

# III. HIGH SCHOOL (GRADES 9 - 12)

## A. CURRICULUM & INSTRUCTION

### 1. Regularly Scheduled Instruction

Instruction shall be based upon the standards adopted by the State Board of Education in the subjects of language arts, mathematics, science, social studies, the arts, health and physical education, and world languages (F.S. 1003.41).

### 2. Character Education

- a. The character education traits that shall be integrated into the PreK-12 curriculum are:
  - 1) Respect
  - 2) Honesty
  - 3) Responsibility
  - 4) Self-control
  - 5) Tolerance
  - 6) Kindness
  - 7) Citizenship
  - 8) Cooperation (F.S. 1003.42(2)(s)).
- b. The concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).
- c. The character-development program in grades 9 through 12 shall, at a minimum, include instruction on developing:
  - 1) Leadership skills
  - 2) Interpersonal skills
  - 3) Organization skills
  - 4) Research skills
  - 5) Creating a resume
  - 6) Employment interview skills
  - 7) Conflict resolution
  - 8) Workplace ethics and expectations
  - 9) Resiliency
  - 10) Self-motivation (F.S. 1003.42(2)(s))

### 3. Required Instruction

- a. The following state-required instruction is taught within prescribed courses of study through mandated standards and benchmarks:
  - 1) Constitution (on Constitution Day, September 17th) (F.S. 1003.42, P.L. 108-447)
  - 2) 2) The Holocaust (F.S. 1003.42(2)(g))
  - 3) African and African American History (F.S. 1003.42(2)(h))
  - 4) Hispanic Contributions (F.S. 1003.42(2)(p))
  - 5) Women's Contributions (F.S. 1003.42(2)(q))
  - 6) Veteran's Contributions (F.S. 1003.42(2)(t))
  - 7) Celebrate Freedom Week (F.S. 1003.421(1))
  - 8) Disability History and Awareness Week (F.S. 1003.4205)
  - 9) The Declaration of Independence (F.S. 1003.42(2)(a))
  - 10) 10) Flag Education (F.S. 1003.42(2)(d))
  - 11) Elements of Civil Government (F.S. 1003.42(2)(c))
  - 12) History of the United States (F.S. 1003.42(2)(f))

- 13) Elementary principles of agriculture (F.S. 1003.42(2)(i))
- 14) Effects of alcohol and narcotics on the body and mind (F.S. 1003.42(2)(j))
- 15) Kindness to animals (F.S. 1003.42(2)(k))
- 16) History of the state (F.S. 1003.42(2)(l))
- 17) Conservation of natural resources (F.S. 1003.42(2)(m))
- 18) Comprehensive health education (F.S. 1003.42(2)(n))
- 19) Importance of free enterprise in the US economy (F.S.1003.42(2)(r))

#### 4. Outside Activities

- a. Outside activities, such as contests and fairs, that use instructional time must be aligned with the standards adopted by the State Board of Education.
- b. See Policy 6303 for additional field trip information.

#### 5. Digital Tools

##### a. Curriculum

- 1) Curricula for students in high school must contain instruction that allows them to attain progressively higher levels of skill in the use of digital tools and applications (F.S. 1008.25(2)(h)).
- 2) The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certifications (F.S. 1008.25(2)(h), F.S. 1002.3105, F.S. 1003.41, F.S. 1003.4203, and F.S.1003.428).

##### b. Materials

- 1) Digital materials shall be made available to enable students to attain digital skills (F.S. 1003.4203(1))
- 2) Digital materials may be integrated into subject area curricula, offered as a separate course, made available through open- access options, or deployed through online or digital computer applications (F.S. 1003.4203(1)).
- 3) Each school shall make available digital instructional materials, including software applications, to students with disabilities (F.S. 1003.4203(2)). Beginning with the 2015-2016 school year:
  - i. Digital materials may include CAPE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications for students with disabilities.
  - ii. Each student's Individual Educational Plan (IEP) for students with disabilities must identify the CAPE Digital Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation.

##### c. Certificates

- 1) CAPE Digital Tool Certificates shall be made available to all public high school grades students (F.S. 1003.4203(3)).
  - i. Targeted skills to be mastered for the certificate include digital skills that are necessary to the student's academic work and skills the student may need in future employment.
  - ii. The skills must include, but are not limited to:
    - a) Word processing;
    - b) Spreadsheets;
    - c) Presentations, including sound, motion, and color presentations;
    - d) Digital arts;
    - e) Cybersecurity; and
    - f) Coding consistent with industry certifications that are listed on the

## 6. Virtual Education

- a. Schools may not limit student access to Florida Virtual School (FLVS) courses or courses offered by the District's FLVS franchise program, Broward Virtual Education (BVE) (F.S. 1002.37(3)(c)), even if the school offers the same course, unless:
  - 1) A school administrator (or designee) determines that the student does not meet the profile for success in this educational delivery context (F.S. 1002.37(1)(b)), based on the student's academic history, grade level, and age.
  - 2) The student is enrolled in the same course at the local school and may not concurrently enroll in the same course at FLVS or BVE.
- b. Schools may allow a student access to FLVS as part of the student's full day curriculum if the District has an approved agreement with FLVS to serve students during the school day. Such agreement is not needed for students who wish to take a FLVS course outside of the school day (F.S. 1002.45(2)(c)).
- c. A student whose Individual Educational Plan (IEP) indicates that full-time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.

## 7. Credit Recovery

- a. Credit Recovery courses are credit-bearing courses with specific content requirements.
- b. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course and/or End-of-Course (EOC) assessment.
- c. Credit Recovery courses are not bound by section 1003.436(1)(a), Florida Statutes (F.S.), requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards.
- d. Credit Recovery courses shall only be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an EOC assessment retake.
- e. Upon successful completion of a Credit Recovery course, students will also be awarded the equivalent credit in the corresponding core subject area course

## B. ASSESSMENTS

### 1. GRADING

- a. Student performance will be evaluated and reported based upon mastery of standards.
  - 1) The symbols to be used for high school course grading are (F.S. 1003.437):

Letter Grade	Definition	Numerical	Quality Points
<b>A</b>	Superior Progress	90-100	4.0
<b>B+</b>	Outstanding Progress	87-89	3.5
<b>B</b>	Commendable Progress	80-86	3.0
<b>C+</b>	Above Average Progress	77-79	2.5
<b>C</b>	Average Progress	70-76	2.0

<b>D+</b>	Below Average Progress	67-69	1.5
<b>D</b>	Lowest Acceptable Progress	60-66	1.0
<b>F</b>	Failure	0-59	0.0
<b>T</b>	Passed Exam	N/A	0.0
<b>SB</b>	Seal of Biliteracy Program Eligible	N/A	0.0
<b>I</b>	Incomplete	N/A	N/A

- 2) A grade of Incomplete (“I”) is given as an opportunity for students to make up incomplete class work, a statewide, standardized EOC assessment, or for students who require additional time to demonstrate mastery of course standards.
  - i. Class work should be made up prior to the end of the next marking period.
  - ii. If the work remains incomplete or unsatisfactory at the end of this marking period, the “I” will convert to an “F” grade. The principal may extend the deadline.
- 3) Letter grades displaying plus (+) signs shall be used in the calculation of the District’s weighted grade point average for the purpose of determining class rank.
  - i. Plus grades are not included in the GPA calculations for determining athletic eligibility, meeting graduation requirements (F.S. 1003.437), or the Florida Bright Futures Scholarship Program.
  - ii. Students should consult the GPA calculation methodologies for the respective program to determine if that institution recognizes plus grades.
- b. Changes to student grades shall be properly documented using a *Change of Grade Form* to be signed by the principal and the teacher of record and stored in the student’s cumulative record.
  - 1) The appropriate grade change code shall be documented in TERMS.
  - 2) When the teacher of record is unavailable or not applicable, the Change of Grade Form shall be signed by the principal and by the subject area Department Chairperson.
  - 3) Changes to a student grade may be made for the following reasons:
    - i. When an EOC assessment retake impacts the EOC course final grade,
    - ii. Technical/input error,
    - iii. Incomplete grade changed to the appropriate letter grade,
    - iv. When, to reflect an accurate final course grade, an “F” grade earned in semester 1 must be changed to allow for averaging of semesters as required by F.S. 1003.43 and described in this policy under “Grade Averaging”, or
    - v. Unforeseen extenuating circumstances.
- c. Semester Course Grades
  - 1) When credit is granted on a semester basis, one-half credit is given for passing a semester’s work in a course.
  - 2) 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.
  - 3) For schools implementing a 4x4 block schedule, one semester is equivalent to a nine-week period of time.
  - 4) For schools on a seven period schedule, one semester is equivalent to an

- 18- week period of time.
- 5) To receive a passing mark for the semester grade in a subject, the student shall have previously earned at least a passing mark in:
    - i. Both quarter grading periods, or
    - ii. One quarter grading period and the semester examination.
  - 6) The weight of each quarter grade is 37.50% of the final semester grade.
  - 7) The weight of the semester examination is 25% of the final semester grade.
- d. Full-Year Course Grades
- 1) For high school courses in which the statewide, standardized EOC assessment is calculated as 30% of the student's final course grade, one credit (1.0) may only be granted after the student attempts the EOC.
  - 2) For schools implementing a 4x4 block schedule, one full year is equivalent to 18- weeks instruction.
  - 3) For schools on a seven period schedule, one full year is equivalent to 36- weeks of instruction.
  - 4) The weight of each quarter grade is 15% of the final course grade.
  - 5) The weight of the midterm examination is 10% of the final course grade.
  - 6) The weight of the EOC is 30% of the final course grade.
- e. Grade Averaging (F.S. 1003.436)
- 1) For the purpose of graduation, grade averaging of the two semesters for a year- long course will be permitted when one is a failing grade and the other grade is "C" or higher.
  - 2) A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade.
  - 3) A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half and the averaging of the grades obtained in each half would result in a passing grade, provided the student:
    - i. Receives a grade of "C" or better on the semester examination in the semester failed and
    - ii. Is absent no more than 10% of the instructional time during the failed semester in the course requiring grade averaging; and
    - iii. The final grade remains at a passing level after any state- required EOC assessment grade is calculated into the final grade with the required 30% weighting.
- f. Grade Forgiveness
- 1) For high school students, 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.
  - 2) For high school students, 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 in another course (F.S. 1003.43).
  - 3) In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's GPA; however, all forgiven courses and grades must be included on a student's transcript as an accurate reflection of a student's record of achievement.

