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

TUESDAY, FEBRUARY 23, 2021 9:30 AM
Kathleen C. Wright Building
600 Southeast Third Avenue, Board Room
Fort Lauderdale, Florida 33301

AGENDA FOR SPECIAL SCHOOL BOARD MEETING

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

This advertised Special School Board Meeting will be held with Board Members being physically present and via electronic communication. The meeting will also be live streamed. Due to the Governor's Executive Order 20-01, public comments will be accepted on all agenda items in the following manner: **Any person may present live comments by attending the KC Wright Administration Building's Board Room at 600 Southeast Third Avenue, Fort Lauderdale, FL 33301. In accordance with the Centers for Disease Control and Prevention (CDC) guidelines each person will be required to wear a face covering for their nose and mouth (individuals are responsible for providing their own mask) and remain at least six (6) feet from other attendees upon arrival as they enter the KCW Building and until his/her departure.** You may also submit written comments to: Noemi Gutierrez, Supervisor, Official School Board Records, 600 Southeast Third Avenue, Fort Lauderdale, FL 33301 or by e-mail to PublicComment@browardschools.com no later than two (2) hours in advance of the published time of the meeting. Anonymous comments will not be accepted; therefore, each written comment must include the person's name and address. Pursuant to School Board Policy 1100A, in the event a large group of individuals (more than twenty (20)) sign-up to speak on 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 (which is approximately 400 words) usually permitted, and/or limit the overall time speakers will be heard on that item. A maximum of the first ten (10) written submissions (equaling 30 minutes) that address the School Board on general matters of public relevance (non-agenda items) will also be accepted and read into the record. Each submission should specify a topic of the matter being shared and must adhere to the approximately 400 word maximum as noted above.

February 22, 2021

ITEM(S)
1. Emergency Waiver of Volunteer Service Hours as Graduation Requirement (REVISED)

CALL TO ORDER

PLEDGE OF ALLEGIANCE TO THE FLAG OF THE UNITED STATES OF AMERICA

ADDED / CHANGED ITEMS

CLOSE AGENDA

PURPOSE OF MEETING

For The School Board of Broward County, Florida to conduct official business of the District, and any other items the Board deems necessary.

SUPERINTENDENT'S RECOMMENDATION(S)

1. **Emergency Waiver of Volunteer Service Hours as Graduation Requirement**

   REVISED

   Approve Emergency Waiver of Volunteer Service Hours as Graduation Requirement.

   ExecutiveSummaryWaiverVolunteerhours.pdf
   Policy 6000_1-Student_Progression_Plan_rev2020-2021_final (2).pdf
   RelatedItemCC-3 Executed ARF.pdf
   MemotoRevise_ExeSummary.pdf

2. **Revisions to Policy 4400, Sick Leave**
   Approve the revisions to Policy 4400, Sick Leave. This is the first reading.

   Sick Leave Policy P4400.000_REVISED FINAL DRAFT 2.18.21 dmo.pdf

ADJOURNMENT

PURSUANT TO FLORIDA STATUTE 286.0105: Any person who decides to appeal any decision made at a meeting(s) announced in 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 to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal is to be based.

PURSUANT TO FLORIDA STATUTE 120.54(5)(b)2: Telephone conferencing or other telecommunications media technology may be used in the conduct of this meeting to permit absent members of the Board or committee to participate and to be heard by those persons in attendance at the noticed location of the meeting.

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.

Status: REVISED

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

2021-02-23	Special School Board Meeting
CATEGORY:	A. Academics
DEPARTMENT:	Academics

Agenda Item Number:	1.
Consent or Open Item:	Consent
Special Order:	NO
Time for Special Order:	

TITLE: **Emergency Waiver of Volunteer Service Hours as Graduation Requirement**

REQUESTED ACTION: **Approve Emergency Waiver of Volunteer Service Hours as Graduation Requirement.**

STRATEGIC ALIGNMENT

Which strategic initiative(s) best aligns to this item?

College, Career, & Life Readiness (PreK-Adult)

Is approval of this agenda item required to implement a tactic included within an initiative of the strategic plan? **YES**

Will the implementation of this item have a direct impact on one of the **2024 Strategic Plan Primary Metrics**? **NO**

***If YES**, identify the primary metric and include the corresponding figures in the table below.*

Primary Goal & Metric:

High-Quality Instruction | ***Four-Year Graduation Rates***

Level	Baseline	2024 Target	Most Current
High School	88.2%	93%	

Also identify any secondary metrics utilized to evaluate the success of this item/initiative.

Metric	Baseline	Target

***If NO**, outline below how staff intends to evaluate the success/impact of this item/initiative.*

BACKGROUND, SUMMARY EXPLANATION, AND HISTORY OF ITEM

Was this item previously presented to the School Board? **YES**

Pursuant to School Board Policy 1001: Rule Adoption and Rulemaking, Section 5, the Superintendent hereby recommends the waiver of Volunteer Service Hours, as outlined in School Board Policy 6000.1, for all graduation eligibility including the Standard High School Diploma (24 hours); Access Points graduation for Students with Disabilities; Alternative Assessment graduation for Students with Disabilities; and Employment Competencies for Students with Disabilities.

RELATED ITEMS

CC-3 - 10/20/20

EXHIBITS

Executive Summary
Policy 6000.1
Memo to Revise

DEPENDENCIES:

Outline critical dependencies that are associated with successful implementation of this item/initiative.

1.
2.

RESOURCES REQUIRED

Budget

Are additional funds required in relation to the approval of this item? **NO**

If YES, How much additional funding is necessary to implement this item?

If NO, How much existing funding will be spent to implement this item?

SOURCE OF FUNDS:

Spending Authority

Is additional spend authority required for this item? **NO**

If YES, How much additional spending authority is necessary to implement this item?

Staffing

Is additional staff required in relation to the implementation of this item? **NO**

If YES, identify the number of additional positions and the estimated costs for the additional staff.

No.	Cost

BOARD ACTION:

(For Official School Board Records Only)

SOURCE OF ADDITIONAL INFORMATION

Name:	Phone:
Name:	Phone:

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Senior Leader & Title

Daniel Gohl, Chief Academic Officer

Signature

Electronic Signature

Form $4189 Revised 1/20

RWR/JSM

Approved in Open Board Meeting On: _____

By: _____

School Board Chair

EXECUTIVE SUMMARY

Agenda Item	Waiver of Volunteer Service Hours as a Graduation Requirement
Requested Action	Pursuant to School Board Policy 1001: Rule Adoption and Rulemaking, Section 5, the Superintendent hereby recommends the waiver of Volunteer Service Hours, as outlined in School Board Policy 6000.1, for all graduation eligibility including the Standard High School Diploma (24 hours); Access Points graduation for Students with Disabilities; Alternative Assessment graduation for Students with Disabilities; and Employment Competencies for Students with Disabilities. Specific sections of School Board Policy 6000.1: · IV. High School: D. Graduation, 2. Standard Diploma, d. Service Learning. (Starts on page 40 of policy) · Appendix B: High School Graduation Requirements; Standard High School Diploma; Service Hours (page 92) · Appendix B: High School Graduation Requirements; Standard High School Diploma; Students with Disabilities: Access Points and Alternative Assessments; Service Hours (page 94) · Appendix B: High School Graduation Requirements; Standard High School Diploma; Students with Disabilities: Employment Competencies (page 95) Policy 6000.1 is attached with these specific sections highlighted.
Service Locations	All schools
Managing Department	Secondary Learning School Counseling and BRACE Advisement
Source(s) of Additional Information	Daniel Gohl, Chief Academic Officer, 754-321-2618 • Guy Barmoha, Director, Secondary Learning, 754-321-2119 • Ralph Aiello, Director, School Counseling & BRACE Advisement 754-321-1675

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

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

1. The following are included in School Board of Broward County (SBBC) Policy 5.1, Enrollment and Withdrawal:
   a. Initial entry requirements for prekindergarten thru 12th grade.
   b. Health requirements for initial entry (F.S. 1003.22), including immunization requirements.
   c. Placement of transfer students for initial entry.
   d. Student withdrawal information.
2. Attendance requirements (F.S. 1003.21), including absences for religious reasons, are included in SBBC Policy 5.5, Attendance.
3. Dependent children of active military personnel who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs, even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation (F.S. 1003.05).

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 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.

      1) Instructional times indicated below are mandated by state legislation:

         i. Minimum 90-minute daily, uninterrupted Reading Block (F.S. 1008.25; F.A.C. 6A-6.053),

         ii. Reading intervention instruction daily, beyond the 90-minute Reading Block (F.S. 1008.25; F.A.C. 6A-054), and

         iii. 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)).

      2) Instructional times indicated below are recommended by the District:

         i. 30 minutes of daily writing instruction,

ii. 60 minutes of daily math instruction,

iii. 150 minutes of weekly science instruction that includes a block of scientific investigations using inquiry approach (science lab) at least once a week,

iv. 100 minutes of weekly social studies instruction, and

v. 100 minutes of weekly special area instruction (art, music, etc.).

3) 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 a 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

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

a. Constitution (on Constitution Day, September 17th) (F.S. 1003.42(2)(b), (P.L. 108-447)

b. The Holocaust (F.S. 1003.42(2)(g))

c. African and African-American History (F.S. 1003.42(2)(h))

d. Hispanic Contributions (F.S. 1003.42(2)(p))

e. Women's Contributions (F.S. 1003.42(2)(q))

f. Veterans' Recognition (F.S. 1003.42(2)(t))

g. Celebrate Freedom Week (F.S. 1003.421(1))

h. Disability History and Awareness Week (F.S. 1003.4205)

i. The Declaration of Independence (F.S. 1003.42(2)(a))

j. Flag Education (F.S. 1003.42(2)(d))

k. Elements of Civil Government (F.S. 1003.42(2)(c))

l. History of the United States (F.S. 1003.42(2)(f))

m. Elementary principles of agriculture (F.S. 1003.42(2)(i))

n. Effects of alcohol and narcotics on the body and mind (F.S. 1003.42(2)(j))

o. Kindness to animals (F.S. 1003.42(2)(k))

p. History of the state (F.S. 1003.42(2)(l))

q. Conservation of natural resource (F.S. 1003.42(2)(m))

r. Comprehensive health education (F.S. 1003.42(2)(n))

s. Importance of free enterprise in the US 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:
   1) Respect
   2) Honesty
   3) Responsibility
   4) Self-control
   5) Tolerance
   6) Kindness
   7) Citizenship
   8) Cooperation (F.S. 1003.42(2)(s)).

b. The concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).

5. Physical Education

a. Elementary school students in grades K-5 and students in grade 6 who are enrolled in a 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 instruction 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)):
   1) The student is enrolled or required to enroll in a remedial course, or
   2) The student's parent indicates in writing to the school that:
      i. The parent requests that the student enroll in another course from among those courses offered as options by the district; or
      ii. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

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, subject 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

1) Curricula for students in pre-kindergarten through grade 5 must contain instruction that allows them to attain progressively higher levels of skill in the use of digital tools and applications (F.S. 1008.25(2)(h)).

2) The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certifications (F.S. 1008.25(2)(h), F.S. 1002.3105, F.S. 1003.41, F.S. 1003.4203, and F.S. 1003.428).

b. Materials

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

2) Digital materials may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications (F.S.1003.4203(1)).

3) Each school shall make available digital instructional materials, including software applications, to students with disabilities (F.S.1003.4203(2)). Beginning with the 2015-2016 school year:

i. Digital materials may include CAPE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications for students with disabilities.

ii. Each student's individual educational plan (IEP) for students with disabilities must identify the CAPE Digital Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation.

c. Certificates

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

i. Targeted skills to be mastered for the certificate include digital skills that are necessary to the student's academic work and skills the student may need in future employment. The skills must include, but are not limited to:

a) Word processing;

b) Spreadsheets;

c) Presentations, including sound, motion, and color presentations;

d) Digital arts;

e) Cybersecurity; and

f) Coding consistent with industry certifications that are listed on the 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 District's FLVS franchise program, Broward Virtual Education (BVE), even if the school offers the same course, unless:

1) A school administrator (or designee) determines that the student does not meet the profile for success in this educational delivery context (F.S. 1002.37(1)(b)), based on the student's academic history, grade level, and age.

2) The student is enrolled in the 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 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.

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 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).

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)).

b. Gifted: Annually, second graders are screened to determine those students who may be eligible for gifted services (F.A.C. 6A-6.03019).

1) Parents of students meeting designated threshold scores must be notified promptly that their child may be eligible for gifted services.

i. The notification to the parent must request permission from the parent for follow-up eligibility testing.

ii. 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/RTI: As part of the MTSS/RTI process, schools shall universally screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school (F.A.C. 6A-6.0331).

1) The school's Collaborative Problem-Solving Team (CPST) shall monitor universal screening data at regular intervals.

2) Early intervention will be vital in mitigating obstacles to student success in the early grade levels, as early as pre-kindergarten. Specific interventions shall be initiated as soon as a student first demonstrates 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 a statewide assessment (F.S.1008.22(3)(g)):

1) Distributing to students sample test books and answer keys published by the Florida Department of Education,

2) Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores below proficiency on a prior administration of the statewide assessment,

3) Providing individualized instruction in the content knowledge and skills assessed, without suspending the schools' 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,

4) Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or

5) Administering a practice test or engaging in other test- preparation activities for 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

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.

1) 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
NA	Not Applicable (Not assessed during the reporting period)

2) 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 Progress	60-69%
F	Failure	59% Or Below

3) 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
NA	Not Applicable

a. 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 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 in 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.

i. 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 student meets one of the Good Cause options included in Appendix A.

b. Recommendations for Good Cause promotion shall be reviewed by the principal and discussed with the teacher.

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 Plan (PMP), Individual Education Plan (IEP), report card, or academic intervention record, 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 bas upon extraordinary circumstances that impacted the student's performance (e.g., student with a terminal illness). Good Cause for extraordinary circumstances does not apply to students in third grade.

d. Students who are being considered for retention require tiered intervention instruction and progress monitoring assessment through the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) process.

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

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 supports 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. Both, as necessary (F.S. 1008.25(4)(c)).

2. Specific PMP Reading 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 and 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 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 remediation through a PMP.

c. The teacher must develop and implement, in consultation with the student's parent, a PMP 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. Research-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 (RtI)

a. All classrooms will utilize a data-based problem solving process designed to develop, implement, and evaluate a coordinated continuum of evidence based instruction and intervention practices to meet the differentiated needs of all students. The District's Multi-Tiered System of Supports (MTSS)/Response to Intervention/Instruction (RtI) model guides the implementation of a tiered approach to instruction.

