

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE SUPERINTENDENT

TUESDAY, AUGUST 27, 2024 9:00 AM
Kathleen C. Wright Building
600 Southeast Third Avenue, Board Room
Fort Lauderdale, Florida 33301

AGENDA FOR BOARD WORKSHOP

BOARD WORKSHOP CAN BE VIEWED VIA LIVE STREAM OVER THE INTERNET ON THE DISTRICT'S WEBSITE (www.browardschools.com).

Revised - 08/22/24

Public speakers will be permitted three minutes each to address a topic prior to Board Members' discussion on the topic. The times for items on the agenda are only estimates. The actual start times for these topics may vary up to an hour or more depending on the nature of the items and the length of the Board discussions and public comments. The meeting will also be live streamed. **Public Written Agenda Comments- Members of the public may submit public written comments by visiting the District's webpage at www.browardschools.com/publicparticipation. Public Written Agenda Comments must be submitted no later than 1:00 p.m. the day before the published date of the School Board Meeting or Workshop. Anonymous comments will not be accepted; therefore, written comments must include the person's name, city of residence, and zip code. Written agenda comments may not exceed a maximum of twenty-two hundred and fifty (2250) characters.** Pursuant to School Board Policy 1020, the public may speak a total of fifteen (15) minutes during any single meeting, not including committee reports. Additionally, in the event a large group of individuals (ten (10) or more) sign-up to speak on any one agenda item, the Board Chair has the authority to adjust the time limit for each speaker to speak less than the three (3) minutes usually permitted or limit the overall time speakers will be heard on that item.

Free guest parking is available at the southeast 3rd Avenue parking lot on all School Board meeting dates.

TOPICS

1. **9:00 A.M. – 10:00 A.M. – Student Performance Spring 2024**

[Student Performance Spring 2024.pdf](#)

2. **10:00 A.M. – 11:00 A.M. – FOCUS School Software
REVISED**

[Focus_Board_Workshop_Presentation.pdf](#)

[Focus Board Workshop Presentation - REVISED.pdf](#)

3. **11:00 A.M. – 12:00 P.M. – School Board Policy Review Project: Rule Development**

[Presentation.pdf](#)
[Appendix.pdf](#)

4. **12:00 P.M. – 1:00 P.M. – Safety, Music, Art, Athletics, Renovations, and Technology (SMART)**
ADDED EXHIBIT

[SMART Update Presentation.pdf](#)

5. **1:00 P.M. – 2:00 P.M. – Spot Survey - Tedder ES, Trails End Site, Vacant Land at Southwest Ranches**

[Spot Survey - Tedder ES.Trails End.SW Ranches.pdf](#)

6. **2:00 P.M. – 3:30 P.M. – Redefining Our Schools Update**
ADDED EXHIBITS

[Redefining Our Schools.pdf](#)
[Exhibits.pdf](#)

ADJOURNMENT

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or email eeo@browardschools.com.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com.

Language Interpretation/Translation Services are available for the public upon request to the Bilingual/ESOL Department by emailing ESOLRequests@browardschools.com.

Any person who decides to appeal any decision made at a meeting(s) announced by this Notice with respect to any matter considered at such meeting(s) will need a record of the proceedings and for such purpose may need that a verbatim record of the proceeding is made, which records testimony and evidence upon which the appeal is to be based.

Telephone conferencing or other telecommunications technology may be used in conducting this public meeting to permit absent Board Members to participate in discussions, to be heard by other School Board Members and the public, and to hear discussions taking place during the meeting.

Notice is hereby given that two or more Board Members of The School Board of Broward County, Florida, may be participating.



Dr. Angela R. Fulton, Deputy Superintendent Teaching & Learning
Saemone Hollingsworth, Chief Academic Officer
Dr. Fabian H. Cone, Executive Director of Academics
Richard G. Baum, Director of Educational Assessment, Analysis & Research

2024 Student Performance Outcomes

August 27, 2024
School Board Workshop

Agenda



Large 5 District and State Comparison



Broward Grade Band Historical Performance



Broward Performance by Grade Level



Subgroup/Gap Analysis



School Callouts



Powerful Practices

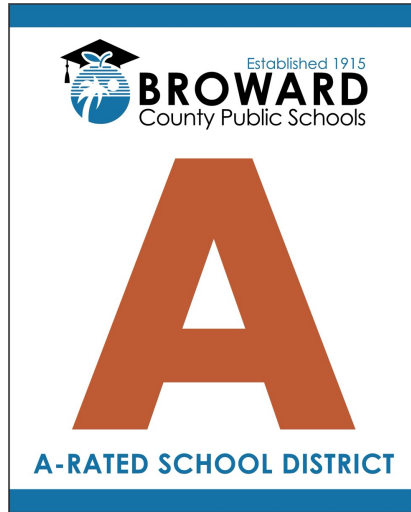




“The Board collectively adopted a new strategic vision of 100% proficiency of all students striving to become an “A” school district!”

-School Board of Broward County

Broward County Public Schools District Grade



**Broward County Public Schools is officially an
“A” rated school district**

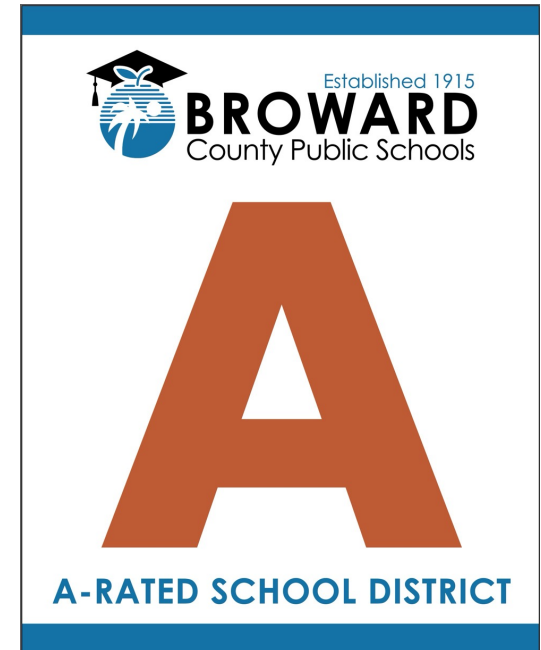
This is the first time since 2011 that BCPS has achieved the highest grade possible from the Florida Department of Education.



Broward County Public Schools School Grades

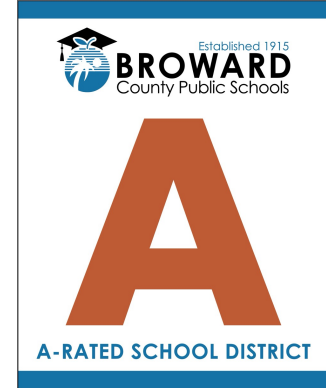
School Grade Notable Highlights:

- 98% of the District's traditional schools either maintained or increased their school grade.
- BCPS is excited to have earned:
 - 82 "A" grades
 - 62 "B" grades
 - 69 "C" grades
- For the first time since the state began issuing grades, BCPS has **no** "D" or "F" traditional schools.



Broward County Public Schools School Grades

When compared to the other large districts, Broward is the **only one** without any “D” or “F” schools.



Count of Schools by School Letter Grades, 2024

DISTRICT	A	B	C	D	F	Total
BROWARD	82	62	69			213
HILLSBOROUGH	62	42	103	9	1	217
MIAMI-DADE	164	102	57	4		327
ORANGE	88	54	58	3		203
PALM BEACH	72	41	52	4		169



Note. Count does not include charter schools.



School Grade Accomplishments

**Seven schools Improved from a “C” grade in 2023
to an “A” grade in 2024:**

Croissant Park
Elementary
School

Margate
Elementary
School

Nova Middle
School

Palmview
Elementary
School

Peters
Elementary
School

Sanders Park
Elementary
School

Stephen Foster
Elementary
School





School Grade Accomplishments



Notable School Improvements for 2023 “D” and “F” Schools

Walker Elementary School improved two letter grades - increasing from an “F” grade in 2023 to a “C” in 2024.

Four schools improved from a “D” grade in 2023 to a “B” grade in 2024

Blanche Ely High School

Deerfield Park Elementary School

Oakridge Elementary School

Robert C. Markham Elementary

Seven schools improved from a “D” grade in 2023 to a “C” grade in 2024

Broward Estates Elementary School

Castle Hill Elementary School

Colbert Elementary School

Dillard Elementary School

McNicol Middle School

Park Ridge Elementary School

Village Elementary School



“

“Broward County Public Schools is committed to educating all students to reach their highest potential.”

-BCPS Mission Statement

”



Large 5 Districts and State ELA Comparison

District Name	Grades 3-10 English Language Arts % Level 3 or Above			Grades 3-5 English Language Arts % Level 3 or Above			Grades 6-8 English Language Arts % Level 3 or Above			Grades 9-10 English Language Arts % Level 3 or Above		
	2023	2024	Δ	2023	2024	Δ	2023	2024	Δ	2023	2024	Δ
BROWARD	51%	56%	+5	54%	58%	+4	51%	54%	+3	48%	54%	+6
MIAMI-DADE	52%	56%	+4	53%	56%	+3	52%	56%	+4	51%	55%	+4
HILLSBOROUGH	48%	50%	+2	48%	50%	+2	48%	50%	+2	48%	52%	+4
ORANGE	49%	52%	+3	53%	56%	+3	46%	50%	+4	46%	51%	+5
PALM BEACH	49%	54%	+5	51%	54%	+3	48%	53%	+5	48%	53%	+5
FLORIDA	49%	53%	+4	51%	54%	+3	48%	52%	+4	48%	53%	+5

For the 2023-2024 school year Broward equaled or outperformed Florida and the four other largest districts in **ELA grades 3-10 overall** and **ELA grades 3-5**.



Broward demonstrated largest (or same) increase from 2022-2023 to 2023-2024 in ELA grades 3-10 overall, **ELA grades 3-5**, and **ELA grades 9-10**.



Note. Data include all BCPS students including charter school students.
 Source: <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2024.stml>

Large 5 Districts and State Math Comparison

District Name	Grades 3-8 and High School All Mathematics (PM3 and EOCs)			Grades 3-5 All Mathematics (PM3 and EOCs) % Level 3 or Above			Grades 6-8 All Mathematics (PM3 and EOCs) % Level 3 or Above		
	2023	2024	Δ	2023	2024	Δ	2023	2024	Δ
BROWARD	51%	57%	+6	59%	63%	+4	53%	58%	+5
MIAMI-DADE	55%	58%	+3	59%	62%	+3	58%	62%	+4
HILLSBOROUGH	51%	53%	+2	53%	55%	+2	54%	56%	+2
ORANGE	51%	55%	+4	56%	59%	+3	55%	59%	+4
PALM BEACH	51%	55%	+4	53%	56%	+3	57%	62%	+5
FLORIDA	51%	55%	+4	56%	58%	+2	55%	59%	+4

For the 2023-2024 school year Broward outperformed Florida and the four other largest districts in **Math grades 3-5.**



Broward demonstrated largest (or same) increase from 2022-2023 to 2023-2024 in **Math grades 3-8 overall, Math grades 3-5, and Math grades 6-8.**



Note. Data include all BCPS students including charter school students.

Source: <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2024.stml>

Large 5 Districts and State Algebra Comparison

District Name	Grades 12 and Lower Algebra 1 EOC % Level 3 or Above			Grades 8 and Lower Algebra 1 EOC % Level 3 or Above			Grades 9-12 Algebra 1 EOC % Level 3 or Above		
	2023	2024	Δ	2023	2024	Δ	2023	2024	Δ
BROWARD	48%	55%	+7	84%	85%	+1	30%	38%	+8
MIAMI-DADE	56%	57%	+1	84%	83%	-1	37%	40%	+3
HILLSBOROUGH	56%	54%	-2	87%	82%	-5	30%	33%	+3
ORANGE	49%	50%	+1	84%	85%	+1	26%	29%	+3
PALM BEACH	47%	55%	+8	88%	90%	+2	26%	34%	+8
FLORIDA	50%	53%	+3	83%	83%	0	29%	33%	+4

Broward demonstrated largest (or same) increase from 2022-2023 to 2023-2024 in **Algebra I EOC grades 9-12**.



Note. Data include all BCPS students including charter school students.

Source: <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2024.stml>

Large 5 Districts and State Geometry Comparison

District Name	Grades 12 and Lower Geometry EOC % Level 3 or Above			Grades 8 and Lower Geometry EOC % Level 3 or Above			Grades 9-12 Geometry EOC % Level 3 or Above		
	2023	2024	Δ	2023	2024	Δ	2023	2024	Δ
BROWARD	44%	52%	+8	91%	95%	+4	37%	47%	+10
MIAMI-DADE	49%	56%	+7	92%	93%	+1	44%	51%	+7
HILLSBOROUGH	46%	53%	+7	94%	93%	-1	43%	50%	+7
ORANGE	44%	52%	+8	94%	96%	+2	36%	47%	+11
PALM BEACH	48%	50%	+2	95%	96%	+1	43%	45%	+2
FLORIDA	46%	52%	+6	92%	94%	+2	41%	47%	+6

Broward demonstrated largest (or same) increase from 2022-2023 to 2023-2024 in **Geometry EOC grades 12 and lower and grades 8 and lower.**



Source: <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2024.stml>

Large 5 Districts and State Science Comparison

District Name	Grade 5 Statewide Science Assessment % Level 3 or Above			Grade 8 All Science (Statewide Science and Biology 1 EOC) % Level 3 or Above			Biology 1 EOC % Level 3 or Above		
	2023	2024	Δ	2023	2024	Δ	2023	2024	Δ
BROWARD	46%	52%	+6	47%	51%	+4	62%	69%	+7
MIAMI-DADE	50%	53%	+3	50%	52%	+2	65%	69%	+4
HILLSBOROUGH	47%	47%	0	42%	45%	+3	62%	63%	+1
ORANGE	59%	61%	+2	50%	49%	-1	62%	67%	+5
PALM BEACH	51%	53%	+2	47%	49%	+2	64%	65%	+1
FLORIDA	51%	53%	+2	47%	49%	+2	63%	66%	+3

For the 2023-2024 school year Broward equaled or outperformed Florida and the four other largest districts in **Biology I EOC**.



Broward demonstrated largest increase from 2022-2023 to 2023-2024 in **Grade 5 Science, Grade 8 Science, and Biology I EOC**.



Note. Data include all BCPS students including charter school students.
Source: <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2024.shtml>

Large 5 Districts and State Social Studies Comparison

District Name	Civics EOC % Level 3 or Above			U.S. History EOC % Level 3 or Above		
	2023	2024	Δ	2023	2024	Δ
BROWARD	64%	68%	+4	61%	68%	+7
MIAMI-DADE	68%	70%	+2	65%	69%	+4
HILLSBOROUGH	64%	65%	+1	65%	68%	+3
ORANGE	61%	61%	0	61%	67%	+6
PALM BEACH	65%	66%	+1	62%	64%	+2
FLORIDA	66%	67%	+1	62%	67%	+5

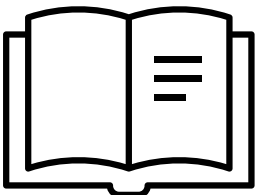
Broward demonstrated largest increase from 2022-2023 to 2023-2024 in Civics EOC and U.S. History EOC.



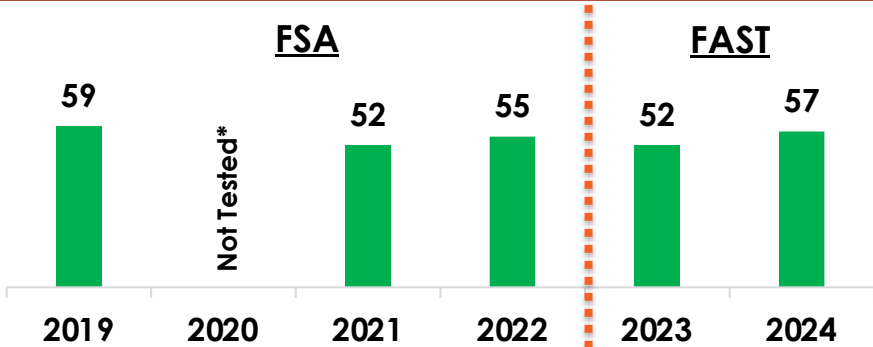
Note. Data include all BCPS students including charter school students.
Source: <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2024.stml>

Elementary School Grade Band (3-5) Performance

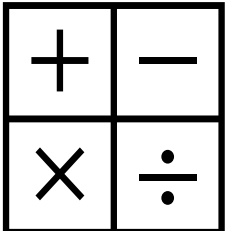
ELA



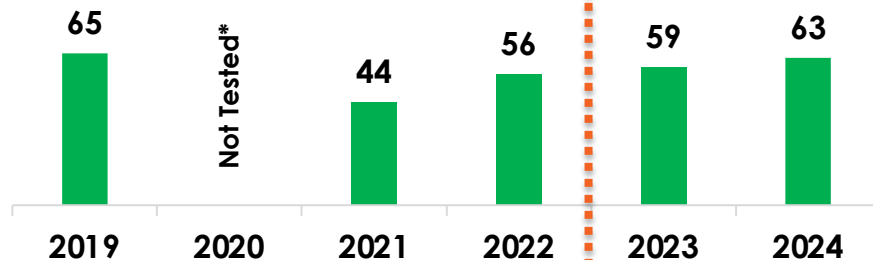
Increased by **5** percentage points compared to 2023



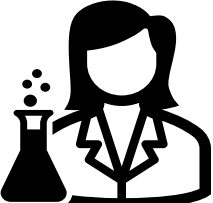
Math



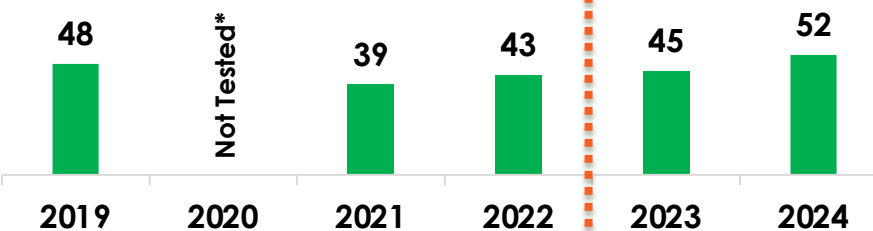
Increased by **4** percentage points compared to 2023



Science

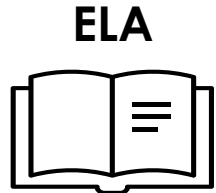


Increased by **7** percentage points compared to 2023



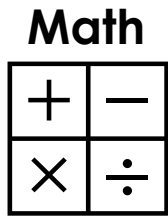
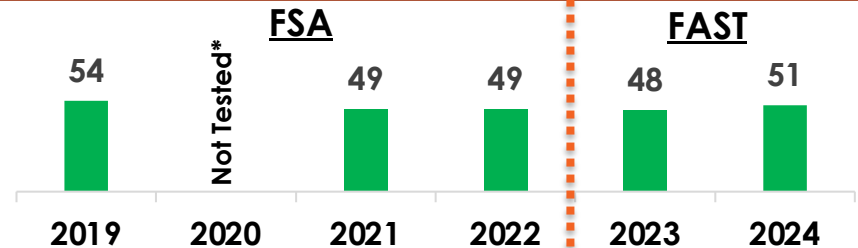
Note. Data does not include charter school students.
 *2020 Not Tested due to COVID.
 Source: <https://edudata.fldoe.org/AdvancedReports.html>

Middle School Grade Band (6-8) Performance



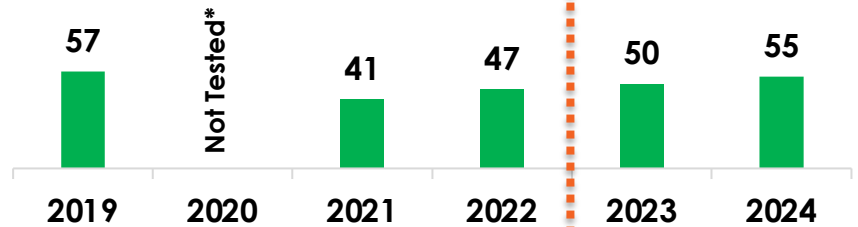
ELA

Increased
by **3** percentage
points compared
to 2023



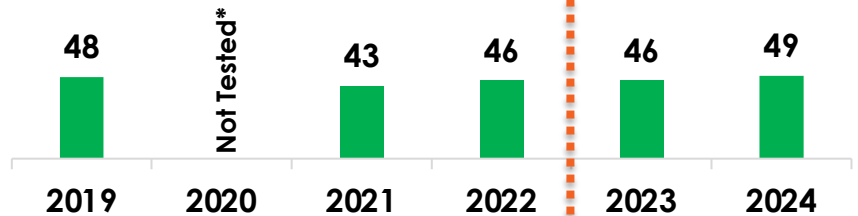
Math

Increased
by **5** percentage
points compared
to 2023



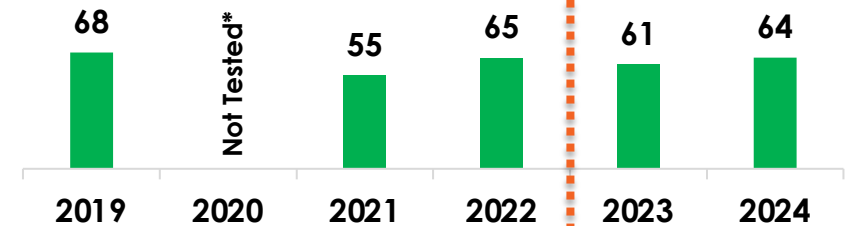
Science

Increased
by **3** percentage
points compared
to 2023



**Social
Studies**

Increased
by **3** percentage
points compared
to 2023

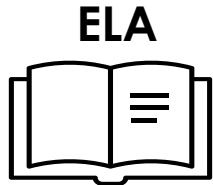


Note. Data does not include charter school students.

*2020 Not Tested due to COVID.

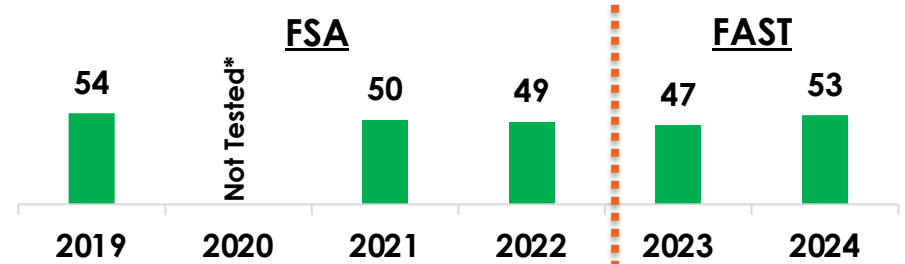
Source: <https://edudata.fldoe.org/AdvancedReports.html>

High School Grade Band (9-12) Performance

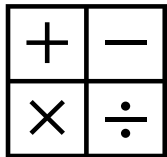


ELA

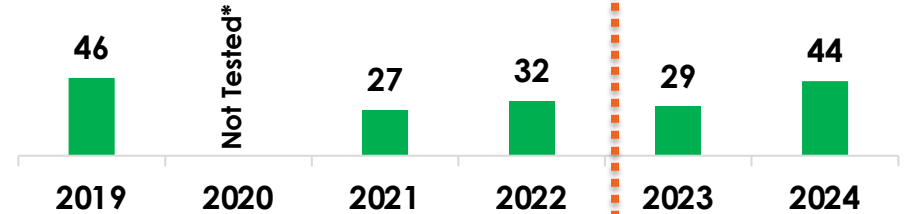
Increased
by **6** percentage
points compared to
2023



Math



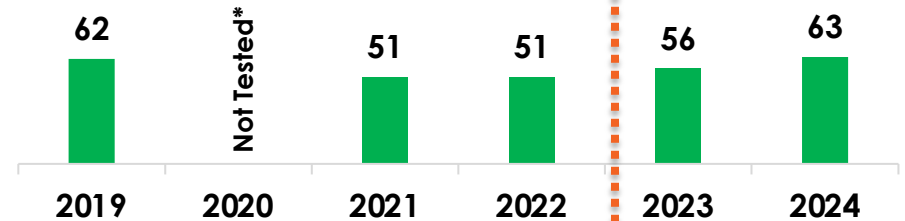
Increased
by **15** percentage
points compared to
2023



Science



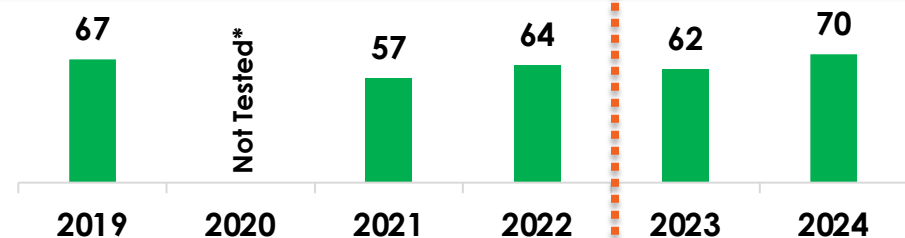
Increased
by **7** percentage
points compared
to 2023



Social Studies



Increased
by **8** percentage
points compared to
2023

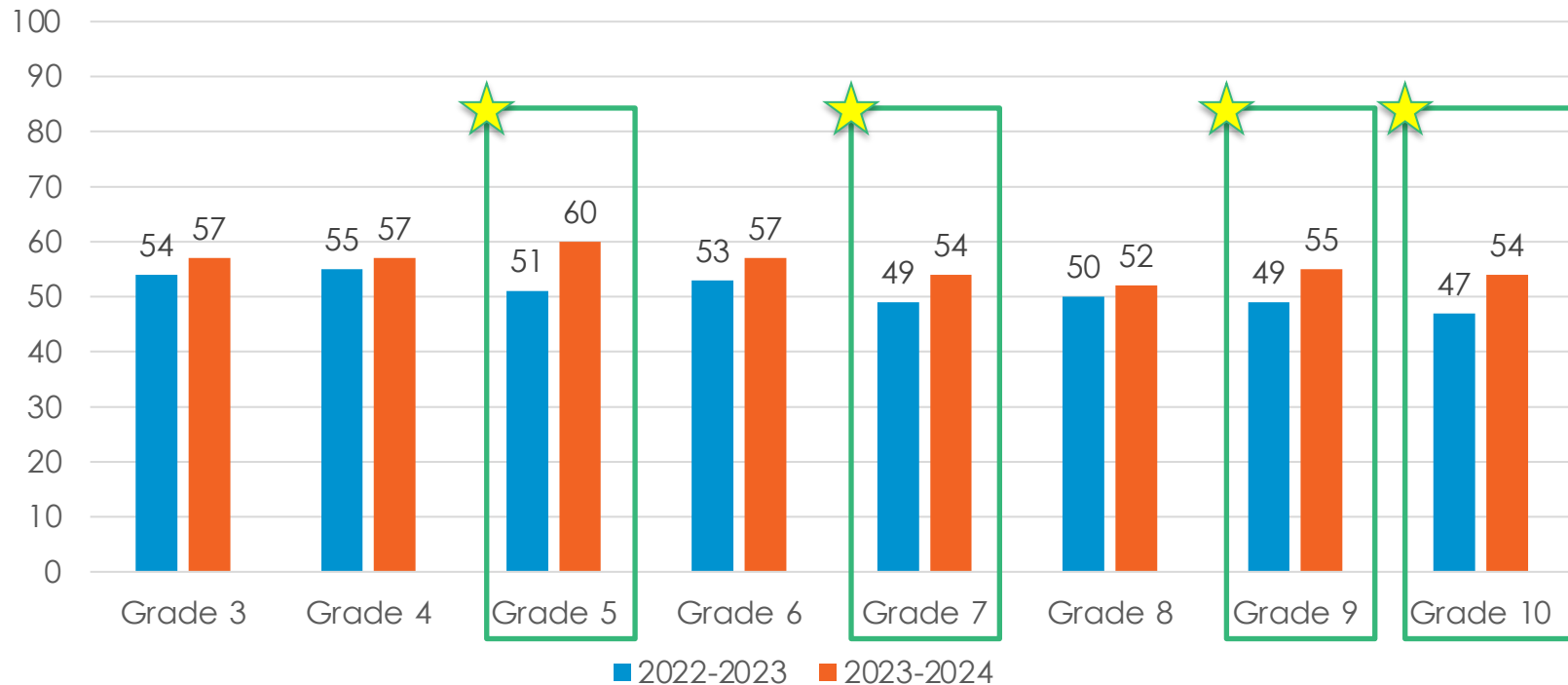


Note. Data does not include charter school students.

*2020 Not Tested due to COVID.

Source: <https://edudata.fldoe.org/AdvancedReports.html>

Broward FAST PM3 ELA Grade Level Performance



FAST ELA performance increased at every grade level (grades 3-10) compared to the prior year.

FAST ELA performance in grades 5, 7, 9 and 10 increased by **five or more** percentage points.



Note. Data include all BCPS students including charter school students.
Source: <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2024.stml>

Broward FAST PM3 Mathematics and EOCs Performance



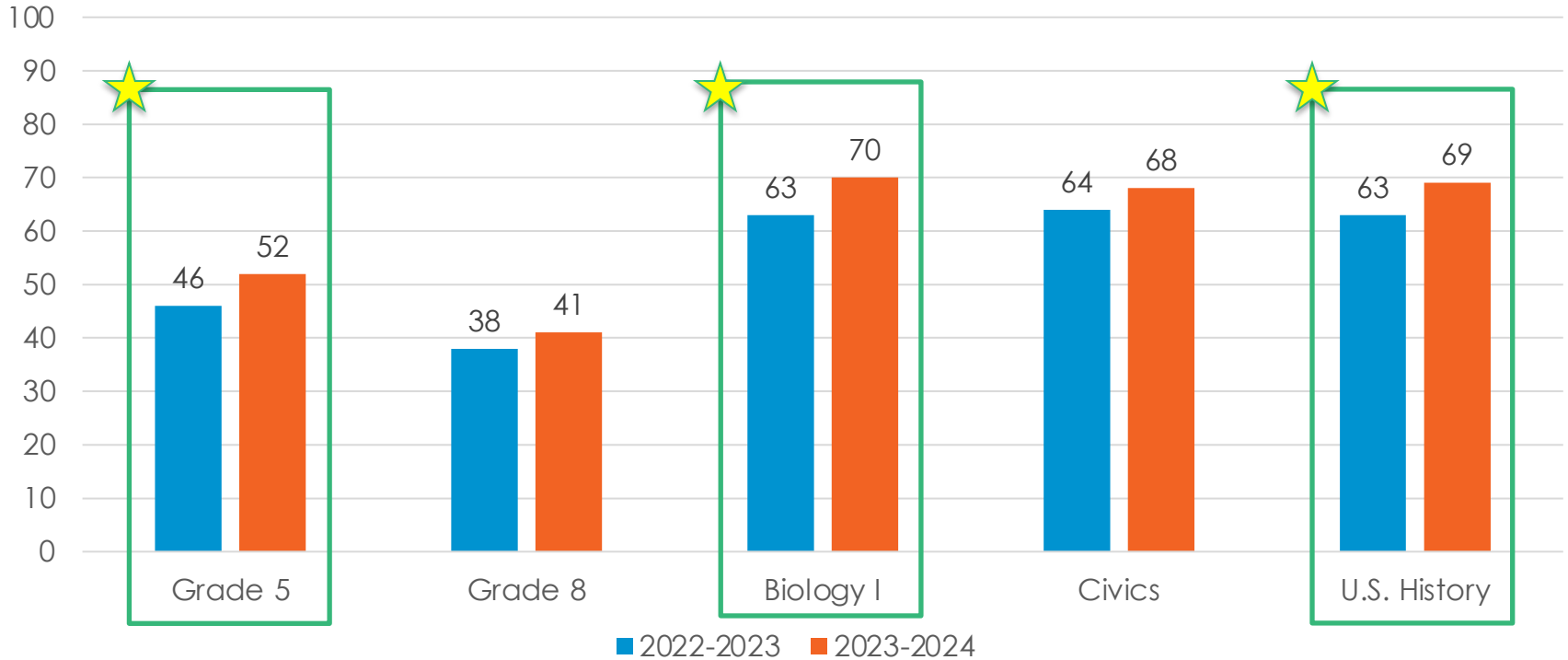
FAST Mathematics performance increased for grades 3-7 compared to the prior year.

FAST Mathematics in grades 3,5,6 and 7 and Algebra I EOC and Geometry EOC increased **by five or more** percentage points.



Note. Data include all BCPS students including charter school students.
 Source: <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2024.stml>

Broward Science and Social Studies EOC Performance



Grade 5 Science: 52% scored on or above grade level in 2024, a **6 percentage point increase** from 2023.



Biology I EOC performance increased by **7 percentage points** compared to the prior year.



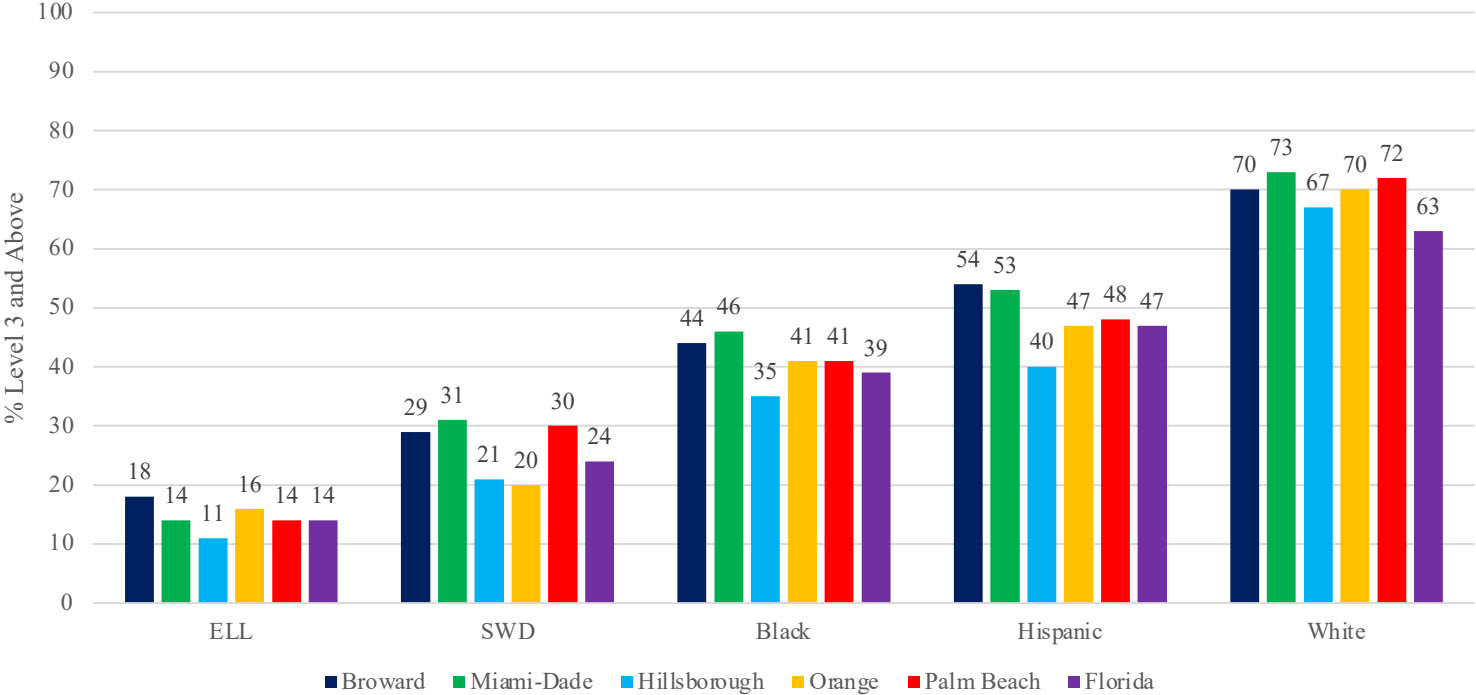
US History EOC performance increased by **6 percentage points** compared to the prior year.



Note. Data include all BCPS students including charter school students. **Source:** <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2024.stml>

Subgroup Large 5 Districts and State ELA Achievement

2023-2024 ELA Achievement by Subgroup
(% Level 3 and Above)



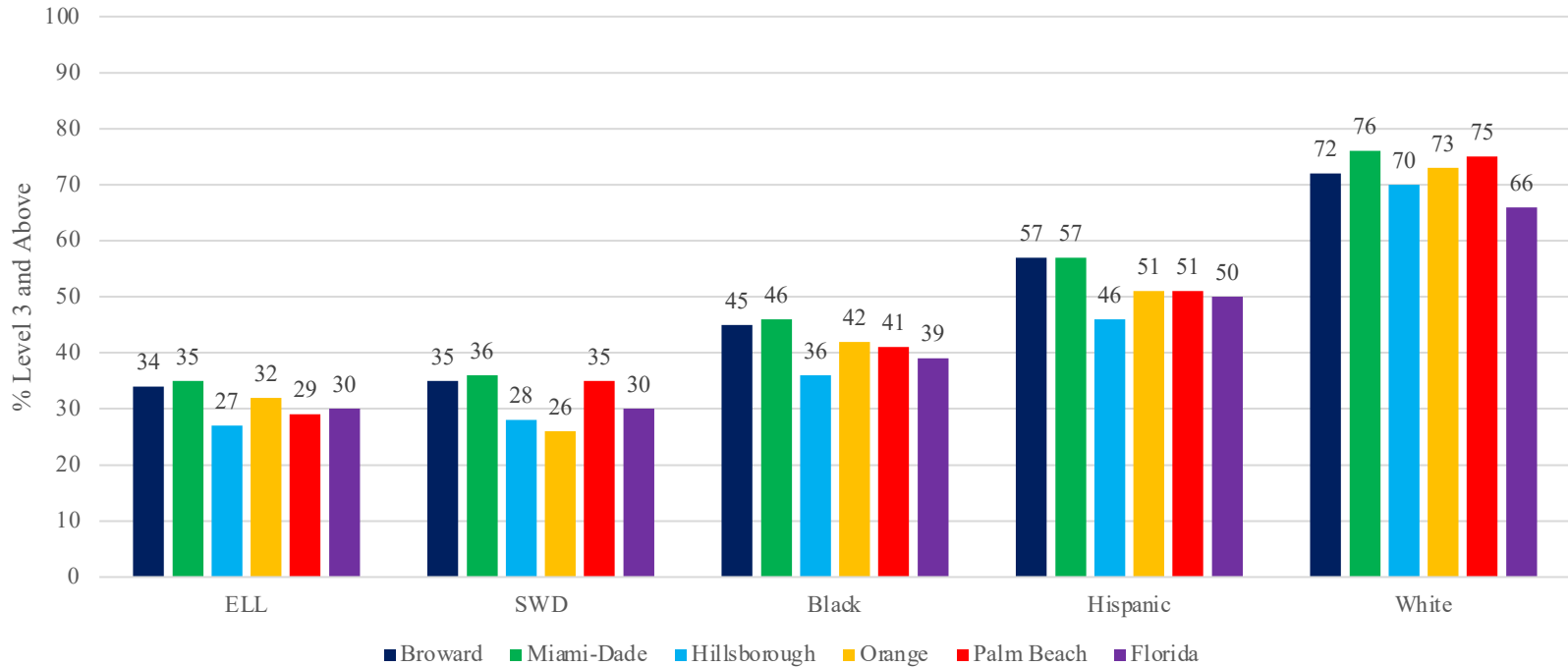
For the 2023-2024 school year in ELA, Broward equaled or outperformed Florida and the four other largest districts in the subgroups of **ELL and Hispanic students**.



Note. Data does not include charter school students. Source: <https://edudata.fldoe.org/AdvancedReports.html>

Subgroup Large 5 Districts and State Math Achievement

2023-2024 Math Achievement by Subgroup
(% Level 3 and Above)



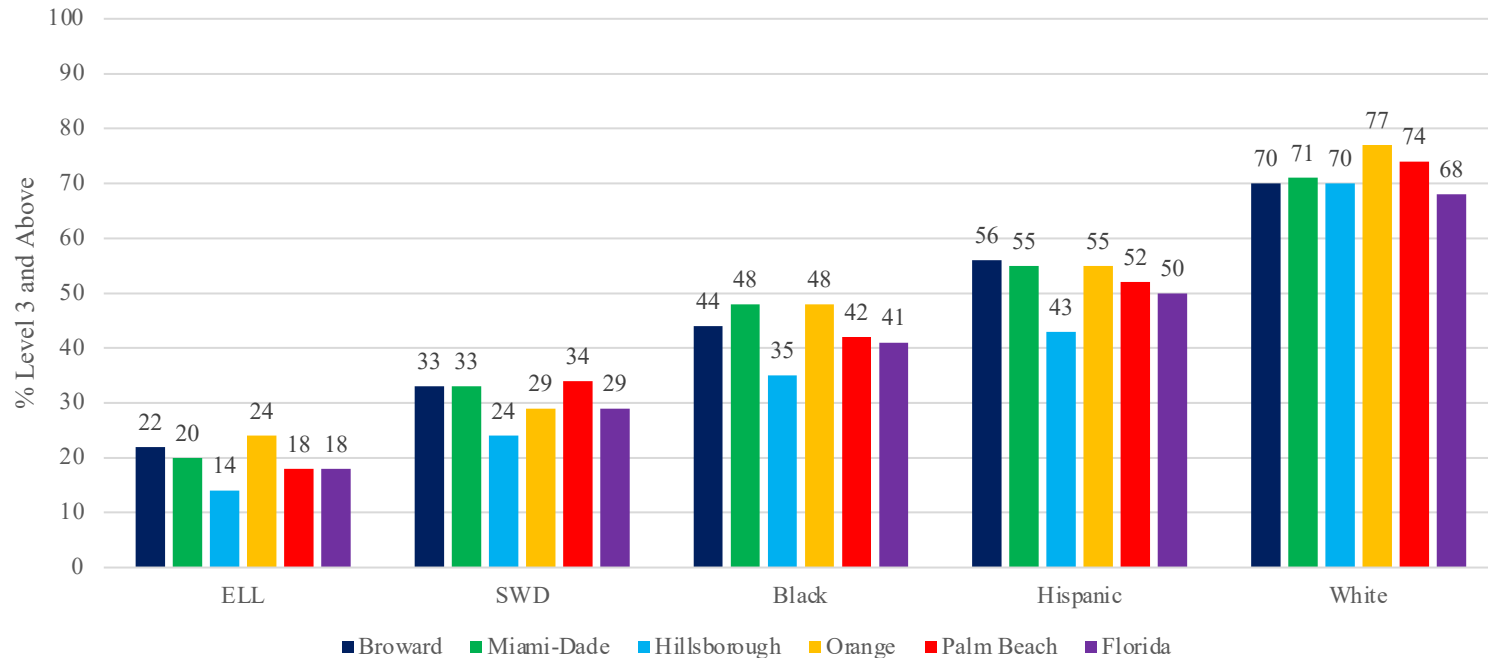
For the 2023-2024 school year in Mathematics, Broward equaled or outperformed Florida and the four other largest districts in the subgroup of **Hispanic students**.



Note. Data does not include charter school students. Source: <https://edudata.fldoe.org/AdvancedReports.html>

Subgroup Large 5 Districts and State Science Achievement

2023-2024 Science Achievement by Subgroup
(% Level 3 and Above)



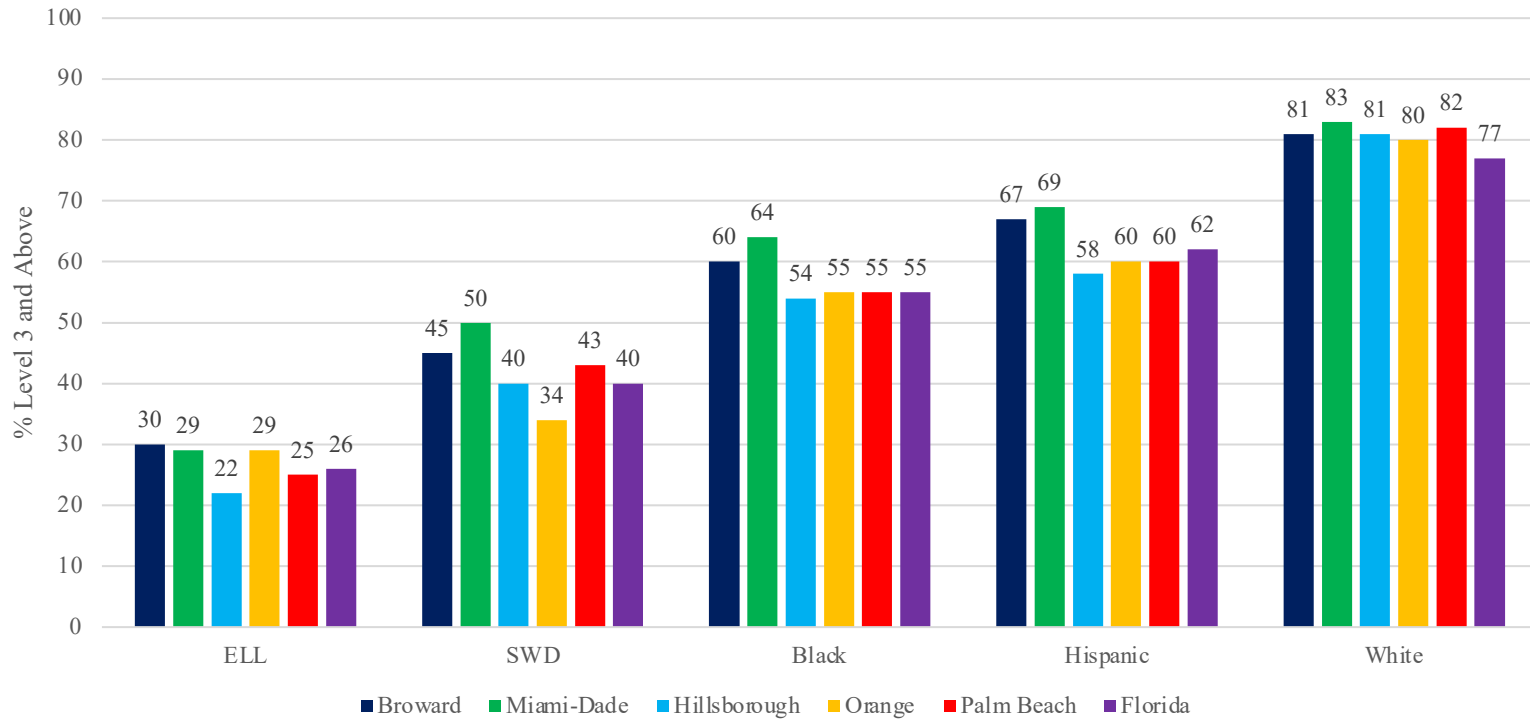
For the 2023-2024 school year in Science, Broward equaled or outperformed Florida and the four other largest districts in the subgroup of **Hispanic students**.



Note. Data does not include charter school students. Source: <https://edudata.fldoe.org/AdvancedReports.html>

Subgroup Large 5 Districts and State Social Studies Achievement

2023-2024 Social Studies Achievement by Subgroup
(% Level 3 and Above)



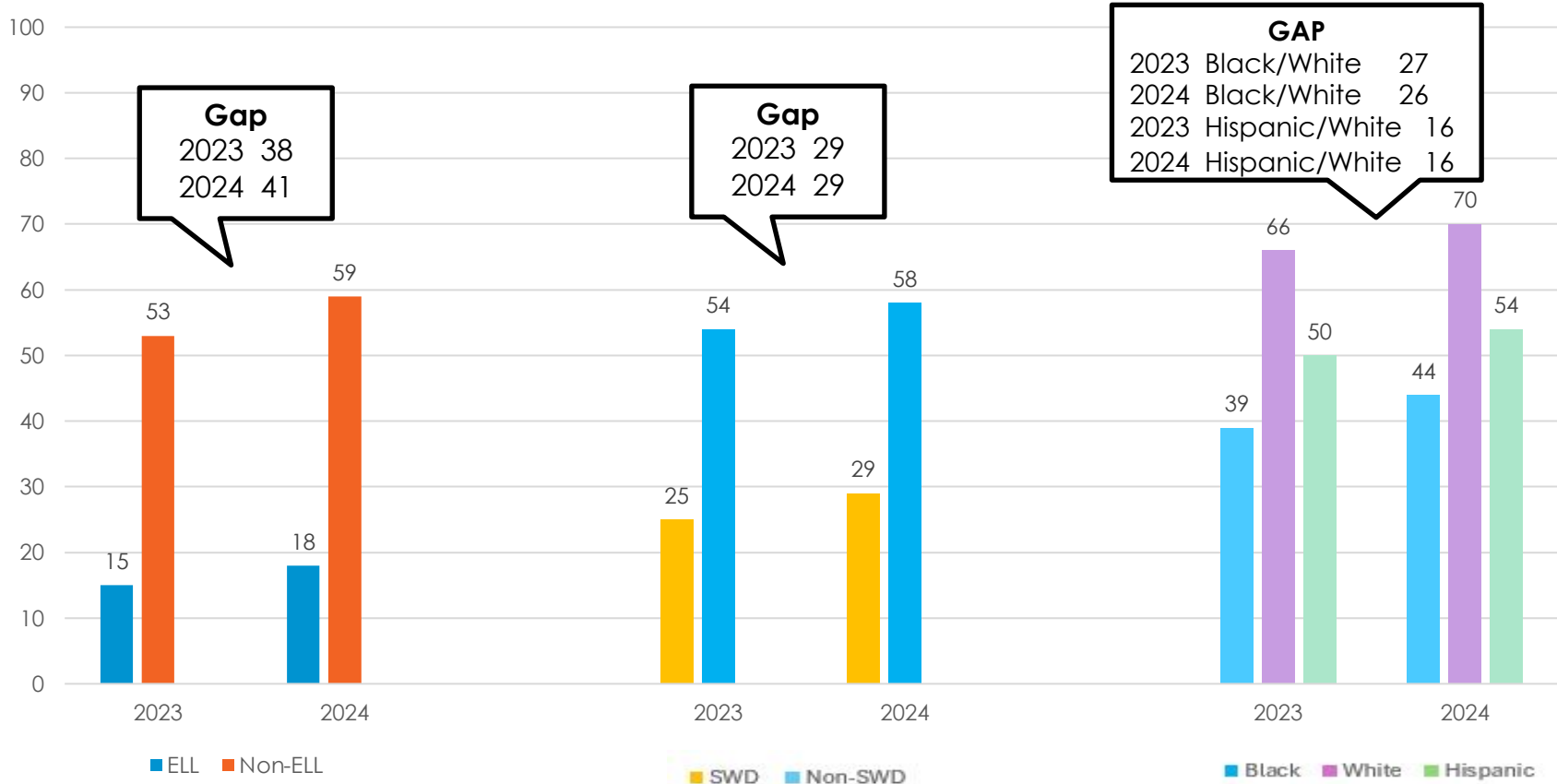
For the 2023-2024 school year in Social Studies, Broward equaled or outperformed Florida and the four other largest districts in the subgroup of **ELL students**.



