

Student Progression Plan ~~2008-2009~~

2009-2010



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CONTENTS

| | |
|--|------|
| Preface | v |
| Introduction | vi |
| | |
| I. General Procedures for Student Progression, Grades K - 12 and Adult | 1 |
| A. Overview | 1 |
| B. Secondary School Reform | 2 |
| C. Student Performance Standards | 3 |
| D. Entrance and Grade Placement Requirements | 45 |
| 1. Age of Mandatory Attendance | 45 |
| 2. Health Examination/Immunization | 5 |
| 3. Kindergarten/Grade 1 Placement | 56 |
| a. Kindergarten Entrance | 56 |
| b. Grade 1 Entrance | 56 |
| c. Kindergarten/Grade 1 Promotion | 6 |
| 4. Student Transfers Within the District | 7 |
| 5. Student Transfers from Within the State, from Other States, Non-Public Schools, Home Education Programs, or Other Countries | 7 |
| Evaluating a Student's Record | 8 |
| Out-of-State Transfer Students | 8 |
| Out-of-Country Transfer Students | 9 |
| Transferring Exceptional Students | 11 |
| Students Transferring from Another State or a Foreign Country Who Enter Grade 11 or 12 | 12 |
| 1. Acceleration for High Achievement | 12 |
| 2. Placement into an Extended School Year (ESY) Program for Students with Disabilities | 13 |
| E. Promotion and Retention Policies | 13 |
| 1. Progress Monitoring Plan | 13 |
| 2. Promotion | 178 |
| 3. Retention | 189 |
| 4. Retention of ELLs Students | 1920 |
| 5. Identification of Students Not Meeting Student Performance Levels | 201 |
| 6. The Role of Teacher Judgment | 21 |
| 7. Definition of Good Cause from Mandatory Retention in Grade 3 | 21 |
| 8. Request for Good Cause Exemptions | 23 |
| 9. Alternative Education and Dropout Prevention Programs | 234 |
| 10. Allocation of Resources | 234 |
| 11. Parental Notification | 245 |
| a. Annual Reports to Parents and the Media | 25 |
| b. Title I School - Parent Involvement | 26 |

| | | | |
|-----|-----|--|-----|
| | bc. | Notification of Student Progress | 26 |
| | ed. | The Three-year, 18-Credit Accelerated Graduation Option | 289 |
| | de. | Interim Progress Report..... | 29 |
| | ef. | Notification to Parents of Students with Disabilities | 30 |
| | 12. | Mid-Year Promotion, K-8..... | 301 |
| | 13. | Optional Participation in Other Educational Opportunities | 32 |
| F. | | Grading and Reporting Student Progress K-12 and Adult | 323 |
| | 1. | Kindergarten..... | 323 |
| | 2. | Grades 1-12 | 34 |
| | a. | Academic Grades | 345 |
| | b. | Grading Students with Disabilities, K-12..... | 39 |
| | c. | Conduct Grades | 401 |
| | d. | Effort Grades | 42 |
| | 3. | Preparing Report Cards..... | 423 |
| | 4. | Report Card Comments | 44 |
| | 5. | Rank in Class - Grade Point Average..... | 46 |
| G. | | Special Provisions for English Language Learners..... | 46 |
| | 1. | Meeting Performance Standards..... | 46 |
| | 2. | Grading..... | 47 |
| | a. | Kindergarten | 47 |
| | b. | Grades 1-5..... | 49 |
| | c. | Grades 6-12..... | 51 |
| | 3. | Grouping in ESOL | 53 |
| II. | | Promotion and Placement in the Elementary School..... | 55 |
| A. | | Promotion, Placement, and Retention | 55 |
| | 1. | Required Program of Study | 55 |
| | 2. | Required Time for English Language Learners..... | 58 |
| | 3. | Performance Expectations for Students in Grades K-5..... | 59 |
| | 4. | Students with Substantial Deficiency in Reading Skills K-3..... | 59 |
| | 5. | Reading Enhancement and Acceleration Development (READ) Initiative K-3 | 60 |
| B. | | Activities Required Prior to Retention..... | 61 |
| | | Retention Determination Procedure..... | 61 |
| | | Retention Implementation Requirements..... | 62 |
| C. | | Successful Progression of Retained Third Grade Students | 62 |
| D. | | Intensive Acceleration Class for Retained Third Graders | 64 |
| E. | | Transitional Instructional Setting for Retained Third Graders | 654 |
| F. | | Student Performance Standards..... | 654 |
| | 1. | Assessment, Evaluation, and Monitoring of Student Progress..... | 65 |
| | 2. | Specific Levels of Performance..... | 65 |
| | 3. | Specific Levels of Performance for Grade 3 Reading | 665 |
| | 4. | Student Performance Standards, and Performance Levels, Grades 4 <u>K</u> - 5..... | 66 |

| | | |
|------|---|-------|
| III. | Promotion and Placement in the Middle School | 68 |
| A. | Promotion, Placement, and Retention | 68 |
| B. | Required Program of Study..... | 69 |
| 1. | Required Annual Courses for Students in Middle School..... | 69 |
| 2. | Middle School Interdisciplinary Teams | 71 |
| 3. | Language Arts/Reading/Mathematics Instruction..... | 71 |
| 4. | Required Units Topics of Study for Middle Grades | 712 |
| 5. | Elective Courses | 723 |
| 6. | Establishment of Increased Requirements..... | 723 |
| 7. | Senior High School Credit(s) for Students in Grades 6,7,8 | 73 |
| 8. | Mathematics and Science | 734 |
| C. | Student Performance Standards..... | 74 |
| D. | Summary - Promotion and Placement Requirements in the Middle School..... | 745 |
| E. | High School Accelerated Graduation Options..... | 756 |
| IV. | Promotion and Placement in the Senior High School and Adult Education Program | 767 |
| A. | Academic Achievement..... | 767 |
| B. | Promotion and Placement..... | 789 |
| C. | High School Graduation Programs | 801 |
| D. | Requirements for Graduation..... | 823 |
| 1. | Graduation Options | 823 |
| 2. | Explanatory Notes | 845 |
| E. | Testing Requirements for Graduation | 89 |
| F. | Grade Point Average Required for Graduation | 934 |
| G. | Community Service | 945 |
| H. | Computer Literacy..... | 945 |
| I. | Diplomas/Certificates | 945 |
| 1. | Standard Diploma..... | 945 |
| 2. | Superintendent's Diploma of Distinction..... | 928 |
| 3. | Superintendent's Honors Diploma of Distinction..... | 92 |
| 4. | Superintendent's Global Diploma of Distinction | 92 |
| 5. | Professional Academic Diploma..... | 93 |
| 6. | Professional Career Education Diploma..... | 93 |
| 73. | International Baccalaureate Diploma/Advanced International Certificate of Education/International Studies Certificate | 99 |
| 84. | Certificate of Completion | 99100 |
| 95. | CPT-Eligible Certificate of Completion | 99100 |
| 106. | Special Diploma | 1001 |
| 117. | Special Certificate of Completion | 1045 |
| J. | Student Performance Standards..... | 1056 |
| K. | Scheduling of Students | 1056 |
| L. | Provisions for Acceleration..... | 1067 |
| M. | The Adult High School Credit Program | 10910 |
| N. | General Educational Development (GED) Program..... | 1112 |
| O. | State University Entrance Requirements | 1123 |
| P. | Florida Bright Futures Scholarship Program | 1134 |

| | | |
|-----|--|------|
| V. | Appendices | 1167 |
| A. | School Board Rule 6Gx13- 5B-1.04, Promotion, Placement, and Graduation --Grades K-12 and Adult | |
| B.. | State Uniform Transfer of <u>Middle and Senior High School Credits</u> | |
| C.. | Activities Associated with Elementary School Retention..... | |
| D.. | An Academic Support Plan for K-3 Readers..... | |
| E.. | Elements of a Semester System..... | |
| F.. | Grading English Language Learners with Disabilities | |
| G.. | Grading English Language Learners | |
| H.. | Request for Waiver-Students with Incomplete Intervention Strategies | |
| I.. | Waiver of Florida Comprehensive Assessment Test (FCAT) Graduation for Students with Disabilities | |
| J.. | Checklist for Procedures for Special Exemption from Graduation Test Requirements for Students with Disabilities Seeking a Standard High School Diploma | |
| K. | <u>Florida/Miami-Dade Virtual School Course Offerings</u> | |
| L. | Florida Bright Futures Scholarship Program | |
| M. | Admission and Graduation Requirements for Students with Disabilities at Post-Secondary Career Technical Centers - Guidelines..... | |
| N. | Approved Elective Courses | |
| O. | Same Second Language Proficiency | |
| P. | Options for High School Seniors Who Have Not Passed the FCAT | |
| Q. | Comparison of Individual Student Plans | |
| R. | Attendance Implications | |
| VI. | Summaries of State and District Requirements Related to Student Progression | |
| A. | Florida Statutes | |
| B. | Florida Board of Education Administrative Rules | |
| C. | Miami-Dade County School Board Rules..... | |

PREFACE

As outlined in the *Revised District Strategic Plan, 2005-2008*, now in the process of being updated, Miami-Dade County Public Schools (M-DCPS) is committed to five major goals. These goals are: I. Ensure achievement of high academic standards by all students; II. Develop our students so that they are able to successfully compete in the global economy; III. Actively engage family and community members to become our partners in raising and maintaining high student achievement; IV. Reform business practices to ensure efficiency, effectiveness, and high ethical standards; and V. Recruit, develop, and retain high-performing, diverse, and motivated faculty and staff. This *Student Progression Plan* addresses goals I and II.

District Goals:

Goal I:

- Increase academic performance of all students;
- Eliminate the achievement gap;
- Improve student progression trends, e.g. graduation with expected class;
- Improve safety and the school environment;
- Improve student health; and
- Eliminate low performing schools.

Goal II:

- Improve social and professional skills of students; and
- Increase student exposure and understanding of global issues and economy.

INTRODUCTION

The purpose of this plan is to establish requirements and procedures for student progression within Miami-Dade County Public Schools (M-DCPS). The *Student Progression Plan* presents the “Student Progression Requirements and Procedures for K-12 and Adult Education Students,” including the “Student Progression Requirements and Procedures for Exceptional Education Students.” The document is divided into six parts:

- IX. General Procedures for Student Progression, Grades K-12 and Adult.
- X. Promotion and Placement in the Elementary School
- XI. Promotion and Placement in the Middle School
- XII. Promotion and Placement in the Senior High School and Adult Education Program
- XIII. Appendices
- XIV. Summaries of State and Local Requirements Related to Student Progression

The ~~2008-2009~~ 2009-2010 edition of the *Student Progression Plan* incorporates previous amendments that are still in effect and others that have been developed in response to actions taken by the Florida Legislature, the Florida Board of Education, the Florida Department of Education, and the School Board of Miami-Dade County. Any subsequent changes that would have an impact on this *Student Progression Plan* based upon future legislative actions or future interpretations of legislation by the Florida Board of Education or the Florida Department of Education will be communicated to appropriate staff by means of an administrative directive or technical assistance memoranda.

Major changes in the ~~2008-2009~~ 2009-2010 edition are summarized below:

- ~~1. The Florida Department of Education has created the Sunshine State Standards Access Points for students with significant cognitive disabilities who are accessing a modified curriculum. (Pages 3-4)~~
- ~~2. The terminology, “Limited English Proficient” (LEP) students, has been changed to “English Language Learner” (ELL) students. (Throughout the document)~~
- ~~3. The Progress Monitoring Plan (PMP) process has been revised for ELL students. (Pages 13-16)~~
- ~~4. The Child Study Team (CST) is no longer in existence. Its responsibilities are assumed by the School Support Team (SST). (Throughout the document)~~
- ~~5. The retention guidelines for ELL students in grades other than grade three have been revised. (Pages 19-20)~~

- ~~6. The guidelines for grading students with disabilities in grades 1-12 have been revised to align with the SSS Access Points. (Pages 39-40)~~
- ~~7. The guidelines for ELL students to meet performance standards have been revised. (Pages 46-47)~~
- ~~8. The guidelines for grading ELL kindergarten students in Language Arts/ESOL Development have been revised. (Pages 48)~~
- ~~9. The required program of study for students in grades 1-5/6 has been significantly revised. (Pages 55-58)~~
- ~~10. The phasing in of the Secondary School Redesign Act requirements for middle school students, which became effective with the 2006-2007 school year, is now complete and transition language has been deleted. (Pages 69-71 and 75-76)~~
- ~~11. There have been numerous changes in high school graduation requirements dating back to the 2003-2004 school year. In order to condense these revisions and make them more reader friendly, narratives and charts have been deleted. (Pages 82-90 and 102-105)~~
- ~~12. Two new charts have been created to summarize the high school graduation programs and their requirements along with explanatory notes for each subject area. (Pages 91-95)~~
- ~~13. The number of credits a student may earn through the adult education has been increased. (Page 96)~~
- ~~14. As a result of the Commissioner of Education placing a moratorium on the requirement that students who entered grade 9 in 2006-2007 must pass the FCAT Writing + in order to graduate, this section of the document has been deleted. (Page 97)~~
- ~~15. International Studies (IS) has been added to the list of advanced academic programs available to high school students. (Pages 108, 109, and 118)~~
- ~~16. Four new diploma designations for students entering eighth grade in 2008-2009 have been added: the Superintendent's Honors Diploma of Distinction, the Superintendent's Global Diploma of Distinction, the Professional Academic Diploma, and the Professional Career Education Diploma. (Pages 108-109)~~
1. The term English Language Learner and its acronym (ELL) have been revised to coincide with language used by Florida and the federal government. (Throughout the document)
2. The Florida Comprehensive Assessment Test Norm Referenced Test (FCAT NRT) has been eliminated as the result of action by the 2008 Florida Legislature. (Pages 4, 22, 66-67, 74-75, and 106)

3. The Florida Assessment for Instruction in Reading (FAIR) replaces DIBELS as an elementary school reading assessment instrument and in secondary schools it replaces the Florida Oral Reading Fluency (FORF) reading assessment. (Pages 13-15, 47, and 67)
4. A listing of remedial reading courses for middle and senior high school students has been added. (Pages 16-17)
5. Procedures to be followed relative to parental involvement in Title I schools have been added. (Page 26)
6. Parents of students on free or reduced-price meals and attending "Schools in Need of Improvement," may participate in tutoring in the areas on reading, language arts, mathematics, and science before or after school or on weekends. (Page 33)
7. Beginning with the 2009-2010 school year middle school students, grades 6, 7, and 8, are required to take one semester of physical education. (Pages 69-71)
8. The middle school physical education requirement may be waived if a student is enrolled in or required to enroll in a remedial course or if the student's parent requests in writing that the student be enrolled in another course or that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement. (Page 70)
9. Rather than a separate semester course, middle school students may meet the state requirement of instruction in career and education planning by having career and education planning concepts and content incorporated in a state-approved course. (Pages 70-71 and 76)
10. The process whereby middle school students have the opportunity to transfer credit for senior high school courses successfully completed while enrolled in middle school has been revised. (Pages 73-74)
11. Entering ninth grade students must have a completed electronic Personalized Education Plan (ePEP). (Page 77)
12. The number of credits and subjects earned by students to designate their grade level in senior high school has been revised. (Page 79)
13. The FLDOE has eliminated the High School Competency Test (HSCT) as a result of the FCAT phase-in now complete. (Pages 90-91 and 111)
14. As a result of legislative action, state-approved designations will be affixed to standard diplomas for students who entered grade 9 in 2007-2008 and the district-approved designations are deleted. (Pages 95-99)
15. Terminology for students with disabilities has been amended. (Page 101)

16. The procedures for student enrollment in the Miami-Dade Virtual School have been revised. (Page 110)
17. Middle school has been added to the procedure for the transfer of credits. (Appendix B)
18. The requirements for the Florida Bright Futures Scholarship Program have been converted from a narrative to a chart format. (Appendix L)

STUDENT PROGRESSION REQUIREMENTS AND PROCEDURES FOR K-12 AND ADULT EDUCATION STUDENTS

I. GENERAL PROCEDURES FOR STUDENT PROGRESSION, GRADES K-12 AND ADULT

A. OVERVIEW

The **Student Progression Plan for Miami-Dade County Public Schools** is incorporated by reference into School Board Rule 6Gx13- 5B-1.04, Promotion, Placement, and Graduation - Grades K-12 and Adult, and contains the requirements and procedures for students to progress from one grade to the next, kindergarten through grade 12 and adult education. (See Appendix A, for School Board Rule.)

It is expected that with appropriate motivation the vast majority of Miami-Dade County Public Schools (M-DCPS) students who receive appropriate instruction can make satisfactory progress through the grades and graduate from high school. It is expected that most will be able, each year, to achieve a level of academic proficiency and social and emotional development which will enable them to benefit from instruction in the next grade. However, for a variety of reasons, students may require more than the usual amount of time in school to develop their educational potential.

It is intended that the grade placement of each student be made to serve the best interests of the student. Promotion, retention, or special assignment procedures contained in this *Student Progression Plan* are based upon individual student progress and are designed for this purpose--to assure that each student in M-DCPS is placed in an instructional program in which he/she can achieve academically and develop emotionally, socially, and physically. Intervention strategies for students who need additional support to succeed in school are indicated in this plan.

The School Board of Miami-Dade County, Florida, assures that each student with disabilities will be educated in the least restrictive environment (LRE) appropriate to the student's needs, as determined by the Individual Educational Plan (IEP) team. Instruction will provide students with the opportunity to demonstrate proficiency in the skills and competencies necessary for successful grade to grade progression and high school graduation.

B. SECONDARY SCHOOL REFORM

M-DCPS is implementing a Secondary School Reform Plan, which is designed to ensure instructional excellence and community engagement. The underlying principle of the plan is to significantly alter the educational experience of students in grades six through twelve with the intention of meeting the following goals:

- raise the academic performance of all students;
- increase the graduation rate;
- reduce the achievement gap;
- implement a cycle of continuous improvement in academics; and produce literate graduates who are ready for college, career, and citizenship.

In order to implement this reform effort six interdependent, core principles must be addressed by students, their parents, and members of the community. These six principles have been adopted by M-DCPS to guide the development of a comprehensive plan designed to ensure that all students are valued and nurtured as individuals, challenged academically, and ready to pursue college, careers, and active civic participation as members of the community, nation, and world. The six principles are:

- personalized learning environments;
- academic engagement of all students;
- empowered educators;
- accountable leaders;
- engaged community and youth; and
- integrated system of high standards, curriculum, instruction, assessments, and supports.

Concurrently with the district's Secondary School Reform initiative, the 2006 Florida Legislature adopted and the Governor signed into law, the Florida Secondary School Redesign Act, also known as the "A++ Plan for Education." The intent of this act is to ensure that students promoted from the 8th grade have the necessary academic skills for success in senior high school and students graduating from high school have the necessary skills for success in the workplace and postsecondary education.

The following guiding principles have been adopted as part of the Florida Secondary School Redesign Act:

- struggling students need the highest quality teachers and dramatically different, innovative approaches to teaching and learning;

- every teacher is to contribute to every student's reading improvement;
- quality professional development is directed toward better serving students;
- small learning communities allow teachers to personalize instruction to address student learning styles, strengths, and weaknesses;
- intensive intervention in reading and mathematics must occur early and through innovative delivery systems;
- parents need access to tools they can use to monitor their child's progress in school, communicate with teachers, and act early on behalf of their child;
- applied and integrated courses help students see the relationships between subjects and relevance to their future;
- school is more relevant when students choose courses based on their goals, interests, and talents;
- master schedules should not determine instruction and must be designed based on student needs, not institutional needs; and
- academic and career planning engages students in developing a personally meaningful course of study so that they can achieve the goals they have set for themselves.

C. STUDENT PERFORMANCE STANDARDS

The State of Florida has developed student performance standards in language arts, mathematics, science, social science, the arts, health and physical education, and foreign language which address the skills and competencies a student must learn in order to progress from one grade to the next and graduate from high school. These performance standards, known as the *Sunshine State Standards* (SSS), are incorporated into M-DCPS *Competency-Based Curriculum* (CBC).

The Florida Department of Education (FLDOE) has created the SSS Access Points to provide access to the general curriculum for students with significant cognitive disabilities. This is a modified curriculum for students who are not able to access the SSS even with allowable accommodations. IEP teams are responsible for determining the need for this curriculum. Students who are instructed using the Access Points must meet the criteria for exemption from the Florida Comprehensive Assessment Test (FCAT) based on State Board Rule 6A-1.0943(1)(a)1-2.

In addition to developing the SSS and the SSS Access Points, the FLDOE has promulgated the document, *Preparing All Learners for Tomorrow's Work Force: Florida's Applied Technology Curriculum Planning Companion for the Sunshine State Standards*. The FLDOE is also in the process of revising the SSS and as the SSS for various subject areas are revised, the

revised performance standards are to be identified as the *Next Generation Sunshine Standards*.

As part of the state assessment program, the FCAT has been administered in all Florida public schools since 1998.

Each student must participate in statewide assessment tests at designated grade levels, as required by Section 1008.22, Florida Statutes. The FCAT ~~has two components: is a criterion-referenced test portion, called the FCAT Sunshine State Standards (FCAT SSS), which measures selected benchmarks in reading, writing, mathematics, and science, and a norm-referenced test portion (FCAT NRT), which compares performance in reading and mathematics against national norms.~~ Among the primary purposes of the FCAT is the assessment of annual learning gains of students in grades 3-10 toward achieving proficiency in the SSS appropriate for the student's grade level. Achievement levels for student progression have been set by the state for the FCAT SSS in reading and mathematics for grades 3-10, for the FCAT SSS in writing at grades 4, 8, and 10, and for FCAT SSS in science in grades 5, 8, and 11. The FCAT graduation test is a requirement for a standard diploma for students who enrolled in grade 9 in 1999-2000 or thereafter.

Students with significant disabilities who are being instructed using the SSS with Access Points will be assessed using the Florida Alternate Assessment.

Each student who does not meet state or district levels of performance for student progression in reading, writing, mathematics, and science for each grade level must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

English Language Learners (ELLs) students are required to meet student performance standards for the appropriate grade level. However, ELLs students who have been in an approved English for Speakers of Other Languages (ESOL) program for less than two complete school years are exempt from having to demonstrate the standards in English. The statutory requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language.

Even though mastery of standards may be demonstrated in the student's home language during the first two years, all ELLs students must participate in statewide assessment programs, i.e., FCAT.

D. ENTRANCE AND GRADE PLACEMENT REQUIREMENTS

1. Age of Mandatory Attendance

All children who will have attained the age of six years by February 1st of any school year, or who are older than six years of age but who have not attained the age of sixteen years, are required to attend school regularly during the entire school term.

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the School Board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent.

2. Health Examination/Immunization

All children are required to present tangible immunization and health examination documentation prior to admittance to a Florida public school for the first time. The parent must present a Florida Certificate of Immunization (DH Form 680) with Part A, B, or C completed and signed, or a religious exemption from immunization (DH Form 681). Additionally, documentation of a health examination (DH Form 3040), performed within the past 12 months, must be presented. For a health examination to be considered complete, evidence of a tuberculin clinical screening or a tuberculin skin test with results and appropriate follow-up must be presented when registering the child for school. The parents of children who enrolled in kindergarten through grade 12 must provide documentation of a second dose of measles vaccine. Also, pre-kindergarten through grade 12 enrollment/ attendance requires students to have completed the hepatitis B vaccine series (3 doses). Any student enrolling in pre-kindergarten through grade 12 may be admitted on a temporary medical exemption status if he/she has received at least the first dose of the hepatitis B vaccine. Students entering grade 7 are required to have a tetanus diphtheria (td) booster.

Students who enter, attend, or transfer to pre-kindergarten through fifth grade are required to have completed a varicella (chicken pox) vaccination or show proof of the disease date. The next higher grade will be included in the requirement for each subsequent year for students who initially enroll in M-DCPS.

3. Kindergarten/Grade 1 Placement

- a. **Kindergarten Entrance.** Children who will attain the age of five years on or before September 1st of the school year shall be eligible for admission to public kindergarten during that school year. Entering kindergarten students are to participate in the Florida Kindergarten Readiness Screener (FLKRS) to assess their readiness for school.
- b. **Grade 1 Entrance.** Any child who will attain the age of six years on or before September 1st of the school year shall be admitted to grade 1 at any time during the school year if the child has successfully completed the kindergarten program or has otherwise met the criteria for admission or transfer in a manner similar to that applicable to other grades. The completion of kindergarten is defined as satisfactory completion in a public school, non-public school, or home education program from which M-DCPS accepts transfer of credit. A report card, transcript, or other written record from the out-of-state/country school, non-public school, or home education program, indicating that the student has been promoted to grade 1 or has satisfactorily completed kindergarten, must be submitted at the time of registration.
- c. **Kindergarten/Grade 1 Promotion.** The assignment of a student to a higher grade should be made on the basis of the student's achievement and/or evidence that the student will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effect of the decision should also be considered.

At the time of registration, a report card, transcript, or other written record from the out of state/country school, non-public school, or home education program, indicating that the student has satisfactorily completed kindergarten and has been promoted to grade 1 must be submitted.

M-DCPS procedures for promotion of a student from kindergarten to first grade, whose birth date falls after September 1, and whose parent presents documentation stating successful completion of kindergarten and promotion to first grade from a private institution or out-of-state are:

- Enrollment of the child into kindergarten for a maximum of ten (10) school days for a period of observation and assessment by the kindergarten teacher to determine readiness for grade 1;
- Recommendation by the kindergarten teacher for student promotion (if appropriate) to first grade;
- Approval by the school site principal for placement into first grade;
- Completion of Region Center Authorization for Promotion Form - Kindergarten to First Grade (FM-6626);
- Formal notification to the parent that his/her child is receiving an accelerated grade placement;
- Placement of a copy of the parent's notification in the child's cumulative record folder; and
- The completed Region Center Authorization for Promotion Form - Kindergarten to First Grade (FM-6626), must be forwarded to Attendance Services so that the necessary grade change may be entered into ISIS.

4. Student Transfers within the District

When transferring a student from one school to another within the district, it is the sending school's responsibility to ensure that all student records are complete prior to withdrawing the student.

5. Student Transfers from within the State, from Other States, Non-Public Schools, Home Education Programs, or Other Countries

The grade placement of students transferring from within the state, from other states, non-public schools, home education programs, or other countries, will be determined by the principal of the receiving school, after an evaluation of the student's record has been made using one or more criteria (see Appendix B) in accordance with relative Florida Board of Education (FBE) rules. Grade placement on the transcript from the sending school must be honored. Credits should be interpreted so that the requirements for promotion and graduation are not retroactive, provided the student has met all requirements for the grade placement in the school or home education program from which the student is transferring. Special requirements for grade placement in kindergarten and grade 1 are presented on pages 5 6-7.

Students transferring into the district should be immediately assessed for reading proficiency to determine if remediation is appropriate. This is especially important for grade 3 students. If a student transfers after the administration of the FCAT in grade 3, the school must determine before the end of the school year, utilizing previous school records, classwork, and other assessments, whether the student is reading at a level of proficiency that prepares the student for the more advanced work of the next grade.

a. **Evaluating a Student's Record.** The process of evaluating a student's record in order to place transfer courses in the Integrated Student Information System (ISIS) Course Transfer and Credit Evaluation System and the Vocational Adult Community System (VACS) for determining the remaining credits needed for a high school diploma should be completed in a manner which does not impose retroactive requirements on the student.

b. **Out-of-State Transfer Students.** Entry by out-of-state transfer students will be in accordance with the following guidelines:

- Any student who transfers from an out-of-state public school or home education program and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required within this subsection b.
- Any student who transfers from an out-of-state, non-public school, or home education program and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets the age requirements for public schools or home education program within the state from which he or she is transferring and if the transfer of the student's academic credit is acceptable under the rules of the School Board. Prior to admission, the parent must also provide the data required below.
- In order to be admitted to a M-DCPS school, a student transferring from an out-of-state school or home education program must provide the following:
 1. Official documentation that the parent was a legal resident of the state in which the child was previously enrolled in a school or home education program (*legal* in this context refers to

place of abode and does not refer to immigrant status).

- 2. An official letter or transcript from a proper school authority which shows the record of attendance, academic information, and grade placement of the student.
- 3. Evidence of date of birth.
- 4. Evidence of immunization against communicable diseases.
- 5. Evidence of a health examination completed within 12 months prior to transfer. Also a tuberculin skin test and appropriate follow-up are required.

- c. **Out-of-Country Transfer Students.** Applicants with school records from out-of-country will be considered for admission under the same provisions as out-of-state transfer students.

All out-of-country transfer students shall register at an elementary, middle, or senior high school serving the attendance area approved by the School Board for the actual residence of the parent. Programmatic assessment of out-of-country students takes place at the school, with staff seeking to document what prior school experiences each new student possesses, by using the student's school records, transcripts, and other evidence of educational experiences to determine a recommended grade level placement. Students who have educational records from their home country must be placed in grade level/courses based on these records. However, if a student's records reflect an age discrepancy of two years or more, placement will be according to chronological age as indicated on the chart on the following page. Any adjustment resulting in lowering of grade level placement must be thoroughly documented with home language assessment data, e.g., tests, class work. Any such lower grade level placement for ELLs students must be reviewed and approved by an ELL committee and submitted for district review to the Associate Superintendent, Curriculum and Instruction, or designee. The parent must be informed prior to the grade level adjustment.

In those instances where school site personnel are unable to interpret a transcript from a foreign country, the Foreign Records Department at Attendance Services provides a detailed interpretation, translation, and conversion of all coursework taken at each grade level in the foreign country,

along with the equivalent grade earned in each subject area. However, the student's enrollment in school shall not be delayed while the records are being evaluated by Attendance Services.

Secondary school students who enter M-DCPS during the second semester after having finished a grade level in December in their country of origin must be placed in the next grade level. It is recommended that these students, if ELLs, be double blocked for the Language Arts/English Through ESOL course (2 periods) and the ESOL elective course (2 periods). Half credit courses that require one semester for completion should be scheduled for the remaining two periods.

Out-of-country transfer students without educational records shall be placed according to age based on the following criteria:

- The age of the student as of September 1st of the school year shall be the official age used to determine the appropriate grade level for placement.
- Students are to register at schools according to chronological age as follows:

STUDENT CHRONOLOGICAL AGE ASSIGNMENT

| AGE(S) | LEVEL ASSIGNED |
|------------|--|
| 5 - 10 | Elementary school |
| 11 | Elementary school or middle school depending on grade configuration of the school |
| 12 - 13 | Middle school |
| 14 | Middle school or senior high school depending on grade configuration of the school |
| 15 & older | Senior high school |

- Out-of-country transfer students registering at the middle or senior high school level cannot be automatically placed in the lowest grade at that level. Principals shall take appropriate steps, in cooperation

with the faculty, to assess the student's level of learning in the core content areas and recommend the most appropriate placement for the student. Principals will use testing, faculty interviews, and/or the advice of proper placement given by the Foreign Records Department at Attendance Services. For additional information, refer to the document entitled, *Placement of International Students and Student Visa Guidelines*, Foreign Records Department.

- A notarized statement indicating completion of a particular grade level from the student's parent, a school official from the student's native country, or from the student, if an adult, may be submitted to the principal of the receiving school. Upon receipt of the notarized statement, the principal of the school shall take appropriate steps, in cooperation with the faculty, to verify the student's level of learning in each of the courses identified on the statement. Principals will use testing, faculty interviews, or other professional procedures for the verification process.
- Special care should be exercised to ensure that a student's limitation in his/her ability to communicate in English is not a factor to be considered in determining grade placement. Ultimately, grade placement is the responsibility of the principal in cooperation with the professional staff of the school. Once the most appropriate grade placement has been determined, credit and subject requirements associated with grades below the student's grade assignment are to be waived. In such cases, credit requirements shall not be retroactive.
- Students who have not completed high school in their home country must be scheduled to attend courses at the high school level. Adult center placement should not be the primary alternative offered to these students.

d. Transferring Exceptional Students

For information about transferring exceptional students, see *Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students* which is incorporated into Board Rule 6Gx13- 6A-1.331.

Section 504 Students: A transferring 504 student is a student who was previously enrolled in any other school or agency

with an active Section 504 Accommodation Plan and who is enrolling in a Florida school district. Upon notification that a transferring student is one with an active 504 Plan, the receiving school must review the existing 504 Plan and must revise it as needed.

e. Students Transferring from Another State or a Foreign Country who Enter Grade 11 or 12

A student who transfers from another state or from a foreign country and enters grade 11 or 12 shall not be required to spend additional time in school to meet the high school course requirements for graduation if the student has met all the requirements of the school district, state, or country from which he/she is transferring. However, to receive a standard high school diploma, a student must earn a 2.0 grade point average and pass the FCAT graduation test or an alternate assessment, as appropriate.

A new student who enters M-DCPS at 12th grade from out-of-state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the FCAT graduation test, shall satisfy this requirement for a standard high school diploma.

6. Acceleration for High Achievement

The assignment of a K-8 student to a higher level class or grade which results in the student's skipping a prerequisite class or grade or part of a grade should be made on the basis of exceptionally high achievement by the student and evidence that the student will benefit more from the instructional program at the advanced class or grade level. The probable long-range academic, social, and emotional effect of the decision should be considered. The principal has the responsibility for assessing and approving such assignments, but a child will not be accelerated without parental consent.

Parents should be notified formally in writing that their child is receiving an accelerated class or grade placement. A copy of this notification should be placed in the cumulative record folder. Students in grades 6-8 may also participate in a planned acceleration program by enrolling in designated grade 9-12 courses. (See pages 73-74 for specific details.)

Grade level change is a school level function that can be implemented through ISIS.

7. Placement into an Extended School Year (ESY) Program for Students with Disabilities

For information about the Extended School Year (ESY) Program for students with disabilities, see *Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students* which is incorporated into Board Rule 6Gx13-6A-1.331.

E. PROMOTION AND RETENTION POLICIES

1. Progress Monitoring Plan (PMP)

According to the A++ Plan, provisions have been set forth for the development of Progress Monitoring Plans (PMP) for students that fail to meet state and district performance levels, including scoring below Level 3 in FCAT Reading or Mathematics. In order to meet this requirement, the following Progress Monitoring Process has been designed for implementation in all schools:

- At the beginning of the school year, teachers must identify all students who are not meeting district or state performance standards in reading and/or mathematics as determined by the following criteria:
 1. Students in grades K-2 scoring at ~~DIBELS High Risk~~ Level Florida Assessment for Instruction in Reading (FAIR) in the red zone (reading only);
 2. Students in grade 3 scoring at in the lowest quartile on the ~~prior~~ Stanford Achievement Test (SAT) in the prior year in reading and/or mathematics;
 3. Retained third graders and students in grades 4-12 scoring at Level 1 or 2 on the FCAT in reading and/or mathematics;
 4. Students in grades 11 and 12 who have not passed the FCAT; and
 5. Any other at-risk student based on teacher judgment.
- Students with disabilities may be identified as not meeting district or state performance standards in reading and/or mathematics through the above criteria as well. Reading and/or mathematics performance levels and needs must be

documented on the IEP. If the IEP does not address the students' deficiencies in reading and/or mathematics as required by Florida law, then these deficiencies must be addressed through the Progress Monitoring Process.

- ELLs students should be provided the opportunity to acquire some basic English language proficiency before inclusion in the school-wide PMP. Following are the guidelines to determine timelines for inclusion of ELLs students in the school-wide process:
 1. All ELLs students will participate in the assessments for monitoring progress.
 2. ELLs students who have participated in the ESOL program for less than two years are not to be included in the PMP process.
 3. ELLs students who have participated in the ESOL program for more than two consecutive years and are not making any progress should follow the same guidelines for progress monitoring as general curriculum students.

- During the first quarter, teachers must plan and implement appropriate academic intervention(s) for identified students. Also during the first quarter, teachers must conduct a mid-quarter evaluation to determine the students' progress level using the following instruments as appropriate:
 1. ~~DIBELS~~ FAIR for all students in grades kindergarten through grade 3 and FCAT Levels 1 and 2 in grades 4 and 5 or IDEL for ELLs students whose native language is Spanish (required);
 2. ~~Florida Oral Reading Fluency (FORF)~~ FAIR for FCAT Level 1 and 2 students in grades 6-12 (required);
 3. FCAT Writing pre-test;
 4. Teacher-developed or publisher-developed assessments; and
 5. Student work and grades should also be considered.

- Based on the results of these instruments used for evaluation, the following actions must take place: (a) if the student demonstrates progress, the teacher will continue with the intervention(s); or (b) if there is no progress, the teacher will notify the parent using a district-developed letter that will accompany the interim progress report.

- At the end of the first quarter, teachers will administer interim assessments in reading, mathematics, and science to students in appropriate grade levels. Teacher-developed or publisher-developed assessments will be administered to students in grades K-2 and to students in grades 11-12 who have not passed the FCAT. Results from these assessments will be used by teachers to modify instruction and/or intervention(s).
- During the second quarter, teachers will conduct a mid-quarter evaluation to determine the students' progress level. The instruments for this evaluation include all teacher-developed or publisher-developed assessments, student grades, and student work.
- Based on the results of these assessments, the following actions will take place: (a) if the student shows progress, the teacher will continue with the intervention efforts; (b) if there is some progress, additional adjustments to the interventions will be made; and (c) if there is no progress or reversal of progress, a parent conference must be collaboratively scheduled for the parent, teacher, guidance counselor, and/or school administrator. ~~In addition, if the student is making no progress in reading, the Diagnostic Assessment of Reading (DAR) must be administered and instruction and/or intervention(s) modified based on the results.~~
- At the end of the second quarter, teachers will administer the interim assessments in reading, mathematics, and science to students in appropriate grade levels. Teacher-developed or publisher-developed assessments will be administered to students in grades K-2 and to students in grades 11 and 12 who have not passed the FCAT. In addition, teachers will administer DIBELS FAIR for all students in grades kindergarten through three, FCAT Levels 1 and 2 in grades four and five, and ~~FOR~~ FAIR for FCAT Levels 1 and 2 students in grades six through twelve. Teachers will use the results from these assessments to modify instruction and/or intervention(s). If the student is making no progress, the teacher must initiate the SST process.
- During the fourth quarter, the teacher continues to monitor student progress and adjust instruction as needed. During the fourth quarter, the teacher will administer and teacher-developed or publisher-developed assessments to students in appropriate grade levels. At the end of the fourth quarter, the

results of the interim assessment and other outcome assessments are analyzed. The teacher uses all available data to make recommendations for future instruction.

- Records of all parental notification and parent conferences must be logged in the teachers' gradebooks.
- Teachers will utilize the Instructional Planning System (IPS) to electronically indicate the students who are part of the school-wide PMP process.
- For students participating in the NCLB Supplemental Educational Services (SES) program, teachers can utilize the IPS to view the SES Student Learning Plan and monitor student by student progress in the tutorial services.

When transferring a student from one school to another within the district, the sending school should develop the PMP since in most cases, staff from the sending school will be more familiar with the student's academic deficiencies. The receiving school should then review the PMP and, if necessary, modify it in consultation with the parent. The *Progress Monitoring User Plan Guide*, can be found under *e-Handbooks, Progress Monitoring Plan User Guide*.

The *K-12 Comprehensive Research-based Reading Plan (K-12 CRRP)* delineates the assessment instruments used to determine and monitor the student's ability.

Middle schools may convert the following annual courses to semester courses for remediation purposes:

| Number | Title | Repeatability | Credit | Certification |
|-----------------|----------------------------------|---------------|--------------------------|-------------------------------|
| 10001001* | M/J Intensive Reading | Yes | Annual - Elective | Any appropriate language arts |
| <u>10001006</u> | <u>Intensive Reading - Gr. 6</u> | <u>Yes</u> | <u>Annual - Elective</u> | <u>Reading</u> |
| <u>10001007</u> | <u>Intensive Reading - Gr. 7</u> | <u>Yes</u> | <u>Annual - Elective</u> | <u>Reading</u> |

| | | | | |
|-----------------|---|------------|--------------------------|-----------------------------|
| <u>10001008</u> | <u>Intensive Reading - Gr. 8</u> | <u>Yes</u> | <u>Annual - Elective</u> | <u>Reading</u> |
| <u>100010PL</u> | <u>Intensive Reading Plus - Gr. 6-8</u> | <u>Yes</u> | <u>Annual - Elective</u> | <u>Reading</u> |
| 120400001* | M/J Intensive Mathematics | Yes | Annual - Elective | Any appropriate mathematics |

*Schools may include other strategies in the plan

Senior high schools may convert the following annual courses to semester courses for remediation purposes:

| Number | Title | Repeatability | Credit | Certification |
|------------------|--|----------------------|--------------------------|-------------------------------|
| 100041001 | Intensive Reading | Yes | Annual - Elective | Any appropriate language arts |
| <u>1001310YY</u> | <u>Homogeneously Grouped English/ Reading - Gr. 9</u> | <u>Yes</u> | <u>Annual - Elective</u> | <u>Reading</u> |
| <u>1001340YY</u> | <u>Homogeneously Grouped English/ Reading - Gr. 10</u> | <u>Yes</u> | <u>Annual - Elective</u> | <u>Reading</u> |
| <u>100041001</u> | <u>Intensive Reading Gr. 9-10</u> | <u>Yes</u> | <u>Annual - Elective</u> | <u>Reading</u> |
| <u>100041002</u> | <u>Intensive Reading Plus - Gr. 9-10</u> | <u>Yes</u> | <u>Annual - Elective</u> | <u>Reading</u> |
| <u>1000410RT</u> | <u>Retakers Reading Gr. 11-12</u> | <u>Yes</u> | <u>Annual - Elective</u> | <u>Reading</u> |
| 120040001 | Intensive Mathematics | Yes | Annual - Elective | Any appropriate mathematics |
| 200030002 | Intensive Science | Yes | Annual - Elective | Any appropriate science |

Note: The above listed courses are not classified as Level I courses

Individual students who do not seem to respond to a change in strategy or program should be considered for referral to the English Language Learners' (ELL) Committee, or School Support Team (SST).

2. Promotion

State and district requirements for promotion are established in this *Student Progression Plan*. Consideration must be given to academic progress and to other factors such as general progress, attendance, sense of responsibility, mental and physical health, maturity, work habits, and attitudes. Most importantly, consideration must be given to the student's potential to overcome, with special assistance during the remainder of the year and in the next higher grade, those deficits which have tended to inhibit the desired progress.

Student promotion in M-DCPS is based, in part, on proficiency in reading, writing, mathematics, and science. The evaluation of each student's achievement in terms of appropriate instructional goals, is set forth in the CBC. The basis for making the determination will reflect teacher judgment based on the following: progress tests, classroom assignments, daily observation, standardized tests, state assessments, and other objective data. The primary responsibility for determining each student's level of performance and ability to function academically, socially, and emotionally at the next proficiency level is that of the classroom teacher, subject to review and approval of the principal.

Section 1008.25, Florida Statutes, Public school student progression; remedial instruction; reporting requirements, prohibits social promotion and requires M-DCPS to set standards that students must meet to be promoted to a higher grade.

Promotion for an ELLs student and an ELLs student with disabilities in all other grades is to be based on the student's performance in the dominant language while the student is in the process of becoming independent in English. Retention of these ELLs students requires the review and recommendation of the ELL Committee.

The established policy on student promotion is the same for students with disabilities as it is for the general education population. The IEP team does not have the authority to make promotion or retention decisions. ESE/ELLs students with disabilities follow the promotion and retention procedures established for non-disabled ELLs students. IEP/ELL committees have the obligation to convene and

review ESE/ELL the students' progress and to make recommendations. Florida statutes related to promotion supersede the authority of the IEP/ELL Committee.

3. Retention

There are instances when student retention may be necessary to provide students with additional time to master objectives and competencies required for success in the next higher grade. The level of mastery of each objective and competency will vary from student to student, and all students should demonstrate growth toward mastery of objectives and competencies. Teachers and administrators have an obligation to provide timely intervention in an effort to prevent retention of students who have the potential to overcome academic deficits in selected areas without repeating an entire year of study. However, students who continue to demonstrate significant deficiencies should be retained in the early grades in order to avoid greater deficits.

A student who does not meet appropriate levels of performance for student progression in any grade in any subject may be retained. Performance levels of proficiency are determined by state assessments, district assessments, and other selected indicators, such as, classroom work, observations, tests, homework, portfolios, and other relevant information. In order for a student to be retained, the academic grades in core subjects on a student's report card must reflect the student's inability to meet appropriate levels of performance.

In compliance with Section 1008.25, F.S., if the student's reading deficiency is not remedied by the end of grade 3 and the student scores Achievement Level 1 on the FCAT SSS Reading portion, the student *must* be retained, unless good cause is determined. The School Board may only exempt grade 3 students from mandatory retention for good cause as defined on pages 21-23. If the student is to be retained, the retention intervention strategies must be completed (See Appendix C). Final decisions regarding student promotion and retention are the responsibility of the principal. Grade 3 students who are eligible for promotion due to having met good cause criteria may still be retained at the recommendation of the principal with review by Regional Center staff.

If a student is retained, it must be within an intensive program that is different from the previous year's program and takes into account the student's learning style.

4. Retention of ELLs Students

Retention recommendations for ELLs students, with the exception of students in grade 3 with more than two years of participation in the ESOL program, require the review and approval by the ELL Committee. Progress monitoring and interventions, as well as ELL Committee recommendations, must be documented in the student's Individual ELL Plan.

Retention recommendations for ELLs students in grades K-2 who have participated in the ESOL program for less than two years must be reviewed by the Division of Bilingual Education and World Languages. These retention recommendations must have documentation that indicates no progress in reading, writing, and mathematics in either English or the student's home language

ELLs students in grade 3 who have been in the ESOL program for less than two years may be exempted from the mandatory retention as provided in Section 1008.25(6)(b), Florida Statutes. Promotion for an ELLs student in third grade with less than two years in an ESOL program is to be based on good cause #1 as defined on page 21 and the student's performance in the dominant language. These students may be retained if they are not making appropriate progress in their dominant language. Retention of recommendations for a third grade ELLs student with less than two years in an ESOL program requires the review and recommendation of the ELL Committee, and must have documentation that indicates no progress in reading, writing, and mathematics in either English or the student's home language.

Third grade ELLs students with more than two years in an ESOL program must meet grade level performance standards as provided in Section 1008.25(6)(b), Florida Statutes, and are eligible for all other exemptions, including good cause #3, alternative assessments, and good cause # 4, student portfolio. Promotion for an ELLs student in third grade with more than two years in an ESOL program must be based on the student's performance in English. The ELL Committee is to be convened for those students recommended for retention only to review each student's progress and to make recommendations for remediation activities. For these students the above mentioned Florida statute supercedes the authority of the ELL Committee.

