their child's performance. **Do not leave this box blank.***

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

A	Superior progress	90-100
B	Above average progress	80-89
C	Average progress	70-79
D	Below average progress	60-69
F	Failure	59 or below

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

1	Has mastered skill (independently)
2	Is learning skill (with assistance)
3	Area of concern
NA	Not applicable

*Students are graded based on their performance on their instructional level. If a student is working below their instructional level in grades 3-5, the grade for the content area and instructional level the student is working on **must be** entered in the "Below Grade Level" box. This is an important part of the communication to parents about their child's performance. **Do not leave this box blank.***

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

***This should not be used without discussion with the area/district office. Students who participate in the FCAT or SAT should be given the regular progress report.***

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

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

**8. Grade placement:** Principals shall have final authority for appropriate grade placement of students, within the limitations of Board Policy.

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

**K. ELEMENTARY GUIDANCE SERVICES**

All schools shall assure equitable access to school counseling programs for all students through a standards-driven guidance program that is comprehensive in scope, developmental in nature and focused on the academic, personal/social and career development needs of all students. All guidance counselors will develop, in collaboration with the principal, a Guidance Plan in a format to be determined by the Division of Curriculum and Instruction/Student Support. The plan will support the School Improvement Plan and be based upon National counseling standards. (F.S. 1006.025)

*Every guidance counselor is required to prepare an annual comprehensive guidance plan that ensures every student receives guidance services. The foundation for the guidance plan must be the national standards adopted by The American School Counseling Association. The standards support the development of academic skills, career skills, and personal/social skills. The guidance plan must support the school's School Improvement Plan and focus on results-oriented outcomes, with data being collected to demonstrate the outcomes. Both proactive and reactive and reactive guidance interventions are to be logged in the L-Panels. Counselors are expected to use a variety of methods to provide services including classroom guidance lessons, small groups for targeted issues or behaviors, and individual counseling and consultation. It should be noted that heavy reliance on one-to-one methods almost always results in some students not receiving any guidance services. Special attention should be given to addressing the needs of students retained to provide ongoing support as they progress to other grade levels.*

*Every school is required to use their full guidance support allocation, as described in the annual School Budget Guidelines, to employ certified guidance counselors. **Waivers must be approved jointly by the area superintendent and the district guidance staff.** To initiate a waiver request, the principal must send a memo to the area superintendent with a rationale for the request, an explanation of how the school will be represented at the regular scheduled guidance meetings and professional development sessions, and how the annual guidance plan will be developed and implemented. For further assistance call (754) 321-2584.*

**L. ELEMENTARY STUDENT DAY**

The length of the student day shall be a minimum of:

Prekindergarten	As determined by program
Elementary	360 minutes
ESE Centers	360 minutes

The IEP Committee may notify the length of the school day for an individual student with disabilities if there is documentation to support the decision.

## APPENDIX

1. ***PMP and Promotion Criteria Matrix for Reading, Math and Writing, including Quarterly PMP Criteria for Reading in grades K and 1.***
2. ***Parent Fact Sheet – ESE – Third Grade Promotion and Retention.***

**PMP AND PROMOTION CRITERIA MATRIX  
ELEMENTARY READING, MATHEMATICS AND WRITING  
PROCEDURAL GUIDELINES  
2009-2010 SCHOOL YEAR  
BASED UPON POLICY 6000.1 AS APPROVED BY THE SCHOOL BOARD**

**June 2, 2009**

**DOCUMENT UPDATED 9/17/09**

**NOTE: Promotion criteria for Kindergarten, First and Second grades raised in 2008-2009 and the alternative and portfolio criteria have been aligned to those criteria.**

<b>GRADE</b>	<b>PMP CRITERIA:</b> <i>(PMP criteria are applied at the beginning of the year. For kindergarten students, the criteria are applied at the end of the 1<sup>st</sup> quarter)</i>	<b>PROMOTION CRITERIA #1</b>  <i>(End of the Year)</i>	<b>O R</b>	<b>PROMOTION CRITERIA #2</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: ALTERNATIVE ASSESSMENT</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA</b>  <i>(End of the Year)</i>  <i>(Applicable to reading and/or mathematics promotion criteria)</i>
<b><i>Kindergarten</i></b>	<b><i>For reading:</i></b>  <i>Recognizes less than 15 of 52 letter and names</i>  <i>And</i> <i>Distinguishes less than 6 of 26 letter sounds</i>  <i>And</i> <i>Understands less than 4 of 21 concepts of print</i>  <i>Note: See supplemental matrix for reading PMP criteria for 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> quarters.</i>	<i>Recognizes 48 of 52 letter names</i>  <i>And</i> <i>Distinguishes 20 of 26 letter sounds</i>  <i>And</i> <i>Understands 15 of 21 concepts of print.</i>	<b><i>O R</i></b>	<i>Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 2</i>  <i>Or</i> <i>Scores 90% or greater in accuracy AND at or above the adequate level in comprehension on the Developmental Reading Assessment (DRA), at or above Level 3</i>	<i>N/A</i>	<i>N/A</i>	<i>Previously retained in K</i> <i>Or</i> <i>IEP says no FCAT participation</i> <i>Or</i> <i>Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention)</i> <i>Or</i> <i>ELL students with less than 2 years in ESOL program.</i>

<b>GRADE</b>	<b>PMP CRITERIA:</b>  <i>PMP criteria are applied at the beginning of the year. For kindergarten students, the criteria are applied at the end of the 1<sup>st</sup> quarter)</i>	<b>PROMOTION CRITERIA #1</b>  <i>( End of the Year)</i>	<b>O R</b>	<b>PROMOTION CRITERIA #2</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: ALTERNATIVE ASSESSMENT</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA</b>  <i>(End of the Year)</i>  <i>(Applicable to reading and/or mathematics promotion criteria)</i>
<b>Kindergarten Cont.</b>	<b>For writing:</b>  <i>2/6 traits are scored &lt; experimenting</i>  <b>For mathematics:</b>  <i>Unable to associate verbal names and standard numerals with whole numbers up to 5; Or Unable to compare relative size of numbers less than 5 and unable to count orally up to 5; Or Unable to demonstrate 1-1 correspondence up to 5.</i>						<i>Previously retained in K Or IEP says no FCAT participation Or Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention) Or ELL students with less than 2 years in ESOL program.</i>

<b>GRADE</b>	<b>PMP CRITERIA:</b>  <i>(Beginning of the School Year)</i>	<b>PROMOTION CRITERIA #1</b>  <i>(End of the Year)</i>	<b>O R</b>	<b>PROMOTION CRITERIA #2</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: ALTERNATIVE ASSESSMENT</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA</b>  <i>(End of the Year)</i>  <i>(Applicable to reading and/or mathematics promotion criteria)</i>
<b>First Grade</b>	<p><b>For reading:</b> Recognizes less than 52 of 52 letter names And Distinguishes less than 21 of 26 letter sounds And Understands less than 18 of 21 concepts of print Or Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 2 Or Scores 90% or greater in accuracy AND at or above the adequate level in comprehension on the Developmental Reading Assessment (DRA), at or above Level 3.</p>	Scores 70% or greater on the district developed assessment that aligns with the next generation standards in reading comprehension	<b>O R</b>	Scores at or above the 30 <sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension	Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 16.	Scores 90% or greater in accuracy AND at or above the adequate level in comprehension on the Developmental Reading Assessment (DRA), at or above Level 16.	<p>Previously retained in K and/or 1<sup>st</sup> for a maximum total of 2 years, not to exceed 1 retention per grade level Or IEP says no FCAT participation Or Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention) Or ELL students with less than 2 years in ESOL program. Or An ELL student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.</p>

<b>GRADE</b>	<b>PMP CRITERIA:</b>  <i>(Beginning of the School Year)</i>	<b>PROMOTION CRITERIA #1</b>  <i>(End of the Year)</i>	<b>O R</b>	<b>PROMOTION CRITERIA #2</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: ALTERNATIVE ASSESSMENT</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA</b>  <i>(End of the Year)</i>  <i>(Applicable to reading and/or mathematics promotion criteria)</i>
<b>First Grade, cont.</b>	<p><i>Note: See supplemental matrix for reading PMP criteria for 2<sup>nd</sup>, 3<sup>rd</sup> &amp; 4<sup>th</sup> quarters.</i></p> <p><b>For writing:</b></p> <p><i>2/6 traits are scored &lt; emerging</i></p> <p><b>For mathematics:</b></p> <p><i>Unable to read and write numerals up to 10; and unable to compare relative size of numbers up to 10; and unable to demonstrate 1-1 correspondence up to 10.</i></p>		<b>O R</b>				<p><i>Previously retained in K and/or 1<sup>st</sup> for a maximum total of 2 years, not to exceed 1 retention per grade level</i></p> <p><i>Or</i></p> <p><i>IEP says no FCAT participation</i></p> <p><i>Or</i></p> <p><i>Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention)</i></p> <p><i>Or</i></p> <p><i>ELL students with less than 2 years in ESOL program</i></p> <p><i>Or</i></p> <p><i>An ELL student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.</i></p>

<b>GRADE</b>	<b>PMP CRITERIA:</b>  (Beginning of the School Year)	<b>PROMOTION CRITERIA #1</b>  (End of the Year)	<b>O R</b>	<b>PROMOTION CRITERIA #2</b>  (End of the Year)	<b>GOOD CAUSE FOR PROMOTION: ALTERNATIVE ASSESSMENT</b>  (End of the Year)	<b>GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA</b>  (End of the Year)	<b>GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA</b>  (End of the Year)  (Applicable to reading and/or mathematics promotion criteria)
<b>Second Grade</b>	<p><b>For reading:</b></p> <p>Scores below the 40<sup>th</sup> percentile on the current version of the Stanford Achievement Test in reading comprehension</p> <p><b>For writing:</b></p> <p>2/6 traits are scored &lt; early</p> <p><b>For mathematics:</b></p> <p>Below 40<sup>th</sup> percentile on SAT-10 Mathematics.</p>	Scores 70% or greater on the district developed assessment that aligns with the next generation standards in reading comprehension	<b>O R</b>	Scores at or above the 30 <sup>th</sup> percentile in the Stanford Diagnostic Test in reading comprehension	Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 22.	Scores 90% or greater in accuracy AND at or above the adequate level in comprehension on the Developmental Reading Assessment (DRA), at or above Level 28.	<p>Previously retained in K, 1, or 2 for a maximum total of 2 years, not to exceed 1 retention per grade level</p> <p>Or</p> <p>IEP says no FCAT participation</p> <p>Or</p> <p>Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention)</p> <p>Or</p> <p>ELL students with less than 2 years in ESOL program</p> <p>Or</p> <p>An ELL student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.</p>

<b>GRADE</b>	<b>PMP CRITERIA:</b>	<b>PROMOTION CRITERIA #1</b>	<b>O R</b>	<b>PROMOTION CRITERIA #2</b>	<b>GOOD CAUSE FOR PROMOTION: ALTERNATIVE ASSESSMENT</b>	<b>GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA</b>	<b>GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA</b>
	<i>(Beginning of the School Year)</i>	<i>(End of the Year)</i>		<i>(End of the Year)</i>	<i>(End of the Year)</i>	<i>(January through May)</i>	<i>(End of the Year)  (Applicable to reading and/or mathematics promotion criteria)</i>
<b>Third Grade</b>	<p><b>For reading:</b></p> <p>Scores below the 45<sup>th</sup> percentile on the current version of the Stanford Achievement Test in reading comprehension</p> <p><b>For writing:</b></p> <p>3/6 traits are scored &lt; 3</p> <p><b>For mathematics:</b></p> <p>Below 45<sup>th</sup> percentile on SAT-10 Mathematics.</p>	<i>Scores at or above Level 2 on the FCAT – SSS Reading</i>	<b>O R</b>		<i>Scores at or above the 45<sup>th</sup> percentile on the current version of the Stanford Achievement Test in reading comprehension.</i>	<i>Scores at or above 70% for each of the eight reading benchmarks on Leadership Resources.</i>	<i>Previously retained in K, 1, 2, or 3 for a maximum total of 2 years, Or ELL students with less than 2 years in ESOL program Or IEP says no FCAT participation Or Student with a disability who was previously retained in K-3 (maximum of one retention in K-5 unless parent requests additional retention).</i>

<b>GRADE</b>	<b>PMP CRITERIA:</b>	<b>PROMOTION CRITERIA #1</b>	<b>O R</b>	<b>PROMOTION CRITERIA #2</b>	<b>GOOD CAUSE FOR PROMOTION: ALTERNATIVE ASSESSMENT</b>	<b>GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA</b>	<b>GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA</b>
	<i>(Beginning of the School Year)</i>	<i>(End of the Year)</i>		<i>(End of the Year)</i>	<i>(End of the Year)</i>	<i>(End of the Year)</i>	<i>(End of the Year)</i>  <i>(Applicable to reading and/or mathematics promotion criteria)</i>
<b>Fourth Grade</b>	<p><b>For reading:</b></p> <p>Scores below Level 3 on the FCAT – SSS Reading</p> <p><b>For writing:</b></p> <p>3/6 traits are scored &lt; 3</p> <p>And <i>(See next page)</i></p>	<p>Scores at or above Level 2 on the FCAT – SSS Reading</p> <p>And <i>(See next page)</i></p>	<b>O R</b>		Scores at or above the 25 <sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension.	Scores at or above 70% on the Harcourt Trophies End of Year Test (Reading and Language Skills Assessment) in reading comprehension.	<p>Previously retained for a maximum total of 2 years, not to exceed 1 retention per grade level, other than mandated 3<sup>rd</sup></p> <p>Or</p> <p>ELL student with less than 2 years in the ESOL program</p> <p>Or</p> <p>An ELL student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.</p> <p>Or</p> <p>Student with a disability who was previously retained in K-4 (maximum of one retention in K-5 unless parent requests additional retention)</p> <p>Or</p> <p>IEP says no FCAT participation.</p>

