

## **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 FOR THE DISTRICT. THE PURPOSE OF THE STUDENT PROGRESSION PLAN IS TO ESTABLISH THE STANDARDS FOR QUALITY INSTRUCTION, DELINEATE THE CRITERIA FOR PROMOTION, AND PROVIDE EQUAL EDUCATIONAL OPPORTUNITIES TO ALL STUDENTS, ENSURING NO CHILD IS LEFT BEHIND.**

### **Rules:**

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

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

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

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

###### **1. Prekindergarten Curriculum**

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

## 2. Elementary School 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))

### c) Holocaust, African and African American History, Hispanic and Women's Contributions, Veterans' Recognition, "Celebrate Freedom Week", and "Disability History and Awareness Week" (F.S. 1003.42(2))

Students shall receive instruction in:

- (1) The Holocaust
- (2) African and African American History
- (3) Hispanic Contributions
- (4) Women's Contributions
- (5) Veterans' Recognition

The principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life.

- (6) "Celebrate Freedom Week" (F.S. 1003.421)

Instruction shall be in accordance with Florida Statutes and District guidelines.

- (7) "Disability History and Awareness Week" (F.S. 1003.4205)

Disability awareness and instruction may be integrated into existing classroom curriculum to expand students' knowledge, understanding, and awareness of individuals with disabilities, including the history of the disability and the disability rights movement.

### 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:

- (1) Assessment of K-3 students in phonemic awareness, phonics, fluency, vocabulary and comprehension.
- (2) Reading instruction, implemented through programs recommended on the District's Struggling Reader Chart that have been developed based on scientific reading research, meets the following specifications:
  - (a) Assists students identified with a reading deficiency in developing the ability to read at grade level;

- (b) Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension;
  - (c) Provides scientifically based and reliable assessment;
  - (d) Provides initial and ongoing analysis of each student's reading progress; and
  - (e) Is implemented during regular school hours.
- (3) Curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

**e) Outside Activities**

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

**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))

**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))

**h) Gifted Education**

See SBBC Policy 6000.5.

**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 purposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment. However, a school may engage in the following test-preparation activities for a statewide assessment:

- (1) Distributing to students the sample test books and answers keys published by the Department of Education.

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

**k) Each school must administer the statewide kindergarten screening** to each kindergarten student in the District within the first 30 school days of each school year. (F.S. 1002.69(1))

**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 requirement for students with severe and profound disabilities. This requirement shall be waived for a student who meets one of the following criteria: (F.S. 1003.455)

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

**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 The student will score:</b>	<b>OR</b>	<b>Criteria #2 The student will score:</b>
K Reading	48 out of 52 Letter Names <b>AND</b> 20 out of 26 Letter Sounds <b>AND</b> 15 out of 21 Concepts of Print	<b>OR</b>	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	55% or greater (Grade 1) and 65% or greater (Grade 2) on the Primary End of Year Reading Test that aligns with the Sunshine State Standards (SSS) in reading comprehension	<b>OR</b>	At or above the proficiency level that aligns with the Primary End of Year Reading Test proficiency level on the Stanford Diagnostic Test in reading comprehension
3 Reading	At a Level 2 or higher on FCAT Reading	<b>OR</b>	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 Reading <b>AND</b> At a Level 2 or higher on FCAT Mathematics	<b>OR</b>	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.

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:

<b>Targeted Students:</b>	<b>Grade 3 Alternative Promotion Criteria - Good Cause (State)</b>	<b>Grades K, 1, and 2 Alternative Promotion Criteria - Good Cause</b>	<b>Grades 4 and 5 Alternative Promotion Criteria - Good Cause</b>
<b>For All 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 acceptable level of performance on an <b>alternative standardized reading and/or math assessment</b> approved by the District.
<b>For All 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.*	Student demonstrates, through a student <b>portfolio****</b> prepared in accordance with District guidelines, that the student is performing 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.*
<b>For All 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>	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>	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 these criteria, intensive reading instruction must include an altered instructional day based upon a PMP that includes specialized diagnostic information and specific reading strategies.

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

\*\*\*\* The 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.

Targeted Students:	Grade 3 Alternative Promotion Criteria - Good Cause (State) (F.S. 1008.25(6)(b))	Grades K, 1, and 2 Alternative Promotion Criteria - Good Cause	Grades 4 and 5 Alternative Promotion Criteria - Good Cause
For Elementary <b>English Language Learner (ELL) Students Only</b>	ELL students who have had <b>less than 2 years</b> of instruction in an English for Speakers of Other Languages (ESOL) Program	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
For Selected Elementary <b>Students With Disabilities Only</b>	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.	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.	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.
For Selected Elementary <b>Students With Disabilities Only*</b>	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 has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained for a total of one year.

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

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 grade three.**

**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))

**F. ELEMENTARY PROGRESS MONITORING PLAN (PMP) 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 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 in Grades K-5**

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

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

- (1) Phonemic awareness
- (2) Phonics
- (3) Fluency
- (4) Comprehension
- (5) Vocabulary

b) **The desired levels of performance in these areas.**

c) **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))

The intensive intervention for students retained in third grade will include effective instructional practices, participation in the summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade level.