For the purpose of promotion of third grade ELLs students, under good cause #1 two years means no less than a total of two full calendar years as measured from the date the student is classified as ELL to the date when the FCAT scores are released. The criteria for making this determination should include interruption of instructional

services when an ELLs student withdraws from the school district and leaves the state or the country for 30 continuous days or more. Therefore, any ELLs student in grade 3 who entered or re-entered from another state or country within the last two years from the date when the FCAT scores are released is are eligible for good cause #1 and may be exempted from mandatory retention.

5. Identification of Students Not Meeting Student Performance Levels

The district's data warehouse provides school-site personnel with access to the Student Performance Indicators (SPI), which can be used to assist in the identification of students who are not meeting district or state standards in reading, writing, mathematics, and/or science. School personnel may use the information on the SPI as well as other relevant information to identify students who need to be part of the school-wide PMP.

6. The Role of Teacher Judgment

The teacher's judgment and the language arts/reading portfolio play a critical role in the evaluation of a student's proficiency and in the identification of a student's area(s) of academic need. Pertinent factors, such as teacher observation, classroom assessment results, and classroom performance, must be considered by the teacher in order to identify the intervention(s) and/or intensive instructional strategies that will assist that student in meeting district and state performance levels.

7. Definition of Good Cause Exemptions from Mandatory Retention in Grade 3

Good cause exemptions shall be limited to the following:

Good Cause # 1. ELLs students who have had less than two (2) years of instruction in an ESOL program.

Good Cause # 2. Students with disabilities whose IEPs indicate that participation in the FCAT is not appropriate.

Good Cause # 3. Students who demonstrate an acceptable level of performance on the an alternative assessment approved by the Florida Board of Education. As required by State Board of Education Rule 6A-1.094221(2), ~~the standardized assessment to be used is the grade 3 norm-referenced test~~

~~(NRT) portion of the FCAT reading, the Stanford Achievement Test (SAT) or a parallel form of the SAT, administered by the district to eligible students each fall. To demonstrate an acceptable level of performance, the student must score at or above the 45th percentile on the FCAT NRT.~~

~~* Note: The Iowa Tests of Basic Skills (ITBS) is administered in lieu of the FCAT NRT, and the SAT- 10 is the alternative assessment administered at the end of the Summer Reading Camps with a passing score of the 45th percentile or higher required. The parallel form of the SAT may only be administered once to meet this good cause exemption.~~

Good Cause # 4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the SSS in reading equal to at least a Level 2 performance on the FCAT. As per criteria adopted by the State Board of Education, the student portfolio contents must:

- be selected by the student's teacher;
- be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- include evidence that the eight benchmarks assessed by the grade 3 Reading FCAT have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text, and that are between 100-700 words with an average of 350 words. Such evidence could include chapter or unit tests from the adopted core reading curriculum that are aligned with the SSS or teacher-prepared assessments that are aligned with the SSS;
- be an organized collection of evidence of the student's mastery of the *Sunshine State Standards Benchmarks* for Language Arts that are assessed by the grade 3 Reading FCAT. For each

benchmark there must be at least five examples of mastery as demonstrated by a grade of "C" or above; and

- be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Good Cause # 5. Students with disabilities who participate in the FCAT, and who have an IEP or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.

It is not required that the student be identified as a student with disabilities for two years to qualify for this good cause exemption. However, the student must have received remediation for a reading deficiency for more than two years and have been previously retained in kindergarten, grade 1, grade 2, or grade 3.

Good Cause # 6. Students who have received intensive remediation in reading for two (2) or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3, for a total of two (2) years. If promoted under this exemption, intensive reading instruction must include an altered instructional day based on the deficiencies identified during the PMP process that includes specialized diagnostic information and specific reading strategies.

8. Request for Good Cause Exemptions

Request for good cause exemptions from mandatory retention requirements must include the following:

- documentation submitted from the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. Documentation shall only consist of the existing IEP, if applicable, report card, or student portfolio; and

- discussion between the teacher and the school principal to review the recommendation and make the determination if the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the Superintendent, or designee. The Superintendent, or designee, shall accept or reject the principal's recommendation in writing.

9. Alternative Education and Dropout Prevention Programs

Students who have the potential to overcome those deficits which are inhibiting progress, including those students who have been retained for two or more years, may be given an assignment to a special program, e.g., alternative education/dropout prevention program, or special class within the regular school. These students are to be provided instruction designed to continue their progress toward age appropriate proficiency level objectives and competencies.

A student with disabilities referred for placement into an alternative education program shall have an IEP review prior to that placement. A staff representative of Alternative Education shall participate in that review. This requirement shall not apply to a student served in a youth services program, an agency-based substance abuse program, or an in-school suspension program.

An ELLs student, meeting the eligibility criteria for individual dropout prevention program categories, shall be considered for placement and enrollment in the appropriate alternative education program based on student needs. Limited English proficiency shall not be used as a criterion for placement.

10. Allocation of Resources

When providing remedial and supplemental instructional resources, the first priority is for students who are deficient in reading by the end of grade 3. The second priority is for students who fail to meet performance levels required for promotion as outlined in this *Student Progression Plan*. Resources are to be directed toward the development of an intervention model to be implemented for students having difficulty meeting the required levels of performance for student progression. An intervention model may consist of the following procedures:

- effective, research-based, standards-driven initial instruction;
- identification of students with problems (assessment or

- screening);
- diagnosis of specific problems of the individual student;
- immediate intensive remedial instruction; or
- progress monitoring, reevaluation, and redesign of instruction to meet the student's current needs, continued support, and reinforcement.

11. Parental Notification

The parent or adult student must be notified in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. An acknowledgment of such notification should be obtained. Report card grades must clearly reflect the student's level of achievement. The parent must be able to assume that students earning satisfactory grades in the regular program are achieving within the range appropriate or acceptable for their grade or the course in which they are enrolled. Any exceptions must be made clear through comments entered on the report card. The parent of any child who is to be retained shall be requested to attend a conference with the principal or designee.

a. Annual Reports to Parents and the Media

Schools must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in reading, writing, mathematics, and science, including the student's results on each statewide assessment test, classroom work, observations, district assessments, and other relevant information. The evaluation of each student's progress must be based upon relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the School Board.

Also, the School Board must annually publish in the local newspaper and report in writing to the Florida Board of Education by September 1st of each year the following information on the prior school year:

- the provisions of the law relating to public school student progression and the district's school board policies and procedures on student retention and promotion;
- by grade, the number and percentage of all students in grades 3-10 performing at Levels I and II on the reading portion of the FCAT;

- by grade, the number and percentage of all students retained in grades 3-10;
- information on the total number of students who were promoted for good cause, by each category of good cause, as set forth on pages 21-23; and
- any revisions to the School Board's policy on retention and promotion from the prior year.

b. Title I School - Parent Involvement

- In each school implementing the Title I Program, parents and school staff shall annually develop their child's Title I School-Parent Compact. This compact outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. Multiple opportunities (throughout the school year) are to be provided for parents to implement, review, and revise their child's compact for maximum utilization.
- In each school implementing the Title I Program, parents and school staff shall add language to the existing M-DCPS Board Rule 6Gx13- 1B-1.012, Parental Involvement - A Home-School-District Partnership, to describe how the school will carry out the parental requirements in Section 1118 of the *No Child Left Behind Act of 2001*. This amended document will be made available to all parents in the school and serve as the Title I School's Parental Involvement Policy. Additionally, parents in the Title I Program shall be involved in the annual evaluation and redesign of the content and effectiveness of this document in efforts toward improving the academic quality of the school.

bc. Notification of Student Progress

Schools are to utilize a collaborative process to develop procedures to notify the parent when it is apparent that a student is not able to achieve at the minimum level expected of the grade, and, in cooperation with the parent, the teacher shall attempt to provide special assistance for the student. When students are from homes where a language other than English is spoken, such notification (written and oral), as well as important school documents, must be provided in the home language to the extent possible.

In order to assure consistency in reporting unsatisfactory progress to the parent, each school principal shall implement the following procedures:

- Each school will publish in its opening of school bulletin, school newspaper, student handbook, or other communiques to parents and students the methods and procedures utilized to notify the parent of a student's unsatisfactory progress. The responsibility of the parent in this entire process should be specifically stated. Once the notification of unsatisfactory progress has been provided to the parent through interim reports during the grading period, it is incumbent upon the parent to contact school officials for further assessment of the student's performance.
- Teacher-parent conferences should take place when students are in need of academic strengthening and when students are judged to possess unique academic potential. Teacher-parent conferences are recommended when students display a consistent pattern of disruption or demonstrate unacceptable academic achievement through failure to exert sufficient effort. Teachers shall afford the parent of every student an opportunity for a parent-teacher conference. Teacher-parent conferences must be conducted in the home language of the parents to the extent possible.

The following requirements of Section 1008.25, Florida Statutes, must be implemented in all K-12 schools:

- The parent of any K-3 student who exhibits a reading deficiency must *immediately* be notified in writing of the student's deficiency with a description, understandable to the parent, of the exact nature of the difficulty.
- The parent must be consulted when students are monitored through the school-wide PMP.
- The parent must be informed that the FCAT is not the sole determiner of promotion and that additional evaluations, assessments, and portfolio review may be used to determine if the student is reading at or above grade level. If the student is reading below grade level, the student will be given intensive reading instruction until the deficiency is corrected.
- The notification for a retained third grade student, who is not eligible for a good cause exemption, must include

the reasons the child is not eligible the proposed interventions and supports that will be provided for the child, and strategies for parents to use in helping their child succeed.

At the end of *each* semester, the parent of each student in grades 9-12, who is enrolled in the four-year, 24-credit standard graduation program, who has a cumulative grade point average of less than 2.5 must be notified that the student is at risk of not meeting the requirements for graduation. This notice shall contain an explanation of the strategies that can be implemented to assist the student in meeting the grade point average required for graduation.

Notification to the parent may explain that while a GPA between 2.0 and 2.5 has in the past represented satisfactory student progress, new higher standards assessed by the FCAT, require that the student and the parent be informed that continued good work is necessary to ensure that high school graduation requirements are met. The notice *must* contain an explanation of the policies/interventions the district has in place to assist the student in meeting the GPA requirement, which may include:

- forgiveness policies;
- summer school attendance;
- academic advisement and counseling;
- volunteer and/or peer tutors;
- school-sponsored help sessions;
- homework hotlines; and
- study skills classes.

Pursuant to district-adopted procedures, assessments of student achievement are required, as necessary, to accurately measure student progress and to report this progress to the parent. Student performance standards for each course in grades 9-12 for which credit toward high school graduation is awarded must correlate to the course requirements of state-adopted course descriptions. Teacher observations, classroom assignments, and examinations may be considered appropriate methods of assessing student mastery.

Prior to graduation each student shall be assessed to determine his/her preparation to enter the workforce and the student's parent shall be provided the results of this assessment. The Florida Department of Education (FLDOE)

has determined that the FCAT graduation test is the assessment that meets this requirement.

ed. The Three-year, 18-Credit Accelerated Graduation Option

The following notification requirements must be met prior to a student selecting one of the two accelerated graduation programs as delineated in Section 1003.429, F.S.:

- Designated school personnel shall meet with the student and the student's parent to give an explanation of the relative requirements, advantages, and disadvantages of each graduation option.
- The student shall submit to the high school principal and guidance counselor a signed parental consent form, the Graduation Options Contract (FM-6911), in order to enroll in the three-year accelerated graduation program.
- If a student at the end of grade 10 is not on track to meet the credit, assessment, or GPA requirements of an accelerated program, the school shall notify the student and parent of the following: the requirements the student is not currently meeting; the specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements; and the right of the student to change to the four-year, 24-credit standard program.

de. Interim Progress Report

An interim progress report must be sent home by the teacher to the parent at any time during the grading period when it becomes evident that the student is performing unsatisfactorily in academics, conduct, or effort. Interim progress reports will be disseminated to all students at mid-grading period that will reflect earned grade/performance evaluation to this point. Prior to the end of the grading period, if the student shows a decline in performance, a second interim progress report will be issued. It is the teacher's responsibility to award a grade commensurate with the student's performance. Additionally, the teacher shall send an interim progress report to the parents of students whose performance shows a decline prior to the end of each grading period to inform the parents of their child's status. In order to minimize paperwork, the interim progress report shall be transmitted on a standardized checklist type form.

The interim progress report form will include a place for the teacher to indicate that a parent conference is requested. The signature of a middle or senior high school student on the progress report form will not by itself constitute a comprehensive attempt to achieve contact with the parent. When, in the teacher's judgment, a conference with the parent is necessary, further attempts by mail or telephone are encouraged. However, if the parent does not respond to the request for a parent conference, it shall be the responsibility of school personnel to take, within reason, action to initiate a parent conference. If these actions fail, a conference cannot be forced upon the parent. The form will constitute verification of the original request.

Additionally, at the discretion of the teacher, the parent may be notified by a coded comment on the student report card that a teacher-parent conference is requested. Also, a teacher may issue an incomplete grade in place of the student's academic grade (which must still be reported to the principal) until such time as the parent responds to the request for the teacher-parent conference or until the student transfers or the course is completed.

When a parent has failed to respond to a previous request for a conference, a principal may elect to withhold issuing a report card for one grading period pending a conference with the parent.

ef. Notification to Parents of Students with Disabilities

~~Students with disabilities shall continue to receive the report card and a standardized interim progress report form that is received by general education students. The report card and the interim progress report form must include information regarding the progress of students with disabilities toward mastery of IEP goals. This may be accomplished by attaching a copy of the IEP Goals and Benchmarks Insert (Insert B) or IEP Transition Plan (Insert C), with status report completed, to the report card and the interim progress report form. In addition, the form, "Status Report Letter of IEP Goals" (FM 5884), may be attached to the goals insert. The definitions of the status codes used to report progress on IEP Insert B and/or IEP Insert C are specified on this form. Any other method for reporting progress toward mastery of IEP goals must be approved by the Office of Special Education and Psychological Services, before approving or denying the~~

request. In addition, specific information regarding a student's progress toward mastery of IEP goals must be provided to the parent concurrent with the issuance of report cards.

~~If a student with disabilities is failing to meet the criteria upon which his/her grade is based, an IEP team review meeting or parent conference may be held.~~

12. Mid-Year Promotion, K-8

Any student in grades K- 8, with the exception of grade 3, who has been retained may be assigned at any time during the next school year to the next higher grade upon teacher recommendation, if the principal determines that conditions for promotion have been met and that the student will be able to benefit from instruction at the higher grade. A retained elementary school student's progress is to be reviewed by the SST Retention Team by the end of the first nine weeks. If the student demonstrates progress during this time, the SST Retention Team may recommend the student's promotion to the principal who will make the final determination.

Mid-year promotions for a retained third grade student *prior* to November 1 may occur when the student can demonstrate that he/she is a successful and independent reader, reading at or above grade level and has progressed sufficiently to demonstrate beginning mastery of fourth grade reading skills. There must be evidence of the student's mastery of third grade *Sunshine State Standard Benchmarks* for language arts and beginning mastery of the benchmarks for fourth grade.

Mid-year promotion for a retained third grade student *after* November 1 is subject to SBE Rule 6A-1.094222, FAC, which requires a student to demonstrate mastery of reading skills consistent with the month of promotion to fourth grade as presented in the scope and sequence of the core reading program. Evidence of mastery is by **one of two procedures**, as follows:

- Successful completion of a student portfolio, which must meet the following requirements:
 1. be selected by the student's teacher;
 2. be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
 3. include evidence of mastery of the benchmarks assessed by the grade 3 Reading FCAT;
 4. include evidence of beginning mastery of fourth grade

benchmarks that are assessed by the grade 4 Reading FCAT. This includes multiple choice, short response, and extended response items and passages that are approximately 50% literary text and 50% informational text, and that are between 100-900 words with an average of 375 words. Such evidence could include chapter or unit tests from the core reading curriculum or teacher-prepared assessments that are aligned with the SSS. For each benchmark, there must be two examples of mastery as demonstrated by a grade of “C” or better; and

5. be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Note: *Prior* to November 1 of any given school year, a third grade student must have 5 examples of each benchmark successfully completed on the third grade level with a grade of “C” or above in order to be promoted mid-year. *After* November 1, the student must have successfully mastered the third grade portfolio as well as mastered at least two examples of each tested benchmark consistent with the year and month of promotion for fourth grade.

- Or satisfactory performance on a locally selected standardized assessment indicating that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles, consistent with the month of promotion to fourth grade.

Retained third grade students who have been promoted mid-year to grade 4 must be monitored for progress during the entire academic year; hence they must be part of the school-wide PMP.

13. Optional Participation in Other Educational Opportunities

Placement in other educational opportunities, such as Florida Virtual School, Miami-Dade Virtual School, Miami-Dade Online Academy, magnets, and other Schools of Choice programs, is subject to School Board rules and established procedures governing participation in the particular program. In all such cases students are required to meet the minimum standards established for students in the regular program.

Parents have the option of allowing their child to take courses with Miami-Dade Virtual School and/or Florida Virtual School in lieu of courses offered at a student’s school. These courses can be taken as part of the student’s school day.

Additionally, students on free and reduced-price meals and who are attending Schools in Need of Improvement (SINI) may participate with parental approval in free tutoring in the areas of reading, language arts, mathematics, and science before or after school or on weekends.

F. GRADING AND REPORTING STUDENT PROGRESS K-12 AND ADULT

1. Kindergarten

Instructional staff should use such evaluative devices and techniques, as the electronic gradebook, to communicate individual student growth and development without student comparison to the progress of others. Symbols stated in the Code of Development and parent conferences should serve as the primary means of communicating student progress and achievement of the standards for promotion. A student's developmental progress should reflect the teacher's most objective assessment of the student's social, emotional, and academic achievement.

CODE OF DEVELOPMENT:

E = Excellent progress

Code "E" (90-100%) indicates that the kindergarten student has demonstrated mastery of instructional objectives appropriate for the kindergarten program. The student consistently performs at a level above that which is expected in the kindergarten program.

G = Good progress

Code "G" (80-89%) indicates that the kindergarten student has demonstrated above average mastery of instructional objectives appropriate for the kindergarten program. The student consistently performs at a high level in the kindergarten program.

S = Satisfactory progress. Progressing toward grade level expectations

Code "S" (70-79%) indicates that the kindergarten student has made satisfactory progress in mastering instructional objectives appropriate for the kindergarten program. The student is performing at a level which will permit him/her to successfully complete the essential objectives of the kindergarten program.

M = Minimal progress

Code "M" (60-69%) indicates that the kindergarten student has mastered the minimal instructional objectives for the kindergarten program. The student consistently performs at the lowest acceptable level in the kindergarten program.

U = Unsatisfactory progress

Code "U" (59% and below) indicates that the kindergarten student has not mastered the minimal instructional objectives for the kindergarten program. The student consistently performs below acceptable levels in the kindergarten program.

When a numerical equivalent to an assigned letter grade of "E," "G," "S," "M," or "U" is used, the following apply and shall be communicated to the student and his/her parents:

| GRADE | NUMERICAL VALUE | VERBAL INTERPRETATION | GRADE POINT VALUE |
|--------------|------------------------|------------------------------|--------------------------|
| E | 90-100% | Outstanding progress | 4 |
| G | 80-89% | Above average progress | 3 |
| S | 70-79% | Average progress | 2 |
| M | 60-69% | Lowest acceptable progress | 1 |
| U | 0-59% | Failure | 0 |

2. Grades 1 - 12

Instructional staff are to use such evaluative devices and techniques as may be needed to report individual achievement in relation to school goals, acceptance norms, and student potential. Student grades, unsatisfactory work notices, parent reports on state assessment and/or the standardized testing, parent conferences, and adult student conferences should serve as the primary means of communicating student progress and achievement of the standards for promotion.

A student's academic grade should reflect the teacher's most objective assessment of the student's academic achievement.

Students have the right to receive a conduct and an effort grade consistent with their overall behavior and effort.

Specific guidelines for grading student performance and for reporting student progress are provided below:

- a. **Academic Grades.** Academic grades are to reflect the student's academic progress based on the competencies/benchmarks for the grade level/course in which the student is enrolled. The grade must not be based upon the student's effort and/or conduct. The grade must provide for both students and parents a clear indication of each student's academic performance as compared with norms which would be appropriate for the grade or subject. The academic grades of "A," "B," "C," "D," "F," or "I" are not related to the student's effort, conduct, attendance or tardiness. The letter grade of "I" will be reserved for middle and senior high school use only. Grades in all subjects are to be based on the student's degree of mastery of the instructional objectives and competencies for the subject based on grade level competencies. The determination of the specific grade a student receives must be based on the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period.

In grades 1-12, a common report card grading system is to be used. Academic grades for students shall be "A," "B," "C," "D," "F," or "I" (secondary only). A brief explanation of the grades used in grades 1-12 follows:

- A --** A grade of "A" (90-100%) indicates that the student has demonstrated outstanding progress in the subject and/or the skills area. The student consistently performs academically at a level which is considerably higher than that of the typical student in the same program or course. The student has mastered skills well above those required for successful completion of the instructional program and has demonstrated an understanding of and an ability to utilize the content of the program effectively. An "A" student will have achieved and exceeded all of the instructional objectives and competencies established for the subject/course during the grading period.

- B --** A grade of "B" (80-89%) indicates that the student has demonstrated above average but not outstanding progress in the academic area. The student consistently performs at a level above that which is expected of the typical student in the same program or subject. The student has mastered content skills beyond those required for successful completion of the instructional program. The "B" student will be progressing at a rate that will enable him/her to have achieved virtually all of the instructional objectives and competencies established for the subject being graded.
- C --** A grade of "C" (70-79%) indicates average progress. The student performs at an average level in terms of mastery of skills/performance standards and/or content of the program. The student's rate of progress permits mastery of more than the minimal instructional objectives and competencies of the program.
- D --** A grade of "D" (60-69%) indicates the lowest acceptable progress in the mastery of skills and other course content and indicates that improvement is needed to achieve a satisfactory level of academic performance. The student's rate of progress is such that the minimal instructional objectives and competencies for the program will be mastered.
- F --** A grade of "F" (0-59%) indicates failure. Students functioning at this level are not mastering the minimal objectives and competencies required in the regular instructional program.
- I --** A grade of "I" (0) indicates performance insufficient to permit an evaluation. Secondary school students performing at this level may have their grade adjusted upon presentation of the required assignments. An incomplete grade for an annual or semester course must be resolved no later than two grading periods following the issuance of the incomplete grade. Extenuating circumstances may be approved by the principal.

When a numerical equivalent to an assigned letter grade of "A," "B," "C," "D," "F," or "I" is used, the following apply and shall be communicated to students:

| GRADE | NUMERICAL VALUE | VERBAL INTERPRETATION | GRADE POINT VALUE |
|--------------|------------------------|------------------------------|--------------------------|
| A | 90-100% | Outstanding progress | 4 |
| B | 80-89% | Above average progress | 3 |
| C | 70-79% | Average progress | 2 |
| D | 60-69% | Lowest acceptable progress | 1 |
| F | 0-59% | Failure | 0 |
| I | 0 | Incomplete (secondary only) | 0 |

In grading students these numerical or letter grades are to be averaged to determine a student's grade for a nine-week grading period. To determine an elementary student's course grade, the letter grades for each of the nine-week grading periods are averaged for a given subject. To determine a secondary student's course grade, the letter grades for the nine-week grading periods and semester and/or final examinations are averaged for a semester or annual course.

In grades 1-12, when calculating the grade for a semester or annual course, the following grade point averages are to be used:

| |
|------------------|
| A=3.50 and above |
| B=2.50 - 3.49 |
| C=1.50 - 2.49 |
| D=1.00 - 1.49 |

In grades 6-12, teachers may override the final grade of a semester or an annual course on the electronic gradebook, thus overriding the computation of the grade point average. The override option applies to raising a grade to a higher grade or lowering it.

For students in grades 9-12 the forgiveness policy for required courses is limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or comparable course. The forgiveness policy for elective

courses is limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in another course. In either situation when a student attempts forgiveness for a grade, only the new grade will be used to compute the student's GPA, but the lower grade will remain on the student's transcript and in the student's permanent record. Any course not replaced according to this policy shall be included in the calculation of the cumulative grade point average required for graduation.

The only exception to these forgiveness policies shall be made for a student in the middle grades who takes a high school course for high school credit beginning in the 2007-2008 school year and earns a grade of "C," "D," or "F." In such case, the forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, earned subsequently in the same course or comparable course.

Students who select the three-year college preparatory program must receive a weighted or unweighted grade that earns at least 3.0 points, or its equivalent, in each course that applies toward graduation. To graduate, the cumulative GPA must be 3.5 or above.

Students who select the three-year career preparatory program must receive a weighted or unweighted grade that earns at least 2.0 points, or its equivalent, in each course that applies toward graduation. To graduate, the cumulative GPA must be 3.0 or above.

In grades 6-12, in authorized semester courses, the student's final grade shall be determined by the teacher as follows: 40 percent value for each of two nine-week grading periods and 20 percent value for the final examination, with a provision for teacher override. (See Appendix E for an explanation of the teacher override.)

In authorized annual courses, the student's final grade shall be determined by the teacher as follows: 20 percent value for each of four nine-week grading periods, 10 percent value for the mid-year exam, and 10 percent value for the final exam, with a provision for teacher override. This equates to ten points required to pass an annual course using a 4.0 scale. Students in grades 9-12, in order to pass an annual course must earn a minimum of 10 grade points, five of which must be earned in the second semester. Students in grades 6-8

must also earn a minimum of 10 grade points, but earning five points in the second semester does not apply. Teacher override (either up or down) can be used. A teacher exercising the override rule must have documentation for such a decision. (See Appendix E for an explanation of teacher override.)

Students in grades 6-12 who have 10 or more unexcused absences in an annual course or five or more unexcused absences in a semester course will be subject to the withholding of passing final grade(s) ("A" - "D"), pending a student/parent-requested administrative screening and/or review of all absences by the attendance review committee (See Appendix R). If all course objectives and competencies have been appropriately mastered by the student, he/she may receive a passing final grade within acceptable grade definitions provided below and on pages 345-367. For additional information, as well as how attendance affects the grades of K-5 students, refer to School Board rule 6Gx13-5A-1.041, Student Attendance - Specific Responsibilities.

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

- b. Grading Students with Disabilities - Grades K-12.** All teachers, regardless of a student's exceptionality, *must* assign grades utilizing the *same* report card as general education students.

Grading students with disabilities who are accessing the SSS and whose IEP indicates that the student does not meet exemption criteria from the FCAT and state and district tests:

- Grades are to reflect the student's academic progress based on the competencies/benchmarks for the grade level/course in which the student is enrolled.
- The grade must not be based upon the student's effort or conduct.
- The grade must provide, for both students and parents, a clear indication of each student's academic performance as compared with norms which would be appropriate for the grade or subject.

- No student with disabilities shall be denied the opportunity to earn above average grades because of the provision of accommodations that were deemed appropriate by an IEP team.
- Receiving appropriate accommodations does not ensure average/above average grades.
- Specific information regarding the student's progress toward mastery of the IEP goals is not integrated into the academic grade.

Grading students with significant cognitive disabilities who are accessing the SSS Access Points and whose IEP states that the student meets exemption criteria from the FCAT and state and district tests:

- Grades are to reflect the student's academic progress on the SSS with Access Points.
- The grade must not be based upon the student's effort or conduct.
- Specific information regarding the student's progress toward mastery of the IEP goals is not integrated into the academic grade.
- The grade must provide, for both students and parents, a clear indication of each student's academic performance.

Specific information regarding a student's progress toward mastery of IEP goals must be provided to the parent ~~at least as often as the parent is informed of his/her non-disabled child's progress~~ four times a year, concurrent with the issuance of report cards. This may be accomplished by attaching a copy of the student's IEP Goals and Benchmarks (Insert B) and/or IEP Transition Plan (Insert C), with completed status report, to the student's report card and a standardized interim progress report.

Students with disabilities who have limited English proficiency and are enrolled in basic courses, i.e., language arts, reading, mathematics, social science, and science taught by exceptional student teachers, shall be provided with appropriate second language strategies. Provision for grading exceptional students of limited English proficiency are delineated on the chart, Grading English Language Learners with Disabilities. (See Appendix F)

- c. **Conduct Grades.** Conduct grades are to be used to communicate clearly to both students and their parents the teacher's evaluation of a student's behavior and citizenship development. These grades are independent of academic and effort grades. The conduct grade must be consistent with the student's overall behavior in class and should not be based on a single criterion.

The conduct grading system follows:

- **Kindergarten**

Kindergarten conduct grades should be reported in the subject "Conduct" of the gradebook on a weekly basis to be averaged each reporting period.

Code "**E**" indicates excellent conduct on the part of the student. The student consistently behaves in a manner acceptable for kindergarten age children and in accordance with classroom, school, and district standards.

Code "**G**" indicates good conduct. The student's overall conduct is nondisruptive and meets established classroom, school, and district standards.

Code "**S**" indicates satisfactory conduct. The student's overall conduct is generally nondisruptive and within an acceptable range with regard to classroom, school, and district standards.

Code "**M**" indicates some improvement is needed. The student occasionally demonstrates unacceptable behavior for kindergarten-age children in accordance with classroom, school, and district standards.

Code "**U**" reflects student behavior which needs improvement. The student consistently behaves in a manner unacceptable for kindergarten age children in accordance with classroom, school, and district standards.

- **Grades 1-12**

A -- A conduct grade of "A" reflects excellent behavior on the part of the student. The student

consistently demonstrates outstanding behavior consistent with classroom, school, and district standards.

- B --** A conduct grade of "B" reflects consistently good behavior. The student meets established standards for student conduct.
- C --** A conduct grade of "C" reflects satisfactory behavior. The student's overall behavior is generally acceptable according to established standards of conduct.
- D --** A conduct grade of "D" shows that improvement is needed in the student's overall behavior. The student does not consistently demonstrate behavior which is acceptable.
- F --** A conduct grade of "F" reflects unsatisfactory behavior overall. The student regularly violates established classroom, school, or district standards of behavior.

- d. Effort Grades.** Effort grades are utilized to convey both to students and their parents the teacher's evaluation of a student's effort as related to the instructional program. These grades are independent of academic and conduct grades. In assigning an effort grade, the teacher must consider the student's potential, study habits, and attitude. Three numerical grades are used to reflect effort in grades 1-12:

- **Kindergarten**

The level of effort may be indicated through various comments on the report card.

- **Grades 1-12**

- 1 --** An effort grade of "1" indicates outstanding effort on the part of the student. The student will, when necessary, complete a task again in order to improve the results. The student consistently attends to assigned tasks until completed and generally exerts maximum effort on all tasks. The student consistently works to the best of his/her ability.

- 2 -- An effort grade of "2" indicates satisfactory effort on the part of the student. All work is approached with an appropriate degree of seriousness. The student usually finishes assignments on time and usually stays on task. The student usually works at a level commensurate with his/her ability.
- 3 -- An effort grade of "3" reflects insufficient effort on the part of the student. Little attention is paid to completing assignments well and/or on time or to completing them in a manner commensurate with the student's ability.

3. Preparing Report Cards

All schools shall use a standard computer-generated report card appropriate for the school level as the primary means of reporting student progress. With the approval of the Regional Superintendent, schools may develop additional or supplementary reporting instruments which may be used in conjunction with the standard report card.

Report cards are to be issued for all students, K-12, four times a year according to the schedule established in *Opening of Schools-Procedures and Schedules*.

In conjunction with the above requirements, the following guidelines should be adhered to:

- Report card grades are to provide the student and/or student's parent with an objective evaluation of the student's scholastic achievement, effort, and conduct, as well as the student's attendance, including absences and tardiness.
- Students' academic grades are to reflect their academic achievement. Students who receive passing grades on their report cards can be assumed to be working within a range acceptable for the grade or course.
- If a student in grades 1-5 is functioning below grade level in language arts/reading and/or mathematics, the student will receive the appropriate letter grade(s) and the teacher must enter Comment No. 21, "Working below grade level." Separate grades must be awarded by the teacher(s) for the subjects of language arts and reading. The assignment of the "Below Grade Level" indicator will be associated with language arts, reading, and mathematics. The appropriate letter grade for

- working below grade level in reading is “D” or “F.”
- Students are to be advised of the grading criteria employed in the school and in each class prior to the beginning of the grading period. Students and their parents are also to be advised of district-wide standards for promotion and graduation as applied to the students’ grade placement.
 - Grades in conduct and effort are to reflect objectively the student’s progress independent of academic achievement. Standards for grading in these areas are to be explained to the students.
 - CONDUCT implies the degree to which a student relates to others in socially acceptable ways; EFFORT implies the degree to which students have demonstrated a desire to learn or to engage in learning tasks which should lead to a mastery of educational goals.
 - For students with disabilities a behavioral intervention plan should be in operation in the classroom for those instances where effort and/or conduct are hindering the student’s mastery of skills necessary for meeting the goals and benchmarks.
 - Students are to receive grades in all approved programs in the elementary school and in all courses in which they are enrolled in the secondary school. If a student has not been enrolled in a program for a sufficient length of time for the teacher to evaluate the student’s performance, Comment No. 31, "Insufficient attendance for grade," should be entered on the report card.
 - If the principal of a school feels it is necessary to change a student’s grade in any subject at the end of a grading period, the principal shall consult with the teacher who issued the original grade, give reasons in writing for the necessary change to the teacher, and place a copy of the reasons in the student’s cumulative record folder.
 - If a change in grade is made, as described above, it shall be recorded as the principal's grade and not the teacher's grade. Students and their parents shall be notified of all such changes.
 - The final report card for the school year shall contain a statement indicating end-of-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior, attendance, and promotion or non-promotion.

4. Report Card Comments

Teachers are to utilize the teacher comments section of the report card to enhance communication with the parent.

Comments may be added, deleted, or modified at the discretion of the Superintendent, and/or designee.

| CODE | COMMENT: |
|-------------|--|
| 01 | Receiving bilingual instruction in this subject |
| 02 | Language Arts/Reading grade received within the ESOL grade |
| 03 | Please arrange for a parent/teacher conference |
| 04 | Understands and accepts responsibility |
| 05 | Receiving instruction in English using ESOL strategies |
| 06 | Demonstrates qualities of a model student |
| 07 | Puts forth maximum effort; very cooperative |
| 08 | Requires close supervision |
| 09 | Requires special help in following directions |
| 10 | Needs improvement in classroom behavior |
| 11 | Absences/tardies have seriously affected progress |
| 12 | Possesses leadership qualities |
| 13 | Is very self-directive; can work independently |
| 14 | Fails to complete required assignments |
| 15 | Shows excellent class attitude |
| 16 | Much improvement shown this grading period |
| 17 | Well prepared for class |
| 18 | Does not participate |
| 19 | Unprepared for class |
| 20 | Not used |
| 21* | Working below grade level |
| 22* | Working above grade level |
| 23 | Not used |
| 24** | Credit withheld due to excessive unexcused absences |
| 25 | Dual language instruction is provided in this subject |
| 26 | No grade awarded due to student's alternate assignment |
| 27 | Not used |
| 28 | Not used |
| 29 | Grade withheld pending parent/teacher conference |
| 30 | Not used |
| 31 | Insufficient attendance for grade |
| 32** | Summer school recommended |
| 33 | Not used |
| 34** | Met computer literacy requirement |
| 35** | Met community service requirement |
| 36** | Demonstrates exemplary community service |
| 37 | Not used |
| 38 | Not used |

| | |
|------|---|
| 39** | No grade received because of limitations in evaluating progress |
| 40 | Override comment 45 |
| 41 | Receiving academic assistance in this subject |
| 42 | Needs to be supervised when completing homework |
| 43* | Has progressed beyond this level of instruction |
| 44* | Has not progressed to this level of instruction |
| 45 | Low academic performance could cause retention in this grade |
| 46 | No longer taking this subject |
| 47 | Requires assistance and/or prompting to complete tasks |
| 48 | Curriculum has been modified |
| 49** | No final grade assigned due to limited time of enrollment |
| 50 | Grade earned at other location |

* = Elementary only ** = Secondary only

Kindergarten comments are to be written on the progress report.

5. Rank in Class -- Grade Point Average

Guidelines for interpreting students' grades with respect to rank in class and grade point average (GPA) are provided in School Board Rule 6Gx13- 5B-1.061, Rank in Class --Grade Point Average.

Academic Recognition

1. **Cum Laude:** the upper 15% of the graduating class, excluding the *Summa* and *Magna Cum Laude* students, using a weighted GPA or students who have a 4.0 GPA or higher.
2. **Magna Cum Laude:** the upper 10% of the graduating class, excluding the *Summa Cum Laude* students, using a weighted GPA.
3. **Summa Cum Laude:** the upper 5% of the graduating class using a weighted GPA.

The criteria for academic recognition is based on a weighted GPA.

G. SPECIAL PROVISIONS FOR ENGLISH LANGUAGE LEARNERS

1. Meeting Performance Standards

ELLs students are required to meet student performance standards for the appropriate grade level. However, ELLs students who have

been in an approved program for less than two complete school years are exempt from having to demonstrate the standards in English. The statutory requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language.

Even though mastery of standards can be demonstrated in the student's home language during the first two years, all ELLs students must participate in statewide and district assessment programs, e.g., FCAT, DIBELS FAIR, Comprehensive English Language Learning Assessment (CELLA).

All students who are not meeting grade level expectations should be monitored for academic progress by their teacher and in consultation with the parent. However, ELLs students should be provided an opportunity to acquire some basic English language proficiency before inclusion in the school-wide PMP. The following are guidelines to determine the timelines for including ELLs students in the school-wide PMP process:

- All ELLs students will participate in the assessments for monitoring progress.
- ELLs students who have participated in the ESOL program for less than two years are not to be included in the PMP process.
- ELLs students who have participated in the ESOL program for more than two consecutive years and are not making any progress should follow the same guidelines for progress monitoring as general curriculum students.

In order to ensure ELLs' students' progress toward meeting grade level expectation in all five areas of reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary), recently classified ELLs students must be assessed following procedures stipulated in the district's K-12 CRRP by the end of the first nine-weeks in an approved ESOL program.

2. Grading

a. Kindergarten

ELLs students will follow the same grading codes as non-ELLs students. For all marking periods the Code of Development specified in the report card should be followed, i.e., "E"-excellent progress; "G"- good progress; "S"-satisfactory progress; "M"-minimal progress; or "U"- unsatisfactory progress.

- **Language Arts/ESOL Development.** For students receiving the two hours of daily instruction from a combination of the ESOL teacher and the regular classroom teacher, grading is to reflect students' progress within the Language Arts/ESOL Development program, provided in accordance with their special language needs, whether in the ESOL classroom or in the regular classroom. This situation may require that more than one teacher grade the language arts component. For a student classified Level 1, Comment No. 02, "Language Arts/Reading grade received within the ESOL grade," needs to be entered.
- **Content (Mathematics, Social Science, Science).** For ESOL Level I and Level II students receiving instruction in the home language, Comment No. 01, "Receiving bilingual instruction in this subject," is to be entered. Students who are receiving content area instruction in English using ESOL strategies from a regular classroom teacher must be given an evaluation that realistically reflects their achievement in this area, without interference from their lack of English proficiency. For such students, Comment No. 05, "Receiving instruction in English using ESOL strategies," is to be entered.
- **Fine Arts and Physical Education.** The Code of Development specified in the report card, i.e., code "E," "G," "S," "M," or "U" is to be given when it reflects the students' progress as a result of instruction provided in such a way that the students' lack of command of the English language does not affect progress.
- **Home Language Arts, i.e., Spanish-S, Haitian Creole Language Arts.** The Code of Development code "E," "G," "S," "M," or "U" that reflects the students' progress is to be given in oral communication, pre-reading, reading, and writing skills developed in the home language.
- **Elementary World Languages.** The Code of Development code "E," "G," "S," "M," or "U" is to be given which reflects students' development in oral communication and pre-reading skills in the second language.

b. Grades 1-5

- **Language Arts/Reading.** For nonindependent students (classified as ESOL Level I), no grade is to be given for any component of language arts. Comment No. 02, "Language Arts/Reading grade received within the ESOL grade," is to be entered.

For intermediate students (classified as ESOL Level II or III) and for advanced students (classified as ESOL Level IV) receiving two or more hours of daily instruction—grading is to reflect the students' performance in reading and writing, composition, handwriting, and spelling within the English program and is to be provided in accordance with the students' special language needs, whether they are in the ESOL classroom or in the regular classroom.

ELLs students, ESOL Levels II - IV, in grades 1-5, receive an ESOL grade, as well as a reading grade and a language arts grade. The ESOL grade should reflect progress in English language development, i.e., vocabulary, listening, and speaking. The reading grade should be based on the SSS, e.g., grade level basals, phonemic awareness, phonics, and reading comprehension. The language arts grade should reflect skills in grammar, spelling, and effective writing. If an ELL student is not meeting grade level expectations in reading, the teacher must enter Comment No. 21, "Working below grade level," and a grade of a "D" or "F" must be given in reading. See Appendix G - Grading English Language Learners.

If the regular classroom teacher assigns a letter grade of "A"- "F," the grade must reflect a level of performance consistent with the definition of these letter grades as found on pages 345-367.

- **Mathematics.** For ESOL Levels I and II students receiving instruction in the home language, letter grades "A"- "F" with appropriate comments, if necessary, are to be given. Grades reflect the students' progress made in the students' home language. If the instruction is in the home language, then the assessment must be in the home language. Comment

No. 01, "Receiving bilingual instruction in this subject," is to be entered. Students who are receiving mathematics instruction in English using ESOL strategies from a regular classroom teacher must be given a grade that realistically reflects their achievement in mathematics without interference from their lack of English proficiency. For such students, Comment No. 05, "Receiving instruction in English using ESOL strategies," is entered.

Students in grades 1-5 who are functioning below grade level in mathematics will receive the appropriate letter grade(s) and the teacher must enter Comment No. 21, "Working below grade level."

- **Social Science and Science.** For ESOL Levels I and II students receiving instruction in the home language, letter grades of "A"- "F" are to be given which reflect the students' progress made in the students' home language. Comment No. 01, "Receiving bilingual instruction in this subject," is to be entered. Students who are receiving instruction in English using ESOL strategies must be given a letter grade of "A"- "F" that realistically reflects their achievement without interference from their lack of English proficiency. For such students, Comment No. 05, "Receiving instruction in English using ESOL strategies," is to be entered.
- **Fine Arts and Physical Education.** Letter grades of "A" - "F" are to be given which reflect the students' progress as a result of instruction provided in such a way that the students' lack of command of the English language does not affect progress.
- **English for Speakers of Other Languages.** Letter grades of "A" - "F" are to be given which reflect the students' progress in vocabulary development and in oral communication (listening and speaking).

For intermediate students who receive part of their ESOL instruction from a regular classroom teacher, the ESOL grade may reflect performance in some language components, while the language arts grade may reflect performance in other components that are provided to meet their special needs. This may require that more than one teacher grade the language arts/ESOL components.

- **Home Language Arts, i. e., Spanish-S, Haitian Creole Language Arts.** Letter grades of “A” - “F” are to be given which reflect the students’ progress in oral communication, reading, and writing skills developed in the home language. On the report card students whose home language is Spanish are graded under Spanish-S. Students whose home language is Haitian Creole are graded under Home Language Arts.

ELLs students in grades 1-5 who are functioning below grade level in home language arts, i. e., Spanish-S or Haitian Creole Language Arts, will receive the appropriate letter grade(s) and the teacher must enter Comment No. 21, “Working below grade level.”

For ELLs students, home language arts constitutes an alternate language arts program, and, as such, represents a portion of the comparable time required for ESOL instruction.

c. Grades 6-12

- **Language Arts/English Through ESOL Courses (State required).** For the Language Arts Through ESOL (1,2,3) for grades 6-8, and English Through ESOL (I, II, III, and IV) for grades 9-12, letter grades of “A” - “F” are to be given which reflect the students’ progress in meeting the course objectives.
- **Developmental Language Arts through ESOL. (“Elective” but District required).** For “Elective” ESOL courses, i. e., M/J Developmental Language Arts Through ESOL in grades 6-8, the Developmental Language Arts Through ESOL in grades 9-12 letter grades of “A” - “F” are to be given which reflect the students’ progress in all modalities of the language: listening, speaking, reading, and writing.
- **Other Courses.** In subject areas such as mathematics, science, and social science, students are given an appropriate letter grade of “A” - “F.” If students are receiving instruction in their own language, Comment No. 01, “Receiving bilingual instruction in this subject,” is to be entered. If students are receiving instruction in English using ESOL strategies, Comment No. 05, “Receiving instruction in English using ESOL strategies,” is to be entered.

Grades are to be given which reflect instruction provided in such a way that the students' lack of command of the English language does not affect progress.

For ESOL Levels I and II students, when instruction in social science, science, and mathematics is provided primarily in English using ESOL strategies, it may not always be possible to evaluate the students' progress on the basis of course content mastered. When that occurs, the teacher should not enter a grade, but should enter Comment No. 39, "No grade received because of limitations in evaluating progress." If appropriate, the same procedure should be followed for the second and third grading periods, with the awarding of a letter grade being postponed until the last grading period. Even though grading may be postponed, there must be documentation, on a nine-week basis, toward achieving the requirements of the course. This option allows students to have a grade entered later and receive credit for the course when their English language proficiency permits an evaluation.

For students entering a Miami-Dade County public school after the third marking period and who have not met course requirements because of their late arrival, Comment No. 49, "No final grade assigned due to limited time of enrollment," should be entered in lieu of the final grade. When this option is used, students will not receive credit for that course and it will have to be repeated.

The existence of these options in no way relieves the school of its responsibility to provide content area instruction in the home language when possible. This instruction may be provided by either placing the ELLs ~~student~~ into bilingual curriculum courses (BCC), or by providing the ELLs ~~students~~ the opportunity to seek assistance from the Home Language Assistance Program (HLAP), funded by the Division of Bilingual Education and World Languages. Principals are to make certain that teachers who are working with ELLs ~~students~~ are fully aware of the services available at the school site and fully understand and exercise the appropriate options in awarding grades.

Teachers and administrators at all levels are reminded that documentation of ELLs students progress toward completion of the district's *Student Progression Plan* is required whether such instruction is provided through ESOL strategies or through the home language, or some combination thereof. Inherent in this requirement is the assignment of letter grades or other alternative written documents assessing ELLs' students' progress as set forth in this section, Special Provisions for English Language Learners, or other documentation as may be authorized by the School Board.

Beginning with the 2007-2008 school year, as part of a gradual roll out, all ELLs students new to the district must have the Individual ELL Student Plan complete using the Web-based Instructional Planning System. The system should also be used for all ELLs students entering grades K, 6, and 9.