<b>GRADE</b>	<b>PMP CRITERIA:</b>  <i>(Beginning of the School Year)</i>	<b>PROMOTION CRITERIA #1</b>  <i>(End of the Year)</i>	<b>O R</b>	<b>PROMOTION CRITERIA #2</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: ALTERNATIVE ASSESSMENT</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA</b>  <i>(End of the Year)</i>  <i>(Applicable to reading and/or mathematics promotion criteria)</i>
<b>Fourth Grade, Cont.</b>	<b>For mathematics:</b>  <i>Scores below Level 3 on FCAT-SSS in Mathematics.</i>	<i>Scores Level 2 or higher on FCAT – SSS Mathematics</i>	<b>O R</b>		<i>Scores at or above the 25<sup>th</sup> percentile on the Stanford Diagnostic Test in mathematics.</i>	<i>End of year book test.</i>	<i>Previously retained for a maximum total of 2 years, not to exceed 1 retention per grade level, Or ELL student with less than 2 years in the ESOL program Or An ELL student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee. Or Student with a disability who was previously retained in K-4 (maximum of one retention in K-5 unless parent requests additional retention) Or IEP says no FCAT participation.</i>

<b>GRADE</b>	<b>PMP CRITERIA:</b>  <i>(Beginning of the School Year)</i>	<b>PROMOTION CRITERIA #1</b>  <i>(End of the Year)</i>	<b>O R</b>	<b>PROMOTION CRITERIA #2</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: ALTERNATIVE ASSESSMENT</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA</b>  <i>(End of the Year)</i>  <i>(Applicable to reading and/or mathematics promotion criteria)</i>
<b>Fifth Grade</b>	<p><b>For reading:</b>  <i>Scores below Level 3 on the FCAT – SSS Reading</i></p> <p><b>For writing:</b>  <i>3/6 traits are scored &lt; 3</i></p> <p><i>And (See next page)</i></p>	<p><i>Scores at or above Level 2 on the FCAT – SSS Reading</i></p> <p><i>And (See next page)</i></p>	<b>O R</b>		<p><i>Scores at or above the 25<sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension.</i></p>	<p><i>Scores at or above 70% on the Harcourt Trophies End of Year Test (Reading and Language Skills Assessment) in reading comprehension.</i></p>	<p><i>Previously retained for a maximum total of 2 years, not to exceed 1 retention per grade level, other than mandated 3<sup>rd</sup></i> <i>Or</i> <i>IEP says no FCAT participation.</i> <i>Or</i> <i>Student with a disability who was previously retained in K-5 (maximum of one retention in K-5 unless parent requests additional retention)</i> <i>Or</i> <i>ELL student with less than 2 years in the ESOL program</i> <i>Or</i> <i>An ELL student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.</i></p>

<b>GRADE</b>	<b>PMP CRITERIA:</b>  <i>(Beginning of the School Year)</i>	<b>PROMOTION CRITERIA #1</b>  <i>(End of the Year)</i>	<b>O R</b>	<b>PROMOTION CRITERIA #2</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: ALTERNATIVE ASSESSMENT</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA</b>  <i>(End of the Year)</i>  <i>(Applicable to reading and/or mathematics promotion criteria)</i>
<b><i>Fifth Grade, Cont.</i></b>	<b><i>For mathematics:</i></b>  <i>Scores below Level 3 on the FCAT – SSS Mathematics</i>	<i>Scores Level 2 or higher on FCAT-SSS in Mathematics</i>	<b><i>O R</i></b>		<i>Scores at or above the 25<sup>th</sup> percentile on the Stanford Diagnostic Test in mathematics</i>	<i>End of year book test.</i>	<i>Previously retained for a maximum total of 2 years, not to exceed 1 retention per grade level Or IEP says no FCAT participation. Or Student with a disability who was previously retained in K-5 (maximum of one retention in K-5 unless parent requests additional retention) Or ELL student with less than 2 years in the ESOL program Or An ELL student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.</i>

**2009-2010 QUARTER-BY-QUARTER K-1 READING PMP CRITERIA**

*The following criteria should be used to initiate a Progress Monitoring Plan (PMP) for students. Once a PMP has been initiated, students may only be exited from the PMP at the end of the fourth quarter based on test scores.*

**KINDERGARTEN CRITERIA**

<b>Quarter</b>	<b>Criteria #1:</b>	<b>OR</b>	<b>Criteria #2:</b>
<b>First</b>	<p><i>Letter Name Assessment &lt; 15/52 AND Letter Sound Assessment &lt; 6/26 AND Concepts of Print &lt; 4/21</i></p>	<b>OR</b>	<i>N/A</i>
<b>Second</b>	<p><i>Letter Name Assessment &lt; 30/52 AND Letter Sound Assessment &lt; 11/26 AND Concepts of Print &lt; 8/21</i></p>	<b>OR</b>	<p><i>Development Reading Assessment (DRA) Instructional Reading Level &lt; 1</i></p>
<b>Third</b>	<p><i>Letter Name Assessment &lt; 40/52 AND Letter Sound Assessment &lt; 16/26 AND Concepts of Print &lt; 11/21</i></p>	<b>OR</b>	<p><i>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 1 OR Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 2</i></p>
<b>Fourth</b>	<p><i>Letter Name Assessment &lt; 48/52 AND Letter Sound Assessment &lt; 20/26 AND Concepts of Print &lt; 15/21</i></p>	<b>OR</b>	<p><i>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 2 OR Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 3</i></p>

**2009-2010 QUARTER-BY-QUARTER K-1 READING PMP CRITERIA**

*The following criteria should be used to initiate a Progress Monitoring Plan (PMP) for students. Once a PMP has been initiated, students may only be exited from the PMP at the end of the fourth quarter based on test scores.*

**FIRST GRADE CRITERIA**

<b>Quarter</b>	<b>Criteria #1:</b>	<b>OR</b>	<b>Criteria #2:</b>
<b>First</b>	<p><i>Letter Name Assessment &lt; 52/52 <b>AND</b> Letter Sound Assessment &lt; 21/26 <b>AND</b> Concepts of Print &lt; 18/21</i></p>	<b>OR</b>	<p><i>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 2 <b>OR</b> Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 3</i></p>
<b>Second</b>	<p><i>Burns and Roe Informal Reading Inventory (IRI) Instructional Reading Level &lt; Preprimer</i></p>	<b>OR</b>	<p><i>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 8 <b>OR</b> Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 8</i></p>
<b>Third</b>	<p><i>Burns and Roe Informal Reading Inventory (IRI) Instructional Reading Level &lt; Primer</i></p>	<b>OR</b>	<p><i>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 11 <b>OR</b> Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 12</i></p>
<b>Fourth</b>	<p><i>Scores &lt; 70% on the district developed assessment that aligns with the next generation standards in reading comprehension</i></p>	<b>OR</b>	<p><i>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 16 <b>OR</b> Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 16</i></p>

**Parent Fact Sheet**  
**Third Grade Promotion and Retention**  
**Exceptional Student Education**  
**June 2008**

*The Florida Legislature's 2003 revision of the Florida School Code has changed the requirements for third grade student promotion and retention. Section 1008.25, Florida Statutes, mandates that beginning with the 2002-2003 school year, any student in grade three, who exhibits a substantial deficiency in reading, must be retained if the student's reading deficiency has not been remediated by the end of grade 3. Reading proficiency is demonstrated by scoring at level 2 or higher on the grade 3 reading portion of the Florida Comprehensive Assessment Test (FCAT) or the specified level on a state approved alternative or portfolio assessment. Reading deficiency is measured as scoring at level 1 on the FCAT. Students with disabilities may be exempt from mandatory retention for good cause.*

***What is good cause exemption?***

*A good cause exemption is a reason your child may be promoted even though they do not meet the specified promotion criteria. The good cause exemptions provided by the state for all students, including those with disabilities, are:*

- 1. A student is exempt from mandatory 3<sup>rd</sup> grade retention if the student demonstrates an acceptable level of performance on an alternative standardized reading assessment that has been designed by the Florida Department of Education.*
- 2. A student is exempt from mandatory 3<sup>rd</sup> grade retention if the student demonstrates that he/she is reading on grade level through a student portfolio (meeting specified state standards) that reflects that the student has mastered the Sunshine State Standards in reading with equivalence to at least a Level 2 performance on the FCAT.*
- 3. A third grade student is exempt from mandatory 3<sup>rd</sup> grade retention if the student has received intensive remediation in reading for two or more years, has a deficiency in reading, and has previously been retained in grades K-3 for a total of two years.*

*For students with disabilities, the following good cause exemptions have been provided by the state:*

- 4. A student with disabilities is exempt from mandatory 3<sup>rd</sup> grade retention if the student's individual education plan (IEP) indicates that participation in the statewide assessment is inappropriate, consistent with the requirements of State Board of Education rule 6A-1.0943(a). In this case, the student's IEP team may exempt the student from taking the FCAT. In general, the major reason for exemption is that the student's demonstrated cognitive ability prevents them from completing the course work for Sunshine State Standards. Students who do not complete the coursework for Sunshine State Standards pass the FCAT may not be able to earn a standard diploma.*
- 5. A student with disabilities is exempt from mandatory 3<sup>rd</sup> grade retention if the student participated in the FCAT, has been previously retained **at least one time** in grades K-3, the student's IEP or 504 Plan reflects that the student has received more than 2 years of intensive remediation in reading, and the student still demonstrates a reading deficiency.*

*For ELL students only:*

- 6. A limited English proficient student (ELL) is exempt from mandatory 3<sup>rd</sup> grade retention if the student has had less than two years of instruction in an English of Other Languages (ESOL) program.*

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

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

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

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

***Are there any benefits to retention?***

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

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

*Retentions for students with disabilities are limited to one in grades kindergarten through 5<sup>th</sup> grade. There can be one at elementary and one at middle or two at the elementary level and none at middle. If a student is not meeting the promotion criteria in elementary school, he/she will typically meet the requirement for one retention at elementary at the mandated third grade level.*

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

*For any student retained, there must be a specific plan to address the reading deficits. This is done through a Progress Monitoring Plan (PMP). Both the PMP and the IEP must address specific areas of reading for remediation. You will receive information about the PMP if your child requires one.*

*Revised 09/17/2009*

## II. MIDDLE SCHOOLS (GRADES 6-8)

### A. MIDDLE SCHOOL ENTRANCE AND ATTENDANCE REQUIREMENTS (F.S. 1003.21)

1. **Health requirements for initial entry (F.S.1003.22)**, including immunization requirements, are included in Policy 5.1: Enrollment and Withdrawal.
2. **Placement of transfer students for initial entry** from out-of-state and out-of-country schools and home education programs is included in Policy 5.1: Enrollment Withdrawal.
3. **Attendance requirements (F.S.1003.23)**, including absences for religious reasons, are included in Policy 5.5: Attendance.
4. **Student withdrawal** information is included in Policy 5.1: Enrollment Withdrawal.
5. Dependent children of active military personnel who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation. (FS 1003.05)

### B. MIDDLE SCHOOL CURRICULUM, INSTRUCTION AND ASSESSMENT

#### Middle school curriculum

1. Students shall receive instruction in language arts, reading, mathematics, science and social studies. Instruction in health, physical education, exploratory, pre-vocational and special interest classes shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students shall demonstrate mastery of Sunshine State Standards. (F.S. 1003.41)
2. **Character education:** Same as elementary
3. **Holocaust, African and African-American History, Hispanic and Women's Contributions, Veterans' Recognition and Celebrate Freedom Week:** Same as elementary requirement
4. **Suspension of curriculum:** Same as elementary. 5. **Physical Education:** beginning in 2009-2010, the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. This requirement shall be waived for a student who meets one of the following criteria:
  - a. The student is enrolled or required to enroll in a remedial course.
  - b. The student's parent indicates in writing to the school that:
    - i. The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
    - ii. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.
6. **Outside activities:** Same as elementary
7. **Family life/human sexuality:** Same as elementary
8. **HIV and sexually transmitted diseases instruction:** Same as elementary
9. **Gifted education:** See Policy 6000.5.

