

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 (PREK-5)

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

1. **Initial entry requirements** for prekindergarten, kindergarten and first grade are included in Policy 5.1: Enrollment, Entrance, and Withdrawal Procedures.
2. **Health requirements for initial entry**, including immunization requirements, are included in Policy 5.1: Enrollment, Entrance and Withdrawal.
3. **Placement of transfer students for initial entry** from out-of-state and out-of-country schools and home education programs is included in Policy 5.1: Enrollment, Entrance and Withdrawal.
4. **Attendance requirements**, including absences for religious reasons, are included in Policy 5.5: Attendance.
5. **Student withdrawal** information is included in Policy 5.1: Enrollment, Entrance 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. (FS 1003.05)

B. ELEMENTARY CURRICULUM, INSTRUCTION AND ASSESSMENT

1. Prekindergarten curriculum

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

2. Elementary curriculum

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

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

c. Holocaust, African and African American History, Hispanic and Women’s Contributions, Veterans’ Recognition and Celebrate Freedom Week: Students shall receive instruction in:

- the Holocaust
- African and African American History
- Hispanic Contributions
- Women’s Contributions
- Veterans’ Contributions
- the principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life
- “Celebrate Freedom Week”

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

d. Suspension of curriculum: Students who are identified as having academic deficiencies may have the regular curriculum suspended in areas other than reading, writing, mathematics and science in order to receive intensive academic instruction.

e. To meet the Reading Enhancement and Acceleration Development (READ) Initiative’s focus to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4, and to each K-3 student who is assessed as exhibiting a reading deficiency, the following activities will continue to be provided:

- Assessment of K-3 students in phonemic awareness, phonics, fluency, vocabulary and comprehension

- Reading instruction from programs on the district’s Struggling Reader chart that identifies reading curriculum reviewed by the Florida Center for Reading Research at Florida State University, which meet the following specifications:
 - Assists students identified with a reading deficiency in developing the ability to read at grade level
 - Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension
 - Provides scientifically based and reliable assessment
 - Provides initial and ongoing analysis of each student’s reading progress
 - Is implemented during regular school hours
 - Curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.
- f. **Outside activities:** Outside activities, such as contests and fairs, that use instructional time must be aligned with the Sunshine State Standards. See Policy 6303 for additional field trip information.
 - g. **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.
 - h. **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. Provisions must be made to allow parents to make a written request for their child to be exempt from this component. (F.S. 1003.46)
 - i. **Gifted education:** See Policy 6000.5.
 - j. **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)
 - k. **Recess:** Elementary students shall have 15 minutes of recess on days they do not have physical education.

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. 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.

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). 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	Criteria #1:	or	Criteria #2:
K	48 out of 52 Letter Names and 20 of 26 letter sounds and 15 out of 21 Concepts of Print	or	Scores 90% or greater accuracy and 75% or greater in Comprehension on the Rigby PM Benchmark Assessment OR scores at Level 3 or above on the Developmental Reading Assessment (DRA)
1 and 2	At or above the 30 percentile on the current version of the Stanford Achievement Test in reading comprehension	or	At or above the 30 th percentile on the Stanford Diagnostic Test in reading comprehension
3	At a level 2 or higher on the FCAT-SSS in Reading	or	At the percentile or higher specified by the DOE on FCAT- NRT in reading comprehension
4 and 5 Reading and Math	At a level 2 or higher on FCAT- SSS Reading At a level 2 or higher on FCAT- SSS Mathematics	or	At or above the 25 th percentile on the FCAT-NRT At or above the 25 th percentile on the FCAT-NRT

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

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

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 3rd grade reading camp for 3rd graders, except in extenuating circumstances.

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

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

- * The portfolio option is to be used only when all other Good Cause options have been exhausted.
- ** If promoted under this criteria, intensive reading instruction must include an altered instructional day based upon a PMP that includes specialized diagnostic information and specific reading strategies.
- *** If promoted under this criteria, intensive reading and/or mathematics instruction must include an altered instructional day based upon a PMP that includes specialized diagnostic information and specific reading and/or mathematics strategies.
- **** The Division of Curriculum & Instruction/Student Support establishes the type of documentation required for portfolios. Required portfolio documentation is specified for each grade level. Documentation may include, but is not limited to, end-of-book grade-level tests, district-developed assessments, and district-selected assessments. 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)	Grades K, 1, 2: Alternative Promotion Criteria: Good Cause	Grades 4 and 5: Alternative Promotion Criteria: Good Cause
For ELL students only	English Language Learner students who have had less than 2 years of instruction in an English for Speakers of Other Languages program	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
For selected students with disabilities only	Student is a student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate , consistent with the requirements of State Board of Education rules.	Same as 3 rd grade	Same as 3 rd grade
For selected students	Student is a third grade student with	Student is a student with disabilities who	Student is a student with disabilities who participates

with disabilities only *	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.	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.	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.
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* There shall be a maximum of two retentions in kindergarten through eighth grade for students with disabilities unless an additional retention is requested by the parent. With the exception of a single mandatory retention in third grade, parents may determine at which grade level(s) retentions occur, K-8,, as long as one retention is at the elementary level. Only one retention at middle school is required.

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.
4. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the Superintendent/designee.
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 3rd grade.

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 1st, if the student achieves the score equivalent to FCAT Level 2.

F. ELEMENTARY PROGRESS MONITORING PLAN PROCESS

Any student who does not meet specific levels of performance in reading, writing, science and mathematics for each grade must be provided with additional state or district approved diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school must develop and implement, in consultation with the student's

parent, a Progress Monitoring Plan (PMP) to assist the student in meeting state and district expectations for proficiency. Schools must provide frequent monitoring of student progress. Research-based reading activities that have been shown to be successful in teaching reading to low-performing students will be used.

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

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

- Phonemic awareness
- Phonics
- Fluency
- Comprehension
- Vocabulary
- The desired levels of performance in these areas
- The intensive reading instruction and support services to be provided to help the student achieve the desired levels of performance. Students will be required to receive intensive remediation through a PMP.

The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remediated.

- 2. Specific PMP mathematics requirements for elementary students in grades K through 5:** K-2 students who meet the district criteria for a PMP must receive intensive instruction. If a student in grades 3-5 scores at level 2 or below on the FCAT-SSS in mathematics, the student will be required to receive remediation through a 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.

- 3. Specific PMP writing requirements for elementary students in grade K-5:** Students in K, 1, 2, 3, and 5 who meet the district criteria for a PMP, must receive

intensive instruction. If a student in grade 4 scores lower than a 3 on the FCAT Writing Test, the student will be required to receive remediation through a 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.

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. 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 (14) to include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. Parents of ELL students must be notified in the native language. (F.S. 1008.25)

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.