3. Grouping in ESOL

As stipulated in Florida Board of Education Rules (6A-6.0900-6A-6.09091) and in the 1990 League of United Latin American Citizens (LULAC) *et al.* v. State Board of Education Consent Decree, all ELLs students are entitled to equal access to instruction in English which is equal in amount, sequence, and scope as that provided to non-ELLs students. The Language Arts Through ESOL courses are grade level courses, not proficiency level courses. There are no mandated levels of English language proficiency at the state level.

Secondary ELLs students are to be provided instruction in English, using ESOL strategies, at grade level. All ESOL courses, which count as English credits, are described and listed in the FLDOE *Course Code Directory* by grade level. English I Through ESOL is a ninth grade course, English II Through ESOL is a tenth grade course, English III Through ESOL is an eleventh grade course, and English IV Through ESOL is a twelfth grade course. The same holds for middle school M/J Language Arts Through ESOL courses. There are no SSS for ESOL. The course descriptions for Language Arts/English Through ESOL (middle school and senior high school courses) mirror the course descriptions for English courses.

Unless a school groups non-ELLs students into multigrade-combinations in the same course/class, ELLs students may not be grouped in this manner. The only circumstance under which the

FLDOE has approved grouping of ELLs students is when a senior high school or middle school has very few ELLs students whose needs would be better met by grouping two grades together. Examples of two-grade groupings are sixth and seventh graders; seventh and eighth graders; ninth and tenth graders; and eleventh and twelfth graders. The developmental courses for ESOL listed in the FLDOE *Course Code Directory* are intended to address the language proficiency needs of ELLs students and, as such, students in various grades may be grouped in these courses.

II. PROMOTION AND PLACEMENT IN THE ELEMENTARY SCHOOL

A. Promotion, Placement, and Retention

1. Required Program of Study

The required program of study for elementary school grades in M-DCPS reflects state and district requirements, including the SSS, for elementary education as contained in the M-DCPS CBC. The following areas of study are required for each grade, K-5/6:

ELEMENTARY SCHOOL PROGRAM REQUIREMENTS

| REQUIRED PROGRAMS | | ADDITIONAL PROGRAMS |
|--|--------------------|---------------------------|
| Language Arts (ESOL as appropriate) | Art | World Languages |
| Reading | Health | Spanish-S |
| Mathematics | Music | Home Language Arts - |
| Science | Physical Education | Haitian Creole |
| Social Science | Safety Education | Curriculum Content in the |
| | Recess | Home Language |

- In grades K-5/6, 90 minutes of consecutive, uninterrupted, daily instruction in language arts/reading. ELLs students are required to have the same instructional time as non-ELLs students for language arts/reading. For dual language programs (Extended Foreign Language and Bilingual School Organization) a portion of the instruction may be delivered in the target world language, e. g., French, Spanish, Haitian-Creole.

Tier 1 students (never retained but have an identified deficiency) will receive intervention services during the 90-minute block. ~~However, they~~ Tier 1 students may follow the Tier 2 (retained once) required schedule for high risk students. Tier 1 students in grades 4-5, who are FCAT Level 1 or 2, must receive 30 minutes of intervention outside the 90 minute block. ELLs students who have been in the ESOL program for less than two years, are an exception. These students will receive 150 minutes of Home Language Arts weekly.

Tier 2 students (retained once) are required to have an additional 30 minutes of intervention during the school day. Recommendations regarding the most appropriate intervention for ELLs students who are Tier 2 are to be made through the action of the ELL Committee.

Tier 3 students (retained two times in the same grade) are required to have an additional hour of intervention during the school day. Recommendations regarding the most appropriate intervention for ELLs students who are Tier 3 are to be made through the action of the ELL Committee. For strategies to assist Tier 1, 2, and 3 students in grades K-3 with reading deficiencies see Appendix D **(Required)**.

- In grades K-5/6, 150 minutes of weekly writing instruction with a minimum of 30-minute instructional blocks **(Required)**. For dual language programs (Extended Foreign Language and Bilingual School Organization) a portion of the instruction may be delivered in the target world language, e. g., French, Spanish, Haitian-Creole.
- In grades K-5/6, 60 minutes of consecutive, uninterrupted, daily instruction in mathematics **(Required)**. For dual language programs (Extended Foreign Language and Bilingual School Organization) a portion of the instruction may be delivered in the target world language, e. g., French, Spanish, Haitian-Creole.
- In grades K-1, 90 minutes per week of science instruction **(Required)**. In grades 2-5/6 150 minutes per week of science instruction **(Required)**. This instruction is to include a minimum of a 45-60-minute block of scientific investigations using the inquiry approach (science lab) once a week. For dual language programs (Extended Foreign Language and Bilingual School Organization) a portion of the instruction may be delivered in the target world language, e. g., French, Spanish, Haitian-Creole.
- In grades K-1, 90 minutes per week of social science instruction **(Required)**. In grades 2-5/6, 150 minutes per week of social science instruction **(Required)**. For dual language programs (Extended Foreign Language and Bilingual School Organization) a portion of the instruction may be delivered in the target world language, e. g., French, Spanish, Haitian-Creole.
- In grades K-1, 40 minutes a week of art instruction provided by a teacher **(Required)**. In grades 2-5/6, 60 consecutive minutes a week of art instruction provided by the art education teacher **(Required)**.
- In grades K-1, 40 minutes per week of music instruction provided by a teacher **(Required)**. In grades 2-5/6, 60 minutes of music instruction provided by the music education teacher every week **(Required)**.

- In grades K-1, 150 minutes of weekly instruction of physical education provided by a teacher **(Required)**. In grades 2-5/6, 150 minutes of weekly instruction of physical education provided by the physical education teacher. **(Required)**.
- In grades Pre-K through grade 5, 20 minutes twice per week or 15 minutes three times per week of recess **(Required)**.
- In grades K-5/6, 150 minutes weekly of Spanish-S/Haitian Creole instruction **(Recommended)**.
- In grades 2-5/6, 150 minutes weekly of World Languages - Spanish (formerly Spanish-SL) instruction **(Recommended)**.
- In grades K-5/6, 150 minutes weekly of Home Language Arts for all ELLs students **(Required)**. For ELLs students, home language arts constitutes an alternative language arts program, and as such, may represent the comparable time required for intervention. Recommendations regarding the most appropriate intervention for ELLs students who are Tier 2 (retained once) or Tier 3 (retained two times in the same grade), are to be made through the action of the ELL Committee.
- In grades K-5/6, a minimum of 45 minutes daily of Curriculum Content in the Home Language for ELLs students, Levels I and II, which can be scheduled as pull-out or in-class models. Both models must comply with SPP requirements **(Required)**.
- Tier 3 time requirements may be modified in art, music, and social science with a minimum of 30 minutes each for art and music and 60 minutes for social science. This is because of the state mandate for additional time for Tier 3 intervention.
- Dual Language Programs include: Extended Foreign Language (EFL), Bilingual School Organization (BISO), and International Studies (IS). All schools implementing dual language programs must provide a minimum of 300 minutes of language arts/reading/writing instruction weekly in the target world language. This may be accomplished by delivering ~~in the target world language~~ a portion of the required language arts/reading or writing instructional block in combination with the target world language instructional block or integrating writing in science/social science as needed in selected time blocks. In grades K-1, art and music instruction may be infused in the curriculum. Schools implementing Models B or C have flexibility of delivering *any* of the core

subject areas in the target world language.

- Model A - 300 minutes weekly of instruction of language arts/reading/writing in the target world language (EFL).
- Model B - 300 minutes weekly of instruction of language arts/reading/writing in the target world language and additional instruction of a core subject area in the target world language (EFL).
- Model C - 300 minutes weekly of instruction of language arts/reading/writing in the target world language and additional instruction of two core subject areas in the target world language (BISO/IS).

Additional Requirements:

- African American history and culture (K-5)
- Hispanic contributions to the United States (K-5)
- Economic education (K-5)
- Substance abuse education (K-5)
- Human growth and development (including HIV/AIDS education) (K-5)
- Child abuse prevention education (K-5)
- Gun safety (K-5)
- Water safety, W.H.A.L.E. Tales (K-5)
- Internet safety (K-5)
- Pedestrian/bicycle safety (K-5)
- Computer literacy (K-5)
- Multicultural education (K-5)
- Women's contributions to the United States (K-5)
- Character education (K-5)
- Holocaust education (K-5)
- Sacrifices made by veterans in protecting democratic values (K-5)
- History and content of the Declaration of Independence and the U.S. Constitution (K-5)

2. Required Time for English Language Learners

The time ELLs students are required to participate in basic ESOL instruction must be equal to the time non-ELLs students are required to participate in the regular English language arts/reading program. This can be achieved through a combination of ESOL instruction in and participation in alternative language arts, i.e., Spanish-S or Haitian Creole Language Arts. Teachers providing any portion of the

Language Arts/ESOL instruction must have appropriate certification and required training, i.e., ESOL endorsement.

3. Performance Expectations for Students in Grades K-5

Each student in grades K-5 must meet specific levels of performance in reading, writing, mathematics, and science. For each student who does not meet district or state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, must implement a school-wide PMP to assist the student in meeting state and district expectations for proficiency.

ELLs students who are not meeting district and/or state student performance levels in language arts/reading/ESOL, and/or mathematics and have participated in the ESOL program for more than two consecutive years, must be involved in the school-wide PMP process as delineated in the PMP procedures. ELLs who have participated in the ESOL program for less than two years are to participate in the PMP assessments for monitoring progress only. They are not to participate in the PMP process.

Reading proficiency of recently classified ELLs students must be assessed following procedures stipulated in the district's K-12 CRRP by the end of the first nine-weeks in an approved ESOL program. Students who do not meet grade level expectations in reading will be required to be included in the school-wide PMP process.

For students with disabilities, the IEP will constitute involvement in the school-wide PMP process.

4. Students with Substantial Deficiency in Reading Skills K-3

A student who exhibits a substantial deficiency in reading skills, based on results of locally-determined assessments as delineated in the K-12 CRRP, or by teacher recommendation, must have a PMP and be given intensive intervention immediately following the identification of the deficiency. The student must continue to be given intensive intervention as specified in his/her PMP, until the reading deficiency is remedied. For strategies to assist Tier 1, 2, and 3 students in grades K-3 with reading deficiencies, see Appendix D.

The parent of any student who exhibits a substantial deficiency in reading skills must be notified in writing of the following:

- that the child has a reading deficiency,
- a description of the services being offered,

- a description of the proposed supplemental instructional services,
- that the child must be retained if the reading deficiency is not remediated by the end of third grade or is exempt for good cause, and
- strategies for the parent to use in helping his/her child succeed in gaining reading proficiency.

In compliance with Section 1008.25, F.S., if the student's reading deficiency is not remedied by the end of grade 3 and the student scores Achievement Level 1 on the FCAT SSS Reading portion, the student *must* be retained, unless good cause is determined. The School Board may only exempt grade 3 students from mandatory retention for good cause as defined on pages 21-23. If the student is to be retained, the retention intervention strategies must be completed. (See Appendix C)

The law focuses accountability on reading proficiency at the end of third grade demonstrated by scoring at Level 2 or higher on the FCAT. If the reading deficiency of any student, including a student with disabilities, is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the FCAT in reading for grade 3, the student must be retained. The district may only exempt students from mandatory retention for good cause. Good cause exemptions are listed on pages 21-23 of this document.

A student in K-3 who exhibits a substantial deficiency in reading must be given immediate intensive intervention in addition to initial instruction addressing the specific areas of deficit. The student's reading deficiency must be reassessed at the beginning of the next year, and intensive reading instruction must continue until the reading deficiency is remedied.

5. Reading Enhancement and Acceleration Development (READ) Initiative K-3

In accordance with Section 1008.25 (7) (b) 7, F. S., schools must establish a Reading Enhancement and Acceleration Development (READ) Initiative in order to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to:

- grade 3 students who failed to meet standards for promotion to grade 4
- each K-3 student who is assessed as exhibiting a reading deficiency

The READ Initiative must:

- be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- be provided during regular school hours in addition to the regular reading instruction; and
- provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications:
 1. assists students with a reading deficiency in developing the ability to read at grade level;
 2. provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension;
 3. provides scientifically based and reliable assessment;
 4. provides initial and ongoing analysis of each student's reading process;
 5. is implemented during regular school hours; and
 6. provides a curriculum in core academic subjects to assist students in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

Appropriate implementation of the state-approved K-12 CRRP and the School Board-approved *Literacy Plan for Students With Reading Deficiencies* meets the requirements of the aforementioned legislative mandate.

For strategies to assist Tier 1, 2, and 3 students in grades K-3 with reading deficiencies, see Appendix D.

B. Activities Required Prior to Retention

1. Retention Determination Procedure

- Review student's educational progress. Students not meeting district or state performance levels in reading, writing, mathematics, and/or science must be monitored for progress following the procedures delineated in the school-wide PMP.
- Review of ELLs' educational progress follows the procedures delineated in the school-wide PMP. ELLs are expected to show progress toward meeting district and state performance levels, which may be demonstrated in either English or the

students' home language.

- Conduct activities listed in Appendix C.
- Consider/conduct additional activities necessary to assist in this decision and improve performance.
- Submit a request for waiver (See Appendix H) to the Regional Superintendent for students that need to be retained, and for some extraordinary reason, the school has not been able to complete the intervention strategies required for retention.
- Use procedures that apply to students in grade 7 or 8 middle school for students in grade 6 in elementary school.

2. Retention Implementation Requirements:

- Review the computerized report of students who are retained. The report is forwarded to each school once during the fall and once during the spring term.
- Assure that all strategies have been implemented.
- Plan and implement appropriate follow-up activities to reduce potential, subsequent retentions.

C. Successful Progression of Retained Third Grade Students

Each school must ascertain that the following guidelines, as specified in Section 1008.25 (7) (a)(b), F.S. are implemented:

- Retained students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment.
 - This intensive intervention must include:
 1. effective instructional strategies,
 2. small group targeted interventions,
 3. participation in summer reading camp, and
 4. appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level and ready for promotion to the next grade.
- Schools must:
 1. conduct a review of the student's progress as delineated in the procedures for the school-wide PMP for all grade 3 students who did not score above Level 1 on the reading FCAT and did not meet the criteria for one of the good cause exemptions,

2. the review must address additional supports and services needed to remediate the identified areas of reading deficiency,
3. ensure that a student portfolio is completed for each such student, and
4. provide students who are retained with intensive instructional services and supports to remediate identified areas of reading deficiency including:
 - a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and which may include, but are not limited to:
 - small group instruction,
 - reduced teacher-student ratios,
 - more frequent progress monitoring,
 - tutoring or mentoring,
 - transition classes containing grade 3 and grade 4 students,
 - extended school day, week or year, and
 - summer reading camps.
 - Students who are retained in grade 3 must be provided with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.
 - In addition to required reading enhancement and acceleration strategies, schools must provide the parent of a student to be retained with at least one of the following instructional options:
 1. supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school,
 2. a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading, and
 3. a mentor or tutor with specialized reading training. In the case of Schools in Need of Improvement (SINI), parents of students on free or reduced-price meals can be offered NCLB Supplemental Educational Services, delivered by state-approved providers.

Appropriate implementation of the state-approved K-12 CRRP and the School Board-approved *Literacy Plan for Students with Reading Deficiencies* meets the requirements of the aforementioned legislative mandate.

D. Intensive Acceleration Class for Retained Third Graders

Each elementary school must establish, where applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score at Level I on FCAT Reading. The focus of the Intensive Acceleration Class is to increase a child's reading level at least two grade levels in one school year. The Intensive Acceleration Class must:

- Provide uninterrupted reading instruction for the majority of student contact time each day.
- Incorporate opportunities to master the grade 4 SSS in other core subject areas using a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.
- Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist.
- Include weekly progress monitoring measures to ensure progress is being made.

Appropriate implementation of the state-approved K-12 CRRP and the School Board-approved *Literacy Plan for Students With Reading Deficiencies* meets the requirements of the aforementioned legislative mandate.

E. Transitional Instructional Setting for Retained Third Graders

Each school must provide a student who has been retained in grade 3 the option of being placed in a transitional instructional setting. Such setting must specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of the reading deficiency. Students who are retained in grade 3 a second time must be placed in a 3/4 grade level combination to ensure that grade 4 curriculum is being provided in subject areas where the student does not have a deficiency.

Appropriate implementation of the state-approved K-12 CRRP and the School Board-approved *Literacy Plan for Students With Reading Deficiencies* meets the requirements of the aforementioned legislative mandate.

F. Student Performance Standards

1. Assessment, Evaluation, and Monitoring of Student Progress

A student's proficiency and progress toward meeting the standards in reading, writing, mathematics, and science, must be assessed in order to monitor student progress and provide appropriate instructional programs and/or interventions. The standards for evaluating student performance and the specific levels of performance for each grade and content area must be considered in this process. In addition to the determination of whether the student has attained acceptable levels of performance based on the established indicators, the evaluation of each student's progress must be based upon classroom work, district, school, and classroom tests; and other relevant information.

2. Specific Levels of Performance

The specific levels of student performance in reading, writing, mathematics, and science are listed in the chart, Student Performance Standards and Performance Levels, on pages 66-67. The specific levels of performance on the FCAT were set by the Commissioner of Education.

Students at each grade level except grade 3 students, must meet at least one (1) or more of the district's indicators in each of the subjects reflected on the chart on pages 66-67 or, students must meet the specified level of performance on the state assessments at selected grade levels.

If a student fails to meet all of the district performance indicators, i.e., scores below the specific level on all of the measures or if a student fails to meet the state assessment indicators or if the teacher judges that the student is not proficient, the student must be provided with appropriate interventions, and student progress must be monitored as specified in the school-wide PMP.

3. Specific Levels of Performance for Grade 3 Reading

The specific levels of performance on the FCAT required for grade 3 reading must be attained by the end of grade 3 for promotion to grade 4. Only the FCAT SSS, ~~FCAT-NRT~~, the Grade 3 Reading Student Portfolio, or the an approved alternative assessment, may be considered for determining student proficiency. However, district assessments as delineated in the K-12 CRRP and other relevant academic information can and should be considered in the identification of the specific reading deficiencies, in designing the appropriate instructional interventions, and to monitor student progress.

Grade 3 students who do not score at Level 2 or higher on the Grade 3 FCAT SSS Reading portion *must* be retained unless exempt from mandatory retention for good cause. (Refer to pages 21-23 for the good cause exemptions and to pages 18-20 for specific procedures for retention). The levels of performance for the portfolio, FCAT NRT and the alternative assessments listed in the chart below for grade 3 reading have been set by the state as two of the good cause exemptions (Good Cause # 3 and # 4).

4. Student Performance Standards and Performance Levels, Grades 1 K- 5*

| | |
|-------------------------------|---|
| K | <ul style="list-style-type: none"> FAIR 3rd administration score of .25 or higher per the FAIR Probability of Reading Success. |
| Reading Grades 1, 2, 4, and 5 | <ul style="list-style-type: none"> Stanford Achievement Test (SAT) Reading Comprehension percentile score at or above the 25th percentile (grades 1- 2, as available); or DIBELS 4th FAIR 3rd administration score of "Low Risk" or "Advanced" .25 or higher per the FAIR Probability of Reading Success (grades 1 and 2); or FCAT NRT Reading score at or above the 25th percentile (grades 4 and 5); or |
| Reading Grade 3 | <ul style="list-style-type: none"> Grade 3 FCAT SSS Reading Achievement Level 2 or higher; or FCAT NRT (SAT-10) score at or above the 45th percentile; or Mastery of <u>benchmarks on the Grade 3 Reading Benchmarks on M-DCPS Grade 3 Reading Student Portfolio</u> (mastery consists of 5 acceptable demonstrations on each of the 8 benchmarks); or For selected eligible students, score of 45th percentile or higher <u>Passing score on the a Florida Board of Education approved alternative assessment; ITBS (at or above the 50th percentile) or (SAT-10) (at or above the 45th percentile).</u> |
| Reading Grade 4-5 | <ul style="list-style-type: none"> FCAT SSS Reading Achievement Level 2 or higher or FAIR 3rd administration score of .25 or higher per the FAIR Probability of Reading Success. |
| Writing Grades 1-5 | <ul style="list-style-type: none"> M-DCPS Writing Prompt score (as available) of: Developmental Writing Stage 6, 7, or 8 in grade 1**; Score of "medium" in grade 2; and Score of 2.5 in grade 3, and score of 3 or higher in grades 4-5; |

| | |
|------------------------------------|---|
| | <p>or</p> <ul style="list-style-type: none"> • FCAT Writing essay score of 3.0 or higher (grade 4 only). |
| Mathematics Grades <u>2</u> 1-5 | <ul style="list-style-type: none"> • Stanford Achievement Test, -10th Edition (SAT-10) Mathematics Problem Solving percentile score at or above the 25th percentile (grade 2, as available); or • FCAT NRT Mathematics score at or above the 25th percentile (grades 3-5); or • FCAT SSS Mathematics Achievement Level 2 or higher (grades 3-5 only). |
| Science Grade 5 | <ul style="list-style-type: none"> • FCAT SSS Science Achievement Level 2 or higher (grade 5 only) |

* Performance levels for Grade 6 students who are housed in an elementary school are found on pages 74-75 of this Plan.

** See the M-DCPS K-12 CRRP

III. PROMOTION AND PLACEMENT IN THE MIDDLE SCHOOL

A. Promotion, Placement, and Retention

To decide whether students have met the minimum level of achievement required in the M-DCPS CBC, which incorporates the SSS, and to receive credit toward promotion, teachers will consider all available data. This will include standardized test results, progress tests, daily assignments, teacher observation, and other objective information. The student's mastery of the content of the course in which the student is enrolled, as determined by the teacher, is a further condition for passing the course. There are mechanisms which make it possible for students to benefit from the advantages of a semester system without the disadvantages of major rescheduling at midyear or midyear promotions. (See Appendix E)

Teachers should observe continually and carefully assess each student's performance throughout the school year to determine if expected achievement levels are being met. Under no circumstances should student performance be judged solely on the basis of a test(s).

Students must meet School Board-approved and state-mandated course requirements. The Secondary School Redesign Act, also known as the "A++ Plan for Education," was passed by the Florida Legislature and signed into law by the Governor and became effective on July 1, 2006. In order to increase the rigor and relevance of the middle high school experience and to prepare middle school students for senior high school, the requirements contained in this legislation became effective with entering sixth graders in the 2006-2007 school year. (See pages 69-70₁ of this plan.)

Promotion for an ELLs student and an ELLs student with disabilities is to be based on the student's performance in the dominant language while the student is in the process of becoming independent in English. Retention of an ELLs student requires the review and recommendation of the ELL committee. Retention of a student with disabilities who is also ELL (ESE/ESOL) requires the review and recommendation of the IEP team.

Language Arts Through ESOL instructional time for ELLs students must be equal to the time non-ELLs students are required to participate in the regular English language arts/reading program. The courses M/J Language Arts (1,2,3) Through ESOL mirror the course descriptions for regular middle school Language Arts. In addition, all secondary ELLs students, i.e., ESOL Levels I-IV are required to take a second period of Developmental Language Arts Through ESOL.

Students in grades 6 - 8 may retake failed courses by utilizing the following options:

- By means of middle school course recovery, students in grades 7 or 8 who have failed a language arts, mathematics, science, or social studies course are eligible to retake the course in a modified time frame. A student can be promoted to the next grade level, where, in addition to taking the current grade level language arts, mathematics, science, or social studies course, the student will take the failed course in a concentrated one semester format. The middle school course recovery option can be delivered in either a computer-based or traditional classroom instructional model or a combination thereof.
- Modified/flexible student schedules during the regular school day or placement in alternative models developed by schools to meet these criteria, e.g., Early Bird, Extended School Day, Saturday Academy.
- Students in Grades 6 and 7 who pass four (4) or five (5) courses at each grade level, including language arts or mathematics, are to be placed in the next grade level and double blocked in the regular school year or enrolled in alternative models.

Students who pass less than 4 courses are retained in the same grade, interventions are continued, and progress must be monitored as specified in the school-wide PMP. Prior to a recommendation for a second retention, a student is to be referred to a SST for possible consideration of placement in an alternative program or an ~~exceptional student education program~~ initiation of the comprehensive SST collaboration process.

B. Required Program of Study

1. Required Annual Courses for Students in Middle School

It is required that all students in the middle school receive instruction in the state and district grade level objectives and competencies approved in mathematics, language arts/ESOL, social science, science, physical education, and career exploration as well as in a range of exploratory/elective areas, including but not limited to music, art, foreign language, ~~physical education~~, and career and technical education.

For students who entered grade 6 in 2006-2007 and thereafter, promotion to senior high school requires that the student successfully complete the following academic courses:

- three middle school annual courses in English. These courses are to emphasize literature, composition, and technical text. (M/J Language Arts Through ESOL must be taken by ELLs students. These courses meet the state requirement.)
- three middle school annual courses in mathematics.

- three middle school annual courses in science.
- three middle school annual courses in social science.
- one semester of physical education in grades 6, 7, and 8 beginning in the 2009-2010 school year. This requirement may be waived if a student is enrolled or required to enroll in a remedial course or if the student's parent indicates in writing a request that the student enroll in another course or that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement. Parents are to be notified of the waiver options before scheduling the student to participate in physical education. Students may elect additional physical education courses.
- ~~one semester course, Career Exploration and Decision Making, a middle school course which incorporates career and education planning, to be completed in 7th grade. This course will culminate in completion of an electronic Personalized Education Planner (ePEP), which must be signed by the student, the student's guidance counselor, and the student's parent. Schools may select another option to meet this new requirement, i.e., the major concepts and content of the Career Exploration and Decision Making course can be incorporated into other courses, identified by FLDOE. Students with disabilities can elect to complete an ePEP related to the requirements for a standard high school diploma or a special diploma plan, but they must complete the ePEP to be promoted.~~

For each year in which the student scores at Level 1 or 2 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year.

For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

| GRADE | LANG. ARTS*** | MATH | SOCIAL SCIENCE | SCIENCE | <u>PHYS. ED.</u> | ELECTIVES** | TOTALS |
|-------|---------------|------|----------------|---------|------------------|-------------|--------|
| 6 | 1 | 1 | 1 | 1 | .5 | 2 1.5 | 6 |
| 7* | 1 | 1 | 1 | 1 | .5 | 1.5* | 6 |
| 8 | 1 | 1 | 1 | 1 | .5 | 2 1.5 | 6 |

- * Students in grade 7 are required to enroll in the ~~Career Exploration and Decision Making~~ a course, ~~one of the eight semester courses identified by FLDOE in which career education outcomes are incorporated,~~ or one of several integrated courses that are listed in the ~~2008-2009~~ 2009-2010 Course Code Directory, which includes career and education planning.
- ** Students scoring at Level 1 and Level 2 on FCAT Reading will lose the opportunity to select an elective course and will be required to enroll in an intensive reading course. ~~This may also be true for students scoring at Level 2 on FCAT Reading.~~ Students scoring at Level 1 and Level 2 on FCAT Math may also lose the opportunity to select an elective course.
- *** M/J Language Arts Through ESOL as appropriate. All ELLs students are required to take a second ESOL course. The M/J Developmental Language Through ESOL course will count as an elective credit.

2. Middle School Interdisciplinary Teams.

The interdisciplinary team is an essential middle school element. The functions of the interdisciplinary team shall include perpetuating academic excellence, exploring and infusing curriculum elements appropriate to the students on the team, fostering students' personal development, increasing basic skills mastery, infusing School-To-Career strategies throughout the curriculum, and promoting instruction in interdisciplinary units. Middle grades instructional units in mathematics, science, language arts, and social science may be provided through an interdisciplinary team design which ensures integration of the core curriculum and which reflects the CBC objectives and competencies.

3. Language Arts/Reading/Mathematics Instruction.

Developmental instruction in reading/mathematics may be required during grade 6 when student performance in grade 5 indicates a need for strengthening. These courses will be in addition to the regular language arts/mathematics courses and may be offered as electives. Students scoring at Levels 1 and 2 on the most recent administration of FCAT reading are to be enrolled in M/J Intensive Reading in addition to their required M/J Language Arts course in grades 6, 7, and 8. The district's K-12 CRRP requires each school to conduct a screening and diagnostic process to identify appropriate placement of Level 1 and Level 2 students in reading classes to be completed prior to the end of the school year. The K-12 CRRP also requires a daily double literacy block for all Level 1 or 2 FCAT reading students who have reading deficiencies in decoding and fluency (Intensive Reading Plus). All FCAT Level 1 and 2 students are required to be enrolled in an Intensive Reading or Intensive Reading Plus course with the exception of ELLs students who are required to enroll in a M/J Developmental Language Arts Through ESOL course.

Students requiring further strengthening in mathematics should take the M/J Intensive Mathematics.

Reading strategies in the content areas are to be provided to students in all grades in the middle schools. These strategies should be in addition to those taught during language arts classes.

4. **Required Units Topics of Study for Middle Grades.**

The following topics are specifically required by Florida statutes, the Florida Board of Education, or the School Board, and they are ~~provided as units of instruction~~ embedded within various authorized middle school courses:

- Human Growth and Development (Science, grades 6, 7, and 8)
- Substance Abuse Education (Science, grades 6, 7, and 8)
- Sexually Transmitted Diseases (including HIV/AIDS Education) (Science, grades 6, 7, and 8)
- Economic Education (Social Science, grades 6, 7, and 8)
- Florida History, Government, and Geography (Social Science, grades 6, 7, and 8)
- ~~Regularly scheduled Physical Education experiences (grades 6, 7, and 8)~~
- African American History (Social Science, grades 6, 7, and 8)
- Character Education (Social Science, grades 6, 7, and 8)
- Hispanic contributions to the United States (Social Science, grades 6, 7, and 8)
- Women's contributions to the United States (Social Science, grades 6, 7, and 8)
- History of the Holocaust (Social Science, grades 6, 7, and 8)
- Multicultural Education (Social Science, grades 6, 7, and 8)
- Sacrifices made by veterans in protecting democratic values (Social Science, grades 6, 7, and 8)
- History and content of the Declaration of Independence and the U.S. Constitution (Social Science, grades 6, 7, and 8)
- History of the U.S., including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the U.S. to its present boundaries, the world wars, and the civil rights movement to the present (Social Science, grade 8)

Students should also receive instruction in computer literacy. Instruction should be provided in critical thinking skills and other related skills in the context of mathematics, language arts/reading, science, social science, and elective courses.

5. Elective Courses.

~~There are two annual elective courses at each grade level. For ELLs students only one elective course is allowed since the second elective is the required M/J Developmental Language Arts through ESOL.~~

6. Establishment of Increased Requirements.

Individual schools may establish requirements greater than prescribed district requirements, subject to the approval of the Regional Superintendent and the Superintendent of Schools, or designee. An increase in academic requirements shall not apply to students in grades 6-8 at the time of the increase. In each instance, the school shall establish school-level procedures for waiving such requirements for students with a demonstrated educational need.

7. Senior High School Credit(s) for Students in Grades 6, 7, and 8.

Students in grades 6, 7, and 8 may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study. Such courses are considered when computing grade point averages and rank in class (School Board Rule 6Gx13-5B-1.061). Up to six credits may be earned (with parental permission) in grades 6, 7, and/or 8, for courses taken prior to the 2007-2008 school year which may be applied toward the total credits needed for graduation, college admission, or for the Florida Bright Futures Scholarship Program requirements. During the time students are enrolled in designated high school courses, they are considered to be grade 9 students for those class periods. Students and their parents will be offered an opportunity in the fall of the student's freshman year to restrict the inclusion of credits earned in this way from appearing on the high school transcript. Factors to be considered in removing the courses from the high school record include the impact on the student's GPA and subsequent rank in class, the possible lack of recognition by the National Athletic Association (NCAA) for senior high school courses taken in a grade below grade 9, and the benefit of retaking a course in which skills have not been mastered. Courses taken will remain a part of a student's middle school record. Approval from the principal is required when transferring more than six credits. Credit may be earned in the courses listed below:

| |
|---|
| <p>Algebra I*</p> <p>Algebra I Honors*</p> <p>Geometry*</p> <p>Geometry Honors*</p> <p>Earth/Space Science*Ⓢ</p> <p>Earth/Space Science Honors*Ⓢ</p> <p>Biology*Ⓢ</p> <p>Biology Honors*Ⓢ</p> <p>Computer Programming I & above*</p> <p>Foreign Language I & above*</p> <p>Spanish for Spanish Speakers I & above</p> <p>Haitian Creole for Haitian Creole Speakers I & above</p> <p>Language & Literature for International Studies 1, 2, 3, & 4 (French, German, Spanish)</p> |
|---|

- * Courses offered by The Florida Virtual School/Miami-Dade Virtual School. (See Appendix K for information concerning The Florida Virtual School/Miami-Dade Virtual School!.)
- Ⓢ Must meet science lab requirement

~~NOTE: The National Collegiate Athletic Association (NCAA) does not recognize senior high courses taken in a grade below 9 to meet eligibility requirements to participate in college athletics. However, the NCAA does provide a possible exception to this requirement. Students may contact their guidance counselor for further information.~~

8. Mathematics and Science

Students should be encouraged to enroll in advanced/honors mathematics and science courses whenever appropriate. Students should begin this sequence early in order to follow a path leading to the successful completion of four credits of high school mathematics and a minimum of three credits of high school science.

Students who encounter difficulties in mathematics and science courses should be provided assistance through peer tutoring, teacher tutoring, before/after school programs, online tutorial programs, and/or Saturday school, where appropriate.

C. Student Performance Standards

The district-established student performance standards and specified performance levels as measured by district and state assessments are listed below. Students must meet at least one (1) or more of the district indicators in each subject and grade, or they must meet the specified level of performance on the state assessments.

| | |
|-------------------------------|--|
| Reading/Writing Grades 6-8 | <ul style="list-style-type: none"> • Grade "C" or better in the core Language Arts/English/ESOL course; or • FCAT NRT Reading score at or above the 25th percentile (grades 6-8); or • FCAT SSS Reading Achievement Level 3 <u>2</u> or higher (grades 6-7); Level 2 or higher (grade 8), or FCAT Writing essay score of 3.0 or higher (grade 8). |
| Writing Grade 8 | <ul style="list-style-type: none"> • <u>FCAT Writing score of 3.0 or higher (grade 8 only).</u> |
| Mathematics Grades 6-8 | <ul style="list-style-type: none"> • Grade "C" or better in the core mathematics course; or • FCAT NRT Mathematics score at or above the 25th percentile (grades 6-8); or • FCAT SSS Mathematics Achievement Level 2 or higher (grades 6-8). |
| Science Grade 8 | <ul style="list-style-type: none"> • FCAT SSS Science Achievement Level 2 or higher (grade 8 only). |

D. Summary - Promotion and Placement Requirements in the Middle School

| END OF GRADE | COURSES PASSED | STATUS |
|--------------|---|--|
| 6 | All Courses Passed | Promoted to Grade 7 Regular 7 th grade student |
| 6 | 4-5 Courses Passed Must pass language arts* or mathematics and at least 3 other courses | 7 th Grade Student Placed in grade 7 and scheduled to repeat courses not passed as appropriate |
| 6 | Less than 4 Courses Passed in Grade 6 | Retained 6 th Grade Student |
| 7 | 12 Cumulative Courses Passed 6 courses passed in grade 6 and 6 courses passed in grade 7 | Promoted to Grade 8 Regular 8 th grade student |

| | | |
|----------|---|---|
| 7 | <p>8-12 Cumulative Courses Passed 4 courses passed in grade 6 including language arts*, mathematics, science, and social science</p> <p>4-5 courses passed in grade 7 including 7th grade language arts* or mathematics, science or social science, and/or the <u>a course which incorporates career and education planning course, unless incorporated in other courses</u></p> | <p>8th Grade Student Placed in grade 8 and scheduled to repeat courses not passed as appropriate</p> |
| 7 | <p>7-8 Cumulative Courses Passed</p> | <p>Retained 7th Grade Student</p> |
| 8 | <p>15-18 Cumulative Courses Passed Must pass 3 courses each in language arts*, mathematics, science, and social science, the <u>including a course which incorporates career exploration and education planning decision-making course, and 2.5 credits (courses) or 3 other additional courses (see option above)</u> <u>The student must also have completed his/her ePEP.</u></p> | <p>Promoted to Grade 9</p> |
| 8 | <p>14 or Fewer Courses Passed</p> | <p>Retained 8th Grade Student</p> |

* M/J Language Arts Through ESOL as appropriate

E. High School Accelerated Graduation Options

Each school shall provide each student in grades 6 through 8 and their parents with information concerning the three-year and four-year high school graduation options described on pages 801-87 so that students and their parents may select the high school graduation option that best fits their needs in developing a postsecondary education or career plan.

IV. PROMOTION AND PLACEMENT IN THE SENIOR HIGH SCHOOL AND ADULT EDUCATION PROGRAM

A. Academic Achievement

The Secondary School Redesign Act, also known as the “A++ Plan for Education,” was passed by the Florida Legislature and signed into law by the Governor to become effective on July 1, 2006. In order to increase the rigor and relevance of the senior high school experience and to prepare high school students for college and the workplace, the high school instructional program will be changed dramatically.

- Ninth graders who entered high school in the 2007-2008 school year and thereafter are required to earn 16 core academic credits and eight elective credits in order to graduate with a high school diploma. Core requirements consist of four credits in English and mathematics; three credits of science and social science; one credit of fine arts; and one credit of physical education with the integration of health.
- To better engage students in planning and making decisions for their future, they are to select an area of interest as part of their personalized career and education plan. Students are to earn four credits in a major area of interest, similar to college students, which may be in the arts, advanced academic studies, or career preparation. Each school will provide students and their parents with a list of district/state-approved major areas from which a selection may be made. The remaining four elective credits may be used to earn a second major area of interest, a minor, or for other elective courses.
- Entering ninth grade students must have a completed electronic Personalized Education Plan (ePEP). The ePEP should have been initiated in the 7th grade and reviewed and revised, if necessary, at each grade level thereafter. Students entering ninth grade without an ePEP, must complete one no later than the end of the first semester of ninth grade.

M-DCPS has made a commitment to ensure achievement of high academic standards by all students and to develop students so that they are able to successfully compete in the global economy by preparing students for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners, as stated in the *Revised District Strategic Plan, 2005-2008*. Students entering the ninth grade and their parents should be active participants in planning a high school program that will assist students in reaching their goals for the future. The wide range of courses and programs available in senior high schools will enable students,

simultaneously, to prepare for college admission and learn skills for employment immediately after graduation if they plan effectively.

Before a student graduates from high school, the school shall assess the student's preparation to enter the workforce and provide the student and the student's parent with the results of the assessment. The Florida Department of Education has determined that since the FCAT assesses certain Educational Goal 3 standards which were developed by the U. S. Secretary of Labor in the report on necessary skills for the workforce, i.e., Secretary's Commission on Achieving Necessary Skills (SCANS), the FCAT can serve as this assessment.

Opportunities that will assist students in preparing for life after high school graduation include:

- enrolling in career academy and/or magnet programs;
- attending career fairs to learn about employment opportunities and trends and to explore occupations of interest to them;
- learning more about their interests and aptitudes by completing interest and aptitude inventories;
- assessing their readiness for college study by taking the Preliminary SAT (PSAT), Preliminary ACT (PLAN), and/or Florida College Entry-Level Placement Test (CPT) in their sophomore year and using the results to increase their skills and knowledge;
- maintaining an ~~career planning portfolio~~ ePEP, that allows them to reflect on what they have accomplished and plan for the future;
- using software or internet-based computer guidance programs to explore career and college choices and establish personal plans for future course work;
- participating in job shadowing and internship experiences to increase awareness of the skills and tasks involved;
- developing a plan for those involved in special education program to facilitate the smooth transition to postsecondary activities; and
- planning for students with disabilities beginning at age 14, or younger, if appropriate, to focus on the student's anticipated course of study in secondary school.

Students and their parents may obtain assistance and direction for postsecondary planning from classroom teachers and student services personnel.

B. Promotion and Placement

Each student is required to have mastered the SSS, which are incorporated in the M-DCPS CBC, in order to be eligible for graduation from M-DCPS. Also incorporated into the CBC are the skills necessary to become successful participants in the workplace.

In order for a student, who is enrolled in the four-year, 24-credit program, to receive a grade 10 grade level designation, he/she shall have earned an annual credit in English/ESOL and/or an annual credit in mathematics. Additionally, the student shall have earned two or three annual credits in remaining courses for a cumulative total of four annual credits. In order for a student to receive a grade 11 designation, the student shall have earned a total of two English/ESOL credits, and two one mathematics credits, and one science credit **OR** one credit in English/ESOL, two mathematics credits, and one science credit and a cumulative total of ~~10~~ 9 annual credits. In order for a student to receive grade 12 grade level designation, he/she shall have earned a total of three English/ESOL credits, and three two mathematics credits, and two credits in science **OR** two credits in English/ESOL, three credits in mathematics, and two credits in science and a cumulative total of 16 credits. In order to be graduated, a student must earn a cumulative total of 24 annual credits or 18 annual credits for those students selecting an accelerated graduation option and have met all state/School Board-approved graduation requirements.

GRADES 9-12 GRADE LEVEL PROMOTION REQUIREMENTS

| END OF GRADE | MINIMUM CUMULATIVE TOTAL OF CREDITS FOR STUDENTS IN THE FOUR-YEAR, 24-CREDIT STANDARD PROGRAM |
|--------------|--|
| 9 | 4 (including one English* or one mathematics credit) |
| 10 | 10 <u>9</u> (including two English* credits, and two one <u>one</u> mathematics credits, <u>and one science credit</u> or <u>one English* credit, two mathematics credits, and one science credit</u>) |
| 11 | 16 (including three English* credits, and three two <u>two</u> mathematics credits, <u>and two science credits</u> or <u>two English* credits, three mathematics credits, and two science credits</u>) |
| 12 | 24 (required for graduation) |

* English Through ESOL as appropriate.

For each student enrolled in either one of the three-year, 18-credit graduation programs, the student must earn 5 credits by the end of grade 9 and earn 11 credits by the end of grade 10. Students enrolled in the three-year accelerated graduation programs are to be classified as ninth, tenth, and eleventh grade students. However, a student who has selected an accelerated program must be allowed to participate during his/her third year in all activities traditionally provided for graduating students, including Talented 20 and Bright Futures.

There are mechanisms which make it possible for students to benefit from the advantages of a semester system without the disadvantages of major rescheduling at mid-year or mid-year promotions and graduation. (See Appendix E)

To the extent that resources are available, each senior high school should create classes in English and/or mathematics of a reduced class size to provide instruction for those senior high students who are having difficulty meeting the standards for a high school diploma.

For each student who does not meet performance levels in reading, writing, mathematics and/or science, the school, in consultation with the student's parent, must implement a school-wide PMP to assist the student in meeting state and district levels for proficiency. Each plan must include provision for intensive remedial instruction through one or more of the following activities: Extended school day (before or after) programs, tutorial programs, Saturday class, referral to the School Support Team and/or suspension of instruction in elective courses.

Students who demonstrate a need for strengthening in either language arts/reading or mathematics or both should enroll in one or more courses to increase their level of functioning. Such courses would count as electives.

An academic preparation course may be required for students entering grade 10 who have not demonstrated the potential to pass the FCAT on the first attempt as grade 10 students. The course will address reading, writing, and/or mathematics skills, reading strategies in content areas, critical thinking, and general study skills appropriate to the senior high school. The student shall take one semester of reading, one semester of mathematics, or a full year of either or both as indicated by area(s) of deficiency. These courses may be available to students during the summer, prior to entry into grade 10, or during grade 10, or during the summer prior to entry into grade 11, if the FCAT must be retaken. These courses will not meet the four English, intensive reading, and/or the three mathematics credits or the four mathematics credits for students who entered grade 9 in 2007-2008 required for graduation.

An annual credit is a minimum of 135 hours of instruction in a designated course of study which contains performance standards, or the equivalent of six semester hours of college credit. The hourly requirements for one-half credit are one-half the requirements for an annual credit. A student attending a school-sponsored and approved activity directly related to the student's academic program shall be considered as present for instruction.

Schools that want to offer block schedules or that want to combine two courses into one block of time may not meet the 135 hour requirement. Any school that offers a block schedule or that combines courses may do so without a waiver if:

- Performance-based criteria are in place for awarding credit to those students who progress through course standards in less than the 135 hours; and
- Procedures are in place to amend a school master schedule to 135 hours of instruction for students who may need the additional time to meet the course requirements.

~~When a student with disabilities is determined to be performing below grade level in reading, writing, or mathematics, the IEP team must be convened to revisit the IEP.~~

~~It is recognized that some students with disabilities will not access the general education curriculum. For these students, the IEP team will document the reasons and indicate the alternate curriculum by writing IEP goals and benchmarks based upon the student's individual needs.~~

C. High School Graduation Programs

There are five options for high school graduation, two of which are accelerated programs and two (# 2 and #3) are advanced academic programs for which students may earn college credit. Students and their parents may select from one of the five options. Students selecting one of the two accelerated options (#4 or #5) must declare that option by the end of their 9th year. All of the five options require students to earn a passing score on the FCAT graduation test in order to graduate.

The graduation options are as follows:

1. A four-year, 24-credit standard program;
2. An International Baccalaureate program;
3. An Advanced International Certificate of Education program;
4. A three-year, 18-credit college preparatory program; and
5. A three-year, 18-credit career preparatory program.

Prior to selecting one of the two accelerated graduation programs the following requirements must be met:

1. In grade 9, designated school personnel shall meet with the student and the student's parent to give an explanation of the relative requirements, advantages, and disadvantages of each graduation option.
2. The student shall submit to the high school principal and guidance counselor a signed parental consent form, the Graduation Options Contract (FM-6911), to enroll in the three-year accelerated graduation program.

The requirements for the two accelerated graduation options were amended by the 2004 Legislature and were further amended by the 2006 Legislature with the new requirements effective for students entering grade 9 in the 2006-2007 school year and enrolling in an accelerated program.

In order to enroll in an accelerated program, students and their parents are to receive information relative to the accelerated graduation options in grade 9 and make a selection with a written parental consent form no later than the end of ninth grade. However, this deadline shall be extended to the end of the first semester of grade 10 for students who entered after grade 9 upon transfer from a private school or another state or who were prevented from choosing an accelerated graduation option due to illness during grade 9.

If a student at the end of grade 10 is not on track to meet the credit, assessment, or GPA requirements of an accelerated program, the school shall notify the student and parent of the following:

- The requirements the student is not currently meeting.
- The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements.
- The right of the student to change to the four-year, 24-credit standard program.