- i. The authority for the School Board to adopt a forgiveness policy does not provide authority to alter a student record to delete the forgiven course and grade (F.A.C. 6A-1.0955(3)(a)(7) and F.S. 1003.428(4)(d)).
  - 4) The Forgiveness Rule shall be applied only one time per course.
  - 5) For a student 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.
- g. Grading Formulas  
Appendix C outlines the specific grading formulas for the various types of high school courses.
- h. Make-Up Work
  - 1) Make-up work shall be accepted for full credit and grade for excused, unexcused absences-, and external suspensions.
  - 2) All make-up, including quizzes and tests, work must be submitted/taken within two school days upon return to the missed class, not including the day of return, for each day of an absence.
  - 3) When assignments and appropriate instruction are provided prior to the absence, make-up work (including major projects) is due on the day of return to the missed class.
  - 4) Under extenuating circumstances and at teacher’s discretion, additional time may be allowed.
- 2. Statewide, Standardized Assessments** (F.S. 1008.22)
  - a. Each student must participate in statewide, standardized assessments at designated grade levels as required by F.S. 1008.22.
  - b. EOC assessments for Algebra I, Geometry, Biology I, and United States History shall be administered to students enrolled in such courses as specified in the Course Code Directory.
  - c. Students enrolled in a course, as specified in the Course Code Directory, with an associated statewide, standardized EOC assessment must take the EOC assessment for such course and may not take the corresponding subject or grade- level statewide, standardized assessment.
  - d. The statewide, standardized EOC assessment must be used as the final cumulative examination for its associated course. No additional final assessment may be administered in a course with a statewide, standardized EOC assessment.
  - e. Students with disabilities who meet state-defined exemption criteria must be administered an alternative assessment (F.S. 1008.22(8)(4)).
    - 1) Parents of students with disabilities must also be provided with information about required state assessments and EOC waivers.
  - f. Students with disabilities for whom the IEP committee determines that an EOC assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have the EOC assessment results waived for the purpose of determining the student’s course grade and credit.
    - 1) This waiver shall be limited to performance on an assessment that is waived for the purpose of receiving a course grade or standard high school diploma, as applicable.
  - g. For English Language Learners (ELL) who are currently receiving services, the assessments may be administered with any one or a combination of the

accommodations as authorized by F.A.C. 6A- 6.09091 to enable them to fully participate in all assessments.

- h. Ongoing assessment is an integral part of the instructional process and the school will provide parents with the results of each statewide, standardized assessment (F.S. 1008.25(4)).
- i. The District may not schedule more than 5 percent of a student's total school hours in a school year to administer statewide, standardized assessments and district-required local assessments.
- j. Students must take the test(s) appropriate for the grade level/subject in which they are receiving instruction. For FSA ELA, students must take the same grade-level test for ELA Writing and ELA Reading to receive an ELA score (FSA Administration Policies and Procedures Manual).

**Florida Statute 1003.4282 Requirements for a standard high school diploma.—**  
**STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT REQUIREMENTS.—**

(a) *Four credits in English Language Arts (ELA).*—The four credits must be in ELA I, II, III, and IV. A student must pass the statewide, standardized grade 10 Reading assessment or, when implemented, the grade 10 ELA assessment, or earn a concordant score, in order to earn a standard high school diploma.

(b) *Four credits in mathematics.*—

1. A student must earn one credit in Algebra I and one credit in Geometry. A student's performance on the statewide, standardized Algebra I end-of-course (EOC) assessment constitutes 30 percent of the student's final course grade. A student must pass the statewide, standardized Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma. A student's performance on the statewide, standardized Geometry EOC assessment constitutes 30 percent of the student's final course grade.
2. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry. A student may earn two mathematics credits by successfully completing Algebra I through two full-year courses. A certified school counselor or the principal's designee must advise the student that admission to a state university may require the student to earn 3 additional mathematics credits that are at least as rigorous as Algebra I.
3. A student who earns a computer science credit may substitute the credit for up to one credit of the mathematics requirement, with the exception of Algebra I and Geometry if the commissioner identifies the computer science credit as being equivalent in rigor to the mathematics credit. An identified computer science credit may not be used to substitute for both a mathematics and a science credit. A student who earns an industry certification in 3D rapid prototype printing may satisfy up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor to the mathematics credit or credits.

(c) *Three credits in science.*—

1. Two of the three required credits must have a laboratory component. A student must earn one credit in Biology I and two credits in equally rigorous courses. The statewide, standardized Biology I EOC assessment constitutes 30 percent of the student's final course grade.
2. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one science credit, except for Biology I.
3. A student who earns a computer science credit may substitute the credit for up to one credit

of the science requirement, with the exception of Biology I, if the commissioner identifies the computer science credit as being equivalent in rigor to the science credit. An identified computer science credit may not be used to substitute for both a mathematics and a science credit.

(d) *Three credits in social studies.*—A student must earn one credit in United States History; one credit in World History; one-half credit in economics; and one-half credit in United States Government. The United States History EOC assessment constitutes 30 percent of the student’s final course grade.

(e) *One credit in fine or performing arts, speech and debate, or practical arts.*—The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses are identified in the Course Code Directory.

(f) *One credit in physical education.*—Physical education must include the integration of health. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education. A district school board may not require that the one credit in physical education be taken during the 9th grade year. Completion of one semester with a grade of “C” or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.

(g) *Eight credits in electives.*—School districts must develop and offer coordinated electives so that a student may develop knowledge and skills in his or her area of interest, such as electives with a STEM or liberal arts focus. Such electives must include opportunities for students to earn college credit, including industry-certified career education programs or series of career-themed courses that result in industry certification or articulate into the award of college credit, or career education courses for which there is a statewide or local articulation agreement and which lead to college credit. Beginning with the 2019-2020 school year, all school districts must offer a financial literacy course consisting of at least one-half credit as an elective.

### 3. Universal Screening

MTSS/Rtl: All students participate in the MTSS/Rtl process. As part of the MTSS/Rtl process, schools shall universally screen all students to determine their academic, behavior and social emotional needs across all tiers and grade levels so that instruction may be appropriately aligned for the students at the school (F.A.C. 6A-6.0331).

- a. The school’s Collaborative Problem-Solving Team (CPST) shall monitor universal screening data at regular intervals and design appropriate instruction, interventions and supports.
- b. Rtl help schools identify students at risk for poor learning outcomes, monitor their progress, and provide evidence-based interventions early on – when students first exhibit signs of learning problems. Implementing proactive data-driven decision making provides teachers with better, more timely information about students in order to improve student learning and performance. The nature and intensity of such interventions can be continually adjusted depending on each student’s responsiveness. Specific interventions and supports shall be initiated as soon as a student first demonstrate deficits in literacy (reading and writing), mathematics, or behavior.



#### **4. Suspension of Curriculum**

- a. A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide, standardized assessment (F.S.1008.22(3)(g)).
- b. However, a school may engage in the following test-preparation activities for a statewide assessment:
  - 1) Distributing to students sample test books and answer keys published by the Florida Department of Education,
  - 2) Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores below proficiency on a prior administration of the statewide assessment,
  - 3) Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores below proficiency on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by the District, is identified as having a deficiency in the content knowledge and skills assessed,
  - 4) Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or
  - 5) Administering a practice test or engaging in other test- preparation activities for the statewide assessment, which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment.

#### **5. Legislative Changes**

Should laws related to mandatory student assessment change during the school year, students must meet any new requirements as outlined by the State or Superintendent, as applicable.

#### **6. Semester Examinations and Exam Exemptions**

- a. Semester examinations for a course shall be scheduled and administered in accordance with the guidelines provided by the District.
- b. 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(2)).
- c. A student may be exempt from the midterm and/or final exams in a high school course under the following criteria:
  - 1) The student earns a grade of "B" or better in all marking periods of the respective high school course during the semester of the exemption.
  - 2) The student may waive eligible midterms or final exams for up to one-half all high school or higher-level courses on the student's regular school day schedule,
  - 3) AP/IB/AICE midterm exams cannot be exempted; however, the student may exempt the final exam.
    - i. Teachers are encouraged to give an alternative assessment in lieu of a traditional final exam.
  - 4) Dual enrollment midterm and final exams may not be exempted.
  - 5) The statewide, standardized EOC assessments, required by statute, are not eligible for exemption; however, the student may exempt the midterm exam.
  - 6) Midterm and/or final exams cannot be retroactively exempted once the student takes the exam.

## C. PROMOTION

### 1. Grade Designation for high school students will be determined as:

- a. Following promotion from 8th grade, the student shall be placed in 9th grade, which will designate their cohort.
- b. Following completion of one year designated as a 9th grader, the student will be designated a 10th grader.
- c. Following completion of one year designated as a 10th grader, the student will be designated as an 11th grader.
- d. Following completion of one year designated as an 11th grader, the student will be designated as a 12th grader.
- e. Students enrolled in and attending Alternative Secondary Schools, including Department of Juvenile Justice (DJJ) programs, participate in a “performance-based” educational setting. Students demonstrate credit completion at the point they finish the course requirements. Grade designation is determined in the same manner as indicated above.

### 2. Social Promotion

- a. Principals shall have authority for appropriate grade placement of students, within the limitations of School Board Policy and F.S.1002.3105.
- b. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement (F.S. 1008.25(6)).

### 3. Credits

#### a. Definition of Credit

- 1) One full credit is defined as a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards.
- 2) One full credit is defined as a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards in a school that has been authorized to implement block scheduling (F.S. 1003.436(1)(a)).
- 3) One-half credit is defined to be one-half of the requirement for a full credit.
- 4) Students are not exempted from the 135-hour or 120-hour bona fide instruction rule except as in allowable acceleration mechanisms (e.g., Credit Acceleration Program (CAP), credit validation, dual enrollment, early admission, or other mechanisms described in ACCEL legislation (F.S. 1002.3105), adult education, and approved alternative education programs featuring competency-based curriculum or in schools that have alternative scheduling).
- 5) Any school that uses alternative scheduling must employ a district- approved mechanism to determine successful mastery of student performance standards.
- 6) The Florida Articulation Coordinating Committee defines those select semester- length (three credit hours) postsecondary courses completed through dual enrollment as receiving one (1) full high school credit (F.S. 1003.436).
  - i. Courses that are exceptions are defined in the State Course Code Directory/Dual Enrollment Equivalency List.

#### b. Uniform Transfer of High School Credits

- 1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted on face value subject to validation if required by the receiving school's accreditation.
- 2) The school shall accept and classify transfer credits for the purpose of credits

- that meet specific graduation requirements without further validation from schools that are accredited by a regional accrediting agency or from schools accredited through their state or country's Department of Education.
- 3) AdvancED/Southern Association of Colleges and Schools Council on School Improvement (AdvancED/SACS CASI) is the District's accrediting agency and, as such, district schools shall accept credits and grade placement promptly from the following recognized accrediting agencies:
- i. AdvancED/Southern Association of Colleges and Schools Council on School Improvement (AdvancED/SACS CASI)
  - ii. Middle States Association of Colleges and Schools (MSACS)
  - iii. New England Association of Colleges and Schools (NEACS)
  - iv. AdvancED/North Central Association of Colleges and Schools (NCACS)
  - v. Northwest Association of Accredited Schools (NAAS)
  - vi. Western Association of Colleges and Schools (WACS)
  - vii. National Council on Private School Accreditation (NCPSA) member agencies and other accepted agencies, including:
    - a) Alabama Independent School Association
    - b) American Montessori Society
    - c) Association of Christian Schools International (AISA)
    - d) Association of Christian Teachers and Schools (ACTS)
    - e) Christian Schools International (CSI)
    - f) Christian Schools of Florida (CSF)
    - g) Council of Islamic Schools in North America (CISNA)
    - h) Florida Catholic Conference (FCC)
    - i) Florida Council of Independent Schools (FCIS)
    - j) Florida League of Christian Schools (FLOCS)
    - k) Independent School Association of Central States (ISACS)
    - l) International Center for Integral Formation (ICIF)
    - m) International Christian Accrediting Association (ICAA)
    - n) Lutheran Schools of Florida-Georgia District (FLGA- LCMS)
    - o) National Christian School Association (NCSA)
    - p) National Independent and Private School Association (NIPSA)
    - q) National Lutheran School Accreditation (NLSA)
    - r) Ohio Catholic School Accrediting Association (OCSAA)
    - s) South Carolina Independent School Association (SCISA)
    - t) Southern Association of Independent Schools (SAIS)
    - u) Tennessee Association of Christian Schools (TACS)
    - v) Texas Catholic Conference (TCC)
- 4) If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript, or is a home education student, credits shall be validated through performance during the first grading period at the receiving school.
- i. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period.
  - ii. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in this rule.
- 5) Alternative Validation Procedure: If validation based on performance as

described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

- i. Portfolio evaluation by the superintendent or designee,
  - ii. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal,
  - iii. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools,
  - iv. Demonstrated proficiencies on nationally-normed, standardized subject area assessments,
  - v. Demonstrated proficiencies on the statewide, standardized assessment (F.S. 1008.22), or
  - vi. Written review of the criteria utilized for a given subject provided by the former school.
- 6) Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in this rule, if required (F.A.C. 6A-1.09941).
  - 7) If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30% of the student's final course grade.
  - 8) Beginning with the 2012-13 school year, if a student transfers to a Florida public high school from out-of-country, out-of-state, a private school, or a home education program and the student's transcript shows a credit in Algebra I, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20, U.S.C.F.S. 6301.
  - 9) If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the student must take and pass the statewide, standardized grade 10 reading or ELA assessment, or earn a concordant score.
  - 10) Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition and English for Speakers of Other Languages (ESOL) strategies in all courses.
  - 11) Graduation requirements for transfer students shall be based upon those SBBC requirements that were in effect for the cohort of students that entered the 9th grade during the same school year as the transfer student.
  - 12) Students who enter SBBC at the 11th or 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in the high school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring.
    - i. To receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet the assessment requirements under F.S. 1008.22.
  - 13) Students who are not in attendance at a regular high school (grades 9-12) but