(F.S. 1008.25(7)2)

**2. Specific PMP Mathematics Requirements for Elementary Students in Grades K-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 Mathematics, the student will be required to receive remediation through a PMP.

**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 on grade level or below grade level performance. Parents must be notified, no later than a week after test scores are received when it appears, that a student may be retained. The notice will specify that the student has not met the proficiency level required for promotion and the reasons the child is not eligible for Good Cause exemptions. The notice will comply with (F.S. 1002.20(11)) to include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. (F.S.1008.25(7)(b)3) Parents of English Language Learners (ELL) students must be notified in their native language (Meta Consent Decree 1990).

ELL students cannot be retained solely due to lack of proficiency in English. A formal retention recommendation regarding an ELL student shall be made through action of an ELL committee (Meta Consent Decree 1990) in which the parent must be invited.

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 block.

**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:

- (1) Have a reduced teacher-student ratio,
- (2) 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, and
- (3) 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)
- (4) Social-emotional support to address the impact of the retention.

## **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.

### **Virtual Education**

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

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

### **1. Parent Notification Of Reading Deficiencies**

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

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

### **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, 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: 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.

**4. Grading for Grades K, Pre-first, 1 and 2**

Student performance will be evaluated and reported based on mastery of standards. The symbols to be used are:

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

**5. Grading for Grades 3-5**

Student performance will be evaluated and reported based on mastery of standards. The symbols to be used are:

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

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

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

**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.

**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 English Language Learner (ELL) students must be notified in their native language.

**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 Educational Programs & Student Support Services. The plan will support the School Improvement Plan and be based upon national counseling standards. (F.S. 1006.025)

**L. ELEMENTARY STUDENT DAY**

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

Prekindergarten	As Determined by Program
Elementary School	360 minutes
ESE Centers	360 minutes

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

**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 SBBC Policy 5.1: Enrollment and Withdrawal.
- 2. Placement of transfer students for initial entry** is included in SBBC Policy 5.1: Enrollment and Withdrawal.
- 3. Attendance requirements (F.S. 1003.23)**, including absences for religious reasons, are included in SBBC Policy 5.5: Attendance.
- 4. Student withdrawal** information is included in SBBC Policy 5.1: Enrollment Withdrawal.
- 5. Dependent children of active military personnel** who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the

program is not offered at the assigned school, the parent would be responsible for providing transportation. (F.S. 1003.05)

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

### **1. Middle School Curriculum**

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**

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))

### **3. Holocaust, African and African-American History, Hispanic and Women's Contributions, Veterans' Recognition, Celebrate Freedom Week, and Disability History and Awareness Week (F.S. 1003.42(2))**

Students shall receive instruction in:

- a) The Holocaust
- b) African and African American History
- c) Hispanic Contributions
- d) Women's Contributions
- e) Veterans' Recognition

The principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life.

- f) "Celebrate Freedom Week" (F.S. 1003.421)  
Instruction shall be in accordance with Florida Statutes and District guidelines.
- g) "Disability History and Awareness Week" (F.S. 1003.4205)  
Disability awareness and instruction may be integrated into existing classroom curriculum to expand students' knowledge, understanding, and awareness of individuals with disabilities including the history of the disability and the disability rights movement.

### **4. Suspension of Curriculum (F.S. 1008.22(4))**

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

- a) Distributing to students the sample test books and answers 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 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.

**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: (F.S. 1003.455)

- 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:
  - (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.

**6. Health Education**

The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

**7. Outside Activities**

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

**8. 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))

**9. 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))

**10. Gifted Education**

See SBBC Policy 6000.5.

**11. 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))

**12. 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.**

**13. 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)**

**14. 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**

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. 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. 1003.4156)

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:**

Grade & Subject	Passing Classes
6 – 8 Reading <b>AND</b> 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.
  
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))
  - a) 3 middle school or higher, year-long courses in English,
  - b) 3 middle school or higher, year-long courses in mathematics. Successful completion of a high school level Algebra I or geometry course is not contingent upon the student’s performance on the end-of-course assessment. However, beginning with the 2011-2012 school year, to earn high school credit for an Algebra I course, a middle school student must pass the Algebra end-of-course assessment, and beginning with the 20-12-13 school year, to earn high school credit for a geometry course, a middle school student must pass the geometry end-of-course assessment.
  - c) 3 middle school or higher, year-long courses in science. Successful completion of a high school level Biology I course is not contingent upon the student’s performance on the end-of-course assessment. However, beginning with the 2012-13 school year, to earn high school credit for a Biology I course, a middle school student must pass the Biology I end-of-course assessment,
  - d) 3 middle school or higher, year-long courses in social studies, one semester of which must include the study of state and federal government and civics education, and
  - e) 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 an electronic personalized academic and career plan (ePEP) to be signed by the student, the student’s instructor, guidance counselor, or academic advisor, and the student’s parent. Completion of the ePEP is defined as planning a minimum of 24 high school credits that meets the minimum graduation requirements for a high school student

on the 24-credit diploma option. (F.S. 1003.4156(1)5) The required personalized academic and career plan must inform students of high school graduation requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida college admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, career academy opportunities, and courses that lead to national industry certification.