A student who has selected one of the three-year accelerated graduation options, shall automatically move to the four-year, 24-credit standard program if the student:

- Exercises his/her right to change to the four-year, 24-credit standard program.
- Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10.

- Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment.
- By the end of grade 11 does not meet the course requirements, does not attain the required GPA, and does not earn passing scores on the FCAT graduation test or scores on a standardized test that are concordant with passing scores on the FCAT, if applicable.

D. Requirements for Graduation

The following chart represents the requirements for students who entered 9th grade in 2007-2008 and thereafter. For requirements for those students who entered 9th grade prior to the 2007-2008 school year refer to the chart below titled Explanatory Notes. In order to graduate from high school and earn a diploma, students must successfully complete the required credits, earn the required grade point average (GPA), and earn a passing score on the Florida Comprehensive Assessment Test (FCAT) graduation test.

1. Graduation Options

| | 24 CREDIT OPTION | 18 CREDIT COLLEGE PREPARATORY OPTION | 18 CREDIT CAREER PREPARATORY OPTION |
|---------------------|---|---|---|
| ENGLISH/ESOL | 4 credits (major concentration in composition & literature and reading for information) | 4 credits (major concentration in composition & literature and reading for information) | 4 credits (major concentration in composition & literature and reading for information) |
| MATHEMATICS | 4 credits (Algebra I, Geometry, & 2 courses at the Algebra I level or higher) | 3 credits (Algebra I, Geometry, & a course at the Algebra I level or higher) | 3 credits (Algebra I, Geometry, & a course at the Algebra I level or higher) |
| SCIENCE | 3 credits (Earth/Space Science, & Biology, & <u>and 1 course from the following:</u> Chemistry, Physical Science, and any one of the following two courses: Physics, or Integrated Science III) | 3 credits (Earth/Space Science, & Biology, & <u>and 1 course from the following:</u> Chemistry, Physical Science, and any one of the following two courses: Physics, or Integrated Science III) | 3 credits (Earth/Space Science, & Biology, & <u>and 1 course from the following:</u> Chemistry, Physical Science, and any one of the following two courses: Physics, or Integrated Science III) |

| | | | |
|---|--|---|---|
| SOCIAL SCIENCE | 3 credits (World History, American History, American Government, & Economics) | 3 credits (World History, American History, American Government, & Economics) | 3 credits (World History, American History, American Government, & Economics) |
| FOREIGN LANGUAGE | Not required (foreign language credit is required for admission to state universities) | 2 credits in the same language or demonstrated proficiency | Not required |
| PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER & TECHNICAL EDUCATION | 1 credit in performing/ fine arts or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. | Not required | 3 credits in a single career/technical education program, 3 credits in career/ technical dual enrollment courses, or 5 credits in career/ technical education courses |
| PHYSICAL EDUCATION/ HEALTH | 1 credit | Not required | Not required |
| ELECTIVES | 8 credits (4 credits must be in the student's major area of interest; remaining credits may be used for another major, minor, elective courses, or intensive reading or mathematics courses) | 3 credits | 2 credits unless earning 5 credits in career/ technical education |
| GRADE POINT AVERAGE(GPA) | 2.0 | 3.5 (beginning with students who entered 9 th grade in 2006-2007 and thereafter; for students who entered 9 th grade prior to 2006-2007, required GPA is 3.0) | 3.0 |
| MINIMUM GRADE TO EARN COURSE CREDIT | "D" | "B" (weighted or unweighted) | "C" (weighted or unweighted) |

| | | | |
|---------------------------------------|---|--|---|
| ANTICIPATED TIME TO COMPLETION | 4 years | 3 years – At least six (6) of the 18 credits must be dual enrollment, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or Level 3 courses. Honors courses are not included in these six credits. | 3 years |
| TESTING | Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation test. | Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation test. | Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation test. |
| COMMUNITY SERVICE | Required (see Explanatory Notes chart) | Not required | Not required |

2. Explanatory Notes

| | |
|-----------------------------------|---|
| ENGLISH/ LANGUAGE ARTS | English I, II, III, & IV or English I-IV Through ESOL are required to meet the English/language arts graduation requirement. This requirement applies to all three graduation options. Developmental Language Arts Through ESOL is required for each year that a student is classified as ELLs. It should be noted that grade 9 and 10 students who scored at Levels 1 and 2 on the most recent administration of the FCAT reading test as well as grade 11 and 12 retakers will be required to take an intensive reading course in lieu of an elective and in addition to the required English course. The district's K-12 CRRP requires each school to conduct a screening and diagnostic process to identify appropriate placement of Level 1 <u>and</u> Level 2 students in reading classes to be completed prior to the end of the school year. The K-12 CRRP also requires a daily double block for all Level 1 FCAT reading students who have reading deficiencies in decoding and fluency (Intensive Reading Plus). Some <u>high achieving</u> FCAT Level 2 students as per the <u>Comprehensive Research-based Reading Plan (CRRP)</u> may attend either an Intensive Reading or a homogeneously grouped language arts course, in which the language arts teacher instructs the reading course, while infusing the language arts benchmarks into the course. |
| MATHEMATICS | For the 24 credit option for students who entered 9 th grade prior to 2006-2007 <u>2007-2008</u> , 3 credits of mathematics are required to graduate; for students who entered 9 th grade in 2007-2008 and thereafter, 4 credits of mathematics are required to graduate. For the 18 credit options students must earn 3 credits. A four-year recommended sequence includes Algebra I, Geometry, Algebra II, & Analysis of Functions. Informal Geometry meets the high school graduation requirement, but does not meet the minimum entrance requirement for the Florida University System. |

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| <p>SCIENCE</p> | <p>For students selecting any one of the three graduation options, 3 credits are required. †The required courses three-year recommended sequence includes: Earth/Space Science, completed by 9th grade; Biology, completed by 10th grade; and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III completed by 11th grade. Integrated Science will also meet the requirement for graduation and admission into the State University System by taking Integrated Science I, II, & III or by taking Integrated Science I, Biology, and a Physical Science course. Students who entered grade 8 in 2007-2008 and thereafter, must enroll in one of the required science courses in grade 11.</p> |
| <p>SOCIAL SCIENCE</p> | <p>For students selecting any one of the three graduation options, the required courses include World History - 1 credit, American History - 1 credit, American Government - .5 credit, & Economics - .5 credit.</p> |
| <p>FOREIGN LANGUAGE</p> | <p>For students selecting the college preparatory option, they are to complete any two sequential courses in the same foreign language, including American Sign Language, or demonstrate foreign language proficiency at a level equivalent to two years of high school foreign language. This proficiency must be documented by the student's school. Students enrolled in the other two options are not required to earn foreign language credit.</p> |
| <p>PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER & TECHNICAL EDUCATION</p> | <p>For students in the 24 credit option who entered 9th grade prior to 2006-2007 2007-2008, they are to earn .5 credit in performing/fine arts (art, dance, theatre, music, speech, or debate) and .5 credit in practical arts (any career/technical education course or a district-approved annual computer or journalism course). They also must earn .5 credit in Life Management Skills. For students in the 24 credit option who entered 9th grade in 2007-2008 and thereafter, they must earn 1 credit in performing/fine arts or <u>an approved</u> practical arts (see details in Graduation Options chart above). Students enrolled in the college preparatory program do not have to meet any requirement in this area. Students in the career preparatory program must meet the requirements listed in the chart above.</p> |
| <p>PHYSICAL EDUCATION</p> | <p>For students in the 24 credit option who entered 9th grade prior to 2007-2008, this requirement is met by successful completion of Personal Fitness or Adaptive Physical Education and any other approved physical education semester course. Participation in an interscholastic sport at the junior varsity or varsity level, for two full seasons, and obtaining a passing score of "C" or higher on a competency test on personal fitness shall satisfy the one credit physical education requirement. If the student satisfies the physical education graduation requirement through the interscholastic sport option, the student must earn one additional elective credit since no credit is granted for an interscholastic junior or senior varsity sport. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a Reserve Officers Training Corps (R.O.T.C.) class with a significant component of drills, shall satisfy the one-half physical education elective requirement, but the student must still complete the Personal Fitness or the Adaptive Physical Education course. It should be noted that state statute provides for three methods by which high school students enrolled in the four-year, 24-credit, standard program can meet the Performing Fine Arts/Practical Arts graduation requirement. M-DCPS students are to earn 0.5 credit in Performing Fine Arts and 0.5 credit in Practical Arts. However, students transferring to M-DCPS from another Florida school district can meet the Performing Fine Arts and Practical Arts graduation requirement if they have met one of the other two methods provided in state statute, i.e., 1.0 credit in Performing Fine Arts or 1.0 credit in Practical Arts.</p> <p>For students who entered 9th grade in 2007-2008 and thereafter, this requirement is met by successful completion of Personal Fitness or Adaptive Physical Education and any other approved physical education semester course. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one credit physical education requirement if the student passes a competency test on personal fitness with a score of "C" or higher. If the student satisfies the physical education graduation requirement through the interscholastic sport option, the student must earn one additional elective credit since no credit is granted for an interscholastic junior or senior varsity sport. Completion of one semester with a grade of "C" or higher in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall</p> |

| | |
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| | <p>satisfy one-half credit in physical education or one-half credit in performing/fine arts. Students must still successfully complete the Personal Fitness course or the Adaptive Physical Education course. Completion of two years of a Reserve Officer Training Corps (R.O.T.C.) class with a significant component in drill and taking the one-half credit Personal Fitness course or, if appropriate, the Adaptive Physical Education course, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing fine arts.</p> <p>Students enrolled in either of the two 18 credit options are not required to take physical education.</p> |
| ELECTIVES | <p>For students in the 24 credit option who entered 9th grade prior to 2006-2007 2007-2008, 8.5 elective credits are required. Students enrolled in the college preparatory are required to take 3 credits and those students in the career preparatory program are required to take 2 credits unless they select the 5-credit career/technical option.</p> <p>For students in the 24 credit option who entered 9th grade in 2007-2008 and thereafter, they are required to complete 4 credits in a major area of interest, such as sequential courses in a career/technical program, fine and performing arts, or academic content area, selected by the student as part of the student's ePEP. Students are also required to take 4 credits in elective courses as part of the student's ePEP, which include a second major area of interest, a minor area of interest, elective courses, or intensive reading or mathematics intervention courses.</p> <p>For students enrolled in the College Preparatory program at least six (6) of the 18 credits must be dual enrollment, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or Level 3 courses. Honors courses are not included in these six credits.</p> |
| COMMUNITY SERVICE | <p>For students in the 24 credit option, the completion of a community service project is an additional graduation requirement regardless of their date of entry into 9th grade. Students in either one of the 18 credit options are not required to complete a community service project. However, one of the requirements for the Florida Bright Futures Scholarship Program's Academic Scholars Award is 75 hours of community service.</p> |

For each year in which a student scores at Level 1 or Level 2 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year, with exception to ELLs students who are required to enroll in the Developmental Language Arts Through ESOL course.

For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

Any course listed in the current *Florida Course Code Directory* which is appropriate for grades 9 or above may fulfill an elective credit for graduation except Study Hall and other courses identified as noncredit (NC), Adult Basic Education, and GED Preparation. In selecting their electives, students shall consider a specific career course plan.

Students will not be granted credit toward high school graduation for any Level I course, as designated in the *Florida Course Code Directory* and *Curriculum Bulletin-I*, unless the student's assessment indicates a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in a student's IEP signed by the principal, the guidance counselor, and the parent of the student. Level I

courses may be taken for credit toward a standard diploma if they are approved and listed in an IEP. Remedial and compensatory courses can be counted only as elective credit toward a standard diploma.

Other Areas of Study - Human Growth and Development and units in HIV/AIDS and Sexually Transmitted Diseases, and Substance Abuse education are required at each grade.

The history of the Holocaust; African American history, culture, and experiences; the study of Hispanic and women's contributions to the United States; and in order to encourage patriotism, the sacrifices made by veterans to protect democratic values worldwide are to be incorporated throughout the curriculum as appropriate. Multicultural education and character education are to be incorporated throughout the curriculum as appropriate. In addition, School-To-Career strategies are to be infused throughout the curriculum.

Career and Technical Education Course substitutions are permitted for students completing job preparation programs as specified in *Curriculum Bulletin-1* and Florida Board of Education rule. However, substitutions may not exceed two credits in each of the required academic areas of English, mathematics, and science, and may apply to only one area.

Adult Education Program Credit - A student who is eligible may, with prior written approval of the high school principal and acceptance into the adult education high school credit program, earn credits from the adult education program to apply toward graduation requirements for a high school diploma (FM-4269). It should be noted that adult education high school courses taken through the regular adult education program are may not be recognized by the National Collegiate Athletic Association (NCAA) as meeting eligibility requirements to participate in college athletics.

Senior high school students may not withdraw from a senior high school class and enroll in the same or equivalent class for graduation credit through adult education in the same academic year except for extenuating circumstances and only by permission of the principal.

A "Credit Certification for Adult Education" form should be completed for each student who will transfer credits earned in an adult education program to his/her high school transcript. This form should also be used when the student is no longer enrolled in senior high school, but will use the adult education credit(s) to earn his/her diploma.

Students should be encouraged to enroll in honors, Advanced Placement, and dual enrollment language arts, social science, mathematics, and science courses whenever appropriate. Students should start the sequence

of courses early in order to enable them to take the higher level courses. Students should not be restricted from taking multiple numbers of Advanced Placement courses; however, it is the school's responsibility to advise and caution students regarding an excessive workload.

Students who encounter difficulties in language arts, social science, mathematics, and science courses should be provided assistance through peer tutoring, teacher tutoring, mentoring, before/after school programs, and Saturday school, where available.

Individual senior high schools may establish graduation requirements greater than the prescribed district requirements for students enrolled in the four-year, 24-credit standard program, subject to the approval of the Regional Superintendent and the Superintendent of Schools, or designee. In each instance, the senior high school shall establish school-level procedures for waiving such requirements for students with a demonstrated educational need. If approved, an increase of academic credit shall not apply to students enrolled in grades 9 -12 at the time of the increase. Any increase in academic credit does not apply to a student who earns credit toward graduation requirements for equivalent courses taken through dual enrollment. Graduation requirements approved by the School Board may be waived only by the School Board. Additionally, students enrolled in the standard four-year, 24-credit or the two accelerated three-year, 18-credit programs may earn more than the 24 or 18 credits required for graduation.

E. Testing Requirements for Graduation

FCAT Test Requirements

In addition to other requirements, to graduate from a Miami-Dade County public senior high school or adult-center, students who select any one of the five graduation options must also meet student performance requirements as measured by the FCAT graduation test. The first opportunity students have to meet this requirement is through the Grade 10 FCAT SSS assessments in reading and mathematics. Subsequent opportunities are provided as FCAT Retake administrations. Students who fail one or both sections of the FCAT graduation test are not eligible for a standard diploma.

Students must earn a passing score on the FCAT graduation test in Reading and Mathematics in order to meet the graduation test requirement. Passing scores are 300 in Reading (1926 on the developmental scale) and 300 in Mathematics (1889 on the developmental scale).

~~The original passing scores of 287 in reading and 295 in mathematics which were established for the 2001 administrations, will still apply to the following eligible students:~~

- ~~• Students who were in grade 9 in 1999-2000.~~
- ~~• Students who were classified as grade 12 or 13th year students for the March 2003 FCAT administration.~~
- ~~• Students who took the FCAT graduation test in Reading, Mathematics, or both subjects, in either March 2001 or October 2001.~~
- ~~• Students who were seniors in the graduating class of 2003.~~
- ~~• Eligibility must be verified by the Student Assessment and Educational Testing on a case-by-case basis.~~

Students classified as ELLs, regardless of the number of years in an ESOL program, must take and pass both sections of the FCAT graduation test in order to meet the testing requirement for a standard diploma.

~~Special Considerations for Students Eligible for the HSCT:~~

In addition, Aa small number of continuously-enrolled students who were enrolled in grade 9 in 1998-99, or prior years, remain are eligible to use the HSCT as the graduation test requirement for application of lower passing scores on the FCAT graduation test. The lower scores represent concordant scores for students who remain eligible to take the High School Competency Test (HSCT), or the original passing scores for students who were eligible to take the Grade 10 FCAT in its first administration as a graduation test. Eligibility to apply the lower passing scores is based on the year in which the student was initially enrolled in grade 9, and includes additional criteria which must be verified by Student Assessment and Educational Testing on a case-by-case basis. The table below shows the current passing scores required on the FCAT graduation test in Reading and Mathematics, and the lower scores that may apply.

| <u>Original Graduation Test Requirement</u> | <u>School Year Enrolled in Grade 9</u> | <u>Passing FCAT Reading Score</u> | <u>Passing FCAT Mathematics Score</u> |
|---|--|-----------------------------------|---------------------------------------|
| <u>HSCT</u> | <u>1998-1999 or Earlier</u> | <u>268</u> | <u>278</u> |
| <u>2001 Grade 10 FCAT</u> | <u>1999-2000</u> | <u>287</u> | <u>295</u> |
| <u>FCAT Graduation Test</u> | <u>2000-2001 or Later</u> | <u>300</u> | <u>300</u> |

~~Eligible students who do not pass both sections prior to the sunsetting of the HSCT will be required to take and pass the applicable section or sections of the FCAT in order to meet the graduation test requirement.~~

Test Exemptions for Students with Disabilities:

~~Participation in the statewide testing program (FCAT) is mandatory for all students, including students with disabilities, except as described on page 2 of IEP Insert D, FM-6132. For students with disabilities, the decision regarding whether a student will be exempted or tested with or without accommodations is made by the student's IEP team and recorded on the IEP. Students with disabilities who are excluded from the standard state assessment program exempt from the FCAT will be assessed through the Florida Alternate Assessment as documented on the IEP. Alternate assessment results are to be reported to the parent and used to plan the student's IEP, report mastery of annual goals, and plan the instruction for the next year. Students with such disabilities in grades other than those tested through the state assessment program will be assessed through alternative assessment procedures identified by the IEP team and documented on the IEP.~~

~~When determining whether or not a student with disabilities should participate in the FCAT, the IEP team should consider the questions and the exemption criteria as stated on page two of IEP Insert D, FM-6132.~~

Generally, all students with disabilities, including LEP students ELLs with disabilities whose instructional program incorporates the general education objectives and competencies, should participate in the state assessment program. Students placed exclusively in programs for the Speech Impaired, Homebound or Hospitalized, Visually

Impaired, or Gifted must participate in the state assessment program (FCAT).

In many instances, students with disabilities will require accommodations and support in order to demonstrate proficiency on state or district assessments. These accommodations and support should be documented on the IEP. The document provided by the Florida Department of Education, *Accommodations: Assisting Students with Disabilities-A Guide for Educators*, lists many examples of accommodations.

Testing Accommodations for Students with Disabilities:

- Facilitate an accurate demonstration of what the student knows or can do.
- Do not provide the student with an unfair advantage or interfere with the validity of the test.
- Are the same accommodations used by the student in classroom instruction and assessment.
- Are necessary for enabling the student to demonstrate knowledge, ability, skill or mastery.
- Are permitted by the testing protocol for each specific district and/or state assessment.

Parental Rights Regarding the FCAT for Students with Disabilities:

The 2002 Legislature mandated regulations for Florida public schools regarding student assessment and accommodations. The state regulations mandate that parents must:

- be notified and provided with information regarding the implication of non-participation, should their child not participate in the assessment;
- be informed when their child is being provided with accommodations in the classroom that are not permitted on the FCAT;
- sign consent in order for their child to receive accommodations in the classroom that would not be permitted on the FCAT;
- acknowledge in writing that they understand the implications of their child receiving accommodations in the classroom that are not permitted on the FCAT; and
- be informed of the potential impact on their child's ability to meet expected proficiency levels in reading, writing, and math when students are provided with accommodations in the classroom that are not permitted on the FCAT.

These regulations must be addressed at every IEP meeting. Insert D of the IEP, (FM-6132), is designed to address the requirements of these regulations.

Graduation Test Requirement Waivers for Students with Disabilities:

- IEP teams have the authority to waive passing the FCAT as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot accurately be measured by the FCAT. (See Appendix I).
- For certain students with disabilities, under specific circumstances, a request may be made to the Commissioner of Education for an exemption from the graduation test requirement for students with disabilities seeking a standard diploma. (See Appendix J for a checklist of procedures for this request.)
- In order to be considered for the waiver from the FCAT graduation requirement, the student must: 1) be identified as a student with a disability; 2) have an IEP; 3) be a senior or student with disabilities who remains enrolled seeking a standard diploma for whom the FCAT is the required graduation test; 4) have demonstrated mastery of the grade 10 SSS; 5) have taken the FCAT graduation test with appropriate, allowable accommodations at least twice (to include March of the senior year), or if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grades 10, 11, or 12 including March of the senior year; 6) have participated in intensive remediation for FCAT Reading and/or FCAT Mathematics, if passing scores were not earned; and 7) be progressing toward meeting the state's 24 credit/course and 2.0 cumulative GPA requirements and any other district requirements for graduation with a standard diploma.

Concordant Scores for the FCAT Graduation Test:

Beginning with the graduating class of 2003-2004 and thereafter, twelfth grade students, who have failed to earn a passing score on the FCAT graduation test after three (3) attempts and who have attained the SAT or ACT scores concordant with the FCAT passing scores, applicable to their graduating class, shall satisfy the assessment requirement for a standard high school diploma. This requirement does not apply to a student who is a new student in the Florida Public School System in grade 12.

| Concordant Scores for Class of 2004 & Thereafter | | | |
|--|------------|------|------------|
| Reading | | Math | |
| FCAT | 300 (1926) | FCAT | 300 (1889) |
| SAT | 410 | SAT | 370 |
| ACT | 15 | ACT | 15 |

F. Grade Point Average Required for Graduation

Graduation Requirement - A cumulative GPA of 2.0 on a 4.0 scale is needed for the 24 credits used to meet graduation requirements for students who select the standard four-year graduation program. Students who select the three-year college preparatory program must achieve a cumulative GPA of 3.0 on a 4.0 scale and also receive a weighted or unweighted grade that earns at least 3.0 points in order to earn course credit. Beginning with students entering grade 9 in 2006-2007 and enrolling in the college preparatory program, they must earn a cumulative GPA of 3.5 on a 4.0 scale. Students who select the three-year career preparatory program must achieve a cumulative GPA of 3.0 on a 4.0 scale, as well as receive a weighted or unweighted grade that earns at least 2.0 points in order to earn course credit. This would require the inclusion of all high school courses taken in the student's educational program, except those courses to which a forgiveness policy has been applied. For details see School Board Rule 6Gx13- 5B-1.061, Rank in Class - Grade Point Average. A student who has not achieved the required GPA may remain in the secondary school either as a full-time student or a part-time student for up to one additional year and receive special instruction designed to remedy his/her identified deficiencies.

Students are to be counseled regarding increases in the graduation requirements well in advance of the time such changes impact them. Additionally, students in the standard four-year graduation program, who have attained a cumulative GPA of 2.5 or below, are to be identified and provided assistance, e.g., counseling, academic review, forgiveness policy, summer school, schedule adjustments, and/or tutoring, to help them in achieving and maintaining a GPA that meets or exceeds the requirements for graduation.

G. Community Service

A community service project, which is described in *Community Service Implementation Guidelines*, is required for graduation for those students who select the four-year, 24-credit standard program. A community service project is not a graduation requirement for students enrolled in either one of the three-year, 18-credit accelerated programs. However, it should be noted that the Florida Bright Futures Scholarship's Florida Academic Scholars Award requires 75 hours of community service. In the implementation of the project, the student is to identify a social problem of interest, develop a plan for personal involvement in addressing the problem, and, through papers or presentations, evaluate and reflect upon the experience. No specific number of hours are required for graduation.

H. Computer Literacy

A student must successfully complete a computer education course, or a business technology course, or otherwise demonstrate mastery of basic computer literacy skills. This will no longer be a requirement for students who entered grade 9 in 2007-2008.

I. Diplomas/Certificates

The district will provide for the awarding of a variety of diplomas and certificates. A student completing the senior high school or adult program may earn either a standard diploma, a certificate of completion, a Superintendent's Diploma of Distinction, an International Baccalaureate diploma, a special diploma, or a special certificate of completion. ~~For students entering eighth grade in 2008-2009 there are four new diploma designations described on pages 92-93.~~

1. Standard Diploma

A standard diploma will be awarded if the student has met the requirements outlined in the above chart, Graduation Options. The purpose of the standard diploma is to certify satisfactory completion of the high school program and to certify that the student has met all district and state standards required for graduation.

Students who entered grade 9 in the 2007-2008 school year and thereafter, and scheduled to graduate in 2011 are eligible to have a state-approved designation affixed to their standard diploma. These designations are:

- Major area of interest pursuant to the student's completion of credits as provided in Section 1003.428, F.S.
- Completion of four or more accelerated college credit courses in Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or dual enrollment courses
- Career education certification in accordance with Section 1003.431, F.S.
- Florida Ready to Work Credential in accordance with Section 1004.99, F.S.

The conditions under which a standard diploma may be awarded to a student with disabilities are:

- The student has taken a course with non-exceptional students and has passed the course, or the student has taken a special education course which is equivalent in content and/or aligned with the SSS to a course which is applicable to a standard diploma.
- Students may switch from a special diploma to a standard diploma and receive elective credit toward a standard diploma for passing special education courses. Elective credits may be counted toward graduation requirements for a standard diploma.
- Course accommodations for students with disabilities which shall be available, based upon assessment of student need, and specified on the student's IEP in both basic (general education) and special education courses include:
 - an increase or decrease in instructional time;
 - variations of instructional strategies;
 - teacher instruction or student response through special communication systems;
 - accommodation of content where specific sensory or motor functioning is severely impaired; and
 - accommodation of test administration procedures and other evaluation systems to accommodate the student's disability permitted by the testing protocol for each specific district and/or state assessment.

M-DCPS provides students with disabilities certain modifications to basic education or vocational courses and programs of study to ensure students with disabilities the opportunity to meet graduation requirements for a standard or a special diploma. Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying

vocational courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's IEP. Allowable adaptations to basic or vocational courses may include any of the following:

- the instructional time may be increased or decreased;
- instructional methodology/strategies may be varied;
- special communications systems may be used by the teacher or the student; and
- classroom and district test administration procedures and other evaluation procedures may be adapted to accommodate the student's disability.

The time required to complete grades 9-12 will depend upon the time necessary for the student to earn the required number of credits for the selected diploma option and fulfill other requirements for graduation. Promotion is based upon the same criteria as that of the general education population. Students with disabilities may remain in school until they meet graduation requirements or, if they do not meet standard diploma graduation requirements, until the end of the school year in which they turn 22 years of age.

All students with disabilities may be given the opportunity to meet the requirements for a standard diploma. Exceptional students placed exclusively in programs for the Visually Impaired, Speech Impaired or Gifted, as well as students exclusively in the Homebound or Hospitalized Program, must pursue a standard diploma. For a student with disabilities, graduation with a standard diploma is considered a change in placement. As such, the parent must be notified of this change. To meet this requirement, FM-4877, Informed Notice of Proposal or Refusal to Change Evaluation, Identification, Educational Placement, or Free Appropriate Public Education (FAPE), must be completed.

The Individuals with Disabilities Education Act (IDEA 2004) requires that students with disabilities whose eligibility under special education terminates due to graduation with a standard diploma or due to exceeding the age of eligibility for free appropriate public education are to be provided with a document that summarizes the student's academic achievement and functional performance. To meet this requirement, FM-6969, Summary of Performance (SOP) must be completed.

Students who have been enrolled in an ESOL program for less than two school years and have met all the requirements for the standard high school diploma except for passage of the FCAT graduation test

or alternate assessment, may receive immersion English instruction during the summer following their senior year, if funding is available. Students receiving such instruction are eligible to take the FCAT or alternate assessment and receive a standard high school diploma upon passage of the FCAT graduation test or the alternate assessment.

2. Superintendent's Diploma of Distinction

This diploma will be awarded to students who meet the requirements of the standard diploma and:

- Complete an academically rigorous program of study, including at least four honors, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), International Studies (IS), and/or dual enrollment courses;
- Complete a 75-hour community service project; and
- Earn a 3.5 weighted GPA by the end of the first semester of the senior year with no final grades reflected on the transcript less than a "C."

3. ~~Superintendent's Honors Diploma of Distinction~~ (~~The student must meet all criteria elements~~)

~~This diploma will be awarded to students entering eighth grade in 2008-2009 who meet the requirements of the standard diploma and:~~

- ~~• Earn a 3.5 weighted GPA~~
- ~~• Complete a minimum of six high school credits in honors, AP, IB, AICE, IS, and/or dual enrollment courses~~
- ~~• Perform 75 hours of community service~~
- ~~• Earn 970 on the SAT and/or 20 on the ACT~~
- ~~• Complete a minimum of two years of a foreign language~~

4. ~~Superintendent's Global Diploma of Distinction~~ (~~The student must meet all criteria elements~~)

~~This diploma will be awarded to students entering eighth grade in 2008-2009 who meet the requirements of the standard diploma and:~~

- ~~• Earn a 4.0 weighted GPA~~
- ~~• Complete a minimum of twelve high school credits in honors, AP, IB, AICE, IS, and/or dual enrollment~~

courses

- ~~Perform 100 hours of community service~~
- ~~Earn 1270 on the SAT and/or 28 on the ACT~~
- ~~Complete a minimum of three years of the same foreign language~~
- Complete a research project

5. Professional Academic Diploma

~~This diploma will be awarded to students entering eighth grade in 2008-2009 who meet the requirements of the standard diploma and complete any two of the following criteria elements:~~

- ~~An Internship (Career Executive Opportunity [CEO], or Career Technical Education [CTE], or Executive Honors Program, or On the Job Training [OJT], or Summer Magnet Internships)~~
- ~~Capstone Project~~
- ~~Qualify for Gold Seal~~
- Pass Industry Certification

6. Professional Career Education Diploma

~~This diploma will be awarded to students entering eighth grade in 2008-2009 who meet the requirements of the standard diploma and complete all of the following criteria elements:~~

- ~~College entry level placement test (CPT) or an equivalent test identified by the FLDOE~~
- ~~Minimum of one Occupational Completion Point (OCP) in an industry-certified career program or two courses in a technology education program~~
- ~~1.0 credit course addressing workplace readiness skills~~
- ~~Work-based learning experience as defined by State Board Rule~~
- ~~Capstone Project~~

73. International Baccalaureate Diploma/Advanced International Certificate of Education/International Studies Certificate

Students who complete an International Baccalaureate (IB), Advanced International Certificate of Education (AICE) or, International Studies (IS) curriculum, pass the FCAT, complete the community service requirement, demonstrate computer literacy, and meet high school graduation requirements, shall receive a standard

diploma, and may be eligible for the Superintendent's Diploma of Distinction.

84. Certificate of Completion

A student who has met all requirements for graduation except passing the FCAT graduation test or earning the GPA required for graduation may be awarded a certificate of completion. A student may make further attempts to pass the FCAT or earn the GPA required for graduation, and meet the requirements for a standard diploma. Any student interested may remain in senior high school either as a full-time student or a part-time student for up to one additional year and receive special instruction designed to remedy his/her identified deficiencies and earn FTE funding, including for the summer session between the 12th and 13th year.

Students who receive a certificate of completion from a senior high school and subsequently pass the applicable graduation test in an adult education program should be given their diplomas by the senior high school.

A student with disabilities who has met all requirements for graduation with a standard diploma except the state assessment program requirements shall be awarded a certificate of completion, unless the graduation requirement has been waived by the IEP team or Commissioner of Education. Students with disabilities awarded a certificate of completion may elect to continue to participate in school and receive services until they earn a standard diploma or through the year in which the student becomes 22 years of age.

95. CPT-Eligible Certificate of Completion

Students who earn the 24 required credits and achieve a GPA of 2.0 or higher, but do not pass the FCAT graduation test, are eligible to receive the College Placement Test (CPT)-Eligible Certificate of Completion.

Students who receive a CPT-Eligible Certificate of Completion may enroll directly into a Florida community college or postsecondary career and technical education program. Based upon the score the student receives on the CPT, the student may enroll in remedial or credit courses at the community college.

406. Special Diploma

Two special diploma options are available for students with disabilities. If a student with disabilities is pursuing a special diploma, it must be reflected on the student's current IEP.

Students identified with the following disabilities, who have been properly classified with rules established by the Florida Board of Education, may be given the opportunity to pursue a special diploma.

| | |
|--|------------------|
| <u>Intellectual Disabilities</u> | (InD) |
| Educable Mentally Handicapped | (EMH) |
| Trainable Mentally Handicapped | (TMH) |
| Specific Learning Disabled | (SLD) |
| Physically Impaired | (PI) |
| Emotional/Behavioral Disabilities | (E/BD) |
| Profoundly Mentally Handicapped | (PMH) |
| Dual Sensory Impaired | (DSI) |
| Autism Spectrum Disorder | (ASD) |
| Language Impaired | (LI) |
| Deaf or <u>Hard-of-Hearing</u> | <u>(D/HH)</u> |

Students with disabilities enrolled exclusively in programs for the Visually Impaired, Speech Impaired, Gifted, or Homebound or Hospitalized program are not eligible for a special diploma.

Students with disabilities who are awarded a special diploma may elect to continue participating in school and receive services until they earn a standard diploma or through the end of the year in which the student turns 22 years of age.

A student may switch from a standard diploma to a special diploma and receive credit toward a special diploma for passing basic (general) education courses.

Special Diploma Option 1

Students with disabilities may be awarded a special diploma that certifies mastery of the Sunshine State Standards for Special Diploma and specified district course/credit requirements. The skills listed in the document, *Florida Course Descriptions Exceptional Student Education, Grades 6-12*, must be incorporated into the instructional program for students with disabilities. The document, *Florida Course Descriptions Grades 6-12/Adult Basic Education*, should be incorporated when appropriate. A 2.0 GPA will determine

mastery of standards SSS Access Points for a special diploma for students with disabilities.

To be awarded a special diploma upon graduation from high school, the student with disabilities must complete ~~one of the course/credit requirements options~~ listed below and demonstrate mastery of ~~prescribed Sunshine State Standards for Special Diploma~~ SSS Access Points:

- Completion of the course and credit requirements for a standard diploma as prescribed in this *Student Progression Plan*, but failure to complete one or more of the other graduation requirements as prescribed in this Plan.
- ~~Specific course/credit requirements for a special diploma for mildly handicapped students (such as, learning disabled, deaf or hard of hearing, physically impaired, emotional/behavioral disabilities, or educable mentally handicapped)~~ are listed below:

| | |
|---------------------------------|-------------------|
| English or Reading | 4 Annual Credits |
| Mathematics | 3 Annual Credits |
| Social Science | 1 Annual Credit |
| Science | 1 Annual Credit |
| Career Preparation | 1 Annual Credit |
| Life Management and Transition* | 1 Annual Credit |
| Physical Education** | 1 Annual Credit |
| Career and Technical Education | 4 Annual Credit |
| Electives*** | 8 Annual Credits |
| Total | 24 Annual Credits |

* This requirement is waived for students who receive credit in the regular education Health/Life Management course.

** One-half credit in Physical Education may be replaced with a half-credit elective.

*** Electives are determined at the IEP conference and should include career and technical education courses, whenever appropriate to the needs of the students.

Credit requirements may be fulfilled by earning credit in special education courses, basic education courses, and career and technical education courses, as appropriate to the individual needs of the student.

~~Specific course/credit requirements for a special diploma for students functioning at moderately handicapped levels (such as the Trainable Mentally Handicapped and selected Educable Mentally Handicapped, Physically Impaired, and Deaf or Hard-of-Hearing students):~~

| | |
|--|-------------------|
| Academic Skills for Functional Living | 4 Annual Credits |
| Communication Skills For Functional Living | 4 Annual Credits |
| Personal Home and Living Skills for Functional | 2 Annual Credits |
| Leisure and Recreation Skills | 2 Annual Credits |
| Career and Technical Education | 4 Annual Credits |
| Electives* | 8 Annual Credits |
| Total | 24 Annual Credits |

* Electives are determined at the IEP conference and should include unique skills courses and career and technical education courses, whenever appropriate to the needs of the student.

- Twenty four credits are required for students enrolled in programs for the Profoundly Handicapped, i.e., Autism Spectrum Disorder, Dual Sensory Impaired, Emotional/Behavioral Disabilities, Intellectual Disabilities and Profoundly Mentally Handicapped, consistent with the requirements for the Educable Mentally Handicapped, Trainable Mentally Handicapped, or Deaf or Hard of Hearing. The required courses shall be specified by the IEP team after consideration of each student's *Individual Transition Plan*.
- Proficiency at the independent, supported, or participatory level for each of the *Sunshine State Standards for Special Diploma* will be implemented and will be a graduation requirement for students who entered ninth grade in the 1999-2000 school year or thereafter.

Special Diploma Option 2:

Students with disabilities may be awarded a special diploma that certifies mastery of employment and community competencies. The specific goals and competencies required for each student are planned by the transition IEP team and are identified on the *Graduation Training Plan (GTP)*. Documented mastery of employment and community competencies listed in the GTP must be verified by the student's employer, job coach, and/or instructor.

When Option 2 is selected, the following must occur:

- document decision on the transition IEP;
- develop relevant measurable annual goals and objectives/benchmarks; and
- develop the GTP.

To be awarded a special diploma (through option 2) upon graduation from high school, the student with disabilities must:

- have completed a minimum of two semesters in a high school level program prior to selecting Special Diploma Option 2;
- be at least 16 years of age;
- have a GTP, developed by the student, the student's employer, parent, and instructor, that specifies competencies to be mastered;
- have mastered all of the employment and community competencies specified on the GTP*;
- achieved all annual goals and short term objectives/benchmarks related to employment and community identified on the transition IEP;
- be successfully employed full-time** (based upon industry standards) for 200 days, earning at or above minimum wage; and
- have earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills or 1 credit in a job preparatory course in which employability skills and social/personal skills training has been incorporated.

* Transition IEP committee members must verify that the student has met all criteria outlined in the student's GTP by completing the assurance section of the GTP prior to awarding the student an Option 2 Special Diploma. (FS 1003.438)

** The transition IEP committee may modify the full-time employment standard by decreasing the number of hours per week to be worked for an individual special education student if it is determined that the modification would be in the best interest of the student. The modification must be recorded on the student's Transition IEP.

Students must be employed in the community at a site where the employer:

- has a Federal Employer Identification number;
- provides opportunities for the student to interact with non-disabled co-workers;
- adheres to child labor laws; and
- provides an opportunity for advancement.

The GTP must contain the following:

- specify employment and community competencies (exit skills, behaviors, attitudes, and knowledge for success beyond high school);
- address the criteria for determination and certifying mastery of competencies (teacher observation, student product, performance assessments);

- include the work schedule and the minimum number of hours to be worked; and
- provide a description of the supervision to be provided by school personnel (frequency and type).

Required written documentation:

- evidence that the student is reporting to the community or employment site as required in the GTP;
- evidence that the student is safely performing required tasks;
- evidence that the student is meeting the employer's expectation; and
- evidence that the student is making appropriate progress.

Documentation of work schedules and hours:

- must comply with labor laws;
- must validate 200 days of employment; and
- must include copies of time cards or other employment records.

417. Special Certificate of Completion

A special certificate of completion is awarded to the student with disabilities who meets the annual credit requirements as specified for a special diploma, but who fails to master the ~~specified Student Performance Standards for Exceptional Students, appropriate to the student's exceptionality~~ SSS Access Points determined by a 2.0 GPA.

~~Students with disabilities who have been properly classified as Profoundly Handicapped, i.e., Profoundly Mentally Handicapped, Dual Sensory Impaired, Autism Spectrum Disorder, and Emotional/Behavioral Disabilities, may be awarded a special certificate of completion providing the following requirements have been met:~~

- ~~1. attained the age of 18 and have been enrolled in the exceptional student education program for at least two years immediately prior to being considered for the special certificate of completion; and~~
- ~~2. demonstrated mastery of IEP goals and benchmarks.~~

Students with disabilities awarded a special certificate of completion may elect to continue participating in school and receive services until they earn a standard diploma or through the end of the year in which the student turns 22 years of age.

J. Student Performance Standards

The district-established student performance standards and the specified performance levels as measured by district indicators and state assessments are listed in the following chart. Students must meet at least one (1) or more of the district indicators in each subject and grade, or students must meet the specified level of performance on the state assessments at selected grades.

| | |
|-----------------|--|
| Reading/Writing | Grade "C" or better in the core English/ESOL course; or GPA of 2.0 or better; or Passing score on the FCAT graduation test in Reading; or FCAT NRT Reading score at or above the 25 th percentile (grades 9-10); or FCAT SSS Reading Achievement Level 2 or higher (grades 9-10); or FCAT Writing essay score of 3.0 or higher (grade 10). |
| Writing | FCAT Writing score of 3.0 or higher (grade 10) |
| Mathematics | Grade "C" or better in the core mathematics course; or GPA of 2.0 or better; or Passing score on the FCAT graduation test in Mathematics; or FCAT NRT Mathematics score at or above the 25 th percentile (grades 9-10); or FCAT Mathematics Achievement Level 2 or higher (grades 9-10). |
| Science | FCAT SSS Science Achievement Level 2 or higher (grade 11) |

K. Scheduling of Students

Each student in senior high school must be scheduled for a minimum of six annual credits per year. Florida Virtual School (FLVS) and Miami-Dade Virtual School (M-DVS), and dual enrollment courses can be applied toward the six annual credits per year requirement. (For a listing of Florida Virtual School and Miami-Dade Virtual School courses, see Appendix K). The approval of the parent is also required. Additionally, a senior needing five credits or less to graduate may be scheduled for only five periods upon approval by the principal and Regional Superintendent, or designee. This requirement may be waived for a student with disabilities if a

shortened school day has been included in the student's IEP and if the resultant schedule is in accordance with relevant Florida statutes and Florida Board of Education (FBE) rules.

Grades earned through ~~Florida Virtual School~~ FLVS and ~~Miami Dade Virtual School~~ M-DVS will be entered into the students permanent record. WF (Withdrawal/Failing) and CF (Complete/Failing) are recorded as "F" grades.

Students may not withdraw from a course in progress and enroll in the same or equivalent course through ~~Florida Virtual School~~ FLVS or ~~Miami Dade Virtual School~~ M-DVS except for extenuating circumstances.

L. Provisions for Acceleration

In addition to the two accelerated graduation programs, i.e., college preparatory program and career preparatory program, there are several provisions whereby students may accelerate their graduation or take additional courses prior to graduation. These include:

- **Middle School Option.** Up to six credits may be earned with parental permission in grades 6, 7, and/or 8, which may be applied toward the total credits needed for graduation, college admissions, or Florida Bright Futures Scholarship Program requirements. The decision to accept or reject the earned credit will be made at the beginning of the student's ninth grade year, for those high school credit courses taken prior to the 2007-2008 school year. (See details in Appendix L)

These procedures will make it possible for selected high performing grade 6, 7, and 8 students to take additional courses during senior high school or to accelerate entry into postsecondary institutions or into careers of their choice. During the time a student in grade 6, 7, or 8 is enrolled in a designated senior high school course, the student is considered for that class period (or periods) to be a grade 9 student.

- **Optional Seventh Period.** With prior approval of the high school principal, credits earned in an adult education optional seventh period may be applied to graduation requirements for a senior high school program. The optional seventh period classes are funded through the adult education program and are considered an extension of the senior high school program ~~and are not counted in the four course limit for transferrable adult education credits.~~

- **Career Pathway.** Career Pathway is a senior high school transition initiative that allows students to obtain a sequential program of study which leads to a postsecondary career. Career Pathway students typically select general programs of study; show interest in career technical fields; transition on to a two-year certificate program; or pursue an associate or baccalaureate degree. The Career Pathway program of study provides students with skills and knowledge through a variety of curriculum choices and college credits. The list of authorized Career Pathway courses is included in *Curriculum Bulletin - I*.
- **Dual Enrollment.** Dual enrollment is an articulated acceleration mechanism open to students who have completed grade 9 and are attending public high school. To enroll in dual enrollment academic programs, students must demonstrate a readiness to successfully complete college-level course work and have attained a qualifying grade point average. Six semester credit hours of college and university instruction which are earned through dual enrollment equal one full secondary school credit unless determined otherwise by the State Articulating Coordinating Committee. The district must weigh college-level dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses when grade point averages are calculated. The list of currently active and authorized courses for dual enrollment is printed in *Curriculum Bulletin-I*, which is published annually.
- **Advanced Placement.** Advanced Placement (AP) is the enrollment of eligible students in courses offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course may be awarded to students who a minimum of a 3 on a 5 point scale on the corresponding AP exam. Advanced Placement instruction may be conducted within dual enrollment courses. The district will use either funding formula for Advanced Placement or dual enrollment credit and credit will be awarded in one of the two programs.
- **International Baccalaureate/Advanced International Certificate of Education/International Studies Programs.** The International Baccalaureate (IB) Program, the Advanced International Certificate of Education Program (AICE), and the International Studies (IS) are programs for which eligible high school students earn credit toward graduation and may receive postsecondary credit at community colleges and universities.
- **Credit by Examination.** Credit by examination is a method by

which postsecondary credit is earned based on the receipt of a specified minimum score on a nationally standardized general or subject area examination.

- **Early Admission.** Early admission is a form of dual enrollment through which eligible secondary students may enroll in a college or university on a full-time basis in courses that are creditable toward a high school diploma and the associate or baccalaureate degree.
- **Career and Technical Education.** Any career education course authorized for grades 13 or higher may be taken for credit by students in grades 9 - 12, based on the career objectives of the students. M-DCPS adheres to a policy of nondiscrimination in requirements for admission to and graduation from programs offered at postsecondary area technical centers operated by the district. The district will provide (on a case-by-case basis), waivers, accommodations, and reasonable substitutions in meeting the admission and graduation requirements for students with disabilities at postsecondary area technical centers. (See Appendix M)
- **Florida Virtual School.** Secondary students are eligible to enroll in the ~~Florida Virtual School~~ FLVS on a part-time basis. The courses offered are teacher-facilitated and are available throughout the state. Courses are based upon the SSS or the requirements of The College Board. The courses have been assigned *Florida Course Code Directory* numbers and generate full middle and/or high school credit upon successful completion. Schools may view student enrollment online at ~~Florida Virtual School's~~ FLVS's web site at <http://www.flvs.net> through a school account. A complete list of courses is available through ~~Florida Virtual School's~~ FLVS's web site or Appendix K. For high school courses that may be available to middle school students, refer to the list of senior high school courses on page 734 that may be taken by students in middle school. Parents have the right to choose the ~~Florida Virtual School~~ FLVS option for their children. A student's full-time school may not deny access to courses offered by ~~Florida Virtual School~~ FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. These courses can be scheduled as part of or in addition to the student's regular school day.
- **Miami-Dade Virtual School.** Secondary students are eligible to enroll in ~~Miami-Dade Virtual School~~ M-DVS on a part-time basis. ~~Miami-Dade Virtual School~~ M-DVS courses are franchised from the ~~Florida Virtual School~~ FLVS. The courses generate full high school credit upon successful completion.