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

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.
 2. Parents of students to be retained will be provided with supplemental tutoring opportunities in scientifically research-based reading services in addition to the regular reading block.
 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
 - b. An Intensive Acceleration Class (IAC) to increase the student's reading level at least two grade levels in one school year. The IAC shall:
 - i. Have a reduced teacher-student ratio
 - ii. Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master grade 4 Sunshine State Standards in other core subject areas
 - iii. Use a reading program from the district's Struggling Reader chart that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year

Second year retained students shall be provided with 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.

J. REPORTING STUDENT PROGRESS (ELEMENTARY)

1. **Parent notification of reading deficiencies:** The parent of any student in grades K-3 who exhibits a substantial reading deficiency must be notified in writing of the following:
 - that the child has been identified as having a substantial reading deficiency,

- a description of the current services that are provided to the child,
 - a description of the proposed supplemental instructional services and support that will be provided to the child that are designed to remediate the identified areas of reading deficiency,
 - that, if the child’s reading deficiency is not remediated by the end of grade 3, the child will be retained unless exempted from mandatory retention for good cause, (F.S. 1008.25) and
 - 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. 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. (F.S. 1003.33)
3. **Interim reports:** Not later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior and excessive absences. In schools with an automated system for record-keeping and grading, interims will be provided for all students.
4. **Grading for 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.
7. **Conferences with parents:** Conferences with parents are a required part of the reporting system. Teachers will request two conferences per year per student. For each student being considered for retention, the school shall provide written notification to the parent within one week of receiving test results. Parents of ELL students must be notified in their native language.
8. **Grade placement:** Principals shall have final authority for appropriate grade placement of students, within the limitations of Board Policy and Florida Statute 1003.02.
9. **The IEP Annual Goal(s) Progress Report** must be completed and sent home with each report card for all students with disabilities beginning with the second marking period of kindergarten.

K. ELEMENTARY GUIDANCE SERVICES

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

L. ELEMENTARY STUDENT DAY

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

- | | |
|-----------------|--------------------------|
| Prekindergarten | As determined by program |
| Elementary | 360 minutes |
| ESE centers | 360 minutes |

The IEP Committee may 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 Placement of transfer students is addressed in Policy 5.1. (F.S. 1003.21)

1. Dependent children of active military personnel who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation. (FS 1003.05)

B. MIDDLE SCHOOL CURRICULUM, INSTRUCTION AND ASSESSMENT

Middle school curriculum

1. Students shall receive instruction in language arts, reading, mathematics, science and social studies. Instruction in health, physical education, exploratory, pre-vocational and special interest classes shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students shall demonstrate mastery of Sunshine State Standards. (F.S. 1003.41)
2. **Character education:** Same as elementary
3. **Holocaust, African and African-American History, Hispanic and Women's Contributions, Veterans' Recognition and Celebrate Freedom Week:** Same as elementary requirement
4. **Suspension of curriculum:** Same as elementary
5. **Outside activities:** Same as elementary
6. **Family life/human sexuality:** Same as elementary
7. **HIV and sexually transmitted diseases instruction:** Same as elementary
8. **Gifted education:** See Policy 6000.5.
9. **Assessment:** Same as elementary
10. **All middle schools** shall offer at least one foreign language.
11. **All middle schools** shall offer Algebra I, its equivalent, or at least one high school level mathematics course for which students may earn high school credit, in addition to coursework offered in the GEM program.
12. All middle schools shall hold a parent meeting in the evening or weekend to inform parents about the school's curriculum and activities.
13. On an annual basis, students in grades six through nine and their parents must be provided with information concerning the three-year and four-year high school graduation options, including the respective curriculum requirements for those options so that the students and their parents may select the program that best fits their needs. Selection of one of the graduation options is exclusively up to the student and parent. If the student and parent fail to select

a graduation option, the student shall be considered to have selected the general requirements for the four-year high school graduation option (FS1003.429 (1) 6 (2)). Information to parents of students with disabilities must also be provided with information about the FCAT waiver.

C. MIDDLE SCHOOL STUDENTS' RIGHT TO INSTRUCTION

Same as elementary

D. MIDDLE SCHOOL PROMOTION

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

In addition to the specific promotion criteria for reading and mathematics listed in the following matrix, promotion decisions must take into account student's proficiency in writing (3.0 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). The evaluation of each student's progress must be based upon classroom work, observations, tests, district and state assessments and other relevant information.

Promotion criteria: Reading and Math:

Grade & Subject	Passing Classes	Criteria #1:	Or	Criteria #2:
6 - 8 Reading	Pass a minimum of *four subjects plus meet criteria #1 or criteria #2	Level 2 or higher on FCAT-SSS Reading	or	At or above the 25 th percentile on the FCAT-NRT
and		and		At or above the 25 th percentile on the FCAT-NRT
6 - 8 Math		Level 2 or higher on FCAT-SSS Mathematics	or	

2. To be promoted, students in grades six, seven and eight must meet FCAT Promotion Criteria and pass a minimum of four subjects. To receive a passing grade for a full year, a minimum of four points must be earned. 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. In addition to the specific promotion criteria for reading and mathematics, promotion decisions must take into account student's proficiency in writing and science. The evaluation of each student's progress must be based upon classroom work, observations, tests, district and state assessments and other relevant information.

*3. For students entering 6th grade in 2006-07, promotion to 9th grade will require passing:

- 3 middle school or higher, year-long courses in English,
- 3 middle school or higher, year-long courses in Mathematics,
- 3 middle school or higher, year-long courses in Science,
- 3 middle school or higher, year-long courses in Social Studies, and
- 1 course in career and education planning to be completed in 7th or 8th grade, which can be a stand-alone course or instruction integrated into an existing course or courses.

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 or student portfolios.

4. **Alternative promotion criteria: Good Cause: (F.S. 1008.25)** 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 criteria, passes a minimum of four subjects*, and the Superintendent/Designee approves in writing. All good cause decisions must be made and recorded by the end of the school year, except in extenuating circumstances.

- (a) **English Language Learner** students who have had less than two years of instruction in an English for Speakers of Other Languages program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
- (b) Student is a **student with a disability** whose IEP indicates that participation in a statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules (*does not have to meet this criteria).
- (c) Student is a **student with a disability** who participates in FCAT and who has an IEP or Section 504 Plan that reflects that the student has received intensive remediation for more than two years but still demonstrates a deficiency in reading and was previously retained one year in middle school or two years in elementary. For students who have not been retained twice in elementary, the parent may determine at which middle school grade level the retention will occur. Retention of students with

disabilities shall be limited to two in kindergarten through eighth grade unless an additional retention is requested by the parent.