- attend alternative programs that have been approved by the District 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 transcript.
- i. For purposes of this policy, an adult secondary education credit program may be considered as an educational alternative pursuant to F.A.C. 6A-6014, if approved by the District.
- 14) Co-Enrollment
- i. 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 co-enroll in adult secondary education programs for a maximum of two credits 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 at the traditional high school 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 students as determined by the principal or designee.
    - e) Co-enrollment courses will be limited to core curricular areas as defined in F.S. 1003.01(14).
    - f) The student does not have a pattern of excessive absenteeism or habitual truancy or a history of disruptive behavior in school.
- 15) Level 1 Courses
- i. Students with an Individual Educational Plan (IEP) who entered the 9th grade prior to the 2013-14 school year, may be granted core academic credit toward a standard high school diploma (including elective credit) for a Level 1 course, if the IEP team determined and documented, in accordance with F.S.1003.43(7)(d), that a rigorous course of study would be inappropriate.
  - ii. Students with disabilities pursuing a special diploma, in accordance with F.S. 1003.438, who successfully completed a Level 1 course, may receive credit towards a special diploma in accordance with the district's student progression plan.
- 16) Compensatory or Remedial Programs
- i. Students can use no more than 9 credits in compensatory or remedial programs to meet graduation requirements (F.S.1003.43(7)(a)).
- 17) Exploratory Vocational Courses
- i. Students cannot use more than one credit in an exploratory vocational course to meet graduation requirements (F.S.1003.43(7)(b)).
- 18) Credit Acceleration Program (CAP)
- i. Students who earn passing scores on statewide, standardized EOC assessments, Advanced Placement (AP) examinations, or the College Level Examination Program (CLEP), shall receive credit for the corresponding course (F.S. 1003.4295).
  - ii. Students who are not enrolled in the course or who have not completed the course may take the assessment and receive credit if the student earns a passing score (F.S. 1003.4295(3)).

## D. GRADUATION

### 1. Graduation Options and Selection

- a. Each year, the District must provide students in grades six through twelve and their parents, in writing, with information concerning all diploma options, including the respective curriculum requirements for those options so the students and their parents may select the program that best fits their needs.
- b. The graduation requirements for each cohort and diploma option are summarized in Appendix B.
- c. Selection of one of the graduation options is exclusively up to the student and parent.
  - 1) If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements for the 24-credit high school graduation option (F.S. 1003.428 and F.S. 1003.4285).
  - 2) Students enrolled in special magnet programs may only select this the 24-credit high school graduation diploma option.
- d. A student may be awarded a standard diploma at which time he/she meets all graduation requirements.
  - 1) Students who graduate early from high school may continue to participate in school activities during his/her four-year cohort period, will continue to be ranked with this cohort, and shall be included in all awards and honors with his/her cohort.
  - 2) Students who graduate early from high school shall comply with School Board rules regarding access to school facilities and grounds during normal operating hours.
- e. 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.

### 2. Standard Diploma (24-Credit Option)

#### a. Credits

- 1) Four credits in English Language Arts (ELA)
- 2) Four credits in Mathematics
  - i. A student must earn one credit in Algebra 1 and one credit in Geometry
    - a) A student's performance on the statewide, standardized Algebra 1 and Geometry end-of-course (EOC) assessments constitute 30% of the student's final course grade.
    - b) If a transfer student's transcript shows a final high school course grade and credit in Algebra 1 or Geometry, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30% of the student's final course grade.
  - ii. One credit in computer science and the earning of related industry certifications constitute the equivalent of up to one credit of the mathematics requirement, with the exception of Algebra I or higher-level mathematics for high school graduation (F.S.1007.2616(3)(a)).
  - iii. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry (F.S. 1003.4282(b)).
- 3) Three credits in Science
  - i. Two of the three required credits must have a laboratory component.
  - ii. A student must earn one credit of Biology I and two credits in equally rigorous

- courses.
- a) A student's performance on the statewide, standardized Biology end-of-course (EOC) assessment constitutes 30% of the student's final course grade.
  - iii. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one science credit, except for Biology I (F.S. 1003.4282(c)).
- 4) Three credits in Social Studies
- i. A student must earn:
    - a) One credit in United States History
      - 1. A student's performance on the statewide, standardized United States History end-of-course (EOC) assessment constitutes 30% of the student's final course grade.
    - b) One credit in World History
    - c) One-half credit in Economics
    - d) One-half credit in United States Government.
- 5) One credit in Fine or Performing Arts, Speech and Debate, or Practical Arts
- i. The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination.
  - ii. Eligible practical arts courses are identified in the Course Code Directory.
- 6) One credit in Physical Education with the integration of health
- i. Schools may not require the one-credit of physical education be taken during the student's ninth grade year.
  - ii. Students may meet the physical education graduation requirement by meeting any one of the following options:
    - a) One full credit of HOPE  
The District has adopted HOPE Variation I (Physical Education Integrated with Health) as the recommended physical education course.
    - b) Complete 0.5 credit of:
      - 1. Personal Fitness, and
      - 2. Physical education elective, and  
Physical education skills courses are not eligible to be taken through dual enrollment. These students must still complete another 0.5 credit physical education elective course to complete the physical education graduation requirement.
      - 3. Life Management Skills  
Beginning with students entering 9th grade in 2014-2015 and thereafter, the Life Management Skills course will no longer be required for this option.
    - c) Two full credits of Junior Reserve Officer Training (JROTC)  
(One credit satisfies the physical education requirement and one credit satisfies the arts requirement.)
    - d) Complete one-half credit in the Personal Fitness course and one-half credit with a grade of "C" or better in a:
      - 1. Marching band class, or  
(Satisfies one-half credit of either physical education or arts requirement.)
      - 2. Physical activity class that requires participation in marching band activities as an extracurricular activity, or

- 3. Dance class  
(Satisfies one-half credit of either physical education or arts requirement.)
- e) Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons.
- iii. The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to:
  - a) the definition of dating violence and abuse,
  - b) the warning signs of dating violence and abusive behavior,
  - c) the characteristics of healthy relationships,
  - d) measures to prevent and stop dating violence and abuse, and
  - e) community resources available to victims of dating violence and abuse.
- iv. The District must approve the materials, resources, and speakers used in the Family Life/Human Sexuality and HIV/Sexually Transmitted Disease components of the K- 12 health curriculum.
  - a) Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge, and practice (F.S. 1003.46).
  - b) Provisions must be made to allow parents to make a written request for their child to be exempt from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment (F.S. 1003.42(3)).
- 7) Eight credits in Electives
- 8) Complete 0.5 credit of Personal Finance Literacy (Money Matters)
  - i. Equivalent dual enrollment or Florida Virtual School course will satisfy this requirement.
- 9) At least one course within the 24 credits required for graduation must be completed through blended/online learning (F.S. 1003.428).
  - i. This requirement shall be met through:
    - a) An online course offered by Florida Virtual School (FLVS), or
    - b) An online course offered by Broward Virtual Education (a franchise of FLVS), or
    - c) A blended/online course offered by the high school, or
    - d) A blended/online dual enrollment course.
    - e) Completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the CAPE Industry Certification Funding List, pursuant to F.S. 1008.44 or passage of the information technology certification examination without enrollment in or completion of the corresponding course or courses, as applicable.
  - ii. Schools shall not require a student to take the blended/online course outside of the school day or in addition to a student's courses for a given semester.
  - iii. A blended/online high school course taken during grades 6-8 fulfills this requirement.
  - iv. This requirement does not apply to a student who has an Individual Education Plan (IEP) under F.S. 1003.57, which indicates that a blended/online course would be inappropriate.
  - v. A student who is enrolled in a Florida high school and has less than one academic year remaining in high school may waive this requirement.
- b. **Grade Point Average (GPA)**
  - 1) Students must achieve at least a 2.0 cumulative, unweighted GPA to meet the graduation requirements for the chosen diploma option.



- c. **State Assessments**
    - 1) A student must pass the statewide, standardized grade 10 Reading assessment, or earn a concordant score.
    - 2) A student must pass the statewide, standardized Algebra 1 EOC assessment, or earn a comparative score.
  - d. **Service Learning**
    - 1) Students are required to complete a minimum of 40 documented hours of Service Learning in order to graduate.
    - 2) In cases of extreme hardship or senior out-of-district transfers, the school principal may waive the Service-Learning requirement.
3. **ACCEL Standard Diploma (18-Credit Option)**
- a. Awarded to students who meet all requirements for a standard high school diploma with the following exceptions:
    - 1) Physical Education is not required.
    - 2) Online Learning course is not required.
    - 3) Only three elective credits are required.
    - 4) Service-Learning hours are not required.

## 2. CTE Graduation Option

<b>STANDARD DIPLOMA</b> (Students entering Grade 9 in 2019-20 or thereafter)	
<b>Career and Technical Education Pathway Option</b>	
<b>English</b>	<b>4.0 Credits</b>
<b>Mathematics</b>	<b>1.0 Credit</b> Algebra (EOC=30% of final grade)
	<b>1.0 Credit</b> Geometry (EOC=30% of final grade)
	<b>2.0 Credits</b> Additional Math
<b>Science</b>	<b>1.0 Credit</b> Biology (EOC=30% of final grade)
	<b>2.0 Credits</b> Additional Science
<b>Social Studies</b>	<b>1.0 Credit</b> World History
	<b>1.0 Credit</b> U.S. History (EOC =30% of final grade)
	<b>0.5 Credit</b> U.S. Government
	<b>0.5 Credit</b> Economics
<b>Electives</b>	<p><b>4.0 Credits</b></p> <p>*Complete two credits in career and technical education. The courses must result in a program completion and an industry certification</p> <p>* Complete two credits in work-based learning programs. A student may substitute up to to two credits of electives, including one-half in financial literacy, for work based learning program courses to fulfill this requirement</p>
<b>TOTAL</b>	<b>18.0 Credits</b>
<b>State Assessments</b>	Passing score on the <b>Grade 10 FSA English/Language Arts (ELA)</b> statewide, standardized assessment or concordant score.
	Passing score on the <b>Algebra 1 EOC</b> or concordant score.
<b>Grade Point Average</b>	Cumulative, <u>unweighted</u> GPA of 2.0 on a 4.0 scale

## 3. International Baccalaureate (IB)

- a. Students can complete the International Baccalaureate (IB) curriculum. Please refer to the IB Organization website for the most current diploma requirements for this graduation option.