Note. Data does not include charter school students. Source: <https://edudata.fldoe.org/AdvancedReports.html>

Subgroup ELA Analysis

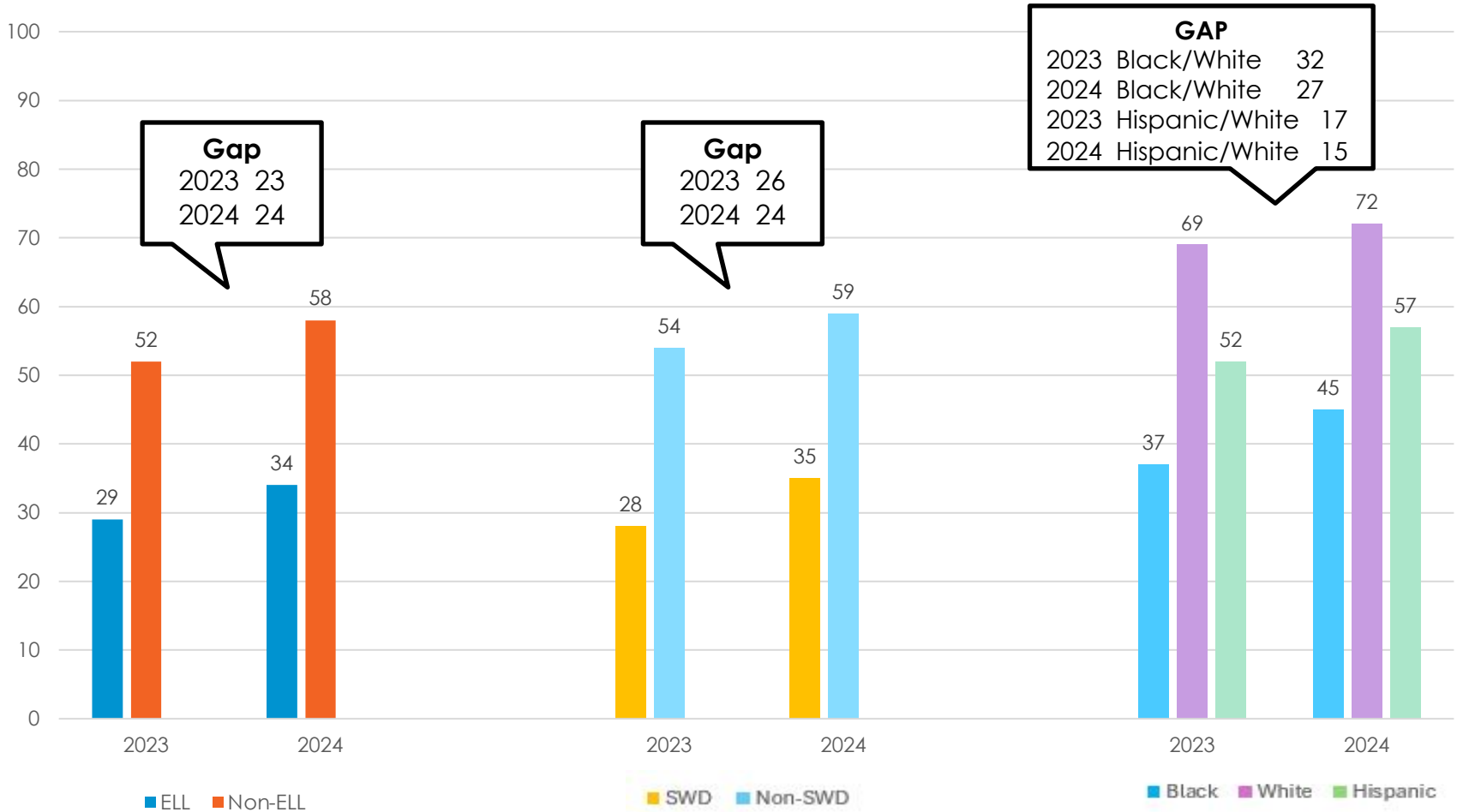
Broward Gap Comparison on ELA English Language Arts Achievement (Level 3 and Above)



Note. Data does not include charter school students. Source: <https://edudata.fldoe.org/AdvancedReports.html>

Subgroup Mathematics Analysis

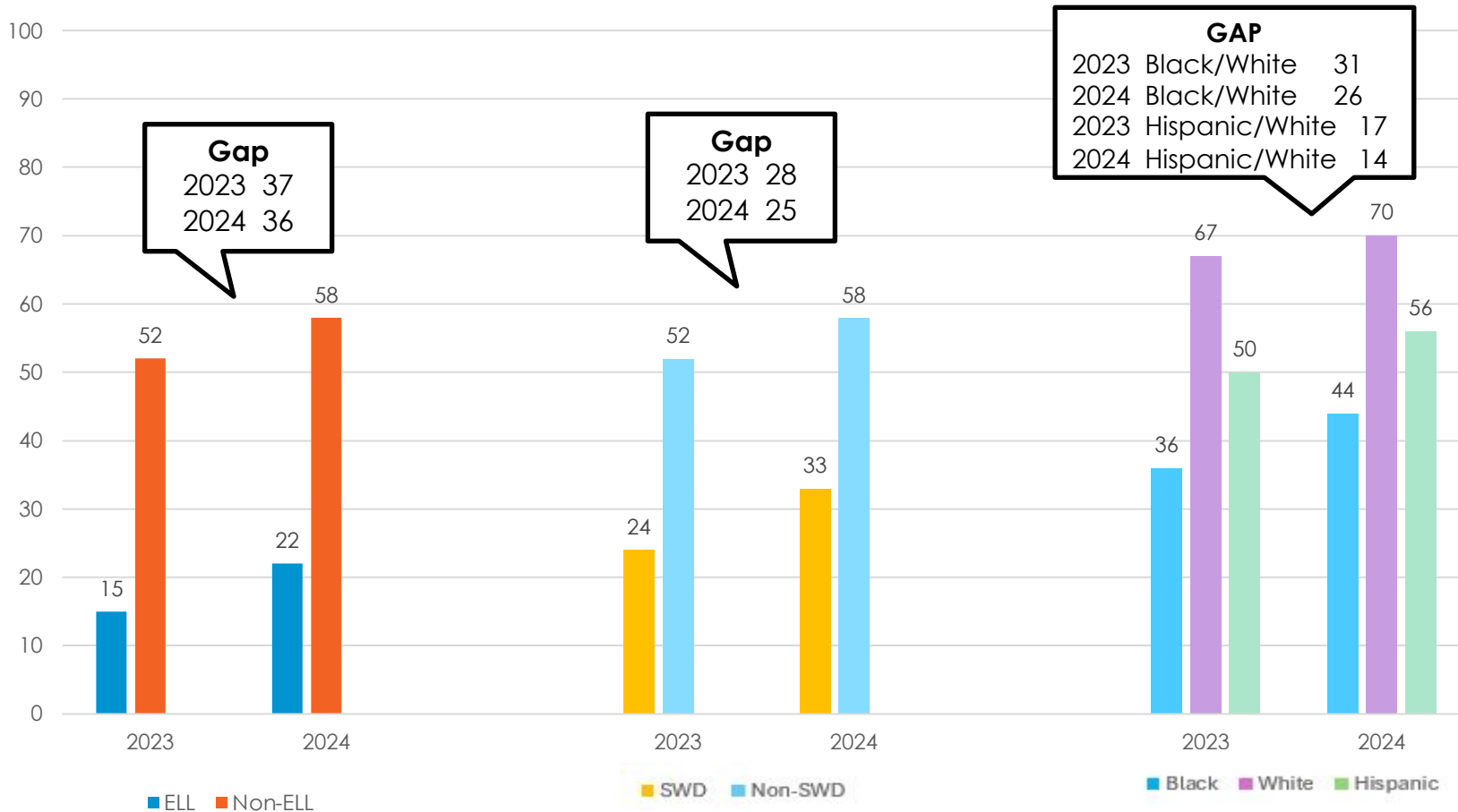
Broward Gap Comparison on Math Mathematics Achievement (Level 3 and Above)



Note. Data does not include charter school students. Source: <https://edudata.fldoe.org/AdvancedReports.html>

Subgroup Science Analysis

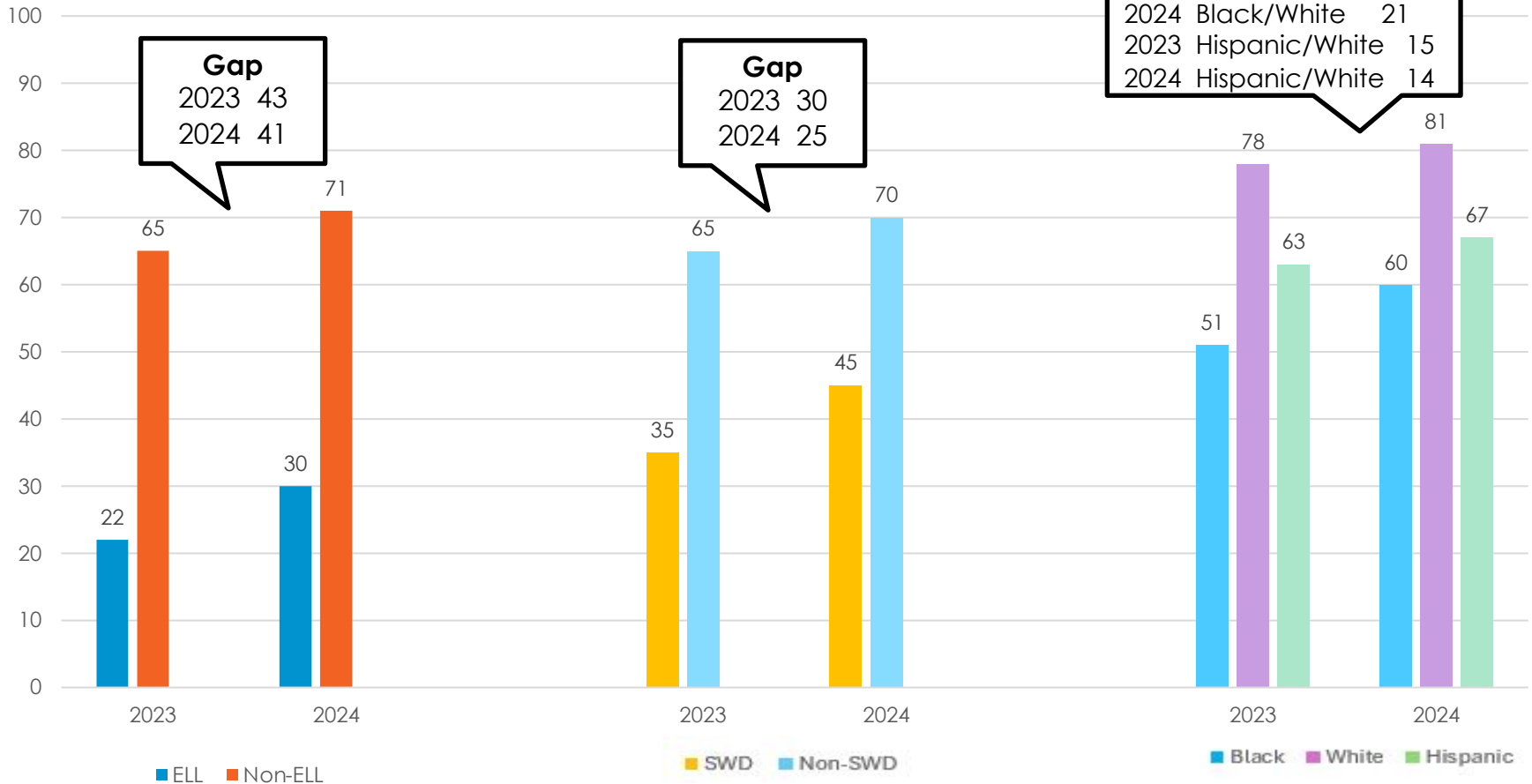
Broward Gap Comparison on Science Science Achievement (Level 3 and Above)



Note. Data does not include charter school students. Source: <https://edudata.fldoe.org/AdvancedReports.html>

Subgroup Social Studies Analysis

Broward Gap Comparison on Social Studies Social Studies Achievement (Level 3 and Above)



Note. Data does not include charter school students. Source: <https://edudata.fldoe.org/AdvancedReports.html>

Large 5 Districts and State Gap ELA Analysis

District Name	ELL/Non-ELL English Language Arts Achievement Gap			SWD/Non-SWD English Language Arts Achievement Gap			Black/White English Language Arts Achievement Gap			Hispanic/White English Language Arts Achievement Gap		
	2023	2024	Δ	2023	2024	Δ	2023	2024	Δ	2023	2024	Δ
BROWARD	38	41	+3	29	29	0	27	26	-1	16	16	0
MIAMI-DADE	48	50	+2	27	25	-2	29	27	-2	20	20	0
HILLSBOROUGH	42	43	+1	34	33	-1	31	32	+1	26	27	+1
ORANGE	40	42	+2	35	36	+1	30	29	-1	23	23	0
PALM BEACH	48	48	0	30	32	+2	32	31	-1	26	24	-2
FLORIDA	41	43	+2	32	33	+1	26	24	-2	16	17	+1

For the 2023-2024 school year Broward had the smallest achievement gap amongst Florida and the four other largest districts in **ELL/Non-ELL** and **Hispanic/White** subgroups.



Large 5 Districts and State Gap Math Analysis

District Name	ELL/Non-ELL Math Achievement Gap			SWD/Non-SWD Math Achievement Gap			Black/White Math Achievement Gap			Hispanic/White Math Achievement Gap		
	2023	2024	Δ	2023	2024	Δ	2023	2024	Δ	2023	2024	Δ
BROWARD	23	24	+1	26	24	-2	32	27	-5	17	15	-2
MIAMI-DADE	27	28	+1	24	22	-2	32	30	-2	19	19	0
HILLSBOROUGH	29	29	0	31	29	-2	35	34	-1	24	24	0
ORANGE	25	27	+2	33	33	0	33	31	-2	23	22	-1
PALM BEACH	35	33	-2	28	25	-3	36	34	-2	25	24	-1
FLORIDA	27	27	0	29	28	-1	29	27	-2	16	16	0

For the 2023-2024 school year Broward had the smallest achievement gap amongst Florida and the four other largest districts in **ELL/Non-ELL**, **Black/White** and **Hispanic/White** subgroups.



Broward demonstrated largest reduction in the achievement gap from 2022-2023 to 2023-2024 in **Black/White** and **Hispanic/White** subgroups.



Note. Data does not include charter school students. Source: <https://edudata.fldoe.org/AdvancedReports.html>

Large 5 Districts and State Gap Science Analysis

District Name	ELL/Non-ELL Science Achievement Gap			SWD/Non-SWD Science Achievement Gap			Black/White Science Achievement Gap			Hispanic/White Science Achievement Gap		
	2023	2024	Δ	2023	2024	Δ	2023	2024	Δ	2023	2024	Δ
BROWARD	37	36	-1	28	25	-3	31	26	-5	17	14	-3
MIAMI-DADE	46	43	-3	28	24	-4	29	23	-6	20	16	-4
HILLSBOROUGH	43	41	-2	35	32	-3	36	35	-1	27	27	0
ORANGE	41	41	0	38	34	-4	32	29	-3	24	22	-2
PALM BEACH	49	46	-3	30	27	-3	34	32	-2	24	22	-2
FLORIDA	43	41	-2	32	31	-1	30	27	-3	19	18	-1

For the 2023-2024 school year Broward had the smallest achievement gap amongst Florida and the four other largest districts in **ELL/Non-ELL** and **Hispanic/White** subgroups.



Large 5 Districts and State Gap Social Studies Analysis

District Name	ELL/Non-ELL Social Studies Achievement Gap			SWD/Non-SWD Social Studies Achievement Gap			Black/White Social Studies Achievement Gap			Hispanic/White Social Studies Achievement Gap		
	2023	2024	Δ	2023	2024	Δ	2023	2024	Δ	2023	2024	Δ
BROWARD	43	41	-2	30	25	-5	27	21	-6	15	14	-1
MIAMI-DADE	49	48	-1	25	21	-4	26	19	-7	16	14	-2
HILLSBOROUGH	44	48	+4	34	30	-4	29	27	-2	24	23	-1
ORANGE	39	41	+2	33	34	+1	30	25	-5	24	20	-4
PALM BEACH	49	48	-1	27	26	-1	30	27	-3	22	22	0
FLORIDA	44	44	0	33	30	-3	24	22	-2	15	15	0



For the 2023-2024 school year Broward had the smallest achievement gap amongst Florida and the four other largest districts in **ELL/Non-ELL** and **Hispanic/White** subgroups.



Broward demonstrated largest reduction in the achievement gap from 2022-2023 to 2023-2024 in **ELL/Non-ELL** and **SWD/Non-SWD** subgroups.





Note. Data does not include charter school students. Source: <https://edudata.fldoe.org/AdvancedReports.html>



ELA School Accomplishments

PM3 2023 to PM3 2024



Elementary Schools

Plantation (+17)
Lakeside (+16)
Croissant Park (+14)
Forest Hills (+14)
Morrow (+13)
Oakland Park (+13)
Westwood Heights (+13)

Middle Schools

Coral Springs (+11)
Indian Ridge (+7)
Pompano Beach (+6)
Glades (+5)
Lyons Creek (+5)
Plantation (+5)
Pines (+5)
Ramblewood (+5)
Tequesta Trace (+5)
Westglades (+5)


High Schools

Piper (+14)
Blanche Ely (+13)
Atlantic Technical (+11)
Charles W. Flanagan (+11)
Cooper City (+10)
Miramar (+10)

Combination Schools



Annabel C. Perry Pk-8 (+9)
BV* Franchise (+7)
BV* Instruction Prgm (+6)
Dillard 6-12 (+5)
Gulfstream Academy (+5)





Math School Accomplishments

PM3 2023 to PM3 2024



Elementary Schools

Stephen Foster (+24)
Walker (+23)
Broward Estates (+20)
Bennett (+19)
Lakeside (+16)
North Fork (+16)

Middle Schools

McNicol (+12)
Apollo (+10)
Nova (+10)
Tequesta Trace (+9)
Coral Springs (+8)
New Renaissance (+8)
Pompano Beach (+8)
Sunrise (+8)

High Schools

Blanche Ely (+25)
Northeast (+25)
Plantation (+22)
South Plantation (+20)
Boyd Anderson (+18)

Combination Schools

Dillard 6-12 (+15)
Annabel C. Perry Pk-8 (+13)
BV* Franchise (+8)
Beachside Montessori (+7)
BV* Instruction Prgm (+3)
Gulfstream Academy (+3)
Lauderhill 6-12 (+3)





Science School Accomplishments

PM3 2023 to PM3 2024



Elementary Schools 5th Grade Science

Larkdale (+43)
Riverland (+35)
Palmview (+34)
Westwood Heights (+33)
West Hollywood(+31)

Middle Schools 8th Grade Science

Apollo (+12)
Indian Ridge (+12)
Coral Springs (+11)
Sunrise (+11)
William Dandy (+11)

Combination Schools 5th Grade Science

Annabel C. Perry Pk-8 (+11)
Gulfstream Academy (+10)

Combination Schools 8th Grade Science

Annabel C. Perry Pk-8 (+14)
Gulfstream Academy (+10)
Millennium 6-12 (+9)
Parkway Middle (+8)
BV* Franchise (+5)





Science School Accomplishments

PM3 2023 to PM3 2024

Largest increase in the percent of Level 3 and above students in Science

Middle Schools Biology

Westpine (+26)
Plantation (+23)
James S. Rickards (+17)
Lauderdale Lakes (+12)

High Schools Biology

Blanche Ely (+39)
Hollywood Hills (+22)
Miramar (+21)
Hallandale (+20)
Atlantic Technical (+17)
Coral Springs (+17)

Combination Schools Biology

Annabel C. Perry Pk-8 (+31)
Dillard 6-12 (+18)
Parkway Middle (+15)
Millennium 6-12 (+9)
Gulfstream Academy (+5)





Social Studies School Accomplishments

PM3 2023 to PM3 2024

Largest increase in the percent of Level 3 and above students in Social Studies.

Middle Schools Civics

- Deerfield Beach (+19)
- Pompano Beach (+15)
- New Renaissance (+14)
- Westpine (+14)
- Lauderdale Lakes (+10)
- Apollo (+10)
- Seminole (+10)

High Schools US History

- Blanche Ely (+43)
- Boyd Anderson (+33)
- Northeast (+21)
- Miramar (+18)
- Coral Springs (+17)
- Hollywood Hills (+17)

Combination Schools Civics

- Dillard 6-12 (+14)
- BV* Franchise (+11)
- Lauderhill 6-12 (+8)
- Beachside Montessori (+5)

Combination Schools US History

- Dillard 6-12 (+21)



Acceleration High School Accomplishments 2023



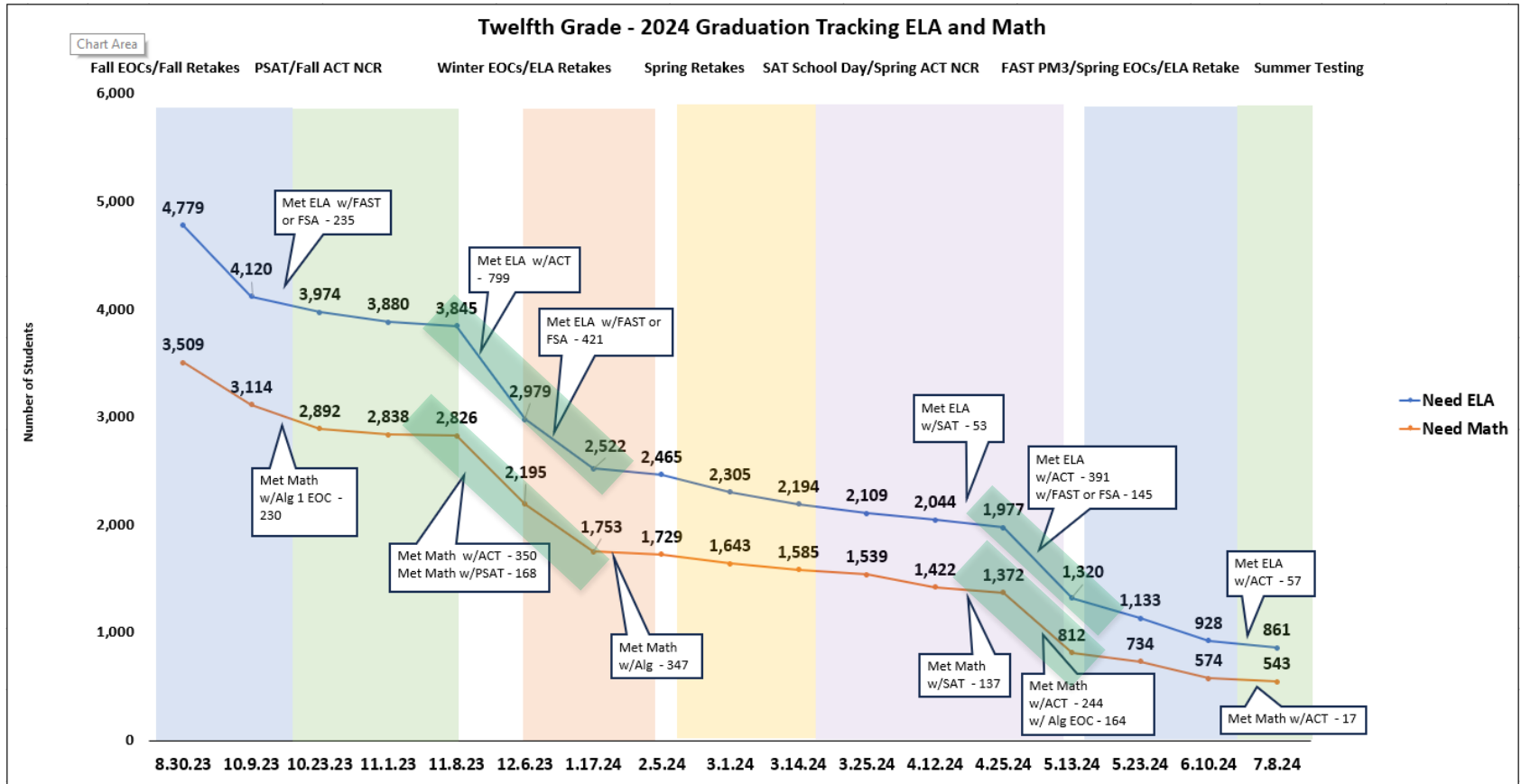
Percentage of graduates with an acceleration attempt.



- **Lauderhill 6-12 (100)**
- **Atlantic Technical High (100)**
- **College Academy @ BC (100)**
- **Millennium 6-12 Collegiate Academy (100)**
- **Sheridan Technical High (98)**
- **Fort Lauderdale High (93)**
- **Boyd H. Anderson High (87)**
- **Miramar High (86)**
- **Cooper City High (82)**
- **Deerfield Beach High (82)**
- **Cypress Bay High (82)**
- **Coral Springs High (80)**



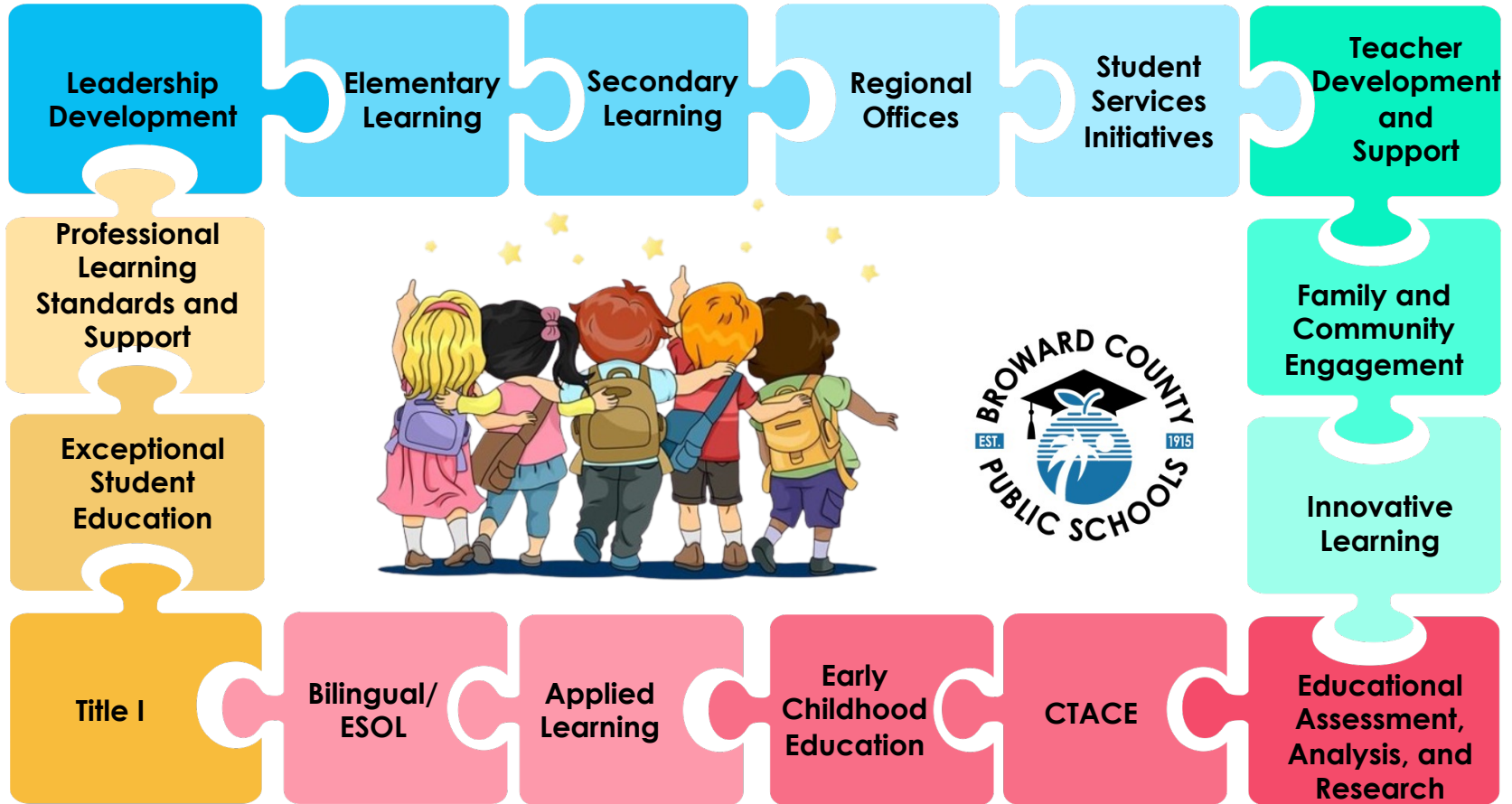
Graduation Tracking



Providing students with many opportunities are crucial to reducing the number of seniors who need to meet graduation testing requirements.



Central Office Support



Central Office Support Leadership Powerful Practices

1

Academic Infrastructure

Targeted support to strengthen schools' academic infrastructure that includes:

- Standards-Based Instruction
- Professional Learning Communities
- Teacher Pedagogy
- Progress Monitoring-Data Analysis
- Instructional Reviews

2

Professional Learning

Targeted/prioritized professional learning based on leading data, i.e., Student/ Teacher data.

3

Instructional Facilitators

- School support in Reading, Math, Science and MTSS
- Support for School-Based Instructional Coaches

4

Regional Meetings

Bi-monthly Regional Principal/AP Meetings designed to grow instructional leadership capacity.

5

Leadership Coaching

Leadership coaching and mentoring for school leaders (Weekly leadership support for Tier 3 Schools).

6

School Culture/Climate

- Safe and Secure Learning Environment
- Customer Service
- Authentic Student Engagement
- Positive Home/School Connections

7

Your Next Step

Hosted "Your Next Step" - an evening of resume writing, mock interviews, and overall wellness preparation for aspiring assistant principals and principals.

8

First Year Principals and Assistant Principals Support

- Quarterly Professional Learning Team meetings
- Individual Coaching Sessions
- Monthly Group Meetings
- Budget Hot Labs
- Sharing of Best Practices



Central Office Support ELA Powerful Practices



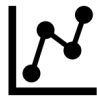
1

Teachers utilized "Applying Science of Reading at BCPS: Part 2" (elementary decision tree) to identify and address foundational skill gaps and implement research-based interventions for all students that are reading below grade level.



2

Identified **evidence-based** curriculum and interventions with fidelity and in alignment to student's identified skill gaps.



3

Literacy Coaches utilized a **data analysis** process to look at student data to design and implement fluid and flexible small group instruction.



4

After each SoR training, **implementation follow up support** was provided at each school to monitor and support implementation.



5

Increased **alignment** to Benchmark Advance in every Science of Reading course.



6

Weekly **ELA support** was provided to critical schools.



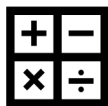
7

Increased **focus and support** on 90-minute reading block and scheduling.



Central Office Support Math Powerful Practices

Goal 2:
Algebra
Proficiency



1

All K-5 teachers will attend math critical content workshops and implement strategies learned.



2

Teachers will utilize adopted core curriculum to instruct math to include small group instruction.



3

K-5 teachers will implement Envision MDIS interventions for all students identified with a math deficiency and monitor progress.



4

Bridge to Algebra:
1. Targeted 7th grade students who score a level 3 or higher on FAST will take a pre-algebra summer course to prepare them for taking Algebra in 8th grade.
2. Bridge to Algebra - Rising 9th graders who scored below a Level 3 on FAST will be provided a pre-algebra summer course.

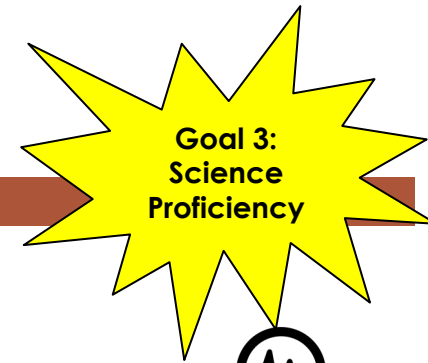


5

All schools will have at least one STEM+CS special/elective with embedded math standards and content to reinforce math skills.



Central Office Support Science Powerful Practices



Goal 3:
Science
Proficiency



1

Increase in daily science instruction with fidelity in most elementary schools.



2

Increased amount of school Principals doing walk-throughs and formal evaluations during the science instructional block.



3

Increased focus on science vocabulary within science instructional block through district (ELD) provided vocabulary strategies that are research-based.



4

Increased students' exposure to hands-on investigations.



5

Science Supervisor mid-year data review with 40 elementary schools.



6

Weekly science support from Elementary Learning Instructional Facilitators in critical schools.



7

Use of HMH FSASS Grade 5 Review Books in majority of elementary schools.



8

District-created (ELD) investigations to correlate with HMH books for teachers to implement in classroom.



Voices in the Field – Elementary Science Testimonials



I would like to thank you for your **contributions to the success** of Larkdale's 2024 Science scores. Your work did not go unnoticed! You are appreciated and continue spreading your love for SCIENCE!!

Principal

I hope this message finds you well. I wanted to say Thank you for **supporting our team** this school year. Your dedication and expertise helped us create a curriculum that not only helped us meet our goal but surpassed it, leading to a remarkable **increase from 38% to 60% proficiency on the Science assessment**. Thank you once again for your help; it was pleasure collaborating with you.

Instructional Coach



I just wanted to thank you for ALL your help this year. **We went up 22 points** to an overall 43%!! We could not have done it without you. 😊

Principal



Voices in the Field – Elementary Science Testimonials



It is with great excitement and gratitude that I share our **science scores** with you. As of this morning, **30 of the 54 students tested have scored Level 3 or above!** Further, four of the six students to be tested scored Level 3 or above in ELA, so we are confident we will have as many as 34 of 60 students, 57% proficiency, score Level 3 or above in science this school year. That is outright amazing, but nearly incredible when **compared to the 13% proficiency** we had last year.

That stated, we thank you for **your amazing support, constructive feedback, resources, and encouragement.** I recognize we did this together, but it is incredibly important to me that you understand that we could not have done it without you! Thank you! Thank you! Thank you!

Principal



I want to take a moment to thank CB and the Elementary Learning Department for their support with Science for our scholars and our teachers. **Our initial scores show over a 30-point increase!!** That is incredible! Teamwork makes the dream work!! Thank you for allowing all the support that put into place and help with planning.

Principal



Voices in the Field – Secondary Testimonials



I enjoyed meeting with the Secondary Learning Department. Each time we would meet, I always had something new to try and implement. The resources that were provided by my team helped me in the classroom tremendously. Thanks for your support.

Teacher

My professional learning experience was great. I was able to learn and get a better understanding of the new and improved educational trends and practices that are happening in language arts and reading.

Teacher

As a new Literacy Coach, the support you provided helped me have a successful school year.

Coach

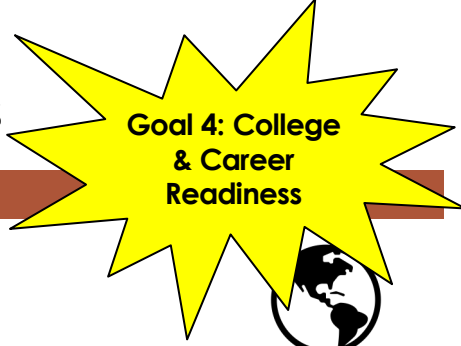
As a new department head and coach, the support I received from the Secondary Learning Department was invaluable. Despite the challenges I faced this year in my new role, their guidance was instrumental. I look forward to continuing our collaboration to enhance student outcomes.

Coach



Central Office Support

College and Career Readiness Powerful Practices



1

Track the number of high school (HS) dual enrollment courses on HS campus.



2

Number of high schools that offer multiple pathways academic and industry certifications (IC) to all students with opportunities to do both.



3

Provide students with Pathway options and access to increase Career and College Readiness (CCR).



4

FACE Engagement –increase opportunities for families to learn about CCR offerings starting in grade 6.



5

Increase elective offerings for opportunities to provide experiential learning to support the education of the whole child and prepare them for the real world.



6

Ensure ESE /ELL students accommodations and self-advocacy strategies are being implemented and trained.



7

Entering/Beginning 9th grade guidance counselors will meet with all students to ensure a pathway is mapped out and that all ESE transition paths are reviewed.



Central Office Support

Student Services Initiatives Powerful Practices



1

Conducted wellness walks at schools to review support services data, assess needs, and provide targeted support in enhancing the school's climate and their ability to provide for all students' physical, mental, emotional, and behavioral health needs.



2

Increased collaboration with community partners to provide physical, mental, emotional, and behavioral health support services to students and families, district-wide.



3

Increased access to mentoring programs and pro-social clubs that foster a sense of community and belonging for all students within the school.



4

Increased professional learning opportunities for teachers to build engaging, inclusive, and grief-sensitive learning environments where all students can thrive.



5

Provided intentional and strategic on-site support for school-based personnel in all areas of student services focused on improving students' physical, mental, emotional, and behavioral health.



6

Increased parent involvement and community collaboration to ensure students have knowledge of and access to resources necessary to thrive in school and the community.



7

Provided after-school tutoring services, food, clothing, and other necessities to the District's most vulnerable students.



Central Office Support ESE Powerful Practices



1

Increase opportunities to participate in **effective Tier 1**, differentiated instruction.



2

Utilizing identified **evidence-based curriculum** and supplementary resources.



3

Increased access to **support sessions** for teachers and continued access to professional learning opportunities.



4

Support teams provided school **coaching and mentoring** in the implementation of IEP accommodations & supplemental aides and services using a tiered approach.



5

Support teams working with school teams to ensure a **continuum of services** to SWDs based on student data.



6

Streamlined processes for schools to **access support** for staff and students.



7

Cross collaboration among **divisions and regions** to ensure continuity of service.



8

Collaboration with community partners to provide additional support to schools to assist with **scheduling and inclusive practices**.



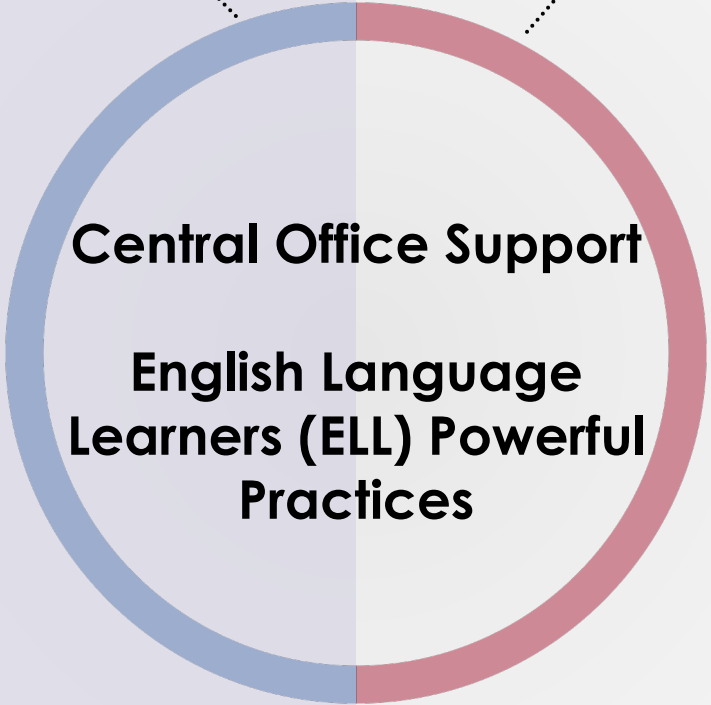
9

Schools were **fully staffed** with related service and itinerant providers, leading to enhanced service implementation and collaboration.



**2023-
2024**

1. Continued Collaboration
 - Participation during School-based Instructional Review visits
 - Participation in content area meetings such as Literacy, Math, Science, and Social Studies
 - Participation with Florida International University on Translanguaging Classrooms grant (PreK-2)
2. Language Enrichment Camp (K-12 Title III funded)
3. Professional learning and coaching for Bilingual Teacher Assistants
4. Ensuring appropriate placement of newly arrived ELLs (K-12)
5. Weekly support from ESOL Instructional Facilitators on curriculum and compliance
6. Tutoring of ELLs by students in Latinos In Action program



**Central Office Support
English Language
Learners (ELL) Powerful
Practices**

**2024-
2025**

1. Identify and implement 3-5 high-yield effective instructional strategies for ELLs across all content areas
2. Tiered support from ESOL Instructional Facilitators on curriculum and compliance
3. To Graduation and Beyond for ELLs (orientation to BCPS, graduation requirements, college, and career pathways)
4. Collaboration with University of Miami on grant to support middle school Social Studies teachers
5. Professional learning to address the application of the Science of Reading with ELLs
6. Focused support to families by Bilingual Community Liaisons from the International Welcome Center



Voices in the Field – English Language Learners (ELL) Teachers

“

I want to share some excellent news!

A total of 45 current LY* students scored at a level 3 or higher on their ACCESS test.

Twenty-four students are already in mainstream reading classes and based on their test results, 21 will be moved out of Developmental Language Arts (ESOL Reading) and into a Reading class.

We are extremely proud of the strides they have made.

Some are moving on to high school but those that remain will be in very good hands in their respective Reading classes.

Thank you for supporting and instructing our ELL students with patience and love. ♡

ESOL Coordinator



Thanks again for visiting my ESOL class at DBHS, I have implemented the students read to each other as we discussed. Also, I have them use the glossary and write the "Word In Their Language". It has been difficult to get them to read to each other, but they are improving.

I wanted to forward the letter we got from the County Social Studies department, six of my ESOL students in my classes passed, which is amazing!

Teacher



*LY – Active in ESOL

”

Strategic Plan Update (All Students)

Updated 06-11-24		Baseline	2022-23	2023-24	2024-25	2025-26	2026-27
GOAL 1	The percent of grade 3 students who demonstrate grade-level performance or above on the state English Language Arts (ELA) assessment will grow from 52% in June 2022 to 65% by June 2027.	52	Performance 53	Performance 56	Performance	Performance	Performance
			Target 55%	Target 58%	Target 61%	Target 63%	Target 65%...
GOAL 2	The percent of students who met the Algebra graduation testing requirement by the end of grade 9 will grow from 53% in June 2022 to 63% by June 2027.	53	Performance 59	Performance 55	Performance	Performance	Performance
			Target 55%	Target 57%	Target 59%	Target 61%	Target 63%
GOAL 3	The percent of grade 8 students who demonstrate grade-level performance or above on the Florida Statewide Science Assessment or Biology EOC* will grow from 47% in June 2022 to 55% by June 2027.	47	Performance 45	Performance 45	Performance	Performance	Performance
			Target 49%	Target 51%	Target 53%	Target 54%	Target 55%
GOAL 4	The percent of graduates who earned any combination of two from the following list: College credit on an AP* exam, IB* exam, AICE* exam, or dual enrollment* course; Industry certification*; CTACE* internship; will grow from 41% in June 2022 to 51% by June 2027.	41	Performance 39	Performance	Performance	Performance	Performance
			Target 43%	Target 45%	Target 47%	Target 49%	Target 51%

**Performance
at/above target**

**Performance
at/above baseline**

**Performance
below baseline**



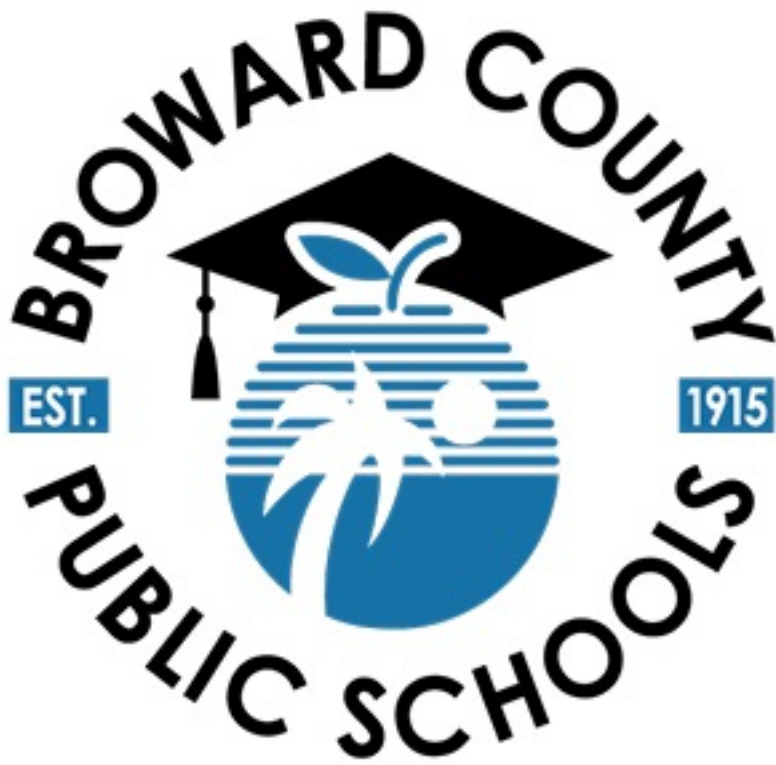
Strategic Plan Update

(School Grades Calculation: Full-Year Enrolled Students in the Same School)

Updated 06-27-24		Baseline	2022-23	2023-24	2024-25	2025-26	2026-27
GOAL 1	The percent of grade 3 students who demonstrate grade-level performance or above on the state English Language Arts (ELA) assessment will grow from 52% in June 2022 to 65% by June 2027.	52	Performance 55	Performance 58	Performance	Performance	Performance
			Target 55%	Target 58%	Target 61%	Target 63%	Target 65%
GOAL 2	The percent of students who met the Algebra graduation testing requirement by the end of grade 9 will grow from 53% in June 2022 to 63% by June 2027.	53	Performance 59	Performance 55	Performance	Performance	Performance
			Target 55%	Target 57%	Target 59%	Target 61%	Target 63%
GOAL 3	The percent of grade 8 students who demonstrate grade-level performance or above on the Florida Statewide Science Assessment or Biology EOC* will grow from 47% in June 2022 to 55% by June 2027.	47	Performance 43	Performance 47	Performance	Performance	Performance
			Target 49%	Target 51%	Target 53%	Target 54%	Target 55%
GOAL 4	The percent of graduates who earned any combination of two from the following list: College credit on an AP* exam, IB* exam, AICE* exam, or dual enrollment* course; Industry certification*; CTACE* internship; will grow from 41% in June 2022 to 51% by June 2027.	41	Performance 39	Performance	Performance	Performance	Performance
			Target 43%	Target 45%	Target 47%	Target 49%	Target 51%

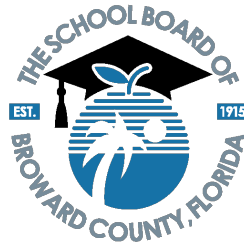
Performance at/above target	Performance at/above baseline	Performance below baseline
------------------------------------	--------------------------------------	-----------------------------------





Board Discussion





Lori Alhadeff, Chair
Debra Hixon, Vice Chair

Torey Alston
Brenda Fam, Esq.
Daniel P. Foganholi
Dr. Jeff Holness
Sarah Leonardi
Nora Rupert
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or email eeo@browardschools.com.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com.

browardschools.com





Appendix

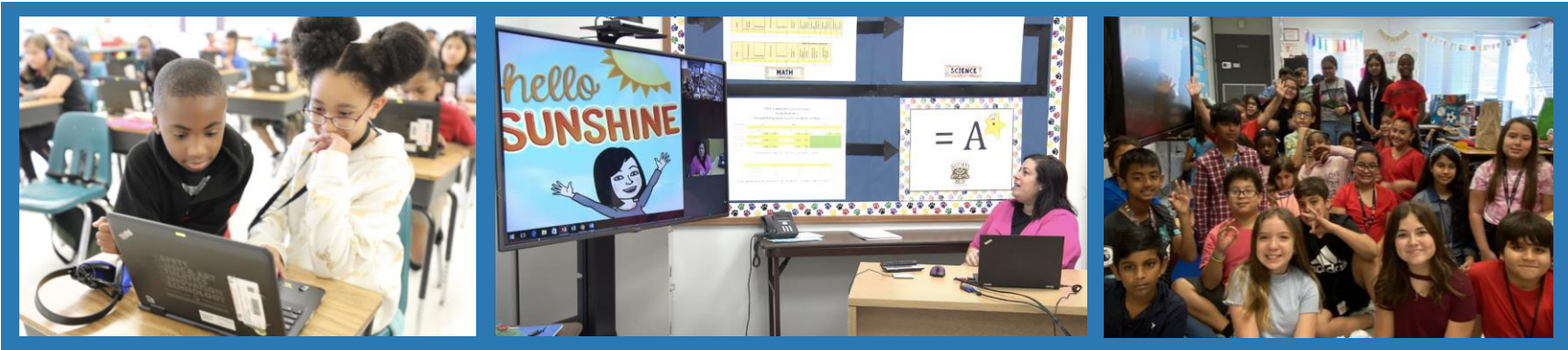


FAST Testing

- In the 2022–2023 school year, all Florida schools transitioned to the Florida **Benchmark for Excellent Student Thinking (B.E.S.T.)** content standards for English Language Arts (ELA) Reading and Mathematics (including Algebra 1 and Geometry EOC) and to the **Florida Assessment of Student Thinking (FAST) progress monitoring program** for grades 3–10 ELA Reading and grades 3–8 Mathematics.
- FAST comprises **three progress monitoring (PM) windows**:
 - **PM1** – This administration occurs at the **beginning of the school year** and provides teachers with **baseline scores** that allow them to track their students' progress learning the B.E.S.T. Standards from PM1 through PM3.
 - **PM2** – This administration provides teachers with **mid-year scores** to compare to their students' baseline scores from PM1.
 - **PM3** – This administration provides **summative scores** that accurately measure students' mastery of the B.E.S.T. Standards at the end of the school year.

https://flfast.org/content/contentresources/en/Understanding%20Florida%20Statewide%20Assessments%20Reports_For%20Families_Final_05224_WT_r1q.pdf





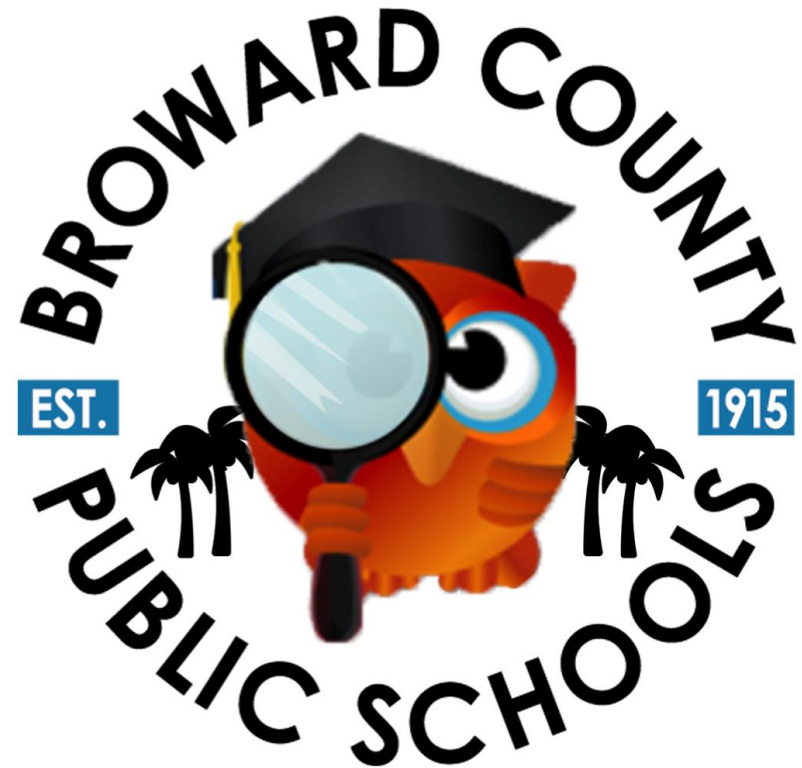
Information and Technology Division
Data Intelligence Department/PITAC

Focus School Software

Status Update August 2024

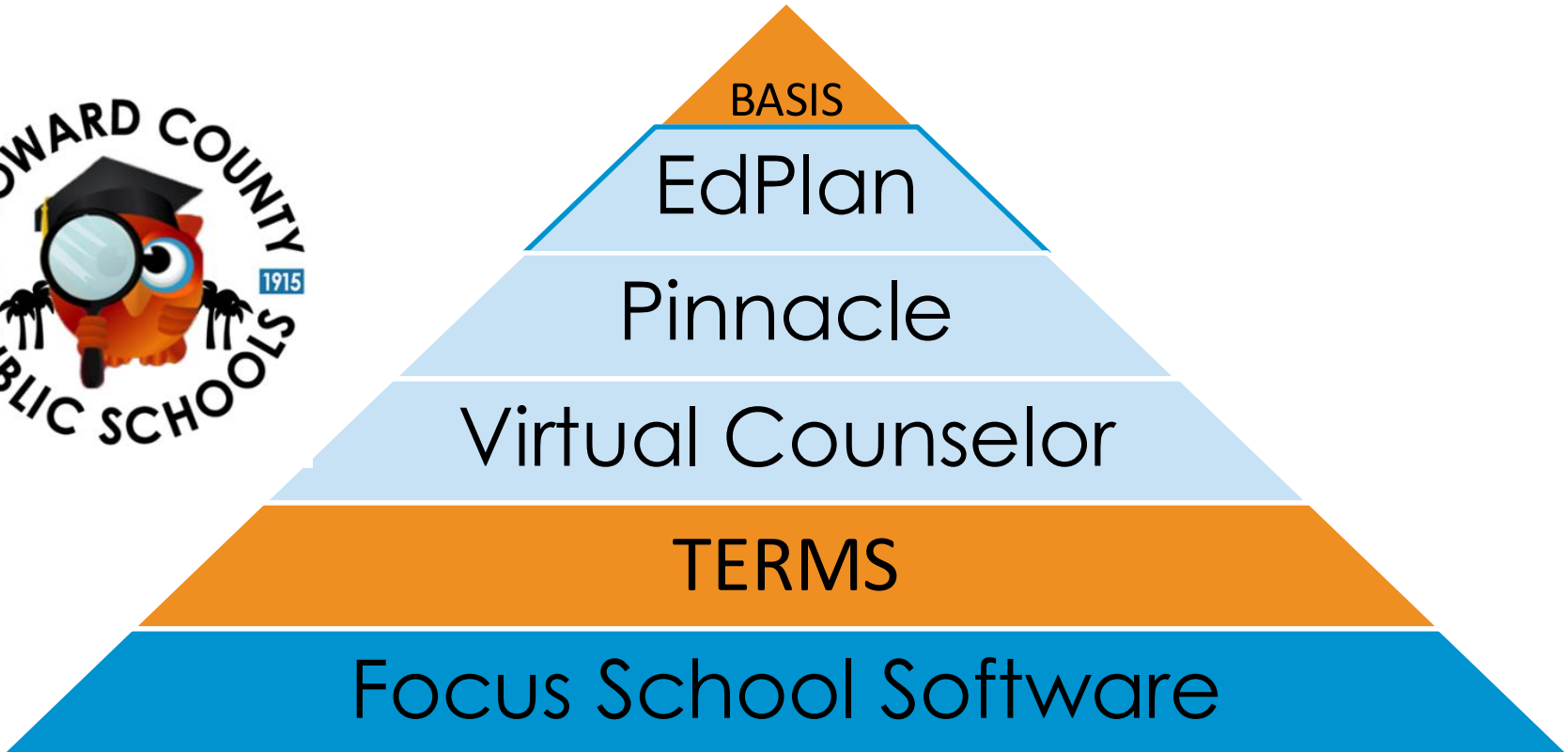
Overview

- Project Timeline
- Training
- Support
- Communication – Internal and External



Focus – An Integrated System

Focus School Software is an integrated Student Information System (SIS) that will replace the following five (5) applications, to house all functions within one cloud-based system.