1) During Tier 1 (universal core instruction), all students are provided a daily, minimal 90-minute reading block of literacy/language arts instruction.

2) Strategic intervention instruction (Tier 2) and intensive intervention instruction (Tier 3) provide students with additional or more intensive instruction than what they have been receiving during their initial reading block. This immediate intensive intervention may include increasing the frequency of daily, small group differentiated instruction, intensifying the focus and/or format of instruction, and/or decreasing the size of the instructional small group.

3) To assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade level, the intensive intervention for students retained in third grade will include:

i. Effective instructional practices,

ii. Participation in the summer reading camp, and

iii. Appropriate teaching methodologies (F.S. 1008.25(7)).

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

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 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:

1) Assessment of K-3 students in oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.

2) 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:

i. Assists the student identified with a reading deficiency in developing the ability to read at grade level,

ii. Provides skill development in phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language, and writing,

iii. Provides scientifically-based and reliable formative and summative assessments,

iv. Provides initial and ongoing analysis of each student's reading progress, and

v. Provides implementation during regular school hours.

b. Reading instruction must be both integrated and interdisciplinary

1) 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.

2) Provide instruction using an interdisciplinary approach through a balance of literature and informational texts 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)).

F. 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.

   1) The notice will specify that the student has not met the proficiency level required for promotion and the reasons the child is not eligible for Good Cause exemptions.

   2) 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)).

   3) Parents of English Language Learner (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).

   1. ELL students cannot be retained solely due to lack of proficiency in English.

   2. Progress monitoring and interventions, as well as ELL committee recommendations, must be documented in the student's ELL Plan.

4. Social/Emotional Support

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

5. Third Grade Retention

a. Students who are retained the third grade must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1) Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.

2) Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies under subparagraph 1 above.

3) A minimum of 90 minutes daily, uninterrupted reading instruction incorporating the instructional and intervention strategies under subparagraph 1. This instruction may include (F.S.1008.25(7)(b)(1)(a-g)):

   i. Integration of content-rich texts in science and social studies within the 90-minute reading block,

   ii. Small group differentiated instruction,

   iii. Reduced teacher-student ratios

   iv. More frequent progress monitoring,

   v. Tutoring or mentoring,

   vi. Transition classes, containing third and fourth grade students,

   vii. 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 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:

   1) Reduced teacher-student ratios,

   2) 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.

   3) Small group instruction

   4) 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.

   5) A read-at-home plan.

G. 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:

1) whole-grade promotion;
2) mid-year promotion;
3) subject-matter acceleration; and
4) virtual instruction in higher grade level subjects.

b. Additional ACCEL options may include, but are not limited to:
1) Enriched science, technology, engineering, and mathematics coursework,
2) Enrichment programs,
3) Flexible grouping
4) Advanced academic courses
5) Combined classes
6) Self-paced instruction
7) Curriculum compacting
8) Advanced-content instruction, and
9) 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. 1002.3105, 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 (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 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. 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.

1) EPs must be reviewed and redesigned at least every two years and/or at matriculation to the middle or high school.
2) The school must provide services to meet the student's special needs as described in the EP and communicate progress towards EP goals quarterly to parents through the EP Progress Report.
3) For more information, consult the Procedural Guide for Gifted Education.

H. 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)):

1) 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.
2) A description of the current services that are provided to the child.
3) A description of the proposed intensive interventions and supports that are designed to remediate the identified areas of reading deficiency.
4) That if the child's reading deficiency is not remediated by the end of third grade, the child will be retained unless exempted from mandatory retention for Good Cause.
5) Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
6) 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.
7) 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 third 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.
8) 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 a 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."

   i. Continued below grade level performance is 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 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, such as Montessori.

3. Interim Reports

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:

a. A below average grade,

b. Unacceptable behavior, and

c. Excessive absences.

4. Alternative Report Card

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

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. Education Plan Goals

The Education 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

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.

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.

I. 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.

J. 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 & 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 in 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.
      1) Middle schools are encouraged to offer other 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 grades 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.
      1) A middle grades student may not attend a high school campus when:
         i. The course is available through the middle grades level, or
         ii. The course sought at the high school requires successful completion of the middle grades curriculum.
      2) 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 grades 6 through 8 (F.S. 1003.455(3)).

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b. This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455(4)):

1) The student is enrolled or required to enroll in a remedial course.

2) The student's parent indicates in writing to the school that:

i. The parent requests for the student to enroll in another course from among those courses offered as options by the District; or

ii. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

4. Health Education

a. The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to:

1) The definition of dating violence and abuse,

2) The warning signs of dating violence and abusive behavior,

3) The characteristics of healthy relationships,

4) Measures to prevent and stop dating violence and abuse, and

5) 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

1) 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)).

2) The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certifications (F.S. 1008.25(2)(h), F.S. 1002.3105, F.S. 1003.41, F.S.1003.4203, and F.S. 1003.428).

b. Materials

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

2) Digital materials may be integrated into subject area curricula, offered as a separate course, made available through open- access options, or deployed through online or digital computer applications (F.S. 1003.4203(1)).

3) Each school shall make available digital instructional materials, including software applications, to students with disabilities (F.S. 1003.4203(2)). Beginning with the 2015-2016 school year:

   i. Digital materials may include CAPE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications for students with disabilities.

   ii. Each student's Individual Educational Plan (IEP) for students with disabilities must identify the CAPE Digital Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation.

c. Certificates

1) CAPE Digital Tool Certificates shall be made available to all public 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 are not limited to:

   i. Word processing;

   ii. Spreadsheets;

   iii. Presentations, including sound, motion, and color presentations;

   iv. Digital arts;

   v. Cybersecurity; and

   vi. 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.

   vii. 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

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)):

1) Respect,

2) Honesty,

3) Responsibility,

4) Self-control,
5) Tolerance,
6) Kindness,
7) Citizenship, and
8) Cooperation.

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).

8. Required Instruction

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

a. Constitution (on Constitution Day, September 17th) (F.S. 1003.42(2)(b), P.L. 108-447)
b. The Holocaust (F.S. 1003.42(2)(g))
c. African and African American History (F.S. 1003.42(2)(h))
d. Hispanic Contributions (F.S. 1003.42(2)(p))
e. Women's Contributions (F.S. 1003.42(2)(q))
f. Veterans' Recognition (F.S. 1003.42(2)(t))
g. Celebrate Freedom Week (F.S. 1003.421(1))
h. Disability History and Awareness Week (F.S. 1003.4205)
i. The Declaration of Independence (F.S. 1003.42(2)(a))
j. Flag Education (F.S. 1003.42(2)(d))
k. Elements of Civil Government (F.S. 1003.42(2)(c))
l. History of the United States (F.S. 1003.42(2)(f))
m. Elementary principles of agriculture (F.S. 1003.42(2)(i))
n. Effects of alcohol and narcotics on the body and mind (F.S. 1003.42(j))
o. Kindness to animals (F.S. 1003.42(2)(k))
p. History of the state (F.S. 1003.42(2)(l))
q. Conservation of natural resources (F.S. 1003.42(2)(m))
r. Comprehensive health education (F.S. 1003.42(2)(n))
s. Importance of free enterprise in the US 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 District's FLVS franchise program, Broward Virtual Education (BVE) (F.S. 1002.37(3)(c)), even if the school offers the same course, unless:

1) A school administrator (or designee) determines that the student does not meet the profile for success in this educational delivery context (F.S. 1002.37(1)(b)), based on the student's academic history, grade level, and age.

2) The student is enrolled in the same course at the local school and may not concurrently enroll in the same course at FLVS or BVE.

b. Schools may allow a student access to FLVS as part of the student's full day curriculum if the district has an approved agreement with FLVS to serve students during the school day. Such agreement is not needed for students who wish to take a FLVS course outside of the school day (F.S. 1002.45(2)(c)).

c. A student whose Individual Educational Plan (IEP) indicates that full-time virtual instruction is appropriate may be enrolled in a full- time virtual instruction program.

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 grades students enrolled in Civics or high school Algebra I, 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 scores 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 a 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)).

1) Parents of students with disabilities must also be provided with information about required state assessments and End- of-Course (EOC) assessment waivers.

g. For English Language Learners (ELL) who are currently receiving services, the assessments may be administered with any one or a combination of the accommodations as authorized by F.A.C. 6A- 6.09091, to enable them to fully participate in all assessments.

h. Ongoing assessment is an integral part of the instructional process and the school will provide parents with the results of each statewide, standardized assessment (F.S. 1008.25(4)).

i. The District may not schedule more than 5 percent of a student's total school hours in a school year to administer statewide, standardized assessments and district-required local assessments (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 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).

2. Universal Screening

As part of the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) process, schools shall universally screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school (F.A.C. 6A-6.0331).

a. The school's Collaborative Problem-Solving Team (CPST) shall monitor universal screening data at regular intervals.

b. Specific interventions shall be initiated as soon as a student first demonstrates deficits in literacy (reading and writing), mathematics, or behavior.

3. Suspension of Curriculum

A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment; however, a school may engage in the following test-preparation activities for a statewide assessment (F.S. 1008.22(3)(g)):

a. Distributing to students sample test books and answer keys published by the Florida Department of Education,

b. Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores below proficiency on a prior administration of the statewide assessment,

c. Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores 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,

d. Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or

e. Administering a practice test or engaging in other test- preparation activities for the statewide assessment, which are determined necessary to familiarize students with the organization of the assessment, the format of the test items and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment.

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:

1) The student earns a grade of "B" or better in all marking periods of the respective high school course during the semester of the exemption.

2) The student may waive 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.

3) AP/IB/AICE midterms cannot be exempted; however, the student may exempt the final exam.

0) Teachers are encouraged to give an alternative assessment in lieu of a traditional final.

4) Dual enrollment midterms and finals may not be exempted.

5) The statewide, standardized EOC assessments, required by statute, are not eligible for exemption; however, the student may exempt the midterm exam.

6) Midterm and/or final exams cannot be retroactively exempted once the student takes the exam.

5. Legislative Changes

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

6. 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 - 4.19	7.00
3.99 or below	0.00

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 =	Converted Points	+	EOC Exam Points

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 grade of Incomplete ("I") is given as an opportunity for 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.

a. Class work should be made up prior to the end of the next marking period.

b. 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.

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b. Please refer to Section III - 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 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

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)):

a. English Language Arts (ELA)

b. 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 grades student must take the 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.

c. 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.

i. Performance on the statewide, standardized EOC assessment in civics

education constitutes 30 percent of the student's final course grade (F.S. 1008.22).

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ii. A middle grades student who transfers into the State's public school system from out-of-country, 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.

d. 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.

e. 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.

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 accreditation.

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 first grading period as described below.

c. If a transfer student's transcript shows a final high school course grade and credit in Algebra I, Geometry, Biology I, or United States History, or a middle school civics course, 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.

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:

   1) Portfolio evaluation by the Superintendent or designee;

2) Demonstrated performance in courses taken at other public or private accredited schools;

3) Demonstrated proficiencies on nationally-normed standardized subject area assessments;

4) Demonstrated proficiencies on the statewide, standardized assessment; or

5) 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 des, 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. REMEDIATION

1. Progress Monitoring Plans (PMP)

a. Each student, including those with disabilities, who does not achieve a Level 3 or above on the statewide, standardized English Language Arts 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 the student's performance.

b. A student who is not meting 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. 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 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. Remediation strategies must be incorporated into course content delivery.

d. Utilizing the Multi-Tiered System of Supports (MTSS)/Response- to-Intervention (RtI) process, the school must develop and implement, in consultation with the student's parent, a PMP in the area of deficiency to meet State and District expectations for proficiency (F.S. 1008.25(4)(b)).

e. Students exhibiting substantial deficiencies in reading or mathematics must have more frequent progress monitoring and diagnostic evaluation using district-approved assessments, including baseline, midyear, and end-of-year measures.

f. Research-based instructional activities that have been shown to be successful with low-performing students will be used.

g. Remediation strategies must be incorporated into course content delivery.

h. The District may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.

i. 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 support until expectations are met (F.S. 1008.25(4)(c)).

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

All returning DJJ students must be referred to the Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI) process for behavioral and social-emotional supports.

4. Grade Forgiveness

a. For middle grades students taking high school courses, forgiveness for required courses shall be limited to replacing a 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 grades 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 grade forgiveness, only the new grade shall be used in the calculation of the student's GPA; however, all forgiven courses and grades must be included on a student's transcript as an accurate reflection of a student's record of achievement.

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1) 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 grades are received, when it appears that a student may be retained.

1) Parents of English Language Learner (ELL) students must be notified in their native language (Meta Consent Decree, 1990).

b. Students who are retained will receive an intensive instructional program that is different from the previous year’s program.

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)

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).

a. ELL students cannot be retained solely due to lack of proficiency in English.

b. Progress monitoring and interventions, as well as ELL committee recommendations, must be documented in the student’s ELL Plan.

4. Social/Emotional Support

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

2. Gifted Education (F.S. 1003.01 and 1003.57)
   a. Students may be evaluated for eligibility for gifted services via a teacher or parent referral.
   b. For the written statement of policies and procedures for providing an appropriate program of specially designed instruction and eligibility requirements for gifted, please refer to Special Policies and Procedures (SP&P) (F.S. 1003.01 and F.S. 1003.57; F.A.C. 6A-6.03019 and F.A.C. 6A-6.030191).
   c. Each student identified as being eligible for gifted services in grades K-12 is entitled to instruction that meets their enrichment and/or acceleration needs in all core content areas, social/emotional needs, and/or independent functioning needs as identified during the Educational Plan (EP) process.

d. All students identified as gifted must have a current EP.

1) EPs must be redesigned at least every two years and/or at matriculation to the middle or high school.

2) The school must provide services to meet the student's special needs as described in the EP and communicate progress towards EP goals quarterly to parents.

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

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 on 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:

1) A grade of "D" or "F",

2) A drop of two or more grades,

3) Unacceptable behavior, and

4) 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:

1) students with disabilities whose progress cannot be appropriately reported using the standard report cards, or

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

4. Individual Educational Plan (IEP) Annual Goals

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

5. Educational Plan (EP) Goals

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

6. English Language Learner (ELL) Plan Goals

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

H. 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:
      1) Advanced Placement (AP),
      2) International Baccalaureate (IB),
      3) Advanced International Certificate of Education (AICE),

4) College and career dual enrollment (DE),

5) Career education courses (including career-themed courses),

6) 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.