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.

#### **4. Transfer Students**

##### **a) Uniform Transfer of Students in Middle Grades**

- (1) Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.
- (2) Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.
- (3) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal, and parent:
  - (a) Portfolio evaluation by the Superintendent or designee;
  - (b) Demonstrated performance in courses taken at other public or private accredited schools;
  - (c) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
  - (d) Demonstrated proficiencies on the FCAT; or
  - (e) Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in section (3) of this rule if required. (State

**b) Course Requirements for 8<sup>th</sup> Grade 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 for promotion to 9<sup>th</sup> grade, if the student has met all requirements of the state or country from which he or she is transferring. In addition, the student must pass all State required core courses in 8<sup>th</sup> grade. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition and English for Speakers of Other Languages (ESOL) strategies in all courses.

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(a)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.

**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 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.

**6. Students enrolled in and attending Alternative Secondary Schools, including Department of Juvenile Justice (DJJ) programs, participate in a "performance based" educational setting. Students demonstrate credit completion at the point they finish the course requirements. Therefore, promotion for these students occurs on the date the student meets the promotion criteria as prescribed by School Board policy.**

**E. MIDDLE SCHOOL PROGRESS MONITORING PLAN (PMP) PROCESS**

Any student who does not meet specific levels of performance in reading and mathematics for each grade must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school must develop and implement, in consultation with the student's parent, a 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 Reading, the PMP must identify:

- a) The student’s specific areas of deficiency in:
  - (1) Phonemic awareness
  - (2) Phonics
  - (3) Fluency
  - (4) Comprehension
  - (5) 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 Mathematics, the student will be required to receive remediation through a PMP.

**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)

**F. MIDDLE SCHOOL 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 on grade level or below grade level performance. Parents must be notified, no later than a week after test scores are received, when it appears that a student may be retained. The notice will specify that the student has not met the proficiency level required for promotion and the reasons the child is not eligible for Good Cause exemptions. The notice will comply with (F.S. 1002.20(11)) to include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. (F.S.1008.25(7)(b)3) Parents of English Language Learners (ELL) students must be notified in their native language. (Meta Consent Decree 1990)

ELL students cannot be retained solely due to lack of proficiency in English. A formal retention recommendation regarding an ELL student shall be made through action of an ELL committee (Meta Consent Decree 1990) in which the parent must be invited.

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.

## **G. MIDDLE 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.

### **Virtual Education**

1. Schools may not limit student access to Florida Virtual School Courses. However, school counselors will determine if the course is academically appropriate for the student based on the students' academic history, grade level, and age. (F.S. 1002.37(3)(c))
2. Schools may not limit access to a Florida Virtual School course even if the school offers the same course.
3. Students may not enroll in the same course at Florida Virtual School when concurrently enrolled in the course at the local school.
4. Schools must provide student access to Florida Virtual School as part of the student's full day curriculum.

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

### **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**

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: 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.

### **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 school 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 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.

**7. Grade Placement**

Principals shall have final authority for appropriate grade placement of students, within the limitations of School Board policy.

**8. 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.

**I. MIDDLE SCHOOL 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 Educational Programs & Student Support Services. The plan will support the School Improvement Plan and be based upon national counseling standards. (F.S. 1006.025)

**J. MIDDLE SCHOOL STUDENT DAY**

A student day shall consist of a minimum of:

Middle School	348 minutes
ESE Centers	360 minutes

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

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

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

- 1. Placement of transfer students for initial entry** is included in SBBC Policy 5.1: Enrollment and Withdrawal.
- 2. Attendance requirements (F.S. 1003.23)**, including absences for religious reasons, are included in SBBC Policy 5.5: Attendance.
- 3. Student withdrawal** information is included in SBBC 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. (F.S. 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**

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))

**3. Holocaust, African and African American History, Hispanic and Women’s Contributions, Veterans’ Recognition, Celebrate Freedom Week, and Disability History and Awareness Week (F.S. 1003.42(2))**

Students shall receive instruction in:

- a) The Holocaust
- b) African and African American History
- c) Hispanic Contributions
- d) Women’s Contributions
- e) Veterans’ Recognition

The principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life.

- f) “Celebrate Freedom Week” (F.S. 1003.421)

Instruction shall be in accordance with Florida Statutes and District guidelines.

- g) “Disability History and Awareness Week” (F.S. 1003.4205)

Disability awareness and instruction may be integrated into existing classroom curriculum to expand students’ knowledge, understanding, and awareness of individuals with disabilities including the history of the disability and the disability rights movement.

**4. Outside Activities**

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

**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 SBBC Policy 6000.5.

**7. 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 (ELL) 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))



**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. (S.B. 1908)

**9. Suspension of Curriculum (F.S. 1008.22(4))**

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

- 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 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.