- (d) Student demonstrates an acceptable level of performance on an **alternative standardized reading and/or mathematics assessment** approved by the district.
- (e) Student demonstrates, through a **portfolio** prepared in accordance with district guidelines, that the student is performing on grade level. The portfolio option is only to be used when all other Good Cause options have been exhausted. The Division of Curriculum & Instruction/Student Support establishes the type of documentation required for portfolios. Required portfolio documentation is specified for each grade level. Documentation may include, but is not limited to, end-of-book grade-level tests, district-developed assessments, and district-selected assessments. Documentation requirements will take into account that not all students are using the adopted basal text.
- (f) **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.)

- 5. **Promotion of students previously retained in middle school:** A student who does not meet the course requirements or the testing criteria for promotion may be promoted if the student has received intensive remediation in reading and/or mathematics for two or more years but still has a deficiency in reading and/or mathematics and was **previously retained for at least one year in middle school**. If promoted under this option, intensive reading and/or mathematics instruction must include an altered instructional day based upon a PMP that includes specialized diagnostic information and special reading and/or mathematics strategies.

E. PROGRESS MONITORING PLAN PROCESS

Any student who does not meet specific levels of performance in reading, writing, science and mathematics for each grade must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school must develop and implement, in consultation with the student's parent, a Progress Monitoring Plan (PMP) to assist the student that includes the components of the middle school success plan (F.S. 1003.415). Schools must provide

frequent monitoring of student progress. Research-based reading activities that have been shown to be successful in teaching reading to low-performing students will be used.

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

- The student's specific areas of deficiency in:
 - Phonemic awareness
 - Phonics
 - Fluency
 - Comprehension
 - Vocabulary
 - The desired level of performance in these areas
 - The instructional and support services to be provided to help the student achieve the desired levels of performance, including an intensive reading course for student's who score at Level 1.

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

3. Specific PMP writing requirements for middle school students: If a student scores lower than a 3 on the FCAT Writing Test, the student will be required to receive remediation through a PMP.

4. PMP Review: Same as elementary

F. MIDDLE SCHOOL RETENTION: Same as elementary

G. MIDDLE SCHOOL EXTENDED LEARNING OPPORTUNITIES: Same as elementary

H. REPORTING STUDENT PROGRESS (MIDDLE)

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

2. Interim Reports: Same as elementary

3. Grading for Grades 6, 7 and 8: 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. Starting in 2007-08, grades 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.

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

6. **Alternative report card:** Same as elementary

7. **Grade placement:** Same as elementary

8. **IEP Annual Goals Progress report:** Same as elementary

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

- J. **MIDDLE SCHOOL STUDENT DAY:** A student day shall consist of a minimum of:
 - Middle school: 348 minutes
 - ESE center: 360 minutes
 The IEP committee may modify the length of the school day for an individual student with disabilities if there is documentation to support the decision.

III. HIGH SCHOOLS (GRADES 9-12)

A. HIGH SCHOOL ENROLLMENT AND WITHDRAWAL REQUIREMENTS

Placement of transfer students is addressed in Policy 5.1. (F.S. 1003.21)

Dependent children of active military personnel who otherwise meet the eligibility criteria for special academic programs (such as advanced placement, dual enrollment, magnets, Advanced International Certificate of Education, and International Baccalaureate) shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation. (FS 1003.05)

B. HIGH SCHOOL CURRICULUM, INSTRUCTION AND ASSESSMENT

1. **High school curriculum:** Instruction shall be based upon the Sunshine State Standards in the subjects of language arts, mathematics, science, social studies, the arts, health and physical education, and foreign languages.
2. **Character education:** Same as elementary
3. **Holocaust, African and African-American History, Hispanic and Women's Contributions, Veterans' Recognition and Celebrate Freedom Week:** Same as elementary
4. **Outside activities:** Same as elementary
5. **Family life/human sexuality:** Same as elementary
6. **HIV and sexually transmitted diseases instruction:** Same as elementary
7. **Gifted education:** See Policy 6000.5
8. **Assessment:** Same as elementary
9. All high school students will have a personal education plan, as of 2007-08, that reflects their course of study with revisions made annually, as needed.
10. Beginning with students entering 9th grade in 2007-08, a major area of interest must be selected by the student from those provided by the District and approved by the DOE as part of the personal education plan. Students may revise major areas of interest each year as part of annual course registration processes and should update their personal education plan to reflect these revisions.

C. HIGH SCHOOL STUDENTS' RIGHT TO INSTRUCTION

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. Remedial instruction will include an intensive program different from the previous year's program.

D. HIGH SCHOOL PROMOTION

1. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
2. The number of credits required to progress from one grade to another in high school follows:
 - a. To be in grade nine, a student must be promoted from grade eight.
 - b. To be in grade ten, a student must have earned a minimum of five credits. To be promoted mid-year to grade 10, the student must have earned a minimum of 7.5 credits.
 - c. To be in grade 11, a student must have earned a minimum of 11 credits. To be promoted mid year to grade 11, a student must have earned a minimum of 13.5 credits.
 - d. To be in grade 12, a student must have earned a minimum of 17 credits. To be promoted to grade 12 mid-year, a student who is working toward the 24-credit diploma option must have earned a minimum of 20.5 credits.
 - e. Students enrolled in and attending the Alternative Secondary Schools (Dave Thomas, Drew Family Resource, Hallandale Adult, Seagull and Whiddon Rogers) participate in a "performance based" educational setting. Students demonstrate credit completion at the point they finish the course requirements. Therefore, promotion occurs on the date the student meets the promotion criteria as prescribed by School Board policy.
 - f. 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.
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. (1003.436 (1)(a)) One-half credit is defined to be one-half of the requirement for a full credit. The Florida Articulation Coordinating Committee defines those select semester-length (three credit hours) post-secondary courses completed through dual enrollment as receiving one (1) full high school credit (FS 1003.436). All other courses taken through dual enrollment shall have six (6) post-secondary semester credit hours equal to one (1) high school credit. Any school that uses alternative scheduling must employ a district-approved mechanism to determine successful mastery of student performance standards.

(1) Credit Hour Requirements

High school students are not exempted from the 135-hour or 120-hour bona fide instruction rule except as in allowable acceleration mechanisms (Credit by Exam, Dual Enrollment, Early Admission, Adult Education and approved alternative education programs featuring competency based curriculum or in schools that have alternative scheduling).

(2) Transfer Students

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.