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IV. HIGH SCHOOL
(GRADES 9 - 12)

A. CURRICULUM & INSTRUCTION

1. Regularly Scheduled Instruction

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

2. Character Education

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

      1) Respect
      2) Honesty
      3) Responsibility
      4) Self-control
      5) Tolerance
      6) Kindness
      7) Citizenship
      8) Cooperation (F.S. 1003.42(2)(s)).

   b. The concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).

   c. The character-development program in grades 9 through 12 shall, at a minimum, include instruction on developing:

      1) Leadership skills
      2) Interpersonal skills
      3) Organization skills
      4) Research skills
      5) Creating a resume
      6) Employment interview skills
      7) Conflict resolution
      8) Workplace ethics and expectations
      9) Resiliency
      10) Self-motivation (F.S. 1003.42(2)(s))

3. Required Instruction

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

1) Constitution (on Constitution Day, September 17th) (F.S. 1003.42, P.L. 108-447)

2) The Holocaust (F.S. 1003.42(2)(g))

3) African and African American History (F.S. 1003.42(2)(h))

4) Hispanic Contributions (F.S. 1003.42(2)(p))

5) Women's Contributions (F.S. 1003.42(2)(q))

6) Veteran's Contributions (F.S. 1003.42(2)(t))

7) Celebrate Freedom Week (F.S. 1003.421(1))

8) Disability History and Awareness Week (F.S. 1003.4205)

9) The Declaration of Independence (F.S. 1003.42(2)(a))

10) Flag Education (F.S. 1003.42(2)(d))

11)Elements of Civil Government (F.S. 1003.42(2)(c)) 12)

History of the United States (F.S. 1003.42(2)(f)) 13)

Elementary principles of agriculture (F.S. 1003.42(2)(i))

14)Effects of alcohol and narcotics on the body and mind (F.S. 1003.42(2)(j))

15) Kindness to animals (F.S. 1003.42(2)(k))

16)History of the state (F.S. 1003.42(2)(l)) 17)

Conservation of natural resources (F.S. 1003.42(2)(m))

18) Comprehensive health education (F.S. 1003.42(2)(n))

19)Importance of free enterprise in the US economy (F.S.1003.42(2)(r))

4. Outside Activities

a. Outside activities, such as contests and fairs, that use instructional time must be aligned with the standards adopted by the State Board of Education.

b. See Policy 6303 for additional field trip information.

5. Digital Tools

a. Curriculum

1) Curricula for students in high school must contain instruction that allows them to attain progressively higher levels of skill in the use of digital tools and applications (F.S. 1008.25(2)(h)).

2) The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certifications (F.S. 1008.25(2)(h), F.S. 1002.3105, F.S. 1003.41, F.S. 1003.4203, and F.S.1003.428).

b. Materials

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

c. Certificates
   1) CAPE Digital Tool Certificates shall be made available to all public high school grades students (F.S. 1003.4203(3)).
      i. Targeted skills to be mastered for the certificate include digital skills that are necessary to the student's academic work and skills the student may need in future employment.
      ii. The skills must include, but are not limited to:
         a) Word processing;
         b) Spreadsheets;
         c) Presentations, including sound, motion, and color presentations;
         d) Digital arts;
         e) Cybersecurity; and
         f) Coding consistent with industry certifications that are listed on the 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 (BVE) (F.S. 1002.37(3)(c)), even if the school offers the same course, unless:
   1) A school administrator (or designee) determines that the student does not meet the profile for success in this educational delivery context (F.S. 1002.37(1)(b)), based on the student's academic history, grade level, and age.
   2) The student is enrolled in the same course at the local school and may not concurrently enroll in the same course at FLVS or BVE.

b. Schools may allow a student access to FLVS as part of the student's full day curriculum if the District has an approved agreement with FLVS to serve students during the school day. Such agreement is not needed for students who wish to take a FLVS course outside of the school day (F.S. 1002.45(2)(c)).

c. A student whose Individual Educational Plan (IEP) indicates that full- time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.

7. Credit Recovery

a. Credit Recovery courses are credit-bearing courses with specific content requirements.

b. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course and/or End-of-Course (EOC) assessment.

c. Credit Recovery courses are not bound by section 1003.436(1)(a), Florida Statutes (F.S.), requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards.

d. Credit Recovery courses shall only be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an EOC assessment retake.

e. Upon successful completion of a Credit Recovery course, students will also be awarded the equivalent credit in the corresponding core subject area course

B. ASSESSMENTS

1. GRADING

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

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

Letter Grade	Definition	Numerical	Quality Points
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

2) A grade of Incomplete ("I") is given as an opportunity for students to make up incomplete class work, a statewide, standardized EOC assessment, or for students who require additional time to demonstrate mastery of course standards.
   i. Class work should be made up prior to the end of the next marking period.
   ii. If the work remains incomplete or unsatisfactory at the end of this marking period, the "I" will convert to an "F" grade. The principal may extend the deadline.
3) Letter grades displaying plus (+) signs shall be used in the calculation of the District's weighted grade point average for the purpose of determining class rank.
   i. Plus grades are not included in the GPA calculations for determining athletic eligibility, meeting graduation requirements (F.S. 1003.437), or the Florida Bright Futures Scholarship Program.
   ii. Students should consult the GPA calculation methodologies for the respective program to determine if that institution recognizes plus grades.

b. Changes to student grades shall be properly documented using a *Change of Grade Form* to be signed by the principal and the teacher of record and stored in the student's cumulative record.
   1) The appropriate grade change code shall be documented in TERMS.
   2) When the teacher of record is unavailable or not applicable, the Change of Grade Form shall be signed by the principal and by the subject area Department Chairperson.
   3) Changes to a student grade may be made for the following reasons:
      i. When an EOC assessment retake impacts the EOC course final grade,
      ii. Technical/input error,
      iii. Incomplete grade changed to the appropriate letter grade,
      iv. When, to reflect an accurate final course grade, an "F" grade earned in semester 1 must be changed to allow for averaging of semesters as required by F.S. 1003.43 and described in this policy under "Grade Averaging", or
      v. Unforeseen extenuating circumstances.

c. Semester Course Grades
   1) When credit is granted on a semester basis, one-half credit is given for passing a semester's work in a course.

2) The semester grade for each course is determined by totaling the points earned in both quarter grading periods and the points earned on the semester examination.

3) For schools implementing a 4x4 block schedule, one semester is equivalent to a nine-week period of time.

4) For schools on a seven period schedule, one semester is equivalent to an 18-week period of time.

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

   i. Both quarter grading periods, or

   ii. One quarter grading period and the semester examination.

6) The weight of each quarter grade is 37.50% of the final semester grade.

7) The weight of the semester examination is 25% of the final semester grade.

d. Full-Year Course Grades

1) For high school courses in which the statewide, standardized EOC assessment is calculated as 30% of the student's final course grade, one credit (1.0) may only be granted after the student attempts the EOC.

2) For schools implementing a 4x4 block schedule, one full year is equivalent to 18-weeks instruction.

3) For schools on a seven period schedule, one full year is equivalent to 36-weeks of instruction.

4) The weight of each quarter grade is 15% of the final course grade.

5) The weight of the midterm examination is 10% of the final course grade.

6) The weight of the EOC is 30% of the final course grade.

e. Grade Averaging (F.S. 1003.436)

1) For the purpose of graduation, grade averaging of the two semesters for a year-long course will be permitted when one is a failing grade and the other grade is "C" or higher.

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

3) A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half and the averaging of the grades obtained in each half would result in a passing grade, provided the student:

   i. Receives a grade of "C" or better on the semester examination in the semester failed and

   ii. Is absent no more than 10% of the instructional time during the failed

semester in the course requiring grade averaging; and

iii. The final grade remains at a passing level after any state- required EOC assessment grade is calculated into the final grade with the required 30% weighting.

f. Grade Forgiveness

1) For high school students, forgiveness for required courses shall be limited to replacing a grade of “D”, “F”, or “I” with a grade of “C” or higher, earned subsequently in the same or comparable course.

2) For high school students, forgiveness for elective courses shall be limited to replacing a grade of “D”, “F”, or “I” with a grade of “C” or higher earned subsequently in another course (F.S. 1003.43).

3) In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s GPA; however, all forgiven courses and grades must be included on a student’s transcript as an accurate reflection of a student’s record of achievement.

i. The authority for the School Board to adopt a forgiveness policy does not provide authority to alter a student record to delete the forgiven course and grade (F.A.C. 6A-1.0955(3)(a)(7) and F.S. 1003.428(4)(d)).

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

5) For a student whose cumulative Grade Point Average is below a 2.5, courses previously passed with a grade of “D” (1.0) may be retaken through an extended learning opportunity or through co- enrollment in order to maintain continuous progress toward graduation.

g. Grading Formulas

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

h. Make-Up Work

1) Make-up work shall be accepted for full credit and grade for excused, unexcused absences~~.~~, and external suspensions.

2) All make-up, including quizzes and tests, work must be submitted/taken within two school days upon return to the missed class, not including the day of return, for each day of an absence.

3) When assignments and appropriate instruction are provided prior to the absence, make-up work (including major projects) is due on the day of return to the missed class.

4) Under extenuating circumstances and at teacher’s discretion, additional time may be allowed.

2. Statewide, Standardized Assessments (F.S. 1008.22)

a. Each student must participate in statewide, standardized assessments at designated grade levels as required by F.S. 1008.22.

b. EOC assessments for Algebra I, Geometry, Biology I, and United States History shall be administered to students enrolled in such courses as specified in the Course Code Directory.

c. Students enrolled in a course, as specified in the Course Code Directory, with an associated statewide, standardized EOC assessment must take the EOC assessment for such course and may not take the corresponding subject or grade-level statewide, standardized assessment.

d. The statewide, standardized EOC assessment must be used as the final cumulative examination for its associated course. No additional final assessment may be administered in a course with a statewide, standardized EOC assessment.

e. Students with disabilities who meet state-defined exemption criteria must be administered an alternative assessment (F.S. 1008.22(8)(4)).

   1) Parents of students with disabilities must also be provided with information about required state assessments and EOC waivers.

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

   1) This waiver shall be limited to performance on an assessment that is waived for the purpose of receiving a course grade or standard high school diploma, as applicable.

g. For English Language Learners (ELL) who are currently receiving services, the assessments may be administered with any one or a combination of the accommodations as authorized by F.A.C. 6A- 6.09091 to enable them to fully participate in all assessments.

h. Ongoing assessment is an integral part of the instructional process and the school will provide parents with the results of each statewide, standardized assessment (F.S. 1008.25(4)).

i. The District may not schedule more than 5 percent of a student's total school hours in a school year to administer statewide, standardized assessments and district-required local assessments.

j. Students must take the test(s) appropriate for the grade level/subject in which they are receiving instruction. For FSA ELA, students must take the same grade-level test for ELA Writing and ELA Reading to receive an ELA score (FSA Administration Policies and Procedures Manual).

3. Universal Screening

a. As part of the MTSS/RtI process, schools shall universally screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school (F.A.C. 6A-6.0331).

   1) The school's Collaborative Problem-Solving Team (CPST) shall monitor universal screening data at regular intervals.

2) Specific interventions shall be initiated as soon as a student first demonstrates deficits in literacy (reading and writing), mathematics, or behavior.

4. Suspension of Curriculum

a. A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide, standardized assessment (F.S.1008.22(3)(g)).

b. However, a school may engage in the following test-preparation activities for a statewide assessment:

1) Distributing to students sample test books and answer keys published by the Florida Department of Education,

2) Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores below proficiency on a prior administration of the statewide assessment,

3) Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores below proficiency on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by the District, is identified as having a deficiency in the content knowledge and skills assessed,

4) Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or

5) Administering a practice test or engaging in other test- preparation activities for the statewide assessment, which are determined necessary to familiarize

students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment.

5. Legislative Changes

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

6. Semester Examinations and Exam Exemptions

a. Semester examinations for a course shall be scheduled and administered in accordance with the guidelines provided by the District.

b. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement (F.S. 1003.33(2)).

c. A student may be exempt from the midterm and/or final exams in a high school course under the following criteria:

1) The student earns a grade of "B" or better in all marking periods of the respective high school course during the semester of the exemption.

2) The student may waive eligible midterms or final exams for up to one-half all high school or higher-level courses on the student's regular school day schedule,

3) AP/IB/AICE midterm exams cannot be exempted; however, the student may exempt the final exam.

   i. Teachers are encouraged to give an alternative assessment in lieu of a traditional final exam.

4) Dual enrollment midterm and final exams may not be exempted.

5) The statewide, standardized EOC assessments, required by statute, are not eligible for exemption; however, the student may exempt the midterm exam.

6) Midterm and/or final exams cannot be retroactively exempted once the student takes the exam.

C. PROMOTION

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

   a. Following promotion from 8th grade, the student shall be placed in 9th grade, which will designate their cohort.

   b. Following completion of one year designated as a 9th grader, the student will be designated a 10th grader.

   c. Following completion of one year designated as a 10th grader, the student will be designated as an 11th grader.

   d. Following completion of one year designated as an 11th grader, the student will be designated as a 12th grader.

   e. Students enrolled in and attending Alternative Secondary Schools, including Department of Juvenile Justice (DJJ) programs, participate in a "performance-based" educational setting. Students demonstrate credit completion at the point they finish the course requirements. Grade designation is determined in the same manner as indicated above.

2. Social Promotion

   a. Principals shall have authority for appropriate grade placement of students, within the limitations of School Board Policy and F.S.1002.3105.

   b. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement (F.S. 1008.25(6)).

3. Credits

   a. Definition of Credit

      1) One full credit is defined as a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards.

      2) One full credit is defined as a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards in a school that has been authorized to implement block scheduling (F.S. 1003.436(1)(a)).

      3) One-half credit is defined to be one-half of the requirement for a full credit.

      4) Students are not exempted from the 135-hour or 120-hour bona fide instruction

rule except as in allowable acceleration mechanisms (e.g., Credit Acceleration Program (CAP), credit validation, dual enrollment, early admission, or other mechanisms described in ACCEL legislation (F.S. 1002.3105), adult education, and approved alternative education programs featuring competency-based curriculum or in schools that have alternative scheduling).

5) Any school that uses alternative scheduling must employ a district- approved mechanism to determine successful mastery of student performance standards.

6) The Florida Articulation Coordinating Committee defines those select semester-length (three credit hours) postsecondary courses completed through dual enrollment as receiving one (1) full high school credit (F.S. 1003.436).

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

b. Uniform Transfer of High School Credits

1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted on face value subject to validation if required by the receiving school's accreditation.