- 10. **Assessment:** Same as elementary
- 11. **All middle schools** shall offer Algebra I, its equivalent, (F.S. 1003.4156(1)(a)2), Geometry, and Spanish I for which students may earn high school credit.
- 12. **All middle schools** shall hold a parent meeting in the evening or weekend to inform parents about the school's curriculum and activities. (F.S. 1003.4156(1)(a)5)
- 13. On an annual basis, students in grades six through nine and their parents must be provided with information concerning the three-year and four-year high school graduation options, including the respective curriculum requirements for those options so that the students and their parents may select the program that best fits their needs. Selection of one of the graduation options is exclusively up to the student and parent. If the student and parent fail to select a graduation option prior to the end of grade 9, the student shall be considered to have selected the general requirements for the four-year high school graduation option (F.S.1003.429(3)(4)). Information to parents of students with disabilities must also be provided with information about the FCAT waiver.

**C. MIDDLE SCHOOL STUDENTS' RIGHT TO INSTRUCTION**

Same as elementary

**D. MIDDLE SCHOOL PROMOTION**

1. **Student Performance Levels for Reading, Writing, Mathematics and Science:**

In addition to the specific promotion criteria for reading and mathematics listed in the following matrix, promotion decisions must take into account a student's proficiency in writing (3.5 or higher on the FCAT Writing Assessment or the district equivalent) and science (based on proficiency levels to be provided by the district and/or the State Department of Education) (F.S. 1008.25(2)). The evaluation of each student's progress must be based upon classroom work, observations, tests, district and state assessments and other relevant information.

**Promotion criteria: Reading and Math:**

Grade & Subject	Passing Classes			
6 - 8 Reading  and  6 - 8 Math	Pass a minimum of *four subjects			

- 2. To be promoted, students in grades six and seven must pass a minimum of four subjects, two of which must be in English, Mathematics, Science or Social Studies. Starting with the 2007-08 school year, a passing grade for a full year will be computed based on grades received for the year and not points.

Students entering sixth grade for the first time in 2006-2007 must pass all core courses (Language Arts, Math, Science and Social Studies) in order to be promoted to ninth grade. In addition the students must complete a career course in seventh or eighth grade (the course must be at least one semester in length), and must complete an ePep (electronic personalized educational plan). There are no testing requirements for promotion.

However, students should receive information that informs them of the importance of the FCAT test. School personnel will review the opportunities available to those students that score three or higher on the FCAT, and the limited academic choices available to those that score level one or two.

- \*3. For students entering 6<sup>th</sup> grade in 2006-07 and thereafter, promotion to 9<sup>th</sup> grade will require passing (F.S. 1003.4156(1)(a) 1-5):
- 3 middle school or higher, year-long courses in English,
  - 3 middle school or higher, year-long courses in Mathematics,
  - 3 middle school or higher, year-long courses in Science,
  - 3 middle school or higher, year-long courses in Social Studies, and
  - 1 course in career and education planning to be completed in 7<sup>th</sup> or 8<sup>th</sup> grade, which can be a stand-alone course or instruction integrated into an existing course or courses. This course shall result in the completion of a personalized academic and career plan to be signed by the student, the student's instructor, guidance counselor, or academic advisor, and the student's parent (F.S. 1003.4156.1 (a) 5).

Starting with the 2007-08 school year, two of the four subjects required to meet this criteria must be English, Mathematics, Science, or Social Studies. Students who are failing and/or fail up to two of the 4 core courses (i.e., English, Mathematics, Science, Social Studies) will be given the opportunity to meet the requirements of the course(s) through school day or extended learning opportunities.

In addition, students must demonstrate that they have met the National Education Technology Standards (NETS) in basic operations, social and ethical issues, productivity tools, communication tools, research tools and problem-solving tools as measured by competency based assessment, student portfolios, specified course completion, or another method approved by the principal.

- E. **Transfer Students:** Students who enter a Broward County public school after the first day of eighth grade from out-of-state or from a foreign country shall not be required to spend additional time in a Broward County public school in order to meet the middle school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

All 8<sup>th</sup> grade students, regardless of the date of entry into a Broward County middle school are required to complete an electronic personal education plan (ePEP) prior to promotion to 9<sup>th</sup> grade (FS 1003.4156.(1)5).

Transfer students entering on or prior to the first day of the second semester of 8<sup>th</sup> grade will also be required to complete the Career and Education Planning course. Students entering after the first day of the second semester of 8<sup>th</sup> grade will be required to enroll in a Career and Education Planning course, but are not beholden to completion of all modules in the curriculum.

*Student transcripts will be evaluated when they are received from the sending institution. Foreign transcripts will be evaluated using the database found on the guidance website. All transcripts must be evaluated in a timely manner so that students are properly placed in the most appropriate classes. A student will not be required to recover courses if they were*

*promoted in their home state or country according to the guidelines of that educational system.*

*All students that enter school at any point in eighth grade must complete and ePEP to be promoted to ninth grade. There are no exceptions, any student entering prior to, or on the first day of, the second semester of eighth grade must enroll in and complete a career course to meet promotion criteria. Any student entering on or after the second day of the second semester must be enrolled in a career course, but may not have the opportunity to complete all modules.*

4. **Good Cause:** All good cause decisions must be made and recorded by the end of the school year, except in extenuating circumstances. Students must meet the promotion criteria as indicated above unless there is good cause for promotion as indicated below.
  - (a) **English Language Learner** students who have had less than two years of instruction in an English for Speakers of Other Languages program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
  - (b) Student is a **student with a disability** whose IEP indicates that participation in a statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules
  - (c) Student is a **student with a disability** who participates in FCAT and who has an IEP or Section 504 Plan that reflects that the student has received intensive remediation for more than two years but still demonstrates a deficiency in reading. For students who have not been retained twice in elementary, the parent may determine at which middle school grade level the retention will occur, if the retention occurs prior to the 2009-10 school year. Starting in 2009-10 retention of students with disabilities shall be limited to one in kindergarten through fifth grade based on FCAT performance (unless an additional retention is requested by the parent) and based on course requirements in middle school.
  - (d) **Promotion in Extraordinary Circumstances:**  
The Superintendent, upon the recommendation by the area superintendent and the principal, may promote a student based upon extraordinary circumstances which impacted the student's performance (e.g., student with a terminal illness, student for whom the district has requested an assessment accommodation and the state has indicated they are unable to provide the district-requested accommodation, student whose assessment results are clearly not indicative of their classroom grade-level performance.) This cannot be used to promote a student from 8<sup>th</sup> to 9<sup>th</sup> grade; statutory requirements as indicated above must be adhered to for promotion to high school.
5. Students enrolled in and attending Alternative Secondary Schools, including Department of Juvenile Justice (DJJ) programs, participate in a "performance based" educational setting. Students demonstrate credit completion at the point they finish the course requirements. Therefore, promotion for these students occurs on the date the student meets the promotion criteria as prescribed by School Board policy.

## **E. PROGRESS MONITORING PLAN PROCESS**

Any student who does not meet specific levels of performance in reading, writing, science and mathematics for each grade must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school must develop and implement, in consultation with the student's parent, a Progress Monitoring Plan (PMP) in reading and/or mathematics to assist the student that includes the components of the middle school success plan (F.S. 1008.25(4)(b)). Schools must provide frequent monitoring of student progress. Research-based reading activities that have been shown to be successful in teaching reading to low-performing students will be used.

**1. Specific PMP reading requirements for middle school students:** If a middle school student scores at level 2 or below on FCAT-SSS in reading, the PMP must identify the following:

(a)The student's specific areas of deficiency in:

- Phonemic awareness
- Phonics
- Fluency
- Comprehension
- Vocabulary

(b)The desired level of performance in these areas

(c)The instructional and support services to be provided to help the student achieve the desired levels of performance, including an intensive reading course for students who score at Level 1 and for students who score at Level 2 in reading, either an intensive reading course or a content area course in which reading strategies are delivered, in accordance with the District's comprehensive K-12 reading plan (F.S. 1003.4156(1)(b)).

**2. Specific PMP mathematics requirements for middle school students:** If a student scores at level 2 or below on FCAT-SSS in mathematics, the student will be required to receive remediation through a PMP.

**3. PMP Review:** Same as elementary

**F. MIDDLE SCHOOL RETENTION:** Same as elementary

**G. MIDDLE SCHOOL EXTENDED LEARNING OPPORTUNITIES:** Same as elementary

#### **H. REPORTING STUDENT PROGRESS (MIDDLE)**

**1. Progress reports (Report cards):** Progress reports are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. Progress may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.

**2. Interim Reports:** Same as elementary

**3. Grading for Grades 6, 7 and 8 (F.S. 1003.437):** Student performance will be evaluated and reported based upon mastery of standards. The symbols to be used are:

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

- 4. Grading students who earn high school credit in grades 6-8:** High school credit may be earned in grades 6-8 by completing the course and earning a passing grade. Students may also receive credit for courses successfully completed in a virtual environment. Courses taken may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements (F.S. 1003.43(1)(k)).

Starting in 2007-08, letter grades (A-F, I) will be assigned for any high school course taken by a middle school student and will be counted towards the student's high school grade point average for graduation

Grades received for high school courses taken in middle school will not be calculated into the student's district grade point average (GPA) for class rank determination.

For grades earned of a "C", "D", or "F" by middle schools students taking high school courses, the forgiveness policy allows the replacement of the first grade with a grade of "C" or higher earned subsequently in the same or comparable course. Only the new grade shall be used in the calculation of the student's grade point average for graduation (F.S. 1003.428(4)(d)). Middle school students taking high school courses, earning a B or B+ will be able to repeat those classes in high school to increase their skill and knowledge level; credits and grades will not be given.

- 5. Taking courses on a high school campus:** A middle school student, whose unique academic needs cannot be met at the middle school level, as determined by the principal, may take the courses in an accredited virtual environment or, upon approval of the area superintendent, be permitted to attend a high school for the necessary course. However, no middle school student may attend a high school campus when a course is available through the middle school level or when the course sought at the high school requires successful completion of the middle school curriculum. Transportation must be provided by the parents and will be reimbursed at the standard rate.
- 6. Alternative report card:** Same as elementary
- 7. Grade placement:** Same as elementary
- 8. IEP Annual Goals Progress report:** Same as elementary

**I. MIDDLE SCHOOL GUIDANCE SERVICES:** Same as elementary

**J. MIDDLE SCHOOL STUDENT DAY:** A student day shall consist of a minimum of:  
 Middle school: 348 minutes  
 ESE center: 360 minutes

The IEP committee may modify the length of the school day for an individual student with disabilities if there is documentation to support the decision.

### III. HIGH SCHOOLS (GRADES 9-12)

#### A. HIGH SCHOOL ENROLLMENT AND WITHDRAWAL REQUIREMENTS

1. **Placement of transfer students for initial entry** from out-of-state and out-of-country schools and home education programs is included in Policy 5.1: Enrollment and Withdrawal.
2. **Attendance requirements (F.S. 1003.23)**, including absences for religious reasons, are included in Policy 5.5: Attendance.
3. **Student withdrawal** information is included in Policy 5.1: Enrollment Withdrawal.
4. Dependent children of active military personnel who otherwise meet the eligibility criteria for special academic programs (such as advanced placement, dual enrollment, magnets, Advanced International Certificate of Education, and International Baccalaureate) shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation. (FS 1003.05)

#### B. HIGH SCHOOL CURRICULUM, INSTRUCTION AND ASSESSMENT

1. **High school curriculum:** Instruction shall be based upon the Sunshine State Standards in the subjects of language arts, mathematics, science, social studies, the arts, health and physical education, and foreign languages (F.S. 1003.41).
2. **Character education:** Same as elementary
3. **Holocaust, African and African-American History, Hispanic and Women's Contributions, Veterans' Recognition and Celebrate Freedom Week:** Same as elementary
4. **Outside activities:** Same as elementary
5. **Family life/human sexuality:** Health/Life Management Skills curriculum must include consumer education, nutrition, positive emotional development, parenting skills, information on breast cancer detection and breast examination, cardiopulmonary resuscitation, benefits of sexual abstinence and consequences of teenage pregnancy, the hazards of smoking, marriage and relationship skill-based education, drug education, human sexuality, acquired immune deficiency syndrome (HIV) and other sexually transmitted diseases (F.S.1003.43(i)). Courses should be taught by a certified health educator.
6. **Gifted education:** See Policy 6000.5
7. **Assessment:** Same as elementary
8. **Personal Education Plan:** All high school students will have a personal education plan, as of 2007-08, that reflects their course of study. (F.S. 1003.413(3)(i)). Plans must be reviewed annually (SB 1908).
9. **Major Area of Interest:** Beginning with students entering 9<sup>th</sup> grade in 2007-08, a major area of interest must be selected by the student from those provided by the District and approved by the DOE as part of the personal education plan. Students may revise major areas of interest each year as part of annual course registration processes and should update their personal education plan to reflect these revisions (F.S. 1003.428(2)(b)).

#### **10. Suspension of Curriculum (FS 1008.22(4))**

A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment. However, a school may engage in the following test-preparation activities for a statewide assessment:

- a. Distributing to students the sample test books and answer keys published by the Department of Education.
- b. Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment.
- c. Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by the school district, is identified as having a deficiency in the content knowledge and skills assessed.
- d. Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses.
- e. Administering a practice test or engaging in other test-preparation activities for the statewide assessment which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment, as set forth in rules adopted by the State Board of Education.