(3) Transfer of Credit from Accredited Schools

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

1. Southern Association of Colleges and Schools (SACS)
2. Middle States Association of Colleges and Schools (MSACS)
3. New England Association of Colleges and Schools (NEACS)
4. North Central Association of Colleges and Schools (NCACS)
5. Northwestern Association of Colleges and Schools (NACS)

6. Western Association of Colleges and Schools (WACS)
7. National Council on Private School Accreditation (NCPSA) member agencies
8. Florida Council on Independent Schools (FCIS)
9. Florida Association of Christian Colleges and Schools (FACCS)

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

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

Native language assistance may be provided for English Language Learner students (State Board Rule 6-1.099). When the Credit by Examination tests are used in non-traditional high school courses or as part of a credit validation process, the grades which the student has earned or has had validated will be recorded on the official transcript.

(5) Transfer of Credit from Foreign Countries

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

(6) Transfer of Credit from Virtual Education

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

E. PROGRESS MONITORING PLAN PROCESS

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

- 1. Specific PMP reading requirement for high school students:** If a high school student scores at level 2 or below on FCAT-SSS in reading, the PMP must identify the following:
 - (a) The student's specific areas of deficiency in:
 - Phonemic awareness
 - Phonics
 - Fluency
 - Comprehension
 - Vocabulary
 - (b) The desired level of performance in these areas
 - (c) The instructional and support services to be provided to help the student achieve the desired levels of performance
- 2. Specific PMP mathematics requirements for high school students in grades 9 and 10:** If a student scores at level 2 or below on FCAT-SSS in mathematics, the student will be required to receive remediation through a PMP.
- 3. Specific PMP writing requirements for high school students in grade 10:** If a student scores lower than a 3 on the FCAT Writing Test, the student will be required to receive remediation through a PMP.
- 4. PMPs and Learning Contracts:** For students attending Schools of Choice, the learning contract will serve as the student's PMP.
- 5. PMP Review:** Same as elementary

F. HIGH SCHOOL EXTENDED LEARNING OPPORTUNITIES

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

G. REPORTING STUDENT PROGRESS (HIGH)

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

1. Progress Reports (Report Cards)

Progress reports are issued at the end of each marking period. Progress reports may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.

2. Interim Reports

Not later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior and excessive absences. In schools with an automated system for record-keeping and grading, interims will be provided for all students.

3. Grading

The grading system used in the high schools will be as follows: (FS 1003.437)

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

Plus (+) Grades

Letter grades displaying plus signs shall be used in the calculation of the local (district) weighted grade point average for the purpose of determining class rank and will not be used for determining athletic eligibility or in meeting the graduation requirements (FS 1003.437). Plus grades are not recognized by the Bright Future Scholarship Program.

4. Incomplete Grade

An “I” is given as an opportunity for students to make up incomplete class work or for students who require additional time to demonstrate mastery of course standards. Class work should be made up prior to the 40th day 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. 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.

6. Honors Courses to Receive Quality Points

- a. All courses which are clearly labeled as “honors,” and/or “advanced,” and/or “gifted,” consistent with State Frameworks and/or district guidelines and coded as such in

Broward Course Code Dictionary, shall carry one quality point.

- b. Academic foreign languages above the second year are included in this category, (classes labeled "conversational" are not included in this category.)
- c. Dual Enrollment: For 2006-07 students enrolled in college courses at the 2000 level and above shall receive two quality points for courses completed with a grade of "C" or above. Dual Enrollment courses below the 2000 level will receive one quality point. Effective 2007-08, all college level courses completed with a grade of "C" or better shall receive two quality points. College level courses are defined by approved articulation agreements between the School Board of Broward County and area colleges and universities. Credit earned shall be recorded in the student's academic record using the course number and title used by the post-secondary institution.
- d. An additional point may not be earned in honors class if the grade received is below a "C."

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

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

8. Forgiveness Rule:

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. 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. (FS 1003.43)

9. 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.

10. 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. DUAL ENROLLMENT/EARLY ADMISSIONS ENROLLMENT OPPORTUNITIES

At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses (FS 1003.02 (1) (i)). Dependent children of active military personnel who otherwise meet the eligibility criteria for special academic programs (such as advanced placement, dual enrollment 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.

To be eligible for dual enrollment, students must have accrued a minimum of 11 high school credits and a 3.0 unweighted high school grade point average, unless the approved inter-institutional articulation agreement provides otherwise. Students must also meet minimum scores on the College Placement Test (CPT) or equivalent assessments (SAT or ACT). To continue in dual enrollment, 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.

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.

(6A.1.095, FS 1001.46, FS 1003.436)

1. Dual Enrollment

High school students who meet the rules and regulations listed above may dually enroll in coursework, not to exceed 11 credits per term (term 1 & 2) and in any combination of the summer term III sessions (1, 2, 3) **and** not to exceed 6 credit hours in sessions 2 or 3 (6 week sessions). This 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. The purpose of dual enrollment is to shorten the time necessary to complete requirements for a diploma, associate, or baccalaureate degree, to broaden the scope of curricular options, or increase the depth of study available in a particular subject area. 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 summer terms. Said instruction shall not include physical education. Any student so enrolled in a state supported post-secondary institution with whom the School Board has an approved inter-institutional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees. (FS 1001.46) Dual enrollment will be open to students in grades 9-12 as specified and agreed on in the approved inter-institutional articulation agreement.

2. BCC College Academy

Students who attend the College Academy at Broward Community College are not limited to 11 semester hours each term/session due to the singular nature of this high school program.

3. Credit in Escrow

High school students who meet the rules and regulations listed above may enroll in college coursework for which only college credit will be awarded to add depth and breadth to their academic program. This coursework cannot exceed 11 credits per term (terms 1 and 2) and in any combination of the summer term III sessions (1, 2, 3) **and** not to exceed 6 credit hours in sessions 2 or 3 (6 week sessions). College credits earned under this program will be held in “escrow” by the participating college/university. Earned credit will not be reflected on the high school academic transcript and will not be used to satisfy high school diploma requirements. Under this program, students and their parents will be responsible for all appropriate college fees and textbooks. (FS 1001.46)

4. Early Admission

Early admission is a form of dual enrollment through which eligible high school students enroll in a post-secondary institution on a full-time basis in courses for which both high school and post-secondary/college credit will be awarded in order to shorten the time necessary to complete requirements for a diploma, associate, or baccalaureate degree. Early admission may take place at accredited post-secondary institutions with or without the existence of an articulation agreement. All coursework completed and credits earned under the early admission option will be recorded in the student's academic history and be calculated into the student's cumulative grade point average. Any student so enrolled in a state supported post-secondary institution with whom the School Board has an approved inter-institutional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees. Students participating in early admissions programs at all other institutions will be responsible for all fees and expenses (FS 1001.65).