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

3) AdvancED/Southern Association of Colleges and Schools Council on School Improvement (AdvancED/SACS CASI) is the District's accrediting agency and, as such, district schools shall accept credits and grade placement promptly from the following recognized accrediting agencies:

   i. AdvancED/Southern Association of Colleges and Schools Council on School Improvement (AdvancED/SACS CASI)

   ii. Middle States Association of Colleges and Schools (MSACS)

   iii. New England Association of Colleges and Schools (NEACS)

   iv. AdvancED/North Central Association of Colleges and Schools (NCACS)

   v. Northwest Association of Accredited Schools (NAAS)

   vi. Western Association of Colleges and Schools (WACS)

   vii. National Council on Private School Accreditation (NCPSA) member agencies and other accepted agencies, including:

      a) Alabama Independent School Association

      b) American Montessori Society

      c) Association of Christian Schools International (AISA)

      d) Association of Christian Teachers and Schools (ACTS)

      e) Christian Schools International (CSI)

f) Christian Schools of Florida (CSF)
g) Council of Islamic Schools in North America (CISNA)
h) Florida Catholic Conference (FCC)
i) Florida Council of Independent Schools (FCIS)
j) Florida League of Christian Schools (FLOCS)
k) Independent School Association of Central States (ISACS)
l) International Center for Integral Formation (ICIF)
m) International Christian Accrediting Association (ICAA)
n) Lutheran Schools of Florida-Georgia District (FLGA- LCMS)
o) National Christian School Association (NCSA)
p) National Independent and Private School Association (NIPSA)
q) National Lutheran School Accreditation (NLSA)
r) Ohio Catholic School Accrediting Association (OCSAA)
s) South Carolina Independent School Association (SCISA)
t) Southern Association of Independent Schools (SAIS)
u) Tennessee Association of Christian Schools (TACS)
v) Texas Catholic Conference (TCC)

4) If validation of the official transcript is deemed necessary, or if the student does not possess and official transcript, or is a home education student, credits shall be validated through performance during the first grading period at the receiving school.
   i. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period.
   ii. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outline in this rule.
5) Alternative Validation Procedure: If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
   i. Portfolio evaluation by the superintendent or designee,
   ii. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal,
   iii. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools,
   iv. Demonstrated proficiencies on nationally-normed, standardized subject area assessments,

v. Demonstrated proficiencies on the statewide, standardized assessment (F.S. 1008.22), or

vi. Written review of the criteria utilized for a given subject provided by the former school.

6) Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in this rule, if required (F.A.C. 6A-1.09941).

7) If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30% of the student's final course grade.

8) Beginning with the 2012-13 school year, if a student transfers to a Florida public high school from out-of-country, out-of-state, a private school, or a home education program and the student's transcript shows a credit in Algebra I, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a

   comparative score passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20, U.S.C.F.S. 6301.

9) If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the student must take and pass the statewide, standardized grade 10 reading or ELA assessment, or earn a concordant score.

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

11) Graduation requirements for transfer students shall be based upon those SBBC requirements that were in effect for the cohort of students that entered the 9th grade during the same school year as the transfer student.

12) Students who enter SBBC at the 11th or 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in the high school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring.

    i. To receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet the assessment requirements under F.S. 1008.22.

13) Students who are not in attendance at a regular high school (grades 9-12) but attend alternative programs that have been approved by the District may re-enroll in a high school program and receive credit for all courses successfully completed in the alternative program(s) after evaluation of the transcript.

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

14) Co-Enrollment

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

a) The student must be deficient in the credits required for graduation.

b) The student must be attempting a full load of required credits at the traditional high school during the co- enrollment period.

c) The student must have written authorization for entrance into each course in the co-enrollment program from the home school principal or designee.

d) The student's credit deficiencies have not resulted from an intentional, willful neglect of students as determined by the principal or designee.

e) Co-enrollment courses will be limited to core curricular areas as defined in F.S. 1003.01(14).

f) The student does not have a pattern of excessive absenteeism or habitual truancy or a history of disruptive behavior in school.

15) Level 1 Courses

i. Students with an Individual Educational Plan (IEP) who entered the 9th grade prior to the 2013-14 school year, may be granted core academic credit toward a standard high school diploma (including elective credit) for a Level 1 course, if the IEP team determined and documented, in accordance with F.S.1003.43(7)(d), that a rigorous course of study would be inappropriate.

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

16) Compensatory or Remedial Programs

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

17) Exploratory Vocational Courses

i. Students cannot use more than one credit in an exploratory vocational course to meet graduation requirements (F.S.1003.43(7)(b)).

18) Credit Acceleration Program (CAP)

i. Students who earn passing scores on statewide, standardized EOC assessments, Advanced Placement (AP) examinations, or the College Level Examination Program (CLEP), shall receive credit for the corresponding course (F.S. 1003.4295).

ii. Students who are not enrolled in the course or who have not completed the course may take the assessment and receive credit if the student earns a passing score (F.S. 1003.4295(3).

D. GRADUATION

1. Graduation Options and Selection

   a. Each year, the District must provide students in grades six through twelve and their parents, in writing, with information concerning all diploma options, including the respective curriculum requirements for those options so the students and their parents may select the program that best fits their needs.

   b. The graduation requirements for each cohort and diploma option are summarized in Appendix B.

   c. Selection of one of the graduation options is exclusively up to the student and parent.

      1) If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements for the 24-credit high school graduation option (F.S. 1003.428 and F.S. 1003.4285).

      2) Students enrolled in special magnet programs may only select this the 24-credit high school graduation diploma option.

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

      1) Students who graduate early from high school may continue to participate in school activities during his/her four-year cohort period, will continue to be ranked with this cohort, and shall be included in all awards and honors with his/her cohort.

      2) Students who graduate early from high school shall comply with School Board rules regarding access to school facilities and grounds during normal operating hours.

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

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

   a. Credits

      1) Four credits in English Language Arts (ELA)

      2) Four credits in Mathematics

         i. A student must earn one credit in Algebra 1 and one credit in Geometry

            a) A student's performance on the statewide, standardized Algebra 1 and Geometry end-of-course (EOC) assessments constitute 30% of the student's final course grade.

            b) If a transfer student's transcript shows a final high school course grade and credit in Algebra 1 or Geometry, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30% of the student's final course grade.

ii. One credit in computer science and the earning of related industry certifications constitute the equivalent of up to one credit of the mathematics requirement, with the exception of Algebra I or higher-level mathematics for high school graduation (F.S.1007.2616(3)(a)).

iii. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry (F.S. 1003.4282(b)).

3) Three credits in Science

i. Two of the three required credits must have a laboratory component.

ii. A student must earn one credit of Biology I and two credits in equally rigorous courses.

a) A student's performance on the statewide, standardized Biology end-of-course (EOC) assessment constitutes 30% of the student's final course grade.

iii. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one science credit, except for Biology I (F.S. 1003.4282(c)).

4) Three credits in Social Studies

i. A student must earn:

a) One credit in United States History

1. A student's performance on the statewide, standardized United States History end-of-course (EOC) assessment constitutes 30% of the student's final course grade.

b) One credit in World History

c) One-half credit in Economics

d) One-half credit in United States Government.

5) One credit in Fine or Performing Arts, Speech and Debate, or Practical Arts

i. The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination.

ii. Eligible practical arts courses are identified in the Course Code Directory.

6) One credit in Physical Education with the integration of health

i. Schools may not require the one-credit of physical education be taken during the student's ninth grade year.

ii. Students may meet the physical education graduation requirement by meeting any one of the following options:

a) One full credit of HOPE

The District has adopted HOPE Variation I (Physical Education Integrated with Health) as the recommended physical education course.

b) Complete 0.5 credit of:

1. Personal Fitness, and
2. Physical education elective, and

   Physical education skills courses are not eligible to be taken through dual enrollment. These students must still complete another 0.5 credit physical education elective course to complete the physical education graduation requirement.

3. Life Management Skills

   Beginning with students entering 9th grade in 2014-2015 and thereafter, the Life Management Skills course will no longer be required for this option.

c) Two full credits of Junior Reserve Officer Training (JROTC)

(One credit satisfies the physical education requirement and one credit satisfies the arts requirement.)

d) Complete one-half credit in the Personal Fitness course and one-half credit with a grade of "C" or better in a:

1. Marching band class, or

   (Satisfies one-half credit of either physical education or arts requirement.)

2. Physical activity class that requires participation in marching band activities as an extracurricular activity, or
3. Dance class

   (Satisfies one-half credit of either physical education or arts requirement.)

e) Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons.

iii. The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to:

a) the definition of dating violence and abuse,

b) the warning signs of dating violence and abusive behavior,

c) the characteristics of healthy relationships,

d) measures to prevent and stop dating violence and abuse, and

e) community resources available to victims of dating violence and abuse.

iv. The District must approve the materials, resources, and speakers used in the Family Life/Human Sexuality and HIV/Sexually Transmitted Disease components of the K- 12 health curriculum.

a) Instruction should be appropriate for the age and grade of the student and

shall reflect current theory, knowledge, and practice (F.S. 1003.46).

b) Provisions must be made to allow parents to make a written request for their child to be exempt from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment (F.S. 1003.42(3)).

7) Eight credits in Electives

8) At least one course within the 24 credits required for graduation must be completed through blended/online learning (F.S. 1003.428).

i. This requirement shall be met through:

a) An online course offered by Florida Virtual School (FLVS), or

b) An online course offered by Broward Virtual Education (a franchise of FLVS), or

c) A blended/online course offered by the high school, or

d) A blended/online dual enrollment course.

e) Completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the CAPE Industry Certification Funding List, pursuant to F.S. 1008.44 or passage of the information technology certification examination without enrollment in or completion of the corresponding course or courses, as applicable.

ii. Schools shall not require a student to take the blended/online course outside of the school day or in addition to a student's courses for a given semester.

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

iv. This requirement does not apply to a student who has an Individual Education Plan (IEP) under F.S. 1003.57, which indicates that a blended/online course would be inappropriate.

v. A student who is enrolled in a Florida high school and has less than one academic year remaining in high school may waive this requirement.

b. **Grade Point Average (GPA)**

1) Students must achieve at least a 2.0 cumulative, unweighted GPA to meet the graduation requirements for the chosen diploma option.

c. **State Assessments**

1) A student must pass the statewide, standardized grade 10 Reading assessment, or earn a concordant score.

2) A student must pass the statewide, standardized Algebra 1 EOC assessment, or earn a comparative score.

d. **Service Learning**

1) Students are required to complete a minimum of 40 documented hours of Service Learning in order to graduate.

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2) In cases of extreme hardship or senior out-of-district transfers, the school principal may waive the Service-Learning requirement.

3. ACCEL Standard Diploma (18-Credit Option)

a. Awarded to students who meet all requirements for a standard high school diploma with the following exceptions:

1) Physical Education is not required.
2) Online Learning course is not required.
3) Only three elective credits are required.
4) Service-Learning hours are not required.

4. CTE Graduation Option

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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	**4.0 Credits**	*Complete two credits in career and technical education. The courses must result in a program completion and an industry certification * Complete two credits in work-based learning programs. A student may substitute up to to two credits of electives, including one-half in financial literacy, for work based learning program courses to fulfill this requirement	
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:

1) Passing score on the required statewide, standardized assessments (F.S. 1008.22) or scores on a standardized test that are concordant with the passing scores on the statewide, standardized assessments (F.S. 1008.22).

2) Cumulative unweighted GPA of 2.0.

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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

a. Students who entered the ninth grade before the 2014-2015 school year and whose IEP, as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma.

   1) Option 1 is based primarily upon mastering state standards and earning credits.

   2) Option 2 is based primarily on demonstrating competency in employment.

   3) Service-Learning hours are not required for a special diploma.

b. The graduation charts in Appendix B summarize the graduation prerequisites and requirements for each special diploma option.

   1) The charts include references to “notes” that are applicable to specific diploma options.

   2) The notes include additional requirements as well as options for meeting some of the requirements and are an essential component of the graduation requirements.

c. Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student’s skills and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements through the access course specified for each required core course, through more rigorous ESE courses in the same content area or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments.

   1) Eligible CTE courses may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments.

   2) Participation in the Florida Alternate Assessments in reading, mathematics, and science is required until replaced by Florida Alternate Assessments in English Language Arts I, II, III, Algebra I, Geometry, Biology I, and United States History.

   3) A score of at least three (3) on the grade 10 English Language Arts alternate assessment and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with Section 1008.22(3)(c),

F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in Section 1003.572, F.S.

4) For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multimedia portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

d. Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies are the most appropriate way for the student to demonstrate his or her skills. A student must meet all of the graduation requirements specified in Section 1003.4282(1)-(9) or 1002.3105(5), F.S. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

1) Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for English IV; one (1) mathematics credit, with the exception of Algebra and Geometry; one (1) science credit, with the exception of Biology; and one (1) social studies credit with the exception of United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

2) Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in Section 1003.4282(11)(b)2.d., F.S., for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.

3) Documented achievement of all components defined in Section 1003.4282(11)(b)2.b., F.S., on the student's employment transition plan.

e. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in Section 1003.572, F.S.

f. Deferral of receipt of a standard diploma. A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements found at Section 1003.4282(11)(c), F.S

1) The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent, or the student over the age of eighteen (18) for whom rights have transferred in accordance with subsection 6A-6.03311(8), F.A.C., must sign a separate document stating the decision.

   i. The IEP team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services, and describe to the parent and the student all services and program options available to students who defer. This description must be done in writing.

   ii. School districts must inform the parent and the student, in writing by January 30 of the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education (FAPE). This communication must state that the deadline for acceptance or

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

   iii. The school district must ensure that the names of students deferring their diploma be submitted to appropriate district staff for entry in the district's management information system. Improper coding in the district database will not constitute failure to defer.

2) In accordance with subsection 6A-6.03028(1), F.A.C., a student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the school district, until the end of the school semester or year in which the student turns twenty-two (22).

9. Special Certificate of Completion

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

10. Adult Standard Diploma

a. The graduation requirements for an Adult Standard Diploma are the same as for a Traditional, 24-Credit Standard High School Diploma, except the following are not required:

   1) Physical Education,

   2) Fine/Performing Arts, and

   3) Service Learning.

b. The Adult Education graduation charts in Appendix B summarize the graduation

requirements with additional information noted.

1) No student shall be awarded a Standard High School Diploma earlier than he/she would have normally graduated from high school in accordance with their selected graduation option except when that student has been assigned to adult high school for the purposes of acceleration pursuant to SBBC Policy 6.7.

2) Successful performance on an examination for high school credit may be substituted only as outlined in this Policy.

3) Students shall be permitted to substitute military service and/or education received while on active duty pursuant to restrictions and limitations imposed by F.A.C. 6A-6.020.

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.