#### **11. College Readiness Assessment (FS 1008.30)**

Before the beginning of grade 12, each high school must evaluate the college readiness of each student who indicates an interest in postsecondary education and scores at Level 2 or Level 3 on the reading portion of the grade 10 FCAT or Level 2, Level 3, or Level 4 on the mathematics portion of the grade 10 FCAT.

High schools shall perform this evaluation using the results of the Common Placement Test, or an equivalent test identified by the State Board of Education. Students who demonstrate readiness by achieving the minimum test scores established by the state board and enroll in a community college within 2 years of achieving such scores shall not be required to enroll in remediation courses as a condition of acceptance to any community college.

The high school shall use the results of the test to advise the students of any identified deficiencies and to the maximum extent practicable provide 12<sup>th</sup> grade students access to appropriate remedial instruction prior to high school graduation.

#### **C. HIGH SCHOOL STUDENTS' RIGHT TO INSTRUCTION**

1. Remedial and supplemental instructional resources will be allocated first to students who fail to meet achievement performance levels required for promotion. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science and mathematics must continue remedial instruction with supplemental instruction until expectations are met or the student graduates from high school or is not

- subject to compulsory school attendance (F.S. 1008.25). Remedial instruction will include an intensive program different from the previous year's program.
2. Students who must travel to other vocational centers or programs pursuant to the provisions of School Board Policy will be allowed a period to do so.

#### **D. HIGH SCHOOL GRADE DESIGNATION**

1. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.  
(F.S. 1008.25(6)(a))
2. Starting in 2009-10, grade designation for high school students will be determined as follows:
  - a. Following completion of one year designated as a 9<sup>th</sup> grader, the student will be designated a 10<sup>th</sup> grader.
  - b. Following completion of one year designated as a 10<sup>th</sup> grader, the student will be designated as an 11<sup>th</sup> grader.
  - c. Following completion of one year as an 11<sup>th</sup> grader, the student will be designated as a 12<sup>th</sup> grader.
  - d. Students enrolled in and attending Alternative Secondary Schools, including Department of Juvenile Justice (DJJ) programs, participate in a "performance based" educational setting. Students demonstrate credit completion at the point they finish the course requirements. Grade designation is determined in the same manner as indicated above.

Credits and test scores are not a factor for grade level promotion. Students are assigned to a cohort class, determined by their year of entry into high school. Students in their first year are in 9<sup>th</sup> grade, second year are in 10<sup>th</sup> grade, etc. Transfer students who have been retained in their previous district will be promoted to their appropriate grade level during registration based upon their cohort.

#### **3. Definition and Transfer of Credits**

- a. **Definition of Credit:** One full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards. One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a school that has been authorized to implement block scheduling (F.S.1003.436 (1)(a)). One-half credit is defined to be one-half of the requirement for a full credit. Any school that uses alternative scheduling must employ a district-approved mechanism to determine successful mastery of student performance standards.
- b. High school students are not exempted from the 135-hour or 120-hour bona fide instruction rule except as in allowable acceleration mechanisms (Credit Validation, Dual Enrollment, Early Admission, Adult Education and approved alternative education programs featuring competency-based curriculum or in schools that have alternative scheduling.)
- c. The Florida Articulation Coordinating Committee defines those select semester-length (three credit hours) post-secondary courses completed through dual enrollment as receiving one (1) full high school credit (FS 1003.436). All other courses taken through dual enrollment shall have

six (6) post-secondary semester credit hours equal to one (1) high school credit.

**(d) Transfer Students**

- (i) The requirements of the School Board shall not be retroactive for transfer students from out of state, private schools or students in Broward School Board-operated or approved Youth Services programs provided the student has met all requirements of the district, private school, and state from which he or she is transferring.
- (ii) Students who enter a BCPS at the 11<sup>th</sup> or 12<sup>th</sup> grade from out of state or from a foreign country shall not be required to spend additional time in the high school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. To receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 FCAT or receive the concordant score on the SAT/ACT identified by the DOE (F.S. 1003.433(1)).
- (iii) Students who transfer in to 12<sup>th</sup> grade from outside a Florida public school, may either achieve a passing score on the grade 10 FCAT or use the DOE approved concordant score on the SAT/ACT; it is not required that these students take and fail the grade 10 FCAT three times to use the concordant scores (F.S. 1008.22(9)(b)).

**(e) Transfer of Credit from Accredited Schools**

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

- 1. Southern Association of Colleges and Schools (SACS)
- 2. Middle States Association of Colleges and Schools (MSACS)
- 3. New England Association of Colleges and Schools (NEACS)
- 4. North Central Association of Colleges and Schools (NCACS)
- 5. Northwestern Association of Colleges and Schools (NACS)
- 6. Western Association of Colleges and Schools (WACS)
- 7. National Council on Private School Accreditation (NCPSA) member agencies
- 8. Florida Council on Independent Schools (FCIS)
- 9. Florida Association of Christian Colleges and Schools (FACCS)

**(f) Transfer of Credit from Non-accredited Schools and Home Education**

Students who transfer from home education or non-accredited private or public schools must have completed transfer work or earned credits validated through demonstration of mastery of course content determined through earning a grade of C or higher at the end of the first marking period in a sequential course or, failing this, passing an end-of-course exam administered by the enrolling school (State Board Rule 6A-1.09941).

Native language assistance may be provided for English Language Learner students. When 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.

**(g) Transfer of Credit from Foreign Countries**

Students who come from foreign countries with transcripts will have those transcripts 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 the student and the school.

**(h) Transfer of Credit from Virtual Education**

High schools will award high school credit(s) for courses successfully completed through virtual education. Grades received for coursework will be accepted for credit when the instructional entity is part of Broward County Schools or one that is approved by the district to serve Broward County students. Providers other than the school district or other than those affiliated with the district through an official School Board approved agreement must have a regional accreditation or be approved by their state's Department of Education in order for students to receive high school credit for grades earned.

4. Students who are not in attendance at a regular high school (grades 9-12) but who attend alternative programs that have been approved and identified as alternative by the Division of Curriculum & Instruction/Student Support 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.6014 F.A.C., if approved by the appropriate area superintendent prior to placement.

**E. PROGRESS MONITORING PLAN PROCESS**

Any student including those with disabilities who does not meet specific levels of performance in reading, writing, science and mathematics for each grade must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school must develop and implement, in consultation with the student's parent, a Progress Monitoring Plan (PMP) in reading and/or mathematics to assist the student (F.S. 1008.25(4)(b)). Schools must provide frequent monitoring of student progress. Research-based reading activities that have been shown to be successful in teaching reading to low-performing students will be used. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.

1. **Specific PMP reading requirement for high school students:** If a high school student scores at level 2 or below on FCAT-SSS in reading, the PMP must identify the following:

- (a) The student's specific areas of deficiency in:
  - Phonemic awareness
  - Phonics
  - Fluency
  - Comprehension

- Vocabulary
  - (b) The desired level of performance in these areas
  - (c) The instructional and support services to be provided to help the student achieve the desired levels of performance, including an intensive reading course for students who score at Level 1 and for students who score at Level 2 in reading, either an intensive reading course or a content area course in which reading strategies are delivered, in accordance with the District’s comprehensive K-12 reading plan (F.S. 1003.4156(1)(b)).
2. **Specific PMP mathematics requirements for high school students in grades 9 and 10:** If a student scores at level 2 or below on FCAT-SSS in mathematics, the student will be required to receive remediation through a PMP.
  3. **PMPs and Learning Contracts:** For students attending Schools of Choice, the learning contract will serve as the student’s PMP.
  4. **PMP Review:** Same as elementary

**F. HIGH SCHOOL EXTENDED LEARNING OPPORTUNITIES**  
 Opportunities for extended learning for students with academic deficiencies may be offered during the school day as well as beyond the school day. Extended learning opportunities will be determined on an annual basis.

**G. REPORTING STUDENT PROGRESS (HIGH)**  
 The reporting of student progress to parents shall follow procedures established by The Division of Curriculum & 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 1008.25/1003.33)

1. **Progress Reports (Report Cards)**  
 Progress reports are issued at the end of each marking period. Progress reports may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.
2. **Interim Reports**  
 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 and excessive absences. In schools with an automated system for record-keeping and grading, interims will be provided for all students as an indication of satisfactory or unsatisfactory progress.
3. **Grading**  
 The grading system used in the high schools will be as follows: (FS 1003.437)

Numerical	Letter	Quality Points
90 – 100	“A”	4.0
87 – 89	“B+”	3.5
80 – 86	“B”	3.0
77 – 79	“C+”	2.5
70 – 76	“C”	2.0
67 – 69	“D+”	1.5

60 – 66	“D”	1.0
0 – 59	“F”	0.0
INCOMPLETE	“I”	0.0

**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 (FS 1003.437). Plus grades are not recognized by the Bright Future Scholarship Program.

**4. Incomplete Grade**

An “I” is given as an opportunity for students to make up incomplete class work or for students who require additional time to demonstrate mastery of course standards. Class work should be made up prior to the end of the next marking period. If the work remains incomplete or unsatisfactory at the end of this period, the “I” will convert to an “F”. The principal may extend the deadline.

**5. Semester Grades**

At the high school level, credit is granted on the semester basis. One-half credit is given for passing a semester’s work in a course. The semester grade for each course is determined by totaling the points earned in both quarter grading periods and the points earned on the semester examination. For schools implementing a “4x4” block schedule, one semester is equivalent to a nine-week period of time. For schools on a rotator schedule, one semester is equivalent to an 18-week period of time.

To receive a passing mark for the semester grade in a subject, the student shall have previously earned at least a passing mark in:

- a. both quarter grading periods, or
- b. one quarter grading period and the semester examination.

The weight of each quarter grade is 37.50% of the final semester grade. The weight of the final examination is 25% of the final semester grade.

**6. Course Grade Exam Exemption:**

Starting with the 2009-2010 school year, students in grades 9-12 who earn a grade of “B” or better in a particular course may be exempt from the mid-term and/or final exams in that course under the following criteria:

- In 4x4 block-scheduled schools, a student may exempt up to 2 mid-terms and 2 final exams in a school semester.
- In schools on a 6 or 7 period schedule, or an A/B block, a student may exempt up to 3 mid-terms and 3 finals in a school year.
- All mid-term and final exam exemptions require parent permission.
- For AP courses mid-terms may not be exempted. Teachers may give an alternative assessment in lieu of a final.

- Dual-enrollment, IB, and AICE mid-terms and finals may NOT be exempted.
7. 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:
- a. forgiveness policy,
  - b. extended learning,
  - c. special counseling,
  - d. volunteer and/or peer tutors,
  - e. school-sponsored help sessions,
  - f. homework hotlines,
  - g. study skills classes,
  - h. co-enrollment.

**8. 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 *additional* quality point.
- b. Academic foreign languages above the second year are included in this category, (classes labeled “conversational” are not included in this category.)
- c. Dual Enrollment (F.S. 1007.271): Effective for dual enrollment courses taken in 2007-08 and thereafter, all college level courses and career certificate dual enrollment courses completed with a grade of “C” or better shall receive two quality points. College level courses are defined by approved articulation agreements between the School Board of Broward County and area colleges and universities. Career Certificate dual enrollment courses are defined as a course sequence that leads to a career certificate and shall not be used to enroll students in isolated career courses. Credit earned shall be recorded in the student’s academic record using the course number and title used by the post-secondary institution.
- d. An additional quality point may not be earned in honors class if the grade received is below a “C.”

**9. Advanced Placement Courses, Advanced International Certificate of Education, And International Baccalaureate to Receive Quality Points**

- a. All classes that are clearly labeled “Pre-Advanced International Certificate of Education” or “ Pre-International Baccalaureate” shall receive one quality point if the grade received is “C” or above.
- b. All classes that are clearly labeled “Advanced Placement” , Advanced International Certificate of Education (AICE) or “International Baccalaureate” shall receive two quality points if, the grade received is “C” or above.
- c. Students will be required to take the Advanced Placement, AICE, and/or the IB examination (cost of examination to be paid by the district) in order to receive two quality points. If a student elects not to take the Advanced

Placement, AICE, and/or IB examination, he/she will receive one quality point for a grade of “C” or higher.

**10. Forgiveness Rule:**

- a. 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. (FS 1003.43) The student's record, however, will show all courses taken.

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 through an extended learning opportunity or through co-enrollment in order to maintain continuous progress toward graduation.

The Forgiveness Rule shall be applied only one time per course.

The Forgiveness Rule for middle schools students taking high school courses, earning a grade of “C”, “D”, or “F”, allows the replacement of the first grade with a grade of “C” or higher earned subsequently in the same or comparable course. Only the new grade shall be used in the calculation of the student’s grade point average.

- b. All forgiveness courses and grades must be included on a student’s transcript as an accurate reflection of a student’s record of achievement. The authority for the School Board to adopt a forgiveness policy does not provide authority to alter a student record to delete the forgiven course and grade (6A1.0955(3)(a)7) 1003.428(4)(d).