**10. College Readiness Assessment (F.S. 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.

### **11. Health Education**

The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

## **C. 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)) Students may be assigned to a grade level based upon their initial year of entry into HS or other academic criteria recommended by the school principal/designee as a part of the student's personalized educational plan.
- 2. Starting in 2009-10, grade designation for high school students** will be determined as:
  - 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.
- 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) postsecondary courses completed through dual enrollment as receiving one (1) full high school credit. (F.S. 1003.436) All other courses taken through dual enrollment shall have six (6) postsecondary semester credit hours equal to one (1) high school credit.
- d) **Transfer Students**
  - (1) 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.
  - (2) 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))
  - (3) 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) **Uniform Transfer of High School Credits**
  - (1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. The school shall accept and classify transfer credits for the purpose of credits that meet specific graduation requirements without further validation from schools that are accredited by a regional accrediting agency or from schools accredited through their state or country's Department of Education.  
Accrediting agencies are:
    - (a) Southern Association of Colleges and Schools (SACS)
    - (b) Middle States Association of Colleges and Schools (MSACS)

- (c) New England Association of Colleges and Schools (NEACS)
- (d) North Central Association of Colleges and Schools (NCACS)
- (e) Northwest Association of Accredited Schools (NAAS)
- (f) Western Association of Colleges and Schools (WACS)
- (g) National Council on Private School Accreditation (NCPSA) member agencies and other accepted agencies are:
  - ((1)) Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities
  - ((2)) Alabama Independent School Association
  - ((3)) American Montessori Society
  - ((4)) Association of Christian Schools International
  - ((5)) Association of Christian Teachers and Schools, Assemblies of God
  - ((6)) Association of Independent Schools of Florida
  - ((7)) Association of Waldorf Schools of North America
  - ((8)) Christian Schools International
  - ((9)) Christian Schools of Florida
  - ((10)) Commission of International and Trans-Regional Accreditation
  - ((11)) Florida Association of Christian Colleges and Schools
  - ((12)) Florida Catholic Conference Accreditation Program
  - ((13)) International Academy of Educational Accreditors
  - ((14)) International Christian Accrediting Association
  - ((15)) Kentucky Nonpublic School Commission
  - ((16)) Montessori School Accreditation Commission
  - ((17)) National Accreditation Board of Merkos L'Inyonei Chinuch
  - ((18)) National Christian School Association
  - ((19)) National Independent Private School Association
- (h) Florida Council on Independent Schools (FCIS)
- (i) Florida Association of Christian Colleges and Schools (FACCS)

If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.

- (2) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.
- (3) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
  - (a) Portfolio evaluation by the superintendent or designee;
  - (b) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
  - (c) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
  - (d) Demonstrated proficiencies on nationally-normed standardized subject area assessments;

- (e) Demonstrated proficiencies on the FCAT; or
- (f) Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(d) and (e) of this rule if required. (State Board Rule 6A-1.09941)

Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition and English for Speakers of Other Languages (ESOL) strategies in all courses.

**f) Virtual Education**

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

- g) 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 may re-enroll in a high school program and receive credit for all courses successfully completed in the alternative program(s) after evaluation of the grade transcript. For purposes of this policy, adult secondary education credit programs may be considered as an educational alternative pursuant to F.A.C. 6A.6014, if approved by the appropriate area superintendent prior to placement.

**E. HIGH SCHOOL PROGRESS MONITORING PLAN (PMP) PROCESS**

Any student, including those with disabilities, who does not meet specific levels of performance in reading and mathematics for each grade must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school must develop and implement, in consultation with the student's parent, a 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 Reading, the PMP must identify:

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

- (2) Phonics
- (3) Fluency
- (4) Comprehension
- (5) 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 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 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)

**F. HIGH SCHOOL EXTENDED LEARNING OPPORTUNITIES**

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

**G. REPORTING HIGH SCHOOL STUDENT PROGRESS**

The reporting of student progress to parents shall follow procedures established by The Division of Curriculum and Division of Educational Programs and Student Support and be in accordance with Florida Statutes, Florida State Board of Education administrative rules, and board adopted policies, rules and regulations. (F.S. 1008.25; 1003.33)

**1. Progress Reports (Report Cards)**

Progress reports 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: 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: (FS 1003.437)

<b>Numerical</b>	<b>Letter</b>	<b>Quality Points</b>
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 District weighted grade point average for the purpose of determining class rank and will not be used for determining athletic eligibility or in meeting the graduation requirements. (F.S. 1003.437) 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.

For courses that require statewide, standardized end-of-course assessments, a minimum of 30 percent of a student's course grade shall be comprised of performance on the statewide, standardized end-of-course assessment.

**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:

- a) In 4x4 block-scheduled schools, a student may exempt up to 2 mid-terms and 2 final exams in a school semester.
- b) 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.
- c) All mid-term and final exam exemptions require parent permission.
- d) For AP courses, mid-terms may not be exempted. Teachers may give an alternative assessment in lieu of a final.
- e) Dual Enrollment, IB, and AICE mid-terms and finals may NOT be exempted.
- f) End-of-Course exams, required by statute, are not eligible for exemption.

Starting with the 2011-12 school year, District mid-term exams that are designed to prepare students for End-of-Course Exams are not eligible for an exam exemption.

**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, Florida 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 postsecondary 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” (AP), “Advanced International Certificate of Education” (AICE) or “International Baccalaureate” (IB) shall receive two quality points if, the grade received is C or above.
- c) Students will be required to take the AP, AICE, and/or the IB examination (cost of examination to be paid by the District) in order to receive two quality points. If a student elects not to take the AP, AICE, and/or IB examination, he/she will receive one quality point for a grade of C or higher.