1) Passing score on the Grade 10 statewide, standardized assessment (F.S. 1008.228) or scores on a standardized test that are concordant with the passing scores on the statewide, standardized assessment (F.S. 1008.228).

2) Cumulative unweighted grade point average of 2.0.

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:

1) Earning a passing score on the tenth grade statewide, standardized assessment (F.S. 1003.43).

2) Completing an employability and postsecondary portfolio as prescribed by the District.

3) Achieving the required score on the High School Equivalency Exam.

13. Grade Point Average (GPA)

a. The Grade Point Average is calculated by dividing the quality points earned by the credits attempted.

1) A quality point is the numerical value assigned to the letter grade (i.e., A=4, B=3, C=2, D=1, F=0).

b. All high school courses, including those taken in the middle grades, shall be counted as attempts for credit when calculating all grade point averages, except when the grade forgiveness rule or course validation (e.g., transfer credit from home education) is applied.

c. Students must achieve at least a 2.0 cumulative, unweighted GPA to meet the graduation requirements for the chosen diploma option.

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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:

1) Waive specific courses required for graduation if similar coursework has been satisfactorily completed in the transferring school.

2) Accept exit or end-of-course exams required for graduation from the sending school; norm-referenced achievement tests; or alternative testing; in lieu of testing requirements for graduation in the district.

3) If the military student transfers at the beginning of or during his or her junior year and is not eligible to graduate from the receiving school after all alternatives have been considered, the sending and receiving school must ensure the receipt of a diploma from the sending school.

b. This compact applies to the children of:

1) Active duty members of the uniformed services, including members of the National Guard and reserve on active duty orders;

2) Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of two years after medical discharge or retirement; and

3) Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of two years after death.

E. REMEDIATION

1. Progress Monitoring Plans (PMP)

a. Each student, including those with disabilities, who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the Algebra I EOC assessment, must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

b. A student who is not meting school district or state requirements for satisfactory performance in English Language Arts and/or mathematics must be covered by one of the following plans:

1) A federally required student plan such as an Individual Educational Plan (IEP);

2) An individualized progress monitoring plan;

3) Or both, as necessary.

c. If a student scores below satisfactory on the statewide, standardized assessment as per F.S. 1008.22 and district-determined criteria, the following year the student may be placed in appropriate intensive coursework according to the district's Reading Placement Guidelines Chart. The course may be taught by a teacher who is reading certified, endorsed, or completed a district-approved professional development program. Remediation strategies must be incorporated into course content delivery.

d. Utilizing the school's Multi-Tiered System of Supports (MTSS)/Response-to-Intervention (RtI) process, the school must develop and implement, in consultation with the student's parent, a PMP in the area of deficiency to meet State and District expectations for proficiency (F.S. 1008.25(4)(b)).

e. Students exhibiting substantial deficiencies in reading or mathematics must have more frequent progress monitoring and diagnostic evaluation using district-approved assessments, including baseline, midyear, and end-of-year measures.

f. Research-based instructional activities that have been shown to be successful with low-performing students will be used.

g. The District may require low-performing students to attend remediation 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. Remedial instruction provided during high school may not be in lieu of English and/or mathematics credits required for graduation.

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

k. Students who must travel to centers or programs pursuant to the provisions of School Board policy will be allowed a period to do so.

l. For students attending Schools of Choice, the learning contract will serve as the student's PMP.

2. Postsecondary Preparatory Support

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

3. Extended Learning Opportunities

a. Opportunities for extended learning for students with academic deficiencies may be offered during the school day, as well as beyond the school day.

b. Extended learning opportunities will be determined on an annual basis.

F. ENRICHMENT

1. Academically Challenging Curriculum to Enhance Learning (ACCEL)

a. ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students (F.S. 1002.3105(1)(a)).

b. Each high school will include at a minimum (F.S. 1002.3105(1)(b)):

1) Whole-grade promotion;
2) Midyear promotion;
3) Subject-matter acceleration;
4) Virtual instruction in higher-grade level subjects, and v. The Credit Acceleration Program (CAP).

c. Additional ACCEL options may include, but are not limited to (F.S.1002.3105(1)(b)):
1) Enriched science, technology, engineering, and mathematics coursework;
2) Enrichment programs;
3) Flexible grouping;
4) Advanced academic courses;
5) Combined classes;
6) Self-paced instruction;
7) Rigorous industry certifications that articulate to college credit and approved pursuant to F.S. 1003.492 and F.S. 1008.44;
8) Curriculum compacting;
9) Advanced-content instruction; and
10) Telescoping curriculum.

d. Parents and students may contact the principal at the student's school for information related to student eligibility requirements for ACCEL options offered by the principal pursuant to F.S. 1002.3105 and F.S.1008.25.

e. Eligible students and their parents may request student participation in ACCEL options, including those that would result in a student attending a different and/or next-level school, by contacting the current school's principal (F.S. 1002.3105 and F.S. 1008.25).

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

a. Students may be evaluated for eligibility for gifted services via a teacher or parent referral.

b. For the written statement of policies and procedures for providing an appropriate program of specially designed instruction and eligibility requirements for gifted, please refer to Special Policies and Procedures (SP&P) (F.S. 1003.01 and F.S. 1003.57; F.A.C. 6A-6.03019 and F.A.C. 6A-6.030191).

c. Each student identified as being eligible for gifted services in grades K- 12 is entitled to instruction that meets their enrichment and/or acceleration needs in all core content areas, social/emotional needs, and/or independent functioning needs as identified during the Educational Plan (EP) process.

d. All students identified as gifted must have a current EP.
1) EPs must be redesigned at least every two years and/or at matriculation to the middle or high school.

2) The school must provide services to meet the student's special needs as described in the EP and communicate progress towards EP goals quarterly to parents.

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

3. Dual Enrollment

a. Dual enrollment is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion, a career certificate, or an associate or baccalaureate degree (F.S.1007.271(1)).

b. The purpose of dual enrollment is to shorten the time necessary to complete requirements for a diploma, industry certification, associate, or baccalaureate degree, to broaden the scope of curricular options, or increase the depth of study available in a particular subject area.

c. Dual enrollment will be open to students in grades 6-12 as specified in Florida statutes and agreed upon in an approved inter-institutional articulation agreement with the local college.

d. To be eligible for dual enrollment in college credit courses, students must:

1) Have a 3.0 cumulative, unweighted high school grade point average, unless the approved inter-institutional articulation agreement provides otherwise.

2) Meet the minimum scores on the Common Placement Test (CPT), Postsecondary Education Readiness Test (PERT), or equivalent assessments (SAT or ACT).

3) Obtain permission from the high school administrator designated to oversee dual enrollment prior to enrollment.

i. Once permission is obtained, the student must follow the required dual enrollment procedures designated by the post- secondary institution.

e. To continue in dual enrollment for college credit courses, students must continue to maintain the 3.0 unweighted high school grade point average, inclusive of college courses taken, and maintain at least a 2.0 college grade point average.

f. Students who are disruptive will lose the privilege of participating in the dual enrollment program.

g. Dual enrollment-eligible students may dually enroll in coursework for those courses listed in the approved inter-institutional articulation agreement with the post-secondary institution or for those post- secondary institutions with which the District has no inter-institutional articulation agreement those courses approved by the state for dual enrollment.

h. Vocational-preparatory instruction, college-preparatory instruction, remedial instruction, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program, as specified in F.S. 1007.271.

i. Students who elect to participate in dual enrollment (which includes technical

coursework) may do so during regular school hours, after regular school hours, and during the college/university/technical college summer terms as allowed by the post-secondary institution.

j. Any student in approved dual enrollment with a State of Florida public postsecondary institution offering dual enrollment, shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees (F.S. 1007.271).

k. Dual enrollment career certificate programs will allow students to earn a series of elective credits toward the high school diploma, while working towards a career certificate, and shall not be used to enroll students in isolated career courses.

l. To be eligible for dual enrollment in a career certificate program offered through the Broward Technical Colleges, students must:

   1) Have a 2.0 cumulative, unweighted high school grade point average, inclusive of any college courses the student has taken.

   2) Pass the Test of Adult Basic Education (TABE) at the required exit level for the targeted career certificate program.

   3) To continue in technical dual enrollment through Broward Technical Colleges, students must maintain at least a 2.0 unweighted grade point average, inclusive of dual enrollment courses.

m. Dual Enrollment career certificate programs taught on the high school campus must carry the appropriate post-secondary course code number.

4. Early Admission

a. Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree (F.S. 1007.271(7-8)) or a postsecondary program leading to industry certifications, as listed in the Industry Certification Funding List (F.S. 1008.44) in order to shorten the time necessary to complete requirements for a certificate, diploma, associate, or baccalaureate degree.

b. To be eligible for early admission, students must:

   1) Have a 3.0 cumulative, unweighted high school grade point average, inclusive of Dual Enrollment courses taken.

   2) Meet minimum scores on the College Placement Test (CPT), Postsecondary Education Readiness Test (PERT), or equivalent assessments (SAT or ACT).

c. Once a student is eligible for early admissions, the eligibility continues through the end of the current school year.

d. Participation in the career early admission program is limited to students who have completed a minimum of four semesters of full-time secondary enrollment, including studies undertaken in ninth grade.

e. Early admission may take place at accredited postsecondary institutions with or without the existence of an articulation agreement.

f. All coursework completed and credits earned under the early admission option will

be recorded in the student's academic history and calculated into the student's cumulative grade point average.

g. Any student so enrolled in a state supported postsecondary institution with which the School Board has an approved inter-institutional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees (F.S. 1007.271(10)).

   1) Students participating in early admissions programs at all other institutions will be responsible for all fees and expenses.

h. In order to graduate from a public high school under the Early Admission Program, be awarded a high school diploma, and participate in graduation ceremonies, the student must be degree seeking and must qualify on an approved placement examination and enroll in non- remedial, credit-earning coursework.

   1) The student must have completed two consecutive semesters of college coursework or the equivalent, with a full-time class load of 24 credit hours or the equivalent.

   2) This must include coursework that satisfies the remaining high school graduation requirements and the student must maintain a minimum college 2.0 GPA as shown by grade transcripts.

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

5. Credit from Other Postsecondary Institutions

a. Students may receive high school credit for completion of college coursework offered through programs at accredited postsecondary institutions that do not have inter-institutional articulation agreements with SBBC.

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

   i. Be enrolled as a high school student,

   ii. Have a 3.0 cumulative, unweighted grade point average,

   iii. Obtain approval from the school administrator,

   iv. Provide a description of the course to be taken; the course must be included in a specific degree program (as opposed to special interest session offered by a college/university, which does not meet the criteria of a credit-granting course), and

   v. Provide the school administrator with an official transcript delineating course title, number of college credit hours earned, and grade (F.A.C. 6A-1.09941).

c. For purposes of this policy, three semester hours of college credit will be equated to one-half high school elective credit.

d. All dual enrollment courses completed with a grade of "C" or better will earn two additional quality points toward the District's weighted GPA.

6. Weighted Quality Points

a. All courses, which are clearly labeled as Level 3 and/or "Honors", consistent with

State Frameworks and/or district guidelines and coded as such in the Course Code Dictionary, shall carry one additional quality point toward the District's weighted GPA if the grade received is a "C" or above.

b. Courses may be designated as "Local Honors" because they contain rigor that supports the awarding of one additional quality point toward the District's weighted GPA.

   1) These courses are not considered "Honors" for the State University System (SUS), NCAA, or Bright Futures.

   2) Local Honors courses are designated as "-LH" in the course title.

c. A grade in a course that is Level 3 or above and leads to an industry certification must be weighted the same as an Honors course.

d. All classes that are clearly labeled "Pre-Advanced Placement", "Pre-Advanced International Certificate of Education" or "Pre-International Baccalaureate" shall receive one additional quality point toward the District's weighted GPA, if the grade received is "C" or above.

e. All classes that are clearly labeled as AP, AICE, IB, or DE shall receive two additional quality points toward the District's weighted GPA, if the grade received is "C" or above.

   1) Students will be required to take the AP, AICE, and/or IB examination (cost of the examination to be paid by the District) in order to receive two additional quality points.

   2) If a student elects not to take the AP, AICE, and/or IB examination, he/she will only receive one additional quality point toward the District's weighted GPA for a grade of "C" or higher.

7. Class Rank

a. Class rank shall be computed based upon the student's cohort.

   1) All attempted high school credits earned shall be calculated for class rank, including dual enrollment, early admission, adult education, high school courses completed in middle grades, and transfer credit.

   2) Students transferring from one SBBC high school to another in the last 2 semesters (or 4 for block schools) shall not displace, for class ranking recognition purposes, any other student.

8. Graduation Recognitions

a. Diplomas and Graduation Exercises

   1) High schools, centers, and adult centers within the District shall issue only the types of diplomas authorized by the State and School Board's rules.

   2) Special recognition for achievement beyond the prescribed requirements shall be allowed but must be uniform throughout the district.

   3) Graduation exercises for the public high schools of the district shall be scheduled by the District.

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4) Students who have completed graduation requirements prior to the scheduled end of the normal school year may participate in the annual graduation ceremony.

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

6) A school may schedule a mid-year graduation ceremony for students who have elected to complete high school prior to the scheduled end of the school year (SBBC Policy 5313).

7) Only students who achieve a Certificate of Completion, standard diploma, or special education high school diploma may participate in graduation ceremonies.

8) Per SBBC Policy 5313, students who have violated any of the rules of the Code of Student Conduct from January to June may be disallowed from participating in the annual graduation ceremony.

b. State Scholar Diploma Designation

1) In addition to the standard diploma requirements, the student must meet the following criteria:

i. Earn one credit in Algebra II,

ii. One credit in statistics or an equally rigorous mathematics course,

iii. Pass the statewide, standardized Geometry EOC assessment,

iv. Pass the statewide, standardized Biology I EOC assessment or earn a minimum score required to earn college credit on AP, IB, or AICE assessments,

v. Earn one credit in chemistry or physics,

vi. Earn one credit in a course equally rigorous to chemistry or physics,

vii. Pass the statewide, standardized United States History EOC assessment or earn a minimum score required to earn college credit on AP, IB, or AICE assessments,

viii. Earn two credits in the same world language, and

ix. Earn at least one credit in an AP, IB, AICE, or dual enrollment course.

c. State Merit Diploma Designation

In addition to the standard diploma requirements, the student must attain one or more industry certifications from the list established under F.S. 1003.492.

d. Honor Cords

1) For students entering 9th grade in 2013-14 and prior, Gold honor cords shall be issued to those students who graduate with a standard diploma under the following conditions:

i. Graduating students shall be in the top 10% of the entire senior class by rank order established by the District's weighted grade point average.

ii. Graduating students who have earned a 3.75 weighted grade point average but who may not be included in the top 10% shall also receive gold honor cords.

iii. Graduating students utilizing course validation shall not displace any of the top 10% honor students in rank order listing.