5. Credit from Other Post-secondary Institutions

Students may receive high school elective credit for completion of college coursework offered through programs at accredited post-secondary institutions that do not have inter-institutional articulation agreements with the School Board of Broward County, Florida. In order to receive elective high school credit, students must complete the following requirements: (1) be enrolled as a high school student; (2) have a 3.0 unweighted grade point average; (3) obtain approval from the school administrator; (4) provide a description of the course to be taken. The course must be included in a specific degree program (as opposed to a special interest session offered by a college/university which does not meet the criteria of a credit-granting course); 5) provide the school administrator with an official transcript delineating course title/number of college credit hours earned. 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) (FS 1003.436). Effective 2007-08, all college courses completed with a "C" or better will earn two quality points.

I. CREDIT BY EXAMINATION

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

1. To award credit by examination and exempt high school students from enrolling in and meeting normal course requirements.
2. To serve as a minimum level of demonstrated competency for awarding credit in any non-traditional high school program and in other unusual circumstances when minimum attendance requirements cannot be met (e.g., out of district transfer students).
3. As needed, credit by examination will be offered to high school students (including incoming ninth graders) who are seeking exemption from high school courses.
4. Credit may not be granted unless the student passes the test. For non-traditional high school programs which offer less than 135 hours (or 120 hours for schools authorized to implement block schedules) of instruction, this is a minimum requirement and additional course requirements may apply as well.
5. Students may not be awarded credit by examination for a course which is equivalent to, or below, a course in which they have already received credit or a course in which they are currently enrolled.
6. Students who accelerate graduation due to credit by examination are not eligible to be valedictorian or salutatorian of the graduating class, nor shall they displace any of the top ten percent honor students in class ranking.
7. For the purpose of exempting students from regular high school courses, credit by examination attempts shown as "pass" (P) will be recorded on the official transcript. These attempts are not calculated in the grade point average (G.P.A.), nor shall honors points be awarded.

J. HIGH SCHOOL CREDIT EARNED IN GRADES 6 - 8

High school credit may be earned in grades 6-8 by completing the course and earning a passing grade. Credit may be earned in courses which include, but are not limited to, Algebra I, Geometry, Spanish I and II, Japanese I and II, and French I and II. Students may also receive credit for courses successfully completed in a virtual environment.

Starting in 2007-08, grades 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.

K. FINAL EXAMINATIONS

Examinations shall be scheduled and administered in accordance with the guidelines provided in the district's Procedural Manual

for this policy. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. (F.S. 1003.33)

GRADUATION REQUIREMENTS

A. GRADUATION REQUIREMENTS

The following charts summarize the graduation requirements (and, in some cases, the prerequisites) for each diploma option/program. The charts include references to "notes" that are applicable to specific diploma options. The section with the notes follows the charts. 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.

SEE NEXT PAGE

DIPLOMA OPTIONS (2006-07 AND THEREAFTER)			
Graduation Requirements	STANDARD FOUR YEAR (24 CREDIT) DIPLOMA (College or Career Preparatory)	COLLEGE PREPARATORY THREE YEAR (18 CREDIT) DIPLOMA	CAREER PREPARATORY THREE YEAR (18 CREDIT) DIPLOMA
Prerequisites:		Parent consent Select diploma option by end of 9 th grade	Parent consent Select diploma option by end of 9 th grade
English	4 credits	4 credits with a minimum weighted grade point of 3.0 in each course	4 credits with minimum weighted grade point of 2.0 in each course
Mathematics	Prior to 2007-08, 3 credits Including 1 credit required in Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course. For 9th graders entering in 2007-08 and thereafter, 4 credits including 1 credit required in Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course	3 credits (The 3 credits must be in Algebra I or higher with a minimum weighted grade point of 3.0 in each course)	3 credits Including 1 credit required in Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course with a minimum weighted grade point of 2.0 in each course
Science	3 credits Including 2 credits with a laboratory component	3 credits with a minimum weighted grade point of 3.0 in each course Including 2 credits with a laboratory component	3 credits with a minimum weighted grade point of 2.0 in each course Including 2 credits with a laboratory component

Social Studies	3 credits 1 credit in World History 1 credit in American History 1/2 credit in Economics and 1/2 credit in American Government	1 credit in World History 1 credit in American History 1/2 credit in Economics and 1/2 credit in American Government (All three credits must earn a minimum weighted grade point of 3.0 for each course)	1 credit in World History 1 credit in American History 1/2 credit in Economics and 1/2 credit in American Government (All three credits must earn a minimum weighted grade point of 2.0 for each course)
Fine Arts/Practical Arts/Performing Arts	1/2 credit Practical Vocational Arts 1/2 credit Performing Fine Arts (1 full credit in either area may be substituted for 1/2 credit in both)	0	0
Health/Life Management Skills	For students in high school prior to 2007-08 1/2 credit	0	0
Physical Education	For students in high school prior to 2007-08 1/2 credit in Personal Fitness 1/2 credit in Physical Education	0	0
Physical Education with the integration of Health	For 9 th graders entering in 2007-08 (Option 1) 1/2 credit in Personal Fitness 1/2 credit in Physical Education 1/2 credit in	0	0

	Health/Life Management OR (Option 2) 1 credit HOPE Core Course OR (Option 3) 1 credit HOPE Physical Education Variation Course		
Declared Major Area of Interest	For 9th graders entering in 2007-08 and thereafter, 4 credits (can be in a career/technical program, fine and performing arts, or in an academic content area as defined by the district)	N/A	N/A
Foreign Language	0 (2 credits of the same foreign language are recommended for college entrance)	2 credits in same foreign language with a minimum weighted grade point of 3.0 in each course (or demonstrate competency on a district-designated test)	0
Vocational/Career	0	0	3 or 5 with a minimum weighted grade point of 2.0 in each course See Note 14
Elective credits	Prior to 2007-08, 8.5 For 9th graders entering in 2007-08 and thereafter, 3.5 (if Option 1 selected for PE with Health)	3 credits with a minimum weighted grade point of 3.0 in each course	0 or 2 with a minimum weighted grade point of 2.0 in each course See Note 14

	integration) or 4 credits (may be combined for a second Major Area of Interest, a minor area of interest individual elective courses, intensive reading or mathematics intervention courses, or credit recovery courses)		
Total Credits	24	18	18