SUNSETTING APPLICATIONS



VENDOR APPS

- **PCG**
 - EdPlan (IEP & EP)
 - BTA (Module & Paperclip)
 - Suicide Prevention
 - EHR
 - ESE Subscription
- **Wazzle**
 - Pinnacle Gradebook



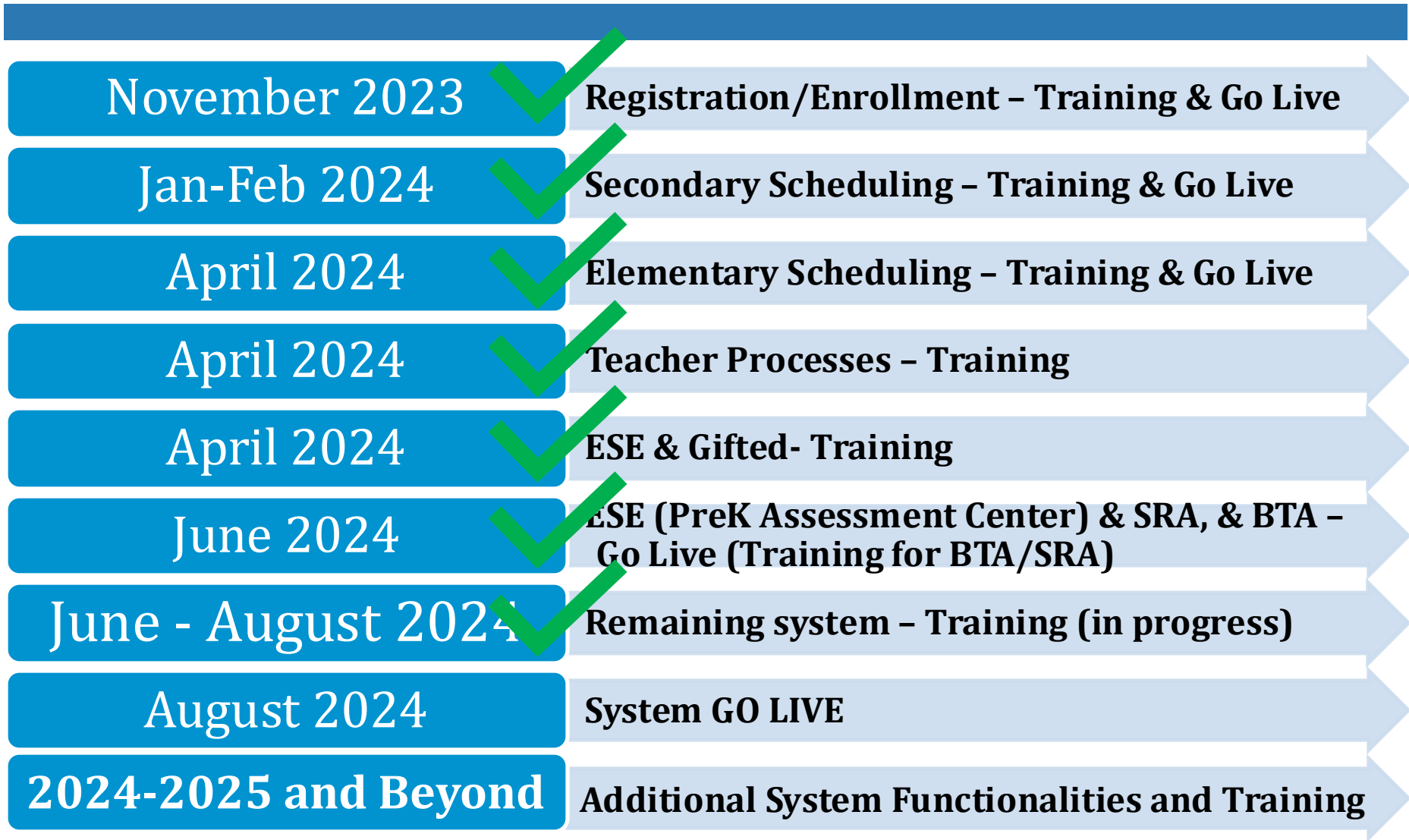
IN-HOUSE APPS

- **TERMS**
- **BASIS**
 - Discipline Management System (Year 2 Implementation)
 - MTSS/RtI
 - Bullying & Harassment (Year 2 Implementation)
 - HEART
 - SSW Referrals (Year 2 implementation)
 - School Reports 2.0
- **Virtual Counselor**

[Legacy System Crosswalks](#)

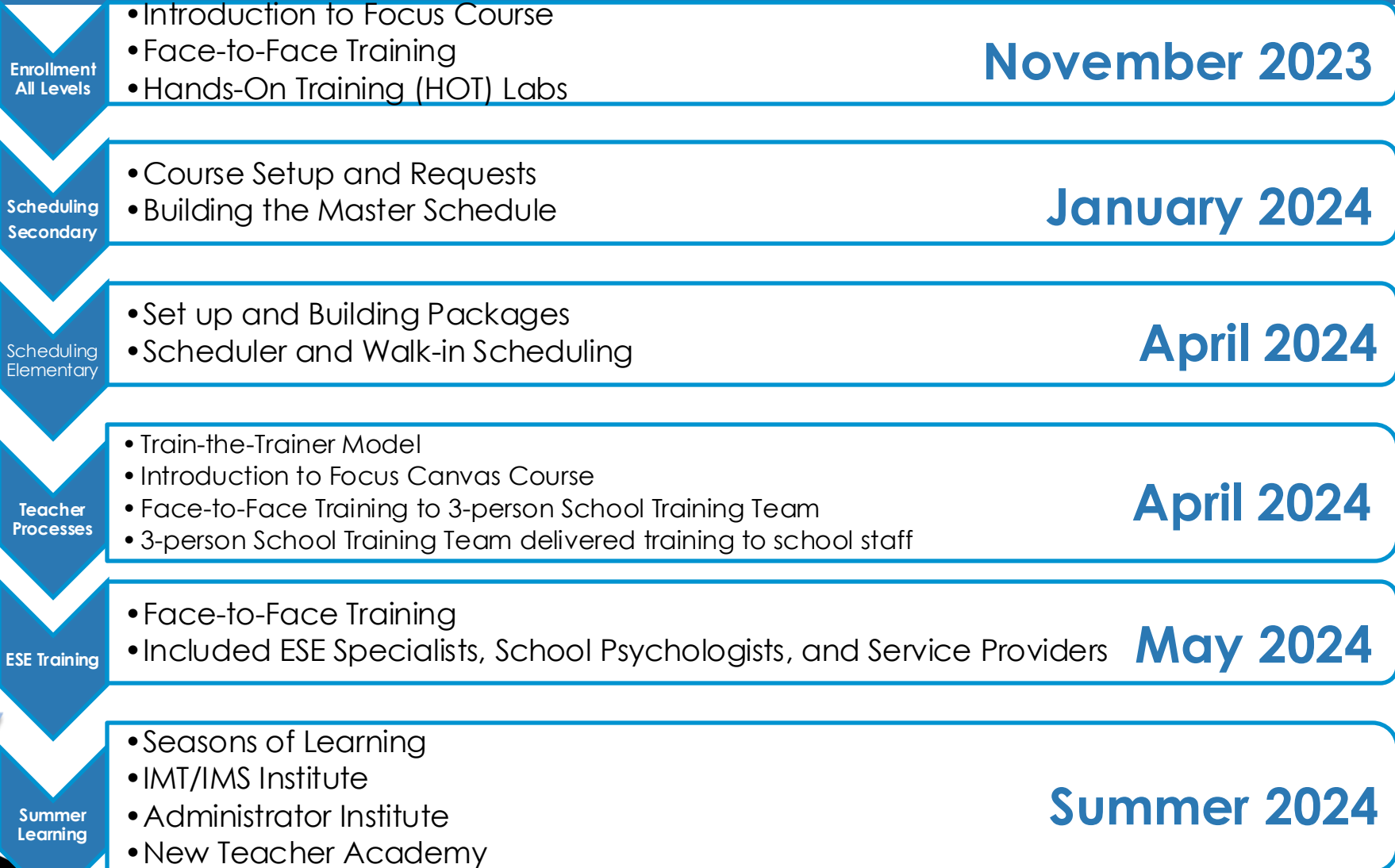


Project Training and Go Live Timeline



Training Rollout

Rollout of Training



Teacher Train-the-Trainer Model/ESE Training Model

Teacher Processes Training

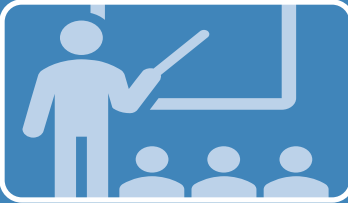
- 3-person team sent by principals of each school to face-to-face training
- Returned to their school site and delivered training to all instructional staff using the District provided materials
- Principal Verification Form providing data of who was trained.
- During Pre-planning week 3-person team to provide additional training and support.
- During Pre-planning week PITAC will deliver 30-minute virtual live webinars for teachers.

ESE Training

- ESE Functionality in Focus was delivered face-to-face to: ESE District Compliance Staff, District ESE Programs Staff, District ESE Administrators, ESE Specialists, School Psychologists, and Related/Itinerant Service Providers.
- ESE Department created training courses in LAB and provided multiple sessions: (1) Training for ESE Teachers and (2) Focus for ESE Providers
- Soft opening of the SSS module with PreK Assessment Center.

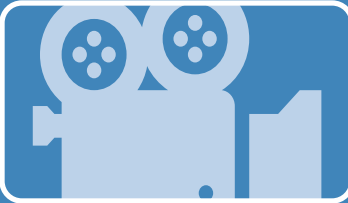


Training Opportunities



Face-to-Face

- Focus led, BCPS supported
- 25-40 participants per room
- Business Process Owners (BPO) led training and support
- School-based Teacher Processes 3-Person Team Train-the-Trainer model
- ESE Facilitated Trainings for ESE Teachers and Providers



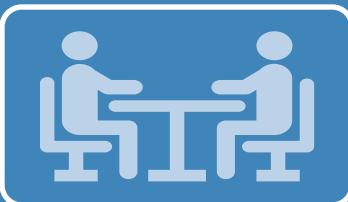
Focus Resource Hub

- Robust repository of instructional manuals, how-to guides, and video tutorials
- Access from the Clever Launchpad - [Focus Resource Hub \(instructure.com\)](https://instructure.com)
- Train-the-Trainer toolkit and self-paced Canvas course
- Legacy system crosswalks



Webinar - Refresher/Q&A

- Weekly Microsoft TEAMs Meeting
- One-hour virtual refreshers or topic specific trainings



Hands On Training (HOT) Lab

- Open participation in person
- Work alongside Focus and Broward team members



Training Numbers to Date

Type of Training	Number of Sessions	Number of Attendees
Face-to-Face	59	5,308
Hand-on Training (HOT) Labs	30	887
Weekly “Tuesday Top Topics on TEAMS” meeting	32	546
Virtual Refreshers	22	613
Self-paced Teacher Processes Canvas course and/or in-person training	Every traditional public school, based on Principal Verification Form	11,463
ESE Facilitated Face-to-Face Training (May 21- July 15)	18	795



Upcoming Training

Training Topic	Date
Secondary Counseling - Directors	July 17
Elementary and Secondary School Counselors	July 31, August 7
Administrator Institute - in person	July 22 - Elementary July 23-25 - Secondary
Administrator Institute Elementary and Secondary – virtual	July 30, August 1
New Teacher Academy	July 25
Support Options for School and District Employees	
30-minute live virtual webinars	Pre-planning week
<i>School-Based "train-the-trainer" teams are encouraged to revisit the Focus self-paced Canvas course with all instructional staff/new teachers</i>	Pre-planning week
Teacher Processes Virtual Refresher/In-person training	August 5 and ongoing
<ul style="list-style-type: none"> • In-Person Office Hours with sign up form • Weekly ESE in-person and virtual office hours for each region 	Begins in August
Focus Resource Hub – updated materials	On-going
ESE Facilitated SSS Focus Training	September-May (3 sessions per region)
Focus Training Calendar Focus Resource Hub	



Support Options

Focus Support Desk - Tier 1

- Team of 12 support technicians dedicated to Focus questions and issues
- Available via email (focussupport@browardschools.com) or phone (754-321-0411)
- Focus Resource Hub that includes detailed crosswalks to legacy systems

PITAC and District Departments - Tier 2

- Team of dedicated IT Training and Adoption Specialists for training development
- Holds weekly office hours both in-person and virtually
- Each department's BPOs is providing direct support to end-users

BCPS IT and Focus Vendor Support – Tier 3

- Dedicated onsite vendor support throughout August 2024
- BCPS staff dedicated to all critical system issues and configuration
- Use of BCPS Helix ticketing system and Focus Zendesk ticketing system for data analytics



Support to Date

Focus Support Desk

- Total emails received = 1,506
- Total calls received = 2,409
- Total talk time = 410 hours

PITAC Department


- 32 office hour dates held virtually and in-person
- 117 office hour attendees

Go Live Surge Support Plan


- PITAC will hold extended, open office hours from 8:30-3:30 throughout August on the following dates: 6th, 8th, 9th, 13th, 14th, 15th, 16th, 20th, 21st, 22nd, 27th, 28th, and 29th
- Additional support staff from IT and the vendor will be on-site in a collaborative “rapid response room” to assist the Focus Support Desk team




Communication

 [Focus Newsletters](#) - Five published and a Back-to-School newsletter is coming August 2024

 BCPS Alerts - Ten distributed

 **NEW** BCPS Happenings - IT Division
Back to School Happenings will be published August 2024

 Frequently Asked Questions (FAQs) Distribution
FAQs are collected at training & published on the [Focus Resource Hub](#)

 PIVOT Memos – Eight Distributed and another in late July

 District Meetings - Principal Level, Regional Superintendents, Digital Transformation Team, TAC, IMT/IMS Symposium



Focus Informational Pages

Families and Community

www.browardschools.com/focus

* Parents contact their schools with any questions regarding Focus

BCPS Staff

[Focus Resource Hub](#)



Focus - Student Information System (SIS)

Register Now
Get Focus(ed)!
Student Information System



Focus School Software with Dr. Hepburn
Get Focus(ed)!
Student Information System
browardschools.com/focus



Time to get Focus(ed)!
Broward County Public Schools (BCPS) is excited to introduce Focus, a new Student Information System (SIS) for the 2024/25 school year. This system provides easy access to school information, student schedules, attendance, and grades.

Key points:

- **Automatic Enrollment:** All students, teachers, and staff will have accounts automatically created. (Parents/guardians will need to create a Parent Portal Account)
- **Replacement of Old Systems:** Focus will replace several older systems that will no longer be used.
- **User-Friendly Portals:** The system includes unique portals for students and parents/guardians, providing easy access to important school information.
- **Commitment to Technology:** This transition highlights the District's dedication to using technology for educational improvement and strengthening school-community connections.

Focus Resource Hub > Pages > Support

Home
BCPS Focus Page
Focus Training Calendar
Focus Newsletter
IT Bulletins
Learning Across Broward
Microsoft Reflect


Support

The District and Focus offer extensive resources to assist with the Focus implementation. Resources will be continuously updated and improved as we continue to use Focus and adjust based on district needs and feedback.

FOCUS RESOURCE HUB

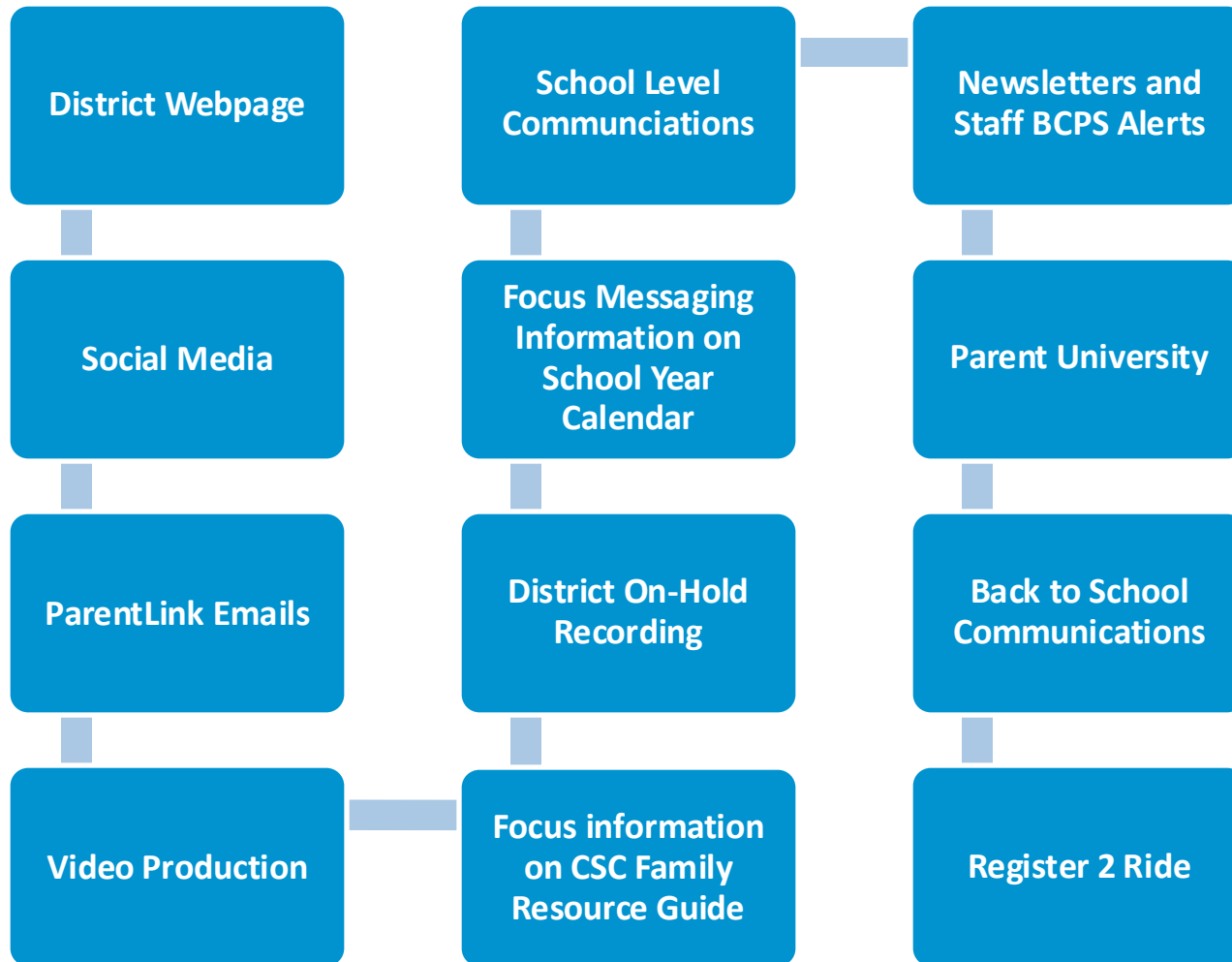
The [Focus Resource Hub](#) (the course you are currently in) contains district-created how-to documents, video tutorials, parent resources, training opportunities, and more. On Clever, scroll towards the bottom to find the Help section. Click the heart to add to your favorite resources.

Help



Marketing Communication with Parents

Get Focus(ed)



Parent Portal

Parent Portal

- All Virtual Counselor accounts were migrated into Focus
- Parents can access instructions for account access/creation and navigation at www.browardschools.com/focus

Parent Portal Registration or Activation

Virtual Counselor is a Broward County Public Schools system used by both students and parents/guardians. To activate your Parent Portal, you must use a parent Virtual Counselor account that starts with a G. If you do not have a parent Virtual Counselor account, please follow the instructions to register for your Parent Portal.

***WITH* a Virtual Counselor Parent Account**



Step 1:

[View the Parent Portal Activation & Mobile App Instructions: English, Español, Portugues, Haitian-Creole](#)

Step 2: [Access the Parent Portal Account](#)

***WITHOUT* a Virtual Counselor Parent Account**

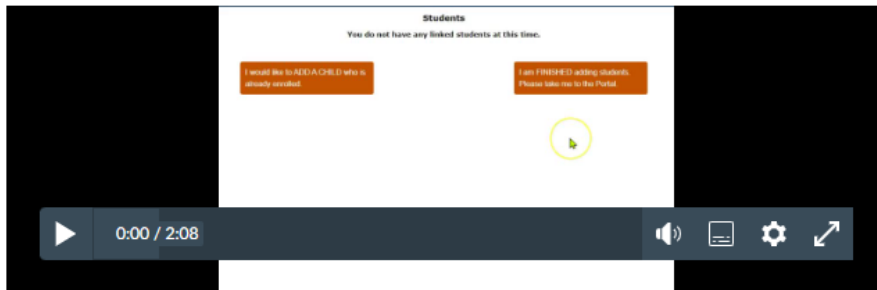


Step 1:

[View the Parent Portal Registration & Mobile App Instructions - English, Español, Portugues, Haitian-Creole](#)

Step 2: [Access the Focus Parent Portal](#)

Watch these videos on how to access the Focus Parent Portal App



Parent University

Upcoming Focus Parent Universities

August 2024

- To be held in collaboration with the ESE department

October 2024

- Topics to be report card and gradebook access

Information on how to join can be found at:

www.browardschools.com/parentuniversity

Previous Focus Parent University

April 8, 2024

- 656 Attendees
- 510 Recording Views
- Overview of Focus

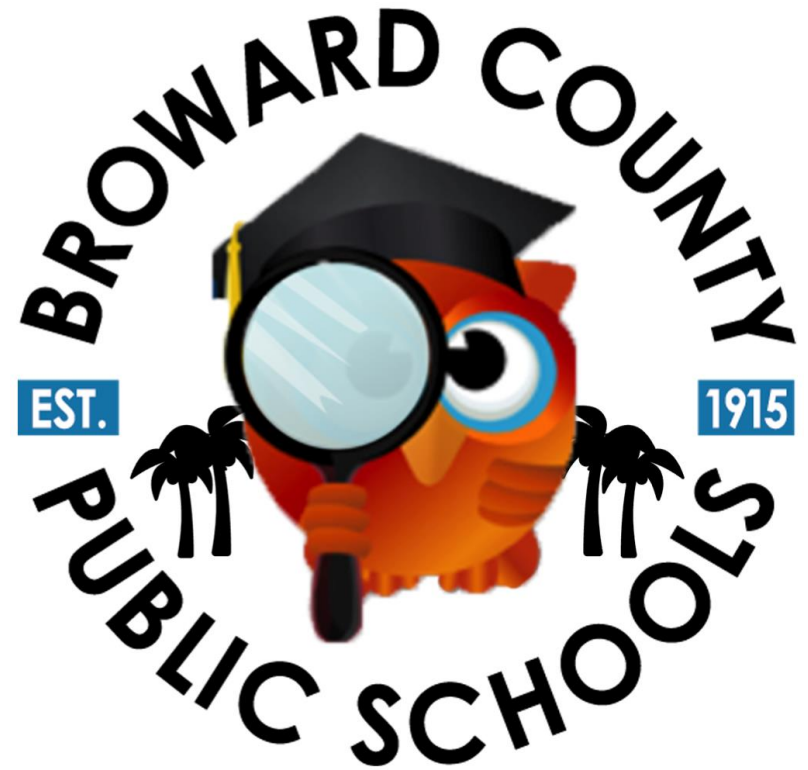


Information on how to access past recordings can be found at:

www.browardschools.com/parentuniversity



Questions



Appendix



Break Down of Training

Training Topics and Number of Attendees

- 8 Enrollment in-person training: 860
 - Enrollment live virtual refreshers: 225
- 5 Elementary Scheduling Course Setup & Packaging in-person training: 503
- 5 Elementary Scheduler & Walk-In Scheduling in-person training: 369
- 4 Secondary Scheduling Setup & Requests in-person training: 399
- 4 Secondary Scheduling Build the Master in-person training: 369
- 3 Secondary Walk-In Scheduling in-person training: 262
 - Secondary Scheduling live virtual refreshers: 231
- 5 Teacher Processes Elementary in-person training: 517
- 3 Teacher Processes Secondary in-person training: 339
- 3 Teacher Processes Seasons of Learning in-person training: 169
 - Teacher Processes live virtual refreshers: 157
- 4 IMT/IMS Institute Elementary in-person training: 257
- 3 IMT/IMS Institute Secondary in-person training: 183
- 3 Focus for District Staff in-person training: 146
- 9 ESE Processes in-person training: 935
- 22 refreshers



Break Down of Training

Hands-On Training (HOT) Labs

Hands-On Training (HOT) labs provide participants with tailored support from both Focus School Software and Broward County team members. These sessions are designed to offer a professional environment where participants can seek clarification, address questions, delve into school-specific scenarios, and benefit from a dedicated workspace conducive to focused and productive work.

- 30 HOT labs scheduled, 887 people have attended to date
- Additional HOT Labs planned throughout July 2024

Office Hours

Office Hours have been offered both in-person and virtually for personalized support.

- 32 office hour dates scheduled, 117 people have attended to date
- For additional support during Go Live, office hours are scheduled for Aug 6, 8, 9, 13, 14, 15, 16, 20, 21, 22, 27, 28, 29 from 8:30 AM – 3:30 PM at the TSSC building
- Please view the [Focus Training Calendar](#) for details such as dates, times, locations, MS Teams URL, appointment sign-up, and more.

"Top Topics On Teams"

"Top Topics on TEAMS" are virtual sessions on most Tuesday mornings for Master Schedulers to ask questions about how to work on their school's schedule

- 32 Top Topics scheduled. To date, 546 people have attended
- Top Topics scheduled until October 15, 2024



Break Down of Training

Parent University

In the **Parent University** webinar *Get Focus(ed)!*, the Parent and Community Involvement Task Force and District staff provided an introduction and overview of the system.

- ❑ On April 8, 2024, 656 people attended virtually and more watched the recorded webinar at <https://www.browardschools.com/parentuniversity>
- ❑ Additional Parent University in the planning phase for the first week in August 2024 - planning with the Parent and Community Involvement Task Force and the ESE Department occurred the week of July 11th to prepare for the presentation to parents and students about the SIS and the SSS within the SIS.

Upcoming Training

- ❑ Secondary Counseling Directors in-person training: July 17
- ❑ Admin Institute in-person training: July 22-25
- ❑ New Teacher Academy in-person training: July 25
- ❑ Elementary School Counselors in-person training: July 31
- ❑ Secondary School Counselors in-person training: Aug 7
- ❑ Virtual live webinars for Suicide Risk, CTE, ELL, Health, Transportation, Foster Care, Homeless, Migrant, Neg/Del, DOP/DJJ, Test Score Tracking, 504, FL State Reporting, and Other Areas
- ❑ During pre-planning, 30-minute webinars on hot topics will be available





Lori Alhadeff, Chair
Debra Hixon, Vice Chair

Torey Alston
Brenda Fam, Esq.
Daniel P. Foganholi
Dr. Jeff Holness
Sarah Leonardi
Nora Rupert
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or email eeo@browardschools.com.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com.

browardschools.com





Information and Technology Division
Data Intelligence Department/PITAC

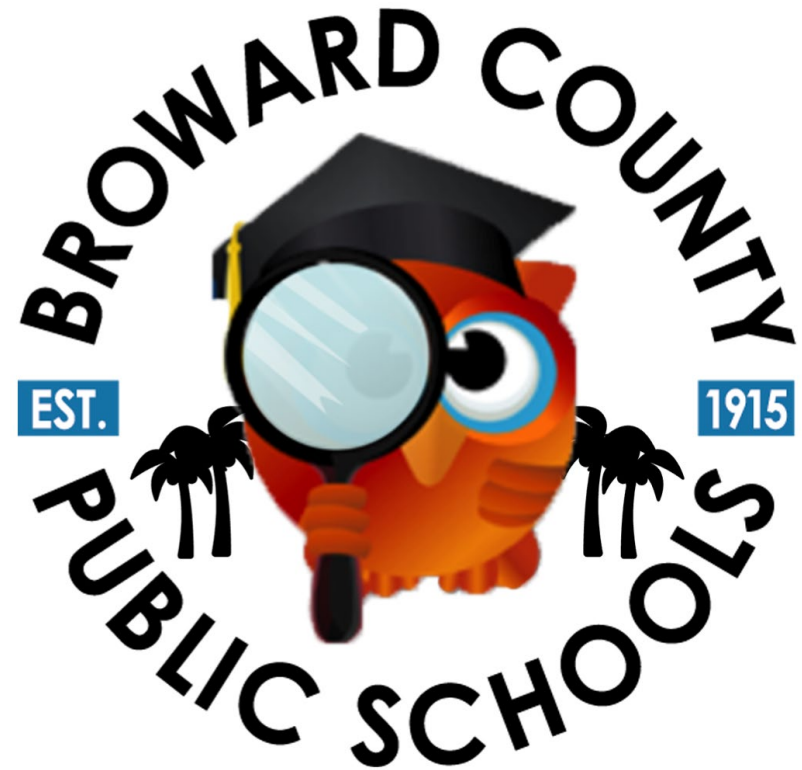
Focus School Software

Status Update August 2024

Overview

REVISED

- Training
- Support
- Communication



Training Numbers to Date

REVISED

Type of Training	Number of Sessions	Number of Attendees
Face-to-Face	52	6,694
Hand-on Training (HOT) Labs	36	1,153
Weekly "Tuesday Top Topics on TEAMS" meeting	23	1,199
Live Virtual Trainings	37	2,176
Virtual Refreshers	12	621
Office Hours	21	138
Self-paced Teacher Processes Canvas course and/or in-person training	Every traditional public school, based on Principal Verification Form	11,463
ESE Facilitated Face-to-Face Training (May -Aug)	43	1875



Teacher Train-the-Trainer Model/ESE Training Model

Teacher Processes Training

- 3-person team sent by principals of each school to face-to-face training
- Returned to their school site and delivered training to all instructional staff using the District provided materials
- Principal Verification Form providing data of who was trained.
- During Pre-planning week 3-person team to provide additional training and support.
- During Pre-planning week PITAC will deliver 30-minute virtual live webinars for teachers.

ESE Training

- ESE Functionality in Focus was delivered face-to-face to: ESE District Compliance Staff, District ESE Programs Staff, District ESE Administrators, ESE Specialists, School Psychologists, and Related/Itinerant Service Providers.
- ESE Department created training courses in LAB and provided multiple sessions: (1) Training for ESE Teachers and (2) Focus for ESE Providers
- Soft opening of the SSS module with PreK Assessment Center.



Support Options

REVISED

Focus Support Desk - Tier 1

- Team of 12 support technicians dedicated to Focus questions and issues
- Available via email (focussupport@browardschools.com) or phone (754-321-0411)
- Focus Resource Hub that includes detailed crosswalks to legacy systems

PITAC and District Departments - Tier 2

- Team of dedicated IT Training and Adoption Specialists for training development
- Holds weekly office hours both in-person and virtually
- Each department's BPOs is providing direct support to end-users

BCPS IT and Focus Vendor Support – Tier 3

- Dedicated onsite vendor support throughout August 2024
- BCPS staff dedicated to all critical system issues and configuration
- Use of BCPS Helix ticketing system and Focus Zendesk ticketing system for data analytics
 - Total Incidents – 4,068; Incidents Resolved – 3,857; Open Incidents - 203
 - Total Work Orders – 2,679, Total Work Orders Completed – 2,679; Total Open - 45



Focus Informational Pages

REVISED

Families and Community

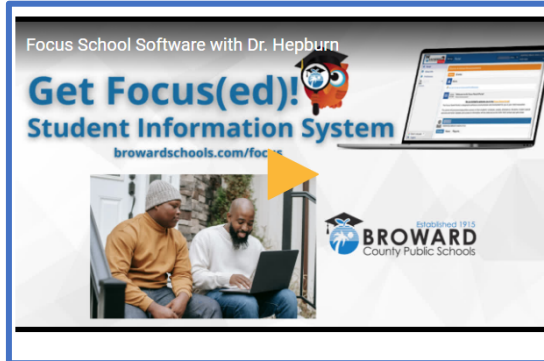
www.browardschools.com/focus

- Parents contact their schools with any questions regarding Focus
- Parents can email focuscommunications@browardschools.com with pertinent information for them and their child(ren) regarding access to the Parent Portal and the Broward Connect App.

REVISED

BCPS Staff

[Focus Resource Hub](#)



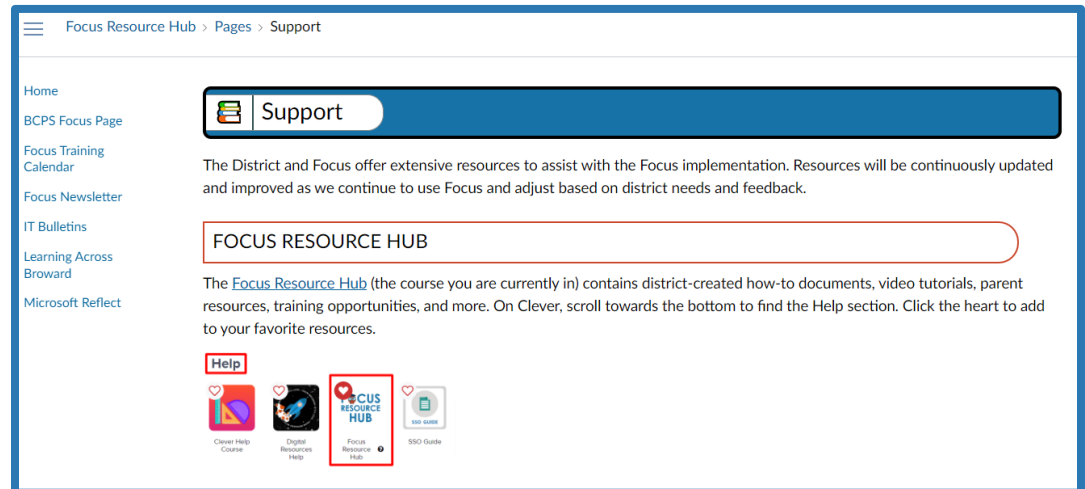
The Focus Parent Portal is your gateway to staying connected with your student's educational journey in Broward County Public Schools. For the first time, parents/guardians with multiple students will be able to access all their students in one place. The portal will allow you to monitor your student's academic progress, stay informed of upcoming school and district events, and allow you to communicate directly with your student's teachers.

To create a new Parent Portal account, you will need a valid email address. Connecting each of your enrolled students will require the following information:

- Student's full name
- Student's ID number (begins with '06')
- Student's date of birth

If you need assistance with creating an account or connecting your student to your Parent Portal account, please contact your student's school.

[English](#) | [Español](#) | [Kreyòl Ayisyen](#) | [Português \(Brasil\)](#) | [РусскийТієг](#)



Parent Portal

- Parents can access instructions for account access/creation and navigation at www.browardschools.com/focus
- **Parents need to complete the Back-to-School forms before accessing the Parent Portal.**

Parent Portal Registration and More

Get Focus(ed)!
Student Information System



Create a Parent Portal Account



Download the Mobile App - iPhone



Download the Mobile App - Android



Login to Focus Parent Portal



Have an account, need to add a child



Reset Focus Password

Parent Portal Accounts Created – 77,317
Back-to-School Forms Completed – 51,747
Back-to-School Forms in Progress – 6,473

* Numbers as of August 15, 2024



Upcoming Focus Parent Universities

October 2024

- Topics to be report card, gradebook, and test score access

Information on how to join can be found at:

www.browardschools.com/parentuniversity

Previous Focus Parent University

April 8, 2024

- 656 Attendees
- 1,695 Recording Views
- Overview of Focus

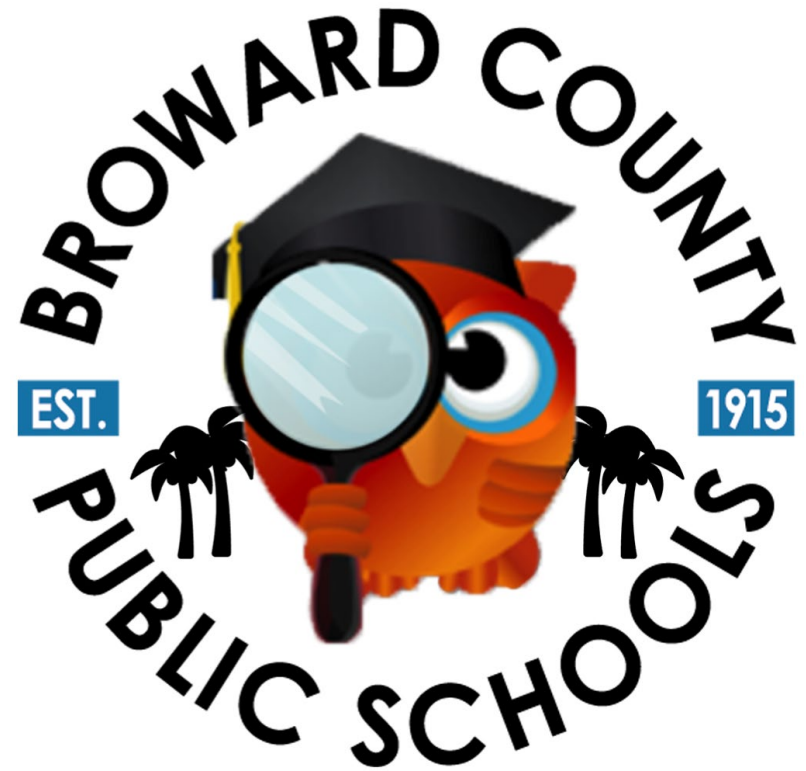
August 7, 2024

- Delivered in collaboration with the PITAC, ESE and ELL departments
- 3,200 Attendees

Information on how to access past recordings can be found at: www.browardschools.com/parentuniversity



Questions



Appendix



Break Down of Training

Training Topics and Number of Attendees

- 8 Enrollment in-person training: 860
 - Enrollment live virtual refreshers: 225
- 5 Elementary Scheduling Course Setup & Packaging in-person training: 503
- 5 Elementary Scheduler & Walk-In Scheduling in-person training: 369
- 4 Secondary Scheduling Setup & Requests in-person training: 399
- 4 Secondary Scheduling Build the Master in-person training: 369
- 3 Secondary Walk-In Scheduling in-person training: 262
 - Secondary Scheduling live virtual refreshers: 231
- 5 Teacher Processes Elementary in-person training: 517
- 3 Teacher Processes Secondary in-person training: 339
- 3 Teacher Processes Seasons of Learning in-person training: 169
 - Teacher Processes live virtual refreshers: 157
- 4 IMT/IMS Institute Elementary in-person training: 257
- 3 IMT/IMS Institute Secondary in-person training: 183
- 3 Focus for District Staff in-person training: 146
- 9 ESE Processes in-person training: 935
- 22 refreshers



Break Down of Training

Hands-On Training (HOT) Labs

Hands-On Training (HOT) labs provide participants with tailored support from both Focus School Software and Broward County team members. These sessions are designed to offer a professional environment where participants can seek clarification, address questions, delve into school-specific scenarios, and benefit from a dedicated workspace conducive to focused and productive work.

- 30 HOT labs scheduled, 887 people have attended to date
- Additional HOT Labs planned throughout July 2024

Office Hours

Office Hours have been offered both in-person and virtually for personalized support.

- 32 office hour dates scheduled, 117 people have attended to date
- For additional support during Go Live, office hours are scheduled for Aug 6, 8, 9, 13, 14, 15, 16, 20, 21, 22, 27, 28, 29 from 8:30 AM – 3:30 PM at the TSSC building
- Please view the [Focus Training Calendar](#) for details such as dates, times, locations, MS Teams URL, appointment sign-up, and more.

"Top Topics On Teams"

"Top Topics on TEAMS" are virtual sessions on most Tuesday mornings for Master Schedulers to ask questions about how to work on their school's schedule

- 32 Top Topics scheduled. To date, 546 people have attended
- Top Topics scheduled until October 15, 2024



Break Down of Training

Parent University

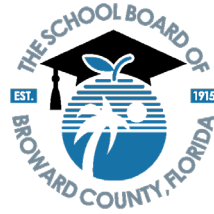
In the **Parent University** webinar *Get Focus(ed)!*, the Parent and Community Involvement Task Force and District staff provided an introduction and overview of the system.

- On April 8, 2024, 656 people attended virtually and more watched the recorded webinar at <https://www.browardschools.com/parentuniversity>
- Additional Parent University in the planning phase for the first week in August 2024 - planning with the Parent and Community Involvement Task Force and the ESE Department occurred the week of July 11th to prepare for the presentation to parents and students about the SIS and the SSS within the SIS.

Upcoming Training

- Secondary Counseling Directors in-person training: July 17
- Admin Institute in-person training: July 22-25
- New Teacher Academy in-person training: July 25
- Elementary School Counselors in-person training: July 31
- Secondary School Counselors in-person training: Aug 7
- Virtual live webinars for Suicide Risk, CTE, ELL, Health, Transportation, Foster Care, Homeless, Migrant, Neg/Del, DOP/DJJ, Test Score Tracking, 504, FL State Reporting, and Other Areas
- During pre-planning, 30-minute webinars on hot topics will be available





Lori Alhadeff, Chair
Debra Hixon, Vice Chair

Torey Alston
Brenda Fam, Esq.
Daniel P. Foganholi
Dr. Jeff Holness
Sarah Leonardi
Nora Rupert
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or email eeo@browardschools.com.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com.

browardschools.com





Policy Review Project: Rule Development Workshop

- 1910 Ceremonies at School Board Sponsored Functions
- 5800 Athletics: Name, Image, and Likeness
- 6316 Visiting Teachers
- 4000 Student Progression

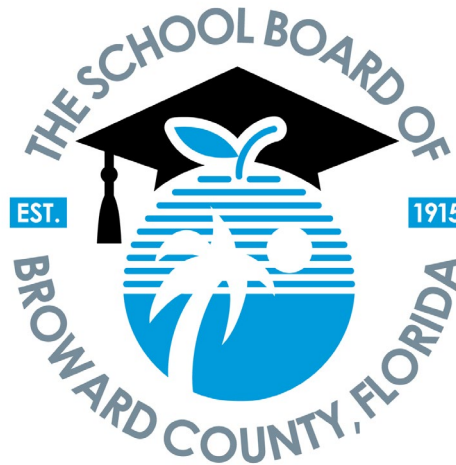
INTRODUCTION

POLICY NO. 1000 RULE DEVELOPMENT AND RULEMAKING

7. (POLICY) RULE UPDATES- Each rule (policy) must be reviewed and/or revised within five (5) years of the policy's last review to ensure that it continues to be relevant regarding the needs of the District and comply with current requirements of The School Board's governing laws and rules. Additionally, the Superintendent's designee(s) shall conduct a formal review of all District rules in compliance with Section 120.74, Fla. Stat.

Purpose

To orient all School Board members on the proposed policy revisions and capture the Board's feedback for Rulemaking.



2022-2027 STRATEGIC PLAN

GUARDRAIL: ACCOUNTABILITY

The Superintendent may not allow the District to operate without an accountability system for policy implementation that includes expectations, evaluations, transparency, and continuous improvement

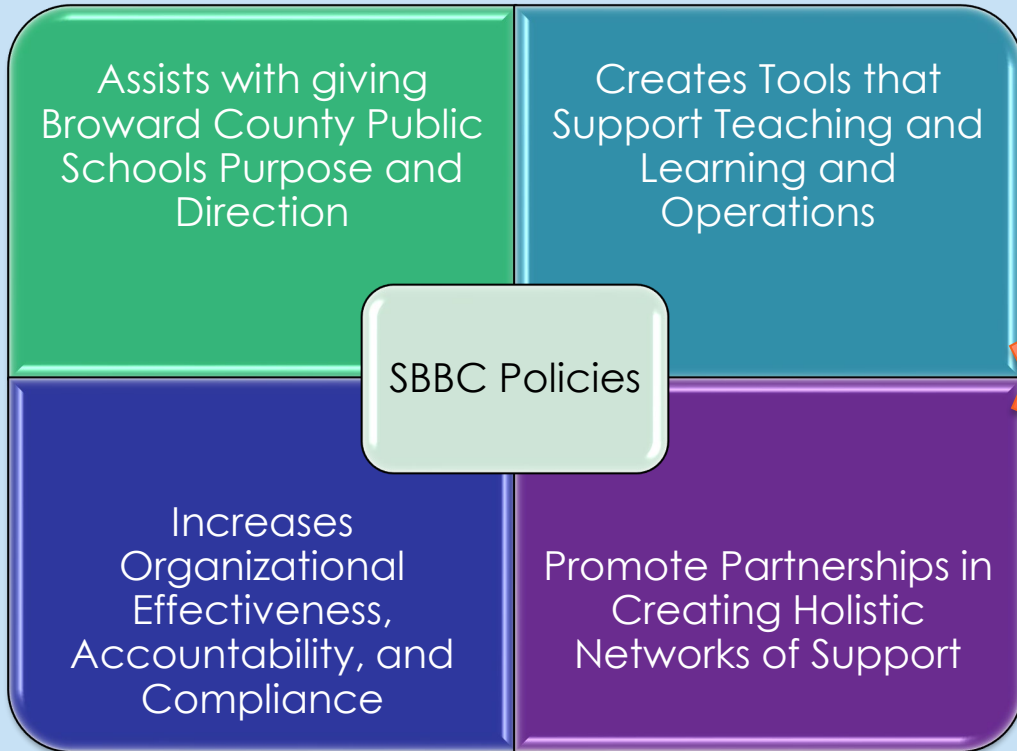
Request of School Board

Please review the two policies presented in this presentation and provide guidance and direction to the Superintendent for Rulemaking at a subsequent Board meeting.

Financial Impact: There is no financial impact for policy reviews.