## 4. Advanced International Certificate of Education (AICE)

- a. Students can complete the Advanced International Certificate of Education (AICE) curriculum. Please refer to the AICE Organization website for the most current diploma requirements for this graduation option.

## 5. Certificate of Completion

- a. A student may receive a standard Certificate of Completion when he/she completes the minimum number of required credits as defined in the graduation charts in Appendix B, but is unable to meet one or more of the following:
- 1) Passing score on the required statewide, standardized assessments (F.S. 1008.22) or scores on a standardized test that are concordant with the passing scores on the statewide, standardized assessments (F.S. 1008.22).
  - 2) Cumulative unweighted GPA of 2.0.
- b. 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 and receive special instruction designed to remedy his or her identified deficiencies (F.S.1003.43(10)(b)).

- c. A student who receives a standard Certificate of Completion may participate in the graduation ceremonies with his or her class.

## 6. Special Diploma

- a. Students who entered the ninth grade before the 2014-2015 school year and whose IEP, as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma.
  - 1) Option 1 is based primarily upon mastering state standards and earning credits.
  - 2) Option 2 is based primarily on demonstrating competency in employment.
  - 3) Service-Learning hours are not required for a special diploma.
- b. The graduation charts in Appendix B summarize the graduation prerequisites and requirements for each special diploma option.
  - 1) The charts include references to “notes” that are applicable to specific diploma options.
  - 2) The notes include additional requirements as well as options for meeting some of the requirements and are an essential component of the graduation requirements.
- c. Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student’s skills and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements through the access course specified for each required core course, through more rigorous ESE courses in the same content area or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments.
  - 1) Eligible CTE courses may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments.
  - 2) Participation in the Florida Alternate Assessments in reading, mathematics, and science is required until replaced by Florida Alternate Assessments in English Language Arts I, II, III, Algebra I, Geometry, Biology I, and United States History.
  - 3) A score of at least three (3) on the grade 10 English Language Arts alternate assessment and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with Section 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in Section 1003.572, F.S.
  - 4) For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multimedia portfolios

that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

- d. Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies are the most appropriate way for the student to demonstrate his or her skills. A student must meet all of the graduation requirements specified in Section 1003.4282(1)-(9) or 1002.3105(5), F.S. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.
  - 1) Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for English IV; one (1) mathematics credit, with the exception of Algebra and Geometry; one (1) science credit, with the exception of Biology; and one (1) social studies credit with the exception of United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.
  - 2) Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in Section 1003.4282(11)(b)2.d., F.S., for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.
  - 3) Documented achievement of all components defined in Section 1003.4282(11)(b)2.b., F.S., on the student's employment transition plan.
- e. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in Section 1003.572, F.S.
- f. Deferral of receipt of a standard diploma. A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements found at Section 1003.4282(11)(c), F.S.
  - 1) The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent, or the student over the age of eighteen (18) for whom rights have transferred in accordance with subsection 6A-6.03311(8), F.A.C., must sign a separate document stating the decision.
    - i. The IEP team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services, and describe to the parent and the student all services and program options available to students who defer. This description must be done in writing.
    - ii. School districts must inform the parent and the student, in writing by January 30 of the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education (FAPE). This communication must state that the deadline for acceptance or

deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral.

- iii. The school district must ensure that the names of students deferring their diploma be submitted to appropriate district staff for entry in the district's management information system. Improper coding in the district database will not constitute failure to defer.
- 2) In accordance with subsection 6A-6.03028(1), F.A.C., a student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the school district, until the end of the school semester or year in which the student turns twenty-two (22).

## **7. Special Certificate of Completion**

- a. A special certificate of completion will be awarded to students who entered the ninth grade before the 2014-15 school year and whose IEP, as of June 20, 2014, contained a statement of intent to receive a special diploma and earned the required 18 or 24 credits required for graduation, but did not achieve the required GPA or did not pass required assessments unless a waiver of the results has been granted or participation in a statewide assessment has been exempted.

## **8. Adult Standard Diploma**

- a. The graduation requirements for an Adult Standard Diploma are the same as for a Traditional, 24-Credit Standard High School Diploma, except the following are not required:
  - 1) Physical Education,
  - 2) Fine/Performing Arts, and
  - 3) Service Learning.
- b. The Adult Education graduation charts in Appendix B summarize the graduation requirements with additional information noted.
  - 1) No student shall be awarded a Standard High School Diploma earlier than he/she would have normally graduated from high school in accordance with their selected graduation option except when that student has been assigned to adult high school for the purposes of acceleration pursuant to SBBC Policy 6.7.
  - 2) Successful performance on an examination for high school credit may be substituted only as outlined in this Policy.
  - 3) Students shall be permitted to substitute military service and/or education received while on active duty pursuant to restrictions and limitations imposed by F.A.C. 6A-6.020.

## **9. Adult Certificate of Completion**

- a. 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.
  - 1) Passing score on the Grade 10 statewide, standardized assessment (F.S. 1008.228) or scores on a standardized test that are concordant with the passing scores on the statewide, standardized assessment (F.S. 1008.228).
  - 2) Cumulative unweighted grade point average of 2.0.

## **10. Alternative Education Programs**

- a. 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 High School Equivalency Exam or Performance-

Based Option, which include:

- 1) Earning a passing score on the tenth grade statewide, standardized assessment (F.S. 1003.43).
- 2) Completing an employability and postsecondary portfolio as prescribed by the District.
- 3) Achieving the required score on the High School Equivalency Exam.

#### **11. Grade Point Average (GPA)**

- a. The Grade Point Average is calculated by dividing the quality points earned by the credits attempted.
  - 1) A quality point is the numerical value assigned to the letter grade (i.e., A=4, B=3, C=2, D=1, F=0).
- b. All high school courses, including those taken in the middle grades, shall be counted as attempts for credit when calculating all grade point averages, except when the grade forgiveness rule or course validation (e.g., transfer credit from home education) is applied.
- c. Students must achieve at least a 2.0 cumulative, unweighted GPA to meet the graduation requirements for the chosen diploma option.

#### **12. Interstate Compact on Educational Opportunities for Military Children**

- a. In order to facilitate the on-time graduation of children of military families, the district shall:
  - 1) Waive specific courses required for graduation if similar coursework has been satisfactorily completed in the transferring school.
  - 2) Accept exit or end-of-course exams required for graduation from the sending school; norm-referenced achievement tests; or alternative testing; in lieu of testing requirements for graduation in the district.
  - 3) If the military student transfers at the beginning of or during his or her junior year and is not eligible to graduate from the receiving school after all alternatives have been considered, the sending and receiving school must ensure the receipt of a diploma from the sending school.
- b. This compact applies to the children of:
  - 1) Active duty members of the uniformed services, including members of the National Guard and reserve on active duty orders;
  - 2) Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of two years after medical discharge or retirement; and
  - 3) Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of two years after death.

### **E. INTERVENTION AND SUPPORT**

#### **1. Progress Monitoring Plans (PMP)**

- a. Each student, including those with disabilities, who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the Algebra I EOC assessment, must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.
- b. A student who is not meeting school district or state requirements for satisfactory performance in English Language Arts and/or mathematics must be covered by one of the following plans:
  - 1) A federally required student plan such as an Individual Educational Plan (IEP);
  - 2) An individualized progress monitoring plan;

- 3) A school wide system of progress monitoring for all students;
- 4) Or both, as necessary.
- c. If a student scores below satisfactory on the statewide, standardized assessment as per F.S. 1008.22 and district-determined criteria, the following year the student may be placed in appropriate intensive coursework according to the district's Reading Placement Guidelines Chart. The course may be taught by a teacher who is reading certified, endorsed, or completed a district-approved professional development program. Supplemental strategies and supports must be incorporated into course content delivery.
- d. The Collaborative Problem-Solving Team (CPST) including classroom teachers and support staff must engage in data-based problem solving to ensure all students' areas of concern are identified, instruction and intervention are matched to students' need and aligned to the appropriate level of support. The school must develop a school wide and/or personalized intervention and progress monitoring plan. Parents/Guardians should be engaged and informed throughout the process. (F.S. 1008.25(4)(b)).
- e. Students exhibiting substantial deficiencies in reading or mathematics must have more frequent progress monitoring and diagnostic evaluation using district-approved assessments, including baseline, midyear, and end-of-year measures.
- f. Research-based instructional activities that have been shown to be successful with low-performing students will be used.
- g. The District may require low-performing students to attend supplemental programs held before or after regular school hours or during the summer if transportation is provided.
- h. Each student who does not meet minimum performance expectations for the statewide assessments in reading, writing, science, and mathematics must continue remedial instruction with supplemental support until expectations are met (F.S. 1008.25(4)(c)).
- i. Students may need a layered continuum of interventions and supports. The continuum may include implementation of supplemental strategies, standard protocol treatment plans, Targeted (Tier 2 / Intensive (Tier 3) interventions, IEPs and other District plans. Instruction and intervention implemented through the MTSS/Rtl process must be implemented with fidelity, progress monitored, and outcomes documented.
- j. Remedial instruction provided during high school may not be in lieu of English and/or mathematics credits required for graduation.
- k. Remedial instruction will include Targeted (Tier 2 / Intensive (Tier 3) interventions, strategies, or program different from the previous year's program.
- l. Students who must travel to centers or programs pursuant to the provisions of School Board policy will be allowed a period to do so.
- m. For students attending Schools of Choice, the learning contract will serve as the student's PMP.

## 2. Postsecondary Preparatory Support

High schools shall use all available assessment results, including the results of statewide, standardized English Language Arts assessments and EOC assessments for Algebra I and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation.

### 3. Extended Learning Opportunities

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

## F. ENRICHMENT

### 1. Academically Challenging Curriculum to Enhance Learning (ACCEL)

- a. ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students (F.S. 1002.3105(1)(a)).
- b. Each high school will include at a minimum (F.S. 1002.3105(1)(b)):
  - 1) Whole-grade promotion;
  - 2) Midyear promotion;
  - 3) Subject-matter acceleration;
  - 4) Virtual instruction in higher-grade level subjects, and v. The Credit Acceleration Program (CAP).
- c. Additional ACCEL options may include, but are not limited to (F.S.1002.3105(1)(b)):
  - 1) Enriched science, technology, engineering, and mathematics coursework;
  - 2) Enrichment programs;
  - 3) Flexible grouping;
  - 4) Advanced academic courses;
  - 5) Combined classes;
  - 6) Self-paced instruction;
  - 7) Rigorous industry certifications that articulate to college credit and approved pursuant to F.S. 1003.492 and F.S. 1008.44;
  - 8) Curriculum compacting;
  - 9) Advanced content instruction and,
  - 10) Telescoping curriculum.
- d. Parents and students may contact the principal at the student's school for information related to student eligibility requirements for ACCEL options offered by the principal pursuant to F.S. 1002.3105 and F.S.1008.25.
- e. Eligible students and their parents may request student participation in ACCEL options, including those that would result in a student attending a different and/or next-level school, by contacting the current school's principal (F.S. 1002.3105 and F.S. 1008.25).