## 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. (F.S. 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 school 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. (F.A.C. 6A1.0955(3)(a)7; F.S. 1003.428(4)(d))

### **11. Grade Averaging (F.S.1003.436)**

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.

### **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 six different grade point averages that are used for different purposes:
  - (1) **Semester Weighted GPA**  
The weighted average of the courses taken in any one semester (includes extra quality points for honors, Advanced Placement, International Baccalaureate, and dual enrollment courses, including technical dual enrollment for student entering 9<sup>th</sup> grade in 2007-2008).
  - (2) **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).

**(3) Core GPA**

The average of all academic college core courses completed using an additional .5 quality point (per 1 credit) for advanced courses.

**(4) Bright Futures GPA**

A weighted and unweighted scale that is applied to college preparatory courses (Florida Academic Scholars, Florida Medallion Scholars, and Florida Gold Seal Vocational Scholars Awards) and career preparatory courses (Florida Gold Seal Vocational Scholars Award). That is, 0.5 additional quality 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).

**(5) State GPA**

The cumulative, unweighted average of grade points earned in all high school courses not forgiven. This GPA includes all high school courses taken in middle school. For graduation purposes, students must meet the minimum GPA requirements of their chosen program. No additional quality points are given for rigorous coursework.

**(6) District GPA**

The cumulative, weighted average of grade points earned in all high school courses earned 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. (F.S. 1003.02(1)(i))

**2. Dual Enrollment**

**a) Definition**

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

of dual enrollment is to shorten the time necessary to complete requirements for a diploma, career certificate, 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 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.

**c) Eligibility for Career Dual Enrollment**

To be eligible for dual enrollment in a career certificate program offered through the Broward Technical Centers, students must have a 2.0 unweighted high school grade point average. 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.

**d) 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 postsecondary institution with which the School Board has an approved inter-institutional articulation agreement or in a course sequence through the Broward Technical Center that leads to a career certificate 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 postsecondary institutions with or without the existence of an articulation agreement. All coursework completed and credits earned under the early admission option will be recorded in the student's academic history and be calculated into the student's cumulative grade point average. Any student so enrolled in a state supported postsecondary institution with which the School Board has an approved inter-institutional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees. (F.S. 1007.271(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. Credit from Other Postsecondary Institutions

Students may receive high school credit for completion of college coursework offered through programs at accredited postsecondary institutions that do not have inter-institutional articulation agreements with The School Board of Broward County, Florida.

In order to receive high school credit, students must complete these requirements:

- a) Be enrolled as a high school student.
- b) Have a 3.0 unweighted grade point average.

- c) Obtain approval from the school administrator.
- d) Provide a description of the course to be taken; the course must be included in a specific degree program (as opposed to a special interest session offered by a college/university, which does not meet the criteria of a credit-granting course).
- e) Provide the school administrator with an official transcript delineating course title/number of college credit hours earned. (F.S. 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. 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 and 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 school 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 into consideration.

#### **J. 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)

#### **K. GRADUATION**

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

## 1. Graduation Diploma Options

Each year the District must provide students in grades six through nine, and their parents, with information concerning the three-year (18-credit) and four-year (24-credit) high school graduation options, including the respective curriculum requirements for those options so 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. (F.S. 1003.429(1)6(2))

### a) 24-Credit Option

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

### b) 18-Credit Option

- (1) 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.
- (2) 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.
- (3) For students who entered grade 9 in 2006-2007 and thereafter, six (6) of the eighteen (18) credits for an 18-credit accelerated college preparatory diploma must be earned in courses that are Dual Enrollment, AP, IB, or AICE. Honors courses may not be used as part of the 6 credits.
- (4) 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))
  - (a) Exercises the right to change to the 4-year, 24-credit diploma, OR
  - (b) Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10, OR
  - (c) Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment, OR
  - (d) Does not meet the diploma/graduation requirements by the end of grade 11.
- (5) For the college preparatory option, all 18 credits must be designated as State University System core courses.
- (6) 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 5 vocational/career credits are earned, then no (0) elective credits are required; if 3 vocational/career credits are earned, then 2 elective credits are required. (F.S. 1003.429(1)(c))

**c) International Baccalaureate Curriculum Diploma Option**

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

- (1) 4 credits of language in the student's native language,
- (2) 3 credits of mathematics,
- (3) 3 credits of experimental sciences,
- (4) 3 credits of Study of Individuals in Societies,
- (5) 150 creativity/activity/service hours (CAS),
- (6) 75 hours of community service, and
- (7) Complete an extended essay.