Schools may view student enrollment online at ~~Miami-Dade Virtual School~~ M-DVS's web site at <http://mdvs.dadeschools.net> through a school account. Schools may use the same account information as provided by ~~Florida Virtual School FLVS~~ to access student enrollment information. A complete list of courses is available through ~~Miami-Dade Virtual School~~ M-DVS's web site. For high school courses that may be available to middle school students, refer to the list of senior high school courses on page 734 that may be taken by students in middle school. A student's full-time school may not deny access to courses offered by M-DVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. These courses can be scheduled as part of or in addition to the student's regular school day.

M. The Adult High School Credit Program

Grades 9-12 (or equivalent) students in adult high school credit programs must meet essentially the same standards for graduation as those in the four-year, 24-credit standard program. The two accelerated graduation options are not available to students in the adult high school credit program.

The one credit in physical education is not required and may be substituted with elective credit, keeping the total credits required for graduation the same. Any course listed within the *Florida Course Code Directory* in the areas of art, drama, dance, music, or speech may be taken by adult secondary education students to satisfy the one-half required credit in performing arts. However, beginning in 2009-2010, adult high school students may enroll in any approved elective course in lieu of the one required performing arts credit. The science lab component may be waived when facilities are not available. The community service graduation requirement is encouraged, but it is not a requirement to earn a standard diploma in the adult education program. However, students must attain an unweighted cumulative GPA of 2.0. A minimum of 24 credits is required to earn a standard high school diploma in addition to mastering the SSS. Instructional credits and additional provisions as applied toward a diploma in this program are defined as follows:

- Credits are earned by successful completion of course requirements and attainment of a satisfactory grade on an end-of-course exam.
- One annual credit is the equivalent of two semester credits.
- Students may be assigned to a high school basic skills class as determined by counseling. This class may not be offered as a part of an adult basic education program. A student shall earn only elective credit toward graduation for high school remedial language arts and

high school remedial mathematics classes. A maximum of two such credits may be earned.

- Elective credits for documented military experiences may be earned by adult students. A maximum of two elective credits may be earned for military training.
- The courses or subjects specified below are the minimum required for graduation through the adult education program.
- Eligible adult high school program students who had previously earned passing HSCT scores may apply these scores toward the graduation requirement.
- Students 19 years of age or younger may use FLVS courses to supplement courses taken through the adult education program.

~~Students who enrolled in an adult high school credit program and completed six credits prior to fall 1999, and, who remain continuously enrolled until the required number of credits for high school graduation have been earned may continue to take the HSCT as long as it is offered to meet the graduation test requirement. Students who do not meet both of these requirements will have to pass both the reading, and the mathematics.~~

Graduation Requirements Prior to the 2007-2008 School Year

| SUBJECT | NUMBER OF CREDITS |
|--|-------------------|
| English or English Through ESOL as appropriate | 4.0 |
| Mathematics | 3.0 |
| Science | 3.0 |
| World History | 1.0 |
| American History | 1.0 |
| Economics | 0.5 |
| American Government | 0.5 |
| Fine Arts | 0.5 |
| Practical Arts | 0.5 |
| Physical Education or Elective | 1.0 |
| Life Management Skills | 0.5 |
| Electives | 8.5 |

| | |
|---|-------------|
| TOTAL NUMBER OF REQUIRED CREDITS | 24.0 |
|---|-------------|

Note: Students who entered ninth grade in 2007-2008 and thereafter, will follow the new graduation requirements. (Refer to page 821-87)

N. General Educational Development (GED) Program

Upon successful completion of the official GED Test, a candidate shall be awarded a State of Florida High School Diploma and shall be considered a high school graduate.

Age Rule (GED). Any candidate shall be at least 18 years of age on the date of the examination. Exceptions may be granted by the Superintendent of Schools or designee in extraordinary circumstances such as health problems, family financial problems, or other such instances of hardship. These exceptions apply only if the candidate resides in Miami-Dade County or attends school in Miami-Dade County and if said candidate has reached the age.

Procedures for Exceptions to Age Rule (GED). To be allowed to take the GED Test, students under the age of 18 who are enrolled in the K-12 program and who are considering withdrawal from the program must have written parental approval citing extraordinary circumstances which represent extreme hardship. These students may choose one of the following options:

- Remain in school and take the Official GED Practice Test (OPT) at an adult education center to determine readiness to complete the official GED Test successfully. If scores are indicative of success on the OPT, students will then withdraw from the K-12 program and register for the GED Test. If GED Test readiness is not indicated, students may choose to remain in the K-12 program.
- Withdraw from the K-12 program and take the OPT at an adult education center. If scores are indicative of success on the GED Test, students will follow procedures as outlined below for out-of-school youth. If GED Test readiness is not indicated, students may enroll in a GED preparation class at an adult education center.

Both options require students and their parents to complete a "Request for GED Age Waiver" form that includes appropriate administrative approvals. In the event that out-of-school youths between the ages of 16 and 18 request GED age waivers from high school principals, they are to be directed to adult education centers for testing and recommendation by adult principals and approval by the Regional Administrative Director, or designee. They may also apply directly, in writing, with parental approval, to the Regional Administrative Director, who will direct them to an adult education center. The center will administer the Official GED Practice Test

to determine the student's readiness to complete the GED test successfully. Upon recommendation by the adult principal, the request will be forwarded to the Regional Administrative Director for approval.

Procedures for Retaking the GED Test. A candidate who fails to attain the required minimum scores on the initial GED testing may retake the tests at any subsequent testing session.

Procedures for a Student Participating in the GED Exit Option Model. Through an agreement between the Florida Department of Education (FLDOE) and the American Council on Education, currently enrolled high school students at risk of dropping out or of not graduating with their cohort group are eligible to take the GED Test. If students pass the GED Test *and* the FCAT, they are eligible to graduate receiving a district high school diploma in addition to a State of Florida High School Diploma. Students may only access this alternate graduation route through the GED Exit Option Model if they meet the following eligibility requirements:

- are 16 years old and currently enrolled in a Pre-K-12 program;
- are enrolled in courses that meet the high school graduation requirements;
- are over-age for grade, behind in credits, below the 2.0 GPA, and are in jeopardy of not graduating with their cohort group;
- have demonstrated a probability for success on the GED Test as documented by the OPT;
- have passed the FCAT or earned an applicable concordant score;
- have maintained enrollment through their prescribed graduation date;
- have not graduated before the commencement date of the class with whom they entered kindergarten; and
- have achieved a minimum grade - 9 reading level as measured by a reading test.

Students with disabilities will continue to be eligible for FAPE through age 21, if they have not earned a standard diploma, even if they have earned a GED credential. The only exception includes students with disabilities who successfully utilize the GED Exit Option Model.

O. State University Entrance Requirements

State University entrance requirements include:

- **English.** Three of the four credits must have included substantial writing requirements.
- **Mathematics.** The three credits must be at the Algebra I and above levels, excluding Informal Geometry.
- **Science.** Two of the three credits must include a substantial laboratory component. Integrated Science courses will meet the

science requirement for graduation and for admission to the Florida State University System by taking Integrated Science I, II, and III or by taking Integrated Science I and two additional science courses.

- **Social Science.** The three credits must include study related to history, political science, economics, sociology, psychology, and geography.
- **Foreign Language.** The two credits must be sequential courses in the same language, including American Sign language, or foreign language proficiency at a level equal to two years of a high school foreign language course.
- **Electives.** The three courses used for electives will vary with the student's date of entry in grade 9. Appendix N lists specific courses that meet the requirement.

P. Florida Bright Futures Scholarship Program

The Florida Bright Futures Scholarship Act established a program consisting of three types of awards: the Florida Academic Scholars Award, the Florida Medallion Scholars Award, and the Florida Gold Seal Vocational Scholars Award. Students seeking a scholarship award to attend a postsecondary institution under the Florida Bright Futures Scholarship program will receive a 0.5 bonus point for grades earned in Advanced Placement, pre-International Baccalaureate, International Baccalaureate, Advanced International Certificate of Education, International General Certificate of Secondary Education, and academic dual enrollment annual courses. Grades received in level 3 annual courses in English, mathematics, science, and social science also receive a 0.5 bonus point. A 0.25 bonus point will be awarded for any of the above courses which are semester courses.

Students who select any one of the three graduation options are eligible to apply for the Florida Bright Futures Scholarship program awards. Each of the three scholarship awards within the Bright Futures Scholarship Program has specific criteria described in Appendix L, that must be met. However, to be eligible for an initial award from any of the three types of scholarships, a student must:

- complete the online Florida Financial Aid Application (FFAA) for the Florida State Student Financial Assistance Database (SSFAD) prior to his/her graduation;
- be a Florida resident and a U.S. citizen or eligible non-citizen;
- earn a Florida standard high school diploma or its equivalent;
- be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution;
- be enrolled for at least six semester credit hours or the equivalent;
- not have been found guilty of, nor pled no contest to, a felony charge; and

- begin using the award within three years of high school graduation.

The Florida Academic/Medallion Scholars Awards require:

- **English.** Three of the four credits must have included substantial writing requirements.
- **Mathematics.** The three credits must be at the Algebra I and above levels, excluding Informal Geometry.
- **Science.** Two of the three credits must have included a substantial laboratory component. Integrated Science courses will meet the science requirement for graduation and for admission to Florida State universities by taking Integrated Science I, II, and III or by taking Integrated Science I and two additional science courses.
- **Social Science.** The three credits must include any combination of the Academic Core Courses in Social Science as listed in the *Florida Counseling for Future Education Handbook*.
- **Foreign Language.** Two sequential credits in the same language, including American Sign language, or foreign language proficiency at a level equal to two years of a high school foreign language course.
- **Electives.** Up to three additional credits from courses in the academic courses listed above and/ or Advanced Placement, International Baccalaureate, or Advanced International Certificate of Education fine arts courses to raise the GPA.

Florida Gold Seal Vocational Scholars Award. Within the Florida Bright Futures Scholarship Program, the Florida Gold Seal Vocational Scholars Award recognizes and rewards academic achievement and CTE preparation by high school students, and an award is used to inform potential employers of the quality of a student's academic and CTE preparation. Student eligibility criteria for the Florida Gold Seal Vocational Scholars Award are identified in the Guidelines and Procedures for Implementing the Florida Gold Seal Vocational Scholars Award. (See Appendix L)

M-DCPS will provide on a case-by-case basis, waivers, accommodations, and reasonable substitutions in meeting postsecondary career technical center admission and graduation requirements for students with disabilities. (See Appendix M for procedures.)

The Florida Gold Seal Vocational Scholars Award requires:

- **English.** Of the four credits, English I, II, III, and IV Through ESOL may be used to meet this requirement. Additional ESOL credits may be applied toward elective credits.
- **Mathematics.** Of the three credits, Algebra I, which is to be successfully completed by the end of grade 9, is the lowest level

- mathematics course acceptable to meet this requirement.
- **Science.** Two of the three credits must include a laboratory component.
- **Social Science.** The three credits must include one credit in world history, one credit in American history, one-half credit in American government, and one-half credit in economics.
- **Performing Arts.** Any 0.5 credit in art, dance, debate, drama, music, or speech course classified as performing fine arts meets the requirement.
- **Practical Arts.** Any .05 credit in career and technical education course, any district-approved annual computer education course, or Journalism I, II, III, or IV meet the requirement.
- **Life Management.** The 0.5 credit life management course should be taken in grade 9 or 10.
- **Physical Education.** 1.0 credit must be earned.
- **Career and Technical Education.** A minimum of three credits in a sequential program of study in CTE is required.

APPENDICES

APPENDIX A
School Board Rule 6Gx13- 5B-1.04

Progress**PROMOTION, PLACEMENT, AND GRADUATION--GRADES K-12 AND ADULT**

The School Board of Miami-Dade County, Florida is dedicated to the total and continuous development of each student. The professional staff of the school system has the responsibility to develop administrative procedures to ensure the placement of each student in the subjects, in the grade level, or in the special program(s) best suited to meet the student's academic needs, with consideration given to the student's social, emotional, and physical development.

Decisions regarding student promotion, retention, and special placement are primarily the responsibilities of the individual school's professional staff; however, the final decision in regard to grade placement is the responsibility of the principal. The districtwide standards, in accordance with which placement decisions must be made, are entitled *Student Progression Plan 2008-2009 2009-2010*, which is incorporated by reference herein and made a part of this Board rule. Also, the purpose of this plan is to establish requirements and procedures for student progression within Miami-Dade County Public Schools. Copies of this plan are on file in the Office of Board Recording Secretary and the Citizen Information Center. The standards and the procedures for their implementation that are contained in the plan reflect clearly that promotion in Miami-Dade County Public Schools is based primarily on student achievement and is not an automatic process.

The measures which are employed to implement the standards must clearly reflect the multicultural composition of this community. Students must be provided placements which are appropriate for their English language competency and cultural background. Limited English proficient Language Learners (ELLs) students must be provided instruction which is understandable, as well as equal and comparable in amount, scope, sequence, and quality to that provided to English Language Learners (ELL) proficient students. The acquisition of English language skills is the highest instructional priority for speakers of other languages. Grade placement and promotion; however, are to be based on the student's performance in the dominant language while the student is in the process of becoming independent in English.

The purpose of the instructional program in the district's schools is to provide appropriate instruction and selected services to enable students to perform academically at their grade level or higher. However, in recognition of the wide range of students' abilities, motivation, interests, and development, the *Student Progression Plan* establishes objectives and competencies for language arts/reading, writing, mathematics, science, computer literacy, social sciences, and for electives, which may include foreign languages, art, music, physical education, and applied technology (vocational) courses, which all students must meet as one condition for graduation within the school district. These objectives and competencies assure that all students who earn a diploma from a senior high school or adult education center have sufficient basic skills to function effectively in post-secondary education, the world of work, and the community.

The *Student Progression Plan* provides assurance that all students within Miami-Dade County Public Schools who receive a diploma have met and/or exceeded all of the requirements mandated by the State of Florida and by the School Board.

The accompanying manuals for the *Student Progression Plan 2008-2009* 2009-2010 shall be the *Florida Course Code Directory*, published annually by the Florida Department of Education, *Course Descriptions*, *Sunshine State Standards*, *Curriculum Bulletin-I*, and the *Competency-Based Curriculum, K-12*, which shall be a part of the *Student Progression Plan*. Copies of the manuals are on file in the Office of Board Recording Secretary and the Citizen Information Center, Room 158. Principals shall distribute copies of the *Competency-Based Curriculum* for the grade levels or courses to classroom teachers, as appropriate, in accordance with specific courses being taught.

As part of the *Student Progression Plan*, procedures are established to achieve parental understanding, cooperation, and acceptance of the student's promotion or placement with the knowledge that, within District and State regulations, the final decision regarding grade placement remains the prerogative of the principal. The student, the parent, and other interested patrons must have ample opportunity to understand fully the promotion and placement requirements of the District.

When students are from homes where a language other than English is spoken, communications (written or oral) with parents are undertaken in the parents' primary language or other mode of communication commonly used by the parents unless clearly not possible. When it becomes evident that the standards or requirements for promotion may not be met, parents of students in grades K-12 and adult students must be informed of the possibility of retention or special placement. Student grades, unsatisfactory work notices, parent reports on state assessment and/or standardized testing, parent conferences, and adult student conferences should serve as the primary means of communicating student progress and achievement of the standards.

Specific Authority: 1001.41 (1)(2); 1001.42 (~~2325~~); 1001.43 (10) F.S.

Law Implemented, Interpreted, or Made Specific: 1001.41(3); 1001.42(6); 1003.41; 1003.43; 1008.25; F.S.

History THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

Repromulgated: 12-11-74

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APPENDIX B
State Uniform Transfer of Middle and Senior High School Credits

STATE UNIFORM TRANSFER OF MIDDLE AND SENIOR HIGH SCHOOL CREDITS

Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period.

Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.

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:

- portfolio evaluation by the Superintendent or designee;
- written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- demonstrated proficiencies on nationally-normed standardized subject area assessments*;
- demonstrated proficiencies on the FCAT*;
- written review of the criteria utilized for a given subject provided by the former school.

* Students must be provided at least ninety (90) days from the date of transfer to prepare for these assessments.

From State Board of Education rules 6A-1.09941 and 6A-1.09942

APPENDIX C
Activities Associated with Elementary School Retention

ACTIVITIES ASSOCIATED WITH ELEMENTARY SCHOOL STUDENT RETENTION

1. Prior to First Retention

Code

P-1 - Parent Conference - Possible Retention

In this conference, the administrator and/or teacher shall discuss with the student and his/her parent the lack of progress in academic achievement and/or the deficiencies exhibited by the student which will impede success at the next level and the steps to be taken by all those concerned for the student to succeed. Refer to the Progress Monitoring Plan implementation procedures as outlined on pages 123-156. If a parent conference is not possible, every effort shall be made to communicate the purpose and the content of the retention prevention plan with the parent through the use of other strategies, e.g., home visits by the school social worker or written communication.

CA - Conference - Teacher/Student

During this session, the teacher shall discuss with the student the specific reasons for retention, e.g., failure to demonstrate mastery of basic skills, insufficient progress in academic achievement, lack of readiness for the next level of instruction, and/or absenteeism. Refer to the actions required by the retention prevention plan.

A9 - Conference - Principal/Teacher - Possible Retention

When it has been determined that a student is functioning at an unsatisfactory level and, therefore, in danger of being retained, the principal shall meet with the teacher to review instructional materials in relation to the student's reading level, the instructional methodology being used, the teacher/student relationship, and any other variable that may affect the student's progress.

I-4 - Individual Counseling - Possible Retention

A student who is functioning at an unsatisfactory level and is, therefore, in danger of being retained, shall be the recipient of counseling services on a periodic basis. This includes a review of the student's academic growth and emotional/physical well being in order to determine whether the student needs additional services, e.g., tutoring, alternative education, and/or referral to another agency. These services may be provided by the school guidance counselor or other qualified staff member.

D-3 - Developmental Group Counseling

A student who is functioning at an unsatisfactory level and is, therefore, in danger of being retained, shall be involved in group counseling sessions specifically designed to develop skills for improving academic progress, e.g., study skills, goal setting, decision making, and/or self concept. These services may be provided by the school guidance counselor or other qualified staff member.

The following data are entered on the Student Services screen (PF 16) in the Integrated Student Information System (ISIS):

PF 16 School Support Team (SST Conference Intervention Development) Retention Review

The role of the SST Retention Committee will be to examine the intervention prevention and retention plan for each student facing possible retention. The composition of the SST Retention team is the SST coordinator, principal or school administrator designee, classroom teacher, parent, and target area specialist(s) for the student's specific area(s) of difficulty.

SST Retention Meeting

The SST Retention team is to review the student's progress monitoring data. The following considerations should be made:

- Does there appear to be sufficient identification of the student's remedial needs based on the reported assessment?
- Are the documented interventions consistent with the identified area of academic need, e. g., phonemic awareness, fluency, numbers sense?

- Are the interventions occurring as planned and are they occurring in sufficient frequency and duration?
- Do the academic interventions that are part of the PMP provide access to available tutorials, alternative education, extended school day, Saturday school, and/or any other pull out programs in the school?
- Are there any additional sources of support available and have the student's parent been involved in the remediation to the extent possible?

After reviewing the student's progress level, any of the following recommendations may be the outcome of the SST Retention meeting:

- Decide if the academic interventions are sufficient to meet the remedial needs of the student.
- Provide assistance to the teacher in either continuing or modifying the academic interventions with suggestions for enhancement (target area specialists should be able to assist the teacher).
- Refer the student for the comprehensive SST Collaboration process.
- The date of this meeting shall be entered on the PF screen (SST Conference Intervention Development).
- On the web-based PMP form, the reviewers are to enter the date of the SST Retention meeting on the line VI. Parental Notification - PMP and are to add brief comments concerning the review of the student's progress monitoring data and the recommendations as a result of the SST Retention meeting.

2. Prior to Second Retention

Code

P-1 - Parent Conference - Possible Retention

In this conference, the administrator and/or teacher shall discuss with the student and his/her parent the lack of progress in academic achievement and/or the deficiencies exhibited by the student which will impede success at the next level and the steps to be taken by all those concerned for the student to succeed. It is the intent that a parent conference take place. However, if a parent conference is not possible, every effort shall be made to communicate with the parent through the use of other strategies, e.g., home visits by the school social worker or written communication. During the

conference the student's academic intervention(s) identified as part of the PMP process must be reviewed and revised as needed.

CA - Conference - Teacher/Student

During this session, the teacher shall discuss with the student the specific reasons for retention, e.g., failure to demonstrate mastery of basic skills, insufficient progress in academic achievement, lack of readiness for the next level of instruction, and/or absenteeism. Refer to the procedures necessary for achieving success and the actions required by the retention prevention plan.

CR - Counseling - Retained Student

The retained student shall be involved in individual or group counseling activities specifically designed to address the needs of the retained students, e.g., study skills, decision making, and/or self concept. These services may be provided by the school guidance counselor or other qualified staff member.

A-8 - Academic Review - Retained Student

The principal or assistant principal shall meet with the retained student's teachers to assure that the student is involved in an appropriate instructional program, e.g., tutorial programs, alternative education, extended school day, peer tutoring, and/or Saturday school.

The following data are entered on the Student Services screen (PF 16) in the Integrated Student Information System (ISIS):

SST Retention Meeting

The SST Retention team is to review the student's progress monitoring data. The following considerations should be made:

- Does there appear to be sufficient identification of the student's remedial needs based on the reported assessment?
- Are the documented interventions consistent with the identified area of academic need, e. g., phonemic awareness, fluency, numbers sense?

- Are the interventions occurring as planned and are they occurring in sufficient frequency and duration?
- Have the interventions been differentiated based on the student's data?
- Do the interventions identified as part of the PMP process provide access to available tutorials, alternative education, extended school day, Saturday school, and/or any other pull out programs in the school?
- Are there any additional sources of support available and have the student's parent been involved in the remediation to the extent possible?

After reviewing the student's progress level, any of the following recommendations may be the outcome of the SST Retention meeting:

- Decide if the academic interventions are sufficient to meet the remedial needs of the student.
- Provide assistance to the teacher in either continuing or modifying the academic interventions with suggestions for enhancement (target area specialists should be able to assist the teacher).
- Refer the student for the comprehensive SST Collaboration process.
- The date of this meeting shall be entered on the PF screen (SST Conference Intervention Development).
- On the web-based PMP form, the reviewers are to enter the date of the SST Retention meeting on the line VI. Parental Notification - PMP and are to add brief comments concerning the review of the student's progress monitoring data and the recommendations as a result of the SST Retention meeting.

3. **A student is not to be retained a third time in grades 2-5, with the exception of grade 3, except on special recommendation of the principal and written approval by the Regional Superintendent.**

SUMMARY OF INTERVENTION STRATEGIES

| INTERVENTION STRATEGIES | PRIOR TO: FIRST RETENTION | PRIOR TO: SECOND RETENTION |
|------------------------------------|---------------------------|----------------------------|
| CA Teacher/Student Conference | X | X |
| A9 Principal/Teacher Conference | X | |

| | | |
|---|---|---|
| I-4 Individual Counseling | X | |
| D-3 Developmental Group Counseling | X | |
| P-1 Parent Conference Possible Retention | X | X |
| CR Counseling Retained Student | | X |
| A-8 Academic Review | | X |
| SST (Intervention Development*) | X | X |

*ISIS data entry (PF 16)

- Notes: (1) Student Case Management strategies prior to the first and second retentions are not required for exceptional students in the following programs: ~~Trainable Mentally Handicapped~~, ~~Profoundly Mentally Handicapped~~ Significant Intellectual Disabilities, Autism Spectrum Disorder, Dual Sensory Impaired, and Emotional/Behavioral Disability.
- (2) Documentation of ISIS intervention strategies is required for students in programs for Speech/Language Impaired and Gifted.

APPENDIX D
An Academic Support Plan for K-3 Readers
(From FLDOE)

An Academic Support Plan for K-3 Readers

This document is to provide technical assistance regarding students experiencing reading difficulties.
The state has created a three tiered academic support plan for K-3 students.

| TIER ONE | TIER TWO | TIER THREE |
|---|--|---|
| Students Never Retained – with Identified Reading Deficiency 1008.25(7)(b) 7, F.S. | Students Retained Once 1008.25(7)(a), F.S. 1008.25(7)(b), F.S. | Students Retained Two Times in the Same Academic Grade 1008.25(7)(b) 8, F.S. |
| READ INITIATIVE | READ INITIATIVE | INTENSIVE ACCELERATION |

Just Read, Florida! recommends at least a 90 minute reading block for K-5 students. In addition to the 90 minute block of initial instruction and differentiated instruction, extra time in the school day should be provided for students that are having difficulty. Screening, progress monitoring, and diagnostic assessments must be readily available at every school and be used to guide instruction.

| 90 Minute Reading Block | | | | | | | | | | |
|--|---------------|-----------------------------------|---|---|--|---|--|---|---|---|
| Instruction | Range of Time | Class Configuration | | | | | Examples of Teacher-Lead Activities | | | |
| Initial 90+ minutes daily | 25-60 minutes | Whole Group | | | | | Work with Core Comprehensive Reading Program (CCRP) Phonemic Awareness: ✓ Manipulating sounds ✓ Segmenting sounds ✓ Blending sounds Phonics & Fluency: ✓ Sound-letter relationships ✓ Blending & decodables ✓ Dictation Vocabulary & Comprehension: ✓ Pre-reading strategies ✓ Reading ✓ Post reading | | | |
| | | Small Groups (Group 1-5)** | | | | | Group 1: segment sounds with Elkonin boxes Group 2: word building with letters and pocket charts Group 3: review complex blending strategies Group 4: reread the decodable book Group 5: choral reading of a new poem | | | |
| | | 15-20 minutes* | M | T | W | T | | | F | |
| | | Session 1 | 1 | 4 | 2 | 5 | | | 3 | |
| | | Session 2 | 2 | 5 | 3 | 1 | | | 4 | |
| | | | | | Session 3 | 3 | 1 | 4 | 2 | 5 |
| * This sample class has five small flexible groups that are formed based upon ongoing assessment results. The teacher meets with three groups daily during sessions 1, 2, and 3. While not working with the teacher, students will be working in small groups at literacy centers. | | | | | ** Small group size can vary, but the immediate, intensive intervention group should be no larger than 3-5 students. | | | | | |
| Immediate Intensive Intervention (iii) | 20 minutes | M T W T F | | | | | Work with Supplementary Reading Programs (SRPs) Group 1 also needs iii, which requires work on the following skills in addition to work with Elkonin boxes ✓ Phonemic segmentation with mirrors ✓ Common syllable patterns with spelling ✓ Reading a decodable book at an instructional level | | | |
| | | | | | | | | | | |
| | | 3 Times per Week | 1 | | 1 | | | | 1 | |

| TIER ONE – Students Not Retained – But Having Difficulty READ INITIATIVE | |
|---|--|
| Teacher Student Ratio | Same As Other Students |
| Instructional Time | 90 Minute Reading Block with additional time for intervention. 1008.25(7)(b) 7, F.S. |
| Materials | <p>CORE/ State Identified Reading Program that is research based and has proven success teaching the five components of reading.</p> <p>Differentiated Materials Research based materials that reinforce the initial instruction</p> <p>Intervention Materials Research based materials that teach areas of deficits as determined by a diagnostic. This instruction should take place in addition to the 90 minute block. Intervention Materials should be different from supplemental and CORE materials. 1008.25(7)(b) 7, F.S.</p> |
| Screening | SAT 9, FCAT, Program based materials, DIBELS 1008.25(7)(b) 7, F.S. |
| Progress Monitoring | Should be on going. This can be as simple as a CCRP or SRP reading program weekly test, timed readings, or observations. DIBELS is an appropriate screening and progress monitoring tool and can be used for these students. 1008.25(7)(b) 7, F.S. |
| Diagnostic | A diagnostic measure should be given to students if differentiation and immediate intensive intervention are not working. For more information on diagnostic tools that meet psychometric standards contact the Florida Center For Reading Research. www.fcrr.org 1008.25(7)(b) 7, F.S. |
| Progress Monitoring Plan (PMP) | Any child that is not on grade level should be involved in the school-wide PMP process. When determination is made that a child is not on grade level, no matter what time of year, the child should be involved in the school-wide PMP process that is driven by a diagnostic assessment. |
| Summer Reading Camps | For Students with Level I FCAT Third Grade 1008.25(7)(a) , F.S. 1008.25(7)(b) 2, F.S. |

TIER TWO— Students Retained Once In Third Grade
 Successful Progression for Retained Students
 READ INITIATIVE

Requirements Prescribed by school district, which may include, but are not limited to:

| | |
|-----------------------|--|
| Teacher Student Ratio | Reduced Student Teacher Ratio 1008.25(7)(b) 2, F.S. |
| Instructional Time | 90 Minute Reading Block which includes small group instruction 1008.25(7)(b) 2, F.S. Intervention In Addition to 90 Minute Block 1008.25(7)(a), F.S. |
| Materials | <p><i>Must be provided a different curriculum from the year before. This may be a change in supplemental and intervention materials. You are not required to change the CCRP.</i></p> <p>CORE Reading Program that is research based and has proven success teaching the five components of reading.</p> <p>Differentiated Materials Research based materials that reinforce the initial instruction.</p> <p>Intervention Materials Research based materials that teach areas of deficits. This instruction should take place in addition to the 90 minute block.</p> <p>Differentiated Instruction should be treated as immediate intensive intervention with prescribed materials for the students' deficits.</p> <p>Immediate Intensive Intervention (iii) Materials should continue to be used during iii after the 90 minute block. 1008.25(7)(a) , F.S.</p> |
| Screening | FCAT, DIBELS, Program based assessments i.e., CCRP or SRP based assessments, one minute timed reading... |
| Progress Monitoring | Should be on going and weekly. The progress monitoring has to be more frequent than for non retained students. This can be as simple as a CORE reading program weekly test, timed readings, or observations. DIBELS is a strong screening and progress monitoring tool. 1008.25(7)(b) 2, F.S. |
| Diagnostic | Every child is required to be given a diagnostic measure. For more information on diagnostics that meet psychometric standards contact the Florida Center For Reading Research at www.fcrr.org 1008.25(7)(a) , F.S. |
| PMP | All students retained must be involved in the school-wide PMP process that is driven by a diagnostic assessment. 1008.25(7)(b) 1, F.S. |

(continues)

TIER TWO– Students Retained Once In Third Grade
 Successful Progression for Retained Students (continued)
 READ INITIATIVE

Requirements Prescribed by school district, which may include, but are not limited to:

| | |
|------------------------|---|
| Portfoli | Any child retained in third grade must have an ongoing portfolio that meets the state portfolio requirement. To find information about state requirements for portfolio go to: http://info.fldoe.org/dscgi/ds.py/Get/File-1073/Portfolio_TAP.pdf 1008.25(7)(b) 1 |
| Summer Reading Camps | Required for Students with Level I FCAT Score on Reading in Third Grade 1008.25(7)(a) , F.S. 1008.25(7)(b) 2, F.S. |
| Tutoring and Mentoring | Assign a trained volunteer or mentor to each student and/or assign someone to tutor each student on deficit areas. 1008.25(7)(b) 2, F.S. |
| Transition classes | In a district’s pupil progression plan there should be language that describes a district’s mid-year promotion procedures. Students should be provided on-grade level work for the subject areas that are not at risk. 3rd – 4th grade transition classes are an option. 1008.25(7)(b) 2, F.S. Districts shall provide a student that has been retained and received intervention instruction an option of being placed in a transitional instructional setting. 1008.25(7)(b) 10, F.S. |
| Extended School Day | Provide an after school program with research based materials and certified teachers to tutor and remediate students. Saturday School with research based materials and certified teachers to tutor and remediate students. Extended Year with research based materials and certified teachers to tutor and remediate students. 1008.25(7)(b) 2, F.S. |

**TIER THREE- Students That Did Not Meet Progression Requirement
Two Consecutive Years (3+ students)**

180 Minute Reading Block

| Instruction | Range of Time | Class Configuration | Examples of Teacher-Lead Activities | | | | | |
|---|--------------------------|-----------------------------------|--|---|---|---|---|---|
| Initial 120 minutes daily | 45 minutes | Whole Group | Work with Core Comprehensive Reading Program (CCRP) Phonemic Awareness: ✓ Manipulating sounds ✓ Segmenting sounds ✓ Blending sounds Phonics & Fluency: ✓ Sound-letter relationships ✓ Blending & decodables ✓ Dictation Vocabulary & Comprehension: ✓ Pre-reading strategies ✓ Reading ✓ Post reading | | | | | |
| <i>* This sample class has five small flexible groups that are formed based upon ongoing assessment results. The teacher meets with three groups daily during sessions 1, 2, and 3. While not working with the teacher, students will be working in small groups at literacy centers.</i> | TOTAL TIME 75 minutes | Small Groups (Group 1-5)** | | | | | Group 1: segment sounds with Elkonin boxes Group 2: fluency Group 3: review complex blending strategies Group 4: reread the decodable book Group 5: vocabulary | |
| | | 15-20 minutes* | M | T | W | T | | F |
| | | Session 1 | 1 | 4 | 2 | 5 | | 3 |
| | | Session 2 | 2 | 5 | 3 | 1 | | 4 |
| | | Session 3 | 3 | 1 | 4 | 2 | | 5 |
| <i>** Small group size can vary, but the immediate, intensive intervention group should be no larger than 3-5 students.</i> | | | | | | | | |
| Immediate Intensive Intervention (iii) | 60 minutes daily | M T W T F | | | | | Work with Supplementary Reading Programs (SRPs) ✓ Phonemic segmentation with mirrors ✓ Common syllable patterns with spelling ✓ Reading a decodable book at instructional level ✓ Fluency Building ✓ Prefixes Roots ✓ Comprehension Strategies ✓ Language Development ✓ Sequencing ✓ Retelling a Story | |
| Teacher Center | 1 | 1 | 1 | 1 | 1 | | | |
| Trained Para Center | 1 | 1 | 1 | 1 | 1 | | | |
| Center 3 w/out adult | 1 | 1 | 1 | 1 | 1 | | | |
| Science and Social Studies text can and should be incorporated into the reading block of time. | | | | | | | | |

Reading Computer Block

| Computer Lab | 30-60 minutes three times a week | M | T | W | T | F | Utilize Computer Programs which are diagnostic and prescriptive. (SBRR) |
|--------------|----------------------------------|---|---|---|---|---|---|
| | | x | | x | | x | |

Computer time to reinforce and remediate should occur in addition to the 180 minute reading block.

| Language Lesson | | | | | | |
|-----------------|--------------------------------|-----------------|--|---|--|---|
| Language Lesson | 30-60 minutes two times a week | M T W T F | | | | Utilize Language Materials and Guidance From the Language Pathologist. (SBRR) |
| | | Language Lesson | | x | | |

| Total Reading Time | | | |
|------------------------------------|------------------|---------------------------------|-------------------|
| Accelerated Core with Intervention | Intervention | Computer Lab or Language Lesson | Total Time |
| 120 Minutes a Day | 60 Minutes a Day | 30-60 Minutes Two Times a Week | 3.5—4 Hours a Day |

| Requirements | |
|-----------------------|---|
| Student Teacher Ratio | Reduced Student Teacher Ratio 1008.25(7)(b) 8, F.S. |
| Instructional Time | 180 Minute Reading Block with at least a 90 minute segment of uninterrupted time. 1008.25(7)(b) 8, F.S. |
| Materials | <p>Must be provided a different CORE curriculum from the year before.</p> <p>CORE Reading Program that is researched based and has proven success teaching the five components of reading and accelerating reading achievement by two years in one school year.</p> <p>Differentiated Materials Researched based materials that reinforce the initial instruction</p> <p>Intervention Materials Researched based materials that teach areas of deficits. This instruction should take place in the 120 + 60 reading block.</p> <p>Differentiated Instruction should be treated as immediate intensive intervention with prescribed materials for the students' deficit.</p> <p>Immediate Intensive Intervention (iii) Materials should continue to be used during iii after the 90 minute block.</p> <p>SBRR Language Materials researched based materials that instruct students on language and vocabulary skills. A speech/ language pathologist should consulted about appropriate materials. 1008.25(7)(b) 8, F.S.</p> |
| Screening | FCAT, DIBELS, Program based assessments. |
| Progress Monitoring | Should be on going and weekly. The progress monitoring has to be more frequent than for non retained students. This can be as simple as a CORE reading program weekly test, timed readings, or observations. DIBELS must be used for these students. 1008.25(7)(b) 8, F.S. |
| Diagnostic | Every child should be given a diagnostic measure. For more information on diagnostic assessments that meet psychometric standards contact the Florida Center For Reading Research at www.fcrr.org |

(continues)

| | |
|--|---|
| Requirements (continued) | |
| PMP | All students retained and below grade level must be involved in the school-wide PMP process that is driven by a diagnostic assessment. 1008.25(7)(b) 1, F.S. |
| Portfolio | Any child retained in third grade must have an ongoing portfolio that meets that state portfolio requirement. To find information about state requirements for portfolio go to: http://info.fldoe.org/dscgi/ds.py/Get/File-1073/Portfolio_TAP.pdf |
| Transition classes | In a district's pupil progression plan there should be language that describes the district's mid-year promotion procedures. Students should be provided grade level work for the subject areas that are not at risk. 3rd – 4th grade transition classes are an option. 1008.25(7)(b) 2, F.S. Districts shall provide a student that has been retained and received intervention instruction an option of being placed in a transitional instructional setting. 1008.25(7)(b) 10, F.S. |
| There needs to be at least two professionals in the class during differentiated and intervention instruction. | |
| Instructor | A high-performing teacher as determined by student performance data and above satisfactory on performance appraisals. |
| Speech Language Pathologist | A licensed or certified speech language pathologist used in the classroom for instruction or with collaboration with lesson planning. 1008.25(7)(b) 8, F.S. |
| Para-Professional | Trained on materials and strategies used the classroom. |
| Reporting Requirements | |
| Progress Monitoring will be reported to DOE on the Progress Monitoring and Reporting Network (PMRN). These classes will follow the same schedule as Reading First Schools. | Report DIBELS data. Schools will enter DIBELS information on the Progress Monitoring and Reporting Network 1008.25(7)(b) 8, F.S. If progress is not being made additional diagnostics will be administered and used in conjunction with DIBELS. All of these measures will be reported on the PMRN. |
| Monitoring by the State | |
| | The state will monitor reports and make visits to districts if needed. |

APPENDIX E
Elements of the Semester System

ELEMENTS OF THE SEMESTER SYSTEM

A modified semester system provides educational benefits to M-DCPS secondary students, especially those at risk of dropping out of school. The school system's modified semester system is in compliance with Section 1003.436(2), Florida Statutes, which partially states: "In awarding credit for high school graduation, each school district shall maintain a one-half credit earned system which shall include courses provided on a full-year basis. 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."

Personnel in M-DCPS strongly believe that continuous effort, resulting in academic achievement, is essential to progressive scholastic growth. As a result, M-DCPS submitted a waiver to the Florida Department of Education to permit a teacher to override a passing end-of-year grade for an annual course for students who do not earn a minimum of five (5) grade points in the second semester. The waiver was granted; it enables teachers to override a passing end-of-year grade for an annual course by awarding a failing grade despite the fact that the average for the year in an annual course yields a passing grade.

When a student receives credit for an annual course as the result of averaging a failing semester and a passing semester, that student must also meet additional requirements, such as class attendance, homework, participation, and other indicators of performance. Where appropriate, the teacher may continue to use an override or the "incomplete" grade entry.

Advantages of a Modified Semester System

1. Students who fail a course do not have to repeat a 180-day course to receive credit. Under a modified semester system, however, there is no need to develop two master schedules per year and to reschedule all classes during the second half of the school year.
2. The availability of semester courses provides the flexibility necessary to assist students who are having difficulties with certain subjects or with school in general.
3. Flexible promotion schedules benefit students who need either longer or shorter lengths of time to master the basic curriculum. For example, by relaxing entry requirements to the ninth and to the tenth grade, at-risk students are able to receive a more appropriate curriculum, but are still responsible for high school completion requirements.
4. Increased opportunities for the advanced student make acceleration possible.
5. If offered, a senior high school student can take one annual credit or two semester credits in a summer program. Middle school students may take up to two annual courses in a summer program, if offered.

6. Utilization of the state system of course codes (and the district computerized curriculum bulletin) allows semester credit to be granted for partial completion of a course which has been designated as an annual course by the state.
7. The district computerized system permits a teacher to override computer-average grades in all cases except in assigning the grade of "F." This means that a student who is failing a course can demonstrate mastery of course standards and be awarded a passing grade, even though a strict numerical average might not yield one. This eliminates the problem that results when students who are failing a course feel there is no point in trying harder since the final, strictly-derived average would still be below passing.
8. The enhancement of various bilingual programs makes it possible for students with limited English proficiency to stay current in subject matter in the home language while learning English. This helps to prevent failure and "out-of-phase" schedules.
9. A student who has amassed sufficient credits to graduate can begin post-secondary experiences at the end of the first semester of the final year. Students can still participate in the graduation ceremony at the conclusion of the school year.
10. Special programs and procedures designed to help at-risk students allow for promotion and scheduling flexibility to meet individual needs. Examples of these are: the forgiveness policy for "D" and "F" grades; evening high school; special exceptional education curricula such as "PASS" and "Strategies," which can be used to help special students meet promotional requirements; and expanded opportunities for students to take adult courses to assist with graduation requirements.
11. Programs such as "Project New Beginning" involve students who have limited schooling and are learning a new language and culture.

Basic Features of the Modified Semester Plan

The basic features of the modified semester plan are:

1. Student course schedules are developed on a yearly basis.
2. When it is beneficial to students, semester credit is awarded for partial completion of an annual course.
3. When it is in the student's best interest, a student who is failing a course is moved to another related course at a lower level and, subsequently, can receive full credit in the second course upon successful completion.
4. Alternative scheduling mechanisms and programs are formally encouraged, e.g., mixed day and evening course schedules or dual enrollment.

APPENDIX F
GRADING
ENGLISH LANGUAGE LEARNERS WITH DISABILITIES

Appendix F

**Division of Special Education (SPED)
GRADING ENGLISH LANGUAGE LEARNERS (ELLs) WITH DISABILITIES
Grades K-5**

| Grades | ESOL** | SPED Language Arts/ Reading | Mathematics, Science, Social Sciences | Fine Arts and Physical Education | Home Language Arts (Spanish-S/Haitian Creole) |
|--------------|---|---|--|---|---|
| Kindergarten | <p>Levels I, II, III, IV Grade: E, G, S, M, U Comment: None</p> | <p>Reading/Language Arts Level I Grade: None required if student receiving ESOL in General Education Comment: 02</p> <p>Level I Grade: E, G, S, M, U Required if student receiving ESOL in SPED Program. Comment: 05</p> <p>Levels II, III, and IV Grade: E, G, S, M, U Comment: 05</p> | <p>Levels I, II, III, and IV receiving instruction in the home language (CCHL) Grade: E, G, S, M, U Comment: 01</p> <p>Levels I, II, III and IV receiving instruction in English using ESOL strategies (CCE/ESOL) Grade: E, G, S, M, U Comment: 05</p> | <p>Levels I, II, III, IV Grade: E, G, S, M, U Comment: None</p> | <p>Levels I, II, III, IV Grade: E, G, S, M, U Comment: None</p> |
| Grades: 1-5 | <p>Levels I, II, III, IV Grade: A-F Comment: None</p> | <p>Levels I, II, III, and IV Grade: A-F Comment: 05</p> <p>Level I Grade: None required if student receiving ESOL in General Education Comment: 02</p> <p>Level I Grade: A-F Required if student receiving ESOL in SPED Program. Comment: 05</p> | <p>Levels I, II, II, and IV receiving instruction in the home language (CCHL) Grade: A-F Comment: 01</p> <p>Levels I, II, III and IV receiving instruction in English using ESOL strategies (CCE/ESOL) Grade: A-F Comment: 05</p> | <p>Levels I, II, III, IV Grade: A-F Comment: None</p> | <p>Levels I, II, III, IV Grade: A-F Comment: None</p> |

Comment Codes:

- 01: Receiving bilingual instruction in this subject.
- 02: Language Arts/Reading grade received within the ESOL grade
- 05: Receiving instruction in English using ESOL strategies.

** For ELLs students with disabilities being provided instruction in general education.

Appendix F

Division of Special Education (SPED) GRADING ENGLISH LANGUAGE LEARNERS (ELLs) WITH DISABILITIES Grades 6-8

| | | |
|--|---|---|
| <p>*M/J Language Arts (1, 2, 3) Through ESOL And *M/J Developmental Language Arts Through ESOL (ESOL I-IV)</p> | <p>SPED Reading /Language Arts</p> | <p>**Mathematics, Science, Social Science, and, Computer Literacy</p> |
| <p>Grades: A – F Comments: None</p> | <p>ESOL Levels I-IV Grades: A-F Comment: 05</p> | <p>Grades: A – F ESOL Level I, II, III, and IV: Comment: 01 - If instruction is in the home language 05 – If instruction is in English, using ESOL Strategies</p> |

Grades 9-12

| | | |
|---|---|---|
| <p>*English (I, II, III, IV) Through ESOL And *Developmental Language Arts Through ESOL (ESOL I-IV)</p> | <p>SPED Reading /English</p> | <p>**Mathematics, Science, Social Science, and, Computer Literacy</p> |
| <p>Grades: A – F Comments: None</p> | <p>ESOL Levels I-IV Grades: A-F Comment: 05</p> | <p>Grades: A – F ESOL Level I, II, III, and IV: Comment: 01 - If instruction is in the home language 05 – If instruction is in English, using ESOL Strategies</p> |

* ELLs students with disabilities must be enrolled in ESOL courses if being provided instruction in the general education program.
** General Education and/or Special Education courses.

Comment Codes:

- 01: Receiving bilingual instruction in this subject.
- 05: Receiving instruction in English using ESOL strategies.
- 34: Met Computer Literacy requirement.
- 49: No final grade assigned due to limited time of enrollment.