### 2. Gifted Education (F.S. 1003.01 and F.S. 1003.57)

- a. Students may be evaluated for eligibility for gifted services via a teacher or parent referral.
- b. For the written statement of policies and procedures for providing an appropriate program of specially designed instruction and eligibility requirements for gifted, please refer to Special Policies and Procedures (SP&P) (F.S. 1003.01 and F.S. 1003.57; F.A.C. 6A-6.03019 and F.A.C. 6A-6.030191).
- c. Each student identified as being eligible for gifted services in grades K- 12 is entitled to instruction that meets their enrichment and/or acceleration needs in all core content areas, social/emotional needs, and/or independent functioning needs as identified during the Educational Plan (EP) process.
- d. All students identified as gifted must have a current EP.
  - 1) EPs must be redesigned at least every two years and/or at matriculation to the middle or high school.
  - 2) The school must provide services to meet the student's special needs as described in the EP and communicate progress towards EP goals quarterly



to parents.

3) For more information, consult the Procedural Guide for Gifted Education.

### 3. Dual Enrollment

- a. Dual enrollment is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion, a career certificate, or an associate or baccalaureate degree (F.S.1007.271(1)).
- b. The purpose of dual enrollment is to shorten the time necessary to complete requirements for a diploma, industry certification, associate, or baccalaureate degree, to broaden the scope of curricular options, or increase the depth of study available in a particular subject area.
- c. Dual enrollment will be open to students in grades 6-12 as specified in Florida statutes and agreed upon in an approved inter-institutional articulation agreement with the local college.
- d. To be eligible for dual enrollment in college credit courses, students must:
  - 1) Have a 3.0 cumulative, unweighted high school grade point average, unless the approved inter-institutional articulation agreement provides otherwise.
  - 2) Meet the minimum scores on the Common Placement Test (CPT), Postsecondary Education Readiness Test (PERT), or equivalent assessments (SAT or ACT).
  - 3) Obtain permission from the high school administrator designated to oversee dual enrollment prior to enrollment.
    - i. Once permission is obtained, the student must follow the required dual enrollment procedures designated by the post- secondary institution.
- e. To continue in dual enrollment for college credit courses, students must continue to maintain the 3.0 unweighted high school grade point average, inclusive of college courses taken, and maintain at least a 2.0 college grade point average.
- f. Students who are disruptive will lose the privilege of participating in the dual enrollment program.
- g. Dual enrollment-eligible students may dually enroll in coursework for those courses listed in the approved inter-institutional articulation agreement with the post-secondary institution or for those post- secondary institutions with which the District has no inter-institutional articulation agreement those courses approved by the state for dual enrollment.
- h. Vocational-preparatory instruction, college-preparatory instruction, remedial instruction, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program, as specified in F.S. 1007.271.
- i. Students who elect to participate in dual enrollment (which includes technical coursework) may do so during regular school hours, after regular school hours, and during the college/university/technical college summer terms as allowed by the post- secondary institution.
- j. Any student in approved dual enrollment with a State of Florida public postsecondary institution offering dual enrollment, shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees (F.S. 1007.271).
- k. Dual enrollment career certificate programs will allow students to earn a series of elective credits toward the high school diploma, while working towards a career certificate, and shall not be used to enroll students in isolated career

courses.

- I. To be eligible for dual enrollment in a career certificate program offered through the Broward Technical Colleges, students must:
  - 1) Have a 2.0 cumulative, unweighted high school grade point average, inclusive of any college courses the student has taken.
  - 2) Pass the Test of Adult Basic Education (TABE) at the required exit level for the targeted career certificate program.
  - 3) To continue in technical dual enrollment through Broward Technical Colleges, students must maintain at least a 2.0 unweighted grade point average, inclusive of dual enrollment courses.
- m. Dual Enrollment career certificate programs taught on the high school campus must carry the appropriate post-secondary course code number.

#### 4. Early Admission

- a. Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree (F.S. 1007.271(7-8)) or a postsecondary program leading to industry certifications, as listed in the Industry Certification Funding List (F.S. 1008.44) in order to shorten the time necessary to complete requirements for a certificate, diploma, associate, or baccalaureate degree.
- b. To be eligible for early admission, students must:
  - 1) Have a 3.0 cumulative, unweighted high school grade point average, inclusive of Dual Enrollment courses taken.
  - 2) Meet minimum scores on the College Placement Test (CPT), Postsecondary Education Readiness Test (PERT), or equivalent assessments (SAT or ACT).
- c. Once a student is eligible for early admissions, the eligibility continues through the end of the current school year.
- d. Participation in the career early admission program is limited to students who have completed a minimum of four semesters of full-time secondary enrollment, including studies undertaken in ninth grade.
- e. Early admission may take place at accredited postsecondary institutions with or without the existence of an articulation agreement.
- f. All coursework completed and credits earned under the early admission option will be recorded in the student's academic history and calculated into the student's cumulative grade point average.
- g. Any student so enrolled in a state supported postsecondary institution with which the School Board has an approved inter-institutional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees (F.S. 1007.271(10)).
  - 1) Students participating in early admissions programs at all other institutions will be responsible for all fees and expenses.
- h. In order to graduate from a public high school under the Early Admission 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.
  - 1) 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.

- 2) 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.
- 3) A student who does not meet all requirements by the time his/her class graduates will default to a standard diploma when all requirements are met.

#### **5. Credit from Other Postsecondary Institutions**

- a. Students may receive high school credit for completion of college coursework offered through programs at accredited postsecondary institutions that do not have inter-institutional articulation agreements with SBBC.
- b. In order to receive high school credit, students must complete these requirements:
  - i. Be enrolled as a high school student,
  - ii. Have a 3.0 cumulative, unweighted grade point average,
  - iii. Obtain approval from the school administrator,
  - iv. Provide a description of the course to be taken; the course must be included in a specific degree program (as opposed to special interest session offered by a college/university, which does not meet the criteria of a credit-granting course), and
  - v. Provide the school administrator with an official transcript delineating course title, number of college credit hours earned, and grade (F.A.C. 6A-1.09941).
- c. For purposes of this policy, three semester hours of college credit will be equated to one-half high school elective credit.
- d. All dual enrollment courses completed with a grade of “C” or better will earn two additional quality points toward the District’s weighted GPA.

#### **6. Weighted Quality Points**

- a. All courses, which are clearly labeled as Level 3 and/or “Honors”, consistent with State Frameworks and/or district guidelines and coded as such in the Course Code Dictionary, shall carry one additional quality point toward the District’s weighted GPA if the grade received is a “C” or above.
- b. Courses may be designated as “Local Honors” because they contain rigor that supports the awarding of one additional quality point toward the District’s weighted GPA.
  - 1) These courses are not considered “Honors” for the State University System (SUS), NCAA, or Bright Futures.
  - 2) Local Honors courses are designated as “-LH” in the course title.
- c. A grade in a course that is Level 3 or above and leads to an industry certification must be weighted the same as an Honors course.
- d. All classes that are clearly labeled “Pre-Advanced Placement”, “Pre-Advanced International Certificate of Education” or “Pre-International Baccalaureate” shall receive one additional quality point toward the District’s weighted GPA, if the grade received is “C” or above.
- e. All classes that are clearly labeled as AP, AICE, IB, or DE shall receive two additional quality points toward the District’s weighted GPA, if the grade received is “C” or above.
  - 1) Students will be required to take the AP, AICE, and/or IB examination (cost of the examination to be paid by the District) in order to receive two additional quality points.
  - 2) If a student elects not to take the AP, AICE, and/or IB examination, he/she will only receive one additional quality point toward the District’s weighted GPA for a grade of “C” or higher.

## 7. Class Rank

- a. Class rank shall be computed based upon the student's cohort.
  - 1) All attempted high school credits earned shall be calculated for class rank, including dual enrollment, early admission, adult education, high school courses completed in middle grades, and transfer credit.
  - 2) Students transferring from one SBBC high school to another in the last 2 semesters (or 4 for block schools) shall not displace, for class ranking recognition purposes, any other student.

## 8. Graduation Recognitions

- a. Diplomas and Graduation Exercises
  - 1) High schools, centers, and adult centers within the District shall issue only the types of diplomas authorized by the State and School Board's rules.
  - 2) Special recognition for achievement beyond the prescribed requirements shall be allowed but must be uniform throughout the district.
  - 3) Graduation exercises for the public high schools of the district shall be scheduled by the District.
  - 4) Students who have completed graduation requirements prior to the scheduled end of the normal school year may participate in the annual graduation ceremony.
  - 5) There shall be a summer graduation ceremony for high school students who complete their high school graduation requirements through extended learning opportunities.
  - 6) A school may schedule a mid-year graduation ceremony for students who have elected to complete high school prior to the scheduled end of the school year (SBBC Policy 5313).
  - 7) Only students who achieve a Certificate of Completion, standard diploma, or special education high school diploma may participate in graduation ceremonies.
  - 8) Per SBBC Policy 5313, students who have violated any of the rules of the Code of Student Conduct from January to June may be disallowed from participating in the annual graduation ceremony.
- b. State Scholar Diploma Designation
  - 1) In addition to the standard diploma requirements, the student must meet the following criteria:
    - i. Earn one credit in Algebra II,
    - ii. One credit in statistics or an equally rigorous mathematics course,
    - iii. Pass the statewide, standardized Geometry EOC assessment,
    - iv. Pass the statewide, standardized Biology I EOC assessment or earn a minimum score required to earn college credit on AP, IB, or AICE assessments,
    - v. Earn one credit in chemistry or physics,
    - vi. Earn one credit in a course equally rigorous to chemistry or physics,
    - vii. Pass the statewide, standardized United States History EOC assessment or earn a minimum score required to earn college credit on AP, IB, or AICE assessments,
    - viii. Earn two credits in the same world language, and
    - ix. Earn at least one credit in an AP, IB, AICE, or dual enrollment course.
- c. State Merit Diploma Designation  
In addition to the standard diploma requirements, the student must attain one or more industry certifications from the list established under F.S. 1003.492.

d. Honor Cords

- 1) For students entering 9th grade in 2013-14 and prior, Gold honor cords shall be issued to those students who graduate with a standard diploma under the following conditions:
  - i. Graduating students shall be in the top 10% of the entire senior class by rank order established by the District's weighted grade point average.
  - ii. Graduating students who have earned a 3.75 weighted grade point average but who may not be included in the top 10% shall also receive gold honor cords.
  - iii. Graduating students utilizing course validation shall not displace any of the top 10% honor students in rank order listing.
- 2) Beginning with students entering 9th grade in 2014-15 and thereafter, Honor Cords shall be issued to those students who graduate with a standard diploma under the following conditions:
  - i. Honors
    - a) Graduating students shall be in the top 10% of the entire senior class by rank order established by the District's weighted grade point average.
    - b) Graduating students who have earned a 3.75 weighted grade point average but who may not be included in the top 10% shall also receive Honors recognition.
    - c) Graduating students utilizing course validation shall not displace any of the top 10% Honors students in rank order listing.
  - ii. High Honors
    - a) Graduating students shall be in the top 5% of the entire senior class by rank order established by the District's weighted grade point average.
    - b) Graduating students utilizing course validation shall not displace any of the top 5% High Honors students in rank order listing.
  - iii. Highest Honors
    - a) Graduating students shall be in the top 2% of the entire senior class by rank order established by the District's weighted grade point average.
    - b) Graduating students utilizing course validation shall not displace any of the top 2% Highest Honors students in rank order listing.