DIPLOMA OPTIONS (2006-07 AND THEREAFTER)			
Graduation Requirements	STANDARD FOUR YEAR (24 CREDIT) DIPLOMA (College or Career Preparatory)	COLLEGE PREPARATORY THREE YEAR (18 CREDIT) DIPLOMA	CAREER PREPARATORY THREE YEAR (18 CREDIT) DIPLOMA
Computer Competency	Completion of one course taken in grades 6-12 or demonstration of competency on a computer test	No requirement	No requirement
Minimum Cumulative Grade Point Average	2.0 cumulative unweighted GPA	Cumulative weighted 3.0 GPA in the 18 credits required for graduation for students who entered grade 9 prior to 2006-07. Cumulative weighted 3.5 GPA for students who enter grade 9 in 2006-07 and thereafter.	Cumulative weighted 3.0 GPA in the 18 credits required for graduation for students who entered grade 9 prior to 2006-07. Cumulative weighted 3.5 GPA for students who enter grade 9 in 2006-07 and thereafter.
FCAT	Passing score on the FCAT (reading, mathematics) or concordant scores, provided by DOE, on the SAT/ACT or other alternative assessment as allowed by the State of Florida For 9 th graders entering 2006-07, passing score on the FCAT Writing+ in addition to reading and mathematics.	Passing score on the FCAT (reading, mathematics) or concordant scores, provided by DOE, on the SAT/ACT, or other alternative assessment as allowed by the State of Florida For 9 th graders entering 2006-07, passing score on the FCAT Writing+ in addition to reading and mathematics.	Passing score on the FCAT (reading, mathematics) or concordant scores, provided by DOE, on the SAT/ACT or other alternative assessment as allowed by the State of Florida For 9 th graders entering 2006-07, passing score on the FCAT Writing+ in addition to reading and mathematics.
Service Learning Hours	40 hours required	None	None

Additional requirements and options as indicated in numbered notes at the end of this section	Applicable Notes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15 19	Applicable Notes: 1, 2, 6, 7, 9, 12, 13, 15, 17, 18 Six of the 18 credits must be earned in courses that are rigorous – see Note #13	Applicable Notes: 1, 2, 3, 4, 5, 6, 7, 9, 12, 14, 15, 17
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GRADUATION REQUIREMENTS	BROWARD DIPLOMA OF DISTINCTION FOUR YEAR (24 CREDIT) DIPLOMA	INTERNATIONAL BACCALAUREATE CURRICULUM FOUR YEAR (24 CREDIT) DIPLOMA	EARLY ADMISSIONS PROGRAM 24 CREDIT or 18 CREDIT DIPLOMA
Prerequisites:			<p>Entering last year of high school based upon declared graduation date</p> <p>Completed all graduation requirements with the exception of those that can be met in the student's last year of high school</p> <p>Earned passing score on 10th grade FCAT or alternative assessment if allowed by State of Florida</p> <p>Accepted by a post-secondary institution authorized by Florida Law or by an accredited post-secondary institution</p> <p>Have been enrolled in a Broward County public school at least one semester prior to seeking early admission</p> <p>3.0 unweighted high school GPA</p> <p>Obtained minimum score on College Placement Test or equivalent (SAT or ACT)</p>
English	4 credits with a minimum weighted grade	4 credits of Language A (student's native language)	Meet requirements for any 18 or 24 credit diploma

	point of 3.0 in each course		
Mathematics	<p>Prior to 2007-08, 3 credits Entering 9th graders, 2007-08 4 credits</p> <p>(The credits must be in Algebra I or higher with a minimum weighted grade point of 3.0 in each course)</p>	4 credits	Meet requirements for any 18 or 24 credit diploma
Science	3 credits with a minimum weighted grade point of 3.0 in each course Including 2 credits with a laboratory component	4 credits of experimental sciences	Meet requirements for any 18 or 24 credit diploma
Social Studies	1 credit in World History 1 credit in American History 1/2 credit in Economics and 1/2 credit in American Government (All three credits with a minimum weighted grade point of 3.0 in each course)	4 credits of Study of Individuals in Societies	Meet requirements for any 18 or 24 credit diploma
Practical Arts/Performing Arts	1/2 credit Practical Vocational Arts 1/2 credit Vocational Performing Fine Arts		Meet requirements for any 18 or 24 credit diploma

	(1 full credit in either area may be substituted for 1/2 credit in both)		
Health/Life Management Skills	For students in high school prior to 2007-08 1/2 credit		Meet requirements for any 18 or 24 credit diploma
Physical Education	For students in high school prior to 2007-08 1/2 credit in Personal Fitness 1/2 credit in Physical Education		Meet requirements for any 18 or 24 credit diploma
Physical Education with the integration of Health	For 9 th graders entering in 2007-08 (Option 1) 1/2 credit in Personal Fitness 1/2 credit in Physical Education 1/2 credit in Health/Life Management OR (Option 2) 1 credit HOPE Core Course OR (Option 3) 1 credit HOPE Physical Education Variation Course		
Declared Major Area of Interest	For 9th graders entering in 2007-08 and thereafter, 4 credits (can be in a		

	career/technical program, fine and performing arts, or in an academic content area as defined by the district)		
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Foreign Language	2 credits in same foreign language with a minimum weighted grade point of 3.0 in each course (or demonstrate competency on a district-designated test)	4 credits of Language B (foreign language)	Meet requirements for any 18 or 24 credit diploma
Vocational/Career	0		Meet requirements for any 18 or 24 credit diploma
Elective credits	Prior to 2007-08, 6.5 For 9th graders entering in 2007-08 and thereafter, 1.5 (if Option 1 selected for PE with Health integration) or 2 credits (may be combined for a second Major Area of Interest, a minor area of interest individual elective courses, intensive reading or mathematics intervention courses, or credit recovery courses)	3 credits of IB sixth subject 1 credit (100 hours) Theory of Knowledge	Meet requirements for any 18 or 24 credit diploma
Total Credits	24	24	Meet requirements for any 18 or 24 credit diploma
Computer Competency	Completion of one course taken in grades 6-12 or demonstration of competency on a computer test		Meet requirements for any 18 or 24 credit diploma
Minimum Cumulative GPA	3.0 Cumulative weighted GPA	2.0 Cumulative unweighted GPA	Meet requirements for any 18 or 24 credit diploma

FCAT	<p>Passing score on the FCAT or concordant scores, provided by DOE, on the SAT/ACT or other alternative assessment as allowed by the Florida Department of Education</p> <p>For 9th graders entering 2006-07, passing score on the FCAT Writing+ in addition to reading and mathematics.</p>	<p>Passing score on the FCAT or concordant scores, provided by DOE, on the SAT/ACT or other alternative assessment as allowed by the Florida Department of Education</p> <p>For 9th graders entering 2006-07, passing score on the FCAT Writing+ in addition to reading and mathematics.</p>	<p>Passing score on the FCAT or concordant scores, provided by DOE, on the SAT/ACT or other alternative assessment as allowed by the Florida Department of Education</p> <p>For 9th graders entering 2006-07, passing score on the FCAT Writing+ in addition to reading and mathematics.</p>
Service Learning Hours	40 hours required	150 Creativity / Activity / Service hours	Meet requirements for any 18 or 24 credit diploma
Additional requirements and options as indicated in numbered notes at the end of this section	<p>Applicable Notes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15 19</p> <p>Six of the 24 credits must be earned in courses that are rigorous – see Note #13</p>	<p>Applicable Notes: 1, 15</p>	<p>Applicable Notes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16</p>

NUMBERED NOTES

(Notes are applicable to specific diploma options – see related diploma options chart)

Note #1: Florida Statute 1003.43 indicates that **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.