- 11. Grade Averaging** [s.1003.436 F.S.]; Starting in 2009-10: For the purpose of graduation, grade averaging of the two semesters for a year-long course will be permitted when one is a failing grade and the other grade is “C” or higher.

A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade.

A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half and the averaging of the grades obtained in each half would result in a passing grade, provided that the student receives a grade of “C” or better on the final examination in the semester failed and meets district policies for attendance (applied to the class in question for the purpose of grade averaging), homework, participation, and other indicators of performance

Students may not be absent more than five (5) times in a school utilizing block scheduling or ten (10) times in a school utilizing a straight or rotator schedule during the semester failed. Students must also earn a grade of “C” or better on the final exam during the failed semester. Grade

averaging will be done automatically by ETS after terms 1 and 2. Students are allowed to decline grade averaging if they choose to pursue forgiveness. Grade averaging is applied to year-long courses taken in the same school year. Therefore, students cannot use the first semester of school year A and average the grades with the second semester of school year B. For questions about grade levels related to testing, please contact the Assessment Department at 754-321-4250. For all other questions, please contact District Guidance at 754-321-2584.

## 12. Grade Point Averages (GPAs)

- a. The Grade Point Average is calculated by dividing the quality points by the credits attempted.
- b. A quality point is the numerical value assigned to the letter grade (e.g. A=4, B=3, C=2, D=1).
- c. There are four different grade point averages that are used for different purposes:
  - (i) **Semester Weighted GPA:** The weighted average of the courses taken in any one semester (includes extra quality points for honors, Advanced Placement, International Baccalaureate, and dual enrollment courses, including technical dual enrollment for student entering 9<sup>th</sup> grade in 2007-2008).
  - (ii) **Cumulative Weighted GPA (District):** The weighted average of all courses taken in high school (includes extra quality points for honors, Advanced Placement International Baccalaureate, and dual enrollment courses, including technical dual enrollment for student entering 9<sup>th</sup> grade in 2007-2008).
  - (iii) **Core GPA:** The average of all academic college core courses completed using an additional .5 quality point (per 1 credit) for advanced courses.
  - (iv) **Bright Futures GPA:** A weighted and unweighted scale that is applied to college preparatory courses (Florida Academic Scholars, Florida Medallion Scholars, and Florida Gold Seal Vocational Scholars Awards) and career preparatory courses (Florida Gold Seal Vocational Scholars Award). That is, 0.5 additional quality point for each full credit and .25 additional quality points for each half-credit is awarded for courses that are more challenging. These courses can be found in the Bright Futures Comprehensive Courses Code Table at [www.floridastudentfinancialaid.org/SSFAD/bf\\_](http://www.floridastudentfinancialaid.org/SSFAD/bf_)
  - (v) **State GPA:** The cumulative, unweighted average of grade points earned in all high school courses not forgiven. This GPA includes all high school courses taken in middle school. For graduation purposes, students must meet the minimum GPA requirements of their chosen program. No additional quality points are given for rigorous coursework.
  - (vi) **District GPA:** The cumulative, weighted average of grade points earned in all high school courses earned after 8<sup>th</sup> grade and not forgiven. This GPA is used to determine class ranking and does not include any high school courses taken in middle school. Additional quality points are given for honors, Advanced Placement, International Baccalaureate, and dual enrollment courses, including technical dual enrollment for students entering 9<sup>th</sup> grade in 2007-2008.

### **13. Alternative Report Card:**

A district approved alternative progress report may be used for students with disabilities whose progress cannot be appropriately reported using the standard progress report.

### **14. IEP Annual Goals Progress Report:**

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

## **H. GRADUATION ACCELERATION MECHANISMS**

### **1. Notification**

At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses (FS 1003.02 (1) (i)).

### **2. Dual Enrollment**

**a. Definition:** the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree (F.S. 1007.271(1)). The purpose of dual enrollment is to shorten the time necessary to complete requirements for a diploma, career certificate, associate, or baccalaureate degree, to broaden the scope of curricular options, or increase the depth of study available in a particular subject area. Dual enrollment courses may count towards satisfying the credits needed for a high school Major Area of Interest if approved by the Superintendent/designee at the student's high school.

**b. Eligibility for College Dual Enrollment:** To be eligible for dual enrollment in college credit courses, students must have accrued a minimum of 11 high school credits and a 3.0 unweighted high school grade point average, unless the approved inter-institutional articulation agreement provides otherwise. Students must also meet minimum scores on the College Placement Test (CPT) or equivalent assessments (SAT or ACT). To continue in dual enrollment for college credit courses, students must continue to maintain the 3.0 unweighted high school grade point average and maintain at least a 2.0 college grade point average.

**Eligibility for Career Dual Enrollment:** To be eligible for dual enrollment in a career certificate program offered through the Broward Technical Centers, students must have accrued a minimum of 11 high school credits and a 2.0 unweighted high school grade point average. Students must also pass the Test of Adult Basic Education (TABE) at the required level for the targeted career certificate program. These programs will allow students to earn a series of elective credits toward the high school diploma, while working towards a career certificate, and shall not be used to enroll students in isolated career courses. Dual enrollment career certificate programs taught on the high school campus must carry the appropriate post-secondary course code number. To continue in technical through Broward Technical Centers, students must maintain at least a 2.0 unweighted grade point average.

- c. **Dual Enrollment Procedures:** High school students who meet the rules and regulations listed above may dually enroll in coursework, not to exceed 11 credits per term, unless the student's principal or designee provides approval to exceed 11 credits per term. Students wishing to take more than 11 credits may be better served through Early Admission and should be advised accordingly. Denial of a request to exceed 11 credits may be appealed prior to enrollment.

Dual enrollment coursework cannot be remedial in nature and must be provided by either the community college or university with whom the School Board has an approved agreement or by a School Board Technical Center. Students who elect to participate in dual enrollment (which includes technical coursework) coursework may do so during regular school hours, after regular school hours, and during the college/university/technical center summer terms. Said instruction shall not include physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity (F.S.1007.271(2)). Any student so enrolled in a state supported post-secondary institution with whom the School Board has an approved inter-institutional articulation agreement or in a course sequence through the Broward Technical Center that leads to a career certificate shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees (F.S. 1007.271 (13-14)). Dual enrollment will be open to students in grades 9-12 as specified and agreed on in the approved inter-institutional articulation agreement and as stated above.

### 3. Early Admissions

- a. **Definition:** early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree (F.S. 1007.271 (7-8)) in order to shorten the time necessary to complete requirements for a diploma, associate, or baccalaureate degree.
- b. **Eligibility:** To be eligible for early admissions, students must have a 3.0 unweighted high school grade point average. Students must also meet minimum scores on the College Placement Test (CPT) or equivalent assessments (SAT or ACT). Once a student is eligible for early admissions, the eligibility continues through the end of the current school year.
- c. **Early Admissions Enrollment:** Early admission may take place at accredited post-secondary institutions with or without the existence of an articulation agreement. All coursework completed and credits earned under the early admission option will be recorded in the student's academic history and be calculated into the student's cumulative grade point average. Any student so enrolled in a state supported post-secondary institution with whom the School Board has an approved inter-institutional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees (F.S. 1007.271(7)). Students participating in early admissions programs at all other institutions will be responsible for all fees and expenses.

In order to graduate from a public high school under the **Early Admissions Program**, be awarded a high school diploma, and participate in graduation ceremonies, the student must be degree seeking and must qualify on an approved placement examination and enroll in non-remedial, credit-earning coursework. The student must have completed two consecutive semesters of college coursework or the equivalent, with a full-time class load of 24 credit hours or the equivalent. This must include coursework that satisfies the remaining high school graduation requirements and the student must maintain a minimum college 2.0 GPA as shown by grade transcripts. A student who does not meet all requirements by the time his/her class graduates will default to a standard diploma when all requirements are met.

#### **4. Credits from Other Post-secondary Institutions**

Students may receive high school credit for completion of college coursework offered through programs at accredited post-secondary institutions that do not have inter-institutional articulation agreements with the School Board of Broward County, Florida. In order to receive high school credit, students must complete the following requirements: (1) be enrolled as a high school student; (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. The course must be included in a specific degree program (as opposed to a special interest session offered by a college/university which does not meet the criteria of a credit-granting course); 5) provide the school administrator with an official transcript delineating course title/number of college credit hours earned. (FS 1003.436). For purposes of this policy, three semester hours of college credit will be equated to one-half high school elective credit. Honor points will be awarded in accordance with established School Board Policy which stipulates rigor and for 2006-07, awards one quality point for a level 1000 college course (or its equivalent) and two quality points for a level 2000 or higher college course (or its equivalent) Effective 2007-08, all dual enrollment courses completed with a "C" or better will earn two quality points.

#### **I. COURSE VALIDATION FOR HOME SCHOOL OR TRANSFER STUDENTS FROM NON-ACCREDITED SCHOOLS**

If there is not sufficient documentation for course completion to award credit, an examination in individual subject areas required for high school graduation will be provided for the following purposes:

1. To serve as a minimum level of demonstrated competency for awarding credit in any non-traditional high school program and in other unusual circumstances when minimum attendance requirements cannot be met (e.g., out of district transfer students).
2. Credit may not be granted unless the student passes the test. For non-traditional high school programs which offer less than 135 hours (or 120 hours for schools authorized to implement block schedules) of instruction, this is a minimum requirement and additional course requirements may apply as well. Courses validated will be listed on the student's transcript with the grade from the test averaged with grades from any other requirements.
3. Students may not be awarded credit in this manner 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.

**J. HIGH SCHOOL CREDIT EARNED IN GRADES 6 - 8**

High school credit may be earned in grades 6-8 by completing the course and earning a passing grade. Credit may be earned in courses which include, but are not limited to, Algebra I, Geometry, Spanish I and II, Japanese I and II, and French I and II. Students may also receive credit for courses successfully completed in a virtual environment. Starting in 2007-08, letter grades (A-F, I) will be assigned for any high school course taken by a middle school student and will be counted towards the student's high school grade point average for graduation.

**Grades received for high school courses taken in middle school will not be calculated into the student's district grade point average (GPA) for class rank determination.**

For grades earned of a "C", "D", or "F" by middle schools students taking high school courses, forgiveness allows the replacement of the first grade with a grade of "C" or higher earned subsequently in the same or comparable course. Only the new grade shall be used in the calculation of the student's grade point average for graduation (F.S. 1003.428(4)(d)). Middle school students taking high school courses, earning a B or B+ will be able to repeat those classes in high school to increase their skill and knowledge level; credits and grades will not be given. The Forgiveness Rule shall always be applied only one time per course. Colleges may or may not take forgiveness in to consideration.

**K. FINAL EXAMINATIONS**

Examinations shall be scheduled and administered in accordance with the guidelines provided in the district's Procedural Manual for this policy. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. (F.S. 1003.33)

**GRADUATION**

The charts at the end of this section summarize the graduation requirements for each diploma option/program.

**A. GRADUATION DIPLOMA OPTIONS**

Each year the school district must provide students in grades six through nine, and their parents, with information concerning the three-year (18- credit) and four-year (24-credit) high school graduation options, including the respective curriculum requirements for those options so that the students and their parents may select the program that best fits their needs.

Selection of one of the graduation options is exclusively up to the student and parent. If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements for the four-year high school graduation option (FS 1003.429(1) 6(2)).

**1. 24-CREDIT OPTION**

- a. The 24-credit option is the traditional standard high school diploma as described in the graduation requirements chart.
- b. Students enrolled in special magnet programs may only select this diploma option.

**2. 18-CREDIT OPTION**

- a. The 18-credit diploma option is selected prior to the 10<sup>th</sup> grade year. The deadline for selection will be extended to the first semester of grade 10 for a student who enters a Florida public school after grade 9 upon transfer from a private school or another state or who was prevented from choosing a graduation option due to illness during grade 9.
- b. For students who entered grade 9 in 2005-2006 and prior, Six (6) of the eighteen (18) credits for an 18-credit accelerated college preparatory diploma must be earned in courses that are honors, dual enrollment, Advanced Placement, International Baccalaureate, Advanced international Certificate of Education or identified by the Florida Department of Education as rigorous.
- c. For students who entered grade 9 in 2006-2007 and thereafter, 6 of the 18 credits for an 18-credit accelerated college preparatory diploma must be earned in courses that are dual enrollment, Advanced Placement, IB, or AICE. Honors courses may not be used as part of the 6 credits.
- d. Students who select the 18-credit college preparatory or career preparatory diploma option shall automatically move to the 24-credit diploma when the student (F.S. 1003.429(8)):
  - i. Exercises the right to change to the 4-year, 24-credit diploma OR
  - ii. Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10 OR
  - iii. Does not achieve a score of 3 or higher on the grade 10 FCAT writing assessment, OR
  - iv. Does not meet the diploma/graduation requirements by the end of grade 11.
- e. For the college preparatory option, all 18 credits must be designated as State University System core courses.
- f. For the career preparatory option, students must earn 3 credits in a single **vocational or career** education program OR 3 credits in career and technical certificate dual enrollment courses OR 5 credits in vocational or career education courses. If 3 vocational/career credits are earned, then no (0) elective credits are required; if 5 vocational/career credits are earned, then 2 elective credits are required (F.S. 1003.429(1)(c)).