APPENDIX G
Division of Bilingual Education and World Languages
GRADING ENGLISH LANGUAGE LEARNERS

**Division of Bilingual Education and World Languages
GRADING ENGLISH LANGUAGE LEARNERS
Grade K-5**

| Grades | ESOL | Language Arts/ Reading | Mathematics, Science, Social Science | Fine Arts and Physical Education | Home Language Arts (Spanish-S/Haitian Creole) |
|--------------|--|---|---|---|---|
| Kindergarten | Levels I, II, III, IV Grade: E, G, S, M, or U Comment: None required | Level I Grade: None Comment: 02 Levels II, III, and IV Grade: E, G, S, M, or U Comment: None | Levels I and II receiving instruction in the home language (CCHL) Grade: E, G, S, M, or U. Comment: 01 Levels I, II, III and IV receiving instruction in English using ESOL strategies (CCE/ESOL) Grade: E, G, S, M, or U Comment: 05 | Levels I, II, III, IV Grade: E, G, S, M, or U Comment: None required | Levels I, II, III, IV Grade: E, G, S, M, or U Comment: None required |
| Grades: 1-5 | Levels I, II, III, IV Grade: A-F Comment: None required | Level I Grade: None Comment: 02 For Reading, bubble #1 in the column labeled LEVEL to indicate "below grade level." Levels II, III, and IV Grade: A-F Comment: If appropriate, for Reading, bubble #1 in the column labeled LEVEL to indicate "below grade level." A grade of "D" or "F" must be given in Reading if student is not meeting grade level expectations. | Levels I and II receiving instruction in the home language (CCHL) Grade: A-F Comment: 01 If appropriate, for Mathematics, bubble #1 in the column labeled LEVEL to indicate "below grade level." Levels I, II, III and IV receiving instruction in English using ESOL strategies (CCE/ESOL) Grade: A-F Comment: 05 If appropriate, for Mathematics, bubble #1 in the column labeled LEVEL to indicate "below grade level." | Levels I, II, III, IV Grade: A-F Comment: None required | Levels I, II, III, IV Grade: A-F Comment: Level #1, if appropriate |

Comment Codes:

- 01: Receiving bilingual instruction in this subject. (CCHL)
- 02: Language Arts/Reading grade received within the ESOL grade.
- 05: Receiving instruction in English using ESOL strategies. (CCE/ESOL)

Level #1: Working below grade level

Division of Bilingual Education and World Languages
GRADING ENGLISH LANGUAGE LEARNERS
Grades 6-8

| | |
|--|--|
| M/J Language Arts (1,2,3) Through ESOL and M/J Developmental Language Arts Through ESOL (ESOL I-IV) | Mathematics, Science, Social Science, and Computer Literacy |
| Grades: A - F Comments: None required | Grades: A-F Level I and II Student's Comments: 01 05 39 49 Level III and IV Student's Comments: 05 49 |

Comment Codes:

- 01: Receiving bilingual instruction in this subject. (BCC)
- 05: Receiving instruction in English using ESOL strategies. (CCE/ESOL)
- 39: No grade received because of limitations in evaluating process. (Awarding of a letter grade may be postponed until the last grading period; however, there must be documentation, on a nine-week basis, towards achieving the requirements of the course.)
- 49: No final grade assigned due to limited time of enrollment. (When this comment is used, students will not receive credit for that course and it will have to be repeated.)

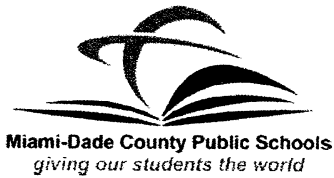
**Division of Bilingual Education and World Languages
 GRADING ENGLISH LANGUAGE LEARNERS
 Grades 9-12**

| | |
|--|---|
| <p align="center">English (I, II, III, IV) Through ESOL and Developmental Language Arts Through ESOL (ESOL I-IV)</p> | <p align="center">Mathematics, Science, Social Science, and Computer Literacy</p> |
| <p>Grades: A - F Comments: None required</p> | <p>Grades: A-F Level I and II Student's Comments:</p> <p align="right">01 05 34 39 49</p> <p>Level III and IV Student's Comments:</p> <p align="right">05 34 49</p> |

Comment Codes:

- 01: Receiving bilingual instruction in this subject. (BCC)
- 05: Receiving instruction in English using ESOL strategies. (CCE/ESOL)
- 34: Met Computer Literacy requirements.
- 39: No grade received because of limitations in evaluating process. (Awarding of a letter grade may be postponed until the last grading period; however, there must be documentation, on a nine-week basis, towards achieving the requirements of the course.)
- 49: No final grade assigned due to limited time of enrollment. (When this comment is used, students will not receive credit for that course and it will have to be repeated.)

APPENDIX H
Form 4370
Request for Waiver
Students with Incomplete Intervention Strategies



MIAMI-DADE COUNTY PUBLIC SCHOOLS

Associate Superintendent, School Operations

**REQUEST FOR WAIVER
STUDENTS WITH INCOMPLETE INTERVENTION STRATEGIES**

**Board Rule 6Gx13-5B-1.04
PROMOTION, PLACEMENT, AND GRADUATION--GRADES K-12 AND ADULT**

Name of School _____

Signature of Principal _____ Date _____

Student's Name _____ I.D.# _____

Current Grade Level _____ Birthdate _____

Number of Previous Retentions: _____

Reason(s) for not Implementing Intervention Strategies:

APPROVED _____ Date _____
Regional Superintendent

APPROVED _____ Date _____
Associate Superintendent, School Operations

After approval by the Regional Superintendent, and the Associate Superintendent, School Operations, please forward this form to Attendance Services (Mail Code-9028). Attendance Services will process this waiver and return the completed form to the school.

The completed form must be placed in Students'cumulative folder.

**APPENDIX I
Form 6624**

**Waiver of Florida Comprehensive Assessment Test (FCAT)
Graduation Requirements for Students with Disabilities**

Florida Department of Education
**WAIVER OF FLORIDA COMPREHENSIVE ASSESSMENT TEST® (FCAT) GRADUATION REQUIREMENT
FOR STUDENTS WITH DISABILITIES**

The Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act, passed by the 2003 Legislature, requires that each district school board provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

The ENNOBLES Act also provides, in Section 1003.43(11)(b), Florida Statutes (F.S.), for the waiver of the FCAT requirement for graduation with a standard diploma **for certain students with disabilities who have met all other requirements for graduation with a standard diploma**, except a passing score on the FCAT. In order for the FCAT graduation requirement to be waived, the individual educational plan (IEP) team must meet during the student's senior year to determine whether or not the FCAT can accurately measure the student's abilities, taking into consideration allowable accommodations. "Senior year" refers to the first time that a student has enough credits to be classified as a senior, and to those students with disabilities who have elected to remain enrolled in order to seek a standard diploma. In accordance with the Individuals with Disabilities Education Act (IDEA), students with disabilities may receive services through the public school system through age 21 (i.e., until their 22nd birthday or, at the option of the school district, the school year in which the student turns age 22) or until they graduate with a standard diploma, whichever occurs first. Consistent with the provisions of the Section 1003.43(11)(a), F.S., any senior who has not achieved a passing score on the FCAT must receive intensive remediation. Districts are encouraged to support remediation for students with disabilities through IDEA Part B entitlement funds. To help evaluate the effectiveness of such remediation and ensure each student has had every opportunity to pass the FCAT, the student must participate in the March administration of the FCAT during his/her senior year. Sections One through Five below must be completed for the student being considered for the FCAT waiver.

SECTION ONE: STUDENT INFORMATION

In order to be considered for the waiver from the FCAT graduation requirement, the student must **1) be identified as a student with a disability, as defined in Section 1007.02(2), Florida Statutes; 2) have an individual educational plan (IEP); 3) be a senior or student with disabilities who remains enrolled seeking a standard diploma for whom the FCAT is the graduation test; 4) have demonstrated mastery of the Grade 10 Sunshine State Standards; 5) have taken the Grade 10 FCAT with appropriate allowable accommodations at least twice to include March of the senior year or if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grades 10, 11 or 12, including March of the senior year; 6) have participated in intensive remediation for FCAT Reading and/or FCAT Mathematics, if passing scores were not earned; and 7) be progressing towards meeting the state's 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.**

In accordance with House Bill 7087, otherwise known as the A++ Bill, which was signed into law on June 5, 2006, students who have received instructional accommodations in the classroom that are non-allowable on the FCAT may be considered for the waiver from the FCAT graduation requirement if the student meets all seven of the exemption criteria. For example, a student who has been provided literature via audio tape in order to complete assignments and assessments to demonstrate comprehension skills in an English course, which is a non-allowable accommodation on the FCAT, may still be considered for the FCAT waiver if the IEP team determines that all seven criteria have been met.

For the student being considered for the FCAT waiver, the following information must be completed:

District: _____ School: _____

Student Name: _____ Student ID#: _____

Student Grade Level: _____ Date of Birth: _____

Date of IEP Team Meeting: _____

Disability* (indicate all areas that apply):

- | | |
|---|---|
| <input type="checkbox"/> mental retardation (A, B, or N) | <input type="checkbox"/> emotional handicap (J) |
| <input type="checkbox"/> orthopedic impairment (C) | <input type="checkbox"/> specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia (K) |
| <input type="checkbox"/> speech impairment (F) | <input type="checkbox"/> autism (P) |
| <input type="checkbox"/> language impairment (G) | <input type="checkbox"/> serious emotional disturbance (Q) |
| <input type="checkbox"/> hearing impairment, including deafness (H) | <input type="checkbox"/> traumatic brain injury (S) |
| <input type="checkbox"/> visual impairment, including blindness (I) | <input type="checkbox"/> other health impairment (V) |

*Letters are codes used to report students by exceptionality through the Department's automated information system.

SECTION TWO: FCAT PERFORMANCE

Beginning with the 2004 graduating class cohort, the passing score is 300 for reading (developmental scale score 1926) and 300 for mathematics (developmental scale score 1889). Passing scores for students identified as part of the graduating class of the 2003 cohort are 287 for reading (developmental scale score 1856) and 295 for mathematics (developmental scale score 1868).

- This student is required to earn scores of 300.
- This student is a member of the 2003 graduating class cohort and is required to earn the alternative scores.

Complete the boxes below or attach a copy of the student's data report and IEP indicating accommodations provided during the administrations of the FCAT.

| FCAT Reading | FCAT Mathematics |
|--|--|
| Score: Date of Administration: Grade of Student: Accommodations Provided: | Score: Date of Administration: Grade of Student: Accommodations Provided: |
| Score: Date of Administration: Grade of Student: Accommodations Provided: | Score: Date of Administration: Grade of Student: Accommodations Provided: |
| Score: Date of Administration: Grade of Student: Accommodations Provided: | Score: Date of Administration: Grade of Student: Accommodations Provided: |
| Score: Date of Administration: Grade of Student: Accommodations Provided: | Score: Date of Administration: Grade of Student: Accommodations Provided: |
| Score: Date of Administration: Grade of Student: Accommodations Provided: | Score: Date of Administration: Grade of Student: Accommodations Provided: |
| Score: Date of Administration: Grade of Student: Accommodations Provided: | Score: Date of Administration: Grade of Student: Accommodations Provided: |

SECTION THREE: IEP TEAM REVIEW

The IEP team must meet to determine whether or not the FCAT requirement should be waived. Answer the questions in section three to help guide the determination.

1. **What information related to the student has the IEP team reviewed?** (Check yes or no for each item listed.)

| | Yes | No |
|--|--------------------------|--------------------------|
| individual educational plan | <input type="checkbox"/> | <input type="checkbox"/> |
| classroom performance | <input type="checkbox"/> | <input type="checkbox"/> |
| academic history, report cards, or course transcript | <input type="checkbox"/> | <input type="checkbox"/> |
| performance on other academic standardized assessments | <input type="checkbox"/> | <input type="checkbox"/> |
| accommodations provided to the student on the FCAT | <input type="checkbox"/> | <input type="checkbox"/> |
| FCAT scores | <input type="checkbox"/> | <input type="checkbox"/> |
| performance in FCAT remediation activities | <input type="checkbox"/> | <input type="checkbox"/> |
| other (please specify) _____ | <input type="checkbox"/> | <input type="checkbox"/> |

2. **Has the student been enrolled in courses leading to a standard diploma and had multiple opportunities to master the Sunshine State Standards that are assessed by the Grade 10 FCAT?**

| Yes | No |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

3. **Has the student taken the Grade 10 FCAT with appropriate allowable accommodations at least twice to include March of the senior year or if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grade 10, 11 or 12, including March of the senior year?**

| Yes | No |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

4. **Has the student earned a passing score on**

- the reading portion of the Grade 10 FCAT?
- the mathematics portion of the Grade 10 FCAT?

| Yes | No |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

5. **Does the FCAT, with appropriate, allowable accommodations, accurately measure the student's abilities?**

| Yes | No |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

If yes, the student is not eligible for the waiver.

If no, then why does the FCAT not accurately measure the student's abilities? (Check at least one. Check all that apply.)

- The student received the following accommodations in the classroom **that are not allowed on the FCAT:** (describe or attach information) _____
- The student received the following modifications in the classroom **that are not allowed on the FCAT:** (describe or attach information) _____
- The student's disability prohibits the student from responding to the written test, even with allowable accommodations, so that the results of the test reflect the student's impaired sensory, manual, or speaking skills rather than the student's abilities.
- other _____

6. Has the student demonstrated mastery of the Grade 10 Sunshine State Standards as assessed on the Grade 10 FCAT? If yes, continue with the completion of this form. If no, the student is not eligible for an FCAT waiver at this time.

Yes No

If yes, evidence of the student's mastery of the Sunshine State Standards includes the following: (Check at least one. Check all that apply).

- the student's performance on other standardized academic assessments such as the Scholastic Aptitude Test (SAT), College Placement Test (CPT), American College Test (ACT), or the Armed Services Vocational Aptitude Battery (ASVAB) (Indicate test and scores.) _____
- the student's performance in core academic courses (e.g., language arts and mathematics), including classroom work, end-of-year/semester exams, and teacher observations (Attach academic history, report card, or transcript.)
- the student's performance in higher-level courses (e.g., honors, advanced placement) or in postsecondary courses through dual enrollment (Attach academic history, report card, or transcript.)
- other _____

7. To be eligible for the FCAT waiver, the student must have participated in intensive remediation during the senior year. Specify the student's participation and performance in intensive remediation activities for FCAT Reading and FCAT Mathematics. (Describe and attach documentation.)

SECTION FOUR: IEP TEAM RECOMMENDATION

Based on its consideration of information regarding the student--including disability, academic performance, FCAT performance and accommodations provided, and demonstration of mastery of the Grade 10 Sunshine State Standards as assessed by the Grade 10 FCAT--the IEP team has determined that:

- | | NA | Yes | No |
|---|--------------------------|--------------------------|--------------------------|
| ■ the passing score for the Grade 10 FCAT Reading should be waived. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ the passing score for the Grade 10 FCAT Mathematics should be waived. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The IEP team has informed the student and the parent of the district's obligation to provide appropriate remediation and additional opportunities to take and pass the FCAT and provide the student with a free appropriate public education until the student turns 22 or the end of the semester or school year in which the student turns 22, in accordance with the school district's policy, or receives a standard diploma, whichever occurs first.

Yes No

SIGNATURES

Student: _____ Parent/Guardian: _____

Teacher: _____

Teacher: _____

LEA Representative: _____ Title of LEA Rep: _____

Other: _____

SECTION FIVE: REVIEWING AUTHORITY

The signature of the principal or designee signifies that the IEP team has completed the FCAT waiver form in its entirety. The signature does not indicate approval of the IEP team's decision or that the student is going to be awarded a standard high school diploma. The standard high school diploma will only be awarded when the student meets the state's 24 credit/course and 2.0 grade point average requirement and any other district requirements for graduation with a standard diploma.

All the required documentation has been completed and attached. Yes No

This student has met the state's 24 credit/course and 2.0 grade point average requirement and any other district requirements for graduation with a standard diploma. Yes No

School Principal or Designee: _____ Date: _____

Title of Designee: _____

As a condition of graduation with a standard diploma, this student has met the state's 24 credit/course and 2.0 grade point average requirement and any other district requirements.

Superintendent or Designee: _____ Date: _____

Title of Designee: _____

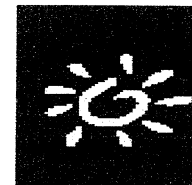
REQUIRED ATTACHMENTS AND/OR DESCRIPTIONS (District and State Monitoring Use Only)

- FCAT scores and accommodations provided (*if not included on page 2*)
- Documentation of accommodations and/or modifications provided in the classroom or other information (*see question #5*)
- Other test scores, academic history, report card, transcript, or a description of the student's performance (*see question #6*)
- Documentation of intensive remediation activities (*see question 7*)

File the completed waiver form and required attachments and/or descriptions in the student's cumulative folder.

APPENDIX J
Checklist for Procedures for Special Exemption
From Graduation Test Requirements for Students with
Disabilities Seeking a Standard High School Diploma
(Rule 6A-1.09431, FAC)

**CHECKLIST FOR PROCEDURES FOR SPECIAL EXEMPTION
FROM GRADUATION TEST REQUIREMENTS FOR STUDENTS
WITH DISABILITIES SEEKING A STANDARD HIGH SCHOOL
DIPLOMA (RULE 6A-1.09431, FAC)**



Request Requirements: A request may be made to the Commissioner for an exemption under extraordinary circumstances for a student with a disability with an individual educational plan (IEP) (learning process deficits and cognitive deficits do **not** constitute extraordinary circumstances). The student may be exempt from any or all sections of the test required for high school graduation with a standard diploma. The written request must

- come from the district school superintendent at least one semester before the anticipated graduation date submitted on district letterhead via US mail to Dr. Cornelia Orr, Florida Department of Education, Office of Assessment and School Performance, 325 West Gaines Street, Suite 414, Tallahassee, FL 32399-0400
- be due to extraordinary circumstances that would cause the test to reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement
- include the following documentation:
 - ___ a written description of the student's disabling condition, including a specific description of the student's impaired sensory, manual, or speaking skills and the extraordinary circumstances of the request
 - ___ written documentation of the most recent and other available re-evaluation or psychological reports and course transcript
 - ___ a written description of the disability's effect on the student's achievement
 - ___ a written description of accommodations or modifications provided in the student's high school course of study
 - ___ written evidence that the student has had the opportunity to learn the skills being tested, has been prepared to participate in the testing program, and has been provided appropriate test accommodations
 - ___ written evidence that the manifestation of the student's disability prohibits the student from responding to the written test even when the appropriate accommodations are provided, so that the result of the testing reflects the student's impaired sensory, manual, or speaking skills rather than the student's achievement
 - ___ written description of academic accomplishments indicating mastery of skills assessed on the graduation test.

Note: Students who are granted an exemption must meet all other criteria for graduation with a standard diploma.

APPENDIX K
Florida/Miami-Dade Virtual School
Course Offerings

Florida/Miami-Dade Virtual School

Refer to the respective school's website for the most updated list of courses.

| <u>Course</u> | <u>Florida Course</u> | <u>Credit Value</u> |
|-------------------------------------|-----------------------|---------------------|
| ART | | |
| *AP Art History | 0100300 | 1.0 |
| BUSINESS TECHNOLOGY | | |
| * Computing for College and Careers | 8209020 | 1.0 |
| *Web Design I | 8207110 | 1.0 |
| Web Design II | 8207120 | 1.0 |
| COMPUTER SCIENCE | | |
| *AP Computer Science A | 0200320 | 1.0 |
| Computer Programming Basic I | 0201330 | 0.5 |
| FOREIGN LANGUAGE | | |
| Chinese I | 0711300 | 1.0 |
| <u>Chinese II</u> | <u>0711310</u> | <u>1.0</u> |
| **French I | 0701320 | 1.0 |
| **French II | 0701330 | 1.0 |
| Latin I | 0706300 | 1.0 |
| Latin II | 0706310 | 1.0 |
| Latin III | 0706320 | 1.0 |
| *Spanish I | 0708340 | 1.0 |
| *Spanish II | 0708350 | 1.0 |
| *Spanish III | 0708360 | 1.0 |
| HEALTH | | |
| *Life Management Skills | 0800300 | 0.5 |
| LANGUAGE ARTS | | |
| *English I / English I Honors | 1001310/1001320 | 1.0 |
| *English II / English II Honors | 1001340/1001350 | 1.0 |
| *English III / English III Honors | 1001370/1001380 | 1.0 |
| *English IV / English IV Honors | 1001400/1001410 | 1.0 |
| AP English Language & Composition | 1001420 | 1.0 |
| AP English Literature & Composition | 1001430 | 1.0 |
| MATHEMATICS | | |
| *Algebra I / Algebra I Honors | 1200310/1200320 | 1.0 |
| Algebra II / Algebra II Honors | 1200330/1200340 | 1.0 |
| <u>Algebra IB</u> | <u>1200380</u> | <u>1.0</u> |
| *AP Calculus AB | 1202310 | 1.0 |
| <u>AP Calculus BC</u> | <u>1202320</u> | <u>1.0</u> |
| <u>AP Statistics</u> | <u>1210320</u> | <u>1.0</u> |
| Geometry / Geometry Honors | 1206310/1206320 | 1.0 |
| Liberal Arts Math | 120800 | 1.0 |
| Pre-Calculus | 1202340 | 1.0 |

| Course | Florida Course Code Traditional/Honors | Credit Value |
|--|---|--------------|
| PHYSICAL EDUCATION | | |
| Adaptive Personal Fitness IEP or 504 Plan | 1500300 | 0.5 |
| Fitness Lifestyle Design | 1501310 | 0.5 |
| *Personal Fitness | 1501300 | 0.5 |
| RESEARCH AND CRITICAL THINKING SKILLS | | |
| Critical Thinking and Study Skills | 1700370 | 0.5 |
| *SAT Prep | 1700370 | 0.5 |
| SCIENCE | | |
| *AP Biology | 2000340 | 1.0 |
| *Biology / Biology Honors | 2000310/2000320 | 1.0 |
| Chemistry / Chemistry Honors | 2003340/2003350 | 1.0 |
| *Earth Space Science / Earth Space Honors | 2001310/2001320 | 1.0 |
| Marine Science / Marine Science Honors | 2002500/2002510 | 1.0 |
| Physics / Physics Honors | 2003380/2003390 | 1.0 |
| **Physical Science | 2003310 | 1.0 |
| SOCIAL STUDIES | | |
| *American Government / Amer. Gov't. Honors | 2106310/2106320 | 0.5 |
| American History / American History Honors | 2100310/2100320 | 1.0 |
| <u>American History - Conspiracy Code</u> | <u>2100310</u> | <u>1.0</u> |
| AP U.S. Government and Politics | 2106420 | 0.5 |
| AP U.S. History | 2100330 | 1.0 |
| AP Microeconomics | 2102360 | 0.5 |
| AP Macroeconomics | 2102370 | 0.5 |
| *Economics / Economics Honors | 2102310/2102320 | 0.5 |
| Global Studies | 2104320 | 1.0 |
| <u>Psychology I</u> | <u>2107300</u> | <u>0.5</u> |
| World History / World History Honors | 2109310/2109320 | 1.0 |

* also offered by Miami-Dade Virtual School

** only offered by Miami-Dade Virtual School

| Middle School Course Offerings | | |
|---|-----------------------|---------------------|
| Course | Florida Course | Credit Value |
| ART | | |
| M/J Orientation to Art 2-D | 2300040 | 0.5 |
| BUSINESS EDUCATION | | |
| M/J Keyboarding | 8200110 | 0.5 |
| <u>CAREER AND TECHNICAL BASIC</u> | | |
| <u>M/J Career and Technical Basic</u> | <u>2305000</u> | <u>0.5</u> |
| FOREIGN LANGUAGE | | |
| M/J Spanish I | 0708000 | 1.0 |
| LANGUAGE ARTS | | |
| M/J Language Arts 1 /M/J LA 1 Advanced | 1001010/1001020 | 1.0 |
| M/J Language Arts 2 /M/J LA 2 Advanced | 1001040/1001050 | 1.0 |
| M/J Language Arts 3 /M/J LA 3 Advanced | 1001070/1001080 | 1.0 |
| M/J Reading I | 1008010 | 1.0 |
| MATHEMATICS | | |
| M/J Mathematics 1 /M/J Math 1 Advanced | 1205010/1205020 | 1.0 |
| M/J Mathematics 2 /M/J Math 2 Advanced | 1205040/1205050 | 1.0 |
| M/J Mathematics 3 /M/J Math 3 Advanced | 1205070/1205080 | 1.0 |
| SCIENCE | | |
| M/J Comprehensive Science 1 /M/J C. S. 1 Advanced | 2002040/2002050 | 1.0 |
| M/J Comprehensive Science 2 /M/J C. S. 2 Advanced | 2002070/2002080 | 1.0 |
| M/J Comprehensive Science 3 /M/J C. S. 3 Advanced | 2002100/2002110 | 1.0 |
| SOCIAL STUDIES | | |
| M/J World Cultures/World Cultures Advanced | 2105020/2105030 | 1.0 |
| M/J U.S. History / U.S. History Advanced (8th) | 2100010/2100020 | 1.0 |
| M/J World Geography (7th) | 2103010 | 1.0 |

APPENDIX L
Florida Bright Futures Scholarship Program

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Bright Futures Scholarship Program is the umbrella program for state-funded post-secondary scholarships based on academic achievement of high school students. Specific criteria for each of the three scholarships are provided below:

Florida Academic Scholars Award

~~*Award Level*—100% of tuition and fees (including lab fees up to \$300 per semester) plus \$300 per semester for college-related expenses pro-rated by term and hours at a Florida public institution or comparable amount at a private institution.~~

~~*Grade Point Average*—3.5 weighted Grade Point Average (GPA) (based on Statewide Florida Bright Futures Scholarship Program Weighting System) using the 15 required credits listed below.~~

~~*Required Credits*—a total of 15 credits in the following areas: 4 English (3 with substantial writing), 3 mathematics (Algebra I and above), 3 natural science (2 with substantial lab), 3 social science, and 2 foreign language in the same language. Courses must appear on the list of approved courses for admission to the State University System which appears in the *Florida Counseling for Future Education Handbook*.~~

~~*Community Service*—75 hours~~

~~*Test Scores*—Best composite score of 1270 SAT or 28 ACT~~

~~*Other Ways to Qualify:*~~

~~Achieving status as National Merit or Achievement Scholar or Finalist~~

~~Earn the International Baccalaureate or the Advanced International Certificate of Education diploma~~

~~Complete the International Baccalaureate or the Advanced International Certificate of Education curriculum with scores of 1270 SAT or 28 ACT~~

~~Recognized as a scholar recipient by the National Hispanic Scholars Program~~

~~Early admission with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in curriculum courses completed.~~

~~Three-year, 18-credit college preparatory program with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 15 required credits.~~

~~GED with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 15 required credits.~~

~~Florida Medallion Scholars Award~~

~~*Award Level*—For students enrolling in a Florida community college, 100% of tuition and fees for college credit course leading to an associates degree (including lab fees up to \$200 per semester), 75% of tuition and fees (including lab fees up to \$300 per semester) prorated by term and hours at an other Florida public institution, or comparable amount at a private institution.~~

~~*Grade Point Average*—3.0 weighted GPA (based on Statewide Florida Bright Futures Scholarship Program Weighting System) using the 15 credits listed under Florida Academic Scholars Award, page 125.~~

~~*Required Credits*—same credits as required for the Florida Academic Scholars Award~~

~~*Community Services*—no requirement for the scholarship award~~

~~*Test Scores*—Best composite score of 970 SAT or 20 ACT~~

~~*Other Ways to Qualify:*~~

~~Completion of International Baccalaureate or the Advanced International Certificate of Education curriculum with 970 SAT or 20 ACT~~

~~National Merit or Achievement Scholars or finalists and National Hispanic Scholars without completing 75 hours of community service~~

~~Early Admission with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in curriculum courses completed~~

~~Three year, 18-credit college preparatory program with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the above 15 required credits.~~

~~GED with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the above 15 required credits.~~

~~It should be noted that students enrolled in either one of the two accelerated graduation programs, i.e., the standard college preparatory program and the career preparatory program, are eligible to apply for the Florida Academic Scholars Award and the Florida Medallion Scholars Award.~~

~~Florida Gold Seal Vocational Scholars Award~~

~~Beginning in 2007-08, 9th grade students must earn a 3.0 weighted GPA using the new 16 core credits required for graduation: 4 English, 4 Mathematics (including Algebra I), 3 Natural Science (2 with substantial lab), 3 Social Science (1 American History, 1 World History, .5 American Government, .5 Economics), 1 Fine Art, and 1 Physical Education (to include integration of health) to qualify for the Florida Gold Seal Vocational Scholars award.~~

~~*Award Level*—75% of tuition and fees (including lab fees up to \$300 per semester) at a Florida public institution or comparable amount at a private institution~~

~~Grade Point Average~~ 3.0 weighted GPA (based on the Statewide Florida Bright Future Scholarship Program Weighting System) using the 15.5 core courses required for graduation and a 3.5 unweighted GPA for three job preparatory courses.

~~Required Credits~~ Credit must be in the 15.5 core courses required for high school graduation.

| | |
|--|--|
| 4 English 3 Mathematics, 3 Natural Science, 3 Social Science: 1.0 World History 1.0 American History 0.5 American Gov't 0.5 Economics | 0.5 Practical Arts and 0.5 Performing Arts, 0.5 Life Management, 0.5 Physical Education, 0.5 Personal Fitness, plus a minimum of 3 sequential courses in vocational job preparatory or technology education credits in one vocational program. |
|--|--|

~~Community Service~~ No requirement for the scholarship

~~Test Scores:~~

| Common Placement Test (CPT) | | SAT | | ACT | |
|--|---------------|------------------------|----------------|------------------------|---------------|
| Reading | 83 | Reading | 440 | Reading | 18 |
| Sentence Skills | 83 | Mathematics | 440 | English | 17 |
| Algebra | 72 | | | Mathematics | 19 |

~~Other Ways to Qualify:~~

~~The other ways to qualify listed below must also include a 3.5 unweighted GPA in a minimum of 3 career technical credits in one career technical program and the minimum test scores listed above.~~

~~GED with a 3.0 weighted GPA using the core credits required for the selected high school graduation option.~~

~~The three-year, 18-credit career preparatory program with a 3.0 weighted GPA using the 13 core credits required for high school graduation (English 4, mathematics 3, science 3, and social science 3).~~

~~The three-year, 18-credit college preparatory program with a 3.0 weighted GPA using the 15 core credits required for high school graduation (English 4, mathematics 3, science 3, social science 3, and foreign language 2).~~

Florida Bright Futures Scholarship Program
Requirements for 2009-2010 Applicants

| | <u>FLORIDA ACADEMIC SCHOLARS AWARD (FAS)</u> | <u>FLORIDA MEDALLION SCHOLARS AWARD (FMS)</u> | <u>FLORIDA GOLD SEAL VOCATIONAL AWARD (GSV)</u> |
|---|---|---|--|
| <p align="center"><u>AWARD AMOUNT</u> A student may receive funding for only one award (FAS, FMS, or GSV)</p> | <p><i>Public Institution - An award equal to 100% of tuition & allowable fees, plus the specified amount established by the Florida Legislature for college-related expenses (excluding summer term) prorated by term and hours.</i></p> <p><i>Private Institution - Fixed award amount based on 100% of the average tuition and allowable fees covered at a comparable Florida public institution including the specified amount established by the Florida Legislature for college-related expenses (excluding summer term) prorated by term and hours.</i></p> | <p><i>Public Community College - An award equal to 100% of tuition and allowable fees for college credit courses leading to an associate degree (excluding summer term).</i></p> <p><i>Other Public Institutions- An award equal to 75% of tuition and allowable fees (excluding summer term).</i></p> <p><i>Private Institution - Fixed award amount based on 75% of the average tuition and allowable fees covered at a comparable Florida public institution (excluding summer term) prorated by term and hours.</i></p> | <p><i>Public Institution - An award equal to 75% of tuition & allowable fees (excluding summer term).</i></p> <p><i>Private Institution - Fixed award amount based on 75% of the average tuition and allowable fees covered at a comparable Florida public institution (excluding summer term) prorated by term and hours.</i></p> |
| <p align="center"><u>GRADE POINT AVERAGE (GPA)</u> Additional weighting for more challenging, higher level courses, i.e., 1.0 credit course = .50, .5 credit course = .25</p> | <p>3.5 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below.</p> <p>(Note: GPAs are not rounded)</p> | <p>3.0 weighted GPA using the credits listed below, combined with the test scores listed below.</p> <p>(Note: GPAs are not rounded)</p> | <p>3.0 weighted GPA using the 16 credits listed below for a 4-year diploma and a 3.5 unweighted GPA in a minimum of 3 career/technical job-preparatory or technology education program credits in one career/technical education program).</p> <p>(See "Other ways to Qualify" for 3-year graduation options.)</p> <p>(Note: GPAs are not rounded)</p> |
| <p align="center"><u>REQUIRED CREDITS</u> See Comprehensive Course Table on Bright Futures Web site to identify courses that count toward each award level.</p> | <p>Courses must include 15 credits of college preparatory academic courses: 4 English (3 with substantial writing) 3 Math (Algebra I and</p> | <p>Courses must include 15 credits of college preparatory academic courses: 4 English (3 with substantial writing) 3 Math (Algebra I and</p> | <p>For students who entered 9th grade in 2007-2008 courses must include the 16 core credits required for high school graduation: 4 English 4 Math</p> |

| | | | |
|--|--|--|---|
| | <u>above)</u> <u>3 Natural Science</u> <u>(2 with substantial lab)</u> <u>3 Social Science</u> <u>2 Foreign Language (in</u> <u>the same language)</u> <u>May use up to 3 additional</u> <u>credits in the academic</u> <u>areas listed above and/or</u> <u>fine arts AP, IB, or AICE</u> <u>courses to raise the GPA.</u> | <u>above)</u> <u>3 Natural Science</u> <u>(2 with substantial lab)</u> <u>3 Social Science</u> <u>2 Foreign Language (in</u> <u>the same language)</u> <u>May use up to 3 additional</u> <u>credits in the academic</u> <u>areas listed above and/or</u> <u>fine arts AP, IB, or AICE</u> <u>courses to raise the GPA.</u> | <u>3 Science</u> <u>3 Social Science</u> <u>1 Performing Fine Arts</u> <u>1 Physical Education</u> <u>(See "Other Ways to</u> <u>Qualify" for 3-year</u> <u>graduation options.)</u> |
| <u>COMMUNITY SERVICE</u> | <u>75 hours, as approved by</u> <u>M-DCPS</u> | <u>Not required</u> | <u>Not required</u> |
| <u>TEST SCORES</u> <u>Sections of the SAT, ACT,</u> <u>or CPT from different test</u> <u>dates may be used to</u> <u>meet the test criteria.</u> <u>For spring eligibility</u> <u>evaluations, test dates</u> <u>through the end of January</u> <u>will be admissible.</u> <u>For summer eligibility</u> <u>evaluations, test dates</u> <u>through the end of June</u> <u>will be admissible.</u> | <u>Best composite score of</u> <u>1270 SAT Reasoning Test</u> <u>or 28 ACT</u> <u>Note: The new writing</u> <u>sections for both the SAT</u> <u>and ACT will not be used</u> <u>in the composite.</u> <u>SAT Subject Tests are not</u> <u>used for Bright Futures</u> <u>eligibility.</u> <u>(ACT scores are rounded</u> <u>up for scores with .5 and</u> <u>higher; SAT scores do not</u> <u>require rounding.)</u> | <u>Best composite score of</u> <u>970 SAT Reasoning Test</u> <u>or 20 ACT</u> <u>Note: The new writing</u> <u>sections for both the SAT</u> <u>and ACT will not be used</u> <u>in the composite.</u> <u>SAT Subject Tests are not</u> <u>used for Bright Futures</u> <u>eligibility.</u> <u>(ACT scores are rounded</u> <u>up for scores with .5 and</u> <u>higher; SAT scores do not</u> <u>require rounding.)</u> | <u>Students must earn the</u> <u>minimum score on each</u> <u>section of the CPT or SAT</u> <u>or ACT.</u> <u>Sections of different test</u> <u>types may not be</u> <u>combined.</u> <u>CPT Reading 83</u> <u>Sentence Skills 83</u> <u>Algebra 72</u> <u>SAT Reasoning Test</u> <u>Critical Thinking 440</u> <u>Math 440</u> <u>ACT English 17</u> <u>Reading 18</u> <u>Math 19</u> |
| <u>OTHER WAYS TO</u> <u>QUALIFY</u> <u>Initial eligibility criteria</u> <u>used in "Other Ways to</u> <u>Qualify" must be met by</u> <u>high school graduation.</u> | <u>National Merit or</u> <u>Achievement Scholars</u> <u>and Finalists;</u> <u>National Hispanic</u> <u>Scholars;</u> <u>IB Diploma recipients;</u> <u>Students who have</u> <u>completed the IB</u> <u>curriculum with best</u> <u>composite score of 1270</u> <u>SAT or 28 ACT;</u> <u>AICE Diploma recipients;</u> <u>Students who have</u> <u>completed the AICE</u> <u>curriculum with best</u> <u>composite score of 1270</u> <u>SAT or 28 ACT;</u> <u>GED with best composite</u> <u>score of 1270 SAT or 28</u> <u>ACT and a 3.5 weighted</u> <u>GPA in the above 15</u> <u>required credits;</u> <u>Early Admissions with best</u> <u>composite score of 1270</u> | <u>National Merit or</u> <u>Achievement Scholars and</u> <u>Finalists and National</u> <u>Hispanic Scholars who</u> <u>have not completed 75</u> <u>hours of community</u> <u>service;</u> <u>Students who have</u> <u>completed the IB</u> <u>curriculum with best</u> <u>composite score of 970</u> <u>SAT or 20 ACT;</u> <u>AICE Diploma recipients</u> <u>who have not completed</u> <u>75 hours of community</u> <u>service;</u> <u>Students who have</u> <u>completed the AICE</u> <u>curriculum with best</u> <u>composite score of 970</u> <u>SAT or 20 ACT;</u> <u>GED with best composite</u> <u>score of 970 SAT or 20</u> <u>ACT and a 3.0 weighted</u> | <u>The other ways to qualify</u> <u>listed below must also</u> <u>include a 3.5 unweighted</u> <u>GPA in a minimum of 3</u> <u>career education credits in</u> <u>one career education</u> <u>program and minimum test</u> <u>scores listed above.</u> <u>3-year Career Preparatory</u> <u>diploma with 3.0 weighted</u> <u>GPA using the 13 core</u> <u>credits required for</u> <u>graduation listed below:</u> <u>4 English (3 with</u> <u>substantial writing)</u> <u>3 Math (including</u> <u>Algebra I)</u> <u>3 Natural Science (2 with</u> <u>substantial lab)</u> <u>3 Social Science;</u> <u>3-year College Preparatory</u> <u>diploma with 3.0 weighted</u> |

| | | | |
|--|--|--|---|
| | <u>SAT or 28 ACT and a 3.5 weighted GPA in courses completed; or</u> <u>3-year college preparatory program with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 15 required credits.</u> | <u>GPA in the above 15 required credits; or</u> <u>3-year college preparatory program with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the above 15 required credits.</u> | <u>GPA using the 15 core credits required for graduation listed below:</u> <u>4 English (3 with substantial writing)</u> <u>3 Math (Algebra I and above)</u> <u>3 Natural Science (2 with substantial lab)</u> <u>3 Social Science</u> <u>2 Foreign Language; or</u> <u>GED with 3.0 weighted GPA using the core credits required for the selected high school graduation program (standard, career, or college).</u> |
|--|--|--|---|

Additional information on the Bright Futures Scholarship Program may be obtained on the internet: www.floridastudentfinancialaid.org/ssfad/bf or you may call toll free 1-888-827-2004.

APPENDIX M
ADMISSION AND GRADUATION REQUIREMENTS FOR STUDENTS
WITH DISABILITIES AT POST SECONDARY CAREER TECHNICAL CENTERS - GUIDELINES

ADMISSION AND GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES AT POST-SECONDARY CAREER TECHNICAL CENTERS - GUIDELINES

M-DCPS adheres to a policy of nondiscrimination in requirements for admission to and graduation from programs offered at post-secondary career technical centers operated by the district. The district will provide on a case-by-case basis, waivers, accommodations, and reasonable substitutions in meeting the admission and graduation requirements for students with disabilities.

I. GENERAL PROCEDURES

A. Eligibility

To identify persons eligible for waivers, accommodations, and reasonable substitutions due to hearing and vision impairment, dyslexia, or other specific learning disability:

Each career technical center will designate a qualified counselor to serve as the primary contact point for persons seeking waivers, accommodations, and reasonable substitutions. In order to identify qualified persons, all students will be advised of the opportunity to identify a disabling condition that requires special consideration in order to request waivers, accommodations, and reasonable substitutions. In addition, they will be asked to supply documentation to verify the disabling condition. All of this information will be maintained in confidence.

B. Identification of Waivers, Accommodations, and Reasonable Substitutions

To identify waivers, accommodations, and reasonable substitutions as criteria for admission to the institution, admission to a program of study, entry to upper division, or graduation related to each disability:

M-DCPS adheres to a policy of open admission to vocational technical centers. The district will establish a committee to periodically review various program requirements and identify potential barriers related to specific disabling conditions.

Inservice training for the career technical center faculty and staff will be provided to assist in identifying the need for waivers, accommodations, reasonable substitutions, and in implementing procedures to support M-DCPS policy.

C. Communications

To make designated waivers, accommodations, and reasonable substitutions known to affected persons:

The existence of a mechanism for waivers, accommodations, and reasonable substitutions will be printed in *Curriculum Bulletin-I*, student handbooks, and faculty handbooks.

D. Process

To make waiver, accommodation, and reasonable substitution decisions on an individual basis:

Following enrollment in any program or course offered at a post-secondary career technical center, a student may request a waiver, accommodation, or a reasonable substitution. The teacher will evaluate the request to determine need.

All teacher decisions regarding waivers, accommodations, and reasonable substitutions will be forwarded to and maintained by the designated counselor.

E. Appeal

To appeal a denial of a waiver, accommodation, and reasonable substitution or to appeal a determination of ineligibility:

A student may appeal the denial of a waiver, accommodation, and reasonable substitution by submitting a request to the designated counselor who will forward it to a school level committee composed of an administrator, counselor, teacher, and department chairperson.

If an appeal is denied at the career technical center it will be submitted to a district review committee composed of administrators representing the Offices of School Operations, Career Technical Education, and Civil Rights Compliance to assure that the student has been afforded due process. The decision of the district review committee is final.

II. RECORD KEEPING

Each request for a waiver, accommodation, and reasonable substitution will be maintained in the student's permanent record. Records will also be maintained on all decisions regarding requests, approvals, denials, and appeals.

APPENDIX N
Approved Elective Courses

APPROVED ELECTIVE COURSES

POLICY: Freshman applicants to the State University System (SUS) must have three additional high school credits as electives.

Students and counselors are advised to consider carefully the importance of elective coursework. Completion of the required 18 credits for SUS admission guarantees acceptance only in the case of Talented 20 students. Therefore the stronger an applicant's preparation (including electives), the better are the chances of admission in general and to the university of choice specifically.

Students must take one of three "paths" to satisfy electives. The three paths may not be mixed and the path to be followed depends on one condition only: the date the student is an entering high school freshman.

PATH ONE Students who entered as high school freshmen prior to July 1, 2000 may complete the three elective requirements in any combination of courses listed in the Department of Education Course Code Directory, as follows:

Up to three credits of:

- Level II courses in
 - English/Language Arts
 - Mathematics
 - Natural Science
 - Social Science
 - Foreign Language
 - Fine Arts

- Level III courses in any discipline

- Grade nine or above courses in

- Humanities
- Computer Science

- Dual enrollment courses for which both high school and postsecondary credits are granted

- Equivalent courses in any discipline as determined by the Articulation Coordinating Committee

Up to two credits of:

- Courses grade nine or above in:
 - ROTC/Military Training
 - Vocational Education

Up to one credit of:

- Courses in:
 - Research
 - Leadership Skills Development
 - Executive Internship
 - Physical Education and Life Management Skills

PATH TWO Students who entered as high school freshmen between July 1, 2000 and June 30, 2004, may complete the three elective requirements in any combination of courses listed in the Department of Education Course Code Directory, as follows:

Up to three credits of:

- Level II courses in:
 - English/Language Arts
 - Mathematics
 - Natural Science
 - Social Science
 - Foreign Language
 - Fine Arts

- Level III courses in any discipline

- Dual enrollment courses for which both high school and postsecondary credits are granted

Up to one credit of:

- Courses grade nine or above in ROTC/Military Training
- Equivalent courses in any discipline as determined by the Articulation Coordinating Committee (A list of courses appears in the Counseling for Future Educators Handbook.)

PATH THREE - Students who entered as high school freshmen July 1, 2004, or later may complete the three elective requirements in the combination of course in the Department of Education Course Code Directory, as follows:

Three credits in any combination of the following:

- Level II or higher courses in:
 - English/Language Arts
 - Mathematics
 - Natural Science
 - Social Science
 - Foreign Language
- Level III courses in the same or related disciplines, including Fine Arts
- College credit dual enrollment courses

OR

- Two credits of Level II or higher courses in English/Language Arts, Mathematics, Natural Science, Social Science, and/or Foreign Language; plus

- One credit in one of the following:

- Courses grade nine or above in ROTC/Military Training;
- Courses classified as Level II by the Florida Course Code Directory in art-visual arts, dance, drama-theatre arts, or music; or
- Equivalent courses in any discipline as determined by the Articulation Coordinating Committee (A list of courses appears in the *Counseling for Future Educators Handbook*.)

APPENDIX O
Same Second Language Proficiency

SAME SECOND LANGUAGE PROFICIENCY

Documentation of proficiency in a same second language for a student whose native language is not taught by a high school or for which a commercially developed test is not available may be accomplished by means of one of the following methods:

- provision of an official transcript indicating that the student previously took (and passed with a "C" or higher ["B" or higher for students enrolled in the three-year college preparatory program]) at least two years of language arts in his/her native language;
- a notarized letter from the education attached with the consulate office or embassy representing the student's country and language of origin indicating that the student is proficient at a level at least equivalent to two years of formal instruction in the language of origin;
- a statement from a transcript evaluation company, such as World Education Services, documenting proficiency;
- use of an assessment instrument developed by the U. S. Foreign Service, Central Intelligence Agency (CIA), or the U. S. Armed Forces, if such an instrument were made available; or
- use of the International General Certificate of Secondary Education examinations (Cambridge International Exams), which are available in the following foreign languages: English as a Second Language, Dutch, French, German, Indonesian, Italian, Latin, Malay, Mandarin, Chinese, Portuguese, and Spanish. Note: A school must be registered with Cambridge International Center in order to administer the examination, but Cambridge does not require a student to be enrolled in a Cambridge course to take the examination.