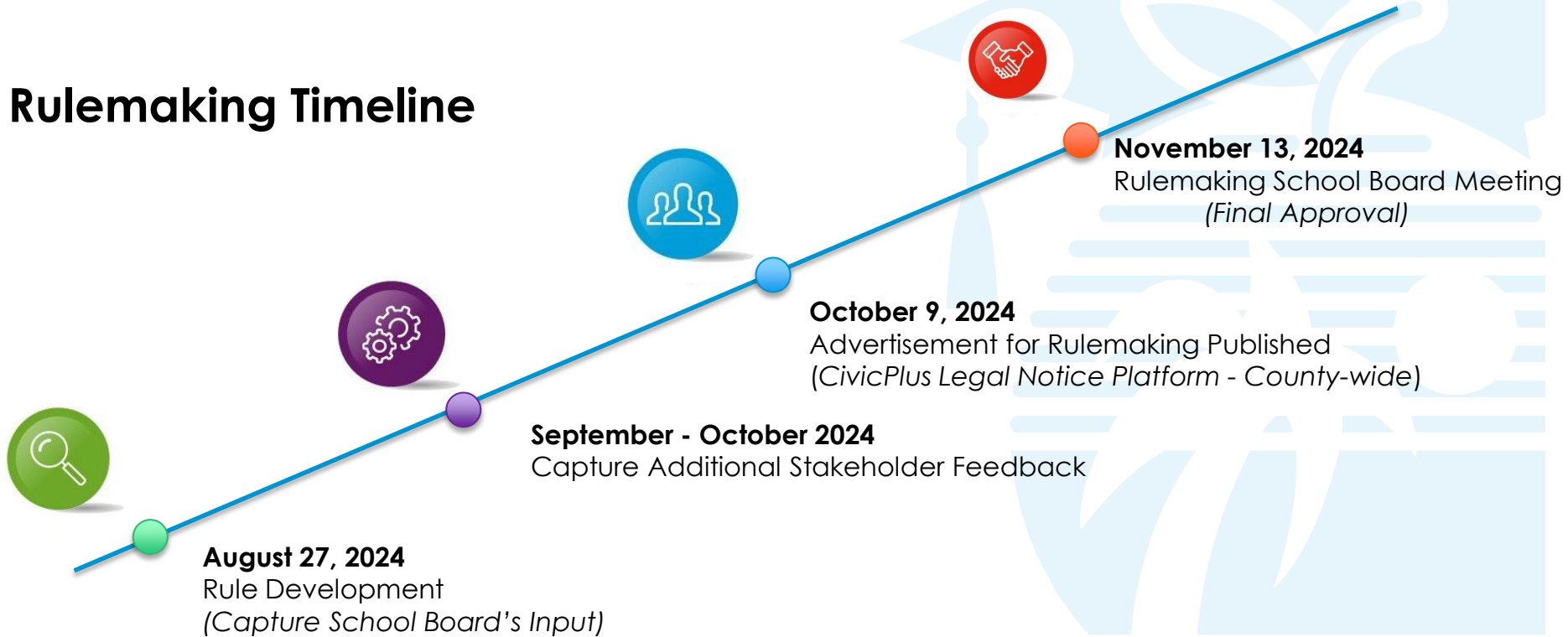
Rationale for all Policy Reviews



POLICY REVIEW



Rulemaking Timeline



Ceremonies at School Board Sponsored Functions

At A Glance

Policy Number and Title	Urgency- Impact on district operations	Summary of Revisions
<p>1910 (formerly 1344) Ceremonies at School Board Sponsored Functions</p>	<ul style="list-style-type: none"> Ceremonies and other formal proceedings serve to commemorate the District's support of our students, staff, and stakeholders. The review of this policy shall enhance the District's position to hold such ceremonies in a safe and nondiscriminatory manner. 	<p>The proposed revisions simplifies the School Board's requirements governing the comments and interactions of event participants and provide clarity on informing guest speakers of policy requirements.</p>

Page(s)	Section	Proposed Revision	Rationale/Looping feedback
Page 1	Introduction	Strikethrough and revisions	Simplify and make clear the concept of welcoming and respecting the freedom of expression and providing a safe, inclusive and respectful environment for all participants during School Board- Sponsored functions.
Page 1	Definition	Revise	Align the description for discrimination under any public K-20 education program or activity with statute.
Page 1	Rule II.	Revise	This rule specifies precisely <u>who must notify</u> individuals who are invited to speak at any school -board- sponsored ceremony or event of the policy requirements and acknowledge receipt of the information in writing.
Page 1	Footer	Revise	Update custodial assignment of the policy to the Office of Communications and Legislative Affairs to align with the current organizational structure.

Strategy & Innovation

At A Glance



Policy Number and Title	Urgency- Impact on district operations	Summary of Revisions
<p>5800</p> <p>Name, Image, and Likeness</p>	<ul style="list-style-type: none"> On July 24, 2024, the State Board Education ratified the Florida High School Athletic Association (FHSAA) Bylaw 9. This policy is being recommended to establish guidelines for students, schools, and school employees to comply with the newly ratified language. 	<p>This is new policy. All language is taken from FHSAA Bylaw 9. A copy of that document is included with the attachments for this recommended policy adoption.</p>



Page	Section	Revision	Rationale
1-3	I-XI	All recommended language is new, as this will be a newly adopted policy.	The recommended language for this newly adopted policy is taken from the newly ratified language in FHSAA Bylaw 9. It was thoroughly reviewed with all high school head football coaches on July 24, 2024, and with all high school athletic directors on July 31, 2024. The Regional Offices received a copy of the draft language on August 1, 2024. The Office of the General Counsel reviewed the policy draft and returned a legally sufficient draft on August 2, 2024. Staff met with District Advisory Council Policy Review Subcommittee on August 7, 2024. A copy of the legally sufficient draft was provided prior to the meeting. Their feedback included ensuring that the policy includes the same FHSAA language, as well as bylaw and policy references in the applicable sections. Additionally, they emphasized the need to have a procedural or educational manual/guide for families and employees. Lastly, the recommended policy draft will be discussed with all high school principals at their meeting on August 28, 2024.

Teaching & Learning

At A Glance

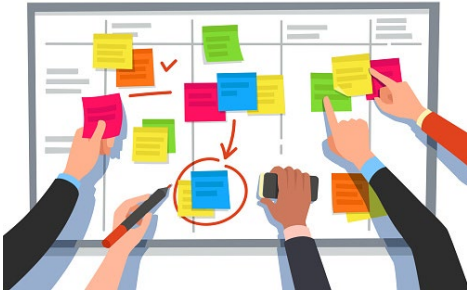
Policy Number and Title	Urgency- Impact on district operations	Summary of Revisions
6316 Visiting Teachers	No urgency on District operations	<ul style="list-style-type: none"> Repeat policy as District no longer uses employees in the capacity as a visiting teacher.

Page(s)	Section	Proposed Revision	Rationale/Looping feedback
1	N/A	Remove	Senior Leadership and Coward & Coward are in agreement with repealing the policy.



Student Progression

Looping Details



Policy 4000 looping

- Gifted Advisory Council – April 8, 2024
- District Advisory Council – April 11, 2024
- South Area Advisory Council – April 17, 2024
- North Area Advisory Council – April 18, 2024
- Level Principal Meetings – April 2024
- ESE Advisory Council – May 15, 2024
- Diversity Committee – June 6, 2024
- Student representation on Policy 4000 workgroup



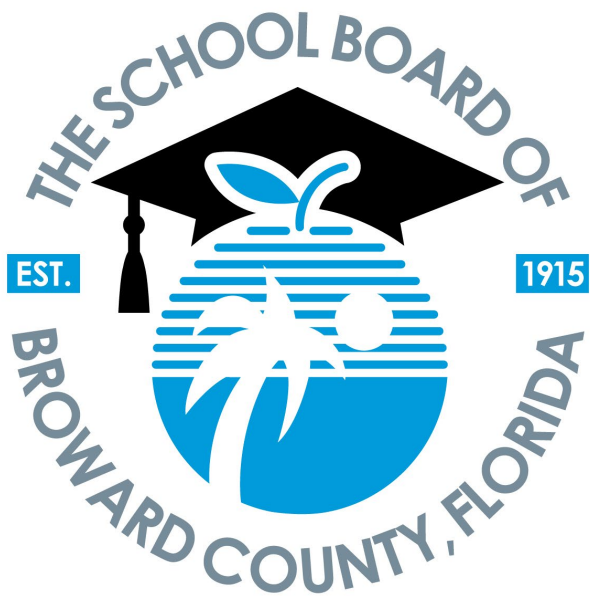
Teaching & Learning

At A Glance



Policy Number and Title	Urgency- Impact on district operations	Summary of Revisions
<p>4000 Student Progression</p>	<ul style="list-style-type: none"> Urgent: we aim to be in complete alignment with Florida State Statutes, and the State University System (SUS) core GPA systems as it relates to Student Progression. 	<p>Revisions will set policy for elementary promotion to be aligned to the Florida State statute as well as aligning the District's core GPA to the State University System's (SUS) core GPA</p>

Page	Section	Revision	Rationale
10	C-1-b	Stricken & Revised	Aligning the language in SBBC policy to that of the Florida State Statute to based promotion on English Language Arts, Mathematics, Science and Social Studies performance.
91-98	All promotion criteria charts	Stricken and Revised	Aligning the language in SBBC policy to that of the Florida State Statute to remove reference of a single exam being used for promotion. General good cause if removed as well since exams will not be solely used to determine promotion. Good cause criteria for students with disabilities and English Language Learners remain in effect
85	G-2-g-iii	Revised	Aligning BCPS core GPA to SUS core GPA by changing the quality points used to calculate GPA.
112	14	Revised	Aligning BCPS core GPA to SUS core GPA by changing the quality points used to calculate GPA.

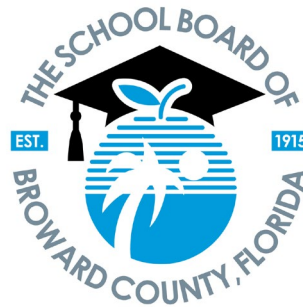


Board Discussion

&

Guidance





Lori Alhadeff, Chair
Debra Hixon, Vice Chair

Torey Alston
Brenda Fam, Esq.
Daniel Foganholi
Dr. Jeff Holness
Sarah Leonardi
Nora Rupert
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or email eeo@browardschools.com.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com.





REVISED SCHOOL BOARD REDLINE POLICIES

APPENDIX

<i>Policy #</i>	<i>Policy Title</i>	<i>Page (bottom left of page)</i>
1910	Ceremonies at School Board Sponsored Functions	2
6316	Visiting Teachers	3
5800	Athletics: Name, Image, and Likeness	4
4000	Student Progression	7



POLICY NO. 1910

1344

CEREMONIES AT SCHOOL_-BOARD_-SPONSORED FUNCTIONS

BROWARD COUNTY PUBLIC SCHOOLS BOARD HOLDS CEREMONIES AND EVENTS ARE HELD FOR A VARIETY OF REASONS ACROSS THE DISTRICT. WHILE FREEDOM OF EXPRESSION IS WELCOMED AND RESPECTED, ALL COMMENTS, SPEECHES, INVOCATIONS, BENEDICTIONS, ETC. AT ANY SCHOOL BOARD-SPONSORED EVENT MUST BE NON-SECTARIAN AND NON-DENOMINATIONAL IN NATURE, IS NOT DISCRIMINATORY IN NATURE PURSUANT TO THE FLORIDA EDUCATIONAL EQUITY ACT, DOES NOT CONTAIN HATE SPEECH AND IS HISTORICALLY ACCURATE. THE SCHOOL BOARD WELCOMES AND RESPECTS THE FREEDOM OF EXPRESSION AND AIMS TO PROVIDE A SAFE, INCLUSIVE AND RESPECTFUL ENVIRONMENT FOR ALL PARTICIPANTS.

DEFINITIONS:

Discrimination: Pursuant to the Florida Educational Equity Act, Florida Statute §1000.05(2)(a), discrimination on the basis of race, ethnicity, color, national origin, gender, sex, disability, religion or marital status against a student or an employee in the state system of public K-20 education is prohibited.

RULES:

- I. All comments, speeches, invocations, benedictions and similar expressions, at any events and ceremonies, shall be non-sectarian, non-denominational, nondiscriminatory, historically accurate and free from hate speech.
- II. If a school district employee invites an individual to speak at any school_-board-sponsored ceremony or event, ~~he/she~~ the employee must inform the guest speaker of the policy requirements and acknowledge receipt of the information in writing.
- III. Employees and students participating in school_-board_-sponsored ceremonies and events must be advised of the policy requirements by the event coordinator and acknowledge receipt of the information in writing.

Policy Custodian: Office of School Performance & Accountability Communications and Legislative Affairs

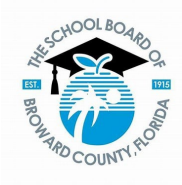
Former Policy Number: 1344

Policy Status: Active

Authority: F.S. § Sections 1000.05 and 1001.41, Florida Statutes

Laws Implemented: F.S. § Sections 1001.41(1); F.S. § and 1000.05(2a), Florida Statutes

History: Adopted 10/16/90; Amended 03/15/22



6316

6316

VISITING TEACHERS

~~VISITING TEACHERS SHALL WORK WITH SCHOOL PERSONNEL IN THE AREAS OF STUDENT ATTENDANCE AND WELFARE (PHYSICAL AND EMOTIONAL PREPAREDNESS TO ADJUST TO THE SCHOOL PROGRAM). THEY SHALL SERVE AS THE PRIMARY LIAISON AMONG THE SCHOOLS, DIFFERENT SERVICES WITHIN THE SCHOOL SYSTEM, THE HOME, AND COMMUNITY AGENCIES. THEIR EFFORTS SHALL BE DIRECTED TOWARD ENABLING THE STUDENT TO ATTEND SCHOOL REGULARLY.~~

~~AUTHORITY: F.S. 230.22 (1) (2)~~

~~POLICY ADOPTED: 2/12/70~~ _____ POLICY

~~READOPTED: 9/5/74~~

RULES

~~In making referrals to Visiting Teachers, school personnel shall be responsible for filling out the referral cards and having them ready for the Visiting Teacher before a home visit is made. The referral shall include all information as to action already taken by the school which would be of assistance or protection to the Visiting Teacher in any contact with student, parent or community agency.~~

~~Referral should be made before noon except in cases which are of an emergency nature.~~

~~AUTHORITY: F.S. 230.22 (1) (2)~~

~~RULES ADOPTED: 2/12/70~~ _____ RULES

~~READOPTED: 9/5/74~~



POLICY NO. 5800 ATHLETICS: NAME, IMAGE, AND LIKENESS

The School Board of Broward County, Florida recognizes the importance of maintaining amateurism in high school athletics. Compliance with this policy does not ensure maintenance of eligibility under the eligibility standards of other athletic organizations, such as, but not limited to, the National Collegiate Athletic Association (NCAA), National Association of Intercollegiate Athletics (NAIA), National Junior College Athletic Association (NJCAA), or the governing body for a particular sport. Student-athletes are encouraged to communicate with those organizations to ensure any activity associated with Name, Image, and Likeness (NIL) complies with applicable eligibility standards. Student-athletes and their families are encouraged to seek private legal counsel and tax advice when considering NIL activity.

RULES

- I. Name, Image, and Likeness (NIL):** A student-athlete may profit from the use of their own name, image, and likeness, subject to compliance with this policy and Florida High School Athletic Association (FHSAA) Bylaw 9.9. Permissible activities include, but are not limited to, commercial endorsements, promotional activities, social media presence, product, or service advertisements.
- II. Name, Image, and Likeness Agreement:** A NIL agreement is a fully executed, written contract that allows for student-athletes to profit from or be compensated for promoting, partnering, and other activities as defined by FHSAA Bylaw 9.9. A NIL agreement is limited to a student-athlete's high school period of athletic eligibility and shall not extend beyond a student-athlete's high school graduation date.
- III. Release of Liability:** By entering into an NIL agreement, the student-athlete and his/her parent(s)/guardian(s) release their school, its district or governing body, and FHSAA from any liability related to, or arising from the NIL agreement. The student-athlete and his/her parent(s)/legal guardian(s) shall hold harmless their school, its district or governing body, and FHSAA from any liability related to, or arising from the NIL agreement.
- IV. Use of School, District, or FHSAA Markings:** Student-athletes are prohibited from making any reference to and will not otherwise use or authorize others to use the uniforms, equipment, logos, name, mascots, insignia, or identifying marks of The School Board of Broward County, Florida, a district school, the FHSAA, any other member school event, game, or championship while engaging in any NIL activity. Student-athletes shall be prohibited from monetizing their name, image, and likeness with the use of their school's uniform, equipment, logo, name,

proprietary patents, mascots, insignia, products, identifying marks, and/or copyrights associated with a district school either in public, print, or on social media platforms, unless granted authorization by prior written consent of the Superintendent or Cabinet Level Leader over Athletics & Student Activities.

- A. Student-athletes may not endorse or promote any third-party entities, goods, or services during school/District-sponsored activities or FHSAA activities.
- B. Student-athletes may not reference school, district, or FHSAA accolades, activities, or championships in NIL activities for which they are compensated.

V. Prohibited NIL Engagements: Student-athletes are prohibited from engaging in any NIL activities involving the following categories of products and services:

- A. Adult entertainment products and services;
- B. Alcohol, tobacco, vaping, and nicotine products;
- C. Cannabis products;
- D. Controlled substances;
- E. Prescription pharmaceuticals;
- F. Gambling, including sports betting, the lottery, and betting in connection with video games, on-line games, and mobile devices;
- G. Weapons, firearms, and ammunition;
- H. Political or social activism; and
- I. NIL Collectives as defined in this policy.

VI. Representative of a School's Athletic Interest: No school or district employee, athletic department, staff member, or representative of a school's athletic interests as defined in FHSAA Bylaw 1.4.17 (a-e), including athletic boosters and booster clubs, may form, direct, offer, provide, or otherwise engage in activity outlined in this Policy or FHSAA Bylaw 9.9.

VII. NIL and Recruiting: NIL activities shall not be used to pressure, urge, or entice a student-athlete to attend a district school for the purpose of participating in interscholastic athletics. A NIL agreement shall not be used as a guise for athletic recruiting.

- VIII. Student Transfers:** A student-athlete who transfers in season from one FHSAA member school to another shall be prohibited from securing a NIL agreement that season, unless they meet one of the provisions outlined in applicable FHSAA Bylaws.
- IX. NIL Collectives:** NIL Collectives include, but are not limited to, groups, organizations, or cooperative enterprises that exist to collect funds from donors and businesses to help facilitate NIL deals for student-athletes and/or create ways for student-athletes to monetize their name, image, and likeness. NIL Collectives shall not include school-sanctioned team fundraising.
- X. Violations:** Any violation by a student-athlete may result in the following escalating sanctions as stipulated by and administered through the FHSAA:
- A. For a first offense, the student-athlete shall receive a formal warning. If applicable, the student-athlete shall immediately modify or terminate the NIL agreement; remove any advertisement, promotional activity, or endorsement; and return any awards, gifts, or other compensation.
 - B. For a second offense, the student-athlete shall be ineligible to compete in any district or FHSAA member school interscholastic athletics in any sport for a period of one year from the date of discovery.
 - C. For a third offense, the student-athlete will be ineligible to compete in any district or FHSAA member school interscholastic athletics in any sport for the duration of the student-athlete's high school career.
- XI. Penalties Assessed to Schools, School Employees, and Contractors:** Any district school, district school employee, or NIL contractor who fails to comply with this policy is in violation of FHSAA Bylaw 9, which may result in the assessment of disciplinary measures and penalties from the FHSAA. Additionally, district school employees may be subject to disciplinary action from the school district.

Policy Custodian: Office of Athletics & Student Activities

Former Policy Number: N/A

Policy Status [Active/Inactive]: Active

Authority: Sections 120.52(6), 120.54, 120.81(1)(a), 1001.41(1) and (2), 1001.43(2), and 1001.42(29), Florida Statutes

Law(s) Implemented: Sections 1006.15 and 1006.20, Florida Statutes; FHSAA Bylaw 9.9

History: Adopted __/__/2024



POLICY NO. 4000

MISSION STATEMENT: Broward County Public Schools is committed to educating all students to reach their highest potential.

This policy, and the related policies that are referenced in this policy, constitute the student progression plan for the district.

The purpose of the student progression plan is to establish the standards for quality instruction, delineate the criteria for promotion, provide equal educational opportunities to all students, and ensure all students are college and career ready upon graduation.

I. Entrance & Attendance Requirements (F.S. 1003.21)

- A. The following are included in School Board of Broward County (SBBC) Policy 5.1, Enrollment and Withdrawal:
 - 1. Initial entry requirements for prekindergarten thru 12th grade;
 - 2. Health requirements for initial entry (F.S. 1003.22), including immunization requirements;
 - 3. Placement of transfer students for initial entry;
 - 4. Student withdrawal information;
- B. Attendance requirements (F.S. 1003.21), including absences for religious reasons, are included in SBBC Policy 5.5, Attendance.
- C. Dependent children of active military personnel who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such a program, even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation (F.S. 1003.5)

II. Elementary School (Grades PreK-5)

- A. Curriculum & Instruction.
 - 1. Prekindergarten Curriculum;
 - a. Students will receive an integrated curriculum that emphasizes instruction in literacy, mathematics, cognitive, and social/emotional development;
 - b. Students will be provided with opportunities for art, music, and physical education activities;
 - c. Instructional approaches will be research-based and will include the active participation of students;

- d. Instruction shall be focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education
- e. All aspects of required PreK-12 instruction, as referenced in specific sections below, will be integrated into the prekindergarten curriculum.
 - 2. Regularly Scheduled Instruction (Grades K-5);
- a. Students shall receive regularly scheduled instruction in language arts that includes reading, writing, speaking, listening, and language; mathematics; science; social studies; health; physical education; art; music; and computer education;
- b. Special interest classes such as world languages shall be in accordance with state statutes and rules;
- c. Instruction shall be focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education (F.S. 1003.41).
- d. Instructional times for some content areas are mandated based by the state statute, while the instructional times for other content areas are recommended by the District. Flexibility in scheduling instruction throughout the day is necessary to meet the specific teaching and learning needs of students.
 - i. Instructional times indicated below are mandated by state legislation:
 - 1. Minimum 90-minute daily, uninterrupted Reading Block (F.S. 1008.25; F.A.C. 6A-6.053),
 - 2. Reading intervention instruction daily, beyond the 90-minute Reading Block (F.S. 1008.25; F.A.C. 6A-054), and
 - 3. Minimum 150 minutes of physical education each week with at least 30 consecutive minutes on any day during which physical education instruction is conducted F.S. 1003.455(3)).
 - ii. Instructional times indicated below are recommended by the District:
 - 1. 30 minutes of daily writing instruction,
 - 2. 60 minutes of daily math instruction,
 - 3. 150 minutes of weekly science instruction that includes a block of scientific investigations using the inquiry approach (science lab) at least once a week,
 - 4. 100 minutes of weekly social studies instruction, and
 - 5. 100 minutes of weekly special area instruction (art, music, etc.).

iii. Flexibility for scheduling throughout the week is appropriate and is best achieved when content area instruction is integrated through an interdisciplinary approach. In the event greater instructional time for content area is needed on one day, lesser time can be devoted to the same content area on another day. Flexibility of the recommended instructional times is also appropriate to meet the state-mandated weekly physical activity requirements.

3. Required Instruction

a. The following State-required instruction is taught within prescribed courses of study through mandated standards and benchmarks:

- i. Constitution (on Constitution Day, September 17th)(F.S. 1003.42(2)(b), (P.L. 108-447)
- ii. The Holocaust (F.S. 1003.42(2)(g))
- iii. African and African American History (F.S. 1003.42(2)(h))
- iv. Hispanic Contributions (F.S. 1003.42(2)(p))
- v. Women’s Contributions (F.S. 1003.42(2)(q))
- vi. Veterans’ Recognition (F.S. 1003.42(2)(t))
- vii. Celebrate Freedom Week (F.S. 1003.421(1))
- viii. Disability History and Awareness Week (F.S. 1003.4205)
- ix. The Declaration of Independence (F.S. 1003.42(2)(a))
- x. Flag Education (F.S. 1003.42(2)(d))
- xi. Elements of Civil Government (F.S. 1003.42(2)(e))
- xii. History of the United States (F.S. 1003.42(2)(f))
- xiii. Elementary principles of agriculture (F.S. 1003.42(2)(i))
- xiv. Effects of alcohol and narcotics on the body and mind (F.S. 1003.42(2)(j))
- xv. Kindness to animals (F.S. 1003.42(2)(k))
- xvi. History of the state (F.S. 1003.42(2)(l))
- xvii. Conservation of natural resource (F.S. 1003.42(2)(m))
- xviii. Comprehensive health education (F.S. 1003.42(2)(n))
- xix. Importance of free enterprise in the U.S. economy (F.S. 1003.42(2)(r))

4. Character Education

a. The character education traits that shall be integrated into the PreK-12 curriculum are:

- i. Respect
 - ii. Honesty
 - iii. Responsibility
 - iv. Self-control
 - v. Tolerance
 - vi. Kindness
 - vii. Citizenship
 - viii. 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).
- 5. Physical Education
 - a. Elementary school students in grades K-5 and students in grade 6 who are enrolled in the school that contains one or more elementary grades shall be provided 150 minutes of physical education each week so that on any day during which physical education is conducted there are at least 30 consecutive minutes (F.S. 1003.455(3)).
 - b. This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455(4)):
 - i. The student is enrolled or required to enroll in a remedial course, or
 - ii. The student's parent indicate in writing to the school that:
 - 1. The parent requests that the student enroll in another course from among those courses offered as options by the district, or
 - 2. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.
 - c. To satisfy the 150-minute-per-week requirement for elementary school students, the physical education provided shall consist of physical activities of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students, subjects to the differing capabilities of students (F.S. 1003.455(1)).
 - d. Each school shall provide at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through grade 5 so that there are at least 20 consecutive minutes of free-play recess per day. This requirement does not apply to charter schools (F.S. 1003.455(6)).
- 6. Health Education

- a. The District must approve the materials, resources, and speakers used in these components of the K-12 health curriculum.
 - b. Instruction should be appropriate for the age and grade of the students and shall reflect current theory, knowledge, and practice (F.S. 1003.46).
 - c. 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. 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 SBBC policy 6303 for additional field trip information.
8. Digital Tools
- a. Curriculum
 - i. Curricula for students in pre-kindergarten through grade 5 must contain instruction that allows them to attain progressively higher levels of levels of skill in the use of digital tools and applications (F.S. 1008.25(2)(h)).
 - ii. 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
 - i. Digital materials shall be made available to enable students to attain digital skills (F.S. 1003.4203(1)).
 - ii. 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)).
 - iii. 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:
 - 1. Digital materials may include CAPE Digital Tool Certificates, workplace industry certifications, and OSHA

industry certifications for students with disabilities.

2. 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

- i. CAPE Digital Tool Certificates may be made available to all public middle grades students (F.S. 1003.4203(3)).

1. 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. The skills must include but are not limited to:

- a. Word processing;
 - i. Spreadsheets;
 - ii. Presentations, including sound, motion, and color presentations;
 - iii. Digital arts;
 - iv. Cybersecurity; and
 - v. Coding consistent with industry certifications that are listed on the Industry Certification Funding List, pursuant to F.S. 1003.492 and F.S. 1008.44. 9. Virtual Education

- a. Schools may not limit student access to Florida Virtual School (FLVS) courses or courses offered by the districts FLVS franchise program, Broward Virtual Education (BVE), even if the school offers the same course, unless;

- i. 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.

- ii. The student is enrolled in the course at the local school in may not concurrently enroll in the same course at FLVS or BVE.

- b. Schools may allow 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 the FLVS course outside the school day (F.S. 1002.45(2)(c)).

B. Assessments

1. 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. Students with disabilities who meet state-defined exemption criteria may be administered an alternate assessment (F.S. 1008.22(8)) or any one or a combination of the accommodations as authorized by law. An approved unique accommodation must be allowable for use on a statewide standardized assessment. The accommodation must be used by the student during classroom instruction and assessments and be described as such on the student's IEP or plan developed in accordance with Sections 504 and Rehabilitation Act.
- c. For English Language Learners 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.
- d. 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)).
- e. 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 (F.S. 1008.22(b)(9)(d)).
- f. Students must take the test(s) appropriate for the grade level/subject in which they are receiving instruction. For F.S.A ELA, students must take the same grade-level test for ELA Writing and ELA Reading to receive an ELA score (F.S.A Administration Policies and Procedures Manual).

2. Universal Screening

- a. Kindergarten: Each school must administer the statewide kindergarten screening to each kindergarten student in the district within the first 30 school days of each school year (F.S. 1002.69(1)) and continuously monitor progress.

- b. Gifted: Annually, second graders are screened to determine those students who may be eligible for gifted services (F.A.C. 6A- 6.03019).
 - i. Parents of students meeting designated threshold scores must be notified promptly that their child may be eligible for gifted services.
 - 1. The notification to the parent must request permission from the parent for follow-up eligibility testing.
 - 2. Once parental consent is given, the student will be subsequently referred by the school to the school's appointed school psychologist for follow up testing.
 - c. 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).
 - i. The school's Collaborative Problem-Solving Team (CPST) shall monitor universal screening and early warning systems data at regular intervals and design appropriate instruction, interventions and supports.
 - ii. 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 and literacy (reading and writing), mathematics, or behavior.
3. 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 statewide assessment; however, a school may

engage in the following test-preparation activities for a statewide assessment (F.S. 1008.22(3)(g)):

- i. Distributing to student sample test books and answer keys published by the Florida Department of Education,
- ii. Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula, for a student who scores below proficiency on a prior administration of the statewide assessment,
- iii. Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores below proficiency on a prior administration of the statewide assessment or a student who, through a district approved diagnostic assessment is identified as having a deficiency in the content knowledge and skills assessed
- iv. Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or
- v. Administering a practice test or engaging in other test-preparation activities for 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.

4. Legislative changes

- a. 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.

5. Grading

- a. Student performance will be evaluated and reported based upon mastery of standards.
 - i. The symbols to be used for grades K-2 are:

Grade	Definition
1	Has Mastered Skill (Independently)
2	Is Learning Skill (With Assistance)
3	Area of Concern

N/A	Not Applicable (not assessed during reporting period)
-----	---

ii. The symbols to be used for grades 3-5 are:

Grade	Definition	Numerical Score
A	Superior Progress	90-100%
B	Above Average Progress	80-89%
C	Average Progress	70-79%
D	Below Average	60-69%
F	Failure	59% or below

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

Grade	Definition
1	Has Mastered Skill (Independently)
2	Is Learning Skill (With Assistance)
3	Area of Concern
N/A	No Applicable

b. Make-Up Work

- i. Make-up work shall be accepted for full credit and grade for excused, unexcused absences, and external suspensions.
- ii. All make-up work, including quizzes and tests, must be submitted/taken within two school days upon return to the missed class, not including the day of the return, for each day of an absence.
- iii. 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.

- iv. Under extenuating circumstances and at teacher's discretion, additional time may be allowed.

C. Promotion

1. Standard Promotion Criteria

- a. The charts in Appendix A summarize the promotion requirements for each elementary grade level.
- b. In addition to the specific promotion criteria for reading and mathematics listed in Appendix A, promotion decisions must take into account a student's proficiency and writing and science (based upon proficiency levels determined by the District and/or the State (F.S. 1008.25(2))).
- c. The evaluation of each student's progress must be based upon classroom work, teacher observations, district-approved assessments, statewide formative and summative assessments, and other relevant information. No single assessment is the sole determiner of promotion.
- d. Students in third grade are subject to stricter, State-mandated promotion criteria. See section entitled, "Third Grade Retention" below.

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

- a. Any student who does not meet the reading and or mathematics promotion criteria in appendix a may be promoted if the students meets one of the good cause options included in appendix a.
- b. Recommendations for good cost promotion shall be reviewed by the principal, discussed with the teacher and parent notified at the first sign of a student demonstrating deficits and literacy reading and writing, mathematics, or behavior.
 - i. All Good Cause decisions must be made and recorded by the end of the school year or the end of third grade reading camp, except in extenuating circumstances.
 - ii. Documentation submitted from the student's teacher to the school principal must indicate that the promotion is appropriate based upon the student's academic record.
 - iii. In order to minimize paperwork requirements, such documentation shall consist of the existing progress monitoring plans, individual education plan (IEP), report cards, interim reports and or academic intervention records, as appropriate.

- iv. If the principal determines that the student meets Good Cause promotion criteria, the principal shall make such recommendation in writing to the Superintendent or designee.
- v. The Superintendent or designee shall accept or reject the principal's recommendation in writing (F.S. 1008.25(6)(c)).
- c. The Superintendent may promote a student based upon extraordinary circumstances that impacted the student's performance (e.g., student with terminal illness). Good Cause for extraordinary circumstances does not apply to students in third grade.
- d. Students who are being considered for retention/retained, must receive instruction and intervention through MTSS/Rtl (Targeted Tier 2 and/or Intensive Tier 3) process and evidence must indicate the instruction and intervention were implemented with fidelity, progress monitored, and outcomes documented in the District's comprehensive data system.

3. Mid-year Promotion

- a. Prior to November 1st, third grade students who have been retained in third grade may be promoted to the fourth grade immediately after earning an acceptable level of performance on a state-approved assessment measuring achievement toward mastery of the Florida English Language Arts standards (F.S. 1008.25(7)(b)(3)).
- b. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of fourth grade.
- c. ACCEL (described in this policy) allows for mid-year and whole-grade promotion for accelerated students in other elementary grades.

D. Remediation Intervention and Support

1. Assessment Support

- a. Each student, including those with disabilities, who does not achieve a Level 3 or above on the statewide, standardized assessment in English Language Arts and/or Mathematics must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic support to improve the student's performance (F.S. 1008.25(4)(a)).
- b. A student in grades 3-5 who scores below proficiency on the statewide, standardized assessment or a

student in grades K-5 who exhibits a substantial deficiency in reading and/or mathematics based upon district approved formative and/or summative assessment criteria (including teacher observation) must be covered by:

- i. A federally required student plan, such as an Individual Educational Plan (IEP); or ii. An individualized progress monitoring plan; or
 - iii. A school wide system of progress monitoring for all students;
 - iv. Both, as necessary (F.S. 1008.25(4)(c)).
2. Specific Reading Progress Monitoring Plans Requirements
 - a. Any student in kindergarten through grade 5 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency (F.S. 1008.25(5)(a)).
 - b. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions (F.S. 1008.25(5)(a)).
 - c. The student's reading proficiency must be monitored in the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment (F.S. 1008.25(5)(a)).
 - d. Research-based and evidence-based instructional activities that have been shown to be successful with low-performing students will be used.
3. Specific PMP Mathematics Requirements
 - a. K-2 students who meet the district criteria for a PMP must receive intensive intervention instruction.
 - b. If a student in grades 3-5 scores below proficiency on the statewide, standardized assessment for mathematics, the student will be required to receive personalized academic intervention plan.
 - c. The teacher must develop and implement, in consultation with the student's parent, a personalized academic intervention plan in mathematics to assist the student in meeting State and District expectations for proficiency (F.S. 1008.25(4)(b)).

- d. Schools must provide frequent monitoring of student progress.
 - e. Researched-based and evidenced-based mathematics activities that have been shown to be successful in teaching mathematics to low-performing students will be implemented
4. Multi-tiered System of Supports (MTSS)/Response to Intervention(Rtl)
- a. A Collaborative Problem-Solving Team (CPST) including classroom teachers and support staff must engaged in data-based problem solving to ensure all students' areas of concern are identified, instruction and intervention or matched to students' need and aligned to the appropriate level of support. Students may need a layered continuum of interventions and supports. The continuum may include implementation of supplemental strategies, standard protocol plans, Targeted (Tier 2/Intensive (Tier 3) interventions and IEPs. Instruction and intervention implemented through the MTSS/Rtl process must be implemented with fidelity, progress monitored, and outcomes documented. Refer to the districts MTSS implementation guide ([link here](#)).
 - i. During Universal (Tier 1) instruction, intervention and support, all students are provided effective, differentiated instruction provided by a classroom teacher using evidence-based curriculum.
 - ii. Students who demonstrate a need for additional Targeted (Tier 2) and/or Intensive (Tier 3) reading, mathematics and/or behavioral instruction and intervention must provide instruction and intervention in addition to Universal (Tier 1) instruction intervention may include increasing the frequency, duration, intensity, instructional focus and/or group size of daily, small group differentiated instruction.
 - iii. Successful readers, able to read at or above grade level, ready for promotion to the next grade level, and/or the intensive intervention for students retained in third grade will include:
 - 1. Effective instructional practices,
 - 2. Participation in the summer reading camp, and
 - 3. Appropriate teaching methodologies (F.S. 1008.25(7)).

- iv. Opportunities for extended learning for students with academic deficiencies may be offered during the school year day, as well as, beyond the school day. Extended learning opportunities will be determined on an annual basis.
5. Intensive Accelerated Reading Instruction
- a. To prevent the retention of third grade students and to offer intensive accelerated reading instruction to third grade students who failed to meet the standards for promotion to fourth grade, and to each K-3 student who is assessed as exhibiting a reading deficiency, the following activities will continue to be provided:
 - i. Assessment of K-3 students in oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.
 - ii. Reading instruction, implemented through core and supplemental resources, recommended in the District's Comprehensive K-12 Reading Plan and Multi-Tiered System of Supports (MTSS) for Literacy Learners Plan, meets the following specifications:
 - 1. Assists the student identified with a reading deficiency in developing the ability to read at grade level,
 - 2. Provides skill development in phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language, and writing,
 - 3. Provides scientifically-based and reliable formative and summative assessments,
 - 4. Provides initial and ongoing analysis of each student's reading progress, and
 - 5. Provides implementation during regular school hours.
 - b. Reading instruction must be both integrated and interdisciplinary
 - i. Provide integrated opportunities to use the language arts strands and skills (reading, including foundational skills, writing, listening, speaking, and language) to strengthen the student's overall literacy development.
 - ii. Provide instruction using an interdisciplinary approach through a balance of literature and informational text in history, social studies, and science to help students develop proficiency in reading complex text independently and across various content areas.

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

E. Retention

1. Retention Criteria

- a. Failure to meet the promotion or Good Cause promotion requirements identified in Appendix A will result in retention in the same grade level until the deficiencies are remediated.
- b. Parents must be notified, no later than a week after test scores are received, when it appears that a student may be retained.
 - i. The notice will specify that the student has not met the proficiency level required for promotion and the reason the child is not eligible for Good Cause exemptions.
 - ii. The notice will comply with state statute (F.S. 1002.20(11)) to include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading and/or math deficiency (F.S. 1008.25(7)(b)(2)).
 - iii. Parents of English Language Learners (ELL) students must be notified in their native language (Meta Consent Decree, 1990).
- c. Students who are retained will receive an intensive instructional program that is different from the previous year's program.
- d. Students who have been retained and are not making progress in the current program must undergo additional state or district-approved assessment to determine an appropriate intervention.

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; this does not

preclude students being promoted based upon Good Cause in accordance with State law and District policy (F.S. 1008.25(6)).

3. English Language Learners (ELL)
 - a. Formal retention recommendations for English Language Learners (ELLs) in grades K-2 and 4-5 require the review and approval by an ELL committee, in which the parent must be invited (Meta Consent Decree, 1990).
 - i. ELL students cannot be retained solely due to lack of proficiency in English.
 - ii. Progress Monitoring and interventions, as well as ELL committee recommendations, must be documented in the student's ELL plan.
4. Social/Emotional Support
 - a. Retained students should be provided with socialemotional support to address the impact of the retention, if needed.
5. Third Grade Retention
 - a. Students who are retained in the third grade must be provided intensive interventions in reading to ameliorate the student' specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:
 - i. Evidenced-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.
 - ii. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies under subparagraph 1 above.
 - iii. A minimum of 90 minutes daily, uninterrupted reading instruction incorporating the instructional and intervention strategies under subparagraph 1. This instruction may include (F.S. 108.25(7)(b)(1)(a-g));
 1. Integration of content-rich texts in science and social studies within the 90minute reading block,
 2. Small group differentiated instruction,
 3. Reduced teacher-student ratios,
 4. More frequent progress monitoring,
 5. Tutoring or mentoring,
 6. Transition classes, containing third and fourth grade students,

7. Extended school day, week or year.

- b. Retained third grade students, including students participating in the school district's summer reading camp will be provided with a highly effective teacher as determined by the teacher's performance evaluation (F.S. 1012.34), and beginning July 1, 2020, the teacher must also be certified or endorsed in reading (F.S. 1008.25(7)(b)(3)).
- c. Establish at each school, when applicable, an intensive reading acceleration course (IAC) for any student retained in the third grade who was previously retained in kindergarten, grade 1, or grade 2 (F.S. 1008.25(7)(b)(4)(a-e)). The intensive reading acceleration course must provide the following:
 - i. Reduced teacher-student ratios,
 - ii. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master fourth grade standards adopted by the State Board of Education in other core subject areas through content rich texts.
 - iii. Small group instruction
 - iv. The use of explicit, systematic, and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist, if necessary, that have proven results in accelerating student reading achievement within the same school year.
 - v. A read-at-home plan.

F. Enrichment

- 1. Academically Challenging Curriculum to Enhance Learning (ACCEL) (F.S. 1002.3105 and F.S. 1008.25)
 - a. Each elementary school will include at a minimum:
 - i. Whole-grade promotion;
 - ii. Mid-year promotion;
 - iii. Subject-matter acceleration;
 - iv. Virtual instruction in higher grade level subjects
 - b. Additional ACCEL options may include, but are not limited to:
 - i. Enriched science, technology, engineering, and mathematics coursework,
 - ii. Enrichment programs,
 - iii. Flexible grouping
 - iv. Advanced academic courses

- v. Combined classes,
 - vi. Self-paced instruction,
 - vii. Curriculum compacting
 - viii. Advanced-content instruction,
 - and ix. Telescoping curriculum
(F.S. 1002.3105).
- c. Parents and students may contact the principal at the student's school for information related to student eligibility requirements for whole-grade promotion, mid-year promotion, subject-matter acceleration, virtual instruction in higher grade level subjects, and any other ACCEL options offered by the principal pursuant to F.S. 102.3105 and F.S. 1008.25.
 - d. 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.
 - e. District-established ACCEL eligibility criteria are located in Appendix D.
 - f. When the accelerated promotion occurs within the school, the principal may establish school-based eligibility criteria with district approval (F.S. 1002.3105(4)(b)(1)).
2. Gifted Education (F.S. 1003.01 and 1003.57)
- a. Students may be evaluated for eligibility for gifted services, via a teacher or parent referral and/or a whole-school or whole-grade screening process.
 - b. For the written statement of policies and procedures for providing an appropriate program for 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. 6A6.03019 and F.A.C. 6A6.030191).
 - c. Each student identified as being eligible for gifted services 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 Education Plan (EP) process.
 - d. All students identified as gifted must have an EP.
 - i. EPs must be reviewed and redesigned at least every two years and/or at matriculation to the middle or high school.
 - ii. 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 through the EP Progress Report. iii. For more information, consult the Procedural Guide for Gifted Education.

G. Reporting Progress

1. Reading Deficiency and Parental Notification

- a. The parent of any student, who exhibits a substantial reading deficiency, must be notified in writing of the following (F.S. 1008.25(5)(c)):
 - i. That the child has been identified as having a substantial reading deficiency, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
 - ii. A description of current services that are provided to the child.
 - iii. A description of the proposed intensive interventions and supports that are designed to remediate the identified areas of reading deficiency.
 - iv. That if the child's reading deficiency is not remediated by the end of the third grade, the child will be retained unless exempted from the mandatory retention for Good Cause.
 - v. Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
 - vi. That the statewide, standardized assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the District in knowing when a child is reading at or above grade level and ready for grade level promotion.
 - vii. The District's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in 3rd grade who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
 - viii. The District's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any

time during the year of retention once the student has demonstrated ability to read at grade level.

2. Report Cards

- a. Report cards are issued at the end of every nine weeks of school and cover a period of approximately 45 school days.
- b. a student must be in attendance at an SBBC school for 25 days to receive a grade.
- c. The student's performance in each class or course must be based upon examinations as well as written papers, class participation, and other academic performance criteria and indicate whether the child is performing "at/above" or "below grade level". Continued below grade level performance as an indication of possible retention.
- d. Report cards also provide information on the student's conduct, behavior and attendance, including absences and tardies (F.S. 1003.33).
- e. Report cards shall be signed by the parent and returned to the teacher.
- f. 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
- g. Report cards may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.
- h. All students 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, such as Montessori.

3. Interim Reports

- a. Interim reports indicate if a student is having difficulties and report cards are marked to show ongrade level or below-grade level performance. 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:
 - i. A below average grade (Grades 3-5 a grade of D or F),
 - ii. A drop of two or more grades,
 - iii. Unacceptable behavior, and
 - iv. Excessive absences.

4. Alternative Report Card

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

card or other district-approved programs that the standard report card does not address adequately.

5. IEP Annual Goals
 - a. The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities beginning with the second marking period of kindergarten.
6. Educational Plan Goals
 - a. The Educational Plan (EP) Goals Progress Report must be completed and sent home with each report card for all gifted students beginning with the second marking period of kindergarten.
7. English Language Learner (ELL) Plan Goals
 - a. An English Language Learner 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.
8. Parent/Teacher Conferences
 - a. Conferences with parents are a required part of the reporting system
 - b. Teachers will request a minimum of two conferences per year, per student
- H. School Counseling Services
 1. All schools shall ensure equitable 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. The ASCP will support the School Improvement Plan and be based upon national school counseling standards.
 3. School counseling services will include communication to parents and students of ACCEL options offered by the school pursuant to F.S. 1002.3105.
- I. Student Day
 1. The length of the elementary student day shall be a minimum of:
 - a. Prekindergarten as determined by program
 - b. Elementary School 360 minutes
 - c. 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.

III. Middle School (Grades 6-8)

A. Curriculum and instruction

1. Regularly Scheduled Instruction

- a. Students shall receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, art, music, and computer education.
- b. All courses, including instruction and exploratory, career and technical education, special interest classes, and world languages shall be in accordance with state statutes and rules, and focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education. (F.S. 1003.41).

2. High School Courses in Middle Grades

- a. High school credit may be earned in grades 6-8 by completing the course and earning a passing grade.
- b. All middle schools shall offer Algebra I, or its equivalent, Geometry, and Spanish I.
 - i. Middle schools are encouraged to offer high school courses whereby students may earn high school credit.
- c. Middle school students may also receive credit for high school courses successfully completed in an accredited virtual environment, which may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements (F.S. 1003.43(1)(k)).
- d. All high school courses taken by a middle grade student will be counted toward the student's high school grade point averages, including but not limited to those used for class rank, high school graduation, Bright Futures eligibility, NCAA Clearinghouse eligibility, and/or state university system admission requirements.
- e. A middle grades student whose unique academic needs cannot be met at the middle grades level, as determined by the principal, may be permitted to attend a high school for the necessary course.
 - i. A middle grades student may not attend a high school campus when:
 1. The course is available through the middle grades level, or
 2. The course sought at the high school requires successful completion of the middle grades curriculum.

- ii. Transportation must be provided by the parents and will be reimbursed at the standard rate.

3. Physical Education

- a. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grade 6 through 8 (F.S. 1003.455(3)).
- b. This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455(4)):
 - i. The student is enrolled or required to enroll in a remedial course.
 - ii. The student's parent indicates in writing to the school that:
 - 1. The parent requests for the student to enroll in another course from among those courses offered as options by the District; or
 - 2. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

4. Health Education

- a. The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to:
 - i. The definition of dating violence and abuse,
 - ii. The warning signs of dating violence and abusive behavior,
 - iii. The characteristics of healthy relationships,
 - iv. Measures to prevent and stop dating violence and abuse, and
 - v. Community resources available to victims of dating violence and abuse.
- b. 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.
- c. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46(1)).
- d. 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)).

5. Digital Tools

- a. Curriculum
 - i. Curricula for students in middle grades 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)).
 - ii. 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
 - i. Digital materials shall be made available to enable students to attain digital skills (F.S. 1003.4203(1)).
 - ii. 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)).
 - iii. 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:
 - 1. Digital materials may include CAPE Digital Tool Certificates, workplace industry certifications, and OSHA industry certifications for students with disabilities.
 - 2. 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
 - i. CAPE Digital Tool Certificates shall be made available to all public middle grades students (F.S. 1003.4203(3)). 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. The skills must include, but not limited to:
 - 1. Word processing;

2. Spreadsheets;
 3. Presentations, including sound, motion, and color presentations;
 4. Digital arts
 5. Cybersecurity; and
 6. Coding consistent with industry certifications that are listed on the Industry Certification Funding List, pursuant to F.S. 1003.492 and F.S. 1008.44.
 7. Upon availability, each middle grades advisory council shall be advised of the methods of delivery of the open-access content and assessments for the Certificate (F.S. 1003.4203(3)(b)).
6. Parent Meeting
- a. All middle grades shall hold a parent meeting in the evening or weekend to inform parents about the school's curriculum and activities (F.S. 1003.4156(1)(e)).
7. Character Education
- a. The character education traits that shall be integrated into the PreK-12 curriculum are (F.S. 1003.42(2)(s)):
 - i. Respect, ii. Honesty,
 - iii. Responsibility,
 - iv. Self-control, v. Tolerance,
 - vi. Kindness,
 - vii. Citizenship, and
 - viii. Cooperation.
 - b. The concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced through the Character Education curriculum (SBBC Policy 7014).
8. Required Instruction
- a. The following state-required instruction is taught within prescribed courses of study through mandated standards and benchmarks:
 - i. Constitution (on Constitution Day, September 17th)(F.S. 1003.42(2)(b), (P.L. 108-447) ii. The Holocaust (F.S. 1003.42(2)(g))
 - iii. African and African American History (F.S. 1003.42(2)(h)) iv. Hispanic Contributions (F.S. 1003.42(2)(p))
 - v. Women's Contributions (F.S. 1003.42(2)(q))
 - vi. Veterans' Recognition (F.S. 1003.42(2)(t))
 - vii. Celebrate Freedom Week (F.S. 1003.421(1))

- viii. Disability History and Awareness Week (F.S. 1003.4205)
- ix. The Declaration of Independence (F.S. 1003.42(2)(a))
- x. Flag Education (F.S. 1003.42(2)(d))
- xi. Elements of Civil Government (F.S. 1003.42(2)(e))
- xii. History of the United States (F.S. 1003.42(2)(f))
- xiii. Elementary principles of agriculture (F.S. 1003.42(2)(i))
- xiv. Effects of alcohol and narcotics on the body and mind (F.S. 1003.42(2)(j))
- xv. Kindness to animals (F.S. 1003.42(2)(k))
- xvi. History of the state (F.S. 1003.42(2)(l))
- xvii. Conservation of natural resource (F.S. 1003.42(2)(m))
- xviii. Comprehensive health education (F.S. 1003.42(2)(n))
- xix. Importance of free enterprise in the U.S. economy (F.S. 1003.42(2)(r))

9. 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 SBBC Policy 6303 for additional field trip information.

10. Virtual Education

- a. Schools may not limit student access to Florida Virtual School (FLVS) courses or courses offered by the districts FLVS franchise program, Broward Virtual Education (BVE) (F.S. 1002.37(3)(c)), even if the school offers the same course, unless:
 - i. A school administrator (or designee) determines that the student does not meet the profile for success in this educational delivery context (F.S. 1003.37(1)(b)) based on the student's academic history, grade level, and age.
 - ii. 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 maybe enrolled in a full-time virtual instruction program.

B. Assessments

1. 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. Middle grade students enrolled in Civics or high school Algebra 1, Geometry, United States History, or Biology I must take the statewide, standardized End-of-Course (EOC) Assessment for those courses.
 - c. Students who take the statewide standardized EOC assessment for a course shall not take the corresponding subject and grade level statewide, standardized assessment (F.S. 1008.22(8)).
 - d. All statewide, standardized EOC assessments and ELA, mathematics, and science assessments shall use scaled score and achievement levels. Achievement levels shall range from 1 through 5, with level 1 being the lowest achievement level, level 5 being the highest achievement level, and level 3 indicating satisfactory performance on an assessment.
 - e. A 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 the statewide, standardized EOC assessment.
 - f. Students with disabilities who meet state-defined exemption criteria must be administered an alternative assessment (F.S. 1008.22(8)(4)).
 - i. Parents of students with disabilities must also be provided with information about state required assessments and End-of-Course (EOC) assessment waivers.
 - ii. An approved unique accommodation must be allowable for use on a statewide standardized assessment. The accommodation must be used by the student during classroom instruction and assessments and be described as such on the students IEP or plan developed in accordance with Sections 504 and Rehabilitation Act.
 - 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. 68-6.09091, 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 (F.S. 1008.22(b)(9)(d)).
- j. Students must take the test(s) appropriate for the grade level/subject in which they are receiving instruction. For F.S.A ELA, students must take the same grade-level test for ELA Writing and ELA Reading to receive an ELA score (F.S.A Administration Policies and Procedures Manual).