### 3. INTERNATIONAL BACCALAUREATE CURRICULUM DIPLOMA OPTION

To qualify for the International Baccalaureate Diploma, students must select the 4-year/24-credit diploma option and complete the following:

- a. 4 credits of language in the student's native language.
- b. 3 credits of mathematics.
- c. 3 credits of experimental sciences
- d. 3 credits of Study of Individuals in Societies
- e. 150 creativity/activity/service hours (CAS)
- f. 75 hours of community service
- g. complete an extended essay

## B. GRADUATION REQUIREMENTS

A student shall be awarded a standard diploma at which time he/she meets all graduation requirements.

The information below provides additional information regarding a number of graduation requirements:

### 1. ALGEBRA

The Algebra requirement can be satisfied in the following ways:

- 1 credit in Algebra I or Algebra I Honors
- 2 credits in Applied Mathematics
- 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
- demonstrated competency on the District criterion-referenced test in Algebra I

**2. FINE ARTS**

For 9<sup>th</sup> graders entering in 2007 -2008, 1 credit speech, debate, TV production, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination may also satisfy this requirement. (FS 1003.428(2)(5))

**3. PERFORMING ARTS**

In addition to courses identified as Fine Arts, this requirement may be met through:

- a. Completion of one semester with a grade of “C” or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in Eurhythmics, a dance class IF it has not been used to satisfy the Physical Education requirement OR
- b. Completion of two (2) years in a JROTC class, a significant component of which is drills.

**4. LIFE MANAGEMENT SKILLS**

Beginning with students entering 9<sup>th</sup> grade in 2007-2008, this course is integrated into HOPE (Physical Education with Integrated Health). For students who take Physical Education + Personal Fitness (Option 1) to meet the Physical Education requirement, Life Management Skills, a separate course, is still required since the content of LMS is not included in the Physical Education or Personal Fitness curriculum.

**5. PHYSICAL EDUCATION, PERSONAL FITNESS, and PHYSICAL EDUCATION INTEGRATED WITH HEALTH (HOPE) (Options 2 and 3)**

- a. For entering 9<sup>th</sup> graders PRIOR to 2007-2008, completion of one semester in marching band or in a physical activity class with a grade of “C” or better that requires participation in marching band activities as an extracurricular activity or in a JROTC class, with a significant component of drills, may satisfy this requirement. Personal Fitness is still required (FS 1003.43 (1)(j)).
- b. While students may take Physical Education in 9<sup>th</sup> grade, it is not required that they do so. However, this requirement must be met in order to graduate.
- c. In addition to Physical Education + Personal Fitness (Entering 9<sup>th</sup> graders in 2007-2008), the following may satisfy the PE requirement:
  - i. Participation in two seasons of an interscholastic sport AND a passing grade of “C” on the Personal Fitness Competency Test AND .5 credit in Life Management Skills OR
  - ii. Completion of one semester of Marching Band with a passing grade of “C” for .5 credit of the PE requirement IF it has not been used to satisfy the Performing Arts requirement; Personal Fitness and Life Management Skills are still required OR
  - iii. Participation in Eurhythmics, a dance class. Personal Fitness AND Life Management Skills are still required OR

- iv. Completion of two years in Junior Reserve Officer Training Corps (JROTC) AND .5 credit of Personal Fitness AND .5 credit of Life Management Skills
- d. In addition to Physical Education Integrated with Health (HOPE) (Entering 9<sup>th</sup> grade in 2007-2008), the following satisfied the PE requirement:
- i. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons AND the passing the Personal Fitness Competency Test with a passing grade of “C” or better AND .5 credit of Life Management Skills. This will satisfy the PE requirement even though no credit is earned. OR
  - ii. Completion of two years in a JROTC class AND .5 credit of Life Management Skills.

## 6. COMPUTER COMPETENCY

Middle or high school students who have passed one of the computer education or business education courses identified in the Broward County Course Code Directory as meeting the National Education Technology Standards (NETS) in basic operations, social and ethical issues, productivity tools, communication tools, and problem-solving tools prior to the start of the 2012-13 school year will have met the computer competency requirement necessary for graduation with a standard diploma. Prior to the start of the 2012-13 school year, middle and high school students may also meet this requirement through completion of the Computer Competency Checklist.

Students may meet the computer competency requirement in either middle school or high school through passing one of the approved courses or demonstration of mastery of the standards through a checklist. The approved courses are hard coded in TERMS to automatically recognize the computer competency requirement is met. For the checklist, schools must enter the computer competency waiver number (22003700) on the student’s A13 Academic History screen. Teachers may document mastery of the computer competency requirements through Pinnacle, which automatically enters the waiver number on the A13 screen. Note: GLIDES projects satisfy the requirements of the checklist and, upon completion, can earn the waiver number.

Students entering 9<sup>th</sup> grade in 2012-13 and thereafter must pass a specified technology course or a designated core course that requires successful demonstration of the NETS Standards or successful completion of a GLIDES project. The Computer Competency Checklist may no longer be used to meet this requirement.

## 7. FCAT

- The FCAT requirement includes passing scores in reading and in mathematics.
- The requirement for a passing score on the FCAT may be waived for students with disabilities for whom the IEP committee determines that the FCAT cannot accurately measure the student’s abilities, taking into consideration all reasonable accommodations. The IEP committee must provide supporting documentation that the student has mastered the 10<sup>th</sup> grade Sunshine State Standards. FS1003.43 (11)(b) Information about the FCAT waiver must be provided to parents of students with disabilities.
- Students who have attempted to pass the 10<sup>th</sup> grade FCAT three (3) times, may use the concordant scores from the ACT/SAT as specified by the state (FS 1003.43(5)(a)).

## 8. SERVICE LEARNING

Students are required to complete a minimum of 40 documented hours of service learning in order to graduate. In cases of extreme hardship or senior out-of-district transfers, the school principal may waive the service-learning requirement.

#### **9. GRADE POINT AVERAGE (GPA)**

a. All courses shall be counted as attempts for credit when calculating all grade point averages except when the forgiveness rule has been applied or when course validation is used, e.g. transfer credit from home education.

b. Class rank shall be computed based upon the declared year of graduation. All attempted high school credits earned after a student's 8<sup>th</sup> grade year shall be calculated for class rank, including dual enrollment, early admission, adult education, and transfer credit. Students transferring from one Broward County high school to another in the last 2 semesters (or 4 for block schools) shall not displace, for class ranking recognition purposes, any other student.

### **ADDITIONAL GRADUATION INFORMATION**

#### **A. CERTIFICATE OF COMPLETION**

1. A student may receive a standard Certificate of Completion when he/she completes the minimum number of required credits as defined in the graduation charts, but is unable to meet one or more of the following:
  - a. Passing score on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT).
  - b. Cumulative unweighted grade point average of 2.0.
2. A student who has received a Standard Certificate of Completion may elect to remain in the secondary school either as a full-time or part-time student for up to one additional year in order to receive continued instruction for the purpose of meeting state graduation requirements (FS 1003.43(10)(b)).
3. A student who receives a standard Certificate of Completion may participate in the graduation ceremonies with his or her class.

#### **B. STUDENTS WITH DISABILITIES**

Students with disabilities, eligible under IDEA, may remain in or return to school until receipt of a standard diploma or until the end of the school year in which they turn 22 years of age.

#### **C. ALTERNATIVE EDUCATION PROGRAMS**

Students who are enrolled in an approved alternative education program may earn a standard high school diploma and graduate with their high school class under the conditions of the GED or FCAT Exit Option, which include:

1. Earning a passing score on the tenth grade FCAT (F.S. 1003.43)
2. Completing an employability and post-secondary portfolio as prescribed by the Division of Curriculum and Instruction/Student Support.
3. Achieving a minimum score of 2250 on the GED.

Students who are not in attendance at a regular high school (grades 9-12), but who attend alternative programs that have been approved and identified as alternative by the Division of Curriculum & Instruction/Student Support 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 SBER 6A.6.014, if approved by the appropriate area superintendent prior to placement.

#### **D. CO-ENROLLMENT**

High school students who are deficient in credits needed to graduate or who need to improve their cumulative grade point average in order to meet graduation requirements may earn a lifetime maximum of two credits while co-enrolled in adult secondary education programs under the following conditions:

1. The student must be deficient in the credits required for graduation.
2. The student must be attempting a full load of required credits during the co-enrollment period.
3. The student must have written authorization for entrance into each course in the co-enrollment program from the home school principal or designee.
4. The student's credit deficiencies have not resulted from an intentional, willful neglect of studies as determined by the principal or designee.

#### **E. LEVEL I COURSES**

Level I courses may only be used to meet graduation requirements for English and mathematics when assessment data indicates that a more rigorous course of study would be inappropriate. For an ESE student with a disability, this determination is made by the IEP team using assessment data to support the decision. Level I courses cannot be used to meet the Algebra I requirement.

#### **F. CAREER AND TECHNICAL JOB PREPARATORY PROGRAM**

1. Students in grades 9-12 who enroll in and satisfactorily complete a career and technical job preparatory program may substitute credit for a portion of the required credits in English, mathematics or science.
2. The credit substituted for English, mathematics, and science shall be on a curriculum equivalency basis.
3. Substitutes shall not exceed two credits in each subject area. A program that has been used to substitute in one subject area may not be used to substitute for any other subject area.

#### **G. COMPENSATORY OR REMEDIAL PROGRAMS**

Students can use no more than 9 credits in compensatory or remedial programs to meet graduation requirements (F.S.1003.43(7)(a)).

#### **H. EXPLORATORY VOCATIONAL COURSES**

Students cannot use more than 1 credit in exploratory vocational courses to meet graduation requirements (F.S.1003.43(7)(b)).

### **HONORS FOR GRADUATES**

#### **A. Standard High School Diploma Designations (FS 1003.4285)**

Beginning in the 2008-2009 school year, each standard high school diploma shall include, as applicable:

1. A designation of the student's major area of interest pursuant to the student's completion of the necessary credits.
2. A designation reflecting completion of four or more accelerated college credit courses in Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or dual enrollment courses,
3. A designation reflecting career education certification.
4. A designation reflecting a Florida Ready to Work Credential.
  - a. A Florida Ready to Work Credential shall be awarded to a student who successfully passes assessments in Reading for Information, Applied Mathematics, and Locating Information or any other assessments of

comparable rigor. Each assessment shall be scored on a scale of 3 to 7. The level of the credential each student receives is based on the following:

- (1) A bronze-level credential requires a minimum score of 3 or above on each of the assessments.
- (2) A silver-level credential requires a minimum score of 4 or above on each of the assessments.
- (3) A gold-level credential requires a minimum score of 5 or above on each of the assessments. (SB 1908)

#### **B. Valedictorian/Salutatorian**

1. To be selected as valedictorian or salutatorian, a high school senior shall have completed at least the last two full years of high school in any Broward County public school.
2. Students transferring from one Broward County high school to another in the last 2 semesters (or 4 for block schools) shall not displace, for class ranking purposes including valedictorian/salutatorian, any other student.

#### **C. Honor Cords**

1. Gold honor cords shall be issued to those students who graduate with a standard diploma under the following conditions:
  - a. Graduating students shall be in the top 10% of the entire senior class by rank order established by the district (weighted) grade point average.
  - b. Graduating students who have earned a 3.75 weighted grade point average but who may not be included in the top 10% shall also receive gold honor cords.
  - c. Graduating students utilizing course validation shall not displace any of the top 10% honor students in rank order listing.
3. Silver cords shall be issued to those students who graduate with a standard or special diploma under the following conditions:
  - a. Graduating students must earn a total of 250 documented volunteer service hours beyond the school day.
    - i. Students must obtain prior approval from the school principal or designee.
    - ii. Students may earn up to five hours per week providing service in an organized, supervised tutoring program conducted through a-service learning, peer counseling, exploratory teaching, or study hall program.