2) Beginning with students entering 9th grade in 2014-15 and thereafter, Honor Cords shall be issued to those students who graduate with a standard diploma under the following conditions:

i. Honors

a) Graduating students shall be in the top 10% of the entire senior class by rank order established by the District's weighted grade point average.

b) Graduating students who have earned a 3.75 weighted grade point average but who may not be included in the top 10% shall also receive Honors recognition.

c) Graduating students utilizing course validation shall not displace any of the top 10% Honors students in rank order listing.

ii. High Honors

a) Graduating students shall be in the top 5% of the entire senior class by rank order established by the District's weighted grade point average.

b) Graduating students utilizing course validation shall not displace any of the top 5% High Honors students in rank order listing.

iii. Highest Honors

a) Graduating students shall be in the top 2% of the entire senior class by rank order established by the District's weighted grade point average.

b) Graduating students utilizing course validation shall not displace any of the top 2% Highest Honors students in rank order listing.

e. Silver Cords

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

i. Graduating students must earn a total of 250 documented volunteer service hours beyond the school day.

ii. Students must obtain prior approval from the school principal or designee.

iii. Students may earn up to five hours per week providing service in an organized, supervised tutoring program conducted through a service learning, peer counseling, exploratory teaching, or study hall program.

f. Valedictorian/Salutatorian

1) To be selected as valedictorian or salutatorian, a high school senior shall have completed at least the last two full years of high school in any SBBC public school.

2) Students transferring from one SBBC high school to another in the last 2 semesters (or 4 quarters for block schools) shall not displace, for class ranking purposes, including valedictorian/salutatorian, any other student.

g. Seal of Biliteracy

1) The Seal of Biliteracy recognizes graduating high school students who have attained a high level of competency in listening, reading, speaking, and writing in one or more languages, in addition to English.

2) Beginning with the 2016-17 school year, the Gold Seal of Biliteracy or the Silver Seal of Biliteracy shall be awarded to a high school student who has earned a standard high school diploma and who has satisfied one of the following criteria for eligibility:

i. Silver Seal

a) Earn four (4) world language credits in the same world language with a cumulative 3.0 grade point average or higher on a 4.0 scale; or

b) Earn a score or performance level on any of the examinations on the chart shown below:

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

9. ACTFL Oral Proficiency Interview (OPI)	Intermediate Mid or higher
10. Standards-based Measurement of Proficiency for Grade 7-Adult (STAMP4S)	Intermediate Mid or higher
11. ACTFL Latin Interpretive Reading Assessment (ALIRA)	I-2 or higher

c) For languages which are not tested on the nationally recognized examinations listed in the chart above, demonstrated language proficiency through maintenance of a portfolio of language performance at the Intermediate Mid level or higher based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for the language.

ii. Gold Seal

a) Earn four (4) world language credits in the same world language with a cumulative 3.0 grade point average or higher on a 4.0 scale and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA);

b) Earn a score or performance level on any of the examinations on the chart shown below:

1. SAT Subject Test	700 or higher
2. CLEP Level 1 Language Exam	Spanish 63 or higher
	French 59 or higher
	German 60 or higher
3. IB Language Exam	5 or higher
4. AP Language Exam	4 or higher
5. AICE Subject Test	A, B, C, D
6. American Sign Language Proficiency Interview (ASLPI)	4 or higher
7. Sign Language Proficiency Interview: American Sign Language (SLPI: ASL)	Advanced Plus or higher

. American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance Toward Proficiency in Language (AAPPL) Interpersonal Listening, Interpersonal Speaking, Interpretive Listening, and Presentational Writing	Advanced Low or higher
9. ACTFL Oral Proficiency Interview (OPI)	Advanced Low or higher
10. Standards-based Measurement of Proficiency for Grade 7-Adult (STAMP4S)	Advanced Low or higher
11. ACTFL Latin Interpretive Reading Assessment (ALIRA)	I-5 or higher

c) For languages which are not tested on the nationally recognized examinations listed in the chart above, demonstrated language proficiency through maintenance of a portfolio of language performance at the Advanced Low level or higher based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for the language.

3) A high school student who does not enroll in, or complete, world language courses, shall be awarded four (4) world language high school course credits, upon attaining at least the minimum score or performance level set forth in the examination chart for the Silver Seal of Biliteracy above.

h. Certificate of Global Citizenship

1) The Certificate of Global Citizenship recognizes students who have attained a high level of global competency through academic investigation of global issues, exposure to global perspectives, communication of diverse ideas, and globally focused community service.

2) The Certificate of Global Citizenship is supported by the EdSteps Global Competencies Matrix.

3) To qualify for the Certificate of Global Citizenship, a student must complete the following requirements:

i. Earn a grade of “B” or higher in each of at least six (6) approved “Global Passport” courses.

ii. At least two (2) courses must be “core” (English, Math, Science, or Social Studies), a world language, and an approved elective.

a) The BCPS Applied Learning Department will publish an approved list of courses for each category, annually.

b) Middle school transfer students may use comparable coursework that is approved by the BCPS Applied Learning Department to complete

this requirement.

4) Demonstrate exposure to global perspectives by completing at least four (4) semesters of “Global Passport” extracurricular programs between grades nine (9) and twelve (12).

5) Demonstrate globally focused volunteer efforts by completing at least three (3) “Global Passport” service projects and/or district-wide events between grades nine (9) and twelve (12).

6) Demonstrate communication of diverse ideas by completing and presenting a self-authored capstone research project at the “BCPS Global Passport Conference” during the fall of a student’s senior year of high school.

7) Earn a high school diploma.

G. REPORTING PROGRESS

1. The reporting of student progress to parents shall follow procedures established by the District and be in accordance with Florida Statutes, Florida State Board of Education administrative rules, and School Board adopted policies, rules, and regulations. (F.S. 1008.25 and F.S. 1003.33).

2. Report Cards

   a. Report cards are issued at the end of each marking period and cover a period of approximately 45 school days.

   b. Report cards may not be withheld from students because of failure to pay dues, fees, or charges for lost or damaged books or property.

   c. The student’s academic performance in each class or course must be based upon examinations as well as written papers, class participation, and other academic performance criteria (F.S. 1003.33).

   d. Report cards also provide information on the student’s conduct, behavior, and attendance, including absences and tardiness (F.S.1003.33(b-c)).

   e. If a student withdraws and does not qualify for a report card under this provision, the parent shall be issued a statement of academic achievement.

   f. All schools will use the district-identified report card unless special permission has been obtained from the District, based upon the unique program implemented at the school.

   g. There are several grade point averages included on the report card:

      1) The Semester Weighted GPA is the weighted average of the courses taken in any one semester (includes additional quality points for honors, AP, IB, and DE courses, including technical dual enrollment).

      2) The Cumulative Weighted GPA is the District’s GPA used for class rank and is the weighted average of all high school courses (includes additional quality points for honors, AP, IB, and DE courses, including technical dual enrollment).

      3) The Core GPA is the average of all academic college core courses completed using an additional 0.5 quality point for each full credit course.

4) The State GPA is the cumulative, unweighted average of grade points earned in all high school courses, including high school courses taken in middle school, that are not forgiven.

   i. For graduation purposes, students must meet the minimum GPA requirements of their chosen program.

   ii. No additional quality points are awarded for rigorous coursework.

3. Interim Reports

   a. No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to:

      1) a grade of D or F,

      2) a drop of two or more grades,

      3) unacceptable behavior, and

      4) excessive absences.

   b. In schools with an automated system for record keeping and grading, interims will be provided for all students as an indication of satisfactory or unsatisfactory progress.

4. Parental Notification

   a. Any student with a cumulative, unweighted GPA below 2.5 shall have their parent or guardian notified that improved achievement is necessary to ensure that high school graduation requirements are met.

   b. These students will be assisted in meeting requirements through a variety of options, which may include, but are not limited to:

      1) Grade forgiveness, as specified in this policy

      2) Extended learning

      3) Special counseling

      4) Volunteer and/or peer tutoring

      5) School-sponsored help sessions

      6) Homework hotlines

      7) Study skills classes

      8) Co-enrollment

5. Acceleration Mechanism Notification

   a. At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of courses through which a high school student can earn college credit, including AP, IB, AICE, dual enrollment, career academy courses, and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction.

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

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6. Alternative Report Card

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

   a. students with disabilities whose progress cannot be appropriately reported using the standard report cards, or

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

7. Individual Educational Plan (IEP) Annual Goals

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

8. Educational Plan (EP) Goals

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

9. English Language Learner (ELL) Plan Goals

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

H. HIGH SCHOOL COUNSELING SERVICES

1. All schools shall ensure access to school counseling programs for all students through a standards-driven school counseling program that is comprehensive in scope, developmental in nature, and focused on the academic, personal/social, and career development needs of all students.
2. All school counselors will develop, in collaboration with the principal, an Annual School Counseling Plan (ASCP) in a format to be determined by the District.
   a. The plan will support the School Improvement Plan and be based upon national school counseling standards.
   b. The ASCP will ensure that every student is given an opportunity to participate in a face-to-face activity with a school counselor that involves the student in reviewing course selections and comparing those selections with requirements for career and/or postsecondary plans.
3. High school counseling services will include:
   a. Advisement to parents and students of the early and accelerated graduation options under F.S. 1003.4281 and F.S. 1003.429 (F.S. 1008.25).
   b. An exit interview shall be conducted with any student who drops out of school.
      1) The interview shall be conducted to determine the student's decision to drop out of school and to what actions could be taken to keep the student in school.
      2) The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and High School Equivalency Exam preparation.
      3) The student will complete a survey in the format prescribed by the Florida

Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled (F.S. 1003.21(1)(2)(c)).

I. STUDENT DAY

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

   (Exceeds state requirements defined in F.S. 1011.61)
2. The IEP Committee may modify the length of the school day for an individual student with disabilities if there is documentation to support the decision.

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

The School Board will annually publish on the district website and in the local newspaper the following information on the prior school year:

1. The provisions of this section relating to public school student progression and the District School Board's policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in grades 3 through 10 performing below proficiency on the statewide, standardized assessments.
3. By grade, the number and percentage of all students retained in kindergarten through grade 10.
4. Information on the total number of students who were promoted for good cause, by each category of good cause.
5. Any revisions to the district School Board's policies and procedures on student retention and promotion from the prior year.

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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
- **FSA** Florida Standards Assessment
- **EOC** End-of-Course Assessment
- **ELA** English Language Arts
- **TABE** Test of Adult Basic Education
- **SAT** None (Formerly known as Scholastic Assessment Tests)
- **ACT** American College Testing Program
- **PERT** Postsecondary Education Readiness Test
- **AP** Advanced Placement
- **IB** International Baccalaureate
- **AICE** Advanced International Certificate of Education
- **SUS** State University System
- **CLEP** College Level Examination Program
- **NCAA** National Collegiate Athletic Association
- **SAT II** SAT Subject Area Assessments
- **ACTFL** American Council on Teaching Foreign Languages
- **RTI** Response-to-Intervention
- **MTSS** Multi-Tiered System of Supports
- **CPST** Collaborative Problem-Solving Team
- **ACCEL** Academically Challenging Curriculum to Enhance Learning
- **PMP** Progress Monitoring Plan
- **ASCP** Annual School Counseling Plan
- **CPT** College Placement Test
- **LH** Local Honors
- **DE** Dual Enrollment
- **GED** General Equivalency Diploma
- **JROTC** Junior Reserve Officer Training Corp
- **TERMS** Total Educational Resource Management System
- **CCD** Course Code Directory

APPENDIX A

PROMOTION CRITERIA – ELEMENTARY GRADES (K-5)

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

ELEMENTARY PROMOTION CRITERIA

KINDERGARTEN	
Criterion #1:	Scores Instructional Reading Level B or greater on the Benchmark Assessment System (BAS).
GOOD CAUSE	
Criterion #2: Alternative Assessment	Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Phonemic Awareness, Phonics, High-Frequency Words, Blending Words, and Listening Comprehension sections (pages 59-73).
Criterion #3: Alternative Assessment	Recognizes 48 of 52 Letter Names **AND** Distinguishes 20 of 26 Letter Sounds **AND** Understands 15 of 21 Concepts of Print
Criterion #4: Previous Retention	Student has received intensive reading intervention and was previously retained in Kindergarten.
Criterion #5: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9: Intervention Performance	Student receives intensive intervention through the RtI/MTSS, IEP, EP, ELL, Section 504, or other district-approved process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level.
Criterion #10: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

ELEMENTARY PROMOTION CRITERIA

FIRST GRADE	
Criterion #1:	Scores 55% or greater on the Primary End of Year Reading Test that aligns with the Language Arts Florida Standards.
GOOD CAUSE	
Criterion #2: Alternative Assessment	Scores Instructional Reading Level I or greater on the Benchmark Assessment System (BAS).
Criterion #3: Alternative Assessment	Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-15, pages 81-91).
Criterion #4: Previous Retention	Student has received intensive reading intervention and was previously retained in K-1 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United
Criterion #6: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9: ESE Previous Retention	Student with a disability participating in district wide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-1.
Criterion #10: Intervention Performance	Student receives intensive intervention through the RtI/MTSS, IEP, EP, ELL, Section 504, or other district-approved process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level.
Criterion #11: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

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ELEMENTARY PROMOTION CRITERIA

SECOND GRADE	
Criterion #1:	Scores 65% or greater on the Primary End of Year Reading Test that aligns with the Language Arts Florida Standards.
GOOD CAUSE	
Criterion #2: Alternative Assessment	Scores Instructional Reading Level M or greater on the Benchmark Assessment System (BAS).
Criterion #3: Alternative Assessment	Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-20, pages 133-150).
Criterion #4: Previous Retention	Student has received intensive reading intervention and was previously retained in K-2 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9: ESE Previous Retention	Student with a disability participating in district-wide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-2.
Criterion #10: Intervention Performance	Student receives intensive intervention through the RtI/MTSS, IEP, EP, ELL, Section 504, or other district-approved process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level.
Criterion #11: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