2. Universal Screening

- a. MTSS/RtI: All students participate in the MTSS/RtI process. As part of the MTSS/RtI 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).
 - i. The school's Collaborative Problem-Solving Team (CPST) shall monitor universal screening and early warning systems data at regular intervals and design appropriate instruction, intervention and support plans.
 - ii. RTI 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.

3. 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 assessment; however, a school may engage in the following test-preparation activities for statewide assessment (F.S. 1008.22(3)(g):

- i. Distributing to students sample test books and answer keys published by the Florida Department of education,
- ii. Providing individualized instruction and 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,
- iii. 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 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 addressed,
- iv. Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or
- v. Administering a practice test or engaging in other test-preparation activities for the statewide assessment, which are determined necessary to familiarize students with the organization of the assessment, the format of the test items and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment.

4. High School Semester Examinations and Exemptions

- a. Semester examinations 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 middle grades student may be exempt from the midterm and/or final exams in a high school course under the following criteria:

- i. 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.
- ii. The student may waive up to one-half of eligible midterms or final exams for all high school or higher-level courses on the student’s regular school day schedule.
- iii. AP/IB/AICE midterms cannot be exempted; however, the student may exempt the final exam. Teachers are encouraged to give an alternative assessment in lieu of a traditional final.
- iv. Dual enrollment midterms and finals may not be exempted.
- v. The statewide, standardized EOC assessments, required by statute, are not eligible for exemption; however, the student may exempt the midterm exam.
- vi. Midterm and/or final exams cannot be retroactively exempted once the student takes the exam.

5. Legislative Changes

- a. 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. Final Course Grading- Without an EOC Exam

- a. A student earns points for the letter grade achieved in each quarter of a middle school course (F.S. 1003.437) according to the following chart:

Progress	Numerical Score	Letter Grade	Quarter Points
Superior	90-100%	A	4
Outstanding	87-89%	B+	3.1
Commendable	80-86%	B	3
Above Average	77-79%	C+	2.1
Average	70-76%	C	2
Below Average	67-69%	D+	1.1
Lowest Acceptable	60-66%	D	1
Failure	0-59%	F	0
Incomplete	N/A	I	0

- b. A final grade for a full year middle school course will be determined based upon the total number of points earned in all quarters according to the following chart:

Total Quarter (Q) Points=	Q1 Pts+Q2 Pts+Q3 Pts+Q4 Pts
Total Quarter Points	Final Course Grade
14.00 or above	A
12.20 – 13.99	B+
10.00 – 12.19	B
8.20 – 9.99	C+
6.00 – 8.19	C
4.20 – 5.99	D+
4.00 – 4.19	D
3.99 or below	F

7. Final Course Grading – With an EOC Exam

- a. A student enrolled in a middle school course (i.e., Civics) that requires the statewide, standardized EOC assessment to constitute 30% of the final course grade will earn points for the level achieved on the EOC and corresponding letter grade according to the following chart:

EOC Exam Level	Letter Grade	EOC Exam Points
5	A	12
4	A	12
3	B	9
2	C	6
1	D	3

- b. The total quarter points earned in the course must convert to a new scale:

Total Quarter Points	Converted Points
14.00 or above	28.00
12.20 – 13.99	22.40
10.00 – 12.19	21.00
8.20 – 9.99	15.40
6.00 – 8.19	14.00
4.20 – 5.99	8.40
4.00 – 4.10	7.00
3.99 or below	0.00

New Total Points=	Converted Points + EOC Exam Points
-------------------	------------------------------------

- c. The student's final course grade will be determined by totaling the Converted Full Year Points and EOC points according to the following chart:

New Total Points	Final Course Letter Grade
35.00 or above	A
30.63 – 34.99	B+
25.00 – 30.62	B
20.63 – 24.99	C+
15.00 – 20.62	C
10.63 – 14.99	D+
6.25 – 10.62	D
6.24 or below	F

8. Incomplete Grades

- a. A grade of incomplete ("I") is given as an opportunity for the students to make up incomplete class work, a statewide, standardized End-of-Course (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.

9. High School Grading

- a. Letter grades ("A"–"F", "I") will be assigned for any high school course taken by a middle grades student and will be counted toward the student's high school grade point averages.
- b. Please refer to Section IV- High Schools and the related appendices for additional information regarding the calculation of various high school course final grades.

10. Make-Up Work

- a. Make up work shall be accepted for full credit and grade for excused, unexcused absences, and external suspensions.
- b. All make up work, including quizzes and tests, 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.

- c. 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.
- d. Under extenuating circumstances and at teacher's discretion, additional time may be allowed.

C. Promotion

1. Promotion from 6th to 7th and 7th to 8th Grades

- a. A student must pass a minimum of four year-long courses or the equivalent, two of which must be in English, mathematics, science, or social studies.

2. Promotion from 8th to 9th grade

- a. In order for a student to be promoted to high school from a school that includes middle grades 6,7, and 8, the student must successfully complete three middle grades or higher courses in the following subjects (F.S. 1003.4156(1)):

i. English Language Arts (ELA)

ii. Mathematics

1. Successful middle grades credit for a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized End-of-Course (EOC) assessment.
2. To earn high school credit for Algebra I or Geometry a middle grade student must take their respective statewide, standardized EOC assessment and pass the course.
3. Performance on the Algebra I and Geometry EOC assessments constitutes 30 percent of the final course grade.

iii. Social Studies

1. Must include at least a one semester civics education course that includes the roles and responsibilities of federal, state, and local governments; structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.

- a. Performance on the statewide, standardized EOC assessment in civics education constitutes 30 percent of the student's final course grade (F.S. 1008.22).
2. A middle grades student who transfers into the State's public school system from out-of-county, out-of-state, a private school, or a home education program after the beginning of the second term of 8th grade is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of:
 - a. Three courses in social studies, or
 - b. Two year-long courses in social studies that include coverage of civics education.

iv. Science

1. Successful middle grades credit for a high school level Biology I course is not contingent upon the student's performance on the statewide standardized End-of-Course (EOC) assessment.
2. To earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I EOC assessment and pass the course.
3. Performance on the Biology I EOC assessment constitutes 30 percent of the student's final course grade.

v. Career Exploration

1. Each student will complete one course in career and education planning. This course will result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school.
- vi. Students who achieve satisfactory performance or level 3 or higher on a statewide, standardized assessment but failed a respective subject area middle school course may receive a full-year grade of passing (P) for promotion purposes, but the original course and failing grade (F) must remain on the student's transcript

3. Uniform Transfer of Students in Middle Grades

- a. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation, if required by the receiving school's administration.
- b. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript, or is a home education student, successful completion of courses shall be validated through performance during the final grading period as described below.
- c. If a transfer students transcript shows a final high school course grade and credit in Algebra 1, Geometry, Biology one, or United States history, or a middle school civics course, transferring course final grade and credit shall be honored without student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30% of the student's final course grade.
- d. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the alternative validation procedure as described below.
- e. Alternative Validation Procedure: If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the District's student progression plan shall be used for validation purposes, as determined by the teacher, principal, and parent:
 - i. Portfolio evaluation by the Superintendent or designee;
 - ii. Demonstrated performance in courses taken at other public or private accredited schools;
 - iii. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - iv. Demonstrated proficiency is on the statewide, standardized assessment; or
 - v. Written review of the criteria utilized for a given subject provided by the former school.
- f. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments required to validate placement (F.A.C. 6A- 1.09942).

4. Promotion in Extraordinary Circumstances
 - a. The Superintendent or designee, upon the written recommendation by the principal, may promote a student based upon extraordinary circumstances, which impacted the student's performance (e.g., student with a terminal illness).
 - b. The Superintendent shall accept or reject the principal's recommendation in writing.
 - c. Promotions in extraordinary circumstances are not permitted from 8th to 9th grade unless the student has met the statutorily required promotion requirements pursuant to F.S. 1003.4156
5. Students enrolled in and attending Alternative Secondary Schools, including Department of Juvenile Justice (DJJ) programs, participate in a "competency-based" educational setting. Students demonstrate credit completion at the point they finish the course requirements.
 - a. Promotion for these students occurs on the date the student meets the promotion criteria as prescribed by SBBC policy 6000.2

D. Intervention and Support

1. Progress Monitoring

- a. Each student, including those with disabilities, who does not achieve a Level 3 or above on the statewide, standardized English Language Arts and/or mathematics 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 student's performance.
- b. A student who was not meeting school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:
 - i. A federally required student plan, such as an Individual Educational Plan (IEP);
 - ii. An individualized progress monitoring plan;
 - iii. A school wide system of progress monitoring for all students;
 - iv. Or both as necessary
- c. If a middle grades 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 Districts 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 diagnostic assessments and frequent progress monitoring using district-approved assessments, including baseline, midyear, and end of year measures.
 - f. Research-based and evidence-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, standardized assessments in reading, writing, science, and mathematics must receive additional instruction and intervention matched to need 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.
2. 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.
- 3. Required Support for Department of Juvenile Justice (DJJ) Students
 - a. All returning DJJ students must be referred to the Multi-Tiered System of Support (MTSS)/Response to Intervention (Rtl) process for behavioral and socialemotional supports.
- 4. Grade Forgiveness
 - a. For middle grade students taking high school courses, forgiveness for required courses shall be limited to replacing grade of “C”, “D”, “F”, or “I” with a grade of “C” or higher, earned subsequently in the same or comparable course.
 - b. For middle grade students taking high school courses, forgiveness for elective courses shall be limited to replacing a grade of “C”, “D”, “F”, or “I” with a grade of “C” or higher, earned subsequently in another course (F.S. 1003.43).
 - c. In all cases of great forgiveness, only the new grade shall be used in the calculation of the students 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 or to delete the forgiven course and grade (F.A.C. 6A-1.0955(3)(a)(7) and F.S. 1003.428(4)(d)).
 - d. Middle grades students taking high school courses, earning a grade of “B” or “B+” will be able to repeat those classes in high school to increase their skill and knowledge level; credits and grades will not be given.

E. Retention

- 1. Retention Criteria
 - a. Parents must be notified, no later than a week after the grades are received, when it appears that a student may be retained
 - i. Parents of English Language Learners (ELL) students must be notified in their native language (Meta Consent Decree, 1990).
 - b. Students who are being considered for retention/retained, must receive instruction and intervention through the MTSS/Rtl (Targeted Tier 2 and/or Intensive Tier 3) process and evidence must indicate the instruction and intervention were implemented with fidelity, progress monitored, and

outcomes documented in the District's comprehensive data system.

- c. For students retained two or more years, appropriate advisement for alternative programs will be made
- d. Students who have been retained and are not making progress in the current program must undergo additional state or district-approved assessment to determine an appropriate intervention.

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. English Language Learners (ELL)

- a. Formal retention recommendations for English Language Learners (ELL) shall require the review and approval by an ELL committee, in which the parent must be invited (Meta Consent Decree, 1990).
 - i. ELL students cannot be retained solely due to lack of proficiency in English
 - ii. Progress monitoring and interventions, as well as ELL committee recommendations, must be documented in the student ELL plan.

4. Social Emotional Support

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

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 middle grades school will include at a minimum (F.S. 1002.3105(1)(b)):
 - i. Whole grade promotion;
 - ii. Midyear promotion;
 - iii. Subject-matter acceleration;
 - iv. 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)):

- i. Enriched science, technology, engineering, and mathematics coursework;
 - ii. Enrichment programs;
 - iii. Flexible grouping;
 - iv. Advanced academic courses; v. Combined classes;
 - vi. Self-paced instruction;
 - vii. Rigorous industry certifications that articulate to college credit and approved pursuant to F.S. 1003.492 and 1008.44; viii. Curriculum compacting; ix. Advanced-content instruction; and
 - x. 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 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 1003.57)
- a. Students may be evaluated for eligibility for gifted services via a teacher or parent or 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.
 - i. EPS must be redesigned at least every two years and/or at matriculation to the middle or high school.
 - ii. 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.

- iii. For more information, consult the Procedural Guide for Gifted Education.

G. Reporting Progress

1. Report Cards

- a. Report cards are issued at the end of every 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.

2. Interim Reports

- a. Interim reports indicate if a student is having difficulties and report cards are marked to show a grade level or below grade level performance.
- b. 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:
 - i. A grade of "D" or "F",
 - ii. A drop of two or more grades,
 - iii. Unacceptable behavior, and
 - iv. Excessive absences.
- c. In schools with an automated system for record keeping and grading, interims will be provided for all students.

3. Alternative Report Card

- a. A district approved alternative report card may be used for:
 - i. students with disabilities whose progress cannot be appropriately reported using the standard report cards or
 - ii. other district-approved programs that the standard report card does not address adequately.

4. Individual Educational Plan (IEP) Annual Goals
 - a. The IEP Annual Goals Progress Report must be completed and sent home with each report card for all students with disabilities beginning with the second marking period of kindergarten.
 5. Educational Plan (EP) Goals
 - a. The EP Goals Progress Report must be completed and sent home with each report card for all gifted students.
 6. English Language Learners (ELL) Plan Goals
 - a. 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 equitable 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. The plan will support the School Improvement Plan and be based upon national school counseling standards.
 3. School counseling services will include communication to parents and students regarding:
 - a. ACCEL options offered by the school and the eligibility requirements for each option pursuant to F.S. 1002.3105(2)(a),
 - b. High school graduation requirements, including a detailed explanation of the diploma designation options provided under F.S. 1003.4285,
 - c. High school assessment and college entrance test requirements,
 - d. Florida Bright Futures Scholarship Program requirements,
 - e. State University and Florida College System institution admission requirements,
 - f. Available opportunities to earn college credit in high school, including:
 - i. Advanced Placement (AP),
 - ii. International Baccalaureate (IB),
 - iii. Advanced International Certificate of Education (AICE),
 - iv. College and career dual enrollment (DE),

- v. Career education courses (including career-themed courses),
- vi. Courses that lead to national industry certification pursuant to F.S. 1003.492.
- g. The final decision regarding selection of high school courses and graduation options that best fit the student's needs belong to the student and parent.

I. Student Day

- 1. A middle grades student day shall consist of a minimum of:
 - a. Middle School 348 minutes
 - b. ESE Centers 360 minutes (Exceeds state requirements defined in F.S. 1011.61(1)(a)(1))
- 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.

IV. **High School (Grades 9-12)**

A. Curriculum and Instruction

- 1. Regularly Scheduled Instruction
 - a. Instruction shall be based upon the standards adopted by the State Board of education and 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:
 - i. Respect
 - ii. Honesty
 - iii. Responsibility
 - iv. Self-control
 - v. Tolerance
 - vi. Kindness
 - vii. Citizenship
 - viii. 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:
 - i. Leadership skills
 - ii. Interpersonal skills
 - iii. Organization skills
 - iv. Research skills
 - v. Creating a resume
 - vi. Employment interview skills

- vii. Conflict resolution
 - viii. Workplace ethics and expectations ix. Resiliency
 - x. 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:
 - i. Constitution (on Constitution Day, September 17th)(F.S. 1003.42(2)(b), (P.L. 108-447) ii. The Holocaust (F.S. 1003.42(2)(g))
 - iii. African and African American History (F.S. 1003.42(2)(h)) iv. Hispanic Contributions (F.S. 1003.42(2)(p))
 - v. Women’s Contributions (F.S. 1003.42(2)(q))
 - vi. Veterans’ Recognition (F.S. 1003.42(2)(t))
 - vii. Celebrate Freedom Week (F.S. 1003.421(1))
 - viii. Disability History and Awareness Week (F.S. 1003.4205) ix. The Declaration of Independence (F.S. 1003.42(2)(a))
 - x. Flag Education (F.S. 1003.42(2)(d))
 - xi. Elements of Civil Government (F.S. 1003.42(2)(e)) xii. History of the United States (F.S. 1003.42(2)(f))
 - xiii. Elementary principles of agriculture (F.S. 1003.42(2)(i)) xiv. Effects of alcohol and narcotics on the body and mind (F.S. 1003.42(2)(j))
 - xv. Kindness to animals (F.S. 1003.42(2)(k))
 - xvi. History of the state (F.S. 1003.42(2)(l))
 - xvii. Conservation of natural resource (F.S. 1003.42(2)(m)) xviii. Comprehensive health education (F.S. 1003.42(2)(n)) xix. Importance of free enterprise in the U.S. 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
 - i. 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)).

- ii. 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

- i. Digital materials shall be made available to enable students to attain digital skills (F.S. 1003.4203(1))
- ii. 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)).

- iii. 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 year:

1. Digital materials may include CAPE Digital Tool Certificates, workplace industry certifications, and OSHA industry certifications for students with disabilities.
2. 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

- i. CAPE Digital Tool Certificates shall be made available to all public high school grades students (F.S. 1003.4203(3)).
 1. 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.
 2. The skills must include, but not 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 Industry Certification Funding List, pursuant to F.S. 1003.492 and F.S. 1008.44.
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 (BE) (F.S. 1002.37(3)(c)), even if the school offers the same course, unless:
 - i. 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.
 - ii. 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 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 maybe 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 the 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 of course.

B. Assessments

1. Grading

a. Student performance will be evaluated and reported based upon mastery of standards.

- i. The symbols to be used for high school course grading are (F.S. 1003.437):

Letter Grade	Definition	Numerical	Quality Points
A	Superior Progress	90-100	4.0
B+	Outstanding Progress	87-89	3.5
B	Commendable Progress	80-86	3.0
C+	Above Average Progress	77-79	2.5
C	Average Progress	70-76	2.0
D+	Below Average Progress	67-69	1.5
D	Lowest Acceptable Progress	60-66	1.0
F	Failure	0-59	0.0
T	Passed Exam	N/A	0.0
SB	Seal of Biliteracy Program Eligible	N/A	0.0
I	Incomplete	N/A	N/A

- ii. A grade of Incomplete (“I”) is given as an opportunity for students to make up and complete class work, a statewide, standardized EOC assessment, or for students who require additional time to demonstrate mastery of course standards.

1. Class work should be made up prior to the end of the next marking period.
 2. 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.
- iii. 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.
1. 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.
 2. 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.
- i. The appropriate grade change code shall be documented in TERMS.
 - ii. 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.
 - iii. Changes to a student grade may be made for the following reasons:
 1. When an EOC assessment retake impacts the EOC course final grade,
 2. Technical/input error,
 3. Incomplete grade changed to the appropriate letter grade,
 4. 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
 5. Unforeseen extenuating circumstances.
- c. Semester Course Grades

- i. When credit is granted on a semester basis, one-half credit is given for passing a semester's work in a course.
 - ii. 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.
 - iii. For schools implementing a 4X4 block schedule, one semester is equivalent to a nineweek period of time.
 - iv. For schools on a seven period schedule, one semester is equivalent to an 18-week period of time.
 - v. To receive a passing mark for the semester grade in a subject, the student shall have previously earned at least a passing mark in:
 - 1. Both quarter grading periods, or
 - 2. One quarter grading period and the semester examination.
 - vi. The weight of each quarter grade is 37.50% of the final semester grade
 - vii. The weight of this semester examination is 25% of the final semester grade.
- d. Full-Year Course Grades
- i. 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.
 - ii. For schools implementing a 4X4 block schedule, one full year is equivalent to 18weeks instruction.
 - iii. For schools on a seven period schedule, one full year is equivalent to 36-weeks of instruction.
 - iv. The weight of each quarter grade is 15% of the final course grade.
 - v. The weight of the midterm examination is 10% of the final course grade.
 - vi. The weight of the EOC is 30% of the final course grade.
- e. Grade Averaging (F.S. 1003.436)
- i. 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

- ii. 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.
- iii. 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:
 - 1. Receives a grade of “C” or better on the semester examination in the semester failed and
 - 2. Is absent no more than 10% of the instructional time during the failed semester in the course requiring grade averaging; and
 - 3. 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
 - i. For high schools 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.
 - ii. 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).
 - iii. 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 the student’s transcript as an accurate reflection of a student’s record of achievement.
 - 1. 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)). iv. The Forgiveness Rule shall be applied only one time per course.

v. 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

i. Appendix C outlines the specific grading formulas for the various types of high school courses.

h. Make-Up Work

i. Makeup work shall be accepted for full credit and grade for excused, unexcused absences, and external suspensions.

ii. 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.

iii. 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.

iv. 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 1, 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 the 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)).
 - i. 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 students 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.
 - i. 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. Pursuant to Section 1003.433(3), F.S., beginning with the 2022-23 school year, students who have been enrolled in an English Speakers of Other Languages (ESOL) program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of any assessment required for graduation as specified by Section 1003.4282 or 1008.22, F.S., or alternate assessment is eligible for a standard high school diploma. Population: Students in the U.S. for less than two years (based on the DEUSS) at the time of graduation (last day of school year). 11th and 12th grade. Accommodations are allowed on all options. These are multiples options for students to demonstrate mastery on standards:
 - i. Option A: Students complete at least 2 Units (includes assigned activities and assessments), from the District adopted ELA instructional materials, with an average passing score of 70% OR,

- ii. Option B: Passing score on both the Grade 10 district developed mid-term and final exam located on Mastery Connect, OR;
 - iii. Option C: Houghton Mifflin Harcourt (HMH) Growth Measure Grade Level Equivalency of High School Level (Fall, Winter, or Spring) OR;
 - iv. Option D: Passing score on Broward Standards Assessment (BSA) grade 10 ELA.
- 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 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 English I, II, III, and IV, or equivalent courses. A student must pass the statewide, standardized 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 and one-half credits in social studies.*—A student must earn one credit in United States History; one credit in World History; one-half credit in economics; one-half credit in United States Government; and beginning with students entering ninth grade in 2020-2021, one-half credit in Personal Financial Literacy (Local Graduation Requirement) and students entering ninth grade in 2023-2024 and beyond (State of Florida Graduation Requirement). The State graduation requirement will override the Local Graduation Requirement. 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) *Seven and one half 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.

3. Universal Screening

- a. 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. 6 a-6.0331).
 - i. The school's Collaborative Problem-Solving Team (CPST) shall monitor universal screening data at regular intervals and design appropriate instruction, interventions and supports.
 - ii. 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 demonstrates deficits and 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:
 - i. Distributing to student sample test books and answer keys published by the Florida Department of Education, ii. Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores below proficiency on a prior administration of the statewide assessment,
 - iii. Providing individualized instruction in the content knowledge and skills assessed, without suspending the schools 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,
 - iv. Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or
 - v. Administering a practice test or engaging in other test-preparation activities for the statewide assessment, which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment.

5. Legislative Changes

- a. Should laws related to mandatory student assessment changed 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 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:
 - i. 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.
 - ii. 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,
 - iii. AP/IB/AICE midterm exams cannot be exempted; however, the student may exempt the final exam.
 1. Teachers are encouraged to give an alternative assessment and lieu of a traditional final exam.
 - iv. Dual enrollment midterm and final exams may not be exempted.
 - v. The statewide, standardized EOC assessments, required by statute, are not eligible for exemption; however, the student may exempt the midterm exam.
 - vi. Midterm and/or final exams cannot be retroactively accepted 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 “performancebased” 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 promotion 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

- i. 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.
- ii. 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)).
- iii. One-half credit is defined to be one-half of the requirement for a full credit.
- iv. 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.
- v. Any school that uses alternative scheduling must employ at district-approved mechanism to determine successful mastery of student performance standards.
- vi. The Florida Articulation Coordinating Committee defines these select semesterlength (three credit hours) postsecondary courses completed through dual enrollment as receiving one (1) full high school credit (F.S.

1003.436).

1. Courses that are exceptions are defined in the State Course Code Directory/dual Enrollment Equivalency List.

b. Uniform Transfer of High School Credits

- i. 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.
- ii. 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 regular accrediting agency or from schools accredited through their state or country's Department of Education.
- iii. AdvancED Southern Association of College 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:
 1. AdvancED/Southern Association of Colleges and Schools Council on School Improvement (AdvancED/SACS CASI)
 2. Middle States Association of Colleges and Schools (MSACS)
 3. New England Association of Colleges and Schools (NEACS)
 4. AdvancED/North Central Association of Colleges and Schools (NCACS)
 5. Northwest Association of Accredited Schools (NAAS)
 6. Western Association of Colleges and Schools (WACS)
 7. National Council on Private School Accreditation (NCPA) 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 (CFS)
 - 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 (ISCAS)
 - l. International Center for Integral Formulation (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)
- iv. 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.
 - 1. 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.
 2. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in this rule.
- v. 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:
1. Portfolio evaluation by the Superintendent or designee,
 2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal,
 3. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools,
 4. Demonstrated proficiency on nationally normed, standardized subject area assessments,
 5. Demonstrated proficiencies on the statewide, standardized assessment (F.S. 1008.22) or
 6. Written review of the criteria utilized for a given subject provided by the former school.
- vi. 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).
- vii. If a transfer student's transcript shows a final course grade and course credit in Algebra 1, 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 assessment and without the assessment results constituting 30% of the student's final course grade.
- viii. Beginning with the 2012-13 school year, if a student transfers to Florida public high school from out-of-county, out-of-state, a private school, or home education program and the student's transcript shows a credit in Algebra 1,

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 1 administered by the transferring entity, or passed the statewide mathematics assessment that transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 , U.S.C.F.S.6301.

- ix. If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standardized school diploma, the student must take and pass the statewide, standardized grade 10 reading or ELA assessment, or earn a concordant score.
- x. 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.
- xi. Graduation requirements for transfer students shall be based upon those SBBC requirements that were in effect for the cohort of the students that entered the 9th grade during the same school year as the transfer student.
- xii. 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.
 - 1. 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.
- xiii. 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.

1. For purposes of this policy, an adult secondary education credit program may be considered as an educational alternative pursuant to FAC 6A-6014, if approved by the District.

xiv. Co-Enrollment

1. 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 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.

xv. ~~Level 1 Courses~~

1. General requirements. Beginning in the 2014-2015 school year, students with disabilities entering grade nine may attain a standard diploma and earn standard diploma designations by

meet in the requirements in Section 1003.4282(1)-(8) or 1002.3105(5) or 1003.4282(10) and 1003.4285 Florida Statutes (F.S.)

- ~~2. 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.~~
- ~~3. Students with disabilities pursuing a special diploma, in accordance with F.S. 1003.438, who successfully completed a Level 1 course may receive credit toward a special diploma in accordance with the district's student progression plan.~~

- xvi. Compensatory or Remedial programs
 - 1. Students can use no more than 9 credits in compensatory or remedial programs to meet graduation requirements (F.S. 1003.43(7)(a)).
- xvii. Exploratory Vocational Courses
 - 1. Students cannot use more than one credit in an exploratory vocational course to meet graduation requirements (F.S. 1003.43(7)(b)).
- xviii. Credit Acceleration Program (CAP)
 - 1. 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).
 - 2. 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 diplomas 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.
 - i. 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).
 - ii. Students enrolled in special magnet programs may only select 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.
 - i. 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.
 - ii. 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.~~
Students with disabilities, eligible under IDEA, may defer the receipt of their standard high school diploma in order to receive transition services until the end of the school year in which they turn 22 years of age.
See Section

2. Standard Diploma (24-Credit Option)

a. Credits

- i. Four credits in English Language Arts (ELA)
- ii. Four credits in mathematics
 1. A student must earn one credit in Algebra I and one credit in Geometry
 - a. A student's performance on the statewide, standardized Algebra I 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 I 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.
 - 2. 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 higherlevel mathematics for high school graduation (F.S. 1007.2616(3)(a)).
 - 3. 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)).
- iii. Three credits in Science
 - 1. Two of the three required credits must have a laboratory component.
 - 2. 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.
 - 3. 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)).

- iv. Three and one-half credits in Social Studies
 1. A student must earn:
 - a. One credit in United States History
 - i. 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
 - e. One-half credit in Personal Financial Literacy (Local Graduation Requirement: beginning with student's entering ninth grade in 2020-2021, and students entering ninth grade in 2023-2024 and beyond (State of Florida Graduation Requirement). The State graduation requirement will override the Local Graduation Requirement.)
- v. One credit in Fine or Performing Arts, Speech and Debate, or Practical Arts
 1. The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination.
 2. Eligible practical arts courses are identified in the Course Code Directory.
- vi. One credit in Physical Education with the integration of health.
 1. School may not require the one-credit of physical education be taken during the student's ninth grade year.
 2. Students may meet the physical education requirement by meeting any one of the following options:
 - a. One full credit of HOPE
 - i. The District has adopted HOPE Variation I (Physical

Education Integrated with Health) as the recommended physical education course.

- b. Complete 0.5 credit of:
 - i. Personal Fitness, and
 - ii. Physical Education elective, and Physical Education 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.
 - iii. Life Management Skills: Beginning with students entering 9th grade in 20142015 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:
 - i. Marching band class, or (Satisfies one-half credit of either physical education or arts requirement.)
 - ii. Physical activity class that requires participation in marching band activities as an extracurricular activity, or
 - iii. 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.
3. 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.
 4. 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)).
- vii. Seven and one-half credits in Electives
 - viii. At least one course within the 24 credits required for graduation must be completed through blended/online learning (F.S. 1003.428).
 1. 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.

- 2. 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.

- 3. A blended/online high school course taken during grades 6-8 fulfills this requirement.

- 4. 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.

- 5. 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.

- c. Grade Point Average (GPA)

- i. Students must achieve at least a 2.0 cumulative, unweighted GPA to meet the graduation requirements for the chosen diploma option.
 - d. State Assessments
 - i. A student must pass the statewide, standardized grade 10 Reading assessment, or earn a concordant score.
 - ii. A student must pass the statewide, standardized Algebra I EOC assessment, or earn a comparative score.
 - e. Service Learning
 - i. Students are required to complete a minimum of 40 documented hours of Service Learning in order to graduate.
 - ii. 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:
 - i. Physical Education is not required.
 - ii. Online Learning course is not required.
 - iii. Only three elective credits are required.
 - iv. Service Learning hours are not required.
4. CTE Graduation Option

STANDARD DIPLOMA (Students entering Grade 9 in 2019-20 or thereafter)	
Career and Technical Education Pathway Option	
English	4.0 Credits
Mathematics	1.0 Credit - Algebra, (EOC = 30% of final grade)
	1.0 Credit - Geometry, (EOC = 30% of final grade)
	2.0 Credits - Additional Math
Science	1.0 Credit - Biology, (EOC = 30% of final grade)
	2.0 Credits – Additional Science
Social Studies	1.0 Credit – World History
	1.0 Credit – U.S. History, (EOC = 30% of final grade)
	0.5 Credit – U.S. Government
	0.5 Credit – Economics

Electives	<p>4.0 Credits</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 two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.</p>
TOTAL	18.0 Credits
State Assessments	Passing score on the Grade 10 FSA English Language Arts (ELA) statewide standardized assessment or concordant score.
	Passing score on the Algebra 1 EOC or concordant score.
Grade Point Average	Cumulative, unweighted GPA of 2.0 on a 4.0 scale

5. 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.
6. 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.
7. 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:
 - i. 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).
 - ii. 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.
8. ~~Special Diploma~~ Standard Diploma via Access Points and Standard Diploma for Students with Disabilities eligible under IDEA
 - a. 24-Credit Standard Diploma Option for Students with Disabilities on Access Courses
 - i. ~~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.~~
 - ii. ~~Option 1 is based primarily upon mastering state standards and earning credits.~~
 - iii. ~~Option 2 is based primarily on demonstrating competency in employment.~~
 - iv. ~~Service-Learning hours are not required for a special diploma.~~
 - v. ~~The graduation charts in Appendix B summarize the graduation prerequisites and requirements for each special diploma option.~~
 - vi. ~~The charts include references to “notes” that are applicable to specific diploma options.~~
 - vii. ~~The notes include additional requirements as well as options for meeting some of the requirements and are an essential component of the graduation requirements.~~
 - viii. ~~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 their 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.~~ Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the statewide, standardized alternate assessment is the most

appropriate measure of the student's skills, in accordance with subsection 6A-1.0943(5), F.A.C., and instruction in the access points is the most appropriate means of providing the student access to the general education curriculum. Students must meet the graduation requirements specified in Section 1003.4282(1)-(8) or 1002.3105(5), F.S., through the access course specified for each required core course or through core academic courses aligned with the general education curriculum standards.

- ix. ~~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.~~ Eligible CTE courses, as defined in paragraph (2)(e) of this rule, 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, in accordance with Rule 6A-1.09441, F.A.C.
- x. ~~Participation in the Florida Alternate Assessments in reading, mathematics, and science is required until replaced by Florida Alternate Assessments in English Language Arts 1, II, III, Algebra I, Geometry, Biology I, and United States History. Participation in the statewide, standardized alternate assessment in Access English Language Arts (ELA) I, Access ELA II, Access Algebra I, Access Geometry, Access Biology I and Access United States History.~~ xi. ~~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.~~ A score of three (3) on the statewide, standardized alternate assessment in Access ELA I, Access ELA II, Access Algebra I,

Access Geometry, Access Biology I and Access United States History must be attained, unless assessment results are waived in accordance with Section 1008.22(3)(d), F.S. For a waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(d), F.S., consent must be provided 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.

- xii. ~~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, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.~~ 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. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, modifications, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

b. 24-Credit Diploma Options for students with disabilities on General Education Standards with Academic and Employment Requirements

- i. A standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to determine his or her skills. A student must meet all 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
- ii. 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 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
- iii. 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.
- iv. Documented achievement of all components defined in section 1003.4282(11)(b)2.b, F.S., on the student's employment transition plan.
- v. 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.

- c. 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.
- d. The decision to accept or defer the standard high school diploma must be made prior to the beginning of the school year in which the student is expected to meet all requirements for a standard high school diploma. A signed statement by the parent, guardian or student, if the student has reached the age of majority and rights have transferred to the student in accordance with subsection 6A-6.03311(8), F.A.C., that he or she understands the process for deferment and identifies if the student will defer the receipt of his or her standard high school diploma, must be included in the IEP.

i

- ~~1.—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.~~
 - ~~2.—School districts must inform the parent and the student, in writing by January 30th 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 15th 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.~~
- ~~ii. 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.~~

1. 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 discussion must be included in the IEP.
2. School districts must inform the parent and the student 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.
3. 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.
4. Beginning not later than the first IEP to be in effect when the student enters high school, attains the age of 14, or when determined appropriate by the parent and the IEP team, whichever occurs first, the IEP must include the following statements that must be updated annually:
 - a. A statement of intent to pursue a standard high school diploma and a Scholar or Merit designation, pursuant to s. 1003.4285, as determined by the parent.

9. **Special** Certificate of Completion

- a. In accordance with subsection 6A- 6.03028(1), F.A.C, a student with a disability who receives a certificate or 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).

- b. ~~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 20th, 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.~~

10. Adult Standard Diploma

- a. The graduation requirements from an Adult Standard Diploma are the same as for a Traditional, 24-Credit Standard High School Diploma, except the following are not required:
 - i. Physical Education
 - ii. Fine/Performing Arts, and
 - iii. Service Learning
- b. The Adult Education graduation charts in Appendix B summarize the graduation requirements with additional information noted.
 - i. 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.
 - ii. Successful performance on an examination for high school credit may be substituted only as outlined in this Policy.
 - iii. Students shall be permitted to substitute military service and/or education received while on active duty pursuant to restrictions and limitations opposed by F.A.C. 6A - 6.020

11. 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.
 - i. 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).

- ii. Cumulative unweighted grade point average of 2.0.

12. 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:
 - i. Earning a passing score on the tenth grade statewide, standardized assessment (F.S. 1003.43).
 - ii. Completing an employability and postsecondary portfolio is prescribed by the District.
 - iii. Achieving the required score on the High School Equivalency Exam.

13. Grade Point Average (GPA)

- a. The grade point average is calculated by dividing the quality points earned by the credits attempted.
 - i. 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.

14. 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:
 - i. Waive specific courses required for graduation if similar coursework has been satisfactorily completed in the transferring school.
 - ii. 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.

- iii. 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:
 - i. Active duty members of the uniformed services, including members of the National Guard and reserve on active duty orders; ii. 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
 - iii. 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 Plan (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:
 - i. A federally required student plan such as an Individual Educational Plan (IEP); ii. An individualized progress monitoring plan;
 - iii. A school wide system of progress monitoring for all students;
 - iv. 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 an 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 align to the appropriate level of support. The school must develop a schoolwide 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 districtapproved assessments, including baseline, midyear, and end-of-year measures.
 - f. Researched-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, IEP's 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
 - a. High schools shall use all available assessment results, including the results of statewide, standardized English Language Arts assessment 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));
 - i. Whole-grade promotion;
 - ii. Midyear promotion;
 - iii. Subject-matter acceleration;
 - iv. virtual instruction in higher-grade level subjects, and the Credit Acceleration Program (CAP).
 - c. Additional ACCEL options may include, but are not limited to F.S. 1002.3105(1)(b)):
 - i. Enriched science, technology, engineering, and mathematics coursework;
 - ii. Enrichment programs;
 - iii. Flexible grouping;
 - iv. Advanced academic courses;
 - v. Combined classes;
 - vi. Self-paced instruction;
 - vii. Rigorous industry certifications that articulate to college credit and approved pursuant to F.S.

1003.492 and F.S. 1008.44; viii. Curriculum compacting; ix. Advanced content instruction and, x. Telescoping curriculum.

- d. Parents and students may contact the principal at the student's school for information related to student eligibility requirements for a 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 means 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.
 - i. EP's must be redesigned at least every two years and/or at matriculation to the middle or high school.
 - ii. The school must provide services to meet the student's special needs as described in the EP and communicate progress toward EP goals quarterly towards parents.
 - iii. 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 612 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:
 - i. Have a 3.0 cumulative, unweighted high school grade point average, unless the approved inter-institutional articulation agreement provides otherwise.
 - ii. Meet the minimum scores on the Common Placement Test (CPT), Postsecondary Education Readiness Test (PERT), or equivalent assessments (SAT or ACT).
 - iii. Obtain permission from the high school administrator designated to oversee dual enrollment prior to enrollment.
 - 1. Once permission is obtained, the student must follow the required dual enrollment procedures to 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 postsecondary institution or for those post secondary institutions with which the District has no interinstitutional articulation agreement those courses approved by the state for dual enrollment.
- h. Vocational-preparatory instruction, collegepreparatory 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 postsecondary 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.
- l. To be eligible for dual enrollment in a career certificate program offered through the Broward Technical colleges, students must:
 - i. Have a 2.0 cumulative, unweighted high school grade point average, inclusive of any college courses the student has taken.
 - ii. Pass the Test of Adult Basic Education (TABE) at the required exit level for the targeted career certificate program.
 - iii. To continue with 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 credible 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:
 - i. Have a 3.0 cumulative, unweighted high school grade point average, inclusive of Dual Enrollment courses taken.
 - ii. 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)).
 - i. 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 and non-remedial, credit-earning coursework.
- i. The student must have completed two consecutive semesters of college coursework or the equivalent, with the full-time class load of 24 credit hours or the equivalent.
 - ii. 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.

- iii. 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 the grade of "C" or better will earn two additional quality points towards 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 towards 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.
 - i. These courses are not considered "Honors" for the State University System (SUS), NCAA, or Bright Futures.

- ii. 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 towards 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.
 - i. 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.
 - ii. 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.
 - i. 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.
 - ii. 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
 - i. 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.
 - ii. Special recognition for achievement beyond the prescribed requirements shall be allowed but must be uniform throughout the district.

- iii. Graduation exercises for the public high schools of the district shall be scheduled by the District.
 - iv. Students who have completed graduation requirements prior to the scheduled end of the normal school year may participate in the annual graduation ceremony.
 - v. There shall be a summer graduation ceremony for high school students who complete their high school graduation requirements through extended learning opportunities.
 - vi. 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).
 - vii. Only students who achieve a Certificate of Completion, standard diploma, or special education high school diploma may participate in graduation ceremonies.
 - viii. 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
- i. In addition to the standard diploma requirements, the students must meet the following criteria:
 - 1. Earn one credit in Algebra II,
 - 2. One credit in statistics or an equally rigorous mathematics course,
 - 3. Pass the statewide, standardized Geometry EOC assessment,
 - 4. Pass the statewide, standardized Biology I EOC assessment or earn a minimum score required to earn college credit on AP, IB, or AICE assessments,
 - 5. Earn one credit in chemistry or physics,
 - 6. Earn one credit in a course equally rigorous to chemistry or physics,
 - 7. 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,

8. Earn two credits in the same world language, and
 9. Earn at least one credit in an AP, IB, AICE, or dual enrollment course.
- c. State Merit Diploma Designation
 - i. 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
 - i. 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:
 1. 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.
 2. 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 chords.
 3. Graduating students utilizing course validation shall not displace any of the top 10% honor students in rank order listing.
 - ii. Beginning with students entering 9th grade in the 2014-15 and thereafter, Honor Cords shall be issued to those students who graduate with
 - a standard diploma under the following conditions:
 1. 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% Honor students in rank order listing.

2. 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.

3. 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

- i. Silver cords shall be issued to those students who graduate with a standard or special diploma under the following conditions:

1. Graduating students must earn a total of 250 documented volunteer service hours beyond the school day.
 2. Students must obtain prior approval from the school principal or designee.
 3. Students may earn up to five hours per week providing service in an organized, supervised tutoring program conducted through a service learning, peer counseling, exploratory teaching, or study hall program.
- f. Valedictorian/Salutatorian
- i. To be selected as valedictorian or salutatorian, a high school senior shall have completed at least two full years of high school in any SBBC public school.
 - ii. 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
- i. The Seal of Biliteracy recognizes graduating high school students who have attained a high level of competency and listening, reading, speaking, and writing in one or more languages, and addition to English.
 - ii. 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
 1. 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 and Language (AAPPL) Interpersonal listening, Interpersonal Speaking, Interpretive Listening, and Presentational and 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 of higher
11. ACTFL Latin Interpretive Reading Assessment (ALIRA)	1-2 or higher

- c. For languages which are not tested on the nationally recognized examination 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.

2. 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
Sign Language Proficiency Interview: American Sign Language (SLPI: ASL)	Advanced Plus or higher
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
ACTFL Oral Proficiency Interview (OPI)	Advanced Low or higher

Standards-based Measurement of Proficiency for Grade 7- Adults (STAMP4S)	Advanced Low or higher
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.
 - iii. 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.
 - i. 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.
 - ii. The Certificate of Global Citizenship is supported by the EdSteps Global Competencies Matrix.
 - iii. To qualify for the Certificate of Global Citizenship, a student must complete the following requirements:
 - 1. Earn a grade of B or higher in each of at least six (6) approved “Global Passport” courses.
 - 2. 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.
- iv. Demonstrate exposure to global perspectives by completing at least four (4) semesters of “Global Passport” extracurricular programs between grades nine (9) and twelve (12).
- v. 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).
- vi. 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.
- vii. 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 were used 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:
 - i. 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).
 - ii. 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).
 - iii. 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.
 - iv. 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.
 - 1. For graduation purposes, students must meet the minimum GPA requirements for their chosen program.
 - 2. No additional quality points are awarded for rigorous coursework.
 - 3. Interim Reports
 - b. No later than mid-way between marking periods, and interim report shall be sent to parents of students who are experiencing difficulty included, but not limited to:
 - i. a grade of D or F,
 - ii. a drop of two or more grades,
 - iii. unacceptable behavior, and
 - iv. excessive absences.
 - c. In schools with an automated system for record keeping and grading, and terms 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:
 - i. grade forgiveness, S pacified in this policy
 - ii. extended learning
 - iii. special counseling
 - iv. volunteer and or peer counseling tutoring v. school sponsored help sessions
 - vi. homework hotlines
 - vii. study skills classes
 - viii. 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, Ivy, 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. A district approved alternative report card may be used for:
 - i. students with disabilities whose progress cannot be appropriately reported using the standard report cards,
 - ii. or other district approved programs that the standard report card does not address adequately.

7. Individual Educational Plan (IEP) Annual Goals

- a. The IEP annual goals progress report must be completed and sent home with each report card for all students with disabilities.

8. Education Plan (EP) Goals

- a. The IEP 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

- a. In 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 standard striven 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, and collaboration with the principal, and annual school counseling plan a SCP and 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 SBBC will ensure that every student is given an opportunity to participate in a face to face activity with the school counselor that involves the student in reviewing course selections and comparing those selections with requirements for career and or post secondary plans.
3. High school Counseling services will include:
 - a. advertisement 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. and exit interview shall be conducted with any student who drops out of school.
 - i. 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.
 - ii. 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.
 - iii. 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. 1003.2112 C

I. Student Day

1. A high school student day shall consist of a minimum of
 - a. high schools 360 minutes
 - b. centers 360 minutes exceeds state requirements defined and F.S. 1011.61.
2. The IEP committee may modify the length of the school day for an individual student with disabilities if there's documentation to support decision.

J. State Reporting Requirements (F.S. 1008.25(8)(b)(1))

1. The School Board well annually published on the district website and in the local newspaper the following information on the prior school year:
 - a. The provisions of this section relating to public school student progression and the district school board policies and procedures on student retention and promotion.
 - b. By grade, the number and percentage of all students in grades three through 10 performing below proficiency on the statewide, standardized assessments.
 - c. By grade, the number and percentage of all students retained in kindergarten through grades 10
 - d. Information l'm a total number of students who were promoted for good cause, by each category of good cause.
 - e. Any revisions to the district school board policies and procedures on student retention and promotion from the prior year.

V. 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).

VI. 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
F.S.A	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

VII. Appendix A

A. Promotional Criteria- Elementary Grades (K-5)

1. 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. [The alternative assessment criteria can be met in any order.](#)

ELEMENTARY PROMOTION CRITERIA

KINDERGARTEN	
Criterion #1:	Scores acceptable level of performance on Florida’s Assessment of Student Thinking (FAST) for English Language Arts (ELA).
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	Scores 70% or greater on the Benchmark Advance Interim 4 Reading Assessment (30 items). Interim assessments 1 and 4 are the same.
Criterion #3: Alternative Assessment	Scores 80% (20 out of 25 items) or greater on the Benchmark Advance Foundational Skills Screener, Level A.
Criterion #4: Previous Retention	Student has received intensive reading intervention and was previously retained in Kindergarten.
Criterion #5: ELL Program Participation	Limited English proficient student who has had less than two years of instruction in an 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
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates that participation in a the statewide assessment program is not appropriate.
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	Student received instruction and intervention through the MTSS/RtI (Supplemental 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 Circumstances	Student receives a Superintendent’s Exemption from retention due to extraordinary circumstances.

FIRST GRADE	
Criterion #1:	Scores acceptable level of performance on Florida’s Assessment of Student Thinking (FAST) for English Language Arts (ELA).
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	Scores 55% or greater on the Primary End of Year Reading Test that aligns with the Benchmarks for Excellent Student Thinking (BEST) Standards for English Language Arts (ELA).
Criterion #3: Alternative Assessment	Scores 70% or greater on the Benchmark Advance Interim 4 Reading Assessment (30 items). Interim assessments 1 and 4 are the same.
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	Limited English proficient student who has had less than two years of instruction in an 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 that participation in the statewide assessment program is not appropriate.
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 who participates in assessment and has an Individual Education Plan (IEP) or a Section 504 Plan that reflects the student has received intensive instruction in reading or English Language Arts 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/RtI (Supplemental 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.

SECOND GRADE	
Criterion #1:	Scores acceptable level of performance on Florida's Assessment of Student Thinking (FAST) for English Language Arts (ELA).
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	Scores 65% or greater on the Primary End of Year Reading Test that aligns with the Benchmarks for Excellent Student Thinking (BEST) Standards for English Language Arts (ELA).
Criterion #3: Alternative Assessment	Scores 70% or greater on the Benchmark Advance Interim 4 Reading Assessment (35 items). Interim assessments 1 and 4 are the same.
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	Limited English proficient student who has had less than two years of instruction in an 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 that participation in the statewide assessment program is not appropriate.
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 who participates in assessment and has an Individual Education Plan (IEP) or a Section 504 Plan that reflects the student has received intensive instruction in reading or English Language Arts 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/RtI (Supplemental 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.

THIRD GRADE	
Criterion #1:	Scores acceptable level of performance on Florida's Assessment of Student Thinking (FAST) for English Language Arts (ELA).
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	Scores acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
Criterion #3: Assessment Portfolio	Scores acceptable level of performance on a portfolio that is equivalent to an acceptable level of performance on the standardized English Language Arts assessment.
Criterion #4: Summer Assessment/ Alternative Assessment	Scores acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education (administered at the end of the Third Grade Summer Reading Academy in the summer following third grade retention).
Criterion #5: Mid-Year Assessment/ Alternative Assessment	Scores acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education (administered in September following third grade retention).
Criterion #6: Previous Retention	Student has received intensive reading intervention for two or more years but still demonstrates a deficiency in reading 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	Limited English proficient student who has had less than two years of instruction in an 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 that participation in the statewide assessment program is not appropriate.
Criterion #9: ESE Previous Retention	Student with a disability who takes the statewide, standardized English Language Arts assessment and has an Individual Education Plan (IEP) or a Section 504 Plan that reflects the student has received intensive instruction in reading or English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in grades K-3.

FOURTH GRADE	
Criterion #1:	READING: Scores acceptable level of performance on Florida's Assessment of Student Thinking (FAST) for English Language Arts (ELA).
	MATH: Scores acceptable level of performance on Florida's Assessment of Student Thinking (FAST) for Mathematics.
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	READING: Scores 70% or greater on the Benchmark Advance combined Unit 9 (18 items) <u>AND</u> Unit 10 (18 Items) Reading Assessments.
	MATH: Scores 60% or greater on the Savvas Envision Topics 1-14 Cumulative Assessment End of Year Test.
Criterion #3: Alternative Assessment	READING: Scores 70% or greater on the Benchmark Advance Interim 4 Reading Assessment, Session 1 (30 items) <u>AND</u> Session 2 (30 items). Interim assessments 1 and 4 are the same.
	MATH: Scores 60% or greater on the Savvas Envision Progress Monitoring Assessment Form C.
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	Limited English proficient student who has had less than two years of instruction in an 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.

<p>Criterion #7: ESE Alternate Assessment</p>	<p>Student with a disability whose Individual Education Plan (IEP) indicates that participation in a the statewide assessment program is not appropriate.</p>
<p>Criterion #8: ESE Retention Deferral</p>	<p>Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).</p>
<p>Criterion #9: ESE Previous Retention</p>	<p>Student with a disability who takes the statewide, standardized English Language Arts assessment and has an Individual Education Plan (IEP) or a Section 504 Plan that reflects the student has received intensive instruction in reading or English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in grades K-4.</p>
<p>Criterion #10: Intervention Performance</p>	<p>Student received instruction and intervention through the MTSS/RtI (Supplemental 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.</p>
<p>Criterion #11: Extraordinary Circumstances</p>	<p>Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.</p>

5th 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	
	READING: Scores acceptable level of performance on Florida's Assessment of Student Thinking (FAST) for English Language Arts (ELA).
Criterion #1	MATH: Scores acceptable level of performance on Florida's Assessment of Student Thinking (FAST) for Mathematics.
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	READING: Scores 70% or greater on the Benchmark Advance combined Unit 8 (20 items) <u>AND</u> Unit 10 (19 Items) Reading Assessments.
	MATH: Scores 60% or greater on the Savvas Envision Topics 1-14 Cumulative Assessment End of Year Test.
Criterion #3: Alternative Assessment	READING: Scores 70% or greater on the Benchmark Advance Interim 4 Reading Assessment, Session 1 (33 items) <u>AND</u> Session 2 (28 items). Interim assessments 1 and 4 are the same.
	MATH: Scores 60% or greater on the Savvas Envision Progress Monitoring Assessment Form C.
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	Limited English proficient student who has had less than two years of instruction in an 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 Committ ee 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	Student with a disability whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate.
Criterion #8: ESE Previous Retention	Student with a disability who takes the statewide, standardized English Language Arts assessment and has an Individual Education Plan (IEP) or a Section 504 Plan that reflects the student has received intensive instruction in reading or English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in grades K-5.