e. Silver Cords

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

f. Valedictorian/Salutatorian

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

ranking purposes, including valedictorian/salutatorian, any other student.

g. Seal of Biliteracy

- 1) The Seal of Biliteracy recognizes graduating high school students who have attained a high level of competency in listening, reading, speaking, and writing in one or more languages, in addition to English.
- 2) Beginning with the 2016-17 school year, the Gold Seal of Biliteracy or the Silver Seal of Biliteracy shall be awarded to a high school student who has earned a standard high school diploma and who has satisfied one of the following criteria for eligibility:

i. Silver Seal

- a) Earn four (4) world language credits in the same world language with a cumulative 3.0 grade point average or higher on a 4.0 scale; or
- b) Earn a score or performance level on any of the examinations on the chart shown below:

1. SAT Subject Test	600 or higher
2. CLEP Level 1 Language Exam	Spanish 50-62
	French 50-58
	German 50-59
3. IB Language Exam	4 or higher
4. AP Language Exam	3 or higher
5. AICE Subject Test	A, B, C, D, or E
6. American Sign Language Proficiency Interview (ASLPI)	3 or higher
7. Sign Language Proficiency Interview: American Sign Language (SLPI: ASL)	Intermediate Plus or higher
8. American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance Toward Proficiency in Language (AAPPL) Interpersonal Listening, Interpersonal Speaking, Interpretive Listening, and Presentational Writing	Intermediate Mid or higher
9. ACTFL Oral Proficiency Interview (OPI)	Intermediate Mid or higher
10. Standards-based Measurement of Proficiency for Grade 7-Adult (STAMP4S)	Intermediate Mid or higher
11. ACTFL Latin Interpretive Reading Assessment (ALIRA)	I-2 or higher

- c) For languages which are not tested on the nationally recognized examinations listed in the chart above, demonstrated language proficiency through maintenance of a portfolio of language performance at the Intermediate Mid level or higher based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for the language.
- ii. Gold Seal
  - a) Earn four (4) world language credits in the same world language with a cumulative 3.0 grade point average or higher on a 4.0 scale and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA);
  - b) Earn a score or performance level on any of the examinations on the chart shown below:

1. SAT Subject Test	700 or higher
2. CLEP Level 1 Language Exam	Spanish 63 or higher
	French 59 or higher
	German 60 or higher
3. IB Language Exam	5 or higher
4. AP Language Exam	4 or higher
5. AICE Subject Test	A, B, C, D
6. American Sign Language Proficiency Interview (ASLPI)	4 or higher
7. Sign Language Proficiency Interview: American Sign Language (SLPI: ASL)	Advanced Plus or higher
8. American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance Toward Proficiency in Language (AAPPL) Interpersonal Listening, Interpersonal Speaking, Interpretive Listening, and Presentational Writing	Advanced Low or higher
9. ACTFL Oral Proficiency Interview (OPI)	Advanced Low or higher
10. Standards-based Measurement of Proficiency for Grade 7-Adult (STAMP4S)	Advanced Low or higher
11. ACTFL Latin Interpretive Reading Assessment (ALIRA)	I-5 or higher

- c) For languages which are not tested on the nationally recognized examinations listed in the chart above, demonstrated language

proficiency through maintenance of a portfolio of language performance at the Advanced Low level or higher based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for the language.

- 3) A high school student who does not enroll in, or complete, world language courses, shall be awarded four (4) world language high school course credits, upon attaining at least the minimum score or performance level set forth in the examination chart for the Silver Seal of Biliteracy above.
- h. Certificate of Global Citizenship
- 1) The Certificate of Global Citizenship recognizes students who have attained a high level of global competency through academic investigation of global issues, exposure to global perspectives, communication of diverse ideas, and globally focused community service.
  - 2) The Certificate of Global Citizenship is supported by the EdSteps Global Competencies Matrix.
  - 3) To qualify for the Certificate of Global Citizenship, a student must complete the following requirements:
    - i. Earn a grade of “B” or higher in each of at least six (6) approved “Global Passport” courses.
    - ii. At least two (2) courses must be “core” (English, Math, Science, or Social Studies), a world language, and an approved elective.
      - a) The BCPS Applied Learning Department will publish an approved list of courses for each category, annually.
      - b) Middle school transfer students may use comparable coursework that is approved by the BCPS Applied Learning Department to complete this requirement.
  - 4) Demonstrate exposure to global perspectives by completing at least four (4) semesters of “Global Passport” extracurricular programs between grades nine (9) and twelve (12).
  - 5) Demonstrate globally focused volunteer efforts by completing at least three (3) “Global Passport” service projects and/or district-wide events between grades nine (9) and twelve (12).
  - 6) Demonstrate communication of diverse ideas by completing and presenting a self-authored capstone research project at the “BCPS Global Passport Conference” during the fall of a student’s senior year of high school.
  - 7) Earn a high school diploma.

## **G. REPORTING PROGRESS**

1. The reporting of student progress to parents shall follow procedures established by the District and be in accordance with Florida Statutes, Florida State Board of Education administrative rules, and School Board adopted policies, rules, and regulations. (F.S. 1008.25 and F.S. 1003.33).
2. **Report Cards**
  - a. Report cards are issued at the end of each marking period and cover a period of approximately 45 school days.
  - b. Report cards may not be withheld from students because of failure to pay dues, fees, or charges for lost or damaged books or property.
  - c. The student’s academic performance in each class or course must be based upon examinations as well as written papers, class participation, and other academic performance criteria (F.S. 1003.33).
  - d. Report cards also provide information on the student’s conduct, behavior,



and attendance, including absences and tardiness (F.S.1003.33(b-c)).

- e. If a student withdraws and does not qualify for a report card under this provision, the parent shall be issued a statement of academic achievement.
- f. All schools will use the district-identified report card unless special permission has been obtained from the District, based upon the unique program implemented at the school.
- g. There are several grade point averages included on the report card:
  - 1) The Semester Weighted GPA is the weighted average of the courses taken in any one semester (includes additional quality points for honors, AP, IB, and DE courses, including technical dual enrollment).
  - 2) The Cumulative Weighted GPA is the District's GPA used for class rank and is the weighted average of all high school courses (includes additional quality points for honors, AP, IB, and DE courses, including technical dual enrollment).
  - 3) The Core GPA is the average of all academic college core courses completed using an additional 0.5 quality point for each full credit course.
  - 4) The State GPA is the cumulative, unweighted average of grade points earned in all high school courses, including high school courses taken in middle school, that are not forgiven.
    - i. For graduation purposes, students must meet the minimum GPA requirements of their chosen program.
    - ii. No additional quality points are awarded for rigorous coursework.

### **3. Interim Reports**

- a. No 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:
  - 1) a grade of D or F,
  - 2) a drop of two or more grades,
  - 3) unacceptable behavior, and
  - 4) excessive absences.
- b. In schools with an automated system for record keeping and grading, interims will be provided for all students as an indication of satisfactory or unsatisfactory progress.

### **4. Parental Notification**

- a. Any student with a cumulative, unweighted GPA below 2.5 shall have their parent or guardian notified that improved achievement is necessary to ensure that high school graduation requirements are met.
- b. These students will be assisted in meeting requirements through a variety of options, which may include, but are not limited to:
  - 1) Grade forgiveness, as specified in this policy
  - 2) Extended learning
  - 3) Special counseling
  - 4) Volunteer and/or peer tutoring
  - 5) School-sponsored help sessions
  - 6) Homework hotlines
  - 7) Study skills classes
  - 8) Co-enrollment

### **5. Acceleration Mechanism Notification**

- a. At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of courses through which

a high school student can earn college credit, including AP, IB, AICE, dual enrollment, career academy courses, and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction.

b. Students shall also be advised of early graduation options under F.S.1003.4281.

#### **6. Alternative Report Card**

A district-approved alternative report card may be used for:

- a. students with disabilities whose progress cannot be appropriately reported using the standard report cards, or
- b. other district-approved programs that the standard report card does not address adequately.

#### **7. Individual Educational Plan (IEP) Annual Goals**

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

#### **8. Educational Plan (EP) Goals**

The EP Goals Progress Report must be completed and sent home with each report card for all students who are eligible for gifted services.

#### **9. English Language Learner (ELL) Plan Goals**

An English Language Learner (ELL) Plan must be completed and a Continuation Letter sent home with each student on or before 30 days of the anniversary date in the ESOL Program.

### **H. HIGH SCHOOL COUNSELING SERVICES**

1. All schools shall ensure access to school counseling programs for all students through a standards-driven school counseling program that is comprehensive in scope, developmental in nature, and focused on the academic, personal/social, and career development needs of all students.
2. All school counselors will develop, in collaboration with the principal, an Annual School Counseling Plan (ASCP) in a format to be determined by the District.
  - a. The plan will support the School Improvement Plan and be based upon national school counseling standards.
  - b. The ASCP will ensure that every student is given an opportunity to participate in a face-to-face activity with a school counselor that involves the student in reviewing course selections and comparing those selections with requirements for career and/or postsecondary plans.
3. High school counseling services will include:
  - a. Advisement to parents and students of the early and accelerated graduation options under F.S. 1003.4281 and F.S. 1003.429 (F.S. 1008.25).
  - b. An exit interview shall be conducted with any student who drops out of school.
    - 1) The interview shall be conducted to determine the student's decision to drop out of school and to what actions could be taken to keep the student in school.
    - 2) 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 High School Equivalency Exam preparation.
    - 3) The student will complete a survey in the format prescribed by the Florida Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled (F.S. 1003.21(1)(2)(c)).

### **I. STUDENT DAY**

1. A high school student day shall consist of a minimum of:
  - a. High Schools 360 minutes

b. ESE Centers 360 minutes

(Exceeds state requirements defined in F.S. 1011.61)

2. 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.

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

The School Board will annually publish on the district website and in the local newspaper 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 below proficiency on the statewide, standardized assessments.
3. By grade, the number and percentage of all students retained in kindergarten through grade 10.
4. Information on the total number of students who were promoted for good cause, by each category of good cause.
5. Any revisions to the district School Board's policies and procedures on student retention and promotion from the prior year.

## IV. DEFINITIONS

- **Biliteracy**  
Attainment of a high level of competency in listening, speaking, reading, and writing in one or more world languages in addition to English (F.S. 1003.432).
- **Blended Learning**  
Formal education model in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace, and learning occurs at least in part at a brick-and-mortar location away from the home.
- **Core GPA**  
Assessments that measure students' understanding of a subject area or skill base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need.
- **Credit Recovery**  
Assessments that measure students' understanding of a subject area or skill base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need.
- **Diagnostic Assessments**  
Assessments that measure students' understanding of a subject area or skill base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need.
- **Evaluative Assessments**  
Assessments that measure student proficiency at selected intervals in order to compare change over time and to compare to state level results.
- **Formative Assessment**  
Formal and informal ways that teachers and students gather and respond to evidence of student learning, Formative assessments are part of teaching in the classroom. Formative assessments will not result in a score that will appear on a student's report card, but they serve the greater purpose of informing both students and teachers on what changes need to happen in classroom instruction to better serve the needs of individual students.
- **Interim Assessments**  
Assessments administered on a small scale (i.e., school or district) with results that can be used at the classroom level or aggregated at the school- or district- level. Depending on the design, interim assessments can be used to predict a student's ability to succeed on a summative assessment, to evaluate a program, or to diagnose student learning gaps.
- **Online Learning**  
A course involving student-teacher interaction in which 100% of the course content and instruction must occur through an online delivery model via a learning management system with some element of student control over time, place or pace.
- **Progress Monitoring**  
Process used to determine whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been.
- **Summative Assessment**  
Assessments that evaluate student mastery of Florida's academic standards at or near the conclusion of the course of instruction.
- **Statewide, Standardized Assessments**

Summative assessments in ELA in grades 3-10, mathematics in grades 3-8, and science in grades 5 and 8; and EOC assessments in Algebra 1, Geometry, U.S. History, and Civics.