Note # 2: The **algebra graduation requirement** can be satisfied in the following ways:

- a. 1 credit in Algebra I or Algebra I Honors
- b. 2 credits in Applied Mathematics
- c. 1 credit in Integrated Mathematics I and 1 credit in Integrated Mathematics II
- d. 1 credit in Algebra I A and 1 credit in Algebra I B
- e. 1 credit in Algebra II or Integrated Mathematics III or any Level III mathematics course
- f. Demonstrated competency on the district criterion-referenced test in Algebra I

Note #3: Any student in grades 9-12 who enrolls in and satisfactorily completes a career and technical job preparatory program may **substitute credit** for a portion of the required credits in English, mathematics or science. The credit substituted for English, mathematics and science shall be on a curriculum equivalency basis. Substitutions shall not exceed two credits in each subject area. In addition, a program that has been used to substitute in one subject area may not be used to substitute for any other subject area.

Note #4: Students cannot use more than **9 credits in compensatory or remedial programs** to meet graduation requirements.

Note #5: Students cannot use more than **1 credit in exploratory vocational courses** to meet graduation requirements.

Note #6: 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:

- a. The student must be deficient in the credits required for graduation.
- b. The student must be attempting a full load of required credits during the co-enrollment period.

- c. The student must have written authorization for entrance into each course in the co-enrollment program from the home school principal or designee.
- d. The student's credit deficiencies have not resulted from an intentional, willful neglect of studies as determined by the principal or designee.

Note #7: The requirement for a passing score on the FCAT **may be waived for student with disabilities** for whom the IEP committee determines that the FCAT cannot accurately measure the student's abilities, taking into consideration all reasonable accommodations. The IEP committee must provide supporting documentation that the student has mastered the 10th grade Sunshine State Standards.

Note #8: 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 service learning requirement may be waived by the school principal.

Note #9: 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 a grade of "P" has been earned.

Note #10: Health/Life Management Skills curriculum must include marriage preparation and preservation, substance abuse, human sexuality, acquired immune deficiency syndrome and other sexually transmitted diseases.

Note #11: Other ways to satisfy the **physical education** requirement include:

- a. 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.)
- b. 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))

Note #12: Deadline for selection of the 18-credit diploma option will be extended to the end of the first semester of grade 10 for a student who entered 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.

Note #13: 6 of the 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. This

same requirement applies to 6 of the 24 credits required for the Broward Diploma of Distinction. For the Broward diploma, grades earned in rigorous courses in middle school may be used to meet the rigorous course requirement. For students who enter grade 9 in 2006-07 and thereafter, 6 of the 18 credits for an 18 credit accelerated college preparatory diploma must be earned in courses that are dual enrollment, advanced placement, IB or AICE: honors courses may not be used as part of the six hours.

Note #14: Student 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, 0 elective credits are required. If 3 vocational/career credits are earned, 2 elective credits are required.

Note #15: Class rank shall be computed based upon the declared year of graduation. All attempted high school credits 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 purposes, any other student.

Note #16: 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, may receive a standard diploma when all requirements are met. Students participating in early admissions programs at post-secondary institutions with which the district does not have an inter-institutional articulation agreement are responsible for all fees and expenses.

Note #17: Students who select this 18 credit college preparatory or career preparatory diploma option shall automatically move to the 24 credit diploma if the student: (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) by the end of grade 11, does not meet the diploma/graduation requirements.

Note #18: All 18 credits must be designated as State University System core courses.

Note #19: The courses taken for computer competency must be selected from one of the computer education or business education computer courses

identified in the State Course Code Directory with the intent to 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.

B. ADDITIONAL GRADUATION-RELATED INFORMATION

1. Each year the school district must provide students in grades six through nine and their parents 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, the student shall be considered to have selected the general requirements for the four-year high school graduation option (FS1003.429 (1) 6 (2)). Information to parents of students with disabilities must also be provided with information about the FCAT waiver.
2. Valedictorian/Salutatorian: 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.
3. Honors for Graduates:
 - a. Gold honor cords shall be issued to those students who graduate with standard diplomas under the following conditions:
 - 1) Graduating students shall be in the top ten percent (10%) of the entire senior class by rank order established by the district (weighted) grade point average. Graduating students who have earned a 3.75 weighted grade point average but who may not be included in the top ten percent (10%) shall also receive gold honor cords.
 - 2) Graduating students utilizing credit by examination shall not displace any of the top ten percent (10%) honor students in rank order listing.
 - b. Silver cords shall be issued to those students who graduate with a standard or special diploma under the following conditions:

- 1) Graduating students must earn a total of 250 documented volunteer hours beyond the school day.
 - 2) Students must obtain prior approval from the school principal or designee.
 - 3) Students may earn up to five hours per week in an organized, supervised tutoring program conducted through a service learning, peer counseling, exploratory teaching, or study hall program.
4. Students who are not in attendance at a regular high school (grades 9-12), but who attend alternative programs that have been approved and identified as alternative by the Division of Curriculum & Instruction/Student Support may re-enroll in a high school program and receive credit for all courses successfully completed in the alternative program(s) after evaluation of the grade transcript. For purposes of this policy, adult secondary education credit programs may be considered as an educational alternative pursuant to 6A.6.014 F. A. C., if approved by the appropriate area superintendent prior to placement.
5. 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:
 - a. Beginning with the incoming ninth grade class of 2001-2002, students must earn a passing score on the tenth grade Florida Comprehensive Assessment Test (FCAT) (6A.1.09422, FS 1003.43).
 - b. Completing an employability and post secondary portfolio as prescribed by the Division of Curriculum and Instruction/Student Support.
 - c. Achieving a minimum score of 2250 on the GED.
6. When transfer students, or others who are not deficient in credits at the time of entry, desire to graduate from a Broward County public high school but cannot complete the requirements specified without undue hardship, the area superintendent shall consider the case and may appoint an evaluation committee to make final recommendations to him/her. The superintendent (designee) shall then render a decision.
7. Exceptional 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.