ELEMENTARY PROMOTION CRITERIA

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

ELEMENTARY PROMOTION CRITERIA

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

FOURTH GRADE	
Criterion #1:	**READING:** Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.
	MATH: Scores Level 2 or greater on the Florida Standards Assessment (FSA) for Mathematics.
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	**READING:** Scores Instructional Reading Level S or greater on the Benchmark Assessment System (BAS).
	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Mathematics Florida Standards End of Year Test.
Criterion #3: Alternative Assessment	**READING:** Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-35, pages 147-169).
	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Common Core Benchmark Test A or B.
Criterion #4: Previous Retention	Student has received intensive reading and/or math intervention and was previously retained in K-4 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9: ESE Previous Retention	Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-4.
Criterion #10: Intervention Performance	Student receives intensive intervention through the RtI/MTSS, IEP, EP, ELL, Section 504, or other district-approved process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level.
Criterion #11: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

ELEMENTARY PROMOTION CRITERIA

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

FIFTH GRADE	
Criterion #1:	**READING:** Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.
	MATH: Scores Level 2 or greater on the Florida Standards Assessment (FSA) for Mathematics.
GOOD CAUSE	
Criterion #2: Alternative Assessment	**READING:** Scores Instructional Reading Level V or greater on the Benchmark Assessment System (BAS).
	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Florida Standards End-of-Year Test.
Criterion #3: Alternative Assessment	**READING:** Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-35, pages 151-178).
	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Common Core Benchmark Test A or B.
Criterion #4: Previous Retention	Student has received intensive reading and/or math intervention and was previously retained in K-5 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Previous Retention	Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-5.
Criterion #9: Intervention Performance	Student receives intensive intervention through the RtI/MTSS, IEP, EP, ELL, Section 504, or other district-approved process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level.
Criterion #10: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

APPENDIX B

HIGH SCHOOL GRADUATION REQUIREMENTS (GRADES 9 – 12)

Revised 10/20/2020

STANDARD HIGH SCHOOL DIPLOMA Students Entering 9th Grade in 2014-2015 and Thereafter	
Traditional 24-Credit Graduation 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 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 with Financial Literacy
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	**8.0 Credits**
TOTAL	**24.0 Credits**
Florida Standards Assessments (FSA)	Earn a passing score on the Grade 10 English/Language Arts (ELA) FSA or a State-approved concordant score Earn a passing score on the Algebra 1 EOC assessment or a State-approved comparative score
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	In addition to meeting all requirements for a standard high school diploma: • 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	In addition to meeting all requirements for a standard high school diploma: • Attain one or more industry certifications from the list established

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STANDARD HIGH SCHOOL DIPLOMA Students Entering 9th Grade in 2014-2015 and Thereafter	
ACCEL 18-Credit Graduation 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 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 with Financial Literacy
Fine and Performing Arts, Speech/Debate, or Practical Arts	**1.0 Credit** Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Electives	**3.0 Credits**
TOTAL	**18.0 Credits**
Florida Standards Assessments (FSA)	Earn a passing score on the Grade 10 English/Language Arts (ELA) FSA or a State-approved concordant score Earn a passing score on the Algebra 1 EOC assessment or a State-approved comparative score
Grade Point Average	Cumulative Unweighted GPA of 2.0 on a 4.0 scale
World Languages	Not required for graduation; however, may be required for university admissions, several Bright Futures Scholarships, Diploma Designations, and/or other programs
Diploma Designations	
Scholar	In addition to meeting all requirements for a standard high school diploma: • 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	In addition to meeting all requirements for a standard high school diploma: • Attain one or more industry certifications from the list established

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**
Mathematics	**1.0 Credit** Algebra (EOC = 30% of final grade) **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 with Financial Literacy
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	**8.0 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 (FSAA)	Participate in the Florida Standards Alternate Assessments (FSAA) in English Language Arts (ELA) I, II, and III, Algebra I, Geometry, Biology I, and United States History. • Pass the Grade 10 ELA FSAA, 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) 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, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.
Access Points (s. 1003.4282(11)(b)1)	Students must meet the graduation requirements specified above through: • The access course specified for each required core course • More rigorous ESE courses in the same content area • Core academic courses Eligible CTE courses may substitute for • 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**	
Mathematics	**1.0 Credit** **1.0 Credit** **2.0 Credits**	Algebra (EOC = 30% of final grade) Geometry (EOC = 30% of final grade) Additional Mathematics
Science	**1.0 Credit** **2.0 Credits**	Biology (EOC=30% of final grade) Additional Science identified as equally rigorous
Social Studies	**1.0 Credit** **1.0 Credit** **0.5 Credit** **0.5 Credit**	World History United States History (EOC = 30% of final grade) United States Government Economics with Financial Literacy
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
Electives	**8.0 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 (FSAA)	Participate in the Florida Standards Alternate Assessments (FSAA) in English Language Arts (ELA) I, II, and III, Algebra I, Geometry, Biology I, and United States History. • Pass the Grade 10 ELA FSAA, 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) 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, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.	

Employment Competencies (s. 1003.4282(11)(b)2)	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: • 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 Additional credits in employment-based courses are permitted as electives. Eligible CTE courses may substitute for: • 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. Documented achievement of all components defined in Section 1003.4282(11)(b)2.b.,

APPENDIX C

HIGH SCHOOL GRADING CALCULATIONS

High School Grading Calculations

Semester Grades

Courses have two parts called semesters.

For Non-Block Schedule schools, each semester grade is made up of three (3) grades: two-quarter grades and the exam grade.
To receive a passing grade for the semester, the student must earn a passing grade in:

a. Both quarter grading periods, or
b. One quarter grading period and the semester examination.

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 Schedule schools, each semester grade is made up of two (2) grades: one quarter grade and the exam grade.
To receive a passing grade for the semester, the student must earn a passing grade in the quarter.
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 (Non-Block)	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

Year-long Courses with an EOC Counting as 30% *Prior to 2014-2015*

For courses that require the EOC to count as 30% of the final course grade, a student's final course grade will consist of the:

- 1st semester grade (35%)
- 2nd semester grade (35%)
- Grade earned on the EOC (30%)

Add the Points from Semester 1 + Semester 2 + 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

Year long Courses with a State EOC Counting as 30% *Beginning in 2014-2015*

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

	Grading Scale (Non-Block)						
	Letter Grade	1st Qtr Points	2nd Qtr Points	Midterm Points	3rd Qtr Points	4th Qtr Points	EOC Points
1st Quarter grade= 15% 2nd Quarter grade= 15% Midterm Exam= 10% 3rd Quarter grade= 15% 4th Quarter grade= 15% Grade for the EOC= 30%	A	.60	.60	.40	.60	.60	1.2
	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

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

	Grading Scale (Block)				
	Letter Grade	1st Qtr Points	2nd Qtr Points	Midterm Points	EOC Points
1st Quarter grade= 30% 2nd 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	N/A

Total Points for Final Grades	
Letter Grade	Total Points
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

Year long Courses with a State EOC that is NOT Counting as 30% *Beginning in 2014-2015*

For year long courses that require a student to take an EOC, but the EOC is not to count as 30% of the final course grade (Algebra 1, Geometry or Algebra 2 for school year 2014-2015 ONLY), a student's final course grade for non-block schools will consist of:

	Grading Scale (Non-Block)					
	Letter Grade	1st Qtr Points	2nd Qtr Points	Midterm Points	3rd Qtr Points	4th Qtr Points
1st Quarter grade= 22.5% 2nd Quarter grade= 22.5% Midterm Exam= 10% 3rd Quarter grade= 22.5% 4th 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

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 Points	2nd Qtr Points	Midterm Points
1st Quarter grade = 45% 2nd 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 Grades	
Letter Grade	Total Points
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

Grade Point Average (GPA)

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.

Unweighted (State GPA): The cumulative, unweighted average of grade points earned in all high school courses not forgiven. This GPA includes all high school courses taken in middle school. For graduation purposes, students must meet the minimum GPA requirements of their

chosen program. No additional quality points are given for rigorous coursework. 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

Weighted (District GPA): 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 2012-13 school year. This grade point average is our LOCAL GPA and used for class ranking. This GPA includes +'s.

Semester Weighted GPA: The weighted average of the courses taken in any one semester (includes extra quality points for honors, AP, AICE, IB, and dual enrollment courses, including technical dual enrollment).

Cumulative Weighted GPA: 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).

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

Honors Courses to Receive Quality Points: All courses, which are clearly labeled as "honors", and/or "advanced", and/or "gifted", consistent with State Frameworks and/or District guidelines and coded as such in Broward Course Code Dictionary, shall carry one additional quality point per full credit. Academic foreign languages above the second year are included in this category. Classes labeled "conversational" are not included in this category. An additional quality point may not be earned in honors class if the grade received is 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

Dual Enrollment Courses to Receive Quality Points (F.S. 1007.271): Effective for dual enrollment courses taken in 2007-08 and thereafter, all college level courses and career certificate dual enrollment courses completed with a grade of C or better shall receive two quality points. College level courses are defined by approved articulation agreements between The School Board of Broward County, Florida and area colleges and universities. Career Certificate dual enrollment courses are defined as a course sequence that leads to a career certificate and shall not be used to enroll students in isolated career courses. Credit earned shall be recorded in the student's academic record using the course number and title used by the postsecondary institution.

Advanced Placement (AP) Courses, Advanced International Certificate of Education (AICE), And International Baccalaureate (IB) to Receive Quality Points: 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" (AICE) or "International Baccalaureate" (IB) shall receive two quality points if, the grade received is C or above. Students will be required to take the AP, AICE, 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/she will receive one quality point for a grade of C or higher which will be reflected by adding a "J" flag to the A13 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

Academic Core GPA: The average of all academic college core courses completed using an additional .5 quality point for each full credit course for honors, AP, IB, AICE, or DE. Starting in school year 2014-15, local honors courses will not be given extra weight in the Academic Core gpa. No extra weight is given to plusses. English, Mathematics, Science, Social Studies and World Languages are included in this Grade Point Average. A core course is designated with a "Y" flag 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 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

Bright Futures GPA: 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. An 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/SSFAD/bf.

Local Honors courses do not receive additional quality points. Also, the (+) 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

Revised 10/20/2020

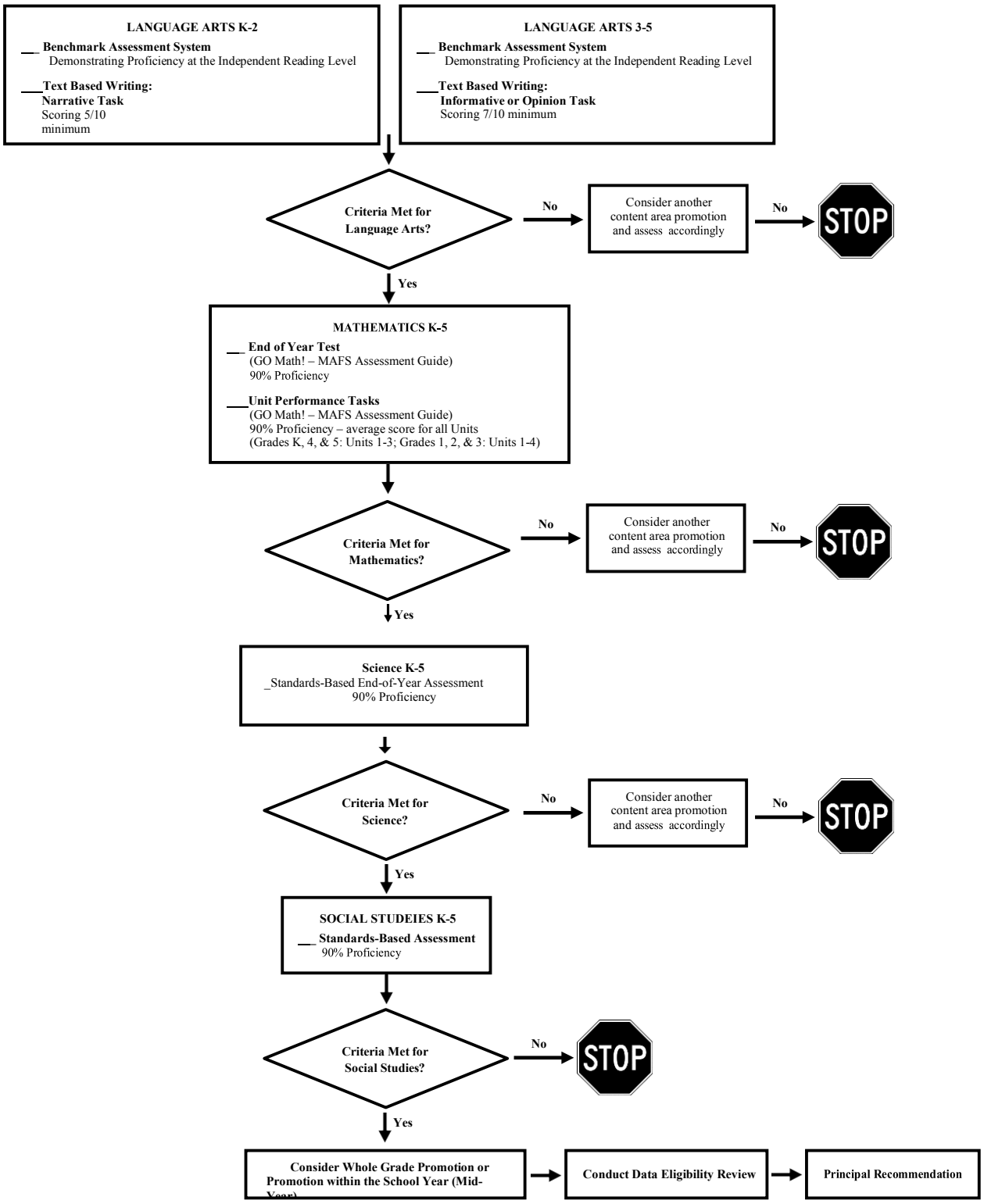
APPENDIX D

Elementary School
ACCEL Criteria

Revised 10/20/2020

ACCEL Eligibility Criteria (Grades K-5)

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



Revised 10/20/2020

Rules Adopted: 2/12/70
Rules Amended: 5/30/73; 9/5/74; 7/21/77; 10/1/96 7/6/78; 12/11/79; 4/2/81; 5/6/82
Emergency Rule #82-13: 10/21/82; 11/18/82; 4/20/83; 5/17/84
Emergency Rule #84-10: 10/4/84; 11/1/84;
Emergency Rule #84-17: 3/12/85; 4/18/85; 5/16/85; 5/15/86
Emergency Rule #85-86-24: 8/7/86
Emergency Rule #86-87-13: 4/14/87; 6/3/87; 9/3/87; 4/12/88; 3/14/89; 6/22/89; 2/20/90; 6/19/90; 7/23/91; 1/19/93; 8/17/93; 12/7/93; 5/2/95

Amended Rules Approved: 09/02/97; 6/25/08; 12/16/08

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

RULES ADOPTED: 7/8/76

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

POLICY ADOPTED: 03/16/99; 06/15/99; 10/05/99; 05/07/00; 09/12/00; 6/18/02; 8/20/02; 10/15/02; 6/17/03; 9/16/03; 11/17/03; 4/20/04; 8/17/04; 12/21/04; 4/12/05; 1/17/06; 11/14/06; 06/05/07; 10/2/07; 8/5/08; 2/3/09; 6/2/09; 3/16/10; 5/18/10; 11/09/10; 6/7/2011; 02/22/12; 08/21/12; 08/06/13; 09/16/14; 12/08/15; 06/21/16; 08/08/17; 07/24/18; 07/23/19; 10/20/2020

FORMERLY POLICY 5104

AGENDA REQUEST FORM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ITEM No.: CC-3.