Course number 079192001 (Bright Futures Foreign Language Proficiency Waiver - Local Documentation Required) should be used on the student's transcript to indicate the demonstration of proficiency and subsequent waiver of the same second language requirement.

APPENDIX P
Options for High School Seniors
Who Have Not Passed
The FCAT

OPTIONS FOR HIGH SCHOOL SENIORS WHO HAVE NOT PASSED THE FCAT

The following information is from a Florida Department of Education publication that you may wish to share with students having difficulty passing the FCAT graduation test:

High school seniors who have not passed the FCAT graduation test, which is required for graduation, have several alternatives. Following is a list of options directed at senior high school students taken from a Florida Department of Education publication, entitled *Stay in the Loop!*:

Take the FCAT Again.

Your school has the know-how to teach the skills you need for the FCAT. Take advantage of it! Sign on for extra instruction you will be offered; do your best; and take the FCAT again in June. You can also sign up for summer school or come back to school for part of next year in order to brush up on your skills so you'll be ready for the FCAT.

Take the GED Exit Option.

Take the GED.

Take a CPT- Eligible Certificate of Completion, then continue your education.

If you earn the 24 required course credits and have at least a 2.0 GPA or higher, you can receive a CPT-eligible certificate of completion. That will let you enroll in community college or postsecondary career and technical education programs. Take the Common Placement Test (CPT) and, if you make a high enough score, you can take college credit courses. Even if you don't make the cut-off score, you can start with remedial courses at the community college and later you may be able to take college credit courses.

Take a Certificate of Completion, then continue your education.

If you earn the required 24 course credits but don't have a 2.0 GPA or higher, you can receive a certificate of completion. The certificate of completion does not carry any of the privileges of a standard high school diploma, so you still need to sign up for summer school, return to school next year, or enroll in a GED preparation program.

Take Courses Through Adult High School.

Once you are out of school, you can sign up for adult high school credit courses. You will still need to pass the courses and pass the FCAT to get a diploma, but you can continue your education.

Take the GED as an Adult.

Once you are out of school, you can sign up for an adult education GED preparation program. This program is offered at technical centers, adult and community education centers, and community colleges. If you pass the GED tests, you can receive a state of Florida diploma.

Options for Students with an Individual Education Plan (IEP).

Some students with disabilities are eligible for an FCAT waiver.

- Students with disabilities who have not yet earned a standard diploma may stay in school until their 22nd birthday.

APPENDIX Q
Comparison of Individual Student Plans

Comparison of Individual Student Plans

| Plan Element | Progress Monitoring Plan (PMP) | Individual Education Plan (IEP) | Section 504 Plan | English Language Learner (ELL) Plan |
|-------------------------------------|---|--|--|--|
| Authority | Section 1008.25(4), F.S. | Individuals with Disabilities Education Act and Rule 6A-6.03028, FAC | Section 504 of the Rehabilitation Act of 1973 | Consent Decree, <i>LULAC et. al. v. State Board of Education</i> (1990) |
| Purpose | To assist the student in meeting state and district expectations for proficiency for promotion in reading, writing, mathematics, and science | To address the unique educational needs of a student with a disability to ensure a free and appropriate public education | To provide students with disabilities equal opportunity to benefit from educational programs, services, or activities as is provided their nondisabled peers | To ensure the provision of appropriate services to students with limited English proficiency and to monitor the progress made by such students |
| Target Audience/Student Eligibility | Students who do not meet specific levels of performance as determined by the district School Board in reading, writing, mathematics, and science for each grade level, or who do not meet specific levels of performance as determined by the Commissioner of Education on statewide assessments at selected grade levels | Students who meet the eligibility requirements under IDEA and State Board of Education Rules must have an IEP developed and implemented. | Students with a current physical or mental impairment which substantially limits one or more major life activities | Students identified through a home language survey and oral/aural and reading/writing assessments to be limited English proficient |

| | | | | |
|--------------------|--|--|--|--|
| Goals | Identification of the desired level of performance in area(s) of deficiency in reading, specifically in the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary | Identification of measurable annual goals to address the student's priority educational needs | n/a | Develop as effectively and efficiently as possible each child's English language proficiency and academic potential and to ensure equal access to programming and comprehensible instruction. |
| Basis | Identify the student's specific area(s) of deficiency in reading, specifically in the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary | Identify present levels of educational performance (effects of the disability) including the strengths of the students and how the disability affects his/her progress in the general education curriculum | Determination of necessary accommodations based on the individual needs of the student | Identification of eligible students through a home language survey and subsequent oral/aural and reading/writing assessments |
| Monitoring | Schools must also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. | Statement of how progress toward annual goals will be measured. | Periodic reevaluations are required, but no specific timeframe is provided.. | Until reclassification as English proficient using same or comparable assessment, procedures, or standards as at entry; also two years post-exit |
| Parent Involvement | The school must collaborate with the parent of any student involved in the school-wide PMP process . | Parents are integral members of the student's IEP team; documentation is required demonstrating that the parent was afforded the opportunity to participate. | Parents are not required by law to be members of the 504 Committee, although best practice dictates that they have involvement in the evaluation and placement process. Federal law requires schools to provide parents regarding the procedural protection provision. | Parent involvement shall be promoted by the establishment of Parent Leadership Councils at the school or district level in addition to the training and promotion of parents of ELL students on other advisory councils in the district. |

| | | | | |
|--------------------|--|--|--|--|
| Service Delivery | Identification and provision of the instructional and support services to be provided to meet the desired levels of performance | Identification and delivery of special education and related services, accommodations, and/or modifications | Individualized based on the student's required accommodations and/or modifications | Intensive English language instruction and instruction in basic subject that are comprehensible and equal to that provided to English proficient students in scope, sequence, etc. |
| Combinations | n/a | For students eligible for services under the IDEA, districts may consider keeping the student' participation in the school-wide PMP from the IEP to avoid the procedural safeguards inherent to the IEP. | n/a | The ELL Student plan may be combined with an IEP |
| Other Requirements | District school boards shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation. | An IEP may suffice for the PMP process. | There are no specific requirements for the content of a Section 504 plan; the plan identifies the services or accommodations to be provided to the eligible student. Students eligible for a Section 504 plan may also participate in the school-wide PMP process if they are experiencing academic difficulties. | The ELL or Student plan may be included in or attached to an existing student's plan, e.g., IEP, or may be a separate document for a given student or students. |

| | | | | |
|-------------------|------------------------------------|---|--|---|
| FLDOE Contacts | School Improvement 850-245-0422 | ESE Program Development 850-245-0478 5 | Student Support Services 850-922-3727 | Academic Student Achievement Through Language Acquisition 850-245-0414 7 |
|-------------------|------------------------------------|---|--|---|

APPENDIX R
Attendance Implications

ATTENDANCE

There are probably no factors more important to a student's progress in school than regular and punctual attendance. Students who have accumulated ten (10) or more class unexcused absences in an annual course or five (5) or more class unexcused absences in a designated semester course will have quarterly, semester, and final grade(s) withheld pending an administrative screening and completion of assigned interventions by the Attendance Review Committee.

The Attendance Review Committee is comprised of a minimum of a student services representative and an administrator or administrative designee and will provide guidance and support to students with significant absences. This committee will give consideration to all extenuating circumstances surrounding student absences and will prescribe activities designed to mitigate the loss of instructional time. The committee has the authority to issue grades, temporarily withhold grades, or permanently withhold grades. For additional information refer to School Board rule 6Gx13- 5A-1.041, Student Attendance - Specific Responsibilities.

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

**Summaries of State and District Requirements
Related to Student Progression**

Student Progression Plan

Guide



2008 – 2009

Florida Department of Education

• Bureau of Exceptional Education and Student Services • Bureau of School Improvement •

This document was developed by the Bureau of Exceptional Student Education and Student Services in collaboration with the Bureau of School Improvement, Florida Department of Education, to assist school districts, state agencies that support educational programs, and parents in the provision of special programs. This *Guide* is available electronically at <http://www.fldoe.org/ese/pdf/hsguide.pdf>. For additional information on this publication, or for a list of available publications, contact the Clearinghouse Information Center, Bureau of Exceptional Education and Student Services, Room 614 Turlington Building, or the Bureau of School Improvement, Florida Department of Education, Room 314 Turlington Building, Tallahassee, Florida 32399-0400.

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***Student Progression Plan Guide
2008-2009***

Chapter 2

Required Elements of a Student Progression Plan

The district student progression plan is the comprehensive tool designed to assist schools in ensuring that all students are successful and prepared for the next grade level. This document plays a vital role in aligning the strategies, standards, interventions, assessments, and guidelines for curriculum, instruction, and assessment that meet the State Board of Education's Strategic Imperative 2—to set, align, and apply academic curricular and testing standards for all students.

Chapter 2 lists elements that are required by Florida Statutes to be included in student progression plans. These elements are listed with the corresponding statutory citation, as well as the descriptions. In the annual revision of student progression plans, districts should compare their student progression plans with each of the statutory requirements to ensure that every required element is incorporated in the plan in language that is clear and unambiguous. Also, other local policies should be examined to ensure consistency with statutory requirements. Additionally, the district must have policies for informing each student and his or her parent of that student's academic progress.

Resource links are provided, where applicable, under the statutory citations that correspond to the Appendix containing information to assist districts with implementation.

Section 1008.25, Florida Statutes (F.S.), requires each district school board to establish a comprehensive program for student progression that includes standards for evaluating how well each student masters the performance standards (Next Generation Sunshine State Standards). For grades and subjects in which no current state assessments are administered, school districts must establish and assess expected levels of performance for student progression using district-selected assessments such as students' class work, observations, tests, district and other assessments, or other relevant information.

The student progression plan must include the levels of performance on the statewide assessment Florida Comprehensive Assessment Test® (FCAT) below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account the student's learning style. If a student has been retained two or more years, an appropriate alternative placement must be provided, the value of which is determined by the district. Florida law also prohibits the assignment of a student based solely on age or other factors that constitute social promotion.

The student progression plan must specify that any student who exhibits a substantial deficiency in reading based on locally determined assessments or statewide assessments conducted in kindergarten or Grade 1, 2, or 3 must be given intensive reading instruction immediately following the identification of the reading deficiency. If any student in K-3 exhibits a substantial deficiency in reading, the parent must be notified immediately in writing of specific information and the district's criteria and policies for mid-year promotion. If the student's reading deficiency is not remedied by the end of Grade 3, as demonstrated by scoring at Level 2 or above on the reading portion of the Grade 3 FCAT, the student must be retained. The student progression plan must specify that the district school board may exempt students from mandatory retention in Grade 3 who demonstrate a continued deficiency in reading only for good cause. Good cause exemptions are limited in scope as specified in Section 1008.25(6)(b), Florida Statutes. Allocation of remedial and supplemental instruction resources to students is specified in law in a priority order.

The student progression plan must incorporate statutory requirements relative to progress monitoring plans (PMPs), parent notification of elementary reading deficiency; parent notification for retained third graders; reading assessment K-3; intensive acceleration class for retained third graders; K-3 Reading Enhancement and Acceleration Development (READ) Initiative; good cause exemptions to mandatory third grade retention; mid-year promotion for retained third graders; successful progression of retained third grade readers; middle and high school grading system, general requirements for middle grades promotion,

revised general requirements for high school graduation for students who enter high school in 2007-2008; 4- to 5-year academic and career plans; grade forgiveness policies for middle and high school students taking high school level courses; and dual enrollment course weighting. Additional required elements for inclusion in the student progression plan are provided in the table that follows.

In order to assist school districts with the implementation of statutory requirements related to student progression, technical assistance is available online from the Department's Web site, at <http://www.flbsi.org/schoolimprove/studentprogression/index.htm>. The Department also has developed an *A++ Implementation* Web site (<http://www.fldoe.org/aplusplus/>), which serves as a clearinghouse for all A++-related memoranda and technical assistance sent out by the Department.

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
|---|--------------------------|---|
| S. 1001.42, F.S. Florida Virtual School Resource | (23) | <ul style="list-style-type: none"> Specify that the district school board shall provide students with access to enroll in courses available through the Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during or after the normal school day and through summer school enrollment. |
| S. 1002.20, F.S. Reading Assessment K-3 | (11) | <ul style="list-style-type: none"> Specify that each elementary school shall regularly assess the reading ability of each K-3 student. If any K-3 student exhibits a reading deficiency, the parent shall be immediately notified of the student's deficiency with 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; shall be consulted in the development of a detailed, PMP, as described in S. 1008.25(4)(b), F.S.; and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected. This is an additional requirement to the remediation and notification provisions contained in S. 1008.25, F.S., and in no way reduces the rights of a parent or the responsibilities of a school district under that section. |
| S. 1002.69, F.S. Kindergarten Readiness Screening | (1) | <ul style="list-style-type: none"> Specify that the statewide kindergarten screening must be administered to each kindergarten student in the school district within the first 30 school days of each school year. The statewide kindergarten screening assesses the readiness of each student for kindergarten based upon the performance standards adopted by the DOE under S. 1002.67(1), F.S., for the Voluntary Prekindergarten Program. |
| S. 1003.02, F.S. Parental Notification of Acceleration Mechanisms | (1)(i) | <ul style="list-style-type: none"> Specify that at the beginning of each school year parents of students in or entering high school must be notified of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses. |
| S. 1003.33, F.S. Report Cards | (1) | <ul style="list-style-type: none"> Specify established and published policies requiring the content and regular issuance of student report cards for all elementary, middle, and high school students. These report cards must clearly depict and grade: <ul style="list-style-type: none"> The student's academic performance in each class or course in Grades 1 through 12 based on examinations as well as written papers, class participation, and other academic performance criteria; The student's conduct and behavior; and The student's attendance, including absences and tardiness. |
| End-of-Year Status Statement | (2) | <ul style="list-style-type: none"> Specify that the final report card for a school year shall contain a statement indicating end-of-the-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or nonpromotion; and |
| No Academic Exceptions Based on Attendance | | <ul style="list-style-type: none"> Provide that schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. |
| S. 1003.4156, F.S. Middle Grades Promotion General Requirements | (1) (1)(a) (1)(a)1 | <ul style="list-style-type: none"> State that beginning with students entering Grade 6 in the 2006-2007 school year, promotion from a school composed of middle Grades 6, 7, and 8 requires that: <ul style="list-style-type: none"> The student must successfully complete academic courses as follows: <ul style="list-style-type: none"> Three middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text. |

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
|---|---|---|
| | <p>(1)(a)2</p> <p>(1)(a)3</p> <p>(1)(a)4</p> <p>(1)(a)5</p> | <p>Three middle school or higher courses in mathematics. Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.</p> <p>Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education.</p> <p>Three middle school or higher courses in science.</p> <p>One course in career and education planning to be completed in 7th or 8th grade. The course may be taught by any member of the instructional staff; must include career exploration using CHOICES or a comparable cost-effective program; must include educational planning using the online student advising system known as Florida Academic Counseling and Tracking (FACTS) for Students at the Internet Web site http://www.FACTS.org; and shall result in the completion of a personalized academic and career plan. Each student's plan must be signed by the student's guidance counselor or academic advisor and the student's parent. Each student shall complete an electronic personal education plan (ePEP) that must be signed by the student; the student's instructor, guidance counselor, or academic advisor; and the student's parent.</p> <p>Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities.</p> |
| <p><i>Memorandum</i></p> <p>Intensive Reading Requirement</p> | <p>(1)(b)</p> | <p>For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by S. 1011.62(9), F.S. Reading intervention placement and progress monitoring three times per year must occur following the guidelines established in State Board Rule 6A-6.054, FAC.</p> |
| <p><i>Resource</i></p> <p>Mathematics Remediation</p> | <p>(1)(c)</p> | <p>For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.</p> |
| <p>Grade Configurations Not Subject to Requirements</p> | <p>(2)</p> | <p>Students in Grade 6, 7, or 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements of this section.</p> |
| <p>S. 1003.428, F.S.</p> <p>General Requirements for High School Graduation; Revised</p> <p><i>Resource</i></p> | <p>(1)</p> <p>(2)</p> | <p>Except as otherwise authorized pursuant to S.1003.429, F.S., Accelerated high school graduation options, beginning with students entering their first year of high school in the 2007-2008 school year, graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admissions.</p> <p>Address that the 24 credits may be earned through applied, integrated, and combined courses approved by the Department of Education and shall be distributed as follows:</p> |
| <p>Core Curriculum Credits (16 Credits)</p> | <p>(2)(a)</p> <p>(2)(a)1</p> | <p>Sixteen core curriculum credits:</p> <ul style="list-style-type: none"> o Four credits in English, with major concentration in composition, reading for information, and literature. |

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | <i>The Student Progression Plan must:</i> |
|---|-------------------|---|
| | (2)(a)2 | <ul style="list-style-type: none"> o Four credits in mathematics, one of which must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course. School districts are encouraged to set specific goals to increase enrollments in, and successful completion of, geometry and Algebra II. |
| | (2)(a)3 | <ul style="list-style-type: none"> o Three credits in science, two of which must have a laboratory component. |
| | (2)(a)4 | <ul style="list-style-type: none"> o Three credits in social studies as follows: one credit in American history; one credit in world history; one-half credit in economics; and one-half credit in American government. |
| | (2)(a)5 | <ul style="list-style-type: none"> o One credit in performing or fine arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. |
| | (2)(a)6 | <ul style="list-style-type: none"> o Eligible practical arts courses shall be identified through the Course Code Directory. |
| | | <ul style="list-style-type: none"> o One credit in physical education to include integration of health. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of "C" or better. The competency test on personal fitness must be developed by the Department of Education. A district school board may not require that the one credit in physical education be taken during the 9th grade year. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. |
| <i>Memorandum</i> | | |
| Majors, Minors, or Elective Credits (8 Credits) | (2)(b) (2)(b)1 | <ul style="list-style-type: none"> - Eight credits in majors, minors, or electives: <ul style="list-style-type: none"> o Four credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the student as part of the education plan required by S. 1003.4156, F.S. Students may revise major areas of interest each year as part of annual course registration processes and should update their education plan to reflect such revisions. Annually by October 1, the district school board shall approve major areas of interest and submit the list of majors to the Commissioner of Education for approval. Each major area of interest shall be deemed approved unless specifically rejected by the commissioner within 60 days. Upon approval, each district's major areas of interest shall be available for use by all school districts and shall be posted on the Department's Web site. |
| | (2)(b)2 | <ul style="list-style-type: none"> o Four credits in elective courses selected by the student as part of the education plan required by S. 1003.4156, F.S. These credits may be combined to allow for a second major area of interest, a minor area of interest, elective courses or intensive reading or mathematics intervention courses as described in S. 1003.428(2)(b)1, F.S. |

Chapter 2--Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | <i>The Student Progression Plan must:</i> |
|---|------------|--|
| | (2)(b)2(a) | <ul style="list-style-type: none"> ➤ Minor areas of interest are composed of three credits selected by the student as part of the education plan required by S. 1003.4156, F.S., and approved by the district school board. ➤ Elective courses are selected by the student in order to pursue a complete education program as described in S. 1001.41(3), F.S., and to meet eligibility requirements for scholarships. |
| | (2)(b)2(c) | <ul style="list-style-type: none"> ➤ For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by S. 1011.62(9), F.S. Reading intervention placement and progress monitoring three times per year must occur following the guidelines established in State Board Rule 6A-6.054, FAC. ➤ For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the department for inclusion in the <i>Course Code Directory</i>. |
| Intensive Reading Requirement | (2)(b)2(d) | <ul style="list-style-type: none"> ➤ Specify that the district school board may require specific courses and programs of study within the minimum credit requirements for high school graduation and shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma, using one of the following strategies: <ul style="list-style-type: none"> ○ Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of nonexceptional students in the district school board student progression plan; or ○ Assignment of the exceptional student to a basic education class for instruction that is modified to accommodate the student's exceptionality. – Specify that the district school board shall determine which of these strategies to employ based upon an assessment of the student's needs and shall reflect this decision in the student's individual education plan. |
| Strategies for Exceptional Students to Meet Standard Diploma Requirements | (3)(a) | <ul style="list-style-type: none"> – Establish standards for graduation from its schools which must include: <ul style="list-style-type: none"> – Successful completion of the academic credit or curriculum requirements of S. 1003.428(1)-(2), F.S. – Earning passing scores on the FCAT, as defined in S. 1008.22(3)(c), F.S., or scores on a standardized test that are concordant with passing scores on the FCAT as defined in S. 1008.22(10), F.S. |
| Establishment of Graduation Standards Assessment Requirements | (3)(a)1 | |
| | (3)(a)2 | |
| | (3)(b) | |
| Establishment of Graduation Standards Assessment Requirements | (4) | |
| | (4)(a) | |
| <i>Resources</i> | (4)(b) | |

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: | | | | | | | | | | | | | | | |
|-----------------------------|------------|---|-----------------------------|--|--|------------|---------|-------------|------|------|------|-----|-----|-----|-----|----|----|
| Concordant Scores Table | | <p>The Student Progression Plan must:</p> <table border="1" data-bbox="231 1336 351 1522"> <thead> <tr> <th colspan="3">2005-2008 Concordant Scores</th> </tr> <tr> <th>Assessment</th> <th>Reading</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>FCAT</td> <td>1926</td> <td>1889</td> </tr> <tr> <td>SAT</td> <td>410</td> <td>370</td> </tr> <tr> <td>ACT</td> <td>15</td> <td>15</td> </tr> </tbody> </table> | 2005-2008 Concordant Scores | | | Assessment | Reading | Mathematics | FCAT | 1926 | 1889 | SAT | 410 | 370 | ACT | 15 | 15 |
| 2005-2008 Concordant Scores | | | | | | | | | | | | | | | | | |
| Assessment | Reading | Mathematics | | | | | | | | | | | | | | | |
| FCAT | 1926 | 1889 | | | | | | | | | | | | | | | |
| SAT | 410 | 370 | | | | | | | | | | | | | | | |
| ACT | 15 | 15 | | | | | | | | | | | | | | | |
| | (4)(c) | <ul style="list-style-type: none"> Completion of all other applicable requirements prescribed by the district school board as specified in S. 1008.25, F.S. | | | | | | | | | | | | | | | |
| Grade Forgiveness Policies | (4)(d) | <ul style="list-style-type: none"> Achievement of a cumulative grade point average of 2.0 on a 4.0 scale, or its equivalent, in the courses required in this section (S. 1003.428, F.S.). Each district school board shall adopt policies designed to assist students in meeting the requirements of this subsection. These policies may include, but are not limited to: forgiveness policies, summer school or before or after school attendance, special counseling, volunteers or peer tutors, school-sponsored help sessions, homework hotlines, and study skills classes. Forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in another course. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of "C," "D," or "F" or the equivalent of a grade of "C," "D," or "F." In such case, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. | | | | | | | | | | | | | | | |
| Resources | | | | | | | | | | | | | | | | | |
| Standard Diploma Awarding | (7)(a) | <ul style="list-style-type: none"> Indicate that a student who meets all requirements prescribed in subsections (1), (2), (3), and (4) shall be awarded a standard diploma in a form prescribed by the State Board of Education. | | | | | | | | | | | | | | | |
| Certificate of Completion | (7)(b) | <ul style="list-style-type: none"> Address that a certificate of completion be awarded to a student who completes the minimum number of credits and other requirements in S. 1003.428(1), (2), and (3), F.S., but who is unable to earn passing scores on the FCAT or scores on a standardized test that are concordant with passing scores on the FCAT, or complete all requirements in student progression and remedial instruction, or achieve a cumulative grade point average of a 2.0 on a 4.0 scale, or its equivalent. Any student who is entitled to a certificate of completion may elect to remain in the secondary school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies. (<i>Explanatory Note:</i> A student who has received a certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard diploma whenever the requirements are completed. Additionally, the awarding of a certificate of completion is limited to those students choosing the 24- | | | | | | | | | | | | | | | |

Chapter 2--Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
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| Students with Disabilities | (8)(a) | <p>credit general high school graduation program and is not applicable to the three-year graduation programs.)</p> <ul style="list-style-type: none"> - State that the district school board must provide instruction to prepare students with disabilities to demonstrate proficiency in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. |
| FCAT Waiver | (8)(b) | <ul style="list-style-type: none"> - State that a student with a disability, as defined in S.1007.02(2), F.S., for whom the Individual Education Plan (IEP) committee determines that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the FCAT requirement of paragraph (4)(b) waived for the purpose of receiving a standard high school diploma, if the student: <ul style="list-style-type: none"> o Completes the minimum number of credits and other requirements in S. 1003.428, (1), (2), and (3), F.S. o Does not earn passing scores on the FCAT or on a standardized test that are concordant with passing scores on the FCAT after one opportunity in 10th grade and one opportunity in 11th grade. |
| S. 1003.429, F.S. Accelerated High School Graduation Options Resources | (1) | <ul style="list-style-type: none"> • Specify that students who entered Grade 9 in the 2006-2007 school year may select, upon receipt of each consent required by this section, one of the three high school graduation options: |
| Four-Year Standard 24 Credit Program | (1)(a) | <ul style="list-style-type: none"> - Completion of the general 24 credits for high school graduation as specified in S. 1003.43, F.S. |
| Three-Year Standard College Preparatory Program | (1)(b) | <ul style="list-style-type: none"> - Specify that completion of a three-year college preparatory program requiring successful completion of a minimum of 18 academic credits in Grades 9 through 12. For students who chose this option in 2005-2006 school year, at least 6 of the 18 credits required for completion of this program must be received in classes that are honors, dual enrollment, advanced placement, International Baccalaureate, Advanced International Certificate of Education, specifically listed or identified by the Department of Education as rigorous pursuant to S. 1009.531(3), F.S., or weighted by the district school board for class ranking purposes. For students who chose this option in the 2006-2007 school year and thereafter, at least 6 of the 18 credits required for completion of this program must be received in classes that are in the International Baccalaureate Program, the Advanced Placement Program, dual enrollment, Advanced International Certificate of Education, or specifically listed or identified by the Department of Education as rigorous pursuant to S. 1009.531(3), F.S. The 18 primary credits required for completion of this program shall be distributed as follows: <ul style="list-style-type: none"> o Four credits in English, with major concentration in composition and literature; o Three credits in mathematics at Algebra I level or higher from the list of courses that qualify for state university admission; o Three credits in natural science, two of which must have a laboratory component; |

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
|---------------------------------------|---|---|
| | (1)(b)4 (1)(b)5 | <ul style="list-style-type: none"> ○ Three credits in social sciences, which must include one credit in American history, one credit in world history, one-half credit in American government, and one-half credit in economics; ○ Two credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses; and |
| | (1)(b)6 | <ul style="list-style-type: none"> ○ Three credits in electives. (<i>Explanatory Note:</i> The Department of Education identifies rigorous courses as those courses listed as Level 3 in the <i>Course Code Directory</i> that meet the course distribution requirements for state university system [SUS] admissions. Many school districts have school board policy that identifies additional courses as weighted and this must be reflected in the district's student progression plan. All 18 credits required for the three-year college preparatory program, including three electives, must satisfy the course distribution requirements for state university admissions.) |
| Three-Year Career Preparatory Program | (1)(c) (1)(c)1 (1)(c)2 (1)(c)3 (1)(c)4 (1)(c)5 | <ul style="list-style-type: none"> - Specify that completion of a three-year career preparatory program requiring successful completion of a minimum of 18 academic credits in Grades 9 through 12. The 18 primary credit requirements shall be distributed as follows: <ul style="list-style-type: none"> ○ Four credits in English, with major concentration in composition and literature; ○ Three credits in mathematics, one of which must be Algebra I; ○ Three credits in natural science, two of which must have a laboratory component; ○ Three credits in social sciences, which must include one credit in American history, one credit in world history, one-half credit in American government, and one-half credit in economics; ○ Three credits in a single vocational or career education program, three credits in career and technical certificate dual enrollment courses, or five credits in vocational or career education courses (<i>Explanatory Note:</i> A single vocational or career education program consists of a sequential program of studies that requires at least three secondary school career and technical credits taken over at least two academic years that will qualify a student for the Florida Gold Seal Vocational Scholars [GSV] award.); and |
| Resource | (1)(c)6 (2) | <ul style="list-style-type: none"> ○ Two credits in electives unless five credits are earned pursuant to S. 1003.429(1)(c)5, F.S. |
| Selection Requirements | | <ul style="list-style-type: none"> • Specify that in 2006-2007 and thereafter for students who choose a three-year accelerated program, that prior to selecting an accelerated graduation program described in S. 1003.429(1)(b) or (1)(c), F.S., a student and the student's parent must meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option, and the school must also receive written consent from the student's parent. (<i>Explanatory Note:</i> For students who chose a three-year graduation program in the 2004-2005 or 2005-2006 school years prior to selecting an accelerated graduation program described in S. 1003.429(1)(b) or (1)(c), F.S., the following additional requirement must to be met: <ul style="list-style-type: none"> - The student shall have achieved at least an FCAT reading achievement level of 3, an FCAT mathematics achievement level of 3, and FCAT writing score of 3 on the most recent assessments taken by the student.) |

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
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| Parent Notification of Graduation Options | (3) | <ul style="list-style-type: none"> Specify that beginning with the 2006-2007 school year, each district school board shall provide each student in Grades 6-9 and their parents with information concerning the three-year and four-year high school graduation options listed in S. 1003.429(1), F.S., including the respective curriculum requirements for those options, so that the students and their parents may select the program that best fits their needs. The information shall include a timeframe for achieving each graduation option. (<i>Explanatory Note:</i> School districts may provide this information through written communication or a group meeting and invite students and parents who are interested in selecting one of the three-year programs to schedule a face-to-face meeting with designated school staff to obtain additional specific information.) |
| Graduation Option Selection Parent and Student Responsibility | (4) | <ul style="list-style-type: none"> Specify that selection of one of the graduation options listed in S. 1003.429(1), F.S., must be completed by the student prior to the end of Grade 9 and is exclusively up to the student and parent, subject to the requirements in S. 1003.429(2), F.S. Each district school board shall establish policies for extending this deadline to the end of a student's first semester of Grade 10 for a student who entered a Florida public school after Grade 9 upon transfer from a private school or another state or who was prevented from choosing a graduation option due to illness during Grade 9. If the student and parent fail to select a graduation option, the student shall be considered to have selected the 24 general requirements for high school graduation specified in S. 1003.429(1)(a), F.S. |
| Requirements in Excess of Minimum Eighteen Credits | (5) | <ul style="list-style-type: none"> State that district school boards may not establish requirements for accelerated three-year high school preparatory options in excess of the requirements in S. 1003.429(1)(b), F.S., three-year standard college preparatory program, and in S. 1003.429, F.S., three-year career preparatory program. |
| Assessment and Grade Point Average Requirements | (6) | <ul style="list-style-type: none"> State that students pursuing accelerated three-year high school graduation options, college, or career preparatory programs specified in S. 1003.429(1)(b) or (1)(c), F.S., are required to: <ul style="list-style-type: none"> Earn passing scores on the FCAT as defined in S. 1008.22(3)(c), F.S., or scores on a standardized test that are concordant with passing scores on the FCAT as defined in S. 1008.22(10), F.S. |
| | (6)(a) | |
| | (6)(b)1 | <ul style="list-style-type: none"> ○ Achieve a cumulative weighted grade point average of 3.5 on a 4.0 scale (for students entering Grade 9 in 2006-2007) or its equivalent in the courses required for the college preparatory accelerated three-year high school graduation option specified in S. 1003.429(1)(b), F.S.; or |
| | (6)(b)2 | <ul style="list-style-type: none"> ○ Achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale or its equivalent in the courses required for the career preparatory accelerated three-year high school graduation option stated in S. 1003.429(1)(c), F.S. (<i>Explanatory Note:</i> The GPA for a three-year graduation plan is calculated on the specific eighteen credits required to graduate. Students who chose the college preparatory accelerated graduation program in 2004-2005 and 2005-2006 must achieve a cumulative grade point average of a 3.0 on a 4.0 scale.) |
| | (6)(c) | <ul style="list-style-type: none"> - Receive a weighted or unweighted grade that earns at least 3.0 points or its equivalent to earn course credit toward the 18 credits required for the college preparatory accelerated three-year program stated in S. 1003.429(1)(b), F.S. (<i>Explanatory Note:</i> Students must earn a "B" or better if the district does not weight the course and the weighted equivalent of a "B" or better if the district weights the course in each course that applies toward graduation.) |

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
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| | (6)(d) | <ul style="list-style-type: none"> - Receive a weighted or unweighted grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the 18 credits required for the career preparatory accelerated three-year high school graduation option stated in S. 1003.429(1)(c), F.S. Weighted grades referred to in S. 1003.429(6)(b)-(d), F.S., shall be applied to those courses specifically listed or identified by the Department as rigorous pursuant to S. 1009.531(3), F.S., or weighted by the district school board for class ranking purposes. <i>(Explanatory Note:</i> Students who select the career preparatory program must earn a "C" or better if the district does not weight the course and the weighted equivalent of a "C" or better if the district weights the course in each course that applies toward graduation.) |
| Notification Requirements for Students Not on Track | (7) | <ul style="list-style-type: none"> • State that if, at the end of Grade 10, a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the parent of the following: <ul style="list-style-type: none"> - The requirements that the student is not currently meeting. - The specific performance necessary in Grade 11 for the student to meet the accelerated graduation requirements. |
| Automatic Change to Four-Year Graduation Program | (8) | <ul style="list-style-type: none"> - The right of the student to change to the four-year program set forth in S. 1003.43, F.S. |
| <i>Resources</i> | (8)(a) (8)(b) (8)(c) (8)(d) | <ul style="list-style-type: none"> • Establish that a student who selected one of the accelerated three-year graduation options shall automatically move to the four-year program stated in S. 1003.43, F.S., if the student: <ul style="list-style-type: none"> - Exercises his or her right to change to the four-year program. - Fails to earn five credits by the end of Grade 9 or fails to earn 11 credits by the end of Grade 10. - Does not achieve a score of 3 or higher on the Grade 10 FCAT Writing assessment. - By the end of Grade 11 does not meet the requirements of S. 1003.429(1) and (6), F.S. <i>(Explanatory Note:</i> A student who has not completed all requirements for the three-year graduation program, including earning passing scores on the FCAT and achieving the required grade point average, must be required to meet the minimum 24-credit program pursuant to S. 1003.43, F.S., and must attend high school a fourth year.) |
| Standard Diploma Awarding Three-Year Graduation Options | (9) | <ul style="list-style-type: none"> • Specify that a student who meets all requirements prescribed in S. 1003.429(1) and (6), F.S., shall be awarded a standard diploma in a form prescribed by the State Board of Education. <i>(Explanatory Note:</i> Students selecting one of the three-year programs must be treated equally with students graduating via the minimum 24-credit general high school graduation program in all ways, including eligibility for valedictorian, salutatorian, Talented 20, and Bright Futures. A school district may, however, choose to recognize a valedictorian and a salutatorian from each graduation program. Students graduating in three years cannot be excluded from activities traditionally provided for graduating students during their anticipated graduation year.) |
| <i>Resource</i> | (1) | <ul style="list-style-type: none"> • Establish graduation requirements that include, at a minimum, successful completion of 24 academic credits in Grades 9-12 or an International Baccalaureate curriculum. The 24 credits shall be distributed as follows: <ul style="list-style-type: none"> - Four credits in English with major concentration in composition and literature. - Three credits in mathematics, including, for students entering Grade 9 beginning in 1997-98 and thereafter, one credit in Algebra I, a series of courses equivalent to Algebra I, or a higher-level |
| S. 1003.43, F.S. General Requirements for High School Graduation | (1)(a) (1)(b) | |

Chapter 2--Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
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| <i>Resource</i> | (1)(c) | <ul style="list-style-type: none"> - mathematics course. |
| | (1)(d) | <ul style="list-style-type: none"> - Three credits in science, two of which must have a laboratory component. Agriscience Foundations I, the core course in secondary Agriscience and Natural Resource programs, counts as one of the science credits. |
| | (1)(e) | <ul style="list-style-type: none"> - One credit in American history. |
| | (1)(f) | <ul style="list-style-type: none"> - One credit in world history, including a comparative study of the history, doctrines, and objectives of all major political systems. |
| | (1)(g) | <ul style="list-style-type: none"> - One-half credit in economics, including a comparative study of the history, doctrines, and objectives of all major economic systems. |
| | (1)(h)1 | <ul style="list-style-type: none"> - One-half credit in American government, including study of the Constitution of the United States. (For students entering the Grade 9 in the 1997-1998 school year and thereafter, the study of Florida government, including study of the State Constitution, the three branches of state government, and municipal and county government must be included as part of the required study of American government.) |
| | (1)(h)2 | <ul style="list-style-type: none"> o One credit in practical arts career and technical education or exploratory career and technical education (Any career and technical education course as defined in S. 1003.01, F.S., may be taken to satisfy the high school graduation requirement for one credit in practical arts or exploratory career and technical education.); or |
| | (1)(h)3 | <ul style="list-style-type: none"> o One credit in performing fine arts to be selected from music, dance, drama, painting, or sculpture. A course in any art form, in addition to painting or sculpture, that requires manual dexterity, or a course in speech and debate, may be taken to satisfy the high school graduation requirement for one credit in performing fine arts; or |
| | (1)(i) | <ul style="list-style-type: none"> o One-half credit each in practical arts career and technical education <i>and</i> performing fine arts. Such credit for practical arts career and technical education or exploratory career and technical education or for performing fine arts must be made available in the ninth grade, and students must be scheduled into a ninth grade course as a priority. |
| | (1)(j) | <ul style="list-style-type: none"> - One-half credit in life management skills, to include consumer education, positive emotional development, marriage and relationship skill-based education, nutrition, parenting skills, prevention of human immunodeficiency virus infection and acquired immune deficiency syndrome and other sexually transmissible diseases, benefits of sexual abstinence and consequences of teenage pregnancy, information and instruction on breast cancer detection and breast self-examination, cardiopulmonary resuscitation, drug education, and the hazards of smoking. |
| | (1)(k) | <ul style="list-style-type: none"> - For students entering high school in the 2007-2008 school year, the one-half credit in life management skills is not required. |
| | (1)(l) | <ul style="list-style-type: none"> - One credit in physical education to include assessment, improvement, and maintenance of personal fitness. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement if the student makes a "C" or better on a competency test on personal fitness developed by the Florida Department of Education. A school board may not require that one credit in physical education be taken during the ninth grade year. Completion of one |

Chapter 2--Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
|--|------------|--|
| Voluntary Service Credit | (1)(k) | <p>semester with a grade of "C" or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy a one-half credit requirement in physical education. This one-half credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or Section 504 plan.</p> <ul style="list-style-type: none"> - Eight and one-half elective credits. - Include a provision that the school board may award a maximum of one-half credit in social studies and one-half credit elective for student completion of nonpaid voluntary community or school service work. Students must complete a minimum of 75 hours of service in either category. Credit may not be earned for service provided as a result of court action. District school boards that approve the award of credit for student volunteer services must develop guidelines regarding the award of credit, and school principals are responsible for approving specific volunteer activities. |
| Courses Taken Prior to Ninth Grade | | <ul style="list-style-type: none"> - State the conditions which the school board has adopted for a course designated in the <i>Florida Course Code Directory</i> as Grades 9-12 that is taken below the ninth grade may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements. A student must be granted credit toward high school graduation requirements for courses taken through dual enrollment, as identified in S. 1007.271(6), F.S. |
| Resources | | |
| Remedial and Compensatory Credit | (2) | <ul style="list-style-type: none"> • State that remedial and compensatory courses taken in Grades 9-12 may only be counted as elective credit. |
| Volunteer and Nonacademic Activity Credit | (3) | <ul style="list-style-type: none"> • State that credit for high school graduation may be earned for volunteer activities and nonacademic activities that have been approved by the State Board of Education. |
| Strategies for Exceptional Students to Meet Diploma Requirements | (4)(a) | <ul style="list-style-type: none"> - Address that a school may require specific modified courses or programs of study so that exceptional students are assured the opportunity to meet graduation requirements through one of the following strategies: <ul style="list-style-type: none"> o Assignment of the exceptional student to an exceptional class for a basic course with the same student performance standards as those for nonexceptional students; or o Assignment of the exceptional student to a basic education class for instruction, which is modified to accommodate the student's exceptionality. |
| | (4)(a)1 | <ul style="list-style-type: none"> ➤ The district shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's individual education plan. |
| | (4)(a)2 | <ul style="list-style-type: none"> ➤ District school boards are authorized to establish requirements for high school graduation in excess of the minimum requirements. An increase in academic credit or minimum grade point average requirements shall not apply to students in Grades 9-12 at the time of the increase. Any increase in academic credit or minimum grade point average requirements must not apply to a student who earns credit toward the graduation requirements for equivalent courses taken through dual enrollment. |
| Requirements in Excess of Minimum 24 Credits | (4)(a)2(c) | |
| Establishment of Graduation Standards | (5) | <ul style="list-style-type: none"> • Establish standards for graduation which must include: |

Chapter 2--Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
|---|------------|---|
| Assessment Requirement | (5)(a) | <ul style="list-style-type: none"> - Earning a passing score on the FCAT as defined in S. 1008.22(3)(c), F.S., or scores on a standardized test that are concordant with passing scores on the FCAT as defined in S. 1008.22(10), F.S. The passing score on the Grade 10 FCAT is designated by the State Board of Education. |
| Resources | (5)(b) | <ul style="list-style-type: none"> - Completing all requirements for student progression and remedial instruction. |
| Grade Point Average Requirement | (5)(d) | <ul style="list-style-type: none"> - Specify that students entering Grade 9 in the 1997-1998 school year and thereafter, achievement of a cumulative GPA of 2.0 on a 4.0 scale, or its equivalent, in the courses required by S. 1003.43(1), F.S., for graduation. |
| Assistance for Students in Meeting Graduation Requirements; Grade Forgiveness | (5)(e)1 | <ul style="list-style-type: none"> o Identify district policies to assist students in meeting these requirements. These policies may include but are not limited to forgiveness policies, summer school or before or after school attendance, special counseling, volunteer and/or peer tutors, school-sponsored help sessions, homework hotlines, and study skills classes. Forgiveness policies should be clearly stated. Beginning with students entering Grade 9 in the 2000-2001 school year and each year thereafter, forgiveness policies for <i>required</i> courses shall be limited to replacing a grade of "D" or "F" or their equivalent with a grade of "C" or higher or its equivalent earned subsequently in the same or comparable course. Forgiveness policies for <i>elective</i> courses shall be limited to replacing a grade of "D" or "F" or their equivalent with a grade of "C" or higher or its equivalent earned subsequently in another course. Any course grade not replaced according to a district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. (<i>Explanatory Note:</i> Rule 6A-1.0955(3)(a)(7), FAC., requires each school district to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades must be included on the student's transcript. The authority for the school board to adopt a forgiveness policy does not provide the authority to alter a student's record to delete the forgiven course and grade. The forgiveness policy authorization is for the express purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school. The board does not have the authority to purge that student's record to delete the first grade. All forgiven courses and grades must be included on a student's transcript as an accurate reflection of the student's record of achievement.) |
| Parent Notification: Students with At-Risk GPA | (5)(e)2 | <ul style="list-style-type: none"> o State that parents of students who have a cumulative GPA of less than .5 above the cumulative GPA required for graduation at the end of each semester in Grades 9, 10, 11, and 12 shall be notified that the student is At-Risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement. |
| Equivalency Diploma Assistance Exception | (5)(e)3 | <ul style="list-style-type: none"> o State that special assistance to obtain a high school equivalency diploma pursuant to S. 1003.435, F.S., may only be given when all requirements for graduation are completed <i>except</i> for the required cumulative grade point average. |

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
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| Adult Student High School Diploma | (6) | <ul style="list-style-type: none"> Establish the following graduation requirements for students enrolled in adult general education in accordance with S. 1004.93, F.S. |
| Physical Education | (6)(a) | <ul style="list-style-type: none"> The one credit in physical education is not required for graduation and shall be substituted with an elective credit keeping total credits consistent with the 24 credits. |
| Science | (6)(b) | <ul style="list-style-type: none"> District school board may waive the lab component of science requirement when facilities do not exist or are inaccessible. |
| Performing Fine Arts | (6)(c) | <ul style="list-style-type: none"> Any course listed within the <i>Course Code Directory</i> in the areas of art, drama, dance, or music may be taken by adult education students and will satisfy the credit in performing arts required for high school graduation. |
| Courses or Programs Excluded from Credit Awarding | (7) | <ul style="list-style-type: none"> State that no student may be granted credit toward high school graduation for enrollment in the following courses or programs: <ul style="list-style-type: none"> More than a total of nine elective credits in remedial programs. More than one credit in exploratory vocational courses. More than three credits in practical arts family and consumer sciences classes. Any Level 1 course unless the student's assessment indicates a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the individual educational plan or student performance plan and signed by the principal, guidance counselor, and the parent if the student is not 18 years or older. |
| Standard Diploma Awarding Florida Gold Seal Career and Technical Endorsement | (10)(a) | <ul style="list-style-type: none"> Address that a student who meets all requirements prescribed in subsections (1), (4), and (5) shall be awarded a standard diploma in a form prescribed by the state board. School boards may attach a Florida gold seal career and technical endorsement to a standard diploma or award-differentiated diplomas to those exceeding the prescribed minimums. |
| Certificate of Completion | (10)(b) | <ul style="list-style-type: none"> Address that a certificate of completion be awarded to a student who completes the minimum number of credits but who is unable to earn passing scores on the FCAT, complete all requirements in student progression and remedial instruction, achieve a cumulative grade point average requirement as specified in paragraph (5)(c), or complete all other requirements prescribed by the district school board. Students may elect to remain in secondary school as full-time or part-time students for up to one additional year and receive instruction to remedy the deficiencies. (<i>Explanatory Note:</i> A student who has received a certificate of completion who subsequently completes the requirements for a standard high school diploma shall be awarded a standard high school diploma. Additionally, the awarding of a certificate of completion is limited to those students choosing the 24-credit high school graduation program.) |
| Students with Disabilities | (11)(a) | <ul style="list-style-type: none"> Address that the district school board must provide instruction to prepare students with disabilities to demonstrate proficiency in the core content knowledge skills necessary for successful grade to grade progression and high school graduation. |
| FCAT Waiver | (11)(b) | <ul style="list-style-type: none"> Specify that a student with a disability, as defined in S. 1007.02(2), F.S., for whom the Individual Education Plan (IEP) committee determines that the FCAT cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, must have the FCAT requirement |

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | <i>The Student Progression Plan must:</i> |
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| | (11)(b)1 | of S. 1003.43(5)(a), F.S., waived for the purpose of receiving a standard high school diploma, if the student: |
| | (11)(b)2 | <ul style="list-style-type: none"> o Completes the minimum number of credits and other requirements specified in S. 1003.43(1) and (4), F.S. o Does not meet the requirements of S. 1003.43(5)(a), F.S., after one opportunity in Grade 10 and one opportunity in Grade 11. |
| S. 1003.433, F.S. Learning Opportunities for Out-of-State and Out-of-Country Transfer Students Needing Additional Instruction to Meet High School Graduation Requirements | (1) | <ul style="list-style-type: none"> • Address that students who enter a Florida public school at the 11th or 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 FCAT, required in S. 1008.22(3), F.S., or an alternate assessment as described in S. 1008.22(10), F.S. |
| | (2) | <ul style="list-style-type: none"> • Address that students who have met all requirements for the standard high school diploma except for passage of the Grade 10 FCAT or an alternate assessment by the end of Grade 12 must be provided the following learning opportunities: <ul style="list-style-type: none"> – Participation in an accelerated high school equivalency diploma preparation program during the summer. |
| | (2)(a) | |
| | (2)(b) | <ul style="list-style-type: none"> – Upon receipt of a certificate of completion, be allowed to take the Common Placement Test (CPT) and be admitted to remedial or credit courses at a state community college, as appropriate. (<i>Explanatory Note:</i> The certificate of completion they may receive is a CPT-Eligible Certificate of Completion. It must be reported by districts in Survey 5 using Withdrawal Code W8. In addition, to assist community colleges in identifying these students during the admissions process, the certificate itself must bear the designation of “CPT eligible.”) |
| | (2)(c) | <ul style="list-style-type: none"> – Participation in an adult general education program as provided in S. 1004.93, F.S., for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the Grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma. |
| | (3) | <ul style="list-style-type: none"> • Address that students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of the Grade 10 FCAT or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the FCAT or alternate assessment and receive a standard high school diploma upon passage of the Grade 10 FCAT or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act. |
| | (4) | <ul style="list-style-type: none"> • Address that the district superintendent shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at |

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
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| S. 1003.436(1)(a), F.S. Definition of “Credit” and Transfer of Credit Guidelines | (1)(a) | <p>postsecondary educational institutions.</p> <ul style="list-style-type: none"> - Address that one full credit equals a minimum of 135 hours of instruction in a course that contains student performance standards. One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the district school board. Districts may offer courses of more than 135 hours for credit. School districts may determine the hours of attendance by students to receive a credit or half credit. (<i>Explanatory Note</i>: A student may be awarded credit for less than 135 hours of instruction if he or she has demonstrated mastery of the course requirements and Sunshine State Standards as provided by the school district student progression plan. This clarification includes awarding credit for courses taken in summer school, through performance-based instruction, block scheduling, or course modifications that combine courses. The district school board must establish policies for these nontraditional programs and must verify student achievement of the course requirements in accordance with the state high school grading system. If a school combines two courses for multiple credit during a single instructional period, it is recommended that the combination be approved by the school board after analysis of the course modifications and assurance that the course requirements and appropriate Sunshine State Standards for each of the courses integrated are included in the combination and that the combined course is taught by instructors with appropriate certification. |
| <p style="text-align: center;"><i>Resource Memorandum</i></p> | (1)(b) | <ul style="list-style-type: none"> - Address that the State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment that satisfy the requirements of the district’s interinstitutional articulation agreement according to S. 1003.235, F.S., and that equal one full credit of the equivalent high school course identified in S. 1007.271(6), F.S. - Address that the hourly requirements for one-half credit are one-half of the requirements specified in (1)(a). |
| High School Credit Awarding | (2) | <ul style="list-style-type: none"> • State that the school district maintains a one-half credit earned system that includes courses provided on a full-year basis; and • State that one-half credit shall be awarded if the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half. If the student successfully completes either the first 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 in each half would result in a passing grade, the student must successfully meet additional school board requirements, such as class attendance, homework, participation, and other indicators of performance. |

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | <i>The Student Progression Plan must:</i> | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>S. 1003.437, F.S. Middle and High School Grading System</p> | <p>(1) (2) (3) (4) (5)</p> | <p>Address the grading system and interpretation of letter grades used for students in public schools in Grades 6-12 shall be as follows:</p> <table border="1" data-bbox="279 1398 494 1678"> <thead> <tr> <th>Percentage</th> <th>Grade Point Average</th> <th>Value</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>90-100</td> <td>4</td> <td>Outstanding Progress</td> </tr> <tr> <td>B</td> <td>80-89</td> <td>3</td> <td>Above Average Progress</td> </tr> <tr> <td>C</td> <td>70-79</td> <td>2</td> <td>Average Progress</td> </tr> <tr> <td>D</td> <td>60-69</td> <td>1</td> <td>Lowest Acceptable Progress</td> </tr> <tr> <td>F</td> <td>0-59</td> <td>0</td> <td>Failure</td> </tr> </tbody> </table> | Percentage | Grade Point Average | Value | Definition | A | 90-100 | 4 | Outstanding Progress | B | 80-89 | 3 | Above Average Progress | C | 70-79 | 2 | Average Progress | D | 60-69 | 1 | Lowest Acceptable Progress | F | 0-59 | 0 | Failure |
| Percentage | Grade Point Average | Value | Definition | | | | | | | | | | | | | | | | | | | | | | | |
| A | 90-100 | 4 | Outstanding Progress | | | | | | | | | | | | | | | | | | | | | | | |
| B | 80-89 | 3 | Above Average Progress | | | | | | | | | | | | | | | | | | | | | | | |
| C | 70-79 | 2 | Average Progress | | | | | | | | | | | | | | | | | | | | | | | |
| D | 60-69 | 1 | Lowest Acceptable Progress | | | | | | | | | | | | | | | | | | | | | | | |
| F | 0-59 | 0 | Failure | | | | | | | | | | | | | | | | | | | | | | | |
| <p><i>Memorandum</i></p> <p>Weighted Grading System</p> | | <ul style="list-style-type: none"> Address a weighted grading system for the purpose of class ranking, if the district chooses to implement such a weighted system, pursuant to S. 1007.271 (Dual enrollment programs.--), F.S. | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>S. 1003.438, F.S. Special High School Graduation Requirements for Certain Exceptional Students</p> | | <ul style="list-style-type: none"> Address that a student who has been classified as a student who has an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; an other health impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; or students who are deaf or hard of hearing or dual sensory impaired shall not be required to meet standard high school graduation requirements (S. 1003.43, F.S.) and, upon meeting the requirements prescribed by the school board pursuant to S. 1008.25, F.S., shall be awarded a special diploma. Address that a special certificate of completion shall be awarded to any student who meets all special requirements of the district school board for exceptionality but is unable to meet the special state minimum graduation requirements. | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>S. 1006.02(4), F.S. Reporting Requirements: Student Workforce Preparation</p> | <p>(4)</p> | <ul style="list-style-type: none"> Address that an exceptional student is not restricted or limited solely to a special diploma or special certificate of completion and upon proper request shall be afforded the opportunity to fully meet all standard graduation requirements of S. 1003.43, F.S., and qualify for a standard diploma. Provide that before the student graduates from high school, the school shall assess the student's preparation to enter the workforce and provide the student and the student's parent with the results of the assessment. (<i>Explanatory Note:</i> The Department of Education has determined that because FCAT assesses certain Education Goal 3 standards, which were developed from a U.S. Secretary of Labor's report on necessary skills for the workforce [SCANS], the FCAT can serve as this assessment.) | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>S. 1007.02, F.S. Access to Postsecondary Education and Meaningful Careers for Students with Disabilities ENNOBLES Act</p> | <p>(1) (2)</p> | <ul style="list-style-type: none"> Address access to postsecondary education and meaningful careers for students with disabilities. This is known by the popular name the "Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act." For the purposes of this act, the term "student with a disability" means any student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia. | | | | | | | | | | | | | | | | | | | | | | | | |

Chapter 2--Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
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| S. 1007.235, F.S. Interinstitutional Articulation Agreements | (1) | <ul style="list-style-type: none"> • Address that the superintendent of schools and president of the community college shall jointly develop and implement a comprehensive articulated acceleration program for students enrolled in their respective school districts and service areas. Within this general responsibility, each superintendent and president shall develop a comprehensive interinstitutional articulation agreement for the school district and community college that serves the school district. The district school superintendent and president shall establish an articulation committee for the purpose of developing this agreement. Each state university president is encouraged to designate a university representative to participate in the development of the interinstitutional articulation agreements for each school district within the university service area. |
| | (2) | <ul style="list-style-type: none"> • Address that the district interinstitutional articulation must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components: <ul style="list-style-type: none"> – A ratification of all existing articulation agreements. |
| | (2)(a) | |
| | (2)(b)1 | <ul style="list-style-type: none"> ○ A delineation of courses and programs available to students eligible to participate in dual enrollment. This delineation must include a plan for the community college to provide guidance services to participating students on the selection of courses in the dual enrollment program. The process of community college guidance should make maximum use of the automated advisement system for community colleges. The plan must assure that each dual enrollment student is encouraged to identify a postsecondary education objective with which to guide the course selection. At a minimum, each student's plan should include a list of courses that will result in an Applied Technology Diploma, an Associate in Science degree, or an Associate in Arts degree. If the student identifies a baccalaureate degree as the objective, the plan must include courses that will meet the general education requirements and any prerequisite requirements for entrance into a selected baccalaureate degree program. |
| | (2)(b)2 | <ul style="list-style-type: none"> ○ A delineation of the process by which students and their parents are informed about opportunities to participate in articulated acceleration programs. |
| | (2)(b)3 | <ul style="list-style-type: none"> ○ The process by which students and their parents exercise their option to participate in an articulated acceleration program. |
| | (2)(b)4 | <ul style="list-style-type: none"> ○ High school credits earned for completion of each dual enrollment course. |
| | (2)(b)5 | <ul style="list-style-type: none"> ○ Postsecondary courses that meet the criteria for inclusion in the district articulated acceleration program to be counted toward meeting graduation requirements of S. 1003.43, F.S. |
| | (2)(b)6 | <ul style="list-style-type: none"> ○ Eligibility criteria for student participation in dual enrollment courses and programs. |
| | (2)(b)7 | <ul style="list-style-type: none"> ○ Institutional responsibilities regarding student screening prior to enrollment and monitoring student performance subsequent to enrollment in dual enrollment courses and programs. |
| | (2)(b)8 | <ul style="list-style-type: none"> ○ Identify the instructional quality criteria dual enrollment courses and programs that are to be judged and a delineation of institutional responsibilities for the maintenance of instructional quality. |
| | (2)(b)9 | <ul style="list-style-type: none"> ○ Delineate institutional responsibilities for assuming the cost of dual enrollment courses and programs including responsibilities for student instructional materials. |
| | 2)(b)10 | <ul style="list-style-type: none"> ○ Responsibility for providing student transportation if the dual enrollment is conducted at a facility other than the high school campus. |

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
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| | (2)(b)11 | <ul style="list-style-type: none"> o Process for converting college credit hours earned through dual enrollment and early admission programs to high school credit based on mastery of course outcomes. o An identification of the responsibility of the postsecondary educational institution for assigning letter grades for dual enrollment courses and the responsibility of school districts for posting dual enrollment course grades to the high school transcript as assigned by the postsecondary institution awarding credit. |
| S. 1007.27, F.S. Articulated Acceleration Mechanisms | (1) | <ul style="list-style-type: none"> • Address that articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. This shall include but not be limited to dual enrollment, early admission, Advanced Placement (AP), credit by examination, and the International Baccalaureate (IB) Program, and the Advanced International Certificate of Education Program (AICE). Credit earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration. |
| Home Education | (4) | <ul style="list-style-type: none"> • Specify that home education students may participate in dual enrollment, career dual enrollment, early admission, and credit by examination. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of S. 1002.41, F.S. |
| Early Admission | (5) | <ul style="list-style-type: none"> • Address that early admission shall be in the 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. Students enrolled are exempt from the payment of registration, matriculation, and lab fees. |
| Advanced Placement | (6) | <ul style="list-style-type: none"> • Specify that AP is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination. |
| Credit by Examination | (7) | <ul style="list-style-type: none"> • Address that credit by examination shall be the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement. |
| International Baccalaureate | (8) | <ul style="list-style-type: none"> • Address that the IB Program is the curriculum whereby students are enrolled in a program of studies offered through the IB Program administered by the IB Office. The State Board of Education has established rules that specify the cutoff scores and IB Examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination. |

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | <i>The Student Progression Plan must:</i> |
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| Advanced International Certificate of Education Programs | (9) | <ul style="list-style-type: none"> Specify that the AICE and the International General Certificate of Secondary Education (pre-AICE) Program shall be the curricula in which eligible secondary students are enrolled in programs of study offered through the AICE Program or the pre-AICE Program administered by the University of Cambridge Local Examinations Syndicate. The State Board of Education shall establish rules, which specify the cutoff scores and AICE examinations, which will be used to grant postsecondary credit at community colleges and universities. Any such rules, which have the effect of raising the required cutoff score or changing the AICE examinations which will be used to grant postsecondary credit, shall apply to students taking AICE examinations after such rules are adopted by the State Board of Education. Students shall be awarded a maximum of 30 semester credit hours. The specific course for which a student receives such credit shall be determined by the community college or university that accepts the student for admission. Students enrolled in either program of study shall be exempt from the payment of any fees for administration of the examinations regardless of whether the student achieves a passing score on the examination. |
| S. 1007.271, F.S. Dual Enrollment Programs <i>Resource</i> | (10) | <ul style="list-style-type: none"> Any student who earns 9 or more credits from one or more of the acceleration mechanisms provided for in this section is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term. |
| | (1) | <ul style="list-style-type: none"> Address the State Board of Education rules for dual enrollment programs involving requirements for high school graduation. The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. |
| | (2) | <ul style="list-style-type: none"> Reference that an eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida private secondary school which is in compliance with S. 1002.42(2), F.S., and conducts a secondary curriculum pursuant to S. 1003.43, F.S. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollments. Students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. Instructional time for such enrollment may vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 Full-Time Equivalency (FTE). Any student so enrolled is exempt from the payment of registration, tuition, and laboratory fees. Vocational-preparatory instruction, college-preparatory instruction, and other forms of precollegiate 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. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program. |

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
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| Teacher and Student Qualifications | (3) | <ul style="list-style-type: none"> Recognize the Department of Education’s adopted guidelines to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. Student qualifications must: <ul style="list-style-type: none"> Demonstrate readiness for college-level coursework if the student is to be enrolled in college courses. Demonstrate readiness for career-level coursework if the student is to be enrolled in career courses. <p>In addition to the common placement examination, student qualifications for enrollment in college credit dual enrollment courses must include a 3.0 unweighted GPA, and student qualifications for enrollment in career certificate dual enrollment courses must include a 2.0 unweighted GPA. (<i>Explanatory Note:</i> Community college boards of trustees may establish additional admissions criteria, which shall be included in the district interinstitutional articulation agreement developed to ensure student readiness for postsecondary instruction. Additional requirements included in the agreement shall not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses. District school boards may not refuse to enter into an agreement with a local community college if that community college has the capacity to offer dual enrollment courses.)</p> |
| Career and Technical | (4) | <ul style="list-style-type: none"> Provide that career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and shall not be used to enroll students in isolated career courses. (<i>Explanatory Note:</i> It is the intent of the Legislature that career dual enrollment provide a comprehensive academic and career dual enrollment program within the career center or community college.) |
| Informing Students | (5) | <ul style="list-style-type: none"> Provide that each district school board shall inform all secondary school students of dual enrollment as an educational option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. District school boards must annually assess the demand for dual enrollment and other advanced courses, and the district school board shall consider strategies and programs to meet that demand and include access to dual enrollment on the high school campus whenever possible. Alternative grade calculation, weighting systems, or information regarding student education options which discriminate against dual enrollment courses are prohibited. |
| Fee Exemption | (13) | <ul style="list-style-type: none"> Specify that students who meet the eligibility requirements of S. 1007.271, F.S., and who choose to participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees. |
| Course Weighting | (16) | <ul style="list-style-type: none"> Specify that beginning with students entering Grade 9 in the 2006-2007 school year, school districts and community colleges must weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited. |

Chapter 2--Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
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| S. 1007.272, F.S. Dual Enrollment and Advanced Placement Instruction | (1) | <ul style="list-style-type: none"> Address that the school district, community college, and state university may conduct advanced placement instruction within dual enrollment courses. Each joint dual enrollment and advanced placement course shall be incorporated within and subject to the provisions of the district interinstitutional articulation agreement pursuant to S. 1007.235, F.S. Such agreement shall certify that each joint dual enrollment and advanced placement course integrates, at a minimum, the course structure recommended by the College Board and the structure that corresponds to the common course number. |
| Funding | (2) | <ul style="list-style-type: none"> Address that students enrolled in a joint dual enrollment and advanced placement course may be funded by either dual enrollment or advanced placement formula specified in S. 1001.62, F.S.; however, no student shall be funded through both a dual enrollment and advanced placement program. The school board shall utilize the funding formula that more closely approximates the cost of the course. |
| Declaration of Type of Credit | (3) | <ul style="list-style-type: none"> Address that postsecondary credit for a joint dual enrollment and advanced placement course shall be awarded as either dual enrollment or advanced placement credit, based on student preference. An award of advanced placement credit must be limited to students who score a minimum of 3 on a 5-point scale on the Advanced Placement Examination. No student shall claim double credit based on the completion of a single joint dual enrollment and advanced placement course, nor shall any student be required to complete the Advanced Placement Examination. |
| S. 1008.25, F.S. Public School Student Progression; Remedial Instruction; Reporting Requirements | (1) | <ul style="list-style-type: none"> Indicate that student progression from one grade to another is partially based on proficiency in reading, writing, science, and mathematics. Reflect district policies that facilitate student achievement of proficiency. Contain policies to inform each student and his/her parent of that student's academic progress. |
| Comprehensive Program for Student Progression | (2) | <ul style="list-style-type: none"> Be a comprehensive program for student progression established by the district school board and must include: <ul style="list-style-type: none"> Standards for evaluating student performance and how well a student masters the performance standards (Sunshine State Standards). Specific district levels of performance for student progression in reading, writing, science, and mathematics for each grade level that include the state levels of performance on statewide assessments (Florida Comprehensive Assessment Test [FCAT]) as defined by the Commissioner of Education, below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account the student's learning style. <i>(Explanatory Note:</i> The Commissioner of Education has determined the following levels of performance for student progression: (1) Students who score at achievement Level 1 on FCAT Sunshine State Standards tests in reading and mathematics in Grades 3-10 will be required to receive remediation through a progress monitoring plan (PMP) or be retained, as determined by the district student progression plan. The district may determine that students performing at a higher level (e.g., Level 2) should receive remediation through a PMP. Retention decisions should be based on more than a single test score; (2) At a minimum, students who score lower than 2 on the FCAT writing tests at Grades 4, 8, and 10 must be required to receive remediation through PMP or be retained, as determined by the district student progression plan. Retention decisions should be based |
| Specific District Levels of Performance for Student Progression | (2)(a) | |
| | (2)(b) | |

Chapter 2--Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: on more than a single test score.) |
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| Retention: Alternative Placement | (2)(c) | <ul style="list-style-type: none"> - Include an appropriate alternative placement for a student who has been retained two or more years. (<i>Explanatory Note:</i> The nature of the alternative placement is determined by the school district.) |
| Resource Allocation | (3) | <ul style="list-style-type: none"> • State that the allocation of remedial and supplemental instruction resources for students shall occur in the following priority: <ul style="list-style-type: none"> - Students who are deficient in reading by the end of Grade 3. - Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression. |
| Assessment and Remediation: Diagnostic Assessments | (3)(a) (3)(b) | <ul style="list-style-type: none"> - State that each student must participate in statewide assessment tests at designated grade levels, as required by S. 1008.22, F.S. Each student who does not meet district specific levels of performance for student progression in reading, writing, science, and mathematics for each grade level, or who scores below Level 3 in reading or math must be provided with additional diagnostic assessments to determine the nature of the student's areas of academic need. (<i>Explanatory Note:</i> It is up to school districts and schools to determine the nature of this diagnostic assessment.) |
| Progress Monitoring Plan (PMP) | (4)(a) | <ul style="list-style-type: none"> - Provide that the school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. (<i>Explanatory Note:</i> The plan must include intensive remedial instruction in the areas of weakness. Strategies may include but are not limited to summer school, dropout prevention services, parent tutorial programs, contracted academic services, exceptional education services, modified curriculum, reading instruction, after school instruction and other extended day services, tutoring, mentoring, class size reduction, extended school year, and intensive skills development programs. Whatever the format, the PMP should: <ul style="list-style-type: none"> ➢ Clearly identify the specific diagnosed academic needs to be remediated; ➢ Clearly identify the success-based intervention strategies to be used; ➢ Clearly identify a variety of remedial instruction to be provided; and ➢ Clearly identify the monitoring and reevaluation activities to be employed.) |
| | (4)(b) | <p>A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:</p> <ul style="list-style-type: none"> o A federally required student plan, such as an individual education plan; o A schoolwide system of progress monitoring for all students; or o An individualized progress monitoring plan. <p>Specify that the plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by S. 1011.62(8), F.S., shall include instructional and support services to be provided to meet the desired levels of performance. District school boards may require low performing students to attend remediation programs held before or after regular school hours or during summer if transportation is provided.</p> |

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
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| | (4)(c) | <ul style="list-style-type: none"> - Provide that if upon subsequent evaluation the documented deficiency has not been remediated, the student may be retained. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance. |
| Intensive Reading Instruction | (5)(a) | <ul style="list-style-type: none"> - Specify that any student who exhibits a substantial deficiency in reading, based on locally determined or statewide assessments conducted in kindergarten or Grades 1, 2, or 3, must be given intensive reading instruction immediately following the identification of the reading deficiency. Immediate intensive intervention must be provided daily for all students who have been identified with a reading deficiency as established in State Board Rule 6A-6.054, FAC. - State that students must have their reading proficiency reassessed by locally determined assessments or teacher observations at the beginning of the grade following the intensive instruction and address that intensive instruction shall be continued until reading deficiency is remedied. Progress monitoring three times per year must occur following the guidelines established in State Board Rule 6A-6.054, FAC. (<i>Explanatory Note:</i> Intensive instruction includes, but is not limited to, the following characteristics: <ul style="list-style-type: none"> ➤ Diagnosis/prescription targeted to specific skill development; ➤ Explicit and systematic small group instruction of targeted skills; ➤ Variety of opportunities for repetitions [repeated exposure]; ➤ Smaller chunks of text or content; ➤ Guided and independent practice; ➤ Skill development and practice integrated into all activities; ➤ Frequent monitoring; and ➤ Criterion-based evaluation of success.) |
| Mandatory Retention | (5)(b) | <ul style="list-style-type: none"> - Specify that beginning with the 2002-2003 school year, if the student's reading deficiency is not remedied by the end of Grade 3, as demonstrated by scoring at Level 2 or above on the statewide assessment test in reading for Grade 3, the student <i>must be retained</i>. (<i>Explanatory Note:</i> Students transferring into the district should be assessed immediately for reading proficiency to determine if remediation is appropriate. This is especially true in Grade 3. If a student transfers after the administration of the FCAT in Grade 3, it is up to the district to assess the student's reading proficiency at the end of the year to determine if the student needs to repeat the third grade.) |
| Parent Notification | (5)(c) (5)(c)1 (5)(c)2 (5)(c)3 | <ul style="list-style-type: none"> - Specify that the parent of any student in K-3 who exhibits a substantial deficiency in reading must be notified in writing of the following: <ul style="list-style-type: none"> o That his or her child has been identified as having a substantial deficiency in reading. o A description of the current services that are provided to the child. o A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency. |

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
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| <p><i>Memorandum</i></p> <p>Social Promotion Elimination</p> | (5)(c)4 | <ul style="list-style-type: none"> ○ That if the child's reading deficiency is not remediated by the end of Grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause. |
| | (5)(c)5 | <ul style="list-style-type: none"> ○ Strategies for parents to use in helping their child succeed in reading proficiency. |
| | (5)(c)6 | <ul style="list-style-type: none"> ○ That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion and that the additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion. |
| | (5)(c)7 | <ul style="list-style-type: none"> ○ The district's specific criteria and policies for mid-year promotion. Mid-year 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. |
| <p>Mandatory Retention Exemptions for Good Cause</p> | (6)(a) | <p>— State that no student can be assigned to a grade level based solely on age or other factors that constitute social promotion. (<i>Explanatory Note:</i> Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression. Students with disabilities following the general education curriculum must meet the state or district levels of performance for student progression unless the student's individual educational plan (IEP) team has determined the student should follow a modified curriculum aligned with exceptional student education course requirements and benchmarks. Retention of English language learners (ELLs)/limited English proficient (LEP) students must be determined by a school's ELLs/LEP committee, except in the case of mandatory retention for reading deficiencies in Grade 3.)</p> |
| | (6)(b) | <p>— Specify that the school board may only exempt students in Grade 3 who demonstrate a continued deficiency in reading from mandatory retention for good cause. Good cause exemptions are limited to the following:</p> |
| | (6)(b)1 | <ul style="list-style-type: none"> ○ English language learners (ELLs)/limited English proficient students who have had less than two years of instruction in an English for speakers of other languages program. |
| (6)(b)2 | <ul style="list-style-type: none"> ○ Students with disabilities, whose individual educational plan indicates that participation in statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule. | |

Chapter 2—Required Elements of a Student Progression Plan

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| <p>Florida Statutes</p> | <p>Subsection (6)(b)3</p> | <p><i>The Student Progression Plan must:</i></p> <ul style="list-style-type: none"> ○ Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. (<i>Explanatory Note:</i> The State Board of Education determined that the alternative standardized assessment to be used is the SAT10 alternative assessment or the SAT9 alternative assessment. The acceptable levels of performance on the alternative assessments for Grade 3 for the 2006-2007 school year are: <ul style="list-style-type: none"> ➤ To promote a student using the SAT10 as an alternative assessment for good cause exemption, the Grade 3 students scoring a Level 1 on the Reading FCAT must score at or above the 45th percentile on the parallel form of the SAT10. For districts choosing to use the SAT9 as the alternative assessment, the cut score remains at or above the 51st percentile. There must be at least 30 days between alternate assessment administrations. Districts are strongly encouraged to administer the alternative assessment at the end of summer camp. There must be 30 days between administrations of the SAT9. There must be 30 days between the administrations of the SAT10.) ○ Students who demonstrate, through a student portfolio, that they are reading on grade level, as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on FCAT. (<i>Explanatory Note:</i> The State Board of Education adopted the following student portfolio guidelines on January 21, 2003. To be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio contents must: <ul style="list-style-type: none"> ➤ Be selected by the student's teacher. ➤ Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom. ➤ Include evidence that the benchmarks assessed by the Grade 3 reading FCAT have been met. This includes multiple-choice items and passages that are approximately 60 percent literary text and 40 percent information text and that are between 100 and 700 words with a District's/school's adopted core reading curriculum that are aligned with the Sunshine State Standards or teacher-prepared assessments that are aligned with the Sunshine State Standards. ➤ Be an organized collection of evidence of the student's mastery of the Sunshine State Standard Benchmarks for Language Arts that are assessed by the Grade 3 reading FCAT. For each benchmark, there must be at least five examples of mastery as demonstrated by a grade of "C" or above and be signed by the teacher and the principal as an accurate assessment.) |
| <p><i>Memorandum</i></p> | <p>(6)(b)5</p> | <ul style="list-style-type: none"> ○ Students with disabilities who participate in the FCAT and who have an individual educational plan or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained in kindergarten, Grade 1, Grade 2, or Grade 3. |

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
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| | (6)(b)6 | <ul style="list-style-type: none"> ○ Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, Grade 1, Grade 2, or Grade 3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers. |
| Requests for Good Cause Exemptions | (6)(c) | <ul style="list-style-type: none"> - State that requests for good cause exemptions for students from the mandatory retention requirement must include the following: <ul style="list-style-type: none"> ○ Documentation submitted from the student’s teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student’s academic record. |
| | (6)(c)1 | <ul style="list-style-type: none"> ○ Documentation shall only consist of the existing Progress Monitoring Plan (PMP); Individual Educational Plan (IEP), if applicable; report card; or student portfolio. |
| | (6)(c)2 | <ul style="list-style-type: none"> ○ Discussion between the teacher and the school principal to review the recommendation and make the determination if the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal’s recommendation in writing. |
| Successful Progression for Retained Readers | (7)(a) | <ul style="list-style-type: none"> - Specify that students retained under the provisions of S. 1008.25(5)(b), F.S., must be provided daily intensive interventions in reading to ameliorate the student’s specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the school district’s summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers able to read at or above grade level and ready for promotion to the next grade. |
| | (7)(b) | <ul style="list-style-type: none"> - Specify that beginning with the 2004-2005 school year, each school district shall: <ul style="list-style-type: none"> ○ Conduct a review of student progress monitoring plans for all students who did not score above a Level 1 on the reading portion of the FCAT and did not meet the criteria for one of the good cause exemptions outlined in S. 1008.25(6)(b), F.S. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency. The school district shall require a student portfolio to be completed for each such student. (<i>Explanatory Note:</i> The portfolio must meet all State Board of Education requirements delineated by Rule 6A-1.09421, FAC [portfolio requirements for good cause promotion]. It must contain evidence of mastery of benchmarks, other information to inform parents and teachers of the student’s proficiency, as well as results of diagnostics and progress monitoring.) |
| | (7)(b)1 | |

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
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| | (7)(b)2 | <ul style="list-style-type: none"> ○ Provide students who are retained in Grade 3 due to a reading deficiency as evidenced by not scoring Level 2 or above on the reading portion of the Grade 3 FCAT, (S. 1008.25(5)(b), F.S.), with intensive instructional services and supports to remediate the identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and the other strategies prescribed by the school district, which may include but are not limited to: <ul style="list-style-type: none"> ➤ Small group instruction. ➤ Reduced teacher-student ratios. ➤ More frequent progress monitoring. ➤ Tutoring or mentoring. ➤ Transition classes containing third and fourth grade students. ➤ Extended school day, week, or year. ➤ Summer reading camps. ○ Provide written notification to the parent of any student who is retained in Grade 3 due to a reading deficiency as evidenced by not scoring Level 2 or above on the reading portion of the Grade 3 FCAT, (S. 1008.25(5)(b), F.S.), that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in S. 1008.25(6)(b), F.S. The notification must comply with the provisions of S. 1002.20(15), F.S., and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. ○ Provide a policy for the mid-year promotion of any student retained in Grade 3 due to a reading deficiency as evidenced by not scoring Level 2 or above on the reading portion of the Grade 3 FCAT (S. 1008.25(5)(b), F.S.) who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to Grade 4. Tools that school districts may use in reevaluating any student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 or above on the Grade 3 FCAT, as determined by the State Board of Education. (<i>Explanatory Note:</i> The State Board of Education shall adopt standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate fourth grade level reading skills. Mid-year 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 as specified in S. 1008.25(5)(c)7, F.S. Specified in Rule 6A-1.094222, FAC., to be eligible for mid-year promotion after November 1, a student must demonstrate mastery of reading skills consistent with the month of promotion to fourth grade as presented in the scope and sequence of the school district's core reading program. Evidence of demonstrated mastery includes successful completion of portfolio elements that meet state criteria or satisfactory performance on a locally selected standardized assessment. To promote a student mid-year using a student portfolio, there must be evidence of the student's |
| | (7)(b)2.a. (7)(b)2.b. (7)(b)2.c. (7)(b)2.d. (7)(b)2.e. (7)(b)2.f. (7)(b)2.g. (7)(b)3 | |
| | (7)(b)4 | |
| <p><i>Memorandum</i></p> | | |

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
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| | | <p>mastery of Grade 3 Sunshine State Standard Benchmarks for Language Arts and beginning mastery of the benchmarks for Grade 4. The student portfolio must meet the following requirements:</p> <ul style="list-style-type: none"> ➤ Be selected by the student's teacher. ➤ Be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom. ➤ Include evidence of mastery of the benchmarks assessed by the Grade 3 Reading FCAT. ➤ Include evidence of beginning mastery of Grade 4 benchmarks that are assessed by the Grade 4 Reading FCAT. This includes multiple choice, short response, and extended response items and passages that are approximately 50 percent literary text and 50 percent information text and that are between 100 and 900 words with an average of 375 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading program or teacher-prepared assessments that are aligned with the Sunshine State Standards. For each benchmark, there must be two examples of mastery as demonstrated by a grade of "C" or better. ➤ Be signed by the teacher and the principal as an accurate assessment of the required reading skills. <p>To promote a student mid-year using a locally-selected standardized assessment, there must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles, consistent with the month of promotion.)</p> <ul style="list-style-type: none"> ○ Provide students who are retained under S. 1008.25(5)(b), F.S., with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals. ○ Provide parents of students to be retained with at least one of the following instructional options in addition to required reading enhancement and acceleration strategies: <ul style="list-style-type: none"> ➤ Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school; ➤ A "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading; or ➤ A mentor or tutor with specialized reading training. (<i>Explanatory Note:</i> The student should also demonstrate his/her readiness for performing the work of the next grade in other core subjects before receiving a mid-year promotion. The mentor/tutor option does not require that districts must pay for private tutors. Volunteers or school staff may be used.) |
| K-3 READ Initiative | (7)(b)7 | <ul style="list-style-type: none"> ○ Establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of Grade 3 students and to offer intensive accelerated reading instruction to Grade 3 students who failed to meet standards for promotion to Grade 4 and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative must: |

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
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| | <p>(7)(b)7.a.</p> <p>(7)(b)7.b.</p> <p>(7)(b)7.c.</p> <p>(7)(b)7.c(I)</p> <p>(7)(b)7.c(II)</p> <p>(7)(b)7.c(III)</p> <p>(7)(b)7.c(IV)</p> <p>(7)(b)7.c(V)</p> <p>(7)(b)7.c(VI)</p> | <p>➤ Be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools. (<i>Explanatory Note:</i> A diagnostic assessment that meets psychometric standards is recommended. The assessment must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension.)</p> <p>➤ Be provided during regular school hours in addition to the regular reading instruction.</p> <p>➤ Provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level. <input type="checkbox"/> Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension. <input type="checkbox"/> Provides scientifically based and reliable assessment. <input type="checkbox"/> Provides initial and ongoing analysis of each student's reading progress. <input type="checkbox"/> Is implemented during regular school hours. <input type="checkbox"/> Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects. <p>(<i>Explanatory Note:</i> The comprehensive core reading programs [CCRPs] on the state-adopted instructional materials list for K-5 satisfy this requirement.)</p> |
| <p>Intensive Acceleration Class for Retained Third Graders</p> | <p>(7)(b)8</p> <p>(7)(b)8.a.</p> <p>(7)(b)8.b.</p> <p>(7)(b)8.c.</p> <p>(7)(b)8.d.</p> <p>(7)(b)8.e.</p> | <ul style="list-style-type: none"> ○ Establish at each school, where applicable, an intensive acceleration class for retained Grade 3 students who subsequently score at a Level 1 on the reading portion of the FCAT. The focus of the intensive acceleration class shall be to increase a child's reading level at least two grade levels in one school year. (<i>Explanatory Note:</i> This class is for a student who would be spending his or her third year in Grade 3. Applicable schools are those with retained Grade 3 students who subsequently score at Level 1 on FCAT reading. Through this class, a retained third grader could be promoted from Grade 3 to Grade 5.) The intensive acceleration class must: <ul style="list-style-type: none"> ➤ Be provided to any student in Grade 3 who scores at Level 1 on the reading portion of the FCAT and who was retained in Grade 3 the prior year because of scoring at Level 1 on the reading portion of the FCAT. ➤ Have a reduced teacher-student ratio. ➤ Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the Grade 4 Sunshine State Standards in other core subject areas. ➤ Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year. ➤ Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist. (<i>Explanatory Note:</i> This provision does not mandate the use of a speech and language pathologist but rather allows the speech and language pathologist to be involved in designing the intensive accelerated class and, through multi-stream funding, perhaps work with certain students whose diagnosed reading |

Chapter 2—Required Elements of a Student Progression Plan

| Florida Statutes | Subsection | The Student Progression Plan must: |
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| | <p>(7)(b)8.f. (7)(b)8.g.</p> <p>(7)(b)9</p> <p>(7)(b)10</p> | <p>deficiencies might best be addressed by a speech and language pathologist.)</p> <ul style="list-style-type: none"> ➤ Include weekly progress monitoring measures to ensure progress is being made. ➤ Report to the Department of Education, in the manner described by the department, the progress of students in the class at the end of the first semester. <i>(Explanatory Note: Reporting DIBELS data via Progress Monitoring Reporting Network [PMRN].)</i> <ul style="list-style-type: none"> ○ Report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level. ○ Provide a student who has been retained in Grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of reading deficiency. <i>(Explanatory Note: The primary factor is what is being provided to help the student catch up, not where it is being provided.)</i> |
| <p>Annual Reports Parent</p> | <p>(8)(a)</p> | <p>– Specify that the district school board must annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student’s results on each statewide assessment test. The evaluation of each student’s progress must be based on the student’s classroom work, observations, test, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board. <i>(Explanatory Note: No one test with a single administration should determine promotion or retention. The preponderance of evidence from evaluations should be used to determine if a student is ready for the work of the next grade.)</i></p> |
| <p>Local Newspaper and State Board of Education</p> | <p>(8)(b)</p> <p>(8)(b)1</p> <p>(8)(b)2</p> <p>(8)(b)3</p> <p>(8)(b)4</p> <p>(8)(b)5</p> | <p>– Specify that the district school board must annually publish in the local newspaper and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:</p> <ul style="list-style-type: none"> ○ The provisions of the law relating to public school student progression and the district school board’s policies and procedures on student retention and promotion. ○ By grade, the number and percentage of all students in Grades 3–10 performing at levels 1 and 2 on the reading portion of the FCAT. ○ By grade, the number and percentage of all students in Grades 3–10. ○ Information on the total number of students who were promoted for good cause, by each category of good cause. ○ Any revisions to the district school board’s policy on retention and promotion from the prior year. |

FLORIDA BOARD OF EDUCATION ADMINISTRATIVE RULES

| RULE # | TITLE |
|-------------------|---|
| 6A-1.039 | Supplemental Educational Services in Title I Schools |
| 6A-1.044 | Pupil Attendance Records |
| 6A-1.093 | Florida Academic Scholars Certificate |
| 6A-1.09401 | Student Performance Standards (Sunshine State Standards) |
| 6A-1.0941 | Minimum Performance Standards |
| 6A-1.09412 | Course Requirements - Grades 6-12, Basic and Adult Secondary Programs |
| 6A-1.09414 | Curriculum Frameworks - Grades 9-12, Exceptional Student Education |
| 6A-1.09417 | Curriculum Frameworks - Lifelong Learning Non-credit Courses, Adults - High School, and Non-high School Graduates |
| 6A-1.0942 | State Student Assessment Test Requirements for High School Graduation |
| 6A-1.09421 | High School Competency Test (HSCT) Requirements |
| 6A-1.09422 | Florida Comprehensive Assessment Test (FCAT) Requirements |
| 6A-1.094221 | Alternative Standardized Reading Assessment and Use of Student Portfolio for Good Cause Promotion |
| 6A-1.094222 | Standards for Mid-Year Promotion for Retained Third Graders |
| 6A-1.0943 | Statewide Assessment for Students with Disabilities |
| 6A-1.09431 | Procedures for Special Exemption from Graduation Test Requirements for Students with Disabilities Seeking a Standard High School Diploma |
| 6A-1.09432 | Assessment of Limited English Proficient Students <u>Language Learners</u> |
| 6A- 1.09441 | Requirements for Programs and Courses Which Are Funded Through the Florida Education Finance Program for Which Students May Earn Credit Toward High School Graduation |
| 6A-1.09512 | Equivalent Minimum School Term for Compulsory Attendance Purposes |
| 6A-1.0985 | Entry Into Kindergarten and First Grade by Out-of-State Transfer Students |
| 6A-1.09941 | State Uniform Transfer of <u>Middle and</u> High School Credits |
| <u>6A-1.09961</u> | Graduation Requirements for Certain Students with Disabilities |

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| 6A-1.09981 | Implementation of Florida's System of School Improvement and Accountability |
| 6A-1.09982 | Reporting Requirements for School Improvement and Accountability |
| 6A-6.014 | General Requirements for Adult Education |
| 6A-6.020 | Granting High School Credits and Diplomas to Adults |
| 6A-6.021 | State of Florida High School Diplomas (GED) |
| 6A-6.022 | Required Instruction in Florida History and Government |
| 6A-6.024 | School Entry Health Examinations |
| 6A-6.03028 | Development of Individual Education Plans (IEP) for Exceptional Students |
| 6A-6.0311 | Eligible Special Programs for Exceptional Students |
| 6A-6.0312 | Course Modification for Exceptional Students |
| 6A-6.0331 | <u>General Education Intervention Procedures, Identification, Evaluation, Reevaluation, and Initial Provision and Determination of Eligibility of Exceptional Students for Special Designed Programs Education Services</u> |
| 6A-6.03411 | <u>Policies and Procedures for Specially Designated Instruction and Related Services for Exceptional Students Definitions, ESE Policies and Procedures, and ESE Administrators</u> |
| 6A-6.05291 | Course Modification |
| 6A-6.05292 | Common Objective Criteria and Evaluation of Dropout Prevention Programs |
| 6A-6.0571 | <u>Vocational and Workforce Development Career and Technical Education and Adult Education Standards and Industry-Driven Benchmarks</u> |
| 6A-6.065 | Instructional Components of Vocational Education |
| 6A-6.0900 | Programs for Limited English Proficient Students <u>Language Learners</u> |
| 6A-6.0902 | Requirements for Identification Assessment and Programmatic Assessment of Limited English Proficient Students <u>Language Learners</u> |
| 6A-6.0903 | Requirements for Classification, Reclassification, and Post-Reclassification of LEP-Students <u>English Language Learners</u> |
| 6A-6.0904 | Equal Access to Appropriate Programming for Limited English Proficient Students <u>Language Learners</u> |
| 6A-6.0905 | Requirements for the District Limited English Proficient Plan |
| 6A-6.0906 | Monitoring of Programs for Limited English Proficient Students <u>Language Learners</u> |

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| 6A-6.0908 | Equal Access for Limited English Proficient Students <u>Language Learners</u> to Programs Other Than ESOL |
| 6A-6.0909 | Exemptions Provided to Limited English Proficient Students <u>Language Learners</u> |
| 6A-6.09091 | Accommodation of Statewide Assessment Program Instruments and Procedures for Limited English Proficient Students <u>Language Learners</u> |
| 6A-10.041 | Substitution for Requirements for Eligible Disabled Students at State Universities, Community Colleges, and Postsecondary Vocational Institutions <u>Career Centers</u> |

MIAMI-DADE COUNTY SCHOOL BOARD RULES

| RULE # | TITLE |
|------------------------|--|
| 6Gx13- <u>5-1.01</u> | Student Educational Development |
| 6Gx13- <u>5A-1.03</u> | Age of Entrance, Age of Attention, and Proof of Age |
| 6Gx13- <u>5A-1.04</u> | Student Attendance - Specific Responsibilities |
| 6Gx13- <u>5A-1.041</u> | <u>Student Attendance - Specific Responsibilities</u> |
| 6Gx13- <u>5A-1.11</u> | Foreign Student Registration |
| 6Gx13- <u>5B-1.01</u> | Reporting Achievement Progress |
| 6Gx13- <u>5B-1.02</u> | Evaluation of Students |
| 6Gx13- <u>5B-1.031</u> | Assignment to Groups - Specific Regulations |
| 6Gx13- <u>5B-1.032</u> | Educational Alternative Programs |
| 6Gx13- <u>5B-1.04</u> | Promotion, Placement, and Graduation - Grades K-12 and Adult |
| 6Gx13- <u>5B-1.061</u> | Rank in Class; Grade Point Average |
| 6Gx13- <u>5B-1.10</u> | Graduation |
| 6Gx13- <u>5C-1.02</u> | <u>Conduct - Standards of Behavior</u> |
| 6Gx13- <u>5D-1.021</u> | School Health Services Program |
| 6Gx13- <u>5D-1.081</u> | <u>Standards for Student Conduct</u> |
| 6Gx13- <u>5D-1.09</u> | Student Case Management System |
| 6Gx13- <u>5D-1.091</u> | Student Services - PK - Adult |
| 6Gx13- <u>6-1.01</u> | Instruction |
| 6Gx13- <u>6-1.02</u> | Philosophy and Goals for Student Development |
| 6Gx13- <u>6A-1.07</u> | Moral and Ethical Values |
| 6Gx13- <u>6A-1.11</u> | Curriculum |
| 6Gx13- <u>6A-1.113</u> | Instructional Technology Education |
| 6Gx13- <u>6A-1.13</u> | Authorized Courses of Instruction |
| 6Gx13- <u>6A-1.131</u> | Bilingual Education and Foreign Languages |
| 6Gx13- <u>6A-1.132</u> | Multicultural Programs |
| 6Gx13- <u>6A-1.19</u> | Instructional Arrangements |
| 6Gx13- <u>6A-1.21</u> | Grouping |

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| 6Gx13- <u>6A-1.23</u> | Homework |
| 6Gx13- <u>6A-1.331</u> | Procedures for Providing Special Education for Exceptional Students |
| 6Gx13- <u>6A-1.332</u> | Section 504 Procedures for Students with Disabilities |
| 6Gx13- <u>6A-1.333</u> | Child Study Teams |
| 6Gx13- <u>6A-1.36</u> | Instructional Planning |
| 6Gx13- <u>6A-1.392</u> | Program Assessment and Evaluation Responsibilities |
| 6Gx13- <u>6A-1.42</u> | Music, Art, and Physical Education |
| 6Gx13- <u>6B-1.01</u> | Senior High School Courses |
| 6Gx13- <u>6C-1.01</u> | Administrative Procedures for Applied Technology (Vocational) and Adult Education |
| 6Gx13- <u>6C-1.03</u> | Admission to Adult Education Program - Guidelines |
| 6Gx13- <u>6C-1.04</u> | Purpose and Scope of the Programs |

The School Board of Miami-Dade County, Florida, adheres to a policy of nondiscrimination in employment and educational programs/activities and programs/activities receiving Federal financial assistance from the Department of Education, and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules 6Gx13- 4A-1.01, 6Gx13- 4A-1.32, and 6Gx13- 5D-1.10 - prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

Revised 5/9/03