<p>Criterion #9: Intervention Performance</p>	<p>Student received instruction and intervention through the MTSS/Rtl (Supplemental 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.</p>
<p>Criterion #10: Extraordinary Circumstances</p>	<p>Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.</p>

VIII. Appendix B

A. High School Graduation Requirements

STANDARD HIGH SCHOOL DIPLOMA

Students Entering 9th Grade in 2014-2015 and thereafter

Traditional 24-Credit Graduation Option

English	4.0 Credits A student must pass the statewide, standardized grade 10 ELA assessment, or earn a concordant score.
Mathematics	1.0 Credit Algebra (EOC = 30% of final grade), A student must pass the statewide, Algebra 1 EOC assessment, or earn a comparative score and earn 4.0 Credits as shown below: 1.0 Credit Geometry (EOC = 30% of final grade) 2.0 Credits Additional Mathematics
Science	1.0 Credit Biology (EOC=30% of final grade) 2.0 Credits Additional Science identified as equally rigorous
Social Studies	1.0 Credit World History 1.0 Credit United States History (EOC = 30% of final grade) 0.5 Credit United States Government 0.5 Credit Economics 0.5 Credit Personal Financial Literacy (beginning with students who enter ninth grade in 2021-2022 and beyond)
Fine and Performing Arts, Speech/Debate, or Practical Arts	1.0 Credit Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	1.0 Credit Physical Education to include the integration of Health (HOPE) (Additional PE requirement options are located on page 37)
Electives	7.5 Credits
TOTAL	24.0 Credits
Florida Standards Assessments (F.S.A)	Earn a passing score on the Grade 10 English/Language Arts (ELA) F.S.A or a State- approved concordant score Earn a passing score on the Algebra 1 EOC assessment or a Stateapproved comparative score
Blended/Online Course	Requires a full course to be completed
Grade Point Average	Cumulative Unweighted GPA of 2.0 on a 4.0 scale
Service Hours	40 hours required
World Languages	Not required for graduation; however, may be required for university admissions, Bright Futures scholarships, Diploma Designations, and/or other programs

Diploma Designations

Scholar	<p>In addition to meeting all requirements for a standard high school diploma:</p> <ul style="list-style-type: none"> • 1.0 credit in Algebra II • 2.0 credits in the same world language • 1.0 credit in Statistics or equally rigorous math • 1.0 credit in Chemistry or Physics • 1.0 credit in an additional Science course identified as equally rigorous • 1.0 credit in AP, IB, AICE or a dual enrollment course • Pass the Geometry EOC • Pass the Biology EOC or earn college credit on AP, IB or AICE exam • Pass the US History EOC or earn college credit on AP, IB or AICE exam
Merit	<p>In addition to meeting all requirements for a standard high school diploma:</p> <ul style="list-style-type: none"> • Attain one or more industry certifications from the list established

STANDARD HIGH SCHOOL DIPLOMA

Students Entering 9th Grade in 2014-2015 and Thereafter

ACCEL 18-Credit Graduation Option

English	4.0 Credits A student must pass the statewide, standardized grade 10 ELA assessment, or earn a concordant score.
---------	--

STANDARD HIGH SCHOOL DIPLOMA

Students Entering 9th Grade in 2014-2015 and Thereafter

Students with Disabilities: Access Points & Alternative Assessments

In accordance with F.S. 1003.4282(11)(1)

English	4.0 Credits A student must pass the statewide, standardized grade 10 ELA assessment, or earn a concordant score.
Mathematics	1.0 Credit Algebra (EOC = 30% of final grade) A student must pass the statewide, Algebra 1 EOC assessment, or earn a comparative score and earn 4.0 Credits as shown below: 1.0 Credit Geometry (EOC = 30% of final grade) 2.0 Credits Additional Mathematics
Science	1.0 Credit Biology (EOC=30% of final grade) 2.0 Credits Additional Science identified as equally rigorous
Social Studies	1.0 Credit World History 1.0 Credit United States History (EOC = 30% of final grade) 0.5 Credit United States Government 0.5 Credit Economics 0.5 Credit Personal Financial Literacy (beginning with students who enter ninth grade in 2021-2022 and beyond)

Fine and Performing Arts, Speech/Debate, or Practical Arts	1.0 Credit Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	1.0 Credit Physical Education to include the integration of Health (HOPE) (Additional PE requirement options are located on page 37)
Electives	7.5 Credits
TOTAL	24.0 Credits
Blended/Online Course	Requires a full course to be completed
Grade Point Average	Cumulative Unweighted GPA of 2.0 on a 4.0 scale
Service Hours	40 hours required
Florida Standards Alternative Assessments (F.S.AA)	<p>Participate in the Florida Standards Alternate Assessments (F.S.AA) 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"> • Pass the Grade 10 ELA F.S.AA, unless the results are waived in accordance with F.S. 1008.22(3)(c) • Pass the EOC assessment for Access Algebra I unless the results are waived in accordance with F.S. 1008.22(3)(c) <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"> • 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.
Access Points (s. 1003.4282(11)(b)1)	<p>Students must meet the graduation requirements specified above through:</p> <ul style="list-style-type: none"> • The access course specified for each required core course • More rigorous ESE courses in the same content area • Core academic courses <p>Eligible CTE courses may substitute for</p> <ul style="list-style-type: none"> • 1.0 Credit Access English IV • 1.0 Credit Mathematics, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry • 1.0 Credit Science, with the exception of Access Biology • 1.0 Credit Social Studies, with the exception of Access United States History

STANDARD HIGH SCHOOL DIPLOMA

Students Entering 9th Grade in 2014-2015 and Thereafter

Students with Disabilities: Employment Competencies

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

English	4.0 Credits A student must pass the statewide, standardized grade 10 ELA assessment, or earn a concordant score.
Mathematics	1.0 Credit Algebra (EOC = 30% of final grade), A student must pass the statewide, Algebra 1 EOC assessment, or earn a comparative score and earn 4.0 Credits as shown below: 1.0 Credit Geometry (EOC = 30% of final grade) 2.0 Credits Additional Mathematics
Science	1.0 Credit Biology (EOC=30% of final grade) 2.0 Credits Additional Science identified as equally rigorous
Social Studies	1.0 Credit World History 1.0 Credit United States History (EOC = 30% of final grade) 0.5 Credit United States Government 0.5 Credit Economics 0.5 Credit Personal Financial Literacy (beginning with students who enter ninth grade in 2021-2022 and beyond)
Fine and Performing Arts, Speech/Debate, or Practical Arts	1.0 Credit Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	1.0 Credit Physical Education to include the integration of Health (HOPE) (Additional PE requirement options are located on page 37)
Electives	7.5 Credits
TOTAL	24.0 Credits
Blended/Online Course	Requires a full course to be completed
Grade Point Average	Cumulative Unweighted GPA of 2.0 on a 4.0 scale
Service Hours	40 hours required

<p>Florida Standards Alternative Assessments (F.S.AA)</p>	<p>Participate in the Florida Standards Alternate Assessments (F.S.AA) 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"> • Pass the Grade 10 ELA F.S.AA, unless the results are waived in accordance with F.S. 1008.22(3)(c) • Pass the EOC assessment for Access Algebra I unless the results are waived in accordance with F.S. 1008.22(3)(c) <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"> • 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.
<p>Employment Competencies (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"> • At a minimum wage or above in compliance with the Federal Fair Labor Standards Act • For the number of hours a week specified in the student's completed and signed employment transition plan • For the equivalent of at least one (1) semester <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"> • Credit English IV • Credit Mathematics, with the exception of Algebra and Geometry • Credit Science, with the exception of Biology • Credit Social Studies credit with the exception of United States History. <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>

IX. Appendix C

A. High School Grading Calculations 1.

Semester Grades.

- a. Courses have two parts called semesters. For non block scheduled schools, each semester grade is made-up of three grades two quarter grades in the

exam grade period to receive a passing grade for the semester, the student must earn a passing grade in:

- i. both quarter grading periods, or
 - ii. 1/4 grading period and the semester examinations.
- b. The weight of each quarter grade is 37.5% of the final semester grade. The weight of the final examination is 25% of the final semester grade. For block scheduled schools, each semester grade is made-up of two grades 1/4 great and the exam grade period to receive a passing grade for the semester, the student must earn a passing grade in the quarter period the weight of each quarter grade is 75% of the final semester grade the weight of the final examination is 25% of the final semester grade. Follow the chart to calculate the semester grade:

Letter Grade	Quarter Points (NonBlock)	Quarter Points (Block)	Semester Exam Points
A	12.0	24.0	8.0
B+	9.3	18.6	6.2
B	9	18	6
C+	6.3	12.6	4.2
C	6	12	4
D+	3.3	6.6	2.2
D	3	6	2
F	0	0	0
I	0	0	0

The semester grade is assigned as follows:

Total Points	Final Semester Grade
28.00 or above points	A
24.50 through 27.99	B+
20.00 through 24.49	B
16.50 through 19.99	C+
12.00 through 16.49	C
8.50 through 11.99	D+
5.00 through 8.49	D
Below 5.00 points	F

2. Year-long courses with an EOC Counting as 30% *Prior* to 2014-2015

- a. For courses that require the EEOC to count as 30% of the final course grade, students final course rate will consist of the:
 - i. first semester grade 35%
 - ii. second semester grade 35%
 - iii. grade earned on the EOC 30%
- b. Add the points from semester one plus semester 2 plus EOC exam then refer to the total points for final grades chart below. If the total points are greater than 12.49, the course will receive 1.00 credit.

	Grading Scale	
Letter Grade	Semester Points	EOC Exam Points
A	28	24
B+	22.4	n/a
B	21	18
C+	15.4	n/a
C	14	12
D+	8.4	n/a
D	7	6
F	0	0

Total Points for Final Grades	
Letter Grade	Total Points
A	70.00 and above
B+	61.25 through 69.99
B	50.00 through 61.24
C+	41.25 through 49.99
C	30.00 through 41.24
D+	21.25 through 29.99
D	12.50 through 21.24
F	12.49 and below

3. Yearlong courses with the State EOC Counting as 30% *Beginning* in 2014-2015
 - a. Four courses that require the EEOC to count as 30% of the final course grade, a students final course grade for non blocked schools will consist of:

	Grading Scale (Non-Block)						
	Letter Grade	1 st Qtr Points	2 nd Qtr Points	Midterm Points	3 rd Qtr Points	4 th Qtr Points	EOC Poin
	A	.60	.60	.40	.60	.60	1.2

1 st Quarter grade= 15% 2 nd Quarter grade= 15% Midterm Exam= 10% 3 rd Quarter grade= 15% 4 th Quarter grade= 15% Grade for the EOC= 30%	B+	.525	.525	.35	.525	.525	N/A
	B	.45	.45	.30	.45	.45	.90
	C+	.375	.375	.25	.375	.375	N/A
	C	.30	.30	.20	.30	.30	.60
	D+	.225	.225	.15	.225	.225	N/A
	D	.15	.15	.10	.15	.15	.30
	F	.00	.00	.00	.00	.00	N/A

- b. Four courses that require the EEOC to count as 30% of the final course grade, a student final course grade four block scheduled schools will consist of:

	Grading Scale (Block)				
	Letter Grade	1 st Qtr Points	2 nd Qtr Points	Midterm Points	EOC Points
1 st Quarter grade= 30% 2 nd Quarter grade= 30% Midterm Exam= 10% Grade for the EOC= 30%	A	1.20	1.20	.40	1.2
	B+	1.05	1.05	.35	N/A
	B	.90	.90	.30	.90
	C+	.75	.75	.25	N/A
	C	.60	.60	.20	.60
	D+	.45	.45	.15	N/A
	D	.30	.30	.10	.30
F	.00	.00	.00	.00	N/A

Total Points for Final	
Letter Grade	Total
A	3.70-4.00
B+	3.39-3.69
B	2.68-3.38
C+	2.37-2.67
C	1.66-2.36
D+	1.35-1.65
D	0.64-1.34
F	0.30-0.63

4. Year long Courses with a State EOC that is **NOT** counting as 30% beginning in 2014 2015

- a. For a year long course that require a student to take an EOC, but the EOC is not to count as 30% of the final course grade algebra one, geometry or algebra 2 for school year 2015 2015 only, a student final course grade for non blocked schools will consist of:

	Grading Scale (Non-Block)					
	Letter Grade	1st Qtr	2nd Qtr	Midterm Points	3rd Qtr	4th Qtr Points
1 st Quarter grade= 22.5% 2 nd Quarter grade= 22.5% Midterm Exam= 10% 3 rd Quarter grade= 22.5% 4 th Quarter grade= 22.5%	A	.9000	.9000	.40	.9000	.9000
	B+	.7875	.7875	.35	.7875	.7875
	B	.6750	.6750	.30	.6750	.6750
	C+	.5625	.5625	.25	.5625	.5625
	C	.4500	.4500	.20	.4500	.4500
	D+	.3375	.3375	.15	.3375	.3375
	D	.2250	.2250	.10	.2250	.2250
F	.00	.00	.00	.00	.00	

- b. For courses that require the EOC to count as 30% of the final course grade, a student's final course grade for block schools will consist of:

	Grading Scale (Block)			
	Letter Grade	1st Qtr	2nd Qtr	Midterm Points
1 st Quarter grade = 45% 2 nd Quarter grade= 45% Midterm Exam= 10%	A	1.800	1.800	.40
	B+	1.575	1.575	.35
	B	1.350	1.350	.30
	C+	1.125	1.125	.25
	C	.900	.900	.20
	D+	.675	.675	.15
	D	.450	.450	.10
	F	.00	.00	.00

Total Points for Final	
Letter Grade	Total
A	3.7-4.0
B+	3.39-3.69
B	3.38-2.68
C+	2.37-2.67

C	1.66-2.36
D+	1.35-1.65
D	.64-1.34
F	0-.63

5. Grade Point Average GPA

a. Grade point average is calculated by dividing the quality points by the credits attempted for all courses not forgiven. A quality point is the numerical value assigned to the letter grade.

6. Unweighted State GPA

a. The cumulative, unweighted average of grade points earned in all high school courses not forgiven. This GPA includes all high school courses taken in middle school. For graduation purposes, students must meet the minimum GPA requirements of their chosen program. No additional quality points are given for rigorous coursework. No additional quality points are given for plus grades. This is the GPA used for graduation purposes 2.0 and for athletic eligibility.

Letter Grade	Numerical	Quality Points Per ½ Credit	Quality Points Per 1.0 Credit
A	90-100	2.0	4.0
B+	87-89	1.5	3.0
B	80-86	1.5	3.0
C+	77-79	1.0	2.0
C	70-76	1.0	2.0
D+	67-69	.5	1.0
D	60-66	.5	1.0
F	0-59	0	0
I	N/A	0	0

7. Weighted District GPA

a. The cumulative, weighted average of grade points earned in all high school courses earned and not forgiven. This GPA is used to determine class ranking. Additional quality points are given for honors, Advanced Placement, International Baccalaureate, AICE and dual enrollment courses, including technical dual enrollment for students entering 9th grade in 2007 2008. Additional points are given for plus grades. High school courses taken in middle school

were first included in this GPA beginning with courses taken in the 2012 2013 school year. This grade point averages our local GPA and used for class ranking.

This GPA includes pluses.

8. Semester Weighted GPA

- a. The weighted average of the courses taken in any one semester includes extra quality points for honors, AP, A ICE, IB, and dual enrollment courses, including technical dual enrollment.

9. cumulative weighted GPA

- a. The weighted average of all courses taken in high school not forgiven includes extra quality points for honors, AP, AICE, IB, and dual enrollment courses, including technical dual enrollment.

10. Class rank

- a. Class rank shall be computed based upon the students cohort. All attempted high school credits earned shall be calculated for class rank, including Dolan romont, early admission, adult education, and transfer credit. Students transferring from 1 Broward County high school to another and the last two semesters or four for block schools shall not displace, for class ranking recognition purposes, any other student.

11. Honors our courses to receive quality points

- a. All courses, which are clearly labeled as honors and or advanced, and or gifted, consistent with state frameworks and or district guidelines encoded as such in Broward course code dictionary, shall carry one additional quality point per full credit period academic foreign languages above the second year are included in this category. Class is labeled conversational are not included in this category. And additional quality point may not be end it earned an honors class if the grade received his below a C

Honors Points for Weighted GPA			
Letter Grade	Numerical	Quality Points Per ½ Credit	Quality Points Per 1.0 Credit
A	90-100	2.5	5
B+	87-89	2.25	4.5
B	80-86	2.0	4.0
C+	77-79	1.75	3.5
C	70-76	1.5	3.0
D+	67-69	.75	1.5
D	60-66	.5	1.0
F	0-59	0	0

I	N/A	0	0
---	-----	---	---

12. Dual enrollment courses to receive quality points F.S.

1007.271

- a. Effective for dual enrollment courses taken in the 2007 - 08 and thereafter, all college level courses and career Certificate dual enrollment courses completed with the grade of its C or better shall receive two quality points. College level courses are defined by improved articulation agreements between the school board of Broward County, Florida and area colleges and universities. Career Certificate dual enrollment courses are defined as a course sequence that leads to a career Certificate and shall not be used to enroll students and isolated career courses. Credit earned shall be recorded in the student's academic records using the course number and title used by the post secondary institution

13. Advanced Placement AP courses, advanced international Certificate of education A ICE, and International Baccalaureate IB to receive quality points

- a. All classes that are clearly labeled pre advanced international Certificate of education or pre International Baccalaureate shall receive one quality point if the grade received is C or above. All classes that are clearly labeled Advanced Placement AP, advanced international Certificate of education ace or International Baccalaureate IB shall receive two quality points if, the grade received is Sierra above. Students will be required to take the AP, A ICE, and or the IB examination in order to receive two quality points. If a student elects not to take the AP, AICE, and or IB examination, he or she will receive one quality point for a grade of C or higher which will be reflected by adding a J flag to the a-13-record.

AP, AICE, IB, Dual Enrollment Points for Weighted GPA			
Letter Grade	Numerical	Quality Points Per ½ Credit	Quality Points Per 1.0 Credit
A	90-100	3.0	6.0
B+	87-89	2.75	5.5
B	80-86	2.5	5.0
C+	77-79	2.25	4.5
C	70-76	2.0	4.0
D+	67-69	.75	1.5
D	60-66	.5	1.0

F	0-59	0	0
I	N/A	0	0

14. Academic Core GPA

- a. The average of all academic college core courses completed using an additional .5 quality point for each full credit course for honors, AP, IB, AIC, or. StaRtIng in school year 2014 2015, local honors courses will not be given extra weight in the academic accord GPA. No extra weight is given to pluses. English, mathematics, science, social studies and world languages are included in this grade point average. A core courses designated with a Y flag on the on the course record

Academic Core Points for Core GPA					
Letter Grade	Numerical	Quality Points Per ½ Credit Regular	Quality Points Per 1.0 Credit Regular	Quality Points Per ½ Credit Honors, AP, AICE, IB, DE	Quality Points Per 1.0 Credit
A	90-100	2.0	4.0	2.25	4.5
B+	87-89	1.5	3.0	1.75	3.5
B	80-86	1.5	3.0	1.75	3.5
C+	77-79	1.0	2.0	1.25	2.5
C	70-76	1.0	2.0	1.25	2.5
D+	67-69	.5	1.0	.75	1.5
D	60-66	.5	1.0	.75	1.5
F	0-59	0	0	0	0
I	N/A	0	0	0	0

15. Bright Futures GPA

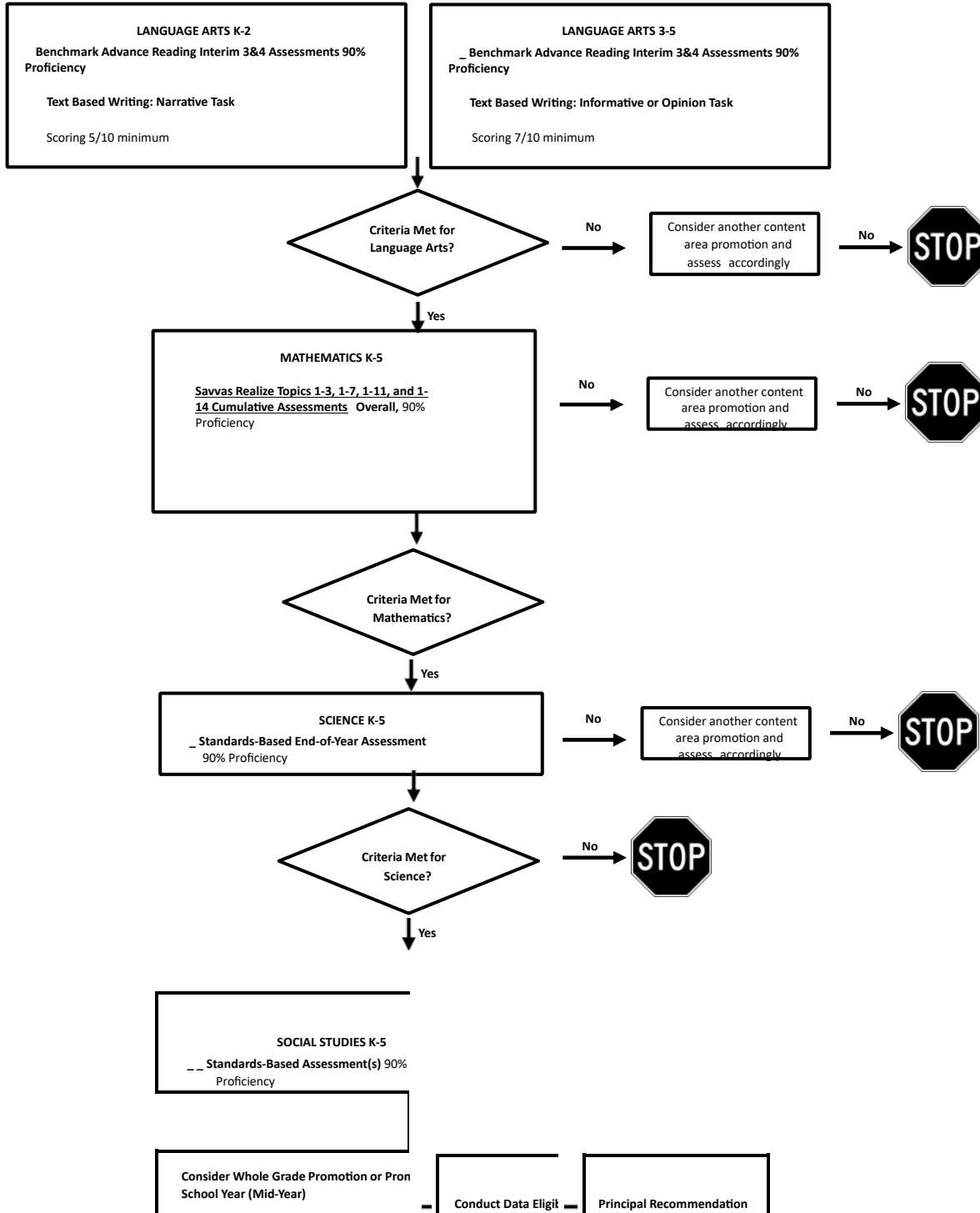
- a. A weighted scale is applied to college preparatory courses Florida academic scholars, Florida medallion scholars, and Florida gold seal vocational scholars awards. That is, 0.5 additional quality points for each full credit and .25 additional quality points for each half credit is awarded for courses that are more challenging period and unweighted scale is applied to career preparatory courses Florida gold seal vocational scholars award. All courses can be found in the bright futures comprehensive course code table at www.floridastudentfinancialaid.org/S_SFA_D/BF. Local honors courses do not receive additional quality points. Also the plus grade is not recognized by bright futures.

Bright Futures Eligible Courses					
Letter Grade	Numerical	Quality Points Per ½ Credit Regular	Quality Points Per 1.0 Credit Regular	Quality Points Per ½ Credit Honors, AP, AICE, IB, DE	Quality Points Per 1.0 Credit Honors, AP, AICE, IB, DE
A	90-100	2.0	4.0	2.25	4.5
B+	87-89	1.5	3.0	1.75	3.5
B	80-86	1.5	3.0	1.75	3.5
C+	77-79	1.0	2.0	1.25	2.5
C	70-76	1.0	2.0	1.25	2.5
D+	67-69	.5	1.0	.75	1.5
D	60-66	.5	1.0	.75	1.5
F	0-59	0	0	0	0
I	N/A	0	0	0	0

I. Appendix D

ACCEL Eligibility Criteria (Grades K-5)

Whole Grade, Within the School Year (Mid-Year), and Subject Area Promotion Requirements:



Policy Custodian: Secondary Learning Department

Former Policy Number: 6000.1

Policy Status [Active/Inactive]:

Authority: F.S. §§1001.41; 1001.42; 1002.20; 1002.3105; 1002.37; 1002.45; 1002.68; 1003.05; 1003.01; 1003.21; 1003.22; 1003.33; 1003.37; 1003.41; 1003.4156; 1003.41; 1003.4203; 1003.4281; 1003.4282; 1003.4285; 1003.4295; 1003.432; 1003.433; 1003.436; 1003.437; 1003.46; 1003.455; 1003.492; 1003.57; 1007.271; 1008.22; 1008.25; 1008.44; 1011.61; 1012.34.

F.A.C. Rules: 6A-1.0955; 6A-1.09941; 6A-6.014; 6A-6.020; 6A-6.053; 6A-6.03019; 6A-6.0331; 6A-6.09091,

[Case Law (if applicable)]

History: Revised/Adopted September 14, 2021



STATE OF THE SMART PROGRAM

THE PATH FORWARD ▶▶



INTRODUCTION

Rationale

On May 9, 2023, the School Board of Board County passed a resolution for completion of the Safety, Music and Arts, Athletics, Renovation and Technology (SMART) Program.

The Board requested an update on the status of the District's Capital Improvement projects.

Purpose

The item being presented today is to provide the School Board with an update about the SMART Program and the next steps for how Facilities will complete the projects that will potentially be unfinished by October 2025.



2027 STUDENT OUTCOMES FOCUSED

STRATEGIC PLAN

Business Operations and Continuous Improvement

- Safety
- Equity
- Accountability
- School Support

Request of School Board

Discussion on the status of the SMART Program Projects and the path forward.

Financial Impact: There is no financial impact. This item is strictly informational and for discussion purposes only.



TABLE OF CONTENTS



SMART PROGRAM TODAY

SMART By The Numbers
Renovations Update
Financial Update



PROGRAM FORECAST

Project Status Projections
Projects Remaining
Post-Program Planning



THE PATH FORWARD

Opportunities
Strengthening Our Business Partnerships
Proactive & Thorough Planning
Management of Remaining Projects



SMART PROGRAM **TODAY**

SMART BY THE NUMBERS

\$1.65 BILLION INVESTED COUNTYWIDE



SAFETY

IN PROGRESS

✓ Single Point of Entry projects **complete**

🔄 Safety upgrades underway

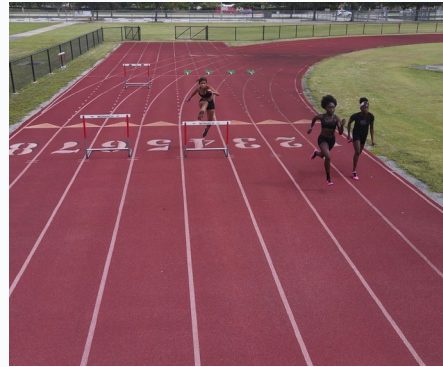


MUSIC & ART

COMPLETE

✓ 60,076 instruments

✓ 40 theater program upgrades



ATHLETICS

COMPLETE

✓ 15 track upgrades

✓ 30 weight room upgrades



RENOVATION

IN PROGRESS

🔄 176 projects in construction

✓ 147 projects in construction closeout



TECHNOLOGY

COMPLETE

✓ 83,362 devices

✓ 13,166 wireless access points

STATUS OF RENOVATIONS

176

Projects in Construction

230

School Choice Enhancements Complete

68

Media Centers Complete

3

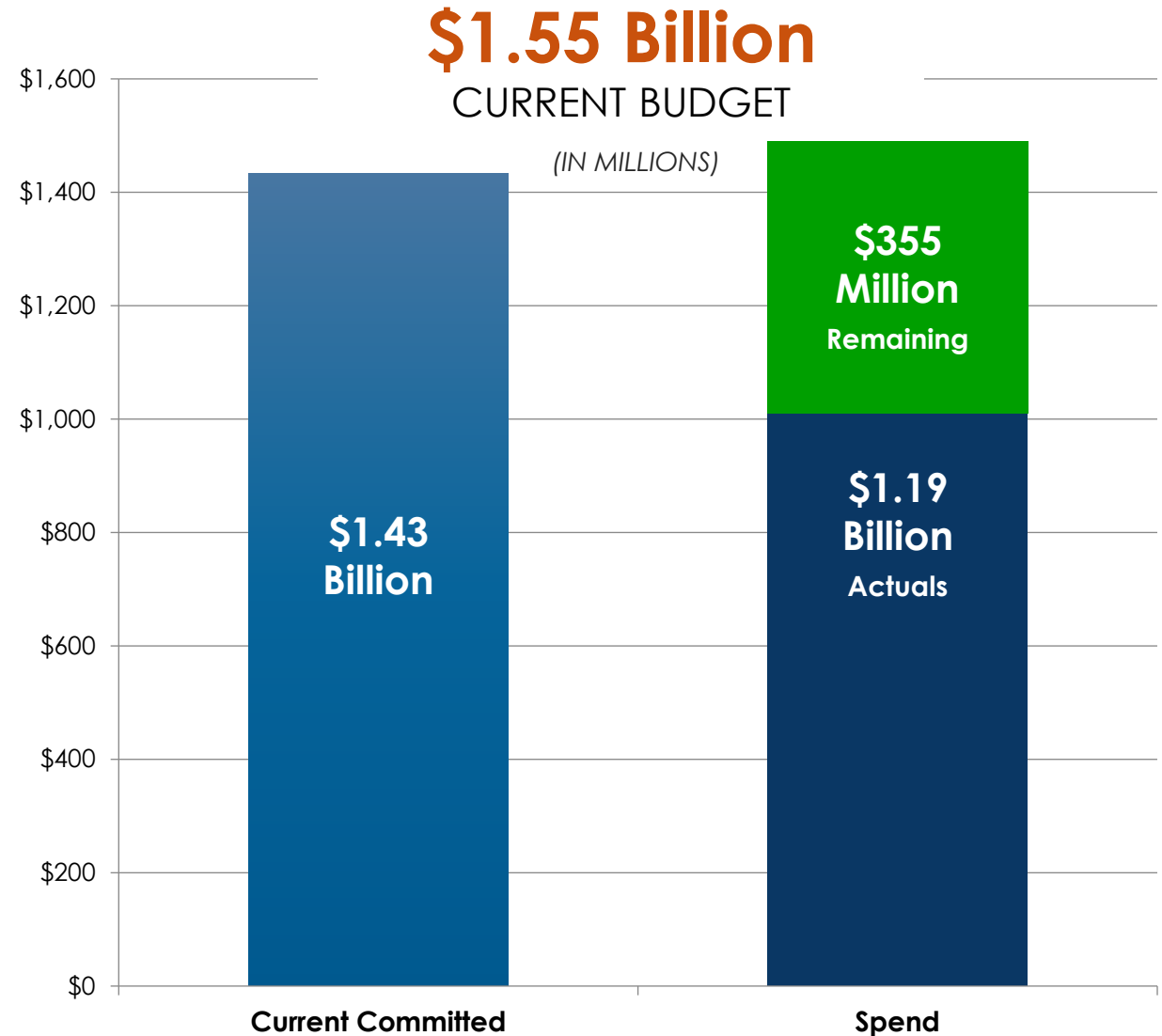
Projects in Design
(Design is 95% Complete)



SMART BUDGET UPDATE

BUDGET SUMMARY FOR SMART PROJECTS

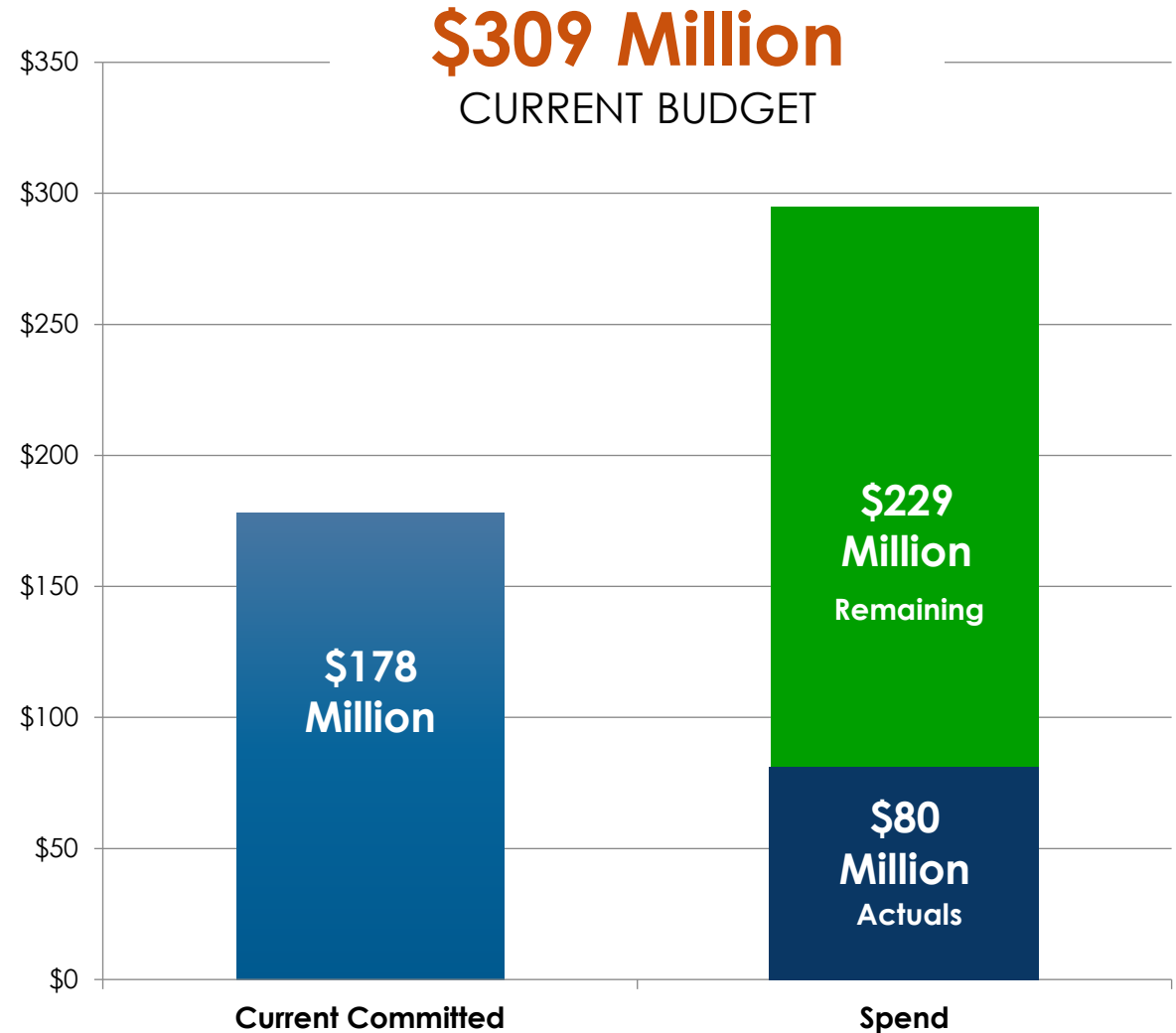
CURRENT BUDGET	\$1.55 Billion
CURRENT COMMITTED	\$1.43 Billion
ACTUALS APPROVED	\$1.19 Billion
REMAINING TO SPEND	\$355 Million



CAPITAL PROJECTS BUDGET UPDATE

BUDGET SUMMARY FOR DEFP CAPITAL PROJECTS

CURRENT BUDGET	\$309 Million
CURRENT COMMITTED	\$178 Million
ACTUALS APPROVED	\$80 Million
REMAINING TO SPEND	\$229 Million



BREAKDOWN OF SPEND



PROGRAM MANAGEMENT

**Includes three PMOR's, one Cost/Program Controls, and two Building Department Consultants*



DESIGN



CONSTRUCTION

ACTUAL SPENT

\$135.72 Million

\$78.99 Million

\$975.32 Million

% OF TOTAL

11%

7%

82%

TOTAL \$1.19 Billion

ECONOMIC IMPACT ON CERTIFIED EMERGING/SMALL/VETERAN/MINORITY/WOMEN BUSINESS ENTERPRISES

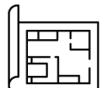
(E/S/V/M/WBE)



TOTAL CUMULATIVE E/S/V/M/WBE COMMITMENT & SPEND

FY15 – PRESENT

\$540,504,628

 **33**

DESIGN FIRMS

\$87 Million

 **44**

CONTRACTORS

\$453 Million

Note: Source data provided by Capital Budget Department

PRIME & EMERGING/SMALL/VETERAN/MINORITY/WOMEN BUSINESS ENTERPRISES PAYMENTS TO DATE (E/S/V/M/WBE)



\$901 Million
PRIME ACTUALS TO DATE

\$394 Million
E/S/V/M/WBE ACTUALS TO DATE

43.7%
E/S/V/M/WBE UTILIZATION



Note: Source data provided by Prime reported payments in the B2Gnow System

STATUS OF RENOVATIONS

SMART PROJECTS

PROJECT
PLANNING

4

\$10.34 M

HIRE
DESIGNER

0

\$0 M

PROJECT
DESIGN

3

\$3.39 M

HIRE
CONTRACTOR

1

\$20.37 M

ACTIVE
CONSTRUCTION

176

\$1.04 B

CONSTRUCTION
CLOSEOUT

147

\$473.66 M

(B = BILLIONS)
(M = MILLIONS)

STATUS OF RENOVATIONS

DEFP PROJECTS

PROJECT PLANNING

18

\$10.07 M

HIRE DESIGNER

10

\$59.11 M

PROJECT DESIGN

27

\$26.00 M

HIRE CONTRACTOR

10

\$27.75 M

ACTIVE CONSTRUCTION

45

\$159.60 M

CONSTRUCTION CLOSEOUT

17

\$30.58 M

(M = MILLIONS)

BIG 3 UPDATE



NORTHEAST HIGH SCHOOL

New classroom addition is complete.
Demolition of old buildings underway.
Culinary restrooms and STEM labs are complete
Roof repairs and fire protection upgrades are in progress.



STRANAHAN HIGH SCHOOL

Interior renovations have been completed in many of the buildings.
Construction is active for the remaining buildings, and **roofing**.
New Cafeteria Building is nearing completion and is expected to open this school year.



BLANCHE ELY HIGH SCHOOL

Construction is complete for the primary renovation.
Renovations to the bus loop and covered walkways are three months ahead of the schedule.

SUMMER CONSTRUCTION HIGHLIGHTS

74 HVAC IMPROVEMENTS

14 ELECTRICAL PANEL REPLACEMENTS

4 MEDIA RENOVATIONS

2 MUSIC ROOMS

1 ART ROOM

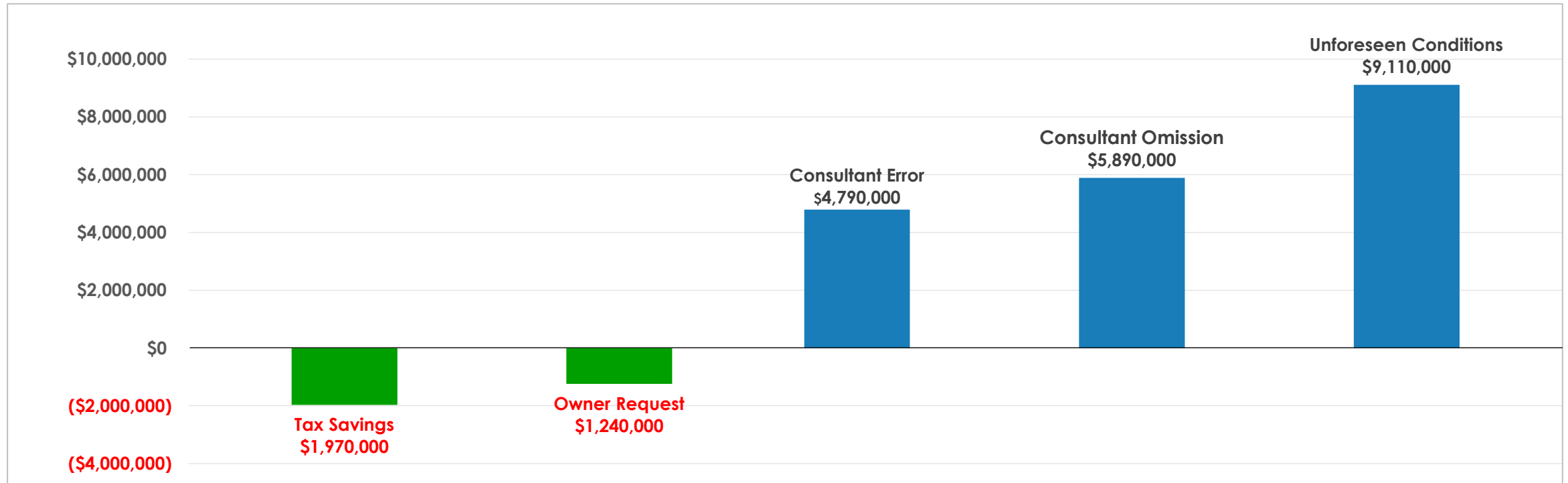


SUMMER CONSTRUCTION HIGHLIGHT VIDEO



←
SCAN HERE to Watch the
Summer Construction
Highlight Video

CHANGE ORDER SUMMARY



(IN MILLIONS)

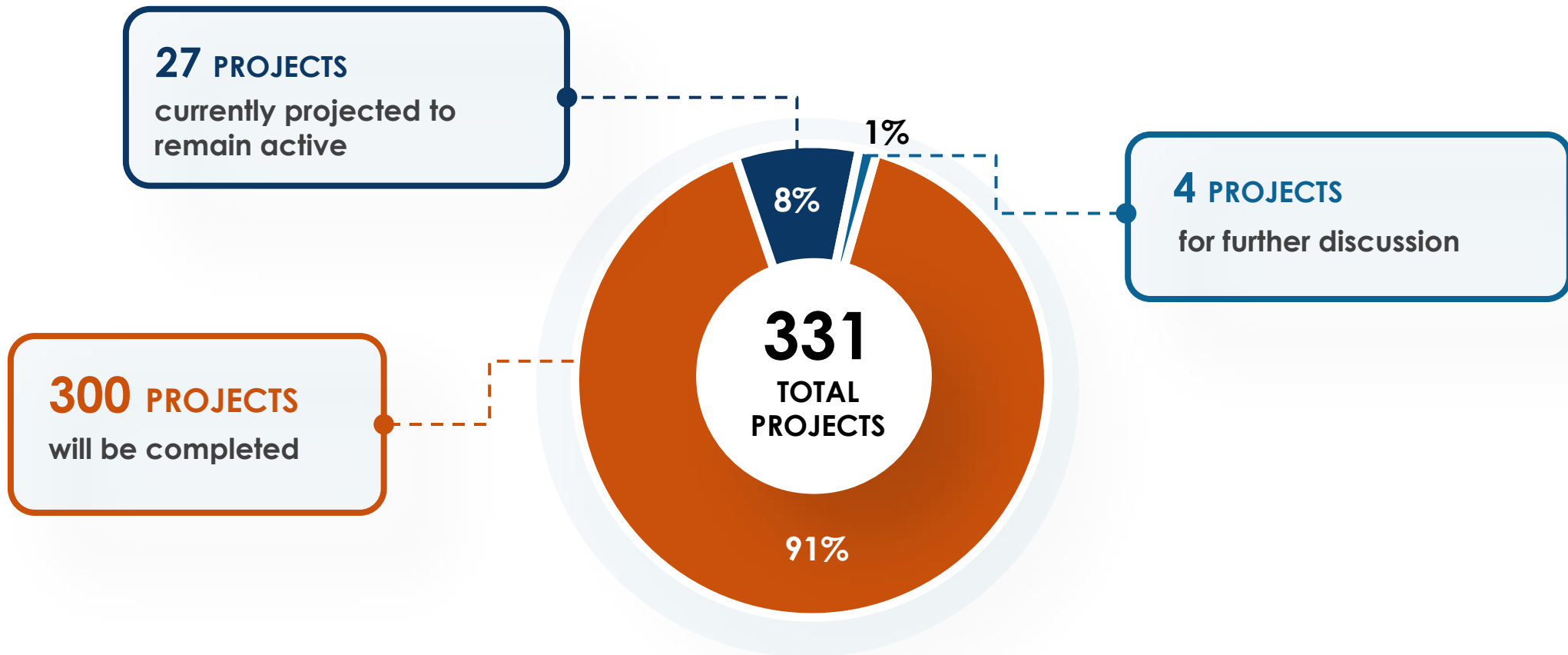
TOTAL CUMULATIVE CHANGE ORDERS **\$16.58 Million**
CHANGE ORDER PERCENTAGE **1.42%**

The industry standard average change order percentage rate is between **8% - 14%** per the Office of the Inspector General.



PROGRAM FORECAST

SMART PROGRAM STATUS



Completed projects are defined as projects where the building has obtained occupancy and is being utilized for its intended use.

PROJECTS TO ROLL INTO DEFP

OCTOBER 2025 & BEYOND

SMART PROJECTS

PAGE 1 OF 2

SCHOOL NAME/ PROJECT	DISTRICT	PROJECTED COMPLETION	CURRENT BUDGET	PROJECTED BALANCE ON 10/31/2025
Dania ES - SMART Program Renovations	1	November-25	\$3,284,000	\$5,000
Lauderdale Manors - Early Learning & Resource Center - SMART Program	5	November-25	\$5,356,000	\$8,000
Deerfield Beach MS - SMART Program Renovations	7	December-25	\$5,750,000	\$420,000
Morrow ES - SMART Program Renovations (Fire Sprinklers & Elec. Imp.)	4	December-25	\$900,000	\$57,000
South Broward HS Bldgs. 1- 11, 16, 17, 18, 20, 22, 23, 24, 25, 26, 27, 28 & Walkways	1	December-25	\$2,240,000	\$138,000
Plantation MS - Electrical	5	December-25	\$125,155	\$9,000
Plantation HS - SMART Program Renovations	5	January-26	\$27,734,280	\$2,662,000
Coral Springs MS - SMART Program Renovations	4	January-26	\$21,151,965	\$1,028,000
Marjory Stoneman Douglas HS - SMART Program Renovations	4	January-26	\$21,414,605	\$1,881,000
McArthur HS - SMART Program Renovations	1	January-26	\$16,844,921	\$1,552,000
Coral Springs HS - GOB Renovations	4	January-26	\$14,934,867	\$761,000
Charles Drew ES - Fire Alarm Replacement	7	January-26	\$1,375,000	\$108,000
Palmview ES - SMART Program Renovations	7	February-26	\$3,232,000	\$710,000
Cooper City HS - SMART Program Renovations	6	February-26	\$11,960,000	\$1,683,000
Stirling ES - SMART Program Renovations	1	February-26	\$6,376,295	\$278,000





SCAN HERE
 Find Your School's **SMART**
Bond Project Status

PROJECTS TO ROLL INTO DEFP (CONTINUED)

OCTOBER 2025 & BEYOND

SMART PROJECTS

PAGE 2 OF 2

SCHOOL NAME/ PROJECT	DISTRICT	PROJECTED COMPLETION	CURRENT BUDGET	PROJECTED BALANCE ON 10/31/2025
Atlantic West ES - AHU Installation (HVAC)	7	February-26	\$985,600	\$175,000
North Lauderdale ES - SMART ADA Restrooms	4	February-26	\$350,000	\$66,000
Charles Drew ES - SMART HVAC Improvements	7	March-26	\$3,650,000	\$773,000
Charles Drew ES - SMART HVAC Improvements 2	7	March-26	\$2,598,055	\$550,000
Atlantic West ES - SMART ADA Restrooms	7	March-26	\$100,000	\$21,000
Lauderhill 6-12 STEM-MED Magnet School - Fire Alarm Replacement	5	March-26	\$600,000	\$147,000
North Lauderdale Pre K-8 - Fire Alarm	4	April-26	\$1,065,000	\$225,000
Lauderhill 6-12 STEM-MED Magnet School - Fire Alarm Replacement	5	April-26	\$2,090,500	\$410,000
Sheridan Technical Center - SMART Program Renovations	1	July-26	\$15,150,000	\$6,341,000
Margate MS - SMART Program Renovations	7	August-26	\$20,373,207	\$2,499,000
Atlantic Technical College & Technical HS- Smart Building Renovations	7	October-26	\$22,599,240	\$6,613,000
Deerfield Beach ES - SMART Program Renovations	7	November-26	\$5,611,445	\$998,000
TOTAL			\$217,852,135	\$30,118,000



SCAN HERE
 Find Your School's **SMART**
Bond Project Status

PROJECTS PENDING FURTHER DISCUSSION

OCTOBER 2025 & BEYOND

SCHOOLS TO BE ROLLED INTO LONG TERM PLANNING

SCHOOL NAME	DISTRICT
Bennett Elementary School	3
Broward Estates Elementary School	5
Glades Middle School	2
North Fork Elementary School	5



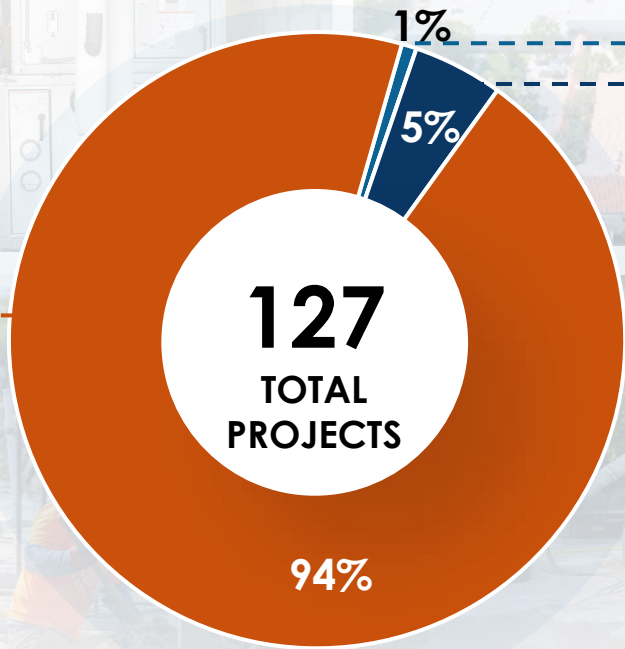
↖
SCAN HERE
Find Your School's **SMART**
Bond Project Status

CAPITAL PROJECTS STATUS

OCTOBER 2025

DEFP PROJECTS

119 PROJECTS
will be completed



1 PROJECT
will remain in design

7 PROJECTS
currently projected
to remain active

Completed projects are defined as projects where the building has obtained occupancy and is being utilized for its intended use.