MEETING DATE	2020-10-20 10:05 - Regular School Board Meeting
AGENDA ITEM	ITEMS
CATEGORY	CC. BOARD POLICIES
DEPARTMENT	Secondary Learning

Special Order Request ○ Yes ◉ No

Time

Open Agenda ◉ Yes ○ No

TITLE:

Revisions to Policy 6000.1: Student Progression Plan

REQUESTED ACTION:

Adopt revisions to Policy 6000.1: Student Progression Plan, at this Final Reading.

SUMMARY EXPLANATION AND BACKGROUND:

The District Policy 6000.1 Committee convened throughout the school year to address issues and formulate proposed changes for the 2020-2021 school year. A broad representation of district and school-based staff, along with parents and students participated in the committee. The exhibits address all revisions recommended at this time. The revisions were discussed at the May 12, 2020 School Board Workshop and the August 25, 2020 School Board Workshop as the first reading.

SCHOOL BOARD GOALS:

◉ **Goal 1: High Quality Instruction** ○ **Goal 2: Safe & Supportive Environment** ○ **Goal 3: Effective Communication**

FINANCIAL IMPACT:

Compliance with the proposed Policy/Rule is not estimated to result in any economic impact upon persons affected by the Policy/Rule.

EXHIBITS: (List)

(1) Policy6000_1_page9_ElemMakeupWork (2) Policy6000_1_page28_MiddleMakeupWork (3) Policy6000_1_page43_HighMakeupWork (4) Policy6000_1_page55_CTE_Diploma AICEandIB_curriculum

BOARD ACTION:

ADOPTED

(For Official School Board Records Office Only)

SOURCE OF ADDITIONAL INFORMATION:

Name: Daniel Gohl, Chief Academic Officer	Phone: 754-321-2618
Name: Guy Barmoha, Director, Secondary Learning	Phone: 754-321-2119

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Senior Leader & Title

Daniel Gohl - Chief Academics Officer

Signature

Daniel F. Gohl
10/1/2020, 12:19:11 PM

Electronic Signature

Approved In Open Board Meeting On: OCT 20 2020

By: School Board Chair

Form #4189 Revised 07/25/2019

RWR/ DG/GB/vp

Established 1915
BROWARD
County Public Schools

OFFICE OF THE SUPERINTENDENT
ROBERT W. RUNCIE
SUPERINTENDENT OF SCHOOLS

PHONE: 754-321-2600 **FAX:** 754-321-2701 **EMAIL:** supt_runcie@browardschools.com

February 22, 2021

TO: School Board Members

FROM: Daniel Gohl
Chief Academic Officer

VIA: Robert W. Runcie
Superintendent of Schools

SUBJECT: **REVISION TO ITEM 1, REVISIONS TO POLICY 6000.1:WAIVER OF VOLUNTEER SERVICE HOURS FOR THE FEBRUARY 23, 2021 SPECIAL SCHOOL BOARD MEETING**

Attached is a revision for Item 1, Emergency Waiver of Volunteer Service Hours as Graduation Requirement for the cohort of 2021 graduates., for the February 23, 2021 Special School Board Meeting.:

- Agenda Title
- Revised Executive Summary

RWR/DG:dab
Attachment

c: Senior Leadership Team

EXECUTIVE SUMMARY

Agenda Item	Emergency Waiver of Volunteer Service Hours as Graduation Requirement for the cohort of 2021 graduates.
Requested Action	Pursuant to School Board Policy 1001: Rule Adoption and Rulemaking, Section 5, the Superintendent hereby recommends the waiver of Volunteer Service Hours, as outlined in School Board Policy 6000.1, for all graduation eligibility including the Standard High School Diploma (24 hours); Access Points graduation for Students with Disabilities; Alternative Assessment graduation for Students with Disabilities; and Employment Competencies for Students with Disabilities for students in the cohort of 2021 graduates. The cohort of 2021 graduates is defined as any student graduating prior to the first day of the 2021-2022 school year. Specific sections of School Board Policy 6000.1: · IV. High School: D. Graduation, 2. Standard Diploma, d. Service Learning. (Starts on page 40 of policy) · Appendix B: High School Graduation Requirements; Standard High School Diploma; Service Hours (page 92) · Appendix B: High School Graduation Requirements; Standard High School Diploma; Students with Disabilities: Access Points and Alternative Assessments; Service Hours (page 94) · Appendix B: High School Graduation Requirements; Standard High School Diploma; Students with Disabilities: Employment Competencies (page 95) Policy 6000.1 is attached with these specific sections highlighted.
Service Locations	All schools eligible to issue high school diplomas.
Managing Department	Secondary Learning School Counseling and BRACE Advisement
Source(s) of Additional Information	Daniel Gohl, Chief Academic Officer, 754-321-2618 • Guy Barmoha, Director, Secondary Learning, 754-321-2119 • Ralph Aiello, Director, School Counseling & BRACE Advisement 754-321-1675

Status: ORIGINAL

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

2021-02-23	Special School Board Meeting
CATEGORY:	PP. Policies
DEPARTMENT:	Benefits

Agenda Item Number:	2.
Consent or Open Item:	Open
Special Order:	NO
Time for Special Order:	

TITLE: **Revisions to Policy 4400, Sick Leave**

REQUESTED ACTION: **Approve the revisions to Policy 4400, Sick Leave. This is the first reading.**

STRATEGIC ALIGNMENT

Which strategic initiative(s) best aligns to this item?

Operational & Process Improvement	***Data Governance & Use***

Is approval of this agenda item required to implement a tactic included within an initiative of the strategic plan? **NO**

Will the implementation of this item have a direct impact on one of the **2024 Strategic Plan Primary Metrics**? **NO**

***If YES**, identify the primary metric and include the corresponding figures in the table below.*

Primary Goal & Metric:

Level	Baseline	2024 Target	Most Current

Also identify any secondary metrics utilized to evaluate the success of this item/initiative.

Metric	Baseline	Target

***If NO**, outline below how staff intends to evaluate the success/impact of this item/initiative.*

Success will be evaluated based on the Boards' approval and the ease of use of the end user.

BACKGROUND, SUMMARY EXPLANATION, AND HISTORY OF ITEM

Was this item previously presented to the School Board? **NO**

The request to approve the revisions to Policy 4400, Sick Leave is being presented as result of a Memorandum of Understanding (MOU) between The School Board of Broward County, Florida and the Broward Teachers Union. Once approved by the Board, District employees will be able to donate their Sick Leave to eligible District employees.

RELATED ITEMS

EXHIBITS

Revisions to Policy 4400

DEPENDENCIES:

Outline critical dependencies that are associated with successful implementation of this item/initiative.

1.
2.

RESOURCES REQUIRED

Budget

Are additional funds required in relation to the approval of this item? **NO**

If YES, How much additional funding is necessary to implement this item?

If NO, How much existing funding will be spent to implement this item?

SOURCE OF FUNDS:

Spending Authority

Is additional spend authority required for this item? **NO**

If YES, How much additional spending authority is necessary to implement this item?

Staffing

Is additional staff required in relation to the implementation of this item? **NO**

If YES, identify the number of additional positions and the estimated costs for the additional staff.

No.	Cost

BOARD ACTION:

(For Official School Board Records Only)

SOURCE OF ADDITIONAL INFORMATION

Name: Dr. Dildra Martin-Ogburn	Phone: 754-321-3100
Name:	Phone:

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Senior Leader & Title

Judith Marte, Chief Financial Officer

Signature

Judith Marte

Electronic Signature

Form $4189 Revised 1/20

RWR/JSM

Approved in Open Board Meeting On: _____

By: _____

School Board Chair

SICK LEAVE

A PERMANENT EMPLOYEE OF THE BOARD, WHO IS UNABLE TO PERFORM HIS/HER DUTY ON ACCOUNT OF PERSONAL SICKNESS, ACCIDENT DISABILITY, OR EXTENDED PERSONAL ILLNESS OR DEATH OF FATHER, MOTHER, BROTHER, SISTER, HUSBAND, WIFE, CHILD, OR OTHER CLOSE RELATIVE MEMBER OF HIS/HER OWN HOUSEHOLD SHALL BE GRANTED LEAVE OF ABSENCE FOR SICKNESS.

SUBSTITUTES AND OTHER TEMPORARY EMPLOYEES SHALL NOT BE ENTITLED TO SICK LEAVE.

THIS POLICY SHALL BE SUPERSEDED BY ANY SIMILAR SICK LEAVE PROVISIONS CONTAINED IN COLLECTIVE BARGAINING AGREEMENTS BETWEEN THE BOARD AND ITS UNIONS.

AUTHORITY: F.S. 230.22 (1) (2); F.S. 231.40
POLICY ADOPTED: 2/27/69
POLICY READOPTED: 9/5/74; 11/20/86
AMENDED: 3/6/90; 11/13/01; 2/23/21

RULES

1. An employee absent on Sick Leave, which has been approved by the appropriate administrator, shall receive full compensation for the duration of the leave granted, provided claim for such compensation, on forms to be supplied by the Superintendent (designee) shall have been filed by the end of the work ~~month~~ week in which the absence occurs. Any employee who finds it necessary to be absent from his/her duties because of illness shall notify his/her immediate supervisor, if possible, before the beginning of the workday on which he/she must be absent, or during that day except for emergency reasons recognized by the School Board as valid. When requested by the Superintendent, or his/her designee, the employee will be required to submit a certificate of illness from a licensed ~~physician or from the county health officer~~ health care provider.

2. The computation of Sick Leave for employees who have been transferred from temporary to permanent status shall begin at the date of permanent employment.

3. Each permanent, full-time employee of the Board shall be entitled to four (4) days of Sick Leave as of the first day of employment of each current fiscal year and shall thereafter earn one (1) day of Sick Leave. The total shall not exceed the number of months of the employee's assigned work calendar, which shall be credited to the employee at the end of each month of employment and which shall not be used prior to the time it is earned and credited to the member. If the employee terminates his/her employment and has not accrued the four (4) sick days available to him/her, the School Board shall withhold the average daily amount for the sick days utilized but unearned by the employee.

Permanent, part-time employees shall earn Sick Leave on a pro-rata basis, depending on their employment start date. ~~In order to receive a full day of sick leave credit for the month, the employment period must have begun on or before the 15th of the month. Employees who commence work after the 15th of the month shall earn a prorata share of sick leave for the month.~~ However, each eligible employee shall be entitled to earn no more than one (1) day of sick leave times the number of months of employment in the affected employee's assigned work calendar.

4. Upon proper application, a noninstructional employee, who has been employed continuously for three (3) or more years, may be granted temporary leave of absence for extended illness, without pay, such leave not to exceed one (1) year. Upon return to duty following such absence, the employee shall be employed in the same or similar position. The Board assumes no obligation for reassignment at times other than the beginning of a school or fiscal year, depending on the position previously held.

5. ~~See Operating Procedure 4.4 regarding application of Sick Leave following Disability Leave in case of accidental injury.~~ Illness in the Line-of-Duty (formerly Disability Leave in Operating Procedure 4.4) shall be precedent to Sick Leave, when an absence is related to a compensable workers' compensation injury, with a substantiating statement by a District authorized workers' compensation physician.

6. Sick Leave granted for extended illness requires ~~semi-annual~~ a medical statement~~s~~, after three (3) consecutive days of absence, verifying the illness or situation of the individual involved.

7. Donation of sick leave: ~~to a qualified family member~~ An employee may donate earned and accrued sick leave to a ~~qualified member of his/her family who is also a~~ qualified district employee in accordance with the following procedures.

A. Qualified ~~family member~~ district employee is defined as a ~~spouse, child, parent, or sibling~~ benefits eligible employee who holds a position, which is eligible for ~~earns~~ sick leave accrual.

B. Days/time may not be donated ~~to a family member~~ until such time as the recipient has

depleted his/her own sick leave accrual. However, the recipient is not required to utilize days available from a sick leave bank in which they may participate prior to receiving a donation from a ~~family member.~~ district employee.

C. With the exception of pay for the purpose sick leave, donated days/time shall have no value for the recipient for the purposes of terminal pay or any other program and/or provision that provides pay for accrued sick leave.

D. Donated days/time may not be utilized for the purpose of personal reasons leave.

E. At the time of an employee's donation to a qualified ~~family member~~ district employee, the donated sick leave day shall be converted to a monetary sum by multiplying the day donated times the donor's daily base rate of pay at the time of the donation. The resulting value shall be credited to the recipient for use as sick leave.

F. The recipient employee must notify his/her supervisor within five (5) days of his/her absence from work that he/she is eligible to be compensated for such sick leave as a result of a donation from ~~a family member~~ an employee. An employee may notify his/her supervisor that he/she is eligible for a donation of sick leave in advance of the depletion of his/her sick leave and that a donation will be utilized upon depletion of his/her sick leave.

G. The donor employee must notify his/her supervisor within five days of a recipient employee's illness that he/she will authorize the donation of sick leave time to recipient employee. The donor employee shall sign the Sick Leave Donation Authorization form and submit the completed form to his/her supervisor within the above time frame. A donor employee may notify his/her supervisor that he/she will authorize a donation of sick leave in advance of the recipient's depletion of his/her sick leave and that a donation will be authorized upon depletion of the recipient's sick leave.

H. Day(s) will be deducted from the donor employee's sick leave accrual, in accordance with existing School Board practice, and credited to the recipient employee's sick leave accrual in accordance with the conversion specified in paragraph 5 above. Said time shall be paid to the recipient at his/her current rate of pay.

I. All sick leave compensated by the use of donated days may require a certificate of illness from a licensed physician or from the county health officer.

J. The donation of days to ~~an eligible family member~~ a qualified district employee shall not disqualify the donor employee from eligibility for attendance award(s) contained in Collective Bargaining Agreements and/or Board Policy.

AUTHORITY: F.S. 230.22 (1) (2); F.S. 231.40
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