**2. Graduation Requirements**

A student may 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:

**a) Algebra**

The Algebra requirement can be satisfied in the following ways:

- (1) 1 credit in Algebra I or Algebra I Honors
- (2) 2 credits in Applied Mathematics
- (3) 1 credit in Integrated Mathematics I and 1 credit in Integrated Mathematics II
- (4) 1 credit in Algebra IA and 1 credit in Algebra IB
- (5) 1 credit in Algebra II or Integrated Mathematics III or any Level III mathematics course

Beginning with students entering grade 9 in the 2010-2011 school year, in addition to the Algebra I credit requirement, one of the four credits in mathematics must be Geometry or a series of courses equivalent to Geometry, as approved by the State Board of Education. Beginning with students entering grade 9 in the 2010-2011 school year, the end-of-course assessment requirements must be met in order for a student to earn the required credit in Algebra I. Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements must be met in order for a student to earn the required credit in Geometry. Beginning with students entering grade 9 in the 2012-2013 school year, in addition to the Algebra I and Geometry credit requirements, one of the four credits in mathematics must be Algebra II or a series of courses equivalent to Algebra II, as approved by the State Board of Education.

**b) Science**

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



one of the three credits must be Biology I or a series of courses equivalent to Biology I, as approved by the State Board of Education, one credit must be chemistry or physics or a series of courses equivalent to chemistry or physics, as approved by the State Board of Education, and one credit must be an equally rigorous course, as determined by the State Board of Education.

c) **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. (F.S. 1003.428(2)(5))

c) **Performing Arts**

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

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

d) **Life Management Skills**

Beginning with students entering 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.

e) **Physical Education, Personal Fitness, and Physical Education Integrated with Health (HOPE) (Options 2 and 3)**

- (1) 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. (F.S. 1003.43(1)(j))
- (2) 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.
- (3) In addition to Physical Education + Personal Fitness (Entering 9<sup>th</sup> graders in 2007-2008), the following may satisfy the PE requirement:
  - (a) 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
  - (b) 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
  - (c) Participation in Eurhythmics, a dance class (Personal Fitness AND Life Management Skills are still required), OR

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

**f) 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 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.

**g) Florida Comprehensive Assessment Test (FCAT)**

- (1) For students entering 9<sup>th</sup> grade in 2009-2010 and prior, the FCAT requirement includes passing scores in reading and in mathematics.
- (2) For students entering 9<sup>th</sup> grade in 2010-2011, students must earn passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT).
- (3) The requirement for a passing score on the FCAT may be waived for students with disabilities for whom the IEP committee determines that the FCAT cannot accurately measure the student's abilities, taking into consideration all reasonable accommodations. The IEP committee must provide supporting documentation that the student has mastered the 10<sup>th</sup> grade Sunshine State Standards. (F.S. 1003.43(11)(b)) Information about the FCAT waiver must be provided to parents of students with disabilities.
- (4) A student who has not earned passing scores on the Grade 10 FCAT must participate in each retake of the assessment until the student earns passing scores or achieves scores on a standardized assessment, which are concordant with passing scores.

**h) 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.

**i) Grade Point Average (GPA)**

- (1) All courses shall be counted as attempts for credit when calculating all grade point averages except when the forgiveness rule has been applied or when course validation is used (e.g. transfer credit from home education).
- (2) Class rank shall be computed based upon the 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.

**3. Additional Graduation Information**

**a) Certificate of Completion**

- (1) A student may receive a standard Certificate of Completion when he/she completes the minimum number of required credits as defined in the graduation charts, but is unable to meet one or more of the following:
  - (a) Passing score on the Grade 10 FCAT or 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. (F.S. 1003.43(10)(b))
- (3) A student who receives a standard Certificate of Completion may participate in the graduation ceremonies with his or her class.

**b) Students with Disabilities**

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

A student with a disability, for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit.

**c) Alternative Education Programs**

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

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

Students who are not in attendance at a regular high school (grades 9-12), but who attend alternative programs that have been approved and identified as an alternative by the Division of Educational Programs & Student Support Services, may re-enroll in a high school program and receive credit for all courses successfully completed in the alternative program(s) after evaluation of the grade transcript. For purposes of this policy, adult secondary education credit programs may be considered as an educational alternative pursuant to F.A.C. 6A.6.014, if approved by the 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))

**4. Honors for Graduates**

**a) Standard High School Diploma Designations (F.S. 1003.4285)**

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

- (1) A designation 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:
    - ((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. (S.B. 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.
- (2) Silver cords shall be issued to those students who graduate with a standard or special diploma under the following conditions:
  - (a) Graduating students must earn a total of 250 documented volunteer service hours beyond the school day.
  - (b) Students must obtain prior approval from the school principal or designee.
  - (c) Students may earn up to five hours per week providing service in an organized, supervised tutoring program conducted through a service learning, peer counseling, exploratory teaching, or study hall program.