**GRADUATION CHARTS HAVE BEEN REFORMATTED AND REVISIONS FOR ENTERING 9<sup>TH</sup> GRADERS 2008 -09 INCLUDED**

**For Students Who Entered 9<sup>th</sup> Grade in 2008-2009  
Traditional 24-Credit Standard Diploma**

<b>Requirements</b>	<b>Required Credits</b>	<b>Additional Information</b>
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra I or its equivalent, or a higher level math course
Science	3	Credits in Natural science, two of which must have a laboratory requirement
Social Studies	3	1 credit World History 1 credit American History 0.5 credit American Government 0.5 credit Economics
Foreign Language	0	Not required for high school graduation but required for state university system admission (2 credits of the same foreign language are recommended)
Fine Arts	1	One credit in fine or performing arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination.
Physical Education	1	1 credit to include integration of health
Majors, Minors, or Electives	8	4 credits in a major area of interest 4 credits in elective courses, which may be combined to allow for a second major area of interest, a minor area of interest (3 credits), individual elective courses, intensive reading or mathematics intervention courses, or credit recovery courses
Total Credits	24	
Computer Competency		Completion of one course from the approved list meeting NETS Standards <b>or</b> Demonstration of competency in a core course integrating technology <b>or</b> Demonstration of competency through a GLIDES project
State Assessment Requirements		Passing scores on the Grade 10 FCAT or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements		Cumulative GPA of 2.0 on a 4.0 Scale
Service Learning Hours		40 Required

**For Students Who Entered 9<sup>th</sup> Grade in 2007-2008 and Thereafter  
Three-Year Career Preparatory Diploma**

<b>Requirements</b>	<b>Required Credits</b>	<b>Additional Information</b>
English	4	Major concentration in Composition and Literature
Mathematics	3	One of which must be Algebra1 or its equivalent
Science	3	Credits in Natural science, two of which must have a laboratory requirement
Social Studies	3	
Practical Arts/Performing Fine Arts	3 or 5	3 credits in a single vocational/career education program or 3 credits in a single career/technical certificate dual enrollment courses or 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical education program)
Electives	0 or 2	2 credits unless 5 credits in career/technical education
Total Credits	18	
State Assessment Requirements		Passing scores on the Grade 10 FCAT or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements		Earn a cumulative GPA of 3.0 on a 4.0 scale in the courses required for the career preparatory program and earn at least 2.0 points or its equivalent in each of the 18 required credits

**For Students Who Entered 9<sup>th</sup> Grade in 2007-2008 and Thereafter  
Three-Year College Preparatory Diploma (1)**

Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition and Literature
Mathematics	3	Credits at Algebra 1 level or above, from the list of courses that qualify for state university admission
Science	3	Credits in Natural science, two of which must have a laboratory requirement
Social Studies	3	
Foreign Language	2	Credits in the same language or demonstrated proficiency in a second language
Electives	3	
Total Credits	18	At least 6 of the 18 credits required must be received in classes that are <ul style="list-style-type: none"> <li>• Dual enrollment</li> <li>• Advanced Placement</li> <li>• International Baccalaureate</li> <li>• Advanced International Certificate of Education</li> </ul> or <ul style="list-style-type: none"> <li>• identified by the Department of Education as rigorous</li> </ul>
State Assessment Requirements		Passing scores on the Grade 10 FCAT or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements		Earn a cumulative GPA of 3.5 on a 4.0 scale in the courses required for the college preparatory program and earn a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits
(1)		All courses earned toward the college preparatory program must satisfy admission requirements for the state university system.

**For Students Who Entered 9<sup>th</sup> Grade in 2007-2008  
Traditional 24-Credit Standard Diploma**

<b>Requirements</b>	<b>Required Credits</b>	<b>Additional Information</b>
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra I or its equivalent, or a higher level math course
Science	3	Credits in Natural science, two of which must have a laboratory requirement
Social Studies	3	1 credit World History 1 credit American History 0.5 credit American Government 0.5 credit Economics
Foreign Language	0	Not required for high school graduation but required for state university system admission (2 credits of the same foreign language are recommended)
Fine Arts	1	
Physical Education	1	1 credit to include integration of health
Majors, Minors, or Electives	8	4 credits in a major area of interest 4 credits in elective courses, which may be combined to allow for a second major area of interest, a minor area of interest (3 credits), individual elective courses, intensive reading or mathematics intervention courses, or credit recovery courses
Total Credits	24	
Computer Competency		Completion of one course taken in grades 6-12 or demonstration of competency on a computer checklist.
State Assessment Requirements		Passing scores on the Grade 10 FCAT or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements		Cumulative GPA of 2.0 on a 4.0 Scale
Service Learning Hours		40 Required

**For Students Who Entered 9<sup>th</sup> Grade in 2006-2007  
Three-Year Career Preparatory Diploma**

<b>Requirements</b>	<b>Required Credits</b>	<b>Additional Information</b>
English	4	Major concentration in Composition and Literature
Mathematics	3	One of which must be Algebra1 or its equivalent
Science	3	Credits in Natural science, two of which must have a laboratory requirement
Social Studies	3	1 credit World History 1 credit American History 0.5 credit American Government 0.5 credit Economics
Practical Arts/Performing Fine Arts	3 or 5	3 credits in a single vocational/career education program or 3 credits in a single career/technical dual enrollment program or 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical education program)
Electives	0 or 2	2 credits unless 5 credits in career/technical education
Total Credits	18	
State Assessment Requirements		Passing scores on the Grade 10 FCAT or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements		Earn a cumulative GPA of 3.0 on a 4.0 scale in the courses required for the career preparatory program and earn at least 2.0 points or its equivalent in each of the 18 required credits

**For Students Who Entered 9<sup>th</sup> Grade in 2006-2007  
Three-Year College Preparatory Diploma (1)**

Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition and Literature
Mathematics	3	Credits at Algebra 1 level or above, from the list of courses that qualify for state university admission
Science	3	Credits in Natural science, two of which must have a laboratory requirement
Social Studies	3	1 credit World History 1 credit American History 0.5 credit American Government 0.5 credit Economics
Foreign Language	2	Credits in the same language or demonstrated proficiency in a second language
Electives	3	
Total Credits	18	At least 6 of the 18 credits required must be received in classes that are <ul style="list-style-type: none"> <li>• Dual enrollment</li> <li>• Advanced Placement</li> <li>• International Baccalaureate</li> <li>• Advanced International Certificate of Education</li> </ul> or <ul style="list-style-type: none"> <li>• identified by the Department of Education as rigorous</li> </ul>
State Assessment Requirements		Passing scores on the Grade 10 FCAT or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements		Earn a cumulative GPA of 3.5 on a 4.0 scale in the courses required for the college preparatory program and earn a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits.
(1)		All courses earned toward the college preparatory program must satisfy admission requirements for the state university system.

**For Students Who Entered 9<sup>th</sup> Grade in 2006-2007  
Traditional 24-Credit Standard Diploma**

<b>Requirements</b>	<b>Required Credits</b>	<b>Additional Information</b>
English	4	Major concentration in Composition and Literature
Mathematics	3	One of which must be Algebra1 or its equivalent
Science	3	Credits in Natural science, two of which must have a laboratory requirement
Social Studies	3	1 credit World History 1 credit American History 0.5 credit American Government 0.5 credit Economics
Foreign Language	0	Not required for high school graduation but required for state university system admission (2 credits of the same foreign language are recommended)
Practical Arts/Performing Fine Arts	1	1 credit Practical Arts Career/Technical Education or 1 credit Exploratory Career Education or 1 credit Performing Fine Arts or 0.5 credit in Practical Arts and 0.5 credit in Performing Fine Arts
Physical Education	1	1 credit to include .5 credit personal fitness and .5 credit physical education
Life Management Skills	0.5	
Electives	8.5	
Total Credits	24	
Computer Competency		Completion of one course taken in grades 6-12 or demonstration of competency on a computer checklist.
State Assessment Requirements		Passing scores on the Grade 10 FCAT or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements		Cumulative GPA of 2.0 on a 4.0 Scale
Service Learning Hours		40 Required

**For Students Who Entered 9<sup>th</sup> Grade in 2004-2005 and 2005-2006  
Three-Year Career Preparatory Diploma**

<b>Requirements</b>	<b>Required Credits</b>	<b>Additional Information</b>
English	4	Major concentration in Composition and Literature
Mathematics	3	One of which must be Algebra1 or its equivalent
Science	3	Credits in Natural science, two of which must have a laboratory requirement
Social Studies	3	1 credit World History 1 credit American History 0.5 credit American Government 0.5 credit Economics
Practical Arts/Performing Fine Arts	3 or 5	3 credits in a single vocational/career education program or 3 credits in a single career/technical dual enrollment program or 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical education program)
Electives	0 or 2	2 credits unless 5 credits in career/technical education
Total Credits	18	
State Assessment Requirements		Passing scores on the Grade 10 FCAT or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements		Earn a cumulative GPA of 3.0 on a 4.0 scale in the courses required for the career preparatory program and earn at least 2.0 points or its equivalent in each of the 18 required credits

**For Students Who Entered 9<sup>th</sup> Grade in 2004-2005 and 2005-2006  
Traditional 24-Credit Standard Diploma**

<b>Requirements</b>	<b>Required Credits</b>	<b>Additional Information</b>
English	4	Major concentration in Composition and Literature
Mathematics	3	One of which must be Algebra1 or its equivalent
Science	3	Credits in Natural science, two of which must have a laboratory requirement
Social Studies	3	1 credit World History 1 credit American History 0.5 credit American Government 0.5 credit Economics
Foreign Language	0	Not required for high school graduation but required for state university system admission (2 credits of the same foreign language are recommended)
Practical Arts/Performing Fine Arts	1	1 credit Practical Arts Career Education or 1 credit Exploratory Career Education or 1 credit Performing Fine Arts or 0.5 credit in Practical Arts and 0.5 credit in Performing Fine Arts
Physical Education	1	1 credit to include .5 credit personal fitness and .5 credit physical education
Life Management Skills	0.5	
Electives	8.5	
<b>Total Credits</b>	<b>24</b>	
Computer Competency		Completion of one course taken in grades 6-12 or demonstration of competency on a computer checklist.
State Assessment Requirements		Passing scores on the Grade 10 FCAT or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements		Cumulative GPA of 2.0 on a 4.0 Scale
Service Learning Hours		40 Required

**For Students Who Entered 9<sup>th</sup> Grade in 2004-2005 and 2005-2006  
Three-Year College Preparatory Diploma (1)**

Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition and Literature
Mathematics	3	Credits at Algebra 1 level or above, from the list of courses that qualify for state university admission
Science	3	Credits in Natural science, two of which must have a laboratory requirement
Social Studies	3	1 credit World History 1 credit American History 0.5 credit American Government 0.5 credit Economics
Foreign Language	2	Credits in the same language or demonstrated proficiency in a second language
Electives	3	
Total Credits	18	At least 6 of the 18 credits required must be received in classes that are <ul style="list-style-type: none"> <li>• Honors</li> <li>• Dual enrollment</li> <li>• Advanced Placement</li> <li>• International Baccalaureate</li> <li>• Advanced International Certificate of Education identified by the Department of Education as rigorous</li> <li>or</li> <li>• Weighted by the district school board for class ranking purposes</li> </ul>
State Assessment Requirements		Passing scores on the Grade 10 FCAT or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements		Earn a cumulative GPA of 3.0 on a 4.0 scale in the courses required for the college preparatory program and earn a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits
(1)		All courses earned toward the college preparatory program must satisfy admission requirements for the state university system.

**For Students Who Entered 9<sup>th</sup> Grade in 2003-2004  
Traditional 24-Credit Standard Diploma**

<b>Requirements</b>	<b>Required Credits</b>	<b>Additional Information</b>
English	4	Major concentration in Composition and Literature
Mathematics	3	One of which must be Algebra1 or its equivalent
Science	3	Credits in Natural science, two of which must have a laboratory requirement
Social Studies	3	1 credit World History 1 credit American History 0.5 credit American Government 0.5 credit Economics
Foreign Language	0	Not required for high school graduation but required for state university system admission (2 credits of the same foreign language are recommended)
Practical Arts/Performing Fine Arts	1	1 credit Practical Arts Career Education or 1 credit Exploratory Career Education or 1 credit Performing Fine Arts or 0.5 credit in Practical Arts and 0.5 credit in Performing Fine Arts
Physical Education	1	1 credit to include .5 credit personal fitness and .5 credit physical education
Life Management Skills	0.5	
Electives	8.5	
Total Credits	24	
Computer Competency		Completion of one course taken in grades 6-12 or demonstration of competency on a computer checklist.
State Assessment Requirements		Passing scores on the Grade 10 FCAT or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements		Cumulative GPA of 2.0 on a 4.0 Scale
Service Learning Hours		40 Required

**For Students Who Entered 9<sup>th</sup> Grade in 2003-2004  
Three-Year College Preparatory Diploma (1)**

<b>Requirements</b>	<b>Required Credits</b>	<b>Additional Information</b>
English	4	Major concentration in Composition and Literature
Mathematics	3	Credits at Algebra 1 level or above, from the list of courses that qualify for state university admission
Science	3	Credits in Natural science, two of which must have a laboratory requirement
Social Studies	3	
Foreign Language	2	Credits in the same language or demonstrated proficiency in a second language
Electives	3	
Total Credits	18	
State Assessment Requirements		Passing scores on the Grade 10 FCAT or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements		Cumulative GPA of 2.0 on a 4.0 Scale
(1)		All courses earned toward the college preparatory program must satisfy admission requirements for the state university system.

**For Students Who Entered 9<sup>th</sup> Grade in 2003-2004  
Three-Year Career Preparatory Diploma**

<b>Requirements</b>	<b>Required Credits</b>	<b>Additional Information</b>
English	4	Major concentration in Composition and Literature
Mathematics	3	One of which must be Algebra 1 or its equivalent
Science	3	Credits in Natural science, two of which must have a laboratory requirement
Social Studies	3	
Foreign Language	0	Credits in the same language or demonstrated proficiency in a second language
Electives	3	Must be in career/technical courses
Total Credits	18	
State Assessment Requirements		Passing scores on the Grade 10 FCAT or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements		Cumulative GPA of 2.0 on a 4.0 Scale

## 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 graduate with a special diploma and return to school until receipt of a standard diploma or until the end of the school year in which they turn 22 years of age. Service learning hours are not required for a special diploma. A student with disabilities who was working towards a Special Diploma – Option I may receive a special certificate of completion and participate in the graduation ceremonies of his/her school if the student completes the minimum number of credits and other requirements of the School Board but is unable to demonstrate mastery of the Sunshine State Standards for a Special Diploma.