- **Unweighted GPA**

Assessments that measure students' understanding of a subject area or skill base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need.

- **Weighted GPA**

Assessments that measure students' understanding of a subject area or skill base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need.

- **World Language**

Language other than English and includes American Sign Language, classical languages, and indigenous languages (F.S. 1003.432).

# V. ACRONYMS

- **BCPS** Broward County Public Schools
- **BAS** Broward Assessment System
- **GPA** Grade Point Average
- **VPK** Voluntary Pre-Kindergarten
- **K** Kindergarten
- **F.S.** Florida Statute
- **F.A.C.** Florida Administrative Code
- **SP&P** Standard Protocols & Procedures
- **P.L.** Public Law
- **SACS/CASI** Southern Association of Colleges & Schools/Council on Accreditation and School Improvement
  
- **DJJ** Department of Juvenile Justice
- **504** Section 504 of the Americans with Disabilities Act
- **ADA** Americans with Disabilities Act
- **ESE** Exceptional Student Education
- **IEP** Individual Education Plan
- **EP** Educational Plan
- **ESOL** English for Speakers of Other Languages
- **ELL** English Language Learner
- **SWD** Students with Disabilities
- **IDEA** Individuals with Disabilities Education Act
- **FRL** Free & Reduced Price Lunch Program
- **FAPE** Free & Appropriate Public Education
- **MOCP** Modified Occupational Completion Points
- **HOPE** Health Opportunities thru Physical Education
- **PE** Physical Education
- **BVE** Broward Virtual Education
- **CAPE** Career and Professional Education
- **CTE** Career & Technical Education
- **CAP** Credit Acceleration Program
- **OSHA** Occupational Safety and Health Administration
- **FSA** Florida Standards Assessment
- **EOC** End-of-Course Assessment
- **ELA** English Language Arts
- **TABE** Test of Adult Basic Education
- **SAT** None (Formerly known as Scholastic Assessment Tests)
- **ACT** American College Testing Program
- **PERT** Postsecondary Education Readiness Test
- **AP** Advanced Placement
- **IB** International Baccalaureate
- **AICE** Advanced International Certificate of Education
- **SUS** State University System
- **CLEP** College Level Examination Program
- **NCAA** National Collegiate Athletic Association

- **SAT II** SAT Subject Area Assessments
- **ACTFL** American Council on Teaching Foreign Languages
- **RTI** Response-to-Intervention
- **MTSS** Multi-Tiered System of Supports
- **CPST** Collaborative Problem-Solving Team
- **ACCEL** Academically Challenging Curriculum to Enhance Learning
- **PMP** Progress Monitoring Plan
- **ASCP** Annual School Counseling Plan
- **CPT** College Placement Test
- **LH** Local Honors
- **DE** Dual Enrollment
- **GED** General Equivalency Diploma
- **JROTC** Junior Reserve Officer Training Corp
- **TERMS** Total Educational Resource Management System
- **CCD** Course Code Directory

# APPENDIX A

## PROMOTION CRITERIA – ELEMENTARY GRADES (K-5)

Students should be afforded the opportunity to meet all of the promotion criteria listed in the following charts; however, once one of the criteria is achieved, no additional criteria must be met.

### ELEMENTARY PROMOTION CRITERIA

KINDERGARTEN	
Criterion #1:	Scores Instructional Reading Level B or greater on the Benchmark Assessment System (BAS).
<b>GOOD CAUSE</b>	
Criterion #2: Alternative Assessment	Scores 70% or greater on the <u>Benchmark Advance Interim 4</u> .
Criterion #3: Alternative Assessment	Recognizes 48 of 52 Letter Names <b>AND</b> Distinguishes 20 of 26 Letter Sounds <b>AND</b> Understands 15 of 21 Concepts of Print
Criterion #4: Previous Retention	Student has received intensive reading intervention and was previously retained in Kindergarten.
Criterion #5: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9: Intervention Performance	<b>Student received instruction and intervention through the MTSS/Rtl (Targeted Tier 2 and/or Intensive Tier 3), IEP, EP, ELL, Section 504 or other District approved process. Student data, assessments and work samples indicate the student is demonstrating progress toward the identified goal(s) in the area(s) of concern; and with continued instruction and intervention in the subsequent grade level the student will continue to progress. Evidence the instruction and intervention were implemented with fidelity, progress monitored, and outcomes documented must inform all decisions.</b>
Criterion #10: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.



## ELEMENTARY PROMOTION CRITERIA

FIRST GRADE	
Criterion #1:	Scores 55% or greater on the Primary End of Year Reading Test that aligns with the Language Arts Florida Standards.
GOOD CAUSE	
Criterion #2: Alternative Assessment	Scores Instructional Reading Level I or greater on the Benchmark Assessment System (BAS).
Criterion #3: Alternative Assessment	Scores 70% or greater on the Benchmark Advance Interim 4.
Criterion #4: Previous Retention	Student has received intensive reading intervention and was previously retained in K-1 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9: ESE Previous Retention	Student with a disability participating in district wide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-1.
Criterion #10: Intervention Performance	Student received instruction and intervention through the MTSS/Rtl (Targeted Tier 2 and/or Intensive Tier 3), IEP, EP, ELL, Section 504 or other District approved process. Student data, assessments and work samples indicate the student is demonstrating progress toward the identified goal(s) in the area(s) of concern; and with continued instruction and intervention in the subsequent grade level the student will continue to progress. All decisions must include evidence of implementation fidelity, progress monitoring data, parent notification and documented in the District's comprehensive data system.
Criterion #11: Extraordinary	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

## ELEMENTARY PROMOTION CRITERIA

SECOND GRADE	
Criterion #1:	Scores 65% or greater on the Primary End of Year Reading Test that aligns with the Language Arts Florida Standards.
GOOD CAUSE	
Criterion #2: Alternative Assessment	Scores Instructional Reading Level M or greater on the Benchmark Assessment System (BAS).
Criterion #3: Alternative Assessment	Scores 70% or greater on the Benchmark Advance Interim 4.
Criterion #4: Previous Retention	Student has received intensive reading intervention and was previously retained in K-2 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9: ESE Previous Retention	Student with a disability participating in district-wide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-2.
Criterion #10: Intervention Performance	Student received instruction and intervention through the MTSS/Rtl (Targeted Tier 2 and/or Intensive Tier 3), IEP, EP, ELL, Section 504 or other District approved process. Student data, assessments and work samples indicate the student is demonstrating progress toward the identified goal(s) in the area(s) of concern; and with continued instruction and intervention in the subsequent grade level the student will continue to progress. All decisions must include evidence of implementation fidelity, progress monitoring data, parent notification and documented in the District's comprehensive data system.
Criterion #11: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

## ELEMENTARY PROMOTION CRITERIA

THIRD GRADE	
Criterion #1:	Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.
GOOD CAUSE	
Criterion #2: Alternative Assessment	Scores acceptable level of performance on a state-approved achievement test in reading comprehension.
Criterion #3: Portfolio	Scores acceptable level of performance on the state-approved English Language Arts portfolio assessment.
Criterion #4: Summer Assessment/ Alternative Assessment	Scores acceptable level of performance on the state-approved reading assessment (administered at the end of the Reading Academy for Third Grade Promotion in the summer following third grade retention).
Criterion #5: Mid-Year Assessment/ Alternative Assessment	Scores acceptable level of performance on the Broward Standards Assessment (BSA) for English Language Arts (administered in September following third grade retention).
Criterion #6: Previous Retention	Student has received intensive reading intervention and was previously retained in K-3 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #7: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #8: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #9: ESE Previous Retention	Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-3.

## ELEMENTARY PROMOTION CRITERIA

Fourth grade promotion requires the student to meet criteria for both reading and mathematics. Satisfaction of these promotion criteria provides students the opportunity to use one criterion option for reading and another criterion option for mathematics, if needed.

FOURTH GRADE	
Criterion #1:	<b>READING:</b> Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.
	<b>MATH:</b> Scores Level 2 or greater on the Florida Standards Assessment (FSA) for Mathematics.
GOOD CAUSE CRITERIA	
Criterion#2: Alternative Assessment	<b>READING:</b> Scores Instructional Reading Level S or greater on the Benchmark Assessment System (BAS).
	<b>MATH:</b> Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Mathematics Florida Standards End of Year Test.
Criterion#3: Alternative Assessment	<b>READING:</b> Scores 70% or greater on Benchmark Advance Interim 4.
	<b>MATH:</b> Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Common Core Benchmark Test A or B.
Criterion #4: Previous Retention	Student has received intensive reading and/or math intervention and was previously retained in K-4 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9: ESE Previous Retention	Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-4.
Criterion #10: Intervention Performance	Student received instruction and intervention through the MTSS/RtI (Targeted Tier 2 and/or Intensive Tier 3), IEP, EP, ELL, Section 504 or other District approved process. Student data, assessments and work samples indicate the student is demonstrating progress toward the identified goal(s) in the area(s) of concern; and with continued instruction and intervention in the subsequent grade level the student will continue to progress. Evidence the instruction and intervention were implemented with fidelity, progress monitored, and outcomes documented must inform all decisions.
Criterion #11: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

## ELEMENTARY PROMOTION CRITERIA

Fifth grade promotion requires the student to meet criteria for both reading and mathematics. Satisfaction of these promotion criteria provides students the opportunity to use one criterion option for reading and another criterion option for mathematics, if needed.