**For Students Who Entered 9<sup>th</sup> Grade in 2010-2011  
Traditional 24-Credit Standard Diploma**

Requirements	Required Credits		Additional Information
English	4		Major concentration in Composition, Reading for Information, and Literature
Mathematics	4		One of which must be Algebra I or its equivalent, or a higher level mathematics course
Science	3		Credits in Natural Science, two of which must have a laboratory component
Social Studies	3		1 credit World History 1 credit United States History 0.5 credit United States Government 0.5 credit Economics
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 (eligible courses specified in Course Code Directory)
Physical Education	Option 1	Option 2	Schools may choose from one of two options to allow students to meet the Physical Education requirement. Option 1: .5 Health/Life Management Skills + .5 Personal Fitness + .5 Physical Education Elective Option 2: HOPE- One full credit of Physical Education to include the integration of Health/Life Management Skills
	1.5	1	
Electives	7.5	8	The Physical Education option chosen will affect the number of elective credits required.
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 2.0 Reading or scores on standardized tests that is 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 2010-2011  
Three-Year, 18-Credit College Preparatory 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 Algebra1 or its equivalent, one of which must be Geometry or its equivalent, or a high level mathematics from the list of courses that qualify for state university admission (SUS)
Science	3	Credits in Natural Science, two of which must have a laboratory component
Social Studies	3	1 credit World History 1 credit United States History 0.5 credit United States Government 0.5 credit Economics
Foreign Language	2	2 credits of the same language or demonstrated proficiency in a second language
Fine Arts	0	Not Required
Physical Education	0	Not Required
Electives	2	Courses must meet state university system admission requirements
Total Credits	18	
State Assessment Requirements		Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits

**For Students Who Entered 9<sup>th</sup> Grade in 2010-2011  
Three-Year, 18-Credit Career Preparatory 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 1 or its equivalent, one of which must be in Geometry or its equivalent, or a higher level mathematics course
Science	3	Credits in Natural Science, two of which must have a laboratory component
Social Studies	3	1 credit World History 1 credit United States History 0.5 credit United States Government 0.5 credit Economics
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	0	Not Required
Physical Education	0	Not Required
Electives	4	3 credits in single vocational/career education program and one elective credit Or 3 credits in single career/technical certificate dual enrollment and one elective credit Or 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program)
Total Credits	18	
State Assessment Requirements		Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements		Cumulative GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns 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 to 2009-2010  
Traditional 24-Credit Standard Diploma**

Requirements	Required Credits		Additional Information
English	4		Major concentration in Composition, Reading for Information, and Literature
Mathematics	4		One of which must be Algebra1 or its equivalent, or a higher level mathematics course
Science	3		Credits in Natural Science, two of which must have a laboratory requirement
Social Studies	3		1 credit World History 1 credit United States History 0.5 credit United States 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	Option 1	Option 2	Schools may choose from one of two options to allow students to meet the Physical Education requirement. Option 1: .5 Health/Life Management Skills + .5 Personal Fitness + .5 Physical Education Elective Option 2: HOPE- One full credit of Physical Education to include the integration of Health/Life Management Skills
	1.5	1	
Electives	7.5	8	The Physical Education option chosen will affect the number of elective credits required.
Total Credits	24		
Computer Competency			Completion of one course from the approved list meeting NETS Standard <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 to 2009-2010  
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 I 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 United States History 0.5 credit United States 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 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 to 2009-2010  
Three-Year College Preparatory Diploma**

<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	1 credit World History 1 credit United States History 0.5 credit United States 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.
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**

Requirements	Required Credits	Additional Information
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 United States History 0.5 credit United States 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

\*Students in this cohort graduated in the 2009-2010 school year.

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

<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	1 credit World History 1 credit United States History 0.5 credit United States 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
All courses earned toward the college preparatory program must satisfy admission requirements for the state university system.		

<b>For Students Who Entered 9<sup>th</sup> Grade in 2006-2007 Three-Year Career Preparatory Diploma</b>		
<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 United States History 0.5 credit United States 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 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

### **5. 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 DIPLOMA

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	<p>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</p> <p style="text-align: center;">At least 16 years of age</p> <p>Completed 2 semesters in a high school level program prior to selecting Special Diploma – Option II</p> <p>Earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills</p> <p style="text-align: center;">OR</p> <p>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</p>
English	2 credits	None
Reading	2 credits	None
Mathematics	3 credits	None
Graduation Requirements	Special Diploma – Option I	Special Diploma – Option II
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	<p>Prior to 2007-08, 6 credits</p> <p>For 9th graders entering in 2007-08 and thereafter, it is strongly suggested that 4 of the 6 credits be</p>	<p>Documented mastery of 100% of the employment/community competencies specified on the student’s Graduation Training Plan</p>

	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.	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 (F.S. 1003.438).

## **6. Graduation Requirements – Adult Standard Diploma**

The graduation requirements for an Adult Standard Diploma are the same as for a Traditional 24-Credit Standard High School Diploma with the following exceptions: physical education, Computer Competency, and Service Learning are not required. The following charts summarize the graduation requirements with additional information noted. The notes that are applicable to this diploma option are listed after the charts and are an essential component of the graduation requirements.