CAPITAL PROJECTS

OCTOBER 2025 & BEYOND

DEFP PROJECTS

SCHOOL NAME/PROJECT	DISTRICT	PROJECTED COMPLETION	BUDGET	PROJECTED BALANCE ON 10/31/2025
Driftwood ES - Structural Repairs & Roofing	1	December-25	\$3,200,000	\$338,000
C. Robert Markham ES - FPL Vault/Chiller Plant	7	December-25	\$6,800,000	\$656,000
McArthur HS - New Classroom Addition	1	January-26	\$22,435,327	\$2,067,000
C. Robert Markham ES - Replacement of Building 1 and Chiller Yard	7	May-26	\$18,454,556	\$5,779,000
Coral Glades HS - New Auditorium Facility	4	May-26	\$36,900,000	\$22,978,000
James S. Rickards MS - Replacement of Building 1	3	July-26	\$82,703,872	\$21,773,000
Mary M. Bethune ES - Phase 2A & 2B (New Admin Bldg & Demo Existing Admin Bldg)	1	November-26	\$1,466,000	\$1,154,000
Parkway MS - Phase 2 – New Addition	5	December-27	\$41,500,000	\$39,425,000
TOTAL			\$213,459,755	\$94,170,000



SCAN HERE
 Find Your School's
Capital Project Status



THE PATH **FORWARD**

THE PATH FORWARD OPPORTUNITIES



1

ENHANCE RELATIONSHIP WITH THE
BUSINESS COMMUNITY

2

PROACTIVE & THOROUGH
PLANNING

STRENGTHENING OUR BUSINESS PARTNERSHIPS



LOCAL



E/S/V/M/WBE

TARGETED OUTREACH, ENGAGEMENT & COMMUNICATIONS

Education on Doing Business
with the District

Workshops to Listen
and Gain Feedback

Reduced Barrier Strategies
(e.g., Prompt payment process, etc.)

COACHING & DEVELOPMENT

Capacity Building Programs
(e.g., Mentor-Protégé Programs,
Joint Ventures, etc.)

Certification Assistance

Coaching Workshops

PROACTIVE AND THOROUGH PLANNING



FACILITIES CONDITION ASSESSMENT

Comprehensive identification of facilities needs

Leveraging data to make informed decisions



LONG-TERM STRATEGIC PLANNING

Building upon successful elements of the SMART Program to enhance future efforts

Strengthening forecasting of timelines and costs



EARLY COMMUNITY COLLABORATION

Additional avenues to gain consensus

Continued transparency in decision-making

MANAGEMENT OF REMAINING PROJECTS

OCTOBER 2025 & BEYOND

OPTIONS

INTERNAL

BCPS STAFF

HYBRID

STAFF AUGMENTATION

EXTERNAL

PMOR CONSULTANT

STRENGTHS

<ul style="list-style-type: none"> Familiarity with District Needs Consistency & Accountability Cost Savings Control and Communication
<ul style="list-style-type: none"> Resource Optimization Internal Controls Balanced Expertise Enhanced Accountability
<ul style="list-style-type: none"> Expertise Flexibility in Staffing Specialized Skills Cost Efficiency

WEAKNESSES

<ul style="list-style-type: none"> Budget Constraints Capacity Constraints
<ul style="list-style-type: none"> Cost Management Complex Management (Internal/External Staff)
<ul style="list-style-type: none"> Less Control Higher Cost Integration Challenges

OPPORTUNITIES

<ul style="list-style-type: none"> Skill Development Cost Savings Long-Term Benefits
<ul style="list-style-type: none"> Innovation Scalability Skills Development
<ul style="list-style-type: none"> Innovation Scalability

THREATS

<ul style="list-style-type: none"> Knowledge Gaps Overburdened Staff
<ul style="list-style-type: none"> Dependency Communication
<ul style="list-style-type: none"> Dependency Integration

PROGRAM MANAGER OWNER'S REPRESENTATIVE (PMOR) CONTRACT TO EXPIRE **OCTOBER 2025**

Q & A



The School Board of Broward County Florida

Lori Alhadeff, Chair
Debra Hixon, Vice Chair

Torey Alston
Brenda Fam, Esq.
Daniel P. Foganholi
Dr. Jeff Holness
Sarah Leonardi
Nora Rupert
Dr. Allen Zeman

Dr. Howard Hepburn, Superintendent of Schools



SCAN HERE
Learn More About
The **SMART** Program

BCPSSMARTFUTURES.COM

The graphic features a QR code with a blue border. To its right, an orange arrow points to the text 'SCAN HERE'. Below this, the text 'Learn More About The SMART Program' is displayed. At the bottom, a white rounded rectangle contains the website address 'BCPSSMARTFUTURES.COM' in bold black text, followed by a blue magnifying glass icon with a white mouse cursor pointing at it.

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158



Facility Planning and Real Estate Department

SPOT SURVEY

for

Tedder Elementary School

Vacant Trails End Site

Vacant Land at Town of Southwest Ranches

Presented By:

Wanda F. Paul, Chief Operations and Facilities Officer

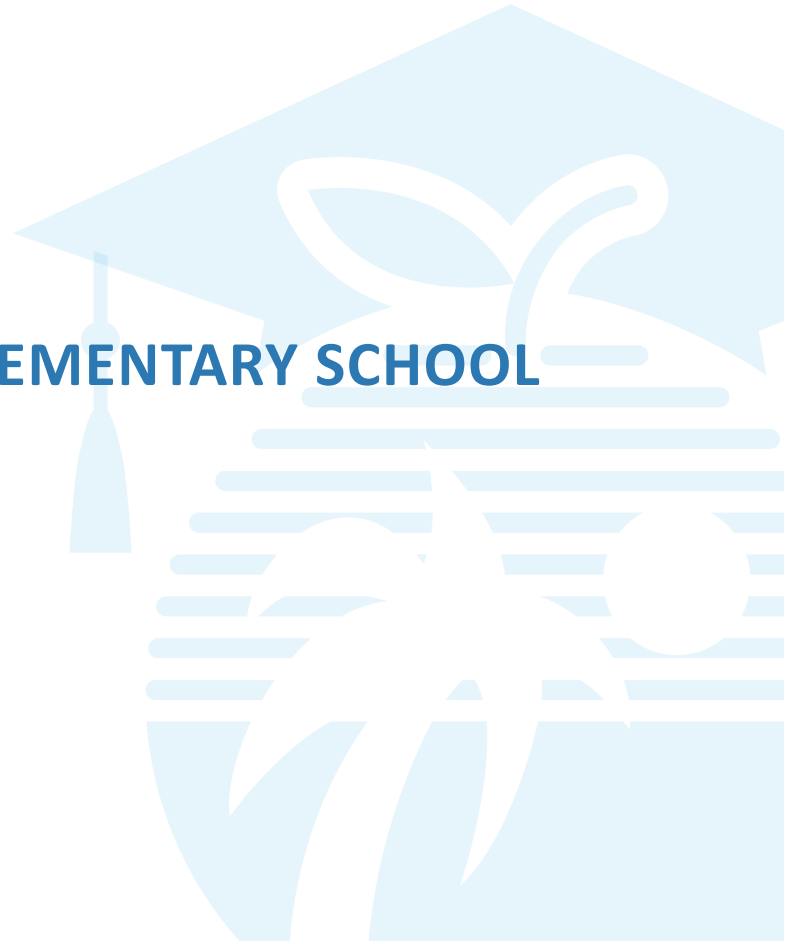
Office Of Facilities & Construction

Chris O. Akagbosu, Director, Facility Planning and Real Estate Department

August 27, 2024

PART 1

BUILDING NO. 19 AT TEDDER ELEMENTARY SCHOOL



SPOT SURVEY - BUILDING NO. 19 AT TEDDER ELEMENTARY SCHOOL

❖ Purpose:

- To discuss the amendment of the 2021-2026 Broward County Public Schools Educational Plant Survey Report (Plant Survey), via a spot survey to enable the following:
 - The demolition of Building No. 19 (4,610 square foot) at Tedder Elementary School site to indicate that the Building is no longer needed for educational purposes.
- It is required that all amendments to the Plant Survey must be presented and discussed at a School Board Workshop.

❖ Background:

- Building No. 19 site was constructed at Tedder Elementary School in 1964.
- The Building replacement study was prepared by Jorge A Gutierrez Architect LLC and received by the Office of Educational Facilities (OEF) on February 8, 2024. OEF concurs with the recommendation that replacing Building No. 19 is more economical than rehabilitating it.

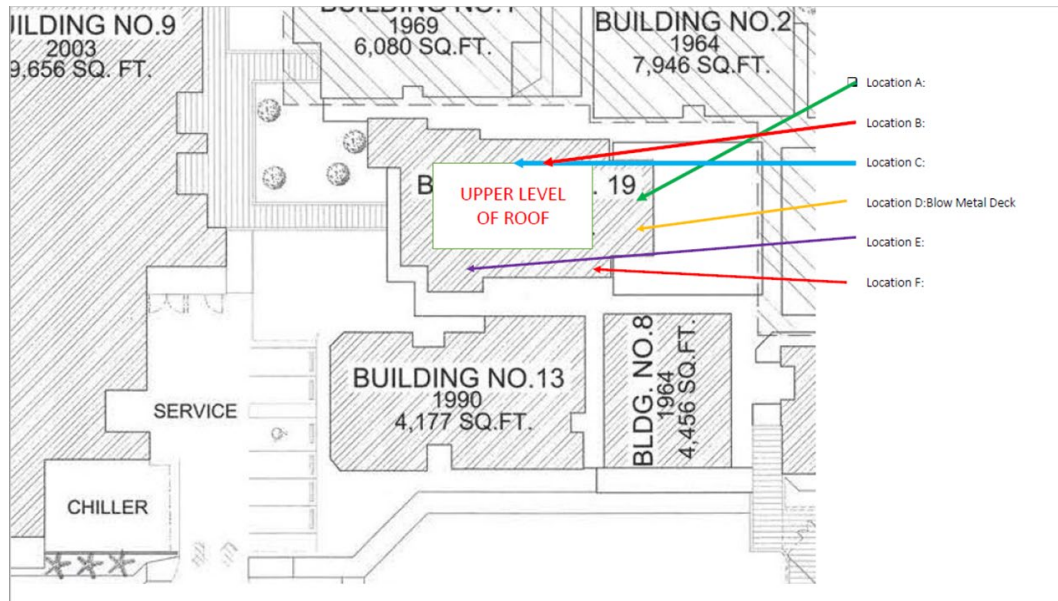
❖ End Goal:

- The goal upon amendment of the Plant Survey and the implementation of subsequent required steps is to demolish Building No. 19 at Tedder Elementary School.



TEDDER ELEMENTARY SCHOOL

SITE	LOCATION	SIZE OF BUILDING	CURRENT USE	BUILDING	RECOMMENDATION	BUILDING CLASSIFICATION
Tedder Elementary School	4157 NE 1st Terrace, Pompano Beach, Florida 33064	4,610 SF	Administration/ Classrooms	No. 19	OEF concurs with the recommendation that replacing the Building is more economical than rehabilitating it. The building replacement study was prepared by Jorge A. Gutierrez Architect LLC and received by the OEF on February 8, 2024.	This recommendation does not classify the Building No. 19 as unsatisfactory. Supporting documentation is required to change the classification.



SPOT SURVEY - BUILDING NO. 19 AT TEDDER ELEMENTARY SCHOOL

❖ Next Steps

- ❑ **If the School Board directs staff to proceed with conducting the spot survey, the steps indicated below will be implemented:**
 - A Board Item will be scheduled at the October 15, 2024, Regular School Board Meeting (RSBM) for the School Board's consideration/approval to conduct the spot survey.
 - Upon School Board approval, the spot survey will be submitted to the Florida Department of Education (FDOE) for validation of the Plant Survey.
 - Upon validation by the FDOE, schedule another Board item at a subsequent RSBM for the School Board to surplus Building No. 19.
 - Upon surplus of the Building, and the implementation of additional required steps, an order to demolish Building No. 19 will be granted to Physical Plant of Operation (PPO) Department to schedule the demolition of Building No. 19.



PART 2

VACANT TRAILS END SITE



SPOT SURVEY FOR THE VACANT TRAILS END SITE

❖ Purpose:

- To discuss the amendment of the 2021-2026 Broward County Public Schools Educational Plant Survey Report (Plant Survey), via a spot survey to enable the following:
- The disposal of the 10.14 acres vacant Trails End site to indicate that it is no longer needed for educational purposes.
- Requirements are that all amendments to the Plant Survey must be presented and discussed at a School Board Workshop.

❖ Background:

- The vacant Trails End site was purchased on March 1, 2006, with the intent of constructing an elementary school.
- Subsequently in 2007, the planned elementary school (Heron Heights Elementary School) was built at its present location. Since then, the Trails End site has remained vacant.

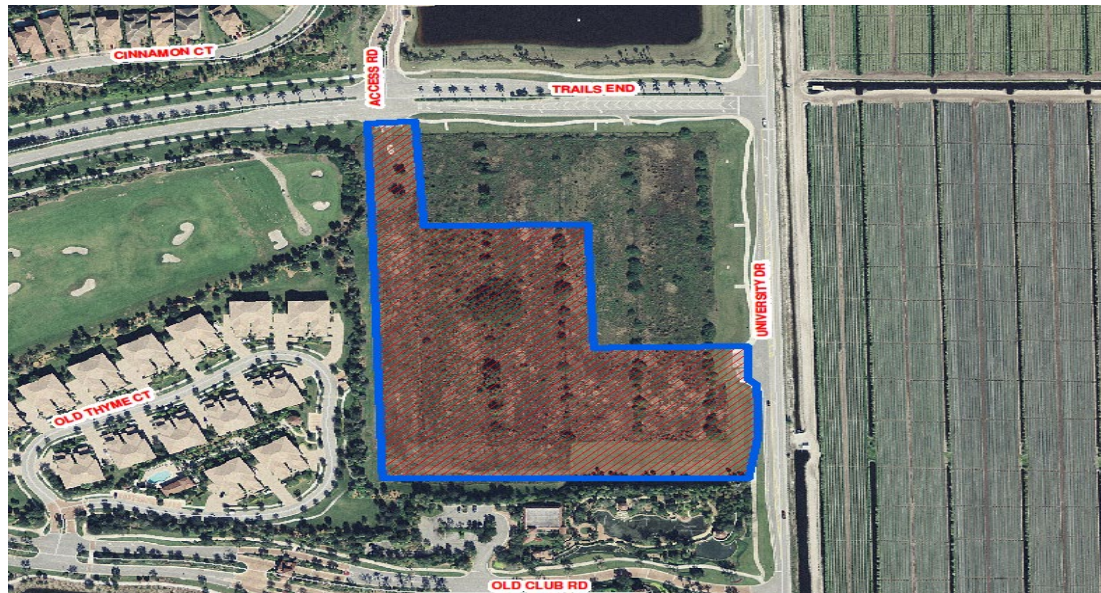
❖ Intent:

- The intent, upon amendment of the Plant Survey and the implementation of subsequent required steps is to market and sell the vacant Trails End site.



THE VACANT TRAILS END SITE

SITE	LOCATION	SIZE	CURRENT USE	Minimum Asking Price	ZONING	LAND USE	RESTRICTIONS	COMMENTS
Trails End	7625 University Drive City of Parkland	10.14 Acres	Vacant	\$13,937,500.00	CF Community Facility District	Commercial	The site was purchased in 2006 for a total amount of \$5,875,832.75 , with \$5,025,832.75 via Certificate of Participation (COPS), and \$850,000.00 as contribution from the City of Parkland. Per the Capital Budget Department, the School Board has paid off this COPS obligation	Resolution passed by the City stated that if closing did not occur during the acquisition of the Trails End site, the School Board shall reimburse the City of Parkland the \$850,000.00. Of note was that closing did occur to acquire the site.



GENERAL STEPS IMPLEMENTED IN THE SALE OF SCHOOL BOARD OWNED SURPLUS REAL PROPERTY

- ❖ **Upon the directive to the Facility Planning & Real Estate (FP&RE) Department through the Superintendent to dispose (sell) of Broward County Public Schools (BCPS) real property (land or building), the Department implements the general steps delineated below:**
 - a. Review relevant real estate documents that pertain to the subject real property.
 - b. Work with the School Board Cadre Attorney to conduct pre-agreement title search regarding the real property.
 - c. Order professional services (if necessary, survey and thereafter, appraisal(s) for the real property, etc.).
 - d. Convene the Negotiations Parameters Committee (NPC) meeting and present the appraisal(s) to the NPC for the purposes of the NPC to establish the minimum asking price for the real property.
 - e. Make presentation at a School Board workshop regarding amendment of the currently effective BCPS Educational Plant Survey via a spot survey for the real property.
 - f. If the Board's directive from the School Board workshop is to proceed with the spot survey, schedule a Board item at a determined Regular School Board Meeting (RSBM) which seeks School Board authorization to conduct the spot survey regarding the real property. In alignment with applicable Florida statutes, the Board item will indicate that the real property is no longer needed for educational purposes.
 - g. Upon the approval of the Board item by the School Board, submit the spot survey to the Florida Department of Education (FDOE) for validation/approval of the spot survey.



GENERAL STEPS IMPLEMENTED IN THE SALE OF SCHOOL BOARD OWNED SURPLUS REAL PROPERTY

- h. Upon the approval of the spot survey by the FDOE, schedule a Board item at a determined RSBM with request for the School Board to surplus the real property.
- i. Upon the School Board approving the surplus of the real property, coordinate with the Procurement & Warehousing (P&W) Department to generate bid document and advertise the bid towards marketing/sale of the real property.
- j. Upon the conclusion of the P&W Department bid process and the selection of the successful bidder, the P&W Department schedules a Board Item at a determined RSBM for the School Board to formally approve the selection of the successful bidder (awardee).
- k. Schedule a Board Item at a determined RSBM for the School Board to formally consider/approve the Agreement of Sale and Purchase (Agreement) between the School Board and the awardee, which Agreement delineates provisions for the sale of the real property to the awardee, and the obligations of both parties.
- l. After the Agreement becomes effective, implement the provisions and timelines (including inspection and governmental approval periods) contained in the Agreement.
- m. Upon closing on the real property, proceeds from the real property that are due from the awardee is transmitted to the BCPS Treasurer's Office for processing and deposit.
- n. Post closing processes which includes written communication to applicable BCPS departments to advise that BCPS no longer owns the subject real property, and the delineation of the same in relevant FP&RE Department databases.



NEXT STEPS TO BE IMPLEMENTED IN THE SALE OF THE VACANT TRAILS END SITE

- ❖ **If staff is directed to proceed with conducting the spot survey, steps delineated below will subsequently be implemented:**
 - A Board Item will be scheduled at the October 15, 2024, RSBM for the School Board's consideration/approval to conduct the spot survey.
 - After approval of the Board item, submit the spot survey to the FDOE for validation of the Plant Survey.
 - Upon validation by the FDOE, schedule another Board item at a subsequent RSBM for the School Board to surplus the vacant Trails End site.
 - Upon surplus of the site, the FP&RE Department will work with the Procurement & Warehousing Department to market and sell the parcel of land, and implement the applicable steps delineated herein.



PART 3

VACANT LAND AT TOWN OF SOUTHWEST RANCHES



SPOT SURVEY FOR VACANT PARCEL OF LAND AT TOWN OF SOUTHWEST RANCHES

❖ Purpose:

- Discuss the amendment of the 2021-2026 Broward County Public Schools Educational Plant Survey Report (Plant Survey), via a spot survey to enable the following:
- The disposal of a portion of the 30.1-acre School Board owned vacant parcel of land, located in the Town of Southwest Ranches (Town), to indicate it is no longer needed for educational purposes.
- Comply with requirement that all amendments to the Plant Survey must be presented and discussed at a School Board Workshop.

❖ Background:

- The 30.1-acre was purchased on February 27, 2006, from the Town, with the intent of constructing a high school to relieve designated surrounding overcrowded high schools.
- However, on February 28, 2006, the School Board purchased another site, and subsequently, proceeded to construct West Broward High School in 2007. As such, the parcel of land has since remained vacant.
- Currently, the parcel has a deed restriction which restricts development on the land to **ONLY** an educational facility.



SPOT SURVEY FOR VACANT PARCEL OF LAND AT TOWN OF SOUTHWEST RANCHES

❖ Background:

- A few months ago, Town officials approached staff and expressed desire for Broward County Public Schools (BCPS) to lease a portion of the land to the South Florida Wildlife Center (SFWC).
- The intent of such lease is to enable the SFWC to build a Wildlife Center to include two-story hospital to treat injured animals, including their rehabilitation.
- Summary data about the SFWC are as follows:
 - The primary mission of the SFWC is the rescue, rehabilitation, release of native and injured wildlife, educating the public about environmental issues, the ecosystem, and foster peaceful co-existence with wildlife in the local communities.
 - Data obtained from the SFWC indicates that in 2023, 41 BCPS schools, consisting of between 1,700 to 2,500 students took field trips to the SFWC.
- Currently, staff is conducting additional due diligence on the land and continuing discussions with the Town and the SFWC regarding the potential ground lease.
- If discussions result in an eventual ground lease, the Town will simultaneously lift the current deed restriction on the entire parcel of land.

❖ Intent:

- Upon the amendment of the Plant Survey and the implementation of subsequent required steps, BCPS would proceed to market and sell the remaining parcel of land.



A SUMMARY DATA ON THE VACANT PARCEL OF LAND

SITE	LOCATION	SIZE	CURRENT USE	TAXABLE VALUE	ZONING	LAND USE	RESTRICTIONS	COMMENTS
Vacant Parcel of School Board Owned Land at Southwest Ranches	SW 190 th Avenue and Sheridan Street, Southwest Ranches, Florida 33332	30.1 Acres	Vacant	\$10,156,620.00	CF Community Facility District	Commercial	The site was purchased on 2/28/2006 for \$4,439,000.00 via Certificate of Participation (COPS). Per the Capital Budget Department, \$1,558,257.00 of the COPS is currently outstanding, with an interest amount of \$130,053.	Town officials have in current discussions with BCPS staff agreed to lift the current deed restrictions on the entire parcel of land if the School Board agrees to lease a portion of the vacant land to the SFWC



GENERAL STEPS IMPLEMENTED IN THE SALE OF SCHOOL BOARD OWNED SURPLUS REAL PROPERTY

❖ **The general steps to sell the vacant parcel of land located at the Town of Southwest Ranches would be the same steps as delineated on Slides Nos. 9 and 10.**



NEXT STEPS

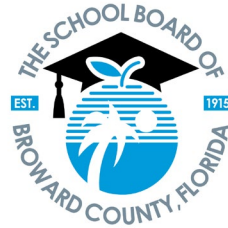
SPOT SURVEY FOR VACANT PARCEL OF LAND AT TOWN OF SOUTHWEST RANCHES

- ❖ **If staff is directed to proceed with conducting the spot survey, steps below will be implemented:**
 - After successful discussions with Town officials and SFWC, the FP&RE Department will proceed to do the following:
 - Obtain survey for parcel slated for ground lease; and another survey for parcel slated for sale
 - Submit documents to Broward County Property Appraiser's Office to separate each parcel and assign individual folio numbers
 - Obtain appraisals for each parcel
 - Schedule a Board Item tentatively at the November or December 2024, RSBM for the School Board's consideration/approval to conduct the spot survey.
 - After approval of the Board item, submit the spot survey to the FDOE for validation of the Plant Survey.
 - After validation by the FDOE, schedule another Board item at a subsequent RSBM (tentatively December 2024) for the School Board to surplus the parcel slated for sale.
 - Upon the surplus, the FP&RE Department will coordinate with Procurement & Warehousing Department to market and sell the remaining parcel of land, and implement additional required steps delineated herein.



QUESTIONS





Lori Alhadeff, Chair
Debra Hixon, Vice Chair

Torey Alston
Brenda Fam, Esq.
Daniel Foganholi
Dr. Jeff Holness
Sarah Leonardi
Nora Rupert
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or email eeo@browardschools.com.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com.





Established 1915

BROWARD
County Public Schools

Redefining Our Schools

THE PATH FORWARD



RATED
SCHOOL DISTRICT

BELIEVE

EMPOWER

ACHIEVE



GOAL COMMU
GOAL TEAM MISSION
WARD COMMUNITY MI
D TEAM VISION
ON GOAL COMMUN
N GOAL C
VISION GOAL C
GOAL COMMUNITY A
GOAL CC
VISION GOAL COMMU

Superintendent's Redefining Goals

- Be the “Choice” for Students and Families
- Offer Innovative Programs where Students Live
- Optimize Student Outcomes and Experiences
- Promote Equity in Resource Allocation
- Reduce BCPS Footprint to Align with Enrollment
- Optimize Facilities Utilization
- Strengthen Capital Reserves
- Exhibit Fiscal Responsibility



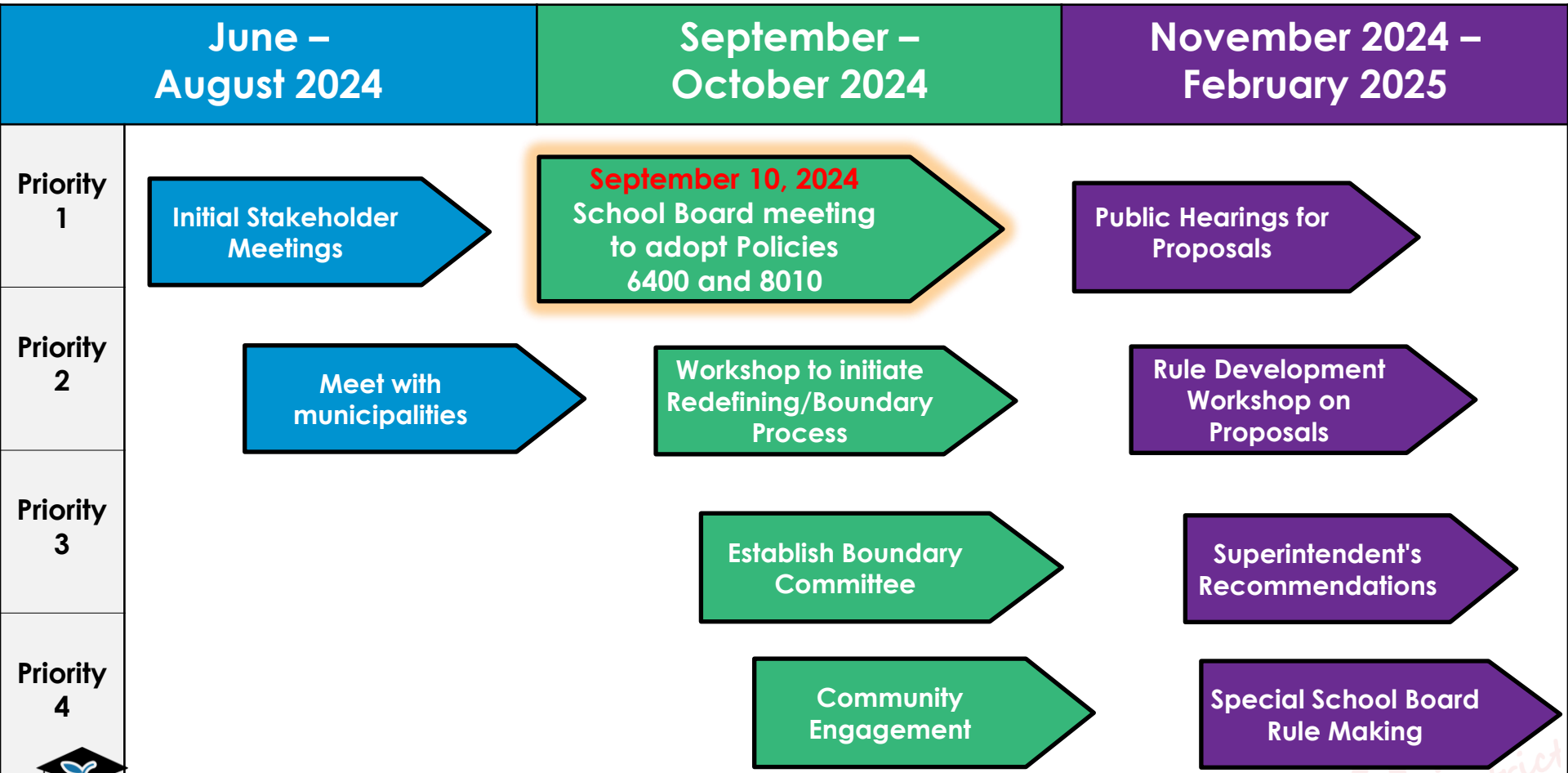
Direct the Superintendent of Schools to take action Districtwide to:

1. Expand programmatic options at our schools
2. Recommend the closure of a minimum of five schools
3. Develop a plan to attract students back to our schools for the 2025-2026 school year
4. Approve the recommended timeline



Revised Implementation Timeline

Redefining Our Schools 



Community at Large Meetings Held to Date:

- **Municipalities**

- 6/20/24 - City Managers
- 6/20/24 - Broward League of Cities
- 6/26/24 - City of Hallandale Beach Civic Association
- 8/7/24 - Mayoral & City Managers Roundtable

- **District Committees and Advisory Chairs**

- 6/26/24 and 8/8/24

- **Faith-Based Community**

- 8/13/24 - Bless Broward

- **Community Stakeholders**

- 6/26/24 - Memorial Healthcare System
- 7/22/24 - Junior Achievement World of South Florida
- 8/20/24 - Museum of Discovery & Science, Broward Center for the Performing Arts

Stakeholder Engagement September and October 2024

- District Advisories and Committees
- Municipalities with Trends of Under-enrollment
- Individual School Level Meetings (non-concurrent) at Identified Schools to Discuss Opportunities to Explore
- Meetings with Administration, Faculty and Staff at Identified Schools
- Faith-Based Leaders, Civic Organizations, Parent Advisories, Business and Industry Partners, and Community at Large



Targeted Stakeholder Involvement

Programmatic Redefining

- Administrative or Operational in nature, reviews educational goals of the District
- Focus on curriculum development, program impact, extracurricular activity opportunities
- Public collaborative meetings with a quorum to learn about programming options and provide feedback
- Stay informed on school improvement efforts

Repurposing

- Reviews policies that guide District-wide procedures
- Makes recommendations regarding school sites for repurposing
- Ultimately must be approved by Board action
- Committed to learning about enrollment trends, current school site capacities, and creating equitable support services for concrete student outcomes



Value-Added Program Review

Magnet and Innovative Programs Review

- Enrollment Data
- Support Efforts and Programming
- Funding Models of Magnet Schools
- Student Outcomes
- Program Transportation
- Feeder Pattern Coherence
- Regionalize Programs for Operational Efficiency and Fiscal Responsibility



Pathways for Attracting Students

The plan will consider:

1. Grade Reconfigurations K-8 and 6-12
2. Expanded Pre-K Program Options
3. Gifted High-Achieving School Models
4. Dual-Language Feeder Patterns
5. Visual & Performing Arts Programs
6. Expanded Montessori Program Options
7. State of the art Sports Complexes/Support Programs
8. Regional Industry/Career-Focused Pathways
9. STEM/STEAM Academies
10. Collegiate Academy Feeder Patterns



Redefining Our Schools: Marketing Plan

Redefining Our Schools ↑

A year-round Marketing Campaign is being developed to promote the innovative schools and programs and world-class education opportunities available at Broward County Public Schools.*

The campaign's overarching goals are to RETAIN, RECRUIT AND RECAPTURE students, reach new prospective families and grow total enrollment.

Leverages a mix of paid and owned channels to amplify our message, optimize ROI, and grow market share vs. charters and private schools through:

- District-owned platforms including BECON-TV, social media, website placements, earned media, and word-of-mouth outreach in our community,
- High-impact paid buys on local television, radio and digital media and targeted VOD, YouTube, and digital and social media units reaching Broward households with school-age children, and
- Out of Home placements in movie theater previews.

Campaign also includes school-based marketing collateral, turnkey templates and customer service tools.

BCPS-Owned Channels	
BECON-TV/WKPX Radio	Parent Organizations
District & School websites	Word-of-Mouth
District Social media accounts	Brand Ambassadors
Earned media (PR)	Friend-get-a-Friend
ParentLink Emails & Texts	Alumni Outreach
Municipal Partners	Volunteers
Community Partners	School Open Houses

Paid Media



Customer Service Standards

ATTITUDE • BEHAVIOR • COMMUNICATION



CUSTOMER SERVICE

Purpose: To provide a positive, engaging, and caring experience to all stakeholders.

ATTITUDE	BEHAVIOR	COMMUNICATION
A	B	C
Be Positive	Be Mindful	Be Responsive
Greet all customers with a positive attitude and create a welcoming environment.	Be consciously present and demonstrate value and respect to all customers.	Provide all customers options for immediate assistance and provide exceptional service.
Show Professionalism	Value all stakeholders	Exceed Expectations



Customer Service Standards

Attitude- Be Positive

- Every customer will be greeted with a smile and a warm, friendly attitude.
- We will create welcoming environments by being considerate, polite, and attentive in all our actions.
- We will answer phone calls in a friendly and helpful manner.
- We will build positive relationships with all customers.

Behavior- Be Mindful

- We will be courteous and respectful during our interactions.
- If we are serving another customer, we will ask the next customer to please wait until we are finished.
- We will guard the confidentiality and privacy of our students and their families.
- We will do our best to provide a bilingual staff member to assist customers who speak a language other than English.

Communication- Be Responsive

- We will return phone calls and emails within **ONE** business day and keep customers informed of the progress of their requests.
- We will be mindful of customers' needs. When staff who normally handle specific requests are out of the office, we will provide customers with alternative options for immediate assistance.
- We will communicate with customers in a variety of ways.
- We will communicate in an open, courteous and respectful manner.



Customer Service Initiatives Timeline

<p>Customer Service Initiative</p> <ul style="list-style-type: none"> • Establish Customer Service Standards (CSS) • Establish CSS Norms & Expectations • Create one-page flyer 	<p>July 2024</p>
<p>Phase 1 – Districtwide Campaign - Start Simple</p> <ul style="list-style-type: none"> • 1 - Greet with a smile • 2 - Standard greeting • 3 - Respond within ONE business day • 4 - Continuous onsite customer rating feedback 	<p>September 2024</p>
<p>Phase 2 – Pilot Schools for Enhanced Strategies</p> <ul style="list-style-type: none"> • Strategies for select low enrolled schools • Provide additional training and resources • Monitor and provide feedback • Implement a continuous improvement cycle 	<p>January - July 2025</p>
<p>Phase 3 – Districtwide Expansion of Enhanced Strategies</p> <ul style="list-style-type: none"> • Create Training Models • Expand to additional schools • Monitor and provide feedback 	<p>July 2025</p>



Policy 5000 (8010) Considerations

Per policy, schools that are being considered for repurposing, consolidation, and/or closing shall be identified using one (1) or more of the following considerations:

1. Operational Cost:

- Overall financial impact on the District
- Cost-effectiveness, including capital outlay
- Adjacent capacity, transportation requirements, and historical/projected enrollment for affected areas

2. Under-Enrollment:

- Enrollment below 70% of permanent FISH capacity
- A five-year trend of enrollment below 70%
- Projected to remain below 70% for the next five years

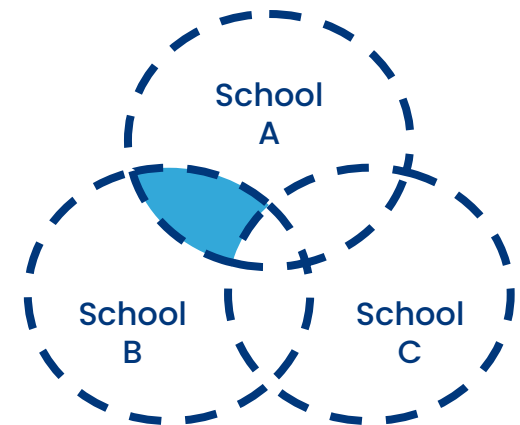
3. Facility Condition:

- Poor general condition or educationally obsolete design
- Large capital outlay required for continued operation
- Exceptional amounts of capital outlay needed



Opportunities to Explore

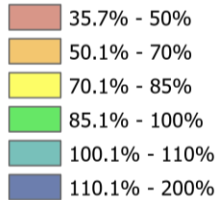
1. Board Consensus Around School Utilization Below 70%
2. For Schools Below 70%: Is there sufficient adjacent capacity for consolidating schools?
3. Other Data Elements to Consider:
 - Facility Condition/Cost of Renovation or Replacement (Per Policy 5000/8010)
 - Operational Cost/Cost Per Pupil (Per Policy 5000/8010)
 - Historical Significance



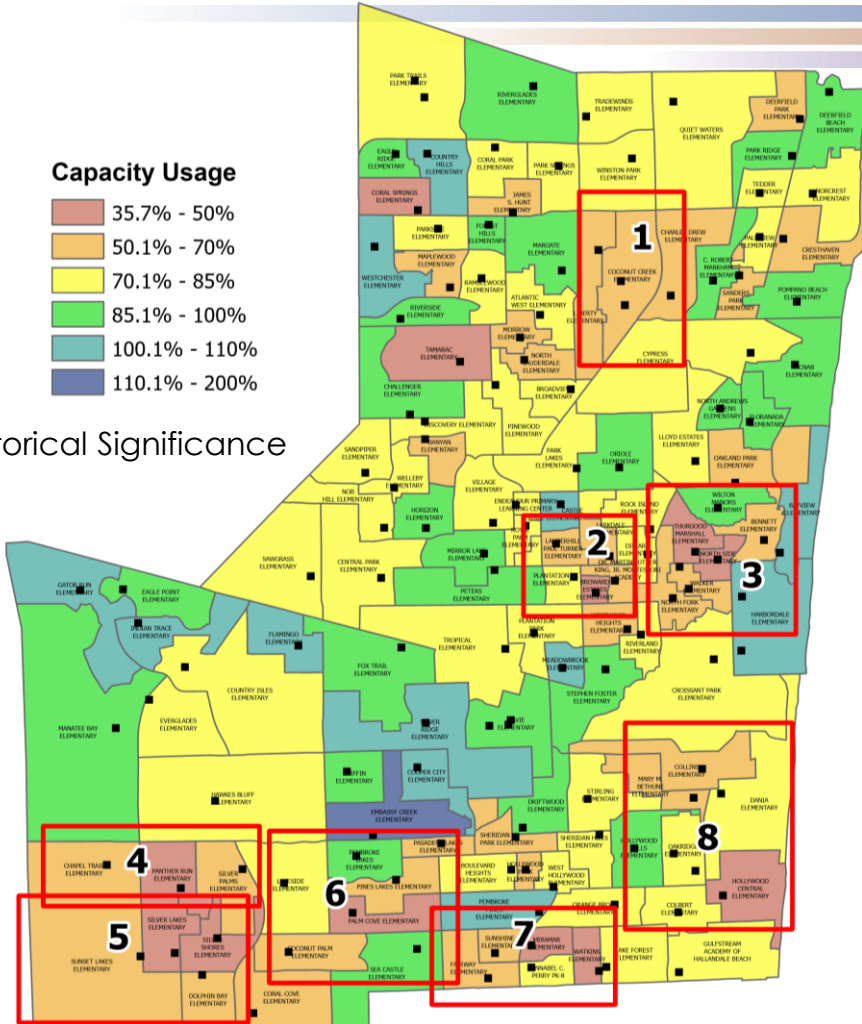
Opportunities to Explore Elementary Schools

Redefining Our Schools

Capacity Usage



*Historical Significance

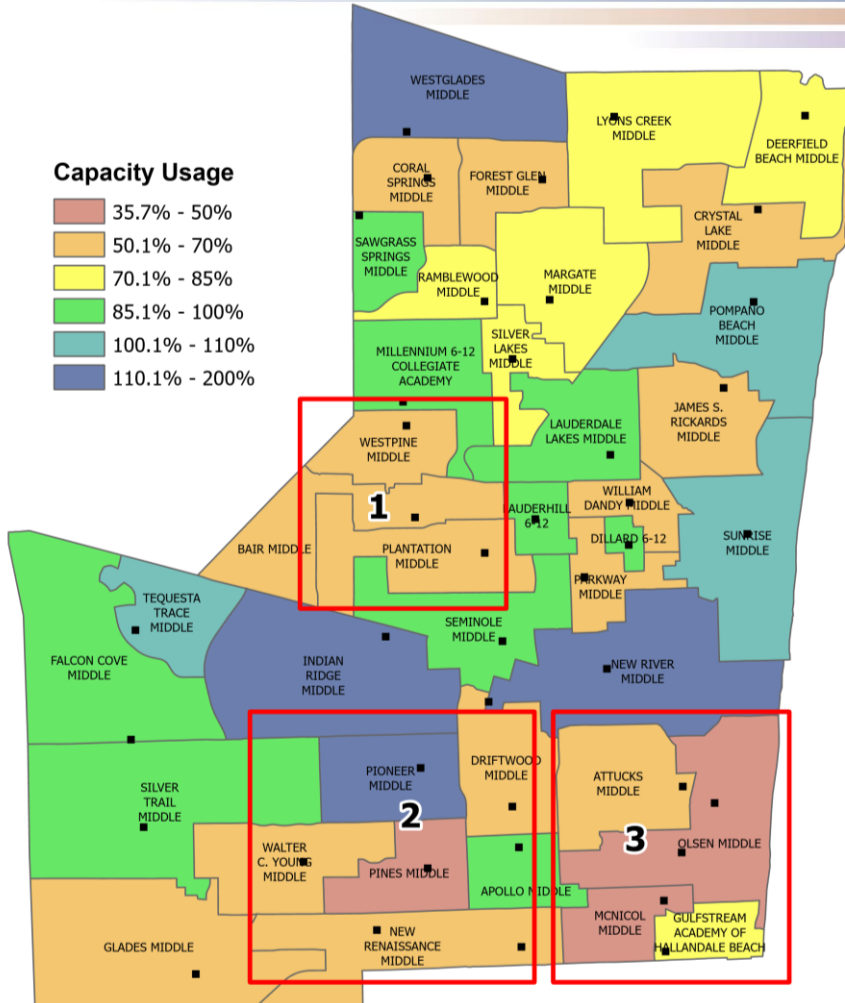


Cluster 1	*Charles Drew, Coconut Creek, Liberty
Cluster 2	Broward Estates, Dr. Martin Luther King, Jr., Larkdale, Lauderhill Paul Turner, Westwood Heights
Cluster 3	Bennett, North Fork, *North Side, Thurgood Marshall, *Walker
Cluster 4	Chapel Trail, Panther Run, Silver Palms
Cluster 5	Dolphin Bay, Silver Lakes, Silver Shores, Sunset Lakes
Cluster 6	Coconut Palm, Coral Cove, Palm Cove, Pasadena Lakes, Pines Lakes
Cluster 7	Fairway, Miramar, Sunshine, Watkins
Cluster 8	*Collins, Hollywood Central, *Mary M. Bethune



Opportunities to Explore Middle Schools

Redefining Our Schools



Cluster 1	Bair, Plantation, Westpine
Cluster 2	Driftwood, Glades, New Renaissance, Pines, Walter C. Young
Cluster 3	*Attucks, McNicol, Olsen

*Historical Significance

Capital Projects Updates

- Preliminary facilities costs for all schools within identified clusters
- Once specific schools are identified within each cluster, facilities assessments can be done on those sites
- District-level facility assessment anticipated to be completed early 2026 (18-month project)



Surplussing Properties Update

Redefining Our Schools 

Name	Location	Size in Acres	Municipality	Status
Technology & Support Services Facility	W Oakland Park Blvd and W Atrium	3-Floor Bldg., 147,736 Sq. Ft.	Sunrise	Appraisal
Technology & Support Services Center Annex	W Oakland Park Blvd and W Atrium	4-Floor Bldg., 49,103 Sq. Ft.	Sunrise	Under consideration for repurposing/sale/lease.
Coral Springs High Acreage Site	N Rock Island Rd and W Sample Rd	2.86	Coral Springs	Under contract to Predesco Property Investments, LLC. Original closing date 07/09/2024. Board approved fifteen (15) thirty (30) day extensions. Closing must occur on or before October 2025.
Elementary D-1 School Site	S Hiatus Rd and W Broward Blvd	11.84	Plantation	BCPS is currently addressing environmental issues at the site.
Elementary A-1 Site (Trails End)	University Drive and Trails End	10.14	Parkland	Vacant site not surplus for sale. Encumbered by Certificate of Participation (COPs).
Southwest Ranches Site	Sheridan St and NW 190th Ave	30 (25*)	Southwest Ranches	Vacant site not surplus for sale. Deed restricted for educational facilities use. Encumbered by 2006 COPs.

Update on Process to Revise Policies 6400 and 8010

- Both policies are being recommended for revision to facilitate Redefining Broward County Public Schools.
- Policy 8010, the policy that assigns students to schools, is also the policy that governs the school consolidation, closure, or repurposing, as well as school usage including changes to grade configuration etc.
- Both policies are critical to the Redefining and Boundary process.
- Both policies are currently in their third round of looping through six District Committees/Advisories and are anticipated to come back to the Board on September 10, 2024.

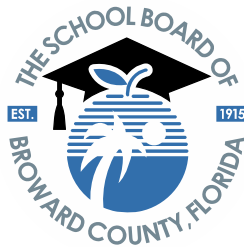
Next Steps

- September 10, 2024: Regular School Board Meeting (Policies 6400 and 8010)
- September 11 – 18, 2024: (Meetings with identified municipalities and District Committee and Advisory Chairs)
- September 17, 2024: School Board Workshop (Board Discussion of components of Redefining and Boundary Process)
- September 24, 2024: Tentative Special School Board Meeting to adopt the Redefining and Boundary Resolution
- Ongoing program reviews of magnet and innovative programs
- Ongoing stakeholder and community meetings to gather input on redefining



Board Discussion





Lori Alhadeff, Chair
Debra Hixon, Vice Chair

Torey Alston
Brenda Fam, Esq.
Daniel P. Foganholi
Dr. Jeff Holness
Sarah Leonardi
Nora Rupert
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or email eeo@browardschools.com.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com.

browardschools.com





Redefining Our Schools 

Appendix



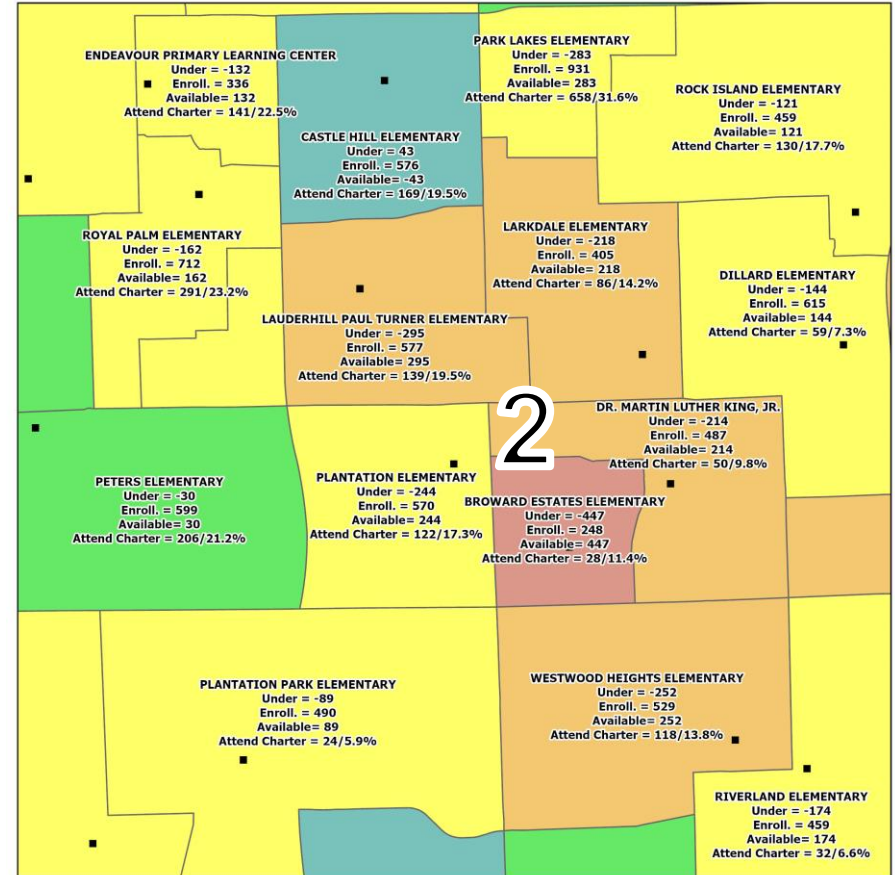
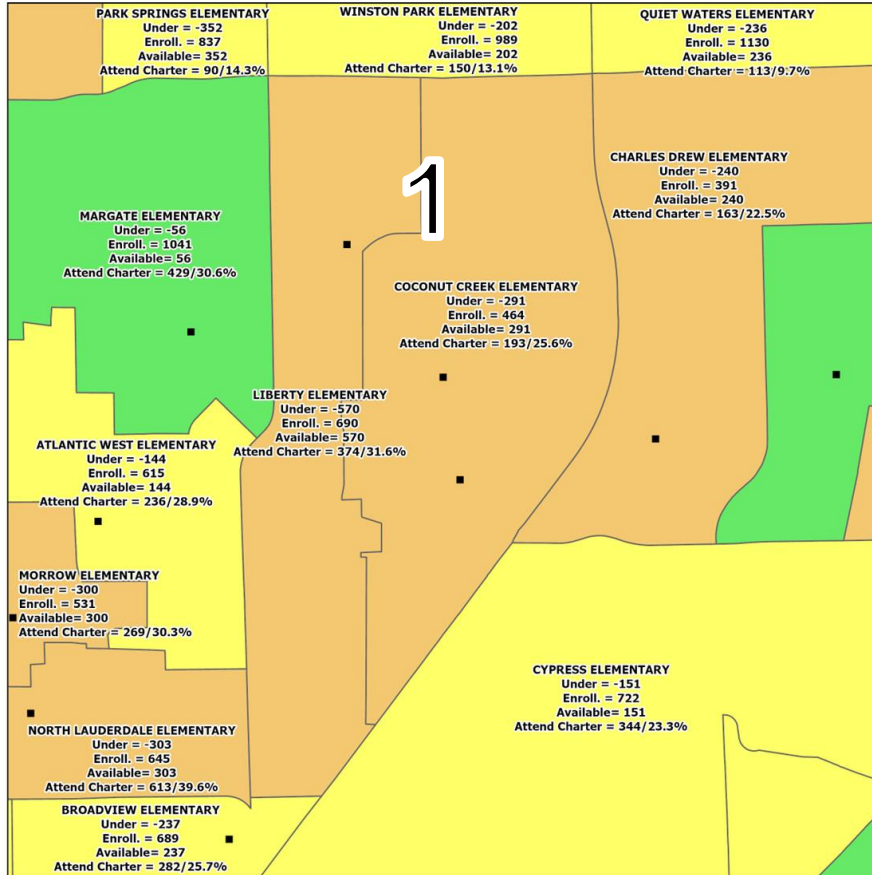
Considerations for Recommended Policy Revision

- If Policy 8010 (formerly 5000) is amended, the revised language will facilitate the redefining/boundary process according to the revised timeline.
- If Policy 8010 (formerly 5000) is not amended, existing policy language will remain in effect and pose challenges for redefining/repurposing schools.