8. A student may receive a standard certificate of completion and participate in the graduation ceremonies with his/her high school class when the student completes the minimum number of required credits as defined under Graduation Requirements and other requirements of the School Board but is unable to meet one or more of the following:
- Passing score on the 10th grade FCAT or alternative as allowed by the Florida Department of Education
 - Cumulative unweighted grade point average of 2.0
- A student who has received a Standard Certificate of Completion may elect to remain in the secondary school either as a full time or part time student for up to one additional year in order to receive continued instruction for the purpose of meeting state graduation requirements. (FS 1003.43)

C. 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.

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

HIGH SCHOOL GRADUATION REQUIREMENTS: SPECIAL DIPLOMAS

Graduation requirements	Special Diploma – Option I	Special Diploma – Option II
Prerequisites:	Have eligibility in one of the following disability categories: educable mentally handicapped; deaf and hard of	Have eligibility in one of the following disability categories: educable mentally handicapped; deaf and hard of hearing; dual sensory

	hearing; dual sensory impaired; autistic; severely emotionally disturbed; specific learning disabled; trainable mentally handicapped; emotionally handicapped; physically impaired; profoundly mentally handicapped; or language impaired	impaired; autistic; severely emotionally disturbed; specific learning disabled; trainable mentally handicapped; emotionally handicapped; physically impaired; profoundly mentally handicapped; or language impaired At least 16 years of age Completed 2 semesters in a high school level program prior to selecting Special Diploma –Option II Earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills OR 1 credit in a job preparatory course in which employability skills and social/personal skills training has been incorporated Have a Graduation Training Plan that specifies employment /community competencies to be mastered
English	2 credits	None
Reading	2 credits	None
Mathematics	3 credits	None
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	Prior to 2007-08, 6 credits For 9th graders entering	Documented mastery of 100% of the employment/community competencies specified on the

	in 2007-08, 4 of the 6 credits must be from a Declared Major Area of Interest in a career/ technical program, fine and performing arts, or in an academic content area as defined by the district.	student's Graduation Training Plan Paid (at or above minimum wage) full-time (based upon industry standards) employment for 200 days
Elective credits	5 credits	None
Total Credits	24 credits	3 credits
Computer Competency	None	None
FCAT		
Sunshine State Standards for Special Diploma	Documented Mastery at the level of functioning (Independent, Supported, Participatory) established by the transition IEP committee	None
Service Learning Hours	None	None
Additional requirements and options as indicated in notes at the end of this section	Applicable Notes: a, b, c, d, e	Applicable Notes: 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. **Levels of functioning** are determined by the transition IEP committee. The levels are Independent, Supported, and Participatory.
- d. 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))
- e. 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.
 - f. 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.
 - g. 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.
 - h. 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.
 - i. 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.
 - j. Transition IEP committee members must verify that the student has met all criteria outlined in the student’s Graduation Training Plan by completing the assurance section of the Graduation Training Plan prior to awarding the student a special diploma under Option II. (FS 1003.438)

D. ADDITIONAL GRADUATION-RELATED INFORMATION FOR STUDENTS WITH DISABILITIES

- 1. Students with disabilities, eligible through IDEA, may remain in or return to school until receipt of a standard diploma or until the end of the school year in which the student turns 22 years of age.
- 2. 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

E. GRADUATION REQUIREMENTS – ADULT STANDARD DIPLOMA

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

GRADUATION REQUIREMENTS: ADULT STANDARD DIPLOMA

Graduation Requirements:	ADULT STANDARD DIPLOMA
Prerequisites:	
English	4
Reading	
Mathematics	3 Including 1 credit required in Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course
Science	3 Including 2 credits with a laboratory component
Social Studies	1 credit in World History 1 credit in American History 1/2 credit in Economics and 1/2 credit in American Government
Practical Arts/Performing Arts	1/2 credit Practical Vocational Arts 1/2 credit Vocational Performing Fine Arts (1 full credit in either area may be substituted for 1/2 credit in both)
Health/Life Management Skills/Transition	1/2 credit
Physical Education	None
Foreign Language	0
Vocational/Career	0
Elective credits	9.5
Total Credits	24
Computer Competency	None
Minimum Cumulative Grade Point Average	2.0 cumulative unweighted GPA

FCAT	Passing score on the FCAT or alternative assessment if allowed by the State of Florida
Service Learning Hours	None
Notes:	See applicable list below

Notes for Adult Standard Diploma:

- No student shall be awarded a standard high school diploma earlier than he/she would have normally graduated from high school except when that student has been assigned to adult high school for the purposes of acceleration pursuant to Policy 6.7.
- Successful performance on an examination for high school credit may be substituted only as outlined in this policy.
- Students shall be permitted to substitute military service and/or education received while on active duty pursuant to restrictions and limitations imposed by 6A-6.020 F.A.C.

F. GRADUATION REQUIREMENTS – SPECIAL DIPLOMA FOR ADULT STUDENTS WITH DISABILITIES

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

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

- b. Students must meet adult attendance requirements.

3. Adult Special Diploma - Option II

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

- a. The student shall satisfactorily complete the equivalent of five (5) credits, which must include one (1) credit of Mathematics, one (1) credit of Language Arts/English, one (1) credit in Career Preparation, one (1) credit of Social/Personal Skills, and one (1) credit of Life Management/Transition.
- b. The student shall satisfactorily demonstrate employment and community-based competencies while employed full-time for at least a twenty-five (25) hours per week in a community-based job for a minimum of 100 days.
- c. The student's Adult Individualized Education Plan (AIEP) shall include annual goals and short-term objectives related to employment and community experiences as well as a description of the supervision to be provided by the school district and any special considerations.
- d. A graduation training plan shall be developed and signed by the adult student, teacher and employer. The graduation training plan shall identify the job-specific and related community competencies, the criteria for determining and certifying mastery of the competencies. The graduation training plan shall include the documentation of the hours worked per week by including copies of either time-cards or pay check stubs that indicate hours worked per week.
- e. A graduation training plan shall be developed and signed by the adult 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.

G. 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.

H. 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. There shall be a summer graduation ceremony for high school students who complete their high school graduation requirements through extended learning opportunities.

I. HIGH SCHOOL GUIDANCE SERVICES

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

J. EXIT INTERVIEWS

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

K. STUDENT DAY

A student day shall consist of a minimum of:

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

IV. STATE REPORTING REQUIREMENTS

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

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

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

RULES ADOPTED: 2/12/70

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

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

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

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

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

RULES ADOPTED: 7/8/76

RULES AMENDED: 4/14/77; 3/16/78; 3/1/79; 4/19/79; 3/6/80; 4/23/81;

5/17/83; 8/4/83; 6/21/84; 5/16/85; 8/7/86; 6/3/87; 8/20/87; 4/12/88; 3/14/89

9/19/89; 2/20/90; 10/2/90; 2/23/91; 8/4/92; 9/15/92; 9/21/93; 12/7/93; 7/18/95;
5/7/96; 8/20/96; 9/2/97; 8/18/98

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

FORMERLY POLICY 5104