**GRADUATION REQUIREMENTS - ADULT STANDARD DIPLOMA**

<b>For Students Who Entered 9<sup>th</sup> Grade in 2006-2007 Adult Standard Diploma</b>		
<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 component
Social Studies	3	1 credit World History 1 credit United States History 0.5 credit United States 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	0	Not Required
Life Management Skills	0.5	
Electives	9.5	
<b>Total Credits</b>	<b>24</b>	
Computer Competency		Not Required
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		Not Required

**For Students Who Entered 9<sup>th</sup> Grade in 2007-2008 to 2009-2010  
Adult 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 Algebra1 or its equivalent, or a higher level mathematics course
Science	3	Credits in Natural Science, two of which must have a laboratory component
Social Studies	3	1 credit World History 1 credit United States History 0.5 credit United States Government 0.5 credit Economics
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	1 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
Health/Life Management Skills	0.5	
Physical Education	0	Not Required
Electives	8.5	
<b>Total Credits</b>	<b>24</b>	
Computer Competency		Not Required
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		Not Required

**For Students Who Entered 9<sup>th</sup> Grade in 2010-2011  
Adult 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 Algebra1 or its equivalent, or a higher level mathematics course
Science	3	Credits in Natural Science, two of which must have a laboratory component
Social Studies	3	1 credit World History 1 credit United States History 0.5 credit United States Government 0.5 credit Economics
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	1 credit in Fine or Performing arts, Speech and Debate, or a Practical Arts (eligible courses specified in Course Code Directory)
Health/Life Management Skills	0.5	
Physical Education	0	Not Required
Electives	8.5	
<b>Total Credits</b>	<b>24</b>	
Computer Competency		Not Required
State Assessment Requirements		Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements		Cumulative GPA of 2.0 on a 4.0 Scale
Service Learning Hours		Not Required

**Notes for Adult Standard Diploma:**

- a) 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 SBBC Policy 6.7.
- b) Successful performance on an examination for high school credit may be substituted only as outlined in this Policy.
- c) Students shall be permitted to substitute military service and/or education received while on active duty pursuant to restrictions and limitations imposed by F.A.C. 6A-6.020.

**7. Graduation Requirements – Special Diploma for Adult Students with Disabilities**

- a) 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.
- b) Adult Special Diploma - Option I
  - (1) 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

- (2) Students must meet adult attendance requirements.
- c) Adult Special Diploma - Option II  
Adult exceptional students who demonstrate mastery of specified employment and community competencies may graduate by meeting the following requirements:
  - (1) 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.
  - (2) The student shall satisfactorily demonstrate employment and community-based competencies while employed full-time for at least twenty-five (25) hours per week in a community-based job for a minimum of 100 days.
  - (3) 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 District and any special considerations.
  - (4) 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.

- (5) 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.

## **8. 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.

## **9. Diplomas and Graduation Exercises**

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

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

- a) Students who have completed graduation requirements prior to the scheduled end of the normal school year may participate in the annual graduation ceremony unless they have violated any of the rules in the Code of Student Conduct during January-June. (SBBC Policy 5313)
- b) There shall be a summer graduation ceremony for high school students who complete their high school graduation requirements through extended learning opportunities.
- c) A school may schedule a mid-year graduation ceremony for students who have elected to complete high school prior to the scheduled end of the school year (SBBC Policy 5313).
- d) 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.
- e) Students who achieve a certificate of completion may participate in graduation ceremonies.

## **L. 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 Educational Programs & Student Support Services. 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 postsecondary plans.

## **1. 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))

## **M. HIGH SCHOOL STUDENT DAY**

A student day shall consist of a minimum of:

High Schools	360 minutes
ESE Centers	360 minutes

(F.A.C. 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:**

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

AUTHORITY: F.S. 1001.41; F.S. 1008.25  
RULES ADOPTED: 2/12/70  
RULES AMENDED: 5/30/73; 9/5/74; 7/21/77; 10/1/96  
7/6/78; 12/11/79; 4/2/81; 5/6/82  
EMERGENCY RULE #82-13: 10/21/82;  
11/18/82; 4/20/83; 5/17/84  
EMERGENCY RULE #84-10: 10/4/84; 11/1/84; E  
EMERGENCY RULE #84-17: 3/12/85;  
4/18/85; 5/16/85; 5/15/86  
EMERGENCY RULE #85-86-24: 8/7/86  
EMERGENCY RULE #86-87-13: 4/14/87; 6/3/87; 9/3/87; 4/12/88; 3/14/89;  
6/22/89; 2/20/90; 6/19/90; 7/23/91; 1/19/93; 8/17/93; 12/7/93; 5/2/95  
AMENDED RULES APPROVED: 09/02/97; 6/25/08; 12/16/08

AUTHORITY: F.S. 1001.41; F.S. 1008.25  
RULES ADOPTED: 7/8/76  
RULES AMENDED: 4/14/77; 3/16/78; 3/1/79;  
4/19/79; 3/6/80; 4/23/81; 5/17/83; 8/4/83; 6/21/84;  
5/16/85; 8/7/86; 6/3/87; 8/20/87; 4/12/88; 3/14/89;  
9/19/89; 2/20/90; 10/2/90; 2/23/91; 8/4/92; 9/15/92;  
9/21/93; 12/7/93; 7/18/95; 5/7/96; 8/20/96; 9/2/97;  
8/18/98  
POLICY ADOPTED: 03/16/99; 06/15/99; 10/05/99; 05/07/00; 09/12/00; 6/18/02;  
8/20/02; 10/15/02; 6/17/03; 9/16/03; 11/17/03; 4/20/04; 8/17/04; 12/21/04; 4/12/05;  
1/17/06; 11/14/06; 06/05/07; 10/2/07; 8/5/08; 2/3/09; 6/2/09; 3/16/10; 5/18/10; 11/09/10;  
6/7/2011

FORMERLY POLICY 5104