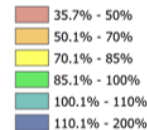


Opportunities to Explore Elementary Schools

Redefining Our Schools



Capacity Usage

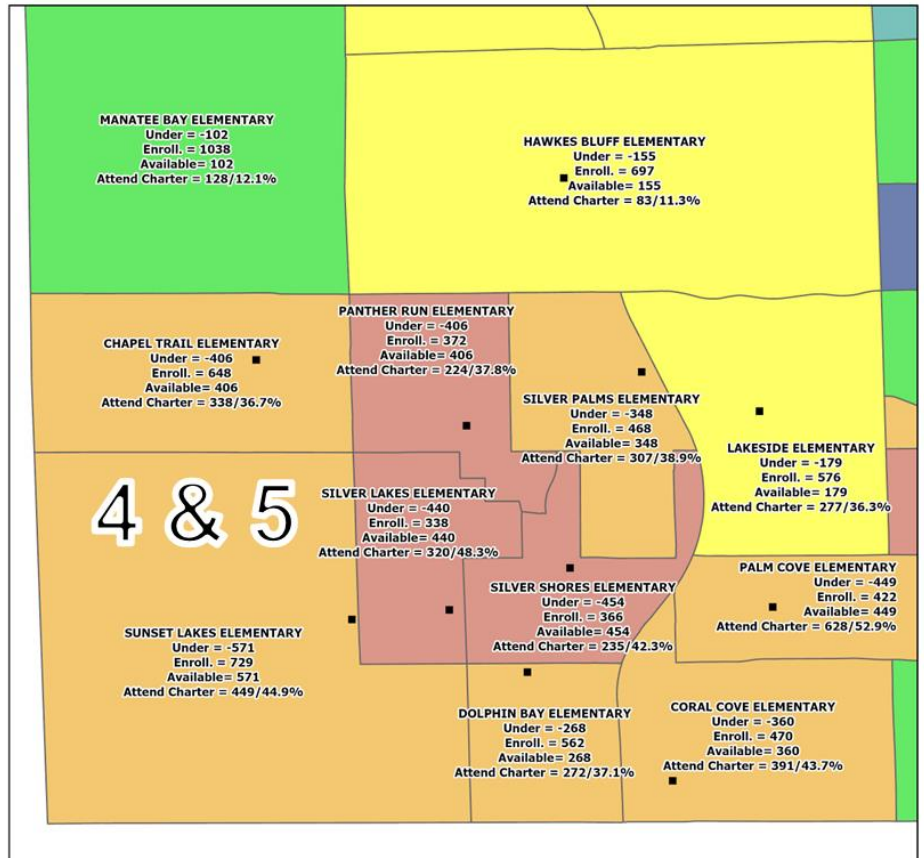
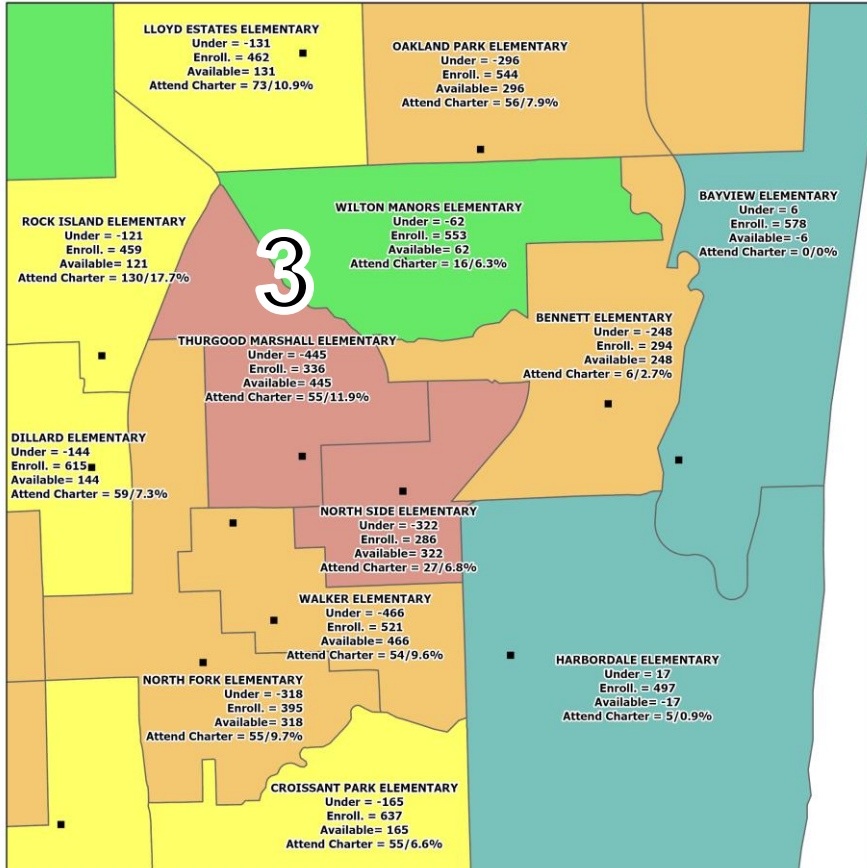


A Rated District



Opportunities to Explore Elementary Schools

Redefining Our Schools 



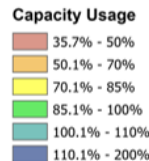
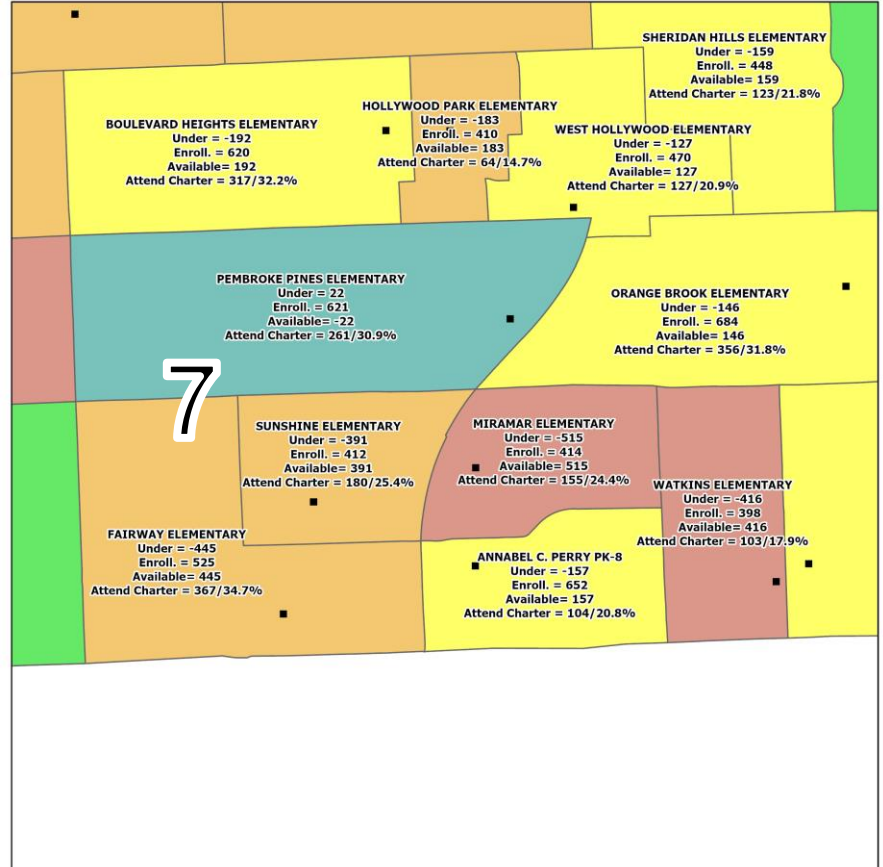
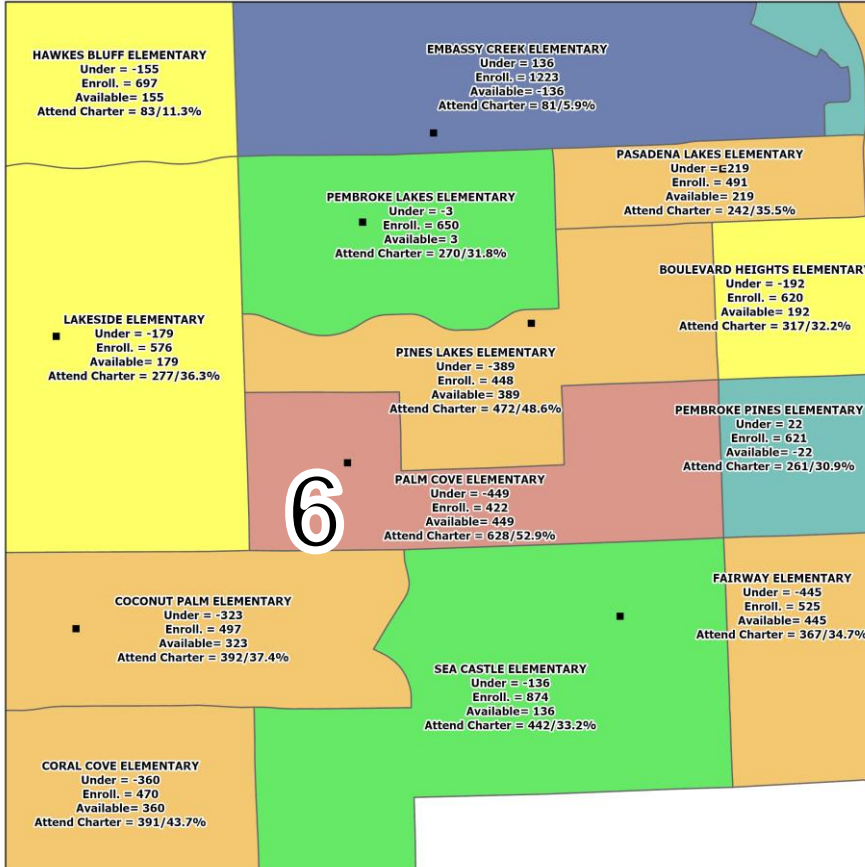
Capacity Usage

- 35.7% - 50%
- 50.1% - 70%
- 70.1% - 85%
- 85.1% - 100%
- 100.1% - 110%
- 110.1% - 200%

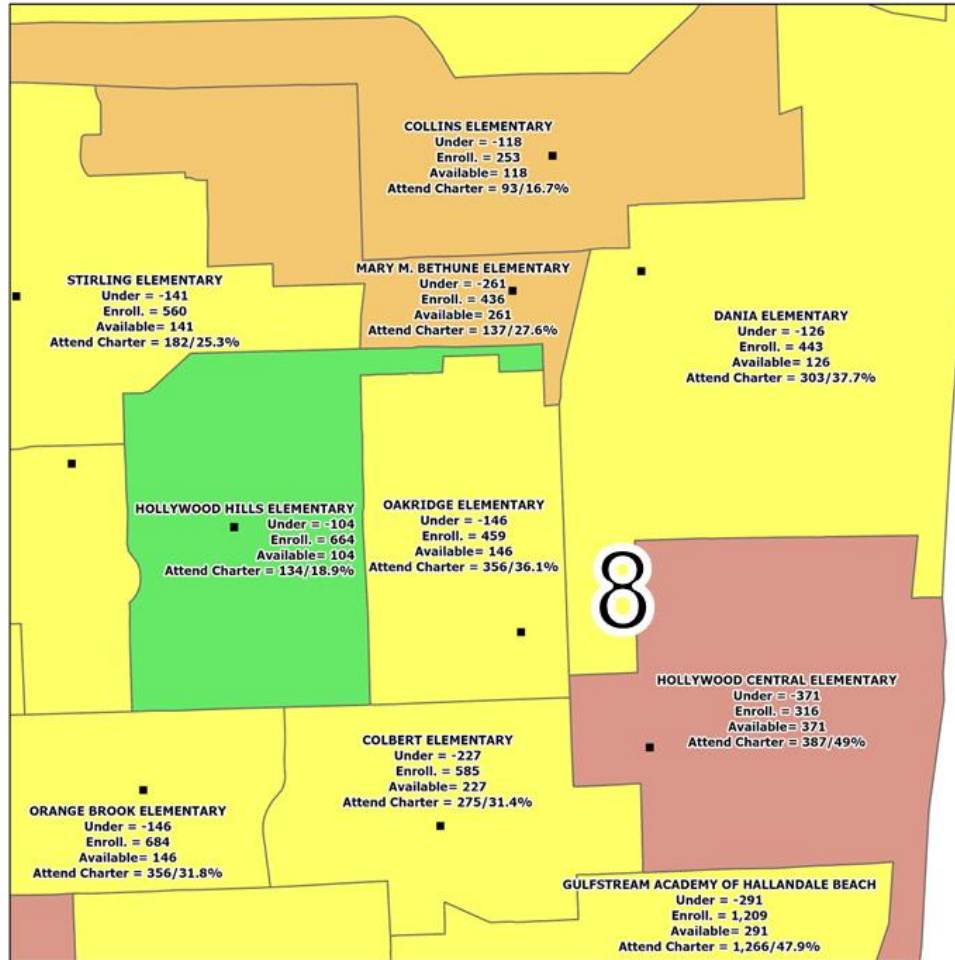
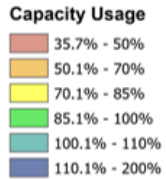


A Rated District

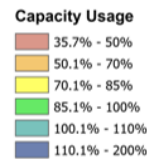
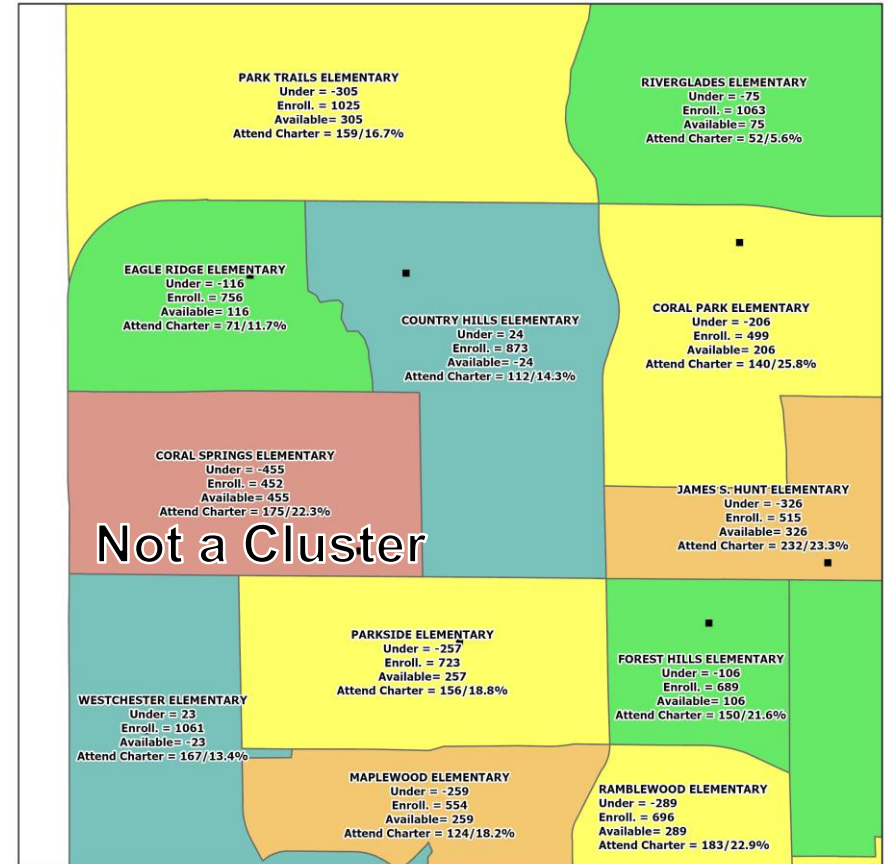
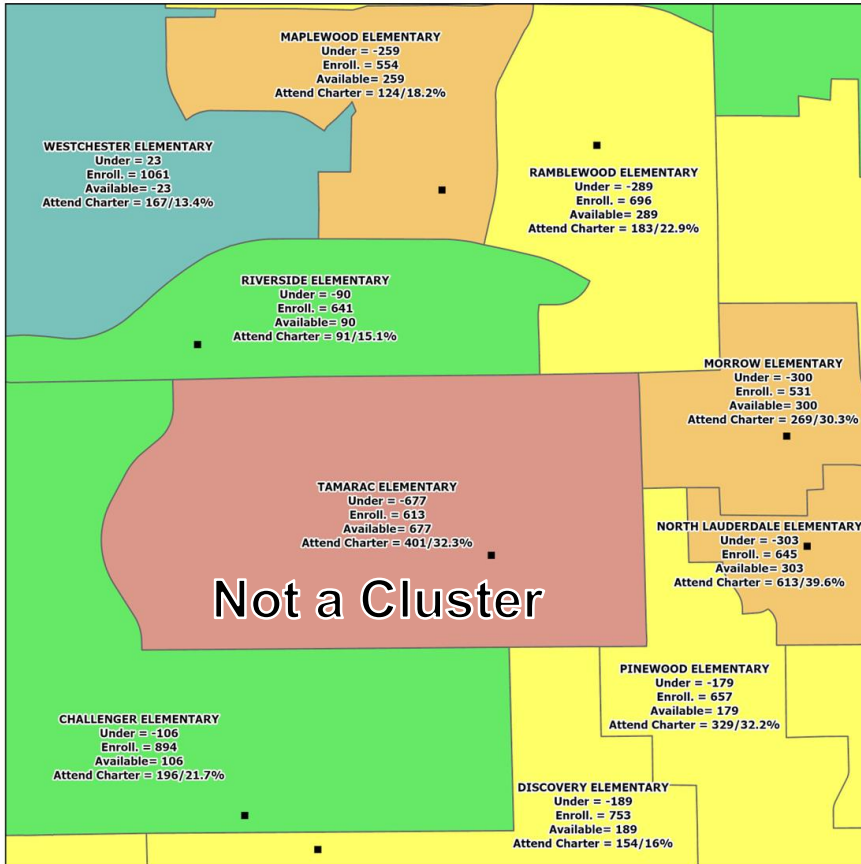
Opportunities to Explore Elementary Schools



Opportunities to Explore Elementary Schools

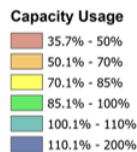
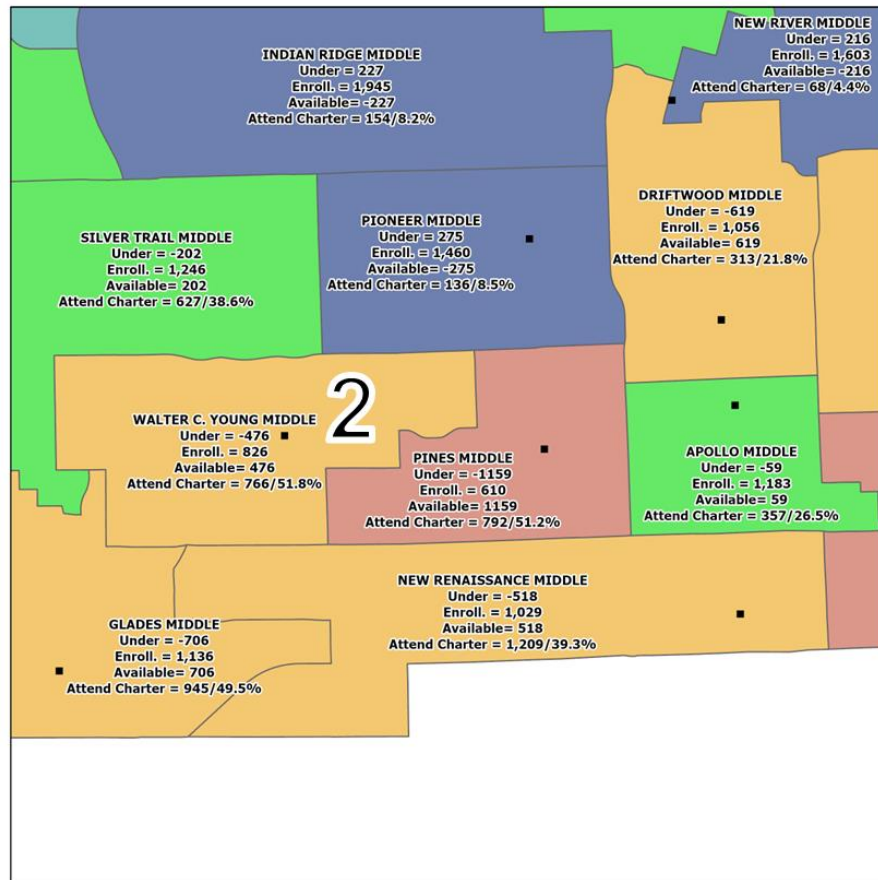
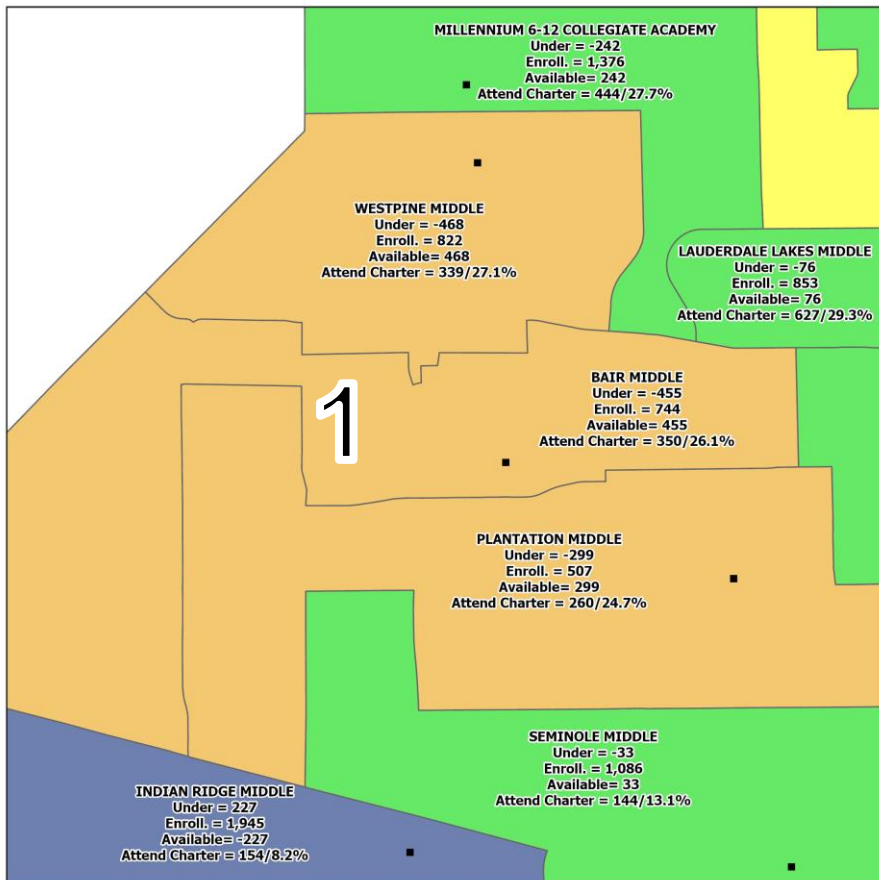


Opportunities to Explore Elementary Schools



Opportunities to Explore Middle Schools

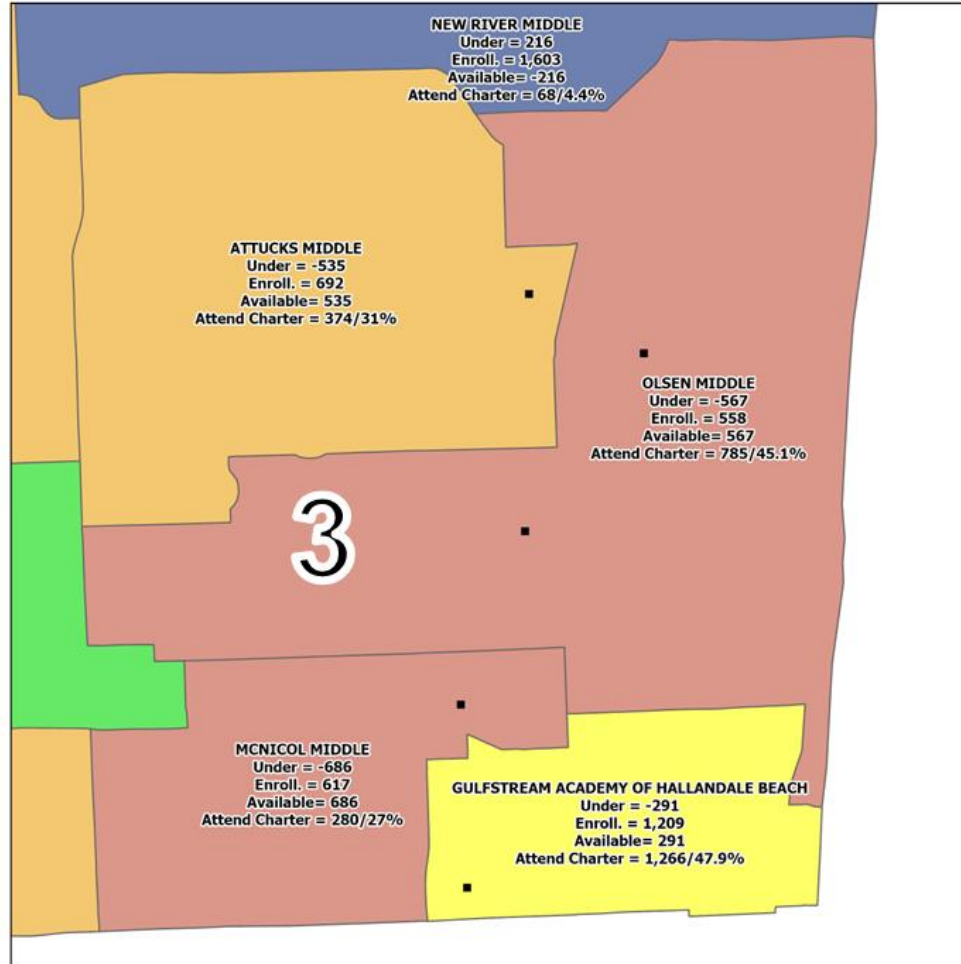
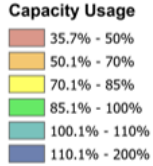
Redefining Our Schools



A Rated District



Opportunities to Explore Middle Schools



FL Statute on Closed Facilities and Charter School Access

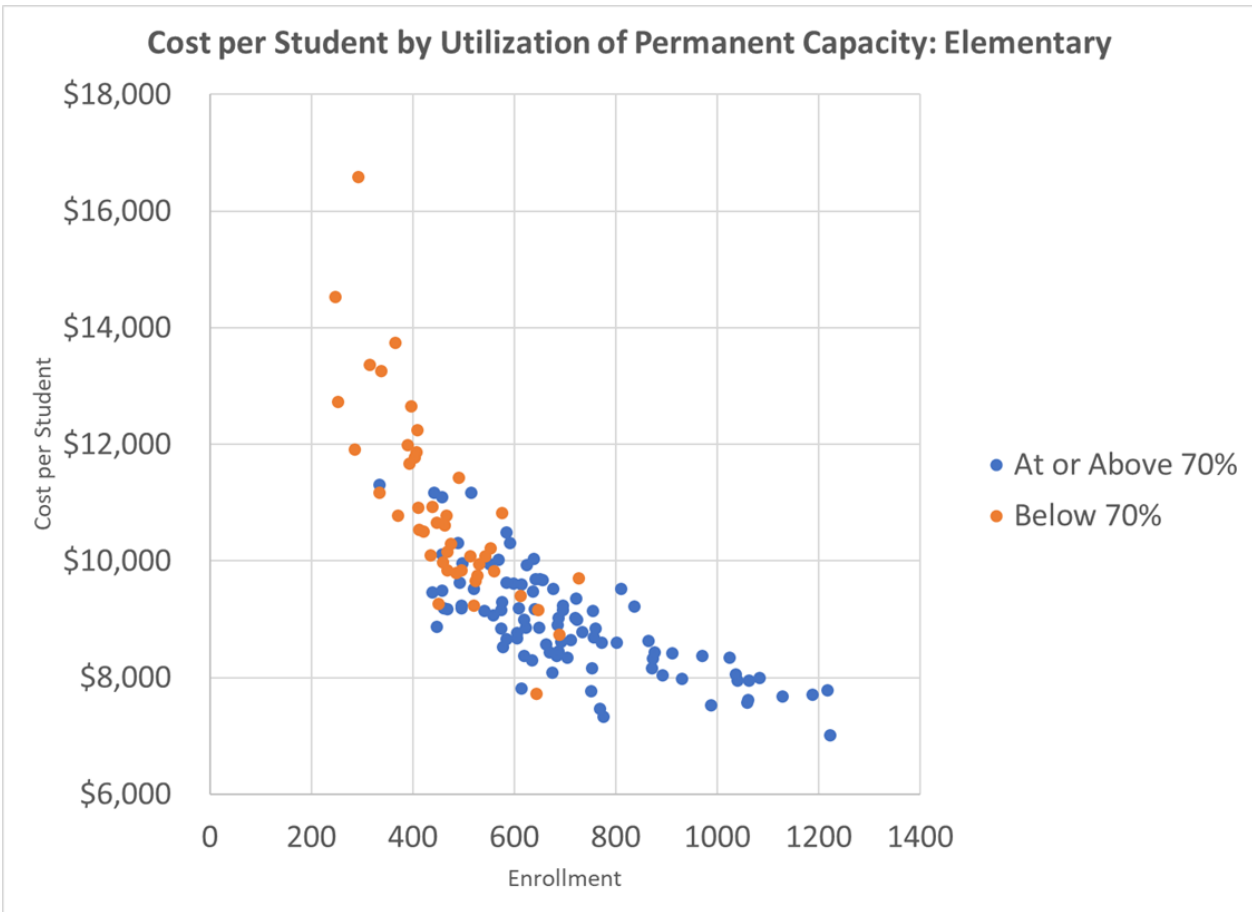
Section 1002.33 (18)(e), F.S. “If a district school board facility or property is available because it is surplus, marked for disposal, or otherwise unused, it shall be provided for a charter school’s use on the same basis as it is made available to other public schools in the district. A charter school receiving property from the sponsor may not sell or dispose of such property without written permission of the sponsor. Similarly, for an existing public school converting to charter status, no rental or leasing fee for the existing facility or for the property normally inventoried to the conversion school may be charged by the district school board to the parents and teachers organizing the charter school. The charter school shall agree to reasonable maintenance provisions in order to maintain the facility in a manner similar to district school board standards. The Public Education Capital Outlay maintenance funds or any other maintenance funds generated by the facility operated as a conversion school shall remain with the conversion school.”



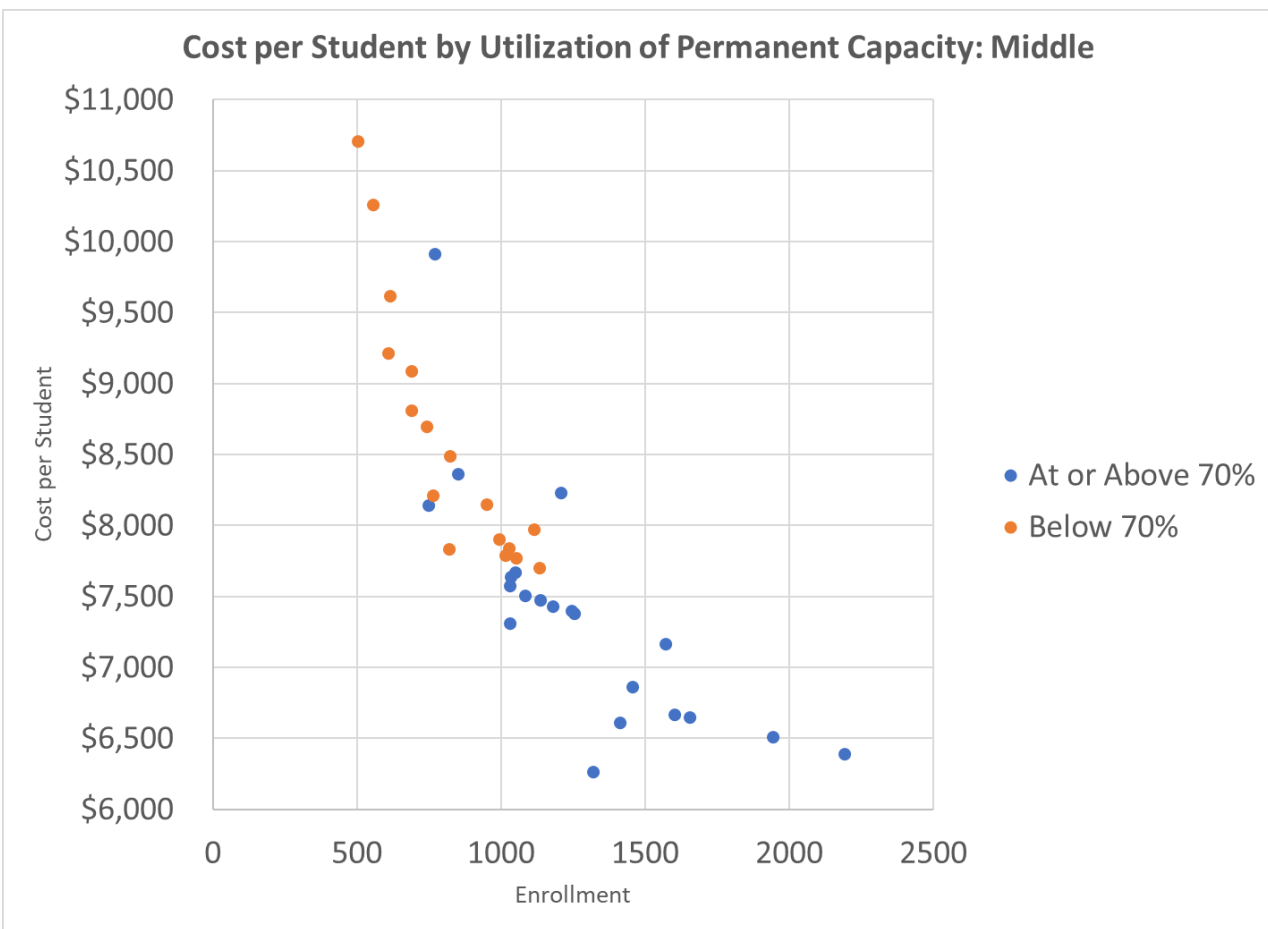
Explanation of Capacity Change

As of the April 2024 Florida Inventory of School Houses (FISH) report, the 6,285 seats in BCPS modular classroom buildings are no longer to be counted in permanent capacity. This change has resulted in a reduction of surplus permanent capacity from 49,310 seats as of the September FISH report to 43,025 seats in the April FISH report.

Operational Cost Per Pupil



Operational Cost Per Pupil



Data Analysis:

- Enrollment Concern (Seat Utilization)*
- Benchmark Day Enrollment*
- September Permanent Capacity*
- 160th Day Enrollment*
- April Permanent Capacity*
- Sufficient Adjacent Capacity*
- Historical Significance*
- School Type (Elementary, Middle, High)
- School Grade (5-Year Average)
- Age of the Facility (Buildings Built Before 1960)*
- Student Demographics:
 - % Assigned Attending*
 - % Attending Charter*



Definitions of Data Analysis Terms

Enrollment Concern: When the number of students enrolled at a school is below a certain percentage of the permanent capacity (total available space) of the school as measured by number of student seats, the school is considered under-enrolled, which has negative financial, equity, and resource-related consequences for the students at that school and districtwide.

Benchmark Day Enrollment: The enrollment in prekindergarten through twelfth grade, in all BCPS and charter schools. The Benchmark Day is the District's official enrollment reporting day for the school year, designated as the Monday, or first school day thereafter, following the Labor Day Holiday. Benchmark enrollment is a count of the total students enrolled in the BCPS student database on that day.

September Permanent Capacity: The Permanent Capacity of a school is the total number of satisfactory student stations contained in permanent buildings, multiplied by a utilization rate specific to the level and type of school. This number is determined through the Florida Inventory of School Houses (FISH).

160th Day Enrollment: The enrollment in prekindergarten through twelfth grade, in all BCPS and charter schools, captured at the 160th day of school.

April Permanent Capacity: Same as September Permanent Capacity, but in April.



Glossary of Terms (2 of 3)

Sufficient Adjacent Capacity: Based on analysis from the Office of Demographics and Enrollment Planning, the determination of whether sufficient empty seats exist at schools adjacent to the school to absorb all the school's students if it were to close.

Historical Significance: BCPS operates a handful of schools with historically significant buildings on their campuses. The Old Dillard Museum, located on the site of Walker Elementary, dates to 1924 and is the oldest building in use at any school in the county. Deerfield Beach, North Side and Oakland Park Elementary Schools, all opened in 1927 and have original buildings still standing on their campuses. Wherever possible and practicable, consideration should be given to honoring and preserving these historic structures, if conversations around school repurposing touch on these schools. In addition to maintaining historic structures, BCPS has an obligation to acknowledge its troubled past regarding civil rights and its treatment of Non-White students. From its inception in 1915 until 1965, Broward County operated fully racially segregated schools, and Black students were not permitted to attend White schools. The trauma engendered by racial segregation is still vivid in the memories of many of Broward County's residents, and though most of the former sites of all-Black schools have been demolished or converted to other uses over the years, ten formerly segregated Black schools are still in operation total. Page 71 of the [Redefining Our Schools Enrollment and Demographic Data Book](https://www.browardschools.com/cms/lib/FL01803656/Centricity/domain/13351/documents/Overview_of_Enrollment_and_Demographics.pdf) (available on our Redefining Our Schools webpage at https://www.browardschools.com/cms/lib/FL01803656/Centricity/domain/13351/documents/Overview_of_Enrollment_and_Demographics.pdf) shows the full list of segregated Black schools that historically operated in Broward County along with their status, and the accompanying map shows the formerly all-Black schools still in operation today. The very important role that these schools have played in the history of Broward County, and for the Civil Rights movement as whole should always inform any discussions around the future use of these facilities.



Glossary of Terms (3 of 3)

Age of the Facility: Percentage of buildings by total square footage on a school campus built before 1960 is greater than 50%.

% Assigned Attending: Students who attend the school from within the in-boundary area relative to the total number of students at the school

% Attending Charter: Students who reside within the school boundary who attend charter schools relative to the total population of students residing within the boundary who could (and/or do) attend that school



40

Exhibits 1-3

The attached exhibits provide data relevant to the identification of schools for repurposing, consolidating, or closing, as well as for general redefining strategies.

The previous direction from the School Board established enrollment below 70% of permanent capacity utilization as the initial threshold for schools to be considered as priority candidates for addressing through the redefining initiative. Having historic and projected enrollment below 70% permanent capacity utilization is identified by School Board Policy 5000 as one of the three criteria that must be met for a school to be considered for repurposing, consolidating, or closing.

These exhibits also provide data on the other two criteria referenced in School Board Policy 5000: high or inefficient operational cost, and generally poor condition of facilities. In addition to these criteria, **Exhibit 1** indicates whether or not a particular under-enrolled school is located in a cluster of other under-enrolled schools, a requirement for consolidating schools using adjacent capacity, without the need for more extensive cascading (“domino”) boundary changes.

Whether or not the school has historical significance, either as a school serving Black students during the era of segregation, or schools with buildings included on the National Register of Historic Places, is also indicated in **Exhibit 1**.

While the District is awaiting a comprehensive facilities condition assessment to be completed by an outside consultant, the square footage of buildings constructed prior to 1970, which may require extensive renovation or replacement, is provided as a proxy for poor facility condition.

A per-pupil total operational cost has been provided, and schools are identified by efficiency quartile, with quartile 1 being the least efficient and quartile 4 being the most efficient. The 2024/25 total FTE funding allocation is \$8,929.40 per pupil, so schools with an operational cost higher than that may be operating inefficiently.

Exhibit 2 shows the list of schools that are enrolled above 70% permanent capacity utilization and therefore do not meet the under-enrollment criterion, but that have more than 40,000 square feet in buildings constructed prior to 1970. These schools may meet the criterion relating to the general condition of the facility, which may be used independently to identify a school for repurposing, consolidating, or closing.

Exhibit 3 shows the list of schools that are enrolled above 70% permanent capacity utilization, but that have a calculated operational efficiency in the bottom quartile of all schools in the District. These schools may be identified for repurposing, consolidating, or closing based solely on this criterion, independently of under-enrollment or facility conditions.

Exhibit 1: Schools Enrolled Below 70% Permanent Capacity Utilization, with Additional Criteria for Repurposing, Consolidating, or Closing

School	Location Number	Enrollment 2023/24	Utilization 2023/24	Consolidation Schools Needed	Under-Enrollment Cluster	Pre-1970's Sq. Ft.	Operating Cost/Pupil (\$8,929.40 FTE)	Cost Quartile (1=least efficient)	Historical Significance
Banyan Elementary	2001	409	54.8%	N/A		3,656	\$ 11,859.82	1	
Bennett Elementary	0201	294	54.2%	2	YES	42,838	\$ 16,579.66	1	
Broward Estates Elementary	0501	248	35.7%	2	YES	42,734	\$ 14,525.76	1	
Chapel Trail Elementary	2961	648	61.5%	2	YES	0	\$ 9,147.82	2	
Charles Drew Elementary	3221	391	62.0%	3	YES	0	\$ 11,984.35	1	YES
Coconut Creek Elementary	1421	464	61.5%	2	YES	51,527	\$ 10,594.75	1	
Coconut Palm Elementary	3741	497	60.6%	3	YES	0	\$ 9,825.55	1	
Collins Elementary	0331	253	68.2%	3	YES	48,499	\$ 12,712.09	1	YES
Coral Cove Elementary	2011	470	56.6%	2	YES	0	\$ 9,824.25	1	
Coral Springs Elementary	2551	452	49.8%	N/A		0	\$ 9,256.39	2	
Cresthaven Elementary	0901	476	67.5%	N/A		0	\$ 10,287.50	1	
Deerfield Park Elementary	0391	460	61.3%	N/A		0	\$ 9,969.69	1	
Dolphin Bay Elementary	3751	562	67.7%	2	YES	0	\$ 9,813.89	1	
Dr. Martin Luther King, Jr. Montessori Academy	1611	487	69.5%	3	YES	52,800	\$ 9,783.27	2	
Fairway Elementary	1641	525	54.1%	3	YES	52,582	\$ 9,644.67	2	
Hollywood Central Elementary	0121	316	46.0%	2	YES (Including feeder middle school)	0	\$ 13,350.94	1	
Hollywood Park Elementary	1761	410	69.1%	N/A		48,982	\$ 12,237.15	1	
James S. Hunt Elementary	1971	515	61.2%	N/A		0	\$ 10,067.55	1	
Larkdale Elementary	0621	405	65.0%	3	YES	51,477	\$ 11,767.23	1	
Lauderhill Paul Turner Elementary	1381	577	66.2%	N/A	YES	0	\$ 10,817.84	1	
Liberty Elementary	3821	690	54.8%	3	YES	0	\$ 8,723.24	3	
Maplewood Elementary	2741	554	68.1%	N/A		0	\$ 10,202.87	1	
Mary M. Bethune Elementary	0341	436	62.6%	N/A	YES	Replacement/ Demo Planned or Underway	\$ 10,085.63	1	YES
Miramar Elementary	0531	414	44.6%	2	YES	0	\$ 10,519.77	1	
Morrow Elementary	2691	531	63.9%	2	YES	0	\$ 9,937.15	1	
North Fork Elementary	1191	395	55.4%	2	YES	39,543	\$ 11,656.20	1	
North Lauderdale Elementary	2231	645	68.0%	N/A	YES	0	\$ 7,718.16	3	
North Side Elementary	0041	286	47.0%	2	YES	35,492	\$ 11,901.67	1	YES
Oakland Park Elementary	0031	544	64.8%	N/A		25,589	\$ 10,068.03	1	YES
Palm Cove Elementary	3311	422	48.5%	2	YES	7,128	\$ 10,500.08	1	
Panther Run Elementary	3571	372	47.8%	2	YES	0	\$ 10,767.46	1	
Pasadena Lakes Elementary	2071	491	69.2%	2	YES	0	\$ 11,425.56	1	
Pines Lakes Elementary	2861	448	53.5%	2	YES	0	\$ 10,648.72	1	
Sanders Park Elementary	0891	439	66.4%	N/A		46,584	\$ 10,923.27	1	YES
Sheridan Park Elementary	1321	470	58.0%	3		81,624	\$ 10,153.17	1	
Silver Lakes Elementary	3371	338	43.4%	2	YES	0	\$ 13,244.86	1	
Silver Palms Elementary	3491	468	57.4%	2	YES	0	\$ 10,764.77	1	
Silver Shores Elementary	3581	366	44.6%	2	YES	0	\$ 13,739.33	1	
Sunset Lakes Elementary	3661	729	56.1%	3	YES	0	\$ 9,694.17	2	
Sunshine Elementary	1171	412	51.3%	2	YES	30,513	\$ 10,903.52	1	
Tamarac Elementary	2621	613	47.5%	N/A	YES	0	\$ 9,387.27	2	

School	Location Number	Enrollment 2023/24	Utilization 2023/24	Consolidation Schools Needed	Under-Enrollment Cluster	Pre-1970's Sq. Ft.	Operating Cost/Pupil (\$8,929.40 FTE)	Cost Quartile (1=least efficient)	Historical Significance
Thurgood Marshall Elementary	3291	336	43.0%	2	YES	0	\$ 11,161.67	1	
Walker Elementary	0321	521	52.8%	3	YES	0	\$ 9,230.62	2	YES
Watkins Elementary	0511	398	48.9%	3	YES	0	\$ 12,641.95	1	
Westwood Heights Elementary	0631	529	67.7%	2	YES	31,217	\$ 9,745.76	2	
Attucks Middle	0343	692	56.4%	2	YES	16,653	\$ 9,083.18	2	YES
Bair Middle	2611	744	62.1%	N/A	YES	4,296	\$ 8,693.25	3	
Coral Springs Middle	2561	997	52.4%	N/A		0	\$ 7,897.20	3	
Crystal Lake Middle	1871	952	69.6%	N/A		10,476	\$ 8,145.87	3	
Driftwood Middle	0861	1,056	63.0%	2	YES	71,447	\$ 7,766.24	3	
Forest Glen Middle	3051	1,019	62.6%	N/A		0	\$ 7,782.61	3	
Glades Middle	2021	1,136	61.7%	3 (By creating K8s)	YES	93,978	\$ 7,694.68	4	
James S. Rickards Middle	2121	767	69.1%	N/A		127,358	\$ 8,206.25	3	
McNicol Middle	0481	617	47.4%	2	YES	3,660	\$ 9,613.98	2	
New Renaissance Middle	3911	1,029	66.5%	2	YES	0	\$ 7,836.68	3	
Olsen Middle	0471	558	49.6%	2	YES	73,170	\$ 10,256.75	1	
Pines Middle	1881	610	34.5%	2	YES	0	\$ 9,208.59	2	
Plantation Middle	0551	507	62.9%	2 (Domino)	YES	131,148	\$ 10,700.97	1	
Walter C. Young Middle	3001	826	63.4%	2	YES	0	\$ 8,485.20	3	
Westpine Middle	2052	822	63.7%	N/A	YES	0	\$ 7,827.63	3	
William E. Dandy Middle	1071	691	61.0%	N/A		3,656	\$ 8,805.85	2	YES
Blanche Ely High	0361	1,941	69.7%	N/A		43,592	\$ 7,483.16	4	
Hallandale High	0403	1,048	64.3%	N/A		0	\$ 9,385.15	2	
Plantation High	1451	1,788	68.7%	N/A		226,759	\$ 7,153.45	4	
Stranahan High	0211	1,337	57.5%	N/A		224,880	\$ 8,052.84	3	
Parkway Middle	0701	1,118	69.5%	N/A		Replacement/ Demo Planned or Underway	\$ 7,969.80	3	

**Exhibit 2: Schools Enrolled Above 70% Permanent Capacity Utilization, But with
40,000+ Square Feet in Pre-1970's Facilities**

School	Location Number	Utilization 2023/24	Pre-1970's Sq. Ft.
Boulevard Heights Elementary	0971	76.4%	48,471
Broadview Elementary	0811	74.4%	54,458
C. Robert Markham Elementary	1671	95.1%	47,986
Castle Hill Elementary	1461	108.1%	62,715
Cypress Elementary	1781	82.7%	73,197
Driftwood Elementary	0721	88.5%	57,810
Lloyd Estates Elementary	1091	77.9%	53,271
Margate Elementary	1161	94.9%	48,587
Mirror Lake Elementary	1841	94.1%	44,496
Nova Blanche Forman Elementary	1282	100.0%	51,165
Nova Dwight D. Eisenhower Elementary	1271	99.9%	45,667
Oakridge Elementary	0461	75.9%	51,222
Palmview Elementary	1131	81.5%	44,728
Pembroke Pines Elementary	1221	103.7%	80,177
Peters Elementary	0931	95.2%	49,704
Plantation Park Elementary	1251	84.6%	48,489
Tedder Elementary	0571	78.7%	47,901
Village Elementary	1621	71.6%	61,396
Apollo Middle	1791	95.2%	143,383
Lauderdale Lakes Middle	1701	91.8%	155,001
Margate Middle	0581	79.0%	152,353
Nova Middle	1311	105.8%	88,533
Pioneer Middle	2571	123.2%	41,228
Cypress Bay High	3623	98.2%	57,164
Deerfield Beach High	1711	89.1%	261,672
Fort Lauderdale High	0951	107.4%	44,769
Hollywood Hills High	1661	82.5%	222,361
McArthur High	0241	88.1%	81,983
Miramar High	1751	76.1%	266,443
Northeast High	1241	77.8%	234,592
Nova High	1281	148.2%	191,321
Pompano Beach High	0185	115.5%	79,546
South Broward High	0171	99.9%	83,240
Annabel C. Perry PK-8	1631	80.6%	46,420
Lauderhill 6-12	1391	86.2%	145,161

**Exhibit 3: Schools Enrolled Above 70% Permanent Capacity Utilization,
But with Bottom-Quartile Operational Efficiency**

School	Location Number	Enrollment 2023/24	Utilization 2023/24	Operating Cost/Pupil	Cost Quartile (1=least efficient)
Colbert Elementary	0231	585	72.0%	\$ 10,475.31	1
Coral Park Elementary	3041	499	70.8%	\$ 9,957.46	1
Dania Elementary	0101	443	77.9%	\$ 11,167.49	1
Endeavour Primary Learning Center	3301	336	71.8%	\$ 11,304.74	1
Griffin Elementary	2851	592	96.3%	\$ 10,294.15	1
Mirror Lake Elementary	1841	639	94.1%	\$ 10,024.76	1
Nob Hill Elementary	2671	516	71.4%	\$ 11,163.83	1
Oakridge Elementary	0461	459	75.9%	\$ 11,092.53	1
Plantation Elementary	0941	570	70.0%	\$ 10,012.69	1
Plantation Park Elementary	1251	490	84.6%	\$ 10,299.71	1
Riverland Elementary	0151	459	72.5%	\$ 10,104.76	1
Tedder Elementary	0571	625	78.7%	\$ 9,919.32	1
Wilton Manors Elementary	0191	553	89.9%	\$ 9,937.13	1
Atlantic Technical High	2221	690	121.9%	\$ 11,670.34	1
Sheridan Technical High	1051	558	96.5%	\$ 12,075.06	1
Lauderhill 6-12	1391	773	86.2%	\$ 9,908.19	1