The following charts summarize the graduation prerequisites and requirements for each special diploma option. The charts include references to “notes” that are applicable to specific diploma options. The notes include additional requirements as well as options for meeting some of the requirements. The notes are an essential component of the graduation requirements.

### HIGH SCHOOL GRADUATION REQUIREMENTS: SPECIAL DIPLOMAS

Graduation requirements	Special Diploma – Option I	Special Diploma – Option II
Prerequisites:	Have eligibility in one of the following disability categories: educable mentally handicapped; deaf and hard of hearing; dual sensory impaired; autistic; severely emotionally disturbed; specific learning disabled; trainable mentally handicapped; emotionally handicapped; physically impaired; profoundly mentally handicapped; or language impaired	Have eligibility in one of the following disability categories: educable mentally handicapped; deaf and hard of hearing; dual sensory impaired; autistic; severely emotionally disturbed; specific learning disabled; trainable mentally handicapped; emotionally handicapped; physically impaired; profoundly mentally handicapped; or language impaired  At least 16 years of age  Completed 2 semesters in a high school level program prior to selecting Special Diploma – Option II  Earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills OR 1 credit in a job preparatory course in which employability skills and social/personal skills training has been incorporated Have a Graduation Training Plan that specifies employment /community competencies to be mastered
English	2 credits	None
Reading	2 credits	None
Mathematics	3 credits	None
<b>Graduation</b>	<b>Special Diploma – Option I</b>	<b>Special Diploma – Option II</b>

<b>requirements</b>		
Science	2 credits	None
Social Studies	2 credits	None
Practical Arts/Performing Arts	None	None
Life Management Skills/Transition	1 credit (must include unit on substance abuse)	None
Physical Education	1/2 credit in Personal Fitness 1/2 credit in Physical Education	None
Foreign Language	None	None
Vocational/Career	Prior to 2007-08, 6 credits For 9th graders entering in 2007-08 and thereafter, it is strongly suggested that 4 of the 6 credits be from a Declared Major Area of Interest in a career/technical program, fine and performing arts, or in an academic content area as defined by the district.	Documented mastery of 100% of the employment/community competencies specified on the student's Graduation Training Plan  Paid (at or above minimum wage) full-time (based upon industry standards) employment for 200 days
Elective credits	5 credits	None
Total Credits	24 credits	3 credits
Computer Competency	None	None
FCAT		
Sunshine State Standards for Special Diploma	Documented Mastery at the level of functioning (Independent, Supported, Participatory) established by the transition IEP committee	None
Service Learning Hours	None	None
Additional requirements and options as indicated in notes at the end of this section	Applicable Notes: a, b, c, d,	Applicable Notes: e, f, g, h, i, j

**Notes relating to Special Diploma Options:**

- a. The following vocational courses may be used in lieu of **social studies** courses: any regular education career and technical courses or one of the following ESE courses: Career Preparation; Career Experiences; Career Placement; Marketing Education; Supported Employment; Diversified Education; Business Education
- b. The following vocational courses may be used in lieu of **science** courses: any regular education career and technical course or one of the following ESE courses: Career Preparation; Career Experiences; Career Placement; Agriculture Education; Health Science Education; Family and Consumer Science; Supported Employment; Industrial Education
- c. Other ways to satisfy the **physical education** requirement include:
  - (1) Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons AND the passing of the personal fitness competency test with a score of "C" or better. (This will satisfy the PE requirement even though no credit is earned.)

- (2) Completion, with a grade of C or better, of one semester in marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity or in an R.O.T.C. class with a significant component of drills. This will satisfy the 1/2 credit of PE but not the personal fitness requirement. (F.S. 1003.43 (1)(j))
- (3) Completion of the HOPE variation or CORE courses.
- d. The **total credits** required for graduation may be reduced 1 credit per year when necessary (maximum of 2 credits total) to accommodate travel time to vocational centers or programs. Credit reduction may not be used for travel to any on-the-job training program/site.
- e. The **Graduation Training Plan** is developed by the employer, student, parent, and instructor. The plan specifies the employment/community competencies the student is expected to master in order to graduate with a Special Diploma – Option II.
- f. Documented mastery of **employment/community competencies in the Graduation Training Plan must be verified** by the student’s employer, job coach and/or instructor in order to earn a Special Diploma – Option II.
- g. Student must be employed in the community at a site where the **employer:**
  - (1) has a Federal Employer Identification number;
  - (2) provides opportunities for the student to interact with non-disabled co-workers;
  - (3) adheres to child labor laws; and
  - (4) provides an opportunity for advancement.
- h. The Transition IEP committee may modify the **full-time employment standard** by decreasing the number of hours per week to be worked for an individual exceptional student if it is determined that the modification would be in the best interest of the student. The modification must be recorded on the student’s Transition IEP.
- i. Transition IEP committee members must verify that the student has met all criteria outlined in the student’s Graduation Training Plan by completing the assurance section of the Graduation Training Plan prior to awarding the student a special diploma under Option II. (FS 1003.438)

**GRADUATION REQUIREMENTS – ADULT STANDARD DIPLOMA**

- 1. The requirements for an adult standard diploma are the same as for a standard high school diploma with the following exceptions: Physical education is not required; computer competency is not required; and service learning is not required. The following chart summarizes the graduation requirements. The chart includes notes that are applicable to this diploma option. The notes are an essential component of the graduation requirements.

**GRADUATION REQUIREMENTS: ADULT STANDARD DIPLOMA**

<b>Graduation Requirements:</b>	<b>ADULT STANDARD DIPLOMA</b>
Prerequisites:	
English	4
Reading	
Mathematics	3 Including 1 credit required in Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course
Science	3 Including 2 credits with a laboratory component
Social Studies	1 credit in World History 1 credit in American History

	1/2 credit in Economics and 1/2 credit in American Government
Practical Arts/Performing Arts	1/2 credit Practical Vocational Arts 1/2 credit Vocational Performing Fine Arts (1 full credit in either area may be substituted for 1/2 credit in both)
Health/Life Management Skills/Transition	1/2 credit
Physical Education	None
Foreign Language	0
Vocational/Career	0
Elective credits	9.5
<b>Total Credits</b>	<b>24</b>
Computer Competency	None
Minimum Cumulative Grade Point Average	2.0 cumulative unweighted GPA
FCAT	Passing score on the FCAT or alternative assessment if allowed by the State of Florida
Service Learning Hours	None
Notes:	See applicable list below

**Notes for Adult Standard Diploma:**

- 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.
- Successful performance on an examination for high school credit may be substituted only as outlined in this policy.
- Students 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.

**GRADUATION REQUIREMENTS – SPECIAL DIPLOMA FOR ADULT STUDENTS WITH DISABILITIES**

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	6

- b. 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 (1) credit of Mathematics, one (1) credit of Language Arts/English, one (1) credit in Career Preparation, one (1) credit of Social/Personal Skills, and one (1) credit of Life Management/Transition.
- 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.
- e. A graduation training plan shall be developed and signed by the adult : 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.

**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.

**DIPLOMAS AND GRADUATION EXERCISES**

High schools, centers, and adult centers within the district shall issue only the types of diplomas authorized by the State and by the Board’s rules. Special recognition for achievement beyond the prescribed requirements shall be allowed but must be uniform throughout the district.

Graduation exercises for the public high schools of the district shall be scheduled by the Student Activities and Athletics Department and approved by the Superintendent.

- Students who have completed graduation requirements prior to the scheduled end of the normal school year may participate in the annual graduation ceremony unless they have violated any of the rules in the Code of Student Conduct during January-June (SB Policy 5313).
- There shall be a summer graduation ceremony for high school students who complete their high school graduation requirements through extended learning opportunities.
- A school may schedule a mid-year graduation ceremony for students who have elected to complete high school prior to the scheduled end of the school year (SB Policy 5313).
- Students who complete the requirements for a 24 credit standard diploma may be awarded their diploma at that time. They may participate at their school's next graduation ceremony or at the summer graduation ceremony.
- Students who achieve a certificate of completion may participate in graduation ceremonies.

### **HIGH SCHOOL GUIDANCE SERVICES**

All schools shall assure access to school counseling programs for all students through a standards-driven guidance program that is comprehensive in scope, developmental in nature and focused on the academic, personal/social and career development needs of all students. All guidance counselors will develop, in collaboration with the principal, a Guidance Plan in a format to be determined by the Division of Curriculum and Instruction/Student Support. The plan will support the School Improvement Plan and be based upon national counseling standards. The high school plan will include a plan for ensuring that every 8<sup>th</sup> and 10<sup>th</sup> grader is given an opportunity to participate in a face-to-face activity with a guidance counselor that involves the student in reviewing course selections and comparing those selections with requirements for career and/or post-secondary plans.

J. **EXIT INTERVIEWS** An exit interview shall be conducted with any student who drops out of school. The interview shall be conducted by the student's guidance counselor or other school personnel to determine the reasons for the student's decision to drop out of school and to determine what actions could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation. The student will complete a survey in the format prescribed by the DOE to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled. (F.S. 1003.21(1)2(c))

### **STUDENT DAY**

A student day shall consist of a minimum of:

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

### **IV. STATE REPORTING REQUIREMENTS (F.S. 1008.25(8)(b)1)**

**THE SCHOOL BOARD WILL ANNUALLY PUBLISH IN THE LOCAL NEWSPAPER, AND REPORT IN WRITING TO THE STATE BOARD OF EDUCATION BY SEPTEMBER 1<sup>ST</sup> OF EACH YEAR, THE FOLLOWING INFORMATION ON THE PRIOR SCHOOL YEAR:**

1. **THE PROVISIONS OF THIS SECTION RELATING TO PUBLIC SCHOOL STUDENT PROGRESSION AND THE DISTRICT SCHOOL BOARD'S POLICIES AND PROCEDURES ON STUDENT RETENTION AND PROMOTION.**
2. **BY GRADE, THE NUMBER AND PERCENTAGE OF ALL STUDENTS IN GRADES 3 THROUGH 10 PERFORMING AT LEVELS 1 AND 2 ON THE READING PORTION OF THE FCAT.**
3. **BY GRADE, THE NUMBER AND PERCENTAGE OF ALL STUDENTS RETAINED IN GRADES 3 THROUGH 10.**
4. **INFORMATION ON THE TOTAL NUMBER OF STUDENTS WHO WERE PROMOTED FOR GOOD CAUSE, BY EACH CATEGORY OF GOOD CAUSE AS SPECIFIED IN PARAGRAPH (6)(b).**
5. **ANY REVISIONS TO THE DISTRICT SCHOOL BOARD'S POLICY ON STUDENT RETENTION AND PROMOTION FROM THE PRIOR YEAR.**

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

RULES ADOPTED: 2/12/70

RULES AMENDED: 5/30/73; 9/5/74; 7/21/77; 10/1/96  
7/6/78; 12/11/79; 4/2/81; 5/6/82;

EMERGENCY RULE #82-13, 10/21/82;  
11/18/82; 4/20/83; 5/17/84

EMERGENCY RULE #84-10, 10/4/84 11/1/84; E

EMERGENCY RULE #84-17 - 3/12/85  
4/18/85; 5/16/85; 5/15/86

EMERGENCY RULE 85-86-24; 8/7/86;

EMERGENCY RULE 86-87-13 - 4/14/87; 6/3/87; 9/3/87; 4/12/88; 3/14/89;  
6/22/89; 2/20/90; 6/19/90; 7/23/91; 1/19/93; 8/17/93; 12/7/93; 5/2/95;

AMENDED RULES APPROVED: 09/02/97, 6/25/08, 12/16/08

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

RULES ADOPTED: 7/8/76

RULES AMENDED: 4/14/77; 3/16/78; 3/1/79;  
4/19/79; 3/6/80; 4/23/81; 5/17/83; 8/4/83; 6/21/84;  
5/16/85; 8/7/86; 6/3/87; 8/20/87; 4/12/88; 3/14/89;  
9/19/89; 2/20/90; 10/2/90; 2/23/91; 8/4/92; 9/15/92;  
9/21/93; 12/7/93; 7/18/95; 5/7/96; 8/20/96; 9/2/97;  
8/18/98

POLICY ADOPTED: 03/16/99; 06/15/99, 10/05/99, 05/07/00, 09/12/2000, 6/18/2002, 8/20/2002, 10/15/2002,  
6/17/2003, 9/16/03, 11/17/2003, 4/20/04, 8/17/04, 12/21/04, 4/12/05, 1/17/06,  
11/14/06, 06/05/07, 10/2/07, 8/5/08, 2/3/09. 6/209

FORMERLY POLICY 5104