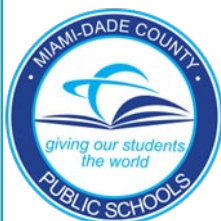


# Miami-Dade County Public Schools

## 2012-2013 Student Progression Plan



**SCHOOL BOARD POLICY 5410**

# THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

***Ms. Perla Tabares Hantman, Chair***

***Dr. Martin Karp, Vice Chair***

***Dr. Dorothy Bendross-Mindingall***

***Ms. Susie V. Castillo***

***Mr. Carlos Curbelo***

***Dr. Lawrence S. Feldman***

***Dr. Wilbert “Tee” Holloway***

***Dr. Marta Pérez***

***Ms. Raquel A. Regalado***

***Mr. Jude Bruno***

Student Advisor

***Mr. Alberto M. Carvalho***

Superintendent of Schools

***Ms. Milagros R. Fornell***

Chief Academic Officer

Office of Academics and Transformation

***Dr. Maria P. de Armas***

Assistant Superintendent

Division of Academic Support

Office of Academics and Transformation



# 2012-2013 STUDENT PROGRESSION PLAN

## TABLE OF CONTENTS

Preface.....	v
Introduction .....	vi
I. General Procedures for Student Progression, Grades K - 12 and Adult.....	1
A. Overview.....	1
B. Secondary School Reform.....	1
C. Student Performance Standards.....	3
D. Entrance and Grade Placement Requirements .....	6
1. Age of Mandatory Attendance.....	6
2. Health Examination/Immunization.....	6
3. Kindergarten/Grade 1 Placement.....	7
a. Kindergarten Entrance .....	7
b. Grade 1 Entrance .....	7
c. Kindergarten/Grade 1 Promotion.....	7
4. Student Transfers Within the District.....	8
5. Student Transfers from Within the State, from Other States, Non-Public Schools, Home Education Programs, Military Families or Other Countries.....	9
a. Evaluating a Student's Record.....	9
b. Out-of-State Transfer Students .....	9
c. Out-of-Country Transfer Students.....	10
d. Transferring Exceptional Students.....	13
e. Students Transferring from Another State or a Foreign Country Who Enter Grade 11 or 12.....	13
6. Acceleration for High Achievement.....	14
7. Placement into an Extended School Year (ESY) Program for Students with Disabilities .....	16
E. Promotion and Retention Policies.....	16
1. Progress Monitoring Plan through Response to Intervention.....	16
2. Promotion.....	24
3. Retention.....	25
4. Retention of ELLs .....	26
5. Identification of Students Not Meeting Student Performance Levels.....	27
6. The Role of Teacher Judgment.....	27
7. Definition of Good Cause from Mandatory Retention in Grade.....	28
8. Request for Good Cause Exemptions.....	30
9. Alternative Education and Dropout Prevention Programs .....	30
10. Allocation of Resources .....	30
11. Parental Notification .....	31
a. Annual Reports to Parents and the Media.....	32
b. Title I School - Parent Involvement.....	32
c. Notification of Student Progress .....	33
d. The Three-year, 18-Credit Accelerated Graduation	

	Option .....	35
	e. Interim Progress Report .....	36
	f. Notification to Parents of Students with Disabilities .....	36
	12. Mid-Year Promotion, K-8.....	37
	13. Optional Participation in Other Educational Opportunities .....	39
F.	Grading and Reporting Student Progress K-12 and Adult .....	39
	1. Kindergarten .....	39
	2. Grades 1-12 .....	41
	a. Academic Grades .....	41
	b. Grading Students with Disabilities, K-12 .....	46
	c. Conduct Grades .....	47
	d. Effort Grades .....	49
	3. Preparing Report Cards .....	50
	4. Report Card Comments .....	52
	5. Academic Recognition .....	53
G.	Special Provisions for English Language Learners.....	54
	1. Meeting Performance Standards.....	54
	2. Grading .....	55
	a. Kindergarten.....	55
	b. Grades 1-5 .....	56
	c. Grades 6-12 .....	58
	3. Grouping in ESOL .....	60
H.	Special Provisions for Students with Disabilities.....	66
II.	Promotion and Placement in the Elementary School.....	63
A.	Promotion, Placement, and Retention .....	63
	1. Required Program of Study.....	63
	2. Required Topics of Study for Elementary Grades .....	66
	3. Required Time for English Language Learners .....	67
	4. Performance Expectations for Students in Grades K-5.....	67
	5. Students with Substantial Deficiency in Reading Skills K-3 .....	68
	6. Reading Enhancement and Acceleration Development (READ) Initiative K-3.....	69
B.	Activities Required Prior to Retention .....	70
	1. Retention Determination Procedure .....	70
	2. Retention Implementation Requirements .....	70
C.	Successful Progression of Retained Third Grade Students .....	71
D.	Intensive Acceleration Class for Retained Third Graders .....	72
E.	Transitional Instructional Setting for Retained Third Graders .....	73
F.	Student Performance Standards.....	73
	1. Assessment, Evaluation, and Monitoring of Student Progress.....	73
	2. Specific Levels of Performance.....	74
	3. Specific Levels of Performance for Grade 3 Reading .....	74
	4. Student Performance Standards, and Performance Levels, Grades K- 5.....	75
III.	Promotion and Placement in the Middle School .....	76
A.	Promotion, Placement, and Retention .....	76
B.	Required Program of Study.....	77

1.	Required Courses for Students in Middle School.....	77
2.	Middle School Interdisciplinary Teams.....	79
3.	Language Arts/Reading/Mathematics Instruction.....	80
4.	Required Topics of Study for Middle Grades .....	80
5.	Elective Courses .....	81
6.	Establishment of Increased Requirements.....	81
7.	Senior High School Credit(s) for Students in Grades 6,7,8 .....	82
8.	Mathematics and Science .....	83
C.	Student Performance Standards.....	83
D.	Summary - Promotion and Placement Requirements in the Middle School.....	84
E.	High School Accelerated Graduation Options.....	85
IV.	Promotion and Placement in the Senior High School and Adult Education Program.....	86
A.	Academic Achievement .....	86
B.	Promotion and Placement.....	87
C.	High School Graduation Programs.....	90
D.	Requirements for Graduation.....	91
1.	Graduation Options .....	92
2.	Explanatory Notes.....	94
E.	Testing Requirements for Graduation .....	100
F.	Grade Point Average Required for Graduation .....	106
G.	Community Service.....	107
H.	Online Course .....	107
I.	Interscholastic Extracurricular Eligibility.....	107
J..	Diplomas/Certificates.....	107
1.	Standard Diploma .....	108
2.	Superintendent's Diploma of Distinction.....	110
3.	International Baccalaureate Diploma/Advanced International Certificate of Education/International Studies Certificate .....	111
4.	Certificate of Completion .....	111
5.	CPT-Eligible Certificate of Completion .....	111
6.	Special Diploma .....	112
7.	Special Certificate of Completion .....	115
K.	Student Performance Standards.....	116
L.	Scheduling of Students .....	116
M.	Provisions for Acceleration .....	117
N.	The Adult High School Credit Program .....	119
O.	General Educational Development (GED) Program .....	120
P.	State University Entrance Requirements .....	122
R.	Florida Bright Futures Scholarship Program.....	123
V.	Appendices.....	126
A.	Transfer of Credits.....	127
B.	Accelerated Curriculum to Enhance Learning (ACCEL) Options.....	130
C.	Activities Associated with Elementary School Retention.....	132
D.	High School Graduation Requirements 2003-2004 through 2011-2012.....	138
E.	Elements of a Semester System.....	144

F.	Grading English Language Learners with Disabilities.....	147
G.	Grading English Language Learners.....	150
H.	Checklist for Procedures for Special Exemption from Graduation Test Requirements for Students with Disabilities Seeking a Standard High School Diploma.....	154
I.	Florida/ Virtual School Course Offerings.....	156
J.	Florida Bright Futures Scholarship Program.....	160
K.	Admission and Graduation Requirements for Students with Disabilities at Post-Secondary Career Technical Centers – Guidelines.....	164
L.	Waiver-World Language Credit-Same Second Language Proficiency...	167
M.	Comparison of Individual Student Plans.....	169
N.	Attendance Implications.....	174
O.	End of Course Assessment Waiver for Students with Disabilities.....	175
P.	Secondary Scope and Sequence for Students with Significant Cognitive Disabilities.....	177

## PREFACE

The *District Strategic Framework, 2009-2014's* vision states that Miami-Dade County Public Schools is committed to provide educational excellence for all students by providing the highest quality education so that students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

### **Core Values:**

**Excellence** - pursue the highest standards in academic achievement and organizational performance, providing every student with a world-class education.

**Integrity** – build positive relationships through honesty, respect, and compassion, which enhance the self-esteem, safety, and well-being of students, families, and staff.

**Equity** – foster an environment that serves all students with an equitable allocation of resources based on student needs and aspires to eliminate the achievement gap.

**Citizenship** – honor the diversity of our community by working as a team to ensure the educational success of all students and recognize that obligations go beyond professional responsibilities to promote democratic principles.

**Student Achievement** – each student succeeds academically, personally, and civically as measured by:

- Demonstrating age/grade level appropriate knowledge mastery;
- Having a post-secondary plan;
- Graduating; and
- Successfully entering the higher education arena and/or the workforce.

## 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 five parts:

- I. General Procedures for Student Progression, Grades K-12 and Adult
- II. Promotion and Placement in the Elementary School
- III. Promotion and Placement in the Middle School
- IV. Promotion and Placement in the Senior High School and Adult Education Program
- V. Appendices

The 2012-2013 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 2012-2013 edition are summarized below:

1. The District's transition from the Next Generation Sunshine State Standards to the new Common Core State Standards is explained.
2. Information regarding the District's Local Action Plan for addressing issues affecting students who come from military families is included as well as a reference to the Interstate Compact on Educational Opportunity for Military Children.
3. Information pertinent to the Special Education (SPED) program has been included throughout the document.
4. The Florida Legislature enacted 1002.3105, F.S., Academically Challenging Curriculum to Enhance Learning (ACCEL), which is included. M-DCPS has already had several of these educational options available to students, as explained in previous editions of the Student Progression Plan.
5. The Florida Legislature amended 1003.4295, F.S., to provide students with the opportunity to take EOC assessments as per the Credit Acceleration Program.