FIFTH GRADE	
Criterion #1:	<b>READING:</b> Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.
	<b>MATH:</b> Scores Level 2 or greater on the Florida Standards Assessment (FSA) for Mathematics.
GOOD CAUSE	
Criterion #2: Alternative Assessment	<b>READING:</b> Scores Instructional Reading Level V or greater on the Benchmark Assessment System (BAS).
	<b>MATH:</b> Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Florida Standards End-of-Year Test.
Criterion #3: Alternative Assessment	<b>READING:</b> Scores 70% or greater on the Benchmark Advance Interim 4.
	<b>MATH:</b> Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Common Core Benchmark Test A or B.
Criterion #4: Previous Retention	Student has received intensive reading and/or math intervention and was previously retained in K-5 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Previous Retention	Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-5.
Criterion #9: Intervention Performance	Student received instruction and intervention through the MTSS/RtI (Targeted Tier 2 and/or Intensive Tier 3), IEP, EP, ELL, Section 504 or other District approved process. Student data, assessments and work samples indicate the student is demonstrating progress toward the identified goal(s) in the area(s) of concern; and with continued instruction and intervention in the subsequent grade level the student will continue to progress. All decisions must include evidence of implementation fidelity, progress monitoring data, parent notification and documented in the District's comprehensive data system.
Criterion #10: Extraordinary	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

# APPENDIX B

## High School Graduation Requirements

# STANDARD HIGH SCHOOL DIPLOMA

Students Entering 9<sup>th</sup> Grade in 2014-2015 and Thereafter

## Traditional 24-Credit Graduation Option

<b>English</b>	<b>4.0 Credits</b>
<b>Mathematics</b>	<b>1.0 Credit</b> Algebra (EOC = 30% of final grade) <b>1.0 Credit</b> Geometry (EOC = 30% of final grade) <b>2.0 Credits</b> Additional Mathematics
<b>Science</b>	<b>1.0 Credit</b> Biology (EOC=30% of final grade) <b>2.0 Credits</b> Additional Science identified as equally rigorous
<b>Social Studies</b>	<b>1.0 Credit</b> World History <b>1.0 Credit</b> United States History (EOC = 30% of final grade) <b>0.5 Credit</b> United States Government <b>0.5 Credit</b> Economics with Financial Literacy
<b>Fine and Performing Arts, Speech/Debate, or Physical Education</b>	<b>1.0 Credit</b> Fine or Performing Arts, Speech and Debate, or eligible Practical Arts <b>1.0 Credit</b> Physical Education to include the integration of Health (HOPE) (Additional PE requirement options are located on page 37)
<b>Electives</b>	<b>8.0 Credits</b>
<b>TOTAL</b>	<b>24.0 Credits</b>
<b>Florida Standards Assessments (FSA)</b>	Earn a passing score on the Grade 10 English/Language Arts (ELA) FSA or a State- approved concordant score Earn a passing score on the Algebra 1 EOC assessment or a State-approved comparative score
<b>Blended/Online Course</b>	Requires a full course to be completed
<b>Grade Point Average</b>	Cumulative Unweighted GPA of 2.0 on a 4.0 scale
<b>Service Hours</b>	40 hours required
<b>World Languages</b>	Not required for graduation; however, may be required for university admissions, Bright Futures scholarships, Diploma Designations, and/or other programs
<b>Diploma Designations</b>	
<b>Scholar</b>	In addition to meeting all requirements for a standard high school diploma: <ul style="list-style-type: none"> <li>• 1.0 credit in Algebra II</li> <li>• 2.0 credits in the same world language</li> <li>• 1.0 credit in Statistics or equally rigorous math</li> <li>• 1.0 credit in Chemistry or Physics</li> <li>• 1.0 credit in an additional Science course identified as equally rigorous</li> <li>• 1.0 credit in AP, IB, AICE or a dual enrollment course</li> <li>• Pass the Geometry EOC</li> <li>• Pass the Biology EOC or earn college credit on AP, IB or AICE exam</li> <li>• Pass the US History EOC or earn college credit on AP, IB or AICE exam</li> </ul>
<b>Merit</b>	In addition to meeting all requirements for a standard high school diploma: <ul style="list-style-type: none"> <li>• Attain one or more industry certifications from the list established</li> </ul>

# STANDARD HIGH SCHOOL DIPLOMA

Students Entering 9<sup>th</sup> Grade in 2014-2015 and Thereafter

## ACCEL 18-Credit Graduation Option

<b>English</b>	<b>4.0 Credits</b>
<b>Mathematics</b>	<b>1.0 Credit</b> Algebra (EOC = 30% of final grade) <b>1.0 Credit</b> Geometry (EOC = 30% of final grade) <b>2.0 Credits</b> Additional Mathematics
<b>Science</b>	<b>1.0 Credit</b> Biology (EOC=30% of final grade) <b>2.0 Credits</b> Additional Science identified as equally rigorous
<b>Social Studies</b>	<b>1.0 Credit</b> World History <b>1.0 Credit</b> United States History (EOC = 30% of final grade) <b>0.5 Credit</b> United States Government <b>0.5 Credit</b> Economics with Financial Literacy
<b>Fine and Performing Arts, Speech/Debate, or Practical Arts</b>	<b>1.0 Credit</b> Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
<b>Electives</b>	<b>3.0 Credits</b>
<b>TOTAL</b>	<b>18.0 Credits</b>
<b>Florida Standards Assessments (FSA)</b>	Earn a passing score on the Grade 10 English/Language Arts (ELA) FSA or a State- approved concordant score Earn a passing score on the Algebra 1 EOC assessment or a State-approved comparative score
<b>Grade Point Average</b>	Cumulative Unweighted GPA of 2.0 on a 4.0 scale
<b>World Languages</b>	Not required for graduation; however, may be required for university admissions, several Bright Futures Scholarships, Diploma Designations,
<b>Diploma Designations</b>	
<b>Scholar</b>	In addition to meeting all requirements for a standard high school diploma: <ul style="list-style-type: none"> <li>• 1.0 credit in Algebra II</li> <li>• 2.0 credits in the same world language</li> <li>• 1.0 credit in Statistics or equally rigorous math</li> <li>• 1.0 credit in Chemistry or Physics</li> <li>• 1.0 credit in an additional Science course identified as equally rigorous</li> <li>• 1.0 credit in AP, IB, AICE or a dual enrollment course</li> <li>• Pass the Geometry EOC</li> <li>• Pass the Biology EOC or earn college credit on AP, IB or AICE exam</li> <li>• Pass the US History EOC or earn college credit on AP, IB or AICE exam</li> </ul>
<b>Merit</b>	In addition to meeting all requirements for a standard high school diploma: <ul style="list-style-type: none"> <li>• Attain one or more industry certifications from the list established</li> </ul>



# STANDARD HIGH SCHOOL DIPLOMA

Students Entering 9<sup>th</sup> Grade in 2014-2015 and Thereafter

## Students with Disabilities: Access Points & Alternative Assessments

<b>English</b>	<b>4.0 Credits</b>
<b>Mathematics</b>	<b>1.0 Credit</b> Algebra (EOC = 30% of final grade) <b>1.0 Credit</b> Geometry (EOC = 30% of final grade) <b>2.0 Credits</b> Additional Mathematics
<b>Science</b>	<b>1.0 Credit</b> Biology (EOC=30% of final grade) <b>2.0 Credits</b> Additional Science identified as equally rigorous
<b>Social Studies</b>	<b>1.0 Credit</b> World History <b>1.0 Credit</b> United States History (EOC = 30% of final grade) <b>0.5 Credit</b> United States Government <b>0.5 Credit</b> Economics with Financial Literacy
<b>Fine and Performing Arts, Speech/Debate, or Practical Arts</b>	<b>1.0 Credit</b> Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
<b>Physical Education</b>	<b>1.0 Credit</b> Physical Education to include the integration of Health (HOPE) (Additional PE requirement options are located on page 27)
<b>Electives</b>	<b>8.0 Credits</b>
<b>TOTAL</b>	<b>24.0 Credits</b>
<b>Blended/Online</b>	Requires a full course to be completed
<b>Grade Point Average</b>	Cumulative Unweighted GPA of 2.0 on a 4.0 scale
<b>Service Hours</b>	40 hours required
<b>Florida Standards Alternative Assessments (FSAA)</b>	<p>Participate in the Florida Standards Alternate Assessments (FSAA) in English Language Arts (ELA) I, II, and III, Algebra I, Geometry, Biology I, and United States History.</p> <ul style="list-style-type: none"> <li>• Pass the Grade 10 ELA FSAA, unless the results are waived in accordance with F.S. 1008.22(3)(c)</li> <li>• Pass the EOC assessment for Access Algebra I unless the results are waived in accordance with F.S. 1008.22(3)(c)</li> </ul> <p>For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required.</p> <ul style="list-style-type: none"> <li>• The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards.</li> <li>• Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible.</li> <li>• Community based instruction, MOCs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.</li> </ul>
<b>Access Points (s. 1003.4282(11)(b)1)</b>	<p>Students must meet the graduation requirements specified above through:</p> <ul style="list-style-type: none"> <li>• The access course specified for each required core course</li> <li>• More rigorous ESE courses in the same content area</li> <li>• Core academic courses</li> </ul> <p>Eligible CTE courses may substitute for</p> <ul style="list-style-type: none"> <li>• 1.0 Credit Access English IV</li> <li>• 1.0 Credit Mathematics, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry</li> <li>• 1.0 Credit Science, with the exception of Access Biology</li> <li>• 1.0 Credit Social Studies, with the exception of Access United States History</li> </ul>

# STANDARD HIGH SCHOOL DIPLOMA

Students Entering 9<sup>th</sup> Grade in 2014-2015 and Thereafter

## Students with Disabilities: Employment Competencies

In accordance with F.S. 1003.4282(11)(2)

<b>English</b>	<b>4.0 Credits</b>
<b>Mathematics</b>	<b>1.0 Credit</b> Algebra (EOC = 30% of final grade) <b>1.0 Credit</b> Geometry (EOC = 30% of final grade) <b>2.0 Credits</b> Additional Mathematics
<b>Science</b>	<b>1.0 Credit</b> Biology (EOC=30% of final grade) <b>2.0 Credits</b> Additional Science identified as equally rigorous
<b>Social Studies</b>	<b>1.0 Credit</b> World History <b>1.0 Credit</b> United States History (EOC = 30% of final grade) <b>0.5 Credit</b> United States Government <b>0.5 Credit</b> Economics with Financial Literacy
<b>Fine and Performing Arts, Speech/Debate, or Practical Arts</b>	<b>1.0 Credit</b> Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
<b>Physical Education</b>	<b>1.0 Credit</b> Physical Education to include the integration of Health (HOPE) (Additional PE requirement options are located on page 27)
<b>Electives</b>	<b>8.0 Credits</b>
<b>TOTAL</b>	<b>24.0 Credits</b>
<b>Blended/Online</b>	Requires a full course to be completed
<b>Grade Point Average</b>	Cumulative Unweighted GPA of 2.0 on a 4.0 scale
<b>Service Hours</b>	40 hours required
<b>Florida Standards Alternative Assessments (FSAA)</b>	<p>Participate in the Florida Standards Alternate Assessments (FSAA) in English Language Arts (ELA) I, II, and III, Algebra I, Geometry, Biology I, and United States History.</p> <ul style="list-style-type: none"> <li>• Pass the Grade 10 ELA FSAA, unless the results are waived in accordance with F.S. 1008.22(3)(c)</li> <li>• Pass the EOC assessment for Access Algebra I unless the results are waived in accordance with F.S. 1008.22(3)(c)</li> </ul> <p>For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required.</p> <ul style="list-style-type: none"> <li>• The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards.</li> <li>• Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible.</li> <li>• Community based instruction, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.</li> </ul>

<p><b>Employment Competencies</b> (s. 1003.4282(11)(b)2)</p>	<p>In addition to meeting all of the graduation requirements specified above, students must earn a minimum of 0.5 credit in a course that includes employment. Such employment must be:</p> <ul style="list-style-type: none"> <li>• At a minimum wage or above in compliance with the Federal Fair Labor Standards Act</li> <li>• For the number of hours a week specified in the student's completed and signed employment transition plan</li> <li>• For the equivalent of at least one (1) semester</li> </ul> <p>Additional credits in employment-based courses are permitted as electives.</p> <p>Eligible CTE courses may substitute for:</p> <ul style="list-style-type: none"> <li>• Credit English IV</li> <li>• Credit Mathematics, with the exception of Algebra and Geometry</li> <li>• Credit Science, with the exception of Biology</li> <li>• Credit Social Studies credit with the exception of United States History.</li> </ul> <p>Documented achievement of all components defined in Section 1003.4282(11)(b)2.b., F.S., on the student's employment transition plan.</p>
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