6. The Florida Legislature enacted 1003.4281, F.S., regarding an early graduation option for eligible high school students. M-DCPS students have had this opportunity available to them prior to this mandate.
7. Updated information regarding the End Of Course (EOC) assessments as they pertain to promotion and graduation is incorporated throughout the document.
8. M-DCPS has an updated procedure for all schools to follow when a teacher or a principal find it necessary to change a student's grade.
9. At the middle school level, the course that incorporates career and education planning may now be taught in the 6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> grade, culminating in a personalized academic and career plan.
10. Middle school students will no longer use the electronic Personalized Education Planner (ePEP) to create a personalized academic and career plan.
11. The State announced the release of new FCAT 2.0 reading concordant scores for the SAT and ACT for the fall of 2013. The scores will apply to students who entered grade 9 in 2010-2011 and are scheduled to graduate in 2013-2014.
12. A reference to the District's guidelines for student eligibility and participation in interscholastic extracurricular athletics and activities is included.
13. Live links to District forms and other District and State documents are included throughout the document to facilitate access to these from the electronic version of the SPP.

# **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**, School Board Policy 5410, contains the requirements and procedures for students to progress from one grade to the next, kindergarten through grade 12 and adult education.

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 performance 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 is educated in the least restrictive environment (LRE), as determined by the Individual Educational Plan (IEP) team. Instruction will provide students with the opportunity to be involved in and progress in the general education curriculum, necessary for successful grade to grade progression and high school graduation, employment and other post-school adult living.

### **B. SECONDARY SCHOOL REFORM**

The Secondary School Reform Plan, 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 the 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.

The Florida Secondary School Redesign Act's intent is to ensure that students promoted from the 8<sup>th</sup> 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. In 2010, the Secondary School Redesign Act, 1003.43, F. S., was amended by the Florida Legislature to include more rigorous mathematics and science requirements at the senior high school level and development of end-of-course (EOC) assessments, initially for mathematics and science courses and expanding into social sciences. Middle school students who enroll in senior high school courses while enrolled in middle school will also be affected by these new requirements as they are phased in.

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. This year, the transition from Florida's original performance standards, known as the *Sunshine State Standards* (SSS), to the *Next Generation Sunshine State Standards* (NGSSS) is complete. The NGSSS are incorporated into the *M-DCPS District Pacing Guides* with consideration given to new Common Core State Standards (CCSS). The CCSS will be addressed by a new generation of assessments to be administered beginning in the 2014-2015 school year to students in 45 states, which form the Partnership for Assessment of Readiness for College and Careers (PARCC) consortia, as part of the federal Race to the Top initiative.

Increased student performance is expected once the full implementation of CCSS takes place and the PARCC assessments are administered in 2014-2015. To guide instruction while transitioning to the CCSS during the 2012-2013 school year, the *M-DCPS District Pacing Guides* reflect changes in specific grade levels and core subject areas. The *2012-2013 M-DCPS Language Arts/Reading District Pacing Guides* indicate full implementation of the English Language Arts CCSS in kindergarten through second grade. For third grade, instruction of the NGSSS using exemplar lessons that infuse the CCSS for English Language Arts is facilitated through the pacing guides. For grades four through twelve, NGSSS instruction will continue with transitional implementation for the English Language Arts CCSS.

Furthermore, The *2012-2013 M-DCPS Mathematics District Pacing Guides* provide for full implementation of the CCSS in grades K-2 and in Mathematics for College Readiness. M-DCPS will continue to facilitate the timely phase-in of the CCSS until the full conversion to these new standards is complete.

The Florida Department of Education (FLDOE) has also created the Next Generation Sunshine State Standards (NGSSS) 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 NGSSS even with allowable accommodations. IEP teams are responsible for determining the need for this curriculum. Students who are instructed using the NGSSS Access Points must meet the criteria for exemption from the statewide testing programs based on State Board Rule 6A-1.0943(1)(a)1-2.

In addition to developing the NGSSS 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*.

Each student must participate in statewide assessment tests at designated grade levels, as required by Section 1008.22, F.S. The latest edition of the statewide test, the Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) addresses the NGSSS. The FCAT 2.0 measures student achievement in reading (grades 3-10), mathematics (grades 3-8), science (grades 5 and 8), and writing (grades 4, 8, and 10). As part of the state assessment program, the FCAT/FCAT 2.0 has been administered in all Florida public schools since 1998. Beginning in 2011-2012, the state began the transition from paper-based administration of these assessments to computer-based testing (CBT) for specific grade levels and content areas. In 2012-2013, FCAT 2.0 Reading will be administered on the computer to students in grades 6, 7, 9 and 10; and FCAT 2.0 Mathematics to students in grade 5.

In addition, Florida End of Course (EOC) assessments are being phased in, to address the NGSSS for specific courses, including Algebra 1, Geometry, Biology 1, and U.S. History this year. At the conclusion of specific high school coursework, the Florida EOC assessments are all administered on the computer except to students with disabilities who have a current Individual Education Plan (IEP) or Section 504 plan stating that CBT is not appropriate.

The FCAT 2.0 measures student achievement of NGSSS benchmarks in reading, writing, mathematics and science; the Florida EOC assessments measure student achievement of those benchmarks in specific mathematics, science, and social science courses. Among the primary purposes of the assessments is the identification of students' progress

toward achieving satisfactory performance based on the standards appropriate for the students' grade levels.

The FCAT graduation test (reading and mathematics) has been a requirement for a standard diploma for students who enrolled in grade 9 since 1999-2000. Beginning with students who entered ninth grade in the 2010-2011 school year, only the FCAT graduation test in reading remains as a graduation requirement. However, students will also be required to pass EOC assessments to earn credit in specific courses, beginning with students entering ninth grade in 2011-2012 who are required to pass the Algebra 1 EOC to earn credit in that course. Students entering ninth grade in 2012-2013 and thereafter, must pass the corresponding EOC assessments to earn credit in three high school courses: Algebra 1, Geometry, and Biology 1. The credit requirement is not applied to the U.S. History EOC. Beginning with students entering grade 9 in 2012-2013 and thereafter, the U.S. History EOC scores will comprise 30% of the student's final grade in the U.S. History course.

Students with disabilities who have taken the EOC at least once and/or taken the FCAT at least twice, may be eligible for an EOC waiver found on Special Education Educational Management System (SPED EMS) and/or FCAT waiver, [FM 6624](#) respectively, as determined by the IEP Team.

Students with significant disabilities who are being instructed using the NGSSS Access Points will be assessed using the Florida Alternate Assessment. In the event of student-specific extraordinary circumstances as stipulated under Section 1008.22(3)(c)(13)-(14) F.S., a student with disabilities may be exempted from participation in statewide assessment (refer to Technical Assistance Paper (2010-92), Statewide Assessment for Students with Disabilities, Section C – Special Exception).

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) are required to meet student performance standards for the appropriate grade level. However, ELLs who have been in an approved English for Speakers of Other Languages (ESOL) program for less than one complete school year are exempt from having to demonstrate the standards in English for purposes of school accountability. The statutory requirement is to measure the student's 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 must participate in

statewide assessment programs, i.e., FCAT 2.0.

## **D. ENTRANCE AND GRADE PLACEMENT REQUIREMENTS**

### **1. Age of Mandatory Attendance**

All children who will have attained the age of six years by February 1<sup>st</sup> 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/guardian.

### **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) or Florida Shots record 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 acellular pertusis (Tdap) booster.

Students who enter, attend, or transfer to pre-kindergarten through eleventh grade are required to have completed one dose of the varicella (chicken pox) vaccination or show proof of the disease date. Students who enter kindergarten, first, second, third and fourth grade

are required to have two doses of 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 1<sup>st</sup> 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 1<sup>st</sup> 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 Integrated Student Information System (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. Schools will maintain a log of the transfer of student cumulative folders from one school to the next. Confirmation of receipt needs to be documented.

#### **5. Student Transfers from within the State, from Other States, Non-Public Schools, Home Education Programs, Military Families 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 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. 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 page 12. Special requirements for grade placement in kindergarten and grade 1 are presented on pages 7 and 8.

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 2.0 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.

Miami Dade County Public Schools recognizes the importance of removing barriers to educational success imposed on children of military families. One useful resource is the [Interstate Compact on Educational Opportunity for Military Children](#), which has been adopted by many states, including Florida. This compact addresses common problems that affect military-connected children as a result of frequent moves and deployments. In support of this compact the Local Action Plan was developed in partnership with the U.S. Army Garrison-Miami, U.S. Southern Command, and Miami-Dade County Public Schools. The Local Action Plan addresses issues of the timely transfer of records to ease student transition, practices which foster access to extracurricular programs, and procedures to lessen the adverse impact of moves. For further information and assistance the please view the [Local Action Plan](#) through the Division of Student Services website.

- 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. The Transcript Review and Course Evaluation (TRACE) System is used to record secondary course credits that students have earned at schools outside of M-DCPS. See Appendix A for TRACE procedures.
- 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. 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 page 12.

- 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 policies of the School Board. 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 page 12. 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 12. Any adjustment resulting in lowering of grade level placement must be thoroughly documented with home language assessment data, e.g., tests, and class work. Any such lower grade level placement for ELLs must be reviewed and approved by an ELL committee and submitted for district review to the Chief Academic Officer, Office Academics and Transformation, 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 the Federal and State Compliance Office will provide 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 the Federal and State Compliance Office.

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 1<sup>st</sup> 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 the Federal and State Compliance Office. 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.
- Students who have completed high school in their home country may not be scheduled for classes in a K-12 school.

**d. Transferring Exceptional Students**

For information about transferring exceptional students, see *Exceptional Student Education Policies and Procedures*, which is incorporated into Board Policy 2460.

**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 2.0 graduation test and EOC assessments, or an applicable alternate assessment, as appropriate.

A new student who enters M-DCPS at 12<sup>th</sup> 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 2.0 graduation test, the EOC or other applicable assessments, shall satisfy this requirement for a standard high school diploma.

## **6. Acceleration for High Achievement**

### **Academically Challenging Curriculum to Enhance Learning (ACCEL) Options**

In order to address the needs of students with high academic achievement at the elementary, middle and high school level, M-DCPS provides options for academically challenging curriculum and academic acceleration. These options, published annually in this document, are routinely communicated to schools and parents. Specifically, students in grades K-8 who meet academic performance criteria may be eligible for assignment to a higher level class or grade as specified on page 15. At the middle school level, students may enroll in selected high school courses to pursue a more challenging program of study and earn high school credits as explained on pages 82. For high school students, options for a more challenging curriculum or accelerated graduation programs are detailed on pages 119. Virtual instruction courses also provide another option for students who may benefit from higher level courses. Parents must be advised when students participate in any of these acceleration options.

During 2012, The Florida Legislature enacted 1002.3105, F. S., *Academically Challenging Curriculum to Enhance Learning (ACCEL)* beginning with the 2012-2013 school year and for subsequent years. M-DCPS has aligned its practices to the ACCEL Options to continue offering academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. These options include opportunities for whole-grade promotion, midyear promotion and subject matter acceleration for students who meet specific eligibility requirements in grades K-12. Midyear promotions must take place prior to the end of the first semester. As per 1008.25, F. S., social promotion is prohibited; therefore, whole grade or midyear promotion is applicable only for students who meet the eligibility requirements for ACCEL options. Furthermore, as per the Credit Acceleration Program (CAP), 1003.4295, F. S., parents may request that their student take an EOC assessment in Algebra 1, Geometry or Biology 1, even if they

have not been enrolled in or have not completed the course. High school course credit is awarded if the student achieves satisfactory performance on the specific EOC assessment.

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 recommending such assignments, but a child will not be accelerated without parental consent. [FM-2228](#) outlines criteria for promotion. It must be signed by a core academic area teacher, school counselor, principal, region and parent in order to advance the student. This form must be maintained in the student's cumulative folder.

Parents should be notified formally in writing that their child is receiving an accelerated class or grade placement including courses taken with Florida Virtual School and/or other district-approved online courses. 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 as described on page 82.

Once [FM-2228](#) is completed and signed by all parties, the grade level change is a school level function that can be implemented through ISIS.

### **Early High School Graduation**

Students may qualify for early graduation, fewer than eight semesters, as per 1003.4281 F.S., if they meet specific requirements that include completing a minimum of 24 credits, achieving a cumulative grade point average of 2.0 on a 4.0 scale, and earning passing scores on all applicable state assessments. Schools shall notify parents of students who are eligible to graduate early. Students who graduate early may continue to participate in school activities and graduation and will be included in class ranking, honors, and award determinations for their cohort. A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award during the spring term following graduation if the student applies for the scholarship award no later than August 31 of the graduation year.



**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 [Exceptional Student Education Policies and Procedures \(SP&P\)](#), which is incorporated into Board Policy 2460.

**E. PROMOTION AND RETENTION POLICIES**

**1. Progress Monitoring Plan (PMP)**

The district's comprehensive program for student progression utilizes assessment data, universal screenings and ongoing progress monitoring, to evaluate the effectiveness of instruction, identify students in need of more intensive instructional support and monitor the student's response to implemented instruction and interventions. According to Section 1008.25(4)(b), F. S., provisions have been set forth for monitoring the academic progress of students that fail to meet state and district performance levels in reading, writing, science and mathematics, including scoring below Level 3 in FCAT 2.0 Reading or Mathematics. A district-wide progress monitoring process, Progress Monitoring Plan (PMP) through Response to Intervention/Multi-Tiered Systems of Support (RtI/MTSS) is in place for all schools. A PMP should be initiated as soon as academic deficiencies are evident in the areas of reading, writing, mathematics and science.

(RtI/MTSS) is a process that aligns academic RtI and Positive Behavioral Supports to instruction and intervention, planning and implementation to meet students' needs based on ongoing data analysis. Early detection of academic and behavioral risk, efficient resource deployment for students and teachers, systematic problem solving, and effective follow up are key RtI/MTSS practices. Florida requires districts to implement and monitor a coordinated RtI/MTSS plan to ensure that schools are using screening, diagnostic, and progress monitoring data to provide multiple tiers of supplemental instruction and intervention to students who are not progressing. Also required by the state, is to evaluate the effectiveness of instruction and intervention. RtI/MTSS requires instruction and intervention to be provided to all students as outlined below.

- **Tier 1** Provides core instruction for all students and includes differentiated large group instruction and small group skill-based enrichment or remediation. Instruction and differentiation are guided by diagnostic and progress monitoring data gathered at least three times per year. Tier 1 effectiveness is measured using a standard where approximately 80% of students receiving only core instruction will make at least one year's academic growth for one year's time.
  
- **Tier 2** Provides small group supplemental instruction (sometimes referred to as immediate intensive intervention) for all students who are either identified through assessment data as at risk for not meeting grade level standards (K-3) or students who have demonstrated below proficient achievement based on the FCAT. Tier 2 intervention is provided **in addition** to the core differentiated instruction. Where specific intervention programs are delineated, program guidelines provided with respect to frequency, duration and group size should be adhered to. Tier 2 effectiveness is measured by a standard that approximately 70% of students receiving supplemental intervention should be closing the gap toward meeting standards. Progress monitoring should occur approximately every 20 instructional days. As soon as first quarter assessment results indicate that a student is at risk and requires intervention based on the [Comprehensive Research-Based Reading Plan \(CRRP\)](#), the Tier 1 RtI/MTSS problem solving team must initiate Tier 2 intervention for that student, consistent with the CRRP for reading or the school's Tier 2 mathematics plan. Intervention program assessment data will be used by the school RtI/MTSS team during Tier 2 problem solving to monitor intervention effectiveness. For students receiving Tier 2 intervention, ongoing progress monitoring (OPM) should occur every 20 instructional days. Tier 2 problem solving should follow each OPM.
  
- **Tier 3** Provides intensive support to students who are not progressing towards meeting grade level standards, even with targeted, supplemental Tier 2 interventions. The fidelity and effectiveness of the individualized interventions must be monitored weekly. Students are referred for Tier 3 problem solving by the Tier 2 problem solving team under two conditions:

- Seventy percent or more of the group is demonstrating a positive response to intervention and the individual student is not, or,
- Although 70% of the intervention group is not demonstrating a positive response to intervention, the individual student's rate of progress is well below the group's rate of progress.

It is important to note that during any grading period of the school year, at any stage in the RtI/ MTSS process, if data is reviewed and if it is noted that a student displays clear signs of a disability that does not require RtI as part of the eligibility determination process, a case can be opened and an evaluation conducted accordingly.

The PMP through RtI/MTSS process has been designed for implementation in all schools. Teachers will utilize the Progress Monitoring Plan application available through the M-DCPS Employee Portal at [dadeschools.net](http://dadeschools.net) to electronically indicate the students who are part of the school-wide PMP through RtI/MTSS process.

Additionally, records of all parental notification and parent conferences must be logged in the teachers' gradebooks.

### **First Grading Period**

At the beginning of the school year and again after the Fall interim and FAIR AP1 assessment data is available, the school's Tier 1 RtI/MTSS problem solving team must identify all students who are not meeting district or state performance standards in reading, writing, mathematics and/or science. The PMP through RtI/MTSS plan and appropriate Tier 2 interventions must be initiated, as determined by the following criteria:

1. Students in grades K-2 with reading difficulties should be provided interventions based on the criteria in the [K-12 CRRP](#) ;
2. Students in grade 3 scoring in the lowest quartile on the Stanford Achievement Test (SAT) in the prior year in reading and/or mathematics;
3. Students in grade 3 with reading difficulties should be

- provided interventions based on the criteria in the [K-12 CRRP](#);
4. Retained third graders and students in grades 4-10 scoring at Level 1 or 2 on the FCAT in reading and/or mathematics;
  5. Students in grades 4 and 5 with no previous FCAT scores who demonstrate reading difficulties as evidenced by FAIR should be provided interventions based on the criteria in the [K-12 CRRP](#);
  6. Students in grades 11 and 12 who have not passed the FCAT or met graduation requirements with concordant scores on appropriate assessments; and
  7. 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 student's deficiencies in reading and/or mathematics as required by Florida law, then an Interim IEP meeting should be held to address any deficiency that is not on the student's current IEP. Students with disabilities who take the FCAT 2.0, whose academic performance warrants remediation, should receive research based Tier 2 intervention similar to nondisabled peers.

ELLs 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 in the school-wide process:

1. All ELLs will participate in the assessments for monitoring progress. ELLs will be assessed in their home language, when available.
2. ELLs who have participated in the ESOL program for less than two years are not to be included in the PMP process.
3. ELLs 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 ELLs progress monitoring as general curriculum students.
4. For ELL students who have participated in the ESOL program for less than two years, a Home Language assessment needs to be administered.

5. Home Language Arts (HLA- Spanish/Haitian Creole) is the appropriate intervention for ELLs. HLA teachers should monitor academic progress. An ELL Committee must be convened for ELLs who are not making progress in their home language, are having academic difficulties in either ESOL or HLA, and do not seem to respond to a change in strategy or program model. ELLs should be assessed in Spanish or Haitian Creole to determine alternative strategies or referred to SST.

During the first quarter, the school or teachers must administer ongoing progress-monitoring assessments to determine the intervention group and students' progress level and response to intervention. Refer to the [Rtl/MTSS Guide](#) for guidance. The following instruments provide ongoing progress monitoring choices and should be chosen as appropriate:

1. FAIR TDI tasks or other available Curriculum Based Measures (CBM) of phonemic awareness and phonics for all students in grades kindergarten through 1;
2. FAIR Oral Reading Fluency (ORF) Passages or other CBM measures of ORF for students on a PMP in grades 2 and 3 and FCAT Levels 1 and 2 in grades 4 and 5;
3. FAIR ORF passages and/or other CBM for reading comprehension for FCAT Level 1 and 2 students in grades 6- 10 ;
4. FAIR ORF passages and/or other CBM for reading comprehension for students in grade 11 and 12 who have not passed FCAT 2.0 Reading;
5. Intervention embedded progress monitoring assessment that reports reliable, valid and sensitive measures of progress. Refer to the [Rtl/MTSSS Guide](#) for intervention options;
6. FCAT Writing pre-test;
7. Common teacher-developed assessments; and;
8. 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 positive Rtl/MTSS response, the school 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. Rtl/MTSS problem solving will determine if the lack of response is general to the overall intervention group or specific to the student. The Rtl/MTSS team will document a course of action using the Tier 2 problem solving worksheet to increase either group response or individual response respectively.

Students may be referred for Tier 3 problem solving by the Tier 2 problem solving team under two conditions:

- Seventy percent or more of the group are demonstrating a positive response to intervention and the individual student is not, or
- Although 70% of the intervention group is not demonstrating a positive response to intervention, the individual student's rate of progress is well below the group's rate of progress.

Again, it is important to note that during any grading period of the school year, at any stage in the Rtl process, if data is reviewed and if it is noted that a student displays clear signs of a disability that does not require Rtl as part of the eligibility determination process, a case can be opened and an evaluation conducted accordingly.

At the end of the first quarter, teachers will administer interim assessments in reading, mathematics, and science to students in appropriate grade levels. In addition to FAIR, 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).

## **Second Grading Period**

During the second quarter, teachers will conduct a mid-quarter evaluation to determine the students' and intervention group's progress and response to intervention. . The terms of *positive response*, *questionable response*, or *poor response* refer to the student outcomes, as explained in the [Rtl/MTSS Guidelines, Chapter 4](#). The instruments for this evaluation include all of the same tools listed for the first quarter.

Based on the results of these assessments, the following

actions will take place: (a) if the student shows progress by demonstrating a positive response to intervention, the teacher will continue with the intervention efforts; (b) if there is some progress as demonstrated by a questionable response (better progress but not sufficient to close the gap), additional adjustments to the interventions will be made; and (c) if there is no progress or if there is reversal of progress as demonstrated by a poor response (rate of learning does not improve or falls farther behind), a parent conference must be collaboratively scheduled for the parent, teacher, guidance counselor, and/or school administrator. Again, based on the guidelines covered previously, a student with a poor response may be referred for Tier 3 problem solving.

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. Teachers will use the results from these assessments to modify instruction and/or intervention(s).

### **Third Grading Period**

During the third grading period, the school and teacher continues to monitor student progress while making adjustments in instruction as needed. Assessment tools listed previously will be administered to students in Tier 2 interventions as part of the ongoing progress monitoring process.

Tier 2 problem solving continues and all previously covered actions once again follow analysis of group and individual OPM. Actions are documented on the Tier 2 problem solving worksheet.

### **Fourth Grading Period**

During the fourth quarter, the school and teacher continue to monitor student progress and adjust instruction as needed. In addition to OPM, teachers will administer FAIR BS/PM assessments for all students in grades kindergarten through three, FCAT Levels 1 and 2 students in grades four and five,

and FCAT Levels 1 and 2 students in grades six through ten, as well as, students who have not passed the FCAT 2.0 Reading in grades 11 and 12.

During the fourth quarter, the teacher will administer teacher-developed or publisher-developed assessments to students in appropriate grade levels. The teacher uses all available data to make recommendations for future instruction.

Once again, the Tier 2 problem solving team conducts all previously covered actions and follows analysis of group and individual OPM. Actions are documented on the Tier 2 problem solving worksheet.

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 online PMP and, if necessary, modify it in consultation with the parent.

The [K-12 CRRP](#) delineates the assessment instruments used to determine and monitor the student's ability.

The following charts indicate the remediation courses for secondary students in reading, mathematics, and science.

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

Number	Title	Repeatability	Credit	Certification
100001006	M/J Intensive Reading– Gr. 6	Yes	Annual – Elective	Reading
100001007	M/J Intensive Reading– Gr. 7	Yes	Annual – Elective	Reading
100001008	M/J Intensive Reading– Gr. 8	Yes	Annual – Elective	Reading
1000010E6	M/J Intensive Reading Enrichment - Gr. 6	Yes	Annual – Elective	Reading
1000010E7	M/J Intensive Reading Enrichment - Gr. 7	Yes	Annual – Elective	Reading
1000010E8	M/J Intensive Reading Enrichment - Gr. 8	Yes	Annual – Elective	Reading
1000010PL	M/J Intensive Reading Plus – Gr. 6-8	Yes	Annual – Elective	Reading
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 - Gr. 9-10	Yes	Annual – Elective	Reading
100041002	Intensive Reading Plus - Gr. 9-10	Yes	Annual - Elective	Reading
100410EN	Intensive Reading Enrichment - Gr. 9-10	Yes	Annual - Elective	Reading
1000410RT	Intensive Reading (11 <sup>th</sup> and 12 <sup>th</sup> Grade Retakers)	Yes	Annual - Elective	Reading
1000410RP	Intensive Reading (11 <sup>th</sup> and 12 <sup>th</sup> Grade Retakers)	Yes	Annual – Elective	Reading
120040001	Intensive Mathematics	Yes	Annual - Elective	Any appropriate mathematics
200030002	Intensive Science	Yes	Annual - Elective	Any appropriate science

## 2. Promotion

State and district requirements for promotion are established in this *Student Progression Plan*. Consideration must be given to academic progress as student promotion in M-DCPS is based on satisfactory performance in reading, writing, mathematics, and science. The evaluation of each student's achievement in terms of appropriate instructional goals is set forth in the M-DCPS District Pacing Guides. 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, F.S., entitled *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 ELLs and ELLs 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. Promotion should be based on teachers' judgment of academic performance as reflected by report card grades and not on diagnostic assessments that require proficiency in English.

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. ELLs with disabilities follow the promotion and retention procedures established for non-disabled ELLs. IEP/ELL committees have the obligation to convene and review the students' progress and to make recommendations. Florida statutes related to promotion supersede the authority of the IEP/ELL Committee.

### **3. Retention**

Although the research clearly indicates that grade retention should not be used as a widespread strategy or remedial action, 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. All students, and especially those in primary grades, who exhibit significant risk, must be given intensive intervention as soon as that risk is identified, in order to avoid retention.

While the research does not support grade retention as beneficial, a student who does not meet appropriate levels of performance for student progression in any grade in any subject may be retained. Levels of satisfactory performance 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 2.0 NGSSS 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 by Florida Statute 1108.25 (5)(b). See pages 28-30. 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**

Retention recommendations for ELLs, 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 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, using [FM 7369](#). 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 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), F. S. Promotion for ELLs in third grade with less than two years in an ESOL program is to be based on good cause #1 as defined on page 28 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 recommendations for third grade ELLs 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 with more than two years in an ESOL program must meet grade level performance standards as provided in Section 1008.25(6)(b), F.S., and are eligible for all other exemptions,

including good cause #3, alternative assessments, and good cause #4, student portfolio. Retention for ELLs 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 supersedes the authority of the ELL Committee.

For the purpose of exemption from mandatory retention of third grade ELLs, 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 2.0 scores are released. The criteria for making this determination should include interruption of instructional services when ELLs withdraws from the school district and leaves the state or the country for 30 continuous days or more. Therefore, ELLs in grade 3 who entered or re-entered from another state or country within the last two years from the date when the FCAT 2.0 scores are released are eligible for good cause #1 and may be exempted from mandatory retention.

Retention recommendations for elementary ELLs and ELLs with disabilities in grades other than grade three require the review and recommendations of the ELL Committee regardless of the time in the ESOL program and must include documentation that indicates no academic progress in reading, writing, and mathematics in English or the student's home language as reflected by report card grades. It should not be based on diagnostic assessments that require proficiency in English.

#### **5. Identification of Students Not Meeting Satisfactory Student Performance Levels on State and District Assessments**

The district's Employee Portal provides school-site personnel with access to various reports on student performance data 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 these reports, as well as other relevant information, to identify students who need to be part of the school-wide PMP RtI/ MTSS.

#### **6. The Role of Teacher Judgment**

The teacher's judgment and the student's work portfolio play a critical role in the evaluation of a student's satisfactory performance 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 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 2.0 is not appropriate.

**Good Cause # 3.** Students who demonstrate an acceptable level of performance on an alternative assessment approved by the Florida Board of Education, as required by State Board of Education Rule 6A-1.094221(2).

\* Note: The Iowa Tests of Basic Skills (ITBS) is administered at the end of the school year after FCAT 2.0 results are received, and the SAT- 10 is administered at the end of the Summer Reading Camps.

**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 NGSSS in reading equal to at least a Level 2 performance on the FCAT 2.0. 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 fourteen benchmarks assessed by the grade 3 Reading FCAT 2.0 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 500 words. Such evidence could include chapter or unit tests from the adopted core reading curriculum that are aligned with the NGSSS or teacher-prepared assessments that are aligned with the NGSSS;

- be an organized collection of evidence of the student's mastery of the *Next Generation Sunshine State Standards Benchmarks* for Language Arts that are assessed by the grade three Reading FCAT 2.0. For each benchmark there must be at least three examples of mastery as demonstrated by a grade of 70% 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 2.0, 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, or ELL Plan 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.

ELLs 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 aligned with RtI/MTSS goals and requirements and be implemented for students having difficulty meeting the required levels of performance for student progression. The RtI/MTSS model consists of the following problem solving process:

- Problem identification –using the difference between the student’s (or group’s) level of performance and their expected level of performance to set goals (aim line).
- Problem analysis – identification of barriers to progress for a student (or group) through a hypothesis generation/verification process.
- Implement evidence-based intervention plan.
- Response evaluation – measure the student’s (or group’s) progress.

## **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 the receipt 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 satisfactory performance 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 1<sup>st</sup> 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 1 and 2 on the reading portion of the FCAT 2.0;
- 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 28-30 ; 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 school'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. Parents of students in grades Kindergarten through five must have at least one conference with appropriate school staff (during the school year) to revisit and/or revise the school's compact to include specifics for their child, in support of their child's academic work.
- The District's [Title I Parental Involvement Plan \(PIP\)](#) will be made available to parents of students in the Title I Program. Parents and school staff shall annually develop and distribute their school level PIP. The school's Title I PIP shall describe how the school will carry out the parental requirements in Section 1118 of the *No Child Left Behind Act of 2001* (Public Law 107-110). Additionally, the online Title I Parent/Family Involvement Survey is to be completed by parents at the end of the school year. Data results, provided to schools at the beginning of the school year, as well as results/decisions from ongoing parental involvement in planning and implementation of the school's Title I

Program, are to be used in the annual evaluation and redesign of the school's PIP.

**c. 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 communiqués 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 teacher-parent 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 of third grade students must be informed of the retention policy associated with reading deficiencies. (See pages 69-72)
  - The parent must be consulted when students are monitored through the school-wide PMP through RtI/MTSS.
  - The parent must be informed that the FCAT 2.0 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 and the proposed interventions and supports that will be provided for the child, and strategies for parents to use in helping their child succeed.
  - The parent must be informed of mid-year promotion criteria as explained on pages 38 and 39.

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 2.0, 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;
- 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 2.0 graduation test(s) and Florida EOC assessments meet this requirement for students in grades 10-12.

**d. 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.:

- Beginning in the 2011-2012 school year, students in grades 6 through 12 and their parents shall be provided with information concerning the three-year and four year high school graduation options.
- It is recommended that 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 school counselor a signed parental consent form, the Graduation Options Contract [FM-6911](#), in order to enroll in the three-year accelerated graduation program. A student may select a program without the written consent of the student's parent if the student is 18 years of age or older.
- 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.

**e. 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.

**f. 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. In addition, the *SPED EMS Status Report on Goals* must be provided to the parent concurrent with the issuance of report cards. The report card provides parents with specific information regarding the students' mastery of the NGSSS/CCSS. The *SPED EMS Status Report on Goals* provides parents with specific information regarding the student's progress toward mastery of IEP goals.

**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 RtI/MTSS Problem Solving Team by the end of the first nine weeks. If the student demonstrates progress during this time, the RtI/MTSS Problem Solving 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 *Next Generation 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 2.0;
  4. include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 Reading FCAT 2.0. This includes multiple choice items and passages that are approximately 50% literary text and 50% informational text, and that are between 100 to 900 words with an average of 500 words. Such evidence could include chapter or unit tests from the core reading curriculum or teacher-prepared assessments that are aligned with the NGSSS. For each benchmark, there must be two examples of mastery as demonstrated by a grade of 70% 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 3 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.

\* Note: The Iowa Tests of Basic Skills (ITBS) is administered in November for this purpose.

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 Online Academy, magnets, and other Schools of Choice programs, is subject to School Board policies 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 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 who attend a school implementing the Title 1 Program and score at Levels 1 or 2 on the reading, mathematics or science FCAT, 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 through Supplemental Educational Services (SES).

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

### **1. Kindergarten**

Instructional staff should use such evaluative devices and techniques, as the electronic grade book, 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
<b>E</b>	90-100%	Outstanding progress	4
<b>G</b>	80-89%	Above average progress	3
<b>S</b>	70-79%	Average progress	2
<b>M</b>	60-69%	Lowest acceptable progress	1
<b>U</b>	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. As per Section 1003.437, F.S., letter grades shall be used to measure student success in grade 6 through grade 12 courses with each letter grade corresponding to a specific percentile from zero to one hundred percent. 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 are averaged. If a teacher opts to provide an assessment at the end of nine-weeks as outlined on page 46, the value should not exceed five percent of the grade for annual courses or ten percent of the grade for semester courses.

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: 50 percent value for each of two nine-week grading periods, with a provision for teacher override. A teacher may administer an assessment at the end of each nine-week grading period. The value of the assessment may not exceed 10 percent of the grade for each nine-week grading period. (See Appendix E for an explanation of teacher override.)

In authorized annual courses, the student's final grade shall be determined by the teacher as follows: 25 percent value for each of four nine-week grading periods, with a provision for teacher override. A teacher may administer an assessment at the end of each nine-week grading period. The value of the assessment may not exceed 5 percent of the grade for each nine-week grading period. 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.)

Effective July 1, 2010, statewide EOC assessments are mandated for some high school courses. For students entering grade 9 in the 2010-2011 school year, Algebra 1 is the first course requiring the EOC assessment with baseline administration in 2011, followed by Geometry and Biology 1 in 2012, and U.S. History in 2013. For students who entered grade 9 in 2010-2011, the Algebra 1 EOC assessment shall comprise 30% of a student's final grade in that course. Students entering grade 9 in subsequent years are required to pass the EOC to receive credit in Algebra 1. Passing scores on all EOC assessments correspond to the lowest scale score in Achievement Level 3. For students entering grade 9 in the 2011-2012, school year, the Geometry and Biology 1 EOC assessments will comprise 30% of the final grades in those courses. Students entering grade 9 in subsequent years must pass the Geometry and Biology 1 EOC to receive course credit. The credit requirement is not applied to US History scores; rather, the EOC score will comprise 30% of a student's final grade in US History beginning with students enrolled in US History in 2012-2013 and in subsequent years.

As per the Credit Acceleration Program (CAP), Section 1003.4295, F.S., students may take an EOC assessment to earn course credit in Algebra 1, Geometry, and/or Biology 1. Students who take a course that requires a statewide EOC, may “bank” their passing scores for the purpose of high school credit accumulation.

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 N). 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 as described on pages 42-44. For additional information, as well as how attendance affects the grades of K-5 students, refer to School Board Policy 5200, Student Attendance.

Schools shall not exempt students from academic performance requirements, such as 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.

The following statements apply to grading students with disabilities who are accessing the NGSSS and CCSS whose IEP indicates that the student does not meet exemption criteria from state and district tests:

- Grades are to reflect the student’s academic progress based on the NGSSS and CCSS with the use of accommodations for the grade level/course in which the student is enrolled.
- The grade must not be based upon the student’s IEP goals, 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, with appropriate accommodations if indicated on the IEP or section 504 plan.

- 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/Section 504 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.

The following statements apply to grading students with significant cognitive disabilities who are accessing the NGSSS Access Points and whose IEP states that the student meets exemption criteria from the FCAT 2.0 and state and district tests:

- Grades are to reflect the student's academic progress on the NGSSS 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 four times a year, concurrent with the issuance of report cards using the SPED EMS Status Report of Goals.

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. Provisions 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 grade book 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.
- For students with disabilities, accommodations and supports are to facilitate an accurate demonstration of what the student knows and can do. They should not provide the student with an unfair advantage or change the underlying skills of what is being measured. Furthermore, providing specially designed instruction, accommodations and support do not guarantee a student's success. However, they provide equal access to public education and FAPE.
- 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.
- Students are to receive grades in all approved programs in the elementary school with the exception of students enrolled in Elementary Reading Intervention who will receive comment No. 23, "Intervention grade included in reading grade," 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.
- M-DCPS has standardized procedures in the event that a teacher or a principal finds it necessary to change a student's grade. These procedures are to be followed by all schools and apply to all academic, effort, and conduct grades. The *M-DCPS Grade Change Request Form, Elementary Schools (grades K-5)*, [FM-5650](#) and *Secondary Schools (grades 6-12)*, [FM-6029](#), must be used for all grade changes. Specific procedures for initiating and processing requests for grade changes are delineated on the *M-DCPS Grade Change Request Form*, elementary and secondary.
- If the principal of a school finds 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 (ESOL Level 1 only)
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**	Working below proficiency level as measured by benchmark testing
21*	Working below grade level
22*	Working above grade level
23*	Intervention grade included in reading grade
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**	Dual enrollment course grade will only be posted at the end of the semester

28	Not used
29	Grade withheld pending parent/teacher conference
30	Online course provided by Florida Virtual: Grade posted at semester end
31	Insufficient attendance for grade
32**	Summer school recommended
33	Not used
34**	Not used
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. Academic Recognition

The following honor designations are used by Miami-Dade County Public Schools for academic recognition of high school graduates. The criteria for academic recognition are based on a weighted GPA.

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.

## **G. SPECIAL PROVISIONS FOR ENGLISH LANGUAGE LEARNERS**

### **1. Meeting Performance Standards**

ELLs are required to meet student performance standards for the appropriate grade level. However, ELLs who have been in an approved program for less than one complete school year are exempt from having to demonstrate the standards in English for accountability purposes. 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 must participate in statewide and district assessment programs, e.g., FCAT 2.0, EOC, FAIR, and 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 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 in the school-wide PMP process:

- All ELLs will participate in the assessments for monitoring progress.
- ELLs who have participated in the ESOL program for less than two years are not to be included in the PMP process.
- ELLs 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' progress toward meeting grade level expectation in all five areas of reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary), recently classified ELLs 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.

Home Language Arts (HLA) is the appropriate intervention for all ELLs. HLA teachers should monitor academic progress in the home language. ELLs who are not making progress in their home

language, and are having difficulties in either ESOL or HLA, and do not seem to respond to a change in strategy or program model, should be assessed in Spanish or Haitian Creole. An ELL committee must be convened to determine alternative strategies or referral to School Support Team (SST) .

## 2. Grading

### a. Kindergarten

ELLs will follow the same grading codes as non-ELLs. 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 1 and Level 2 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 1), 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 2 or 3) and for advanced students (classified as ESOL Level 4) 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, ESOL Levels 2- 4, 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 NGSSS/CCSS, 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 ELLs are 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.) ELLs whose ESOL Level dropped to Level 1 due to CELLA scores, should continue to receive an ESOL grade, as well as a reading and language arts grade.

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 42-44.

- **Mathematics.** For ESOL Levels 1 and 2 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 1 and 2 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. Students not participating, or with interrupted participation, in Home Language Arts are not to receive a letter grade. Instead, they should receive Comment No. 26 – “No grade awarded due to student’s alternate assignment.”

ELLs 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, home language arts constitute an alternate language arts program, and, as such, represent 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 (1, 2, 3, and 4) for grades 9-12, letter grades of “A”–“F” are to be given which reflect the students’ progress in meeting the course objectives. If the student is not meeting proficiency level expectations, the teacher must enter Comment No. 20, “Working below proficiency level as measured by benchmark testing.”
- **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 1 and 2 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 ELLs into bilingual curriculum courses (BCC), or by providing ELLs the opportunity to seek assistance from the Home Language Assistance Program (HLAP). Principals are to make certain that teachers who are working with ELLs 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 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' progress as set forth in this section, Special Provisions for English Language Learners, or other documentation as may be authorized by the School Board.

### **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 are entitled to equal access to instruction in English which is equal in amount, sequence, and scope as that provided to non-ELLs. 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.

ELLs in middle school are to be scheduled in the M/J Language Arts Through ESOL course by grade level and in the M/J Developmental Language Arts Through ESOL course by English proficiency level. In senior high school, ELLs are to be scheduled in the English Through ESOL course by grade level and in the Developmental Language Arts Through ESOL course by English proficiency level. To support the academic achievement of ELLs, schools should make every attempt to schedule the grade level course, not only by grade level, but also by ESOL language level. The goal is to provide grade level

instruction that maximizes students' language abilities. Please see additional guidance information provided in Weekly Briefing #12023. All ESOL courses, which count as English credits, are described and listed in the [FLDOE Course Code Directory](#) by grade level.

Unless a school groups non-ELLs into multigrade-combinations in the same course/class, ELLs may not be grouped in this manner. The only circumstance under which the FLDOE has approved grouping of ELLs is when a senior high school or middle school has very few ELLs 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 and, as such, students in various grades may be grouped in these courses. Only two consecutive language levels may be grouped together. However, it is recommended that ESOL Level 1 students be grouped alone if possible. For other proficiency levels, grouping should be as follows: ESOL Levels 2 and 3 or ESOL Levels 3 and 4.

## **H. Special Provisions for Students with Disabilities (SWD)**

### **Instructional Time**

Students with disabilities must be provided the required instructional time for all subject areas and interventions, appropriate as that provided to their non-disabled peers.

### **Placement Decisions for Students with Disabilities**

The general education setting should be the first consideration when determining placement for students with disabilities. To the maximum extent appropriate, core instruction should be delivered in the general education classroom to students with disabilities. Placement decisions must be individually made on the basis of each student's abilities and needs. These decisions should not be based on factors such as disabling condition or label, degree of disabling condition, availability of services or space, configuration of the service delivery system, or administrative convenience. Schools must provide evidence that the regular classroom placement is not appropriate for the student, rather than other individuals (parents, teachers) having to prove that the regular classroom is appropriate. The information contained in the IEP for each student should form the basis for the

placement decision. (Refer to FLDOE BEESS Technical Assistance Paper ESE 10744)

### **Standard vs. Modified Curriculum**

General education course code numbers must be used for students with disabilities who participate in state assessments (e.g. FAIR, FCAT, SAT) and do not meet exemption criteria. General education course codes must be used for core subjects.

7000 level core courses (7700, 7800, 7900) are intended only for students with the most significant cognitive disabilities who are eligible under the Individuals with Disabilities Education Improvement Act (IDEA ) and meet the Florida Alternate Assessment criteria. The recommended scope and sequence for all secondary students with significant cognitive disabilities accessing 7000 level courses is provided in Appendix P.

### **Elementary:**

A regular Elementary School Academic Program (ESAP) Code should be used when a student with disabilities accesses the general education curriculum in the general education classroom for all classes. General education courses should be reflected for courses taught in the general education classroom.

A special ESAP Code should be used when a student with disabilities has one or more classes taught by a SPED teacher. The courses taught in the separate/pullout setting should reflect the special education ESAP program code numbers.

For further information related to course codes for students with disabilities please refer to the current Local Education Agency Implementation (LEA) Guide.

### **Secondary:**

General education course codes must be used for students with disabilities who are accessing the NGSSS in a general education class and/or in a separate Special Education class taught by a SPED teacher. The general education courses taught by a SPED Teacher in a SPED class must be hard-coded line 200. General education course codes used for students in general education classes taught by a general education teacher are not hard-coded line 200. For additional information please refer to the current Local Education Agency Implementation (LEA) Guide.

## Instructional Grouping for Students with Disabilities

Under the IDEA Act, students with disabilities are required to have a free and appropriate public education and as such are entitled to equal access to instruction which is equal in amount, scope and sequence as that provided to non-disabled students. Unless a school groups non-SWDs into multi-grade combinations in the same course/class, SWDs may not be grouped in this manner. Students with disabilities in a pull-out/resource model should have no more than two consecutive grade levels and one subject area within a single instructional block in order to ensure fidelity of instruction in core curriculum.

## 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 NGSSS, for elementary education as contained in the M-DCPS District Pacing Guides. The following areas of study are required for the elementary programs offered in each grade, K-5/6:

Language Arts/Reading/ESOL Mathematics Science Social Science Art Health Music Physical Education Safety Education Recess Basic Skills in the Home Language (ELLs)Spanish or Haitian Creole World Languages
--

K-5 students enrolled in Miami-Dade Online Academy may receive a modified program of study. All students will receive instruction in language arts, mathematics, science, social studies, and physical education. Other programs of study such as music, world languages, art, etc. may or may not be included.

- **Language Arts/Reading** - In grades K-5, 90 minutes of consecutive, uninterrupted, daily instruction in language arts/reading. Students in need of immediate intensive intervention in reading will be scheduled for a minimum of an additional 30 minutes daily during the school day as described in the [K-12 CRRP](#). ELLs are required to have the same



instructional time as non-ELLs for language arts/reading. For Extended Foreign Language and Dual Language Programs, a portion of the instruction may be delivered in the target world language, e. g., French, Spanish, Haitian-Creole.

Students with disabilities are required to have the same instructional time (90 minutes of uninterrupted daily instruction) in reading/language arts only within a single instructional setting. Other subjects must not be taught during the reading/language arts instructional time/block. Students with disabilities who are following the NGSSS/CCSS must be enrolled in general education courses. The general education classroom must be the first placement consideration for scheduling and providing access to these courses for students with disabilities.

- **Writing** - In grades K-5, 150 minutes of weekly writing instruction with a minimum of 30 minute instructional blocks **(Required)**. Students with disabilities are required to have the same instructional time as their non-disabled peers. For Extended Foreign Language and Dual Language Programs, a portion of the instruction may be delivered in the target world language, e.g., French, Spanish, Haitian-Creole.
- **Mathematics** - In grades K-5, 60 minutes of consecutive, and uninterrupted, daily instruction in mathematics **(Required)**. Students with disabilities are required to have the same instructional time as their non-disabled peers. For Extended Foreign Language and Dual Language Programs, a portion of the instruction may be delivered in the target world language, e. g., French, Spanish, and Haitian-Creole
- **Science** - In grades K-1, 60 minutes per week of science instruction **(Required)**. Students with disabilities are required to have the same instructional time as their non-disabled peers. In grades 2-5, 150 minutes per week of science instruction **(Required)**. Students with disabilities are required to have the same instructional time as their non-disabled peers. This instruction is to include a block of scientific investigations using the inquiry approach (science lab) once a week. For Extended Foreign Language and Dual Language Programs, a portion of the instruction may be delivered in the target world language, e. g., French, Spanish, and Haitian-Creole.
- **Social Science** - In grades K-1, 60 minutes per week of social science instruction **(Required)**. Students with disabilities are required to have the same instructional time as their non-disabled peers. In grades 2-5, 120 minutes per week of social science instruction **(Required)**. Students with disabilities are required to have the same instructional time as their non-disabled peers. For Extended Foreign Language and Dual Language Programs, a portion of the instruction may be delivered in the target world language, e. g., French, Spanish, and Haitian-Creole.

- **Art** - In grades K-1, 40 minutes a week of art instruction provided by a teacher or integrated through core subject areas **(Required)**. In grades 2-5/6, 60 minutes a week of art instruction provided by the art education teacher **(Required)**.
- **Music** - In grades K-1, 40 minutes per week of music instruction provided by a teacher or integrated through core subject areas **(Required)**. In grades 2-5/6, 60 minutes of music instruction provided by the music education teacher every week **(Required)**.
- **Physical Education** - 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)**.
- **Interventions for RtI/MTSS** - In grades K-5, a minimum of 30 minutes of uninterrupted, daily, immediate intensive intervention (iii), is required for Tier 2 students in addition to instruction in the 90-minute reading block as defined by the [K-12 CRRP](#). Individual intervention beyond the initial block and iii is required for students which have been identified through the RtI/MTSS process as Tier 3. Based on RtI/MTSS, time requirements for these students, including students with disabilities, may be modified in art, music and social science. A minimum of 30 minutes of instruction each for art and music and 60 minutes for social science per week must be provided. For physical education, per statutory language, time requirements may be modified for students requiring intervention in Tiers 2 and 3 with a minimum of 60 minutes of instruction **required** per week.
- **Recess** - In grades Pre-K through grade 5, 20 minutes twice per week or 15 minutes three times per week of recess **(Required)**.
- **Spanish-S** - In grades 2-5/6, 150 minutes weekly of Spanish-S instruction **(Recommended)**.
- **World Languages** - In grades 2-5/6, 150 minutes weekly of World Languages - Spanish (formerly Spanish-SL) instruction **(Recommended)**.
- **Home Language Arts** - (Spanish-S and Haitian-Creole)- In grades K-5/6, 150 minutes weekly of Home Language Arts for all ELLs **(Required)**. For ELLs, 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 are to be made through the action of the ELL Committee.
- **Curriculum Content in the Home Language** (Spanish-S and Haitian-Creole) -In grades K-5/6, a minimum of 150 minutes weekly of Curriculum Content in the Home Language (CCHL) for ELLs, Levels 1 and 2, must comply with SPP instructional time requirements, e. g., for mathematics it must be 60 consecutive, uninterrupted minutes. CCHL may be scheduled using pull-out or in-class models. **(Required)**.

- **Extended Foreign Language and Dual Language Programs -**  
Dual Language Programs include: Bilingual School Organization (BISO) and International Studies (IS). All schools implementing extended foreign language and 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 a portion of the required English language arts/reading or writing instructional block in the target world language or integrating writing in science/social science as needed in selected time blocks. Schools implementing Models B or C have flexibility of delivering *any* of the core subject areas in the target world language.
  1. Model A - 300 minutes weekly of instruction of language arts/reading/writing in the target world language (EFL).
  2. 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).
  3. 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).

## 2. **Required Topics of Study for Elementary Grades:**

- 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)
- 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)
- Bullying Curriculum (K-5)

- Sexting Curriculum (K-5)
- Internet Safety (K-5)

### **3. Required Time for English Language Learners**

The time ELLs are required to participate in basic ESOL instruction must be equal to the time non-ELLs 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.

### **4. 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 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 through RtI/MTSS 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 through RtI process.

Reading proficiency of recently classified ELLs 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.

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

## **5. 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 through Rtl and be given intensive intervention, as defined by Rtl/MTSS, 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. Students with disabilities who exhibit a substantial deficiency in reading skills must receive intensive interventions as specified in the K-12 CRRP. For strategies to assist students in grades K-3 with reading deficiencies, see the [K-12 CRRP](#).

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 FCAT 2.0 Reading, 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 28-29. 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 FCAT 2.0 Reading. If the reading deficiency of any student, including a student with disabilities, is not remedied by the end of 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 28-29 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.

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

In accordance with Section 1008.25(7)(b), 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; and
- each K-3 student who is assessed as exhibiting a reading deficiency.

The READ Initiative shall :

- 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 students in grades K-3 with reading deficiencies, see the [K-12 CRRP](#).

## **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 through RtI/MTSS. The established student promotion policy is the same for students with disabilities who are following the NGSSS. For students with disabilities, the IEP may constitute involvement in the schoolwide the PMP process.
- Students with disabilities who are following NGSSS are expected to show progress towards meeting district and state performance standards.
- Review of ELLs' educational progress follows the procedures delineated in the school-wide PMP through RtI/MTSS. 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. ELL Committee recommendations must be documented in the student's Individual ELL Plan. Conduct activities listed in Appendix C.
- Consider/conduct additional activities necessary to assist in this decision and improve performance.
- Submit a *Request for Waiver*, [FM 4370](#), 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 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 including students with disabilities who take FCAT 2.0 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 through RtI/MTSS for all grade 3 students who did not score above Level 1 on FCAT 2.0 Reading 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. in the case of students who attend a school implementing the Title 1 Program, parents of students scoring at Levels 1 or 2 on the reading, mathematics or science FCAT may be offered 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, including students with disabilities, who subsequently score at Level 1 on FCAT 2.0 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 NGSSS 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 satisfactory performance 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 page 75. The specific levels of performance on the FCAT 2.0 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 page 75 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 through RtI/MTSS.

## **3. Specific Levels of Performance for Grade 3 Reading**

The specific levels of performance on the FCAT 2.0 required for grade 3 reading must be attained by the end of grade 3 for promotion to grade 4. Only the FCAT 2.0 NGSSS, the Grade 3 Reading Student Portfolio, or 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 2.0 Reading portion *must* be retained unless exempt from mandatory retention for good cause. (Refer to page 29 for the good cause exemptions and to page 68-72 for specific procedures for retention). The levels of performance for the portfolio 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 K- 5\*

Reading K	<ul style="list-style-type: none"> <li>Stanford Achievement Test, 10<sup>th</sup> Edition (SESAT 2) Sentence Reading percentile score at or above the 25<sup>th</sup> percentile</li> <li>FAIR 3<sup>rd</sup> administration score of .25 or higher per the FAIR Probability of Reading Success.</li> </ul>
Reading Grades 1-2	<ul style="list-style-type: none"> <li>Stanford Achievement Test 10<sup>th</sup> Edition (SAT-10) Reading Comprehension percentile score at or above the 25<sup>th</sup> percentile or</li> <li>FAIR 3<sup>rd</sup> administration score of .40 or higher per the FAIR Probability of Reading Success</li> </ul>
Reading Grade 3	<ul style="list-style-type: none"> <li>Grade 3 FCAT 2.0 Reading achievement level 2 or higher; or</li> <li>Mastery of benchmarks on the Grade 3 Reading Student Portfolio (mastery consists of 3 acceptable demonstrations on each of the 14 benchmarks); or</li> <li>Passing score on a Florida Board Education approved alternative assessment: ITBS (at or above the 50<sup>th</sup> percentile) or SAT-10 (at or above the 45<sup>th</sup> percentile).</li> </ul>
Reading Grade 4-5	<ul style="list-style-type: none"> <li>FCAT 2.0 Reading achievement level 3 or higher or</li> <li>FAIR 3<sup>rd</sup> administration score of .25 or higher per the FAIR FCAT Success Probability</li> </ul>
Writing Grade 1-5	<ul style="list-style-type: none"> <li>M-DCPS Writing Prompt score (as available) of:</li> <li>Primary Writing Rubric</li> <li>Score of “medium” in grade 2; and</li> <li>Score of 3 in grade 3, and score of 4 or higher in grades 4-5;</li> <li>or</li> <li>FCAT Writing score of 4.0 or higher or as established by the Florida Department of Education. (grade 4 only).</li> </ul>
Mathematics K	<ul style="list-style-type: none"> <li>Stanford Achievement Test, 10<sup>th</sup> Edition (SESAT 2) Mathematics percentile score at or above the 25<sup>th</sup> percentile</li> </ul>
Mathematics Grades 1-5	<ul style="list-style-type: none"> <li>Stanford Achievement Test, -10<sup>th</sup> Edition (SAT-10) Mathematics Problem Solving percentile score at or above the 25<sup>th</sup> percentile (grades 1, 2) or</li> <li>FCAT 2.0 Mathematics achievement level 3 or higher (grades 3-5 only).</li> </ul>
Science Grade 5	<ul style="list-style-type: none"> <li>FCAT 2.0 Science achievement level 3 or higher (grade 5 only)</li> </ul>

\* Performance levels for Grade 6 students who are housed in an elementary school are found on page 83 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 District Pacing Guides, which incorporates the NGSSS, 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 Florida Secondary School Redesign Act, Section 1003.413, F.S., is intended to increase the rigor and relevance of the middle school experience and to prepare middle school students for senior high school, and senior high school students for post-secondary education and/or the workplace.

Promotion for ELLs and ELLs 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 ELLs requires the review and recommendation of the ELL committee. Retention of a student with disabilities who is also ELL (ESE/ESOL) has the same requirements as a non-ESOL student with disability. The IEP Team should review the goals and accommodations to address student needs, as appropriate.

Language Arts Through ESOL instructional time for ELLs must be equal to the time non-ELLs 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, i.e., ESOL Levels 1-4 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 through RtI/MTSS. Prior to a recommendation for a second retention, a student is to be referred to a SST for consideration of placement in an alternative program or initiation of the comprehensive SST collaboration process.

## **B. Required Program of Study**

### **1. Required 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, theatre arts, dance, foreign language, and career and technical education.

Students with disabilities who are following the NGSSS must be enrolled in general education courses. The general education classroom must be the first placement consideration for scheduling and providing access to these courses for students with disabilities.

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. 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 of which is Civics. Beginning with students entering grade 6 in 2012-2013, a Civics course must be successfully completed. During the 2013-2014 school year, each student's performance on the Civics EOC assessment will constitute 30% of the Civics course grade. Beginning with the 2014-2015 school year, students must earn a passing score on the Civics EOC assessment to pass the Civics course and to be promoted from the middle school to the high school.
- 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.
- a middle school course which incorporates career and education planning, which should be completed in 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> grade. This course will culminate in completion of a personalized academic and career plan with an emphasis on technology or the application of technology in career fields. The career and education planning course must inform students of high school graduation requirements, high school assessments and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida college admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, International Certificate of Education, dual enrollment, career academy and career-themed course opportunities, and courses that lead to national industry certification. Students with disabilities should complete a personalized academic and career plan related to the requirements for a standard high school diploma. Students with disabilities pursuing a special diploma course of study can elect to complete a personalized academic and career plan, as appropriate.

For each year in which the student scores at Level 1 or 2 on FCAT 2.0 Reading, the student must be enrolled in and complete an intensive reading course the following year.

Beginning with the 2011-2012 school year, a student who scores at Level 2 on FCAT 2.0 Reading, but who did not score below Level 3 in the previous 3 years may be granted a one-year exemption from the reading remediation requirement. The request for the exemption must be generated by the student's parent/guardian. The student must have a district-created approved Academic Improvement Plan for Reading (AIPR) in place, signed by the appropriate school staff, the student and the student's parent for the year for which the exemption is granted. Weekly Briefing #12111 provides instructions for using the AIPR.

For each year in which a student scores at Level 1 or Level 2 on FCAT 2.0 Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course or students may be enrolled in an intensive Mathematics course.

The following table provides the required courses for middle school students.

GRADE	LANG. ARTS***	MATH	SOCIAL SCIENCE	SCIENCE	PHYS. ED.	ELECTIVES **	TOTALS
6*	1	1	1	1	.5	1.5	6
7*	1	1	1	1	.5	1.5*	6
8*	1	1	1	1	.5	1.5	6

\* Students in grade 6, 7, and 8 are required to enroll in a course listed in the *2012-2013 Course Code Directory*, which includes developing a personalized academic and career plan.

\*\* Students scoring at Level 1 and Level 2 on FCAT 2.0 Reading will lose the opportunity to select an elective course and will be required to enroll in an intensive reading course. Students scoring at Level 1 and Level 2 on FCAT 2.0 Mathematics may also lose the opportunity to select an elective course.

\*\*\* M/J Language Arts Through ESOL as appropriate. ELLs scoring at Levels 1 and 2 on the most recent administration of FCAT 2.0 Reading are to be enrolled in a second ESOL course. The M/J Developmental Language Through ESOL course will count as an elective credit and for ELLs who scored Levels 1 and 2 on the most recent FCAT, this course is taken in lieu of an intensive reading course.

## 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 M-DCPS District Pacing Guides 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 2.0 Reading are to be enrolled in the appropriate M/J Intensive Reading course 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 students scoring Level 1 or 2 on FCAT 2.0 Reading who have reading deficiencies in decoding and fluency (Intensive Reading Plus). All such students, including students with disabilities following the standard curriculum, are required to be enrolled in an Intensive Reading, Intensive Reading Plus, or Intensive Reading Enrichment course with the exception of ELLs 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 course. 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 class.

### **4. Required 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 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)
- Teen dating violence and abuse prevention (Science, grades 6-8)
- Economic Education (Social Science, grades 6, 7, and 8)
- Florida History, Government, and Geography (Social Science, 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)
- Bullying Curriculum (Grades 6, 7 and 8)
- Sexting Curriculum (Grades (6, 7 and 8)
- Internet Safety (Health Education Grades 6, 7 and 8)

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.**

For ELLs scoring at Levels 1 and 2 on the most recent administration of FCAT 2.0 Reading, 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. Up to six credits may be earned (with parental permission) in grades 6, 7, and/or 8, for courses taken 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 informed that all high school credit courses taken in the middle school will be included in their high school transcript. Factors to be considered in taking high school courses in the middle school include the impact on the students' GPA and subsequent rank in class, the possible lack of recognition by the National Collegiate 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, as well as the student's senior high school record. Credit may be earned in the courses listed in the table below, provided that all applicable End of Course assessment requirements are met.

Algebra 1 Honors* <sup>∞</sup> Geometry Honors* <sup>∞</sup> Physical Science Honors*▼ Biology 1 Honors*▼ <sup>∞</sup> Computer Programming 1 & above* Foreign Language 1 & above* Spanish for Spanish Speakers 1 & above Haitian Creole for Haitian Creole Speakers I & above Language & Literature for International Studies 1, 2, 3, & 4 (French, German, Spanish)
---

- \* Courses offered by The Florida Virtual School. (See Appendix I for information concerning The Florida Virtual School.)
- ∞ Credit awarded is dependent upon meeting End of Course assessment requirements.
- ▼ Must meet science lab requirement

## 8. Mathematics and Science

Students should be encouraged to enroll in advanced/honors mathematics and science courses whenever appropriate. Accelerating in mathematics and science offers students the opportunity to take higher level mathematics and science courses in senior high school. 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. Note that middle grades students enrolled in high school courses with EOC credit accrual requirements must pass the applicable EOC assessments to earn high school credit.

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 Grades 6-8	<ul style="list-style-type: none"><li>• Grade "C" or better in the core Language Arts/English/ESOL course or</li><li>• FCAT 2.0 Reading Achievement Level 3 or higher</li></ul>
Writing Grade 8	<ul style="list-style-type: none"><li>• FCAT Writing score of 4.0 or higher or as established by the FL-DOE (grade 8 only)</li></ul>
Mathematics Grades 6-8	<ul style="list-style-type: none"><li>• Grade "C" or better in the core mathematics course or FCAT 2.0 Mathematics Achievement Level 3 or higher (grades 6-8).</li></ul>
Science Grade 8	<ul style="list-style-type: none"><li>• FCAT 2.0 Science Achievement Level 3 or higher (grade 8 only).</li></ul>

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

<b>END OF GRADE</b>	<b>COURSES PASSED</b>	<b>STATUS</b>
<b>6</b>	<b>All Courses Passed</b>	<b>Promoted to Grade 7</b> Regular 7 <sup>th</sup> grade student
<b>6</b>	<b>4-5 Courses Passed</b> Must pass language arts* or mathematics and at least 3 other courses	<b>7<sup>th</sup> Grade Student</b> Placed in grade 7 and scheduled to repeat courses not passed as appropriate
<b>6</b>	<b>Less than 4 Courses Passed in Grade 6</b>	<b>Retained 6<sup>th</sup> Grade Student</b>
<b>7</b>	<b>12 Cumulative Courses Passed</b> 6 courses passed in grade 6 and 6 courses passed in grade 7	<b>Promoted to Grade 8</b> Regular 8 <sup>th</sup> grade student
<b>7</b>	<b>8-12 Cumulative Courses Passed</b> 4 courses passed in grade 6 including language arts*, mathematics, science, and social science. 4-5 courses passed in grade 7 including 7 <sup>th</sup> grade language arts* or mathematics, science or social science, and/or a course which incorporates career and education planning.	<b>8<sup>th</sup> Grade Student</b> Placed in grade 8 and scheduled to repeat courses not passed as appropriate
<b>7</b>	<b>7-8 Cumulative Courses Passed</b>	<b>Retained 7<sup>th</sup> Grade Student</b>
<b>8</b>	<b>15-18 Cumulative Courses Passed</b> Must pass 3 courses each in language arts*, mathematics, science, and social science, including a course which incorporates career and education planning and 3 additional courses. Then student must also have completed his/her personalized academic and career plan..	<b>Promoted to Grade 9</b>
<b>8</b>	<b>14 or Fewer Courses Passed</b>	<b>Retained 8<sup>th</sup> Grade Student</b>

\* 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 page 82 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's, Section 1003.413, F.S., intent is to increase the rigor and relevance of the senior high school experience and to prepare high school students for college and the workplace. The Secondary School Redesign Act was amended by the Florida Legislature in 2010, increasing the rigor of mathematics and science courses required for graduation. Also, Section 1008 et.seq, Florida Statutes, was amended to change the procedures for assessing student performance, especially at the senior high school level.

- 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 (.5 credit in personal fitness and .5 credit in physical education).
- Entering ninth grade students, including students with disabilities, must have a completed personalized academic and career plan.

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 *District Strategic Framework, 2009-2014*. 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.

Students who meet specific requirements may qualify for early graduation as per 1003.4281, F.S., These requirements include completing a minimum of 24 credits, achieving a cumulative grade point average of 2.0 on a 4.0 scale, and earning passing scores on all applicable state assessments. The early graduation option allows eligible students to graduate in fewer than eight semesters (four years). Schools shall notify parents of students who are eligible to graduate early. Students who graduate early may continue to participate in school activities and graduation and will be included in class

ranking, honors, and awards for their cohort. A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award during the spring term following graduation if the student applies for the scholarship award no later than August 31 of the graduation year.

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 2.0 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;
- achieving industry certification in Career Technical Education (CTE) programs of study;
- earning college or post-secondary technical education credit upon completing select CTE 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), or the Preliminary ACT (PLAN) in their sophomore year, or the Postsecondary Education Readiness Test (PERT) in their junior year and using the results to increase their skills and knowledge;
- maintaining a personalized academic and career plan 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;
- participation in college readiness courses, designed in conjunction with Florida college faculty;
- 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.

Students with disabilities who are following the NGSSS must be enrolled in general education courses. The general education classroom must be the first placement consideration for scheduling and providing access to these courses for students with disabilities.

Section 1008.30(3), Florida Statutes, requires that the PERT Reading and Writing assessments must be administered to all 11<sup>th</sup> grade students who scored in Levels 2 or 3 on the Grade 10 FCAT 2.0 Reading. In addition, all 11<sup>th</sup> grade students who scored in Levels 2, 3, or 4 on the Algebra 1 EOC must take the PERT mathematics assessment. Any student who does not demonstrate college readiness on a PERT assessment must be enrolled in a college readiness course in that content area. Students may be excused from the PERT testing and/or college-readiness course requirements if they have achieved a college-ready concordant score on an approved alternate assessment in the applicable subject area (i.e., ACT, SAT or CPT).

## **B. Promotion and Placement**

Each student is required to have mastered the appropriate state standards, which are incorporated in the M-DCPS District Pacing Guides in order to be eligible for graduation from M-DCPS. Also incorporated into the M-DCPS District Pacing Guides are the skills necessary to become successful participants in the workplace.

In order for a student, including a student with disabilities following the NGSSS/CCSS, 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, including a student with disabilities who is following the NGSSS/CCSS, to receive a grade 11 designation, the student shall have earned a total of two English/ESOL credits, one mathematics credit, and one science credit **OR** one credit in English/ESOL, two mathematics credits, and one science credit and a cumulative total of 9 annual credits. In order for a student, including a student with disabilities who is following the NGSSS/CCSS, to receive grade 12 grade level designation, he/she shall have earned a total of three English/ESOL credits, 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**

<b>END OF GRADE</b>	<b>MINIMUM CUMULATIVE TOTAL OF CREDITS FOR STUDENTS IN THE FOUR-YEAR, 24-CREDIT STANDARD PROGRAM</b>
9	4 (including one English* or one mathematics credit)
10	9 (including two English* credits, one mathematics credit, and one science credit or one English* credit, two mathematics credits, and one science credit)
11	16 (including three English* credits, two mathematics credits, and two science credits or two English* credits, three mathematics credits, and two science credits)
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 through RtI/MTSS to assist the student in meeting state and district levels of proficiency.

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.

### **C. High School Graduation Programs**

Florida students entering their first year of high school in the 2010-2011 school year and thereafter, may choose from one of the five options to earn a standard diploma. They are:

- A four-year, 24-credit program
- An International Baccalaureate (IB) curriculum
- Advanced International Certificate of Education (AICE) curriculum
- A three-year, 18-credit college preparatory program
- A three-year, 18-credit career preparatory program

All of these graduation paths include opportunities to take rigorous academic courses designed to prepare students for their future academic and career choices. All students, regardless of graduation program, must still earn a specific grade point average on a 4.0 scale and achieve passing scores on the Grade 10 FCAT 2.0 Reading and EOC examinations, as applicable, in order to graduate with a standard diploma.

### **D. Requirements for Graduation**

Graduation with a standard diploma requires students to pass applicable state graduation tests. For students entering 9<sup>th</sup> grade prior to the 2010-2011 school year, the Grade 10 FCAT Reading and Mathematics assessments served as the graduation tests, with the introduction of FCAT

Reading 2.0 in 2010-2011. Students who did not pass either (or both) of the required graduation tests while enrolled in 10<sup>th</sup> grade are given the multiple

opportunities to re-take the same version of the test they took originally (FCAT or FCAT 2.0) prior to their scheduled graduation.

For students entering 9<sup>th</sup> grade in 2010-2011 and beyond, FCAT 2.0 Reading remains as the only required graduation test. However, these students are required to take EOC tests in specified courses, as described in other sections of this document. For students entering 9<sup>th</sup> grade in 2010-2011, the Algebra 1 EOC score comprises 30% of their final grade in Algebra 1; students entering 9<sup>th</sup> grade in 2011-2012 and beyond must pass the Algebra 1 EOC to receive credit in Algebra 1. For students entering 9<sup>th</sup> grade in 2011- 2012, the Geometry and Biology 1 EOC scores will comprise 30% of their final grades in those subject areas; students entering 9<sup>th</sup> grade in 2012- 2013 and beyond will need to pass the EOCs to receive credit in those subjects.

Students entering grade 9 in 2009-2010 and thereafter, must be evaluated for College Readiness prior to the beginning of grade 12, according to assessment results, as follow: Levels 2 or 3 on the Grade 10 Reading portion of the FCAT 2.0 or FCAT; Levels 2, 3, or 4 on the Grade 10 Mathematics FCAT or Algebra 1 EOC. These students must meet minimum concordant scores on one of the following assessments: The College Board SAT-I, American College Testing Program Enhanced ACT, the Florida Postsecondary Education Readiness Test (PERT), or The College Board Accuplacer.

The chart on the following page represents the requirements for students who entered 9<sup>th</sup> grade in 2012-2013 and thereafter. For requirements for those students who entered 9<sup>th</sup> 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 applicable graduation test(s) including FCAT 2.0 Reading or passing concordant scores on SAT/ACT and EOC assessments.

## 1. Graduation Options for Students Who Entered Grade 9 in 2012-2013

	<b>24 CREDIT OPTION</b>	<b>18 CREDIT COLLEGE PREPARATORY OPTION</b>	<b>18 CREDIT CAREER PREPARATORY OPTION</b>
<b>ENGLISH/ESOL</b>	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)
<b>MATHEMATICS</b>	4 credits (Algebra 1, Geometry, & 2 courses at the Algebra 2 level or higher)	4 credits (Algebra 1, Geometry, & 2 courses at the Algebra 2 level or higher)	4 credits (Algebra 1, Geometry, & 2 courses at the Algebra 2 level or higher)
<b>SCIENCE</b>	3 credits ( Physical Science, Biology 1 and 1 course from the following: Chemistry, Physical Science, or Physics)	3 credits ( Physical Science, Biology 1 and 1 course from the following: Chemistry, Physical Science, or Physics)	3 credits ( Physical Science, Biology 1 and 1 course from the following: Chemistry, Physical Science, or Physics)
<b>SOCIAL SCIENCE</b>	3 credits (World History, United States History, United States Government, & Economics)	3 credits (World History, United States History, United States Government, & Economics)	3 credits (World History, United States History, United States Government, & Economics)
<b>FOREIGN LANGUAGE</b>	Not required (foreign language credit is required for admission to state universities)	2 credits in the same language or demonstrated proficiency  (See Appendix L for Information)	Not required
<b>PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER &amp; TECHNICAL EDUCATION</b>	1 credit in performing/ fine arts, speech, debate or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination (practical arts courses identified in <i>Curriculum Bulletin-I</i> ).	Not required	Not required
<b>PHYSICAL EDUCATION/ HEALTH</b>	1 credit (.5 credit in personal fitness, .5 credit in physical education).	Not required	Not required

	<b>24 CREDIT OPTION</b>	<b>18 CREDIT COLLEGE PREPARATORY OPTION</b>	<b>18 CREDIT CAREER PREPARATORY OPTION</b>
<b>ELECTIVES</b>	8 credits	2 credits	3 credits in a single career/technical education program and 1 elective, or 3 credits in a single career/technical certificate dual enrollment courses and 1 elective credit, or 4 credits in career/technical education (including 3 credits in one sequential career/technical education program)
<b>GRADE POINT AVERAGE(GPA)</b>	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in the required courses & a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits grade in 2006-2007	Cumulative GPA of 3.0 on a 4.0 scale in the required courses & a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
<b>MINIMUM GRADE TO EARN COURSE CREDIT</b>	D	B (weighted or unweighted)	C (weighted or unweighted)
<b>ANTICIPATED TIME TO COMPLETION</b>	4 years	3 years	3 years
<b>TESTING</b>	Students must earn a passing score on the FCAT 2.0 Reading graduation test and applicable EOC test(s).	Students must earn a passing score on the FACT 2.0 Reading graduation test and applicable EOC test(s).	Students must earn a passing score on the FACT 2.0 Reading graduation test and applicable EOC test(s).
<b>COMMUNITY SERVICE</b>	Required (see Explanatory Notes chart)	Not required	Not required
<b>DIGITAL LEARNING</b>	Within the 24 credits at least one online course is required		

\* For graduation requirements in force for previous years, see Appendix D.

## 2. Explanatory Notes

<p><b>ENGLISH/ LANGUAGE ARTS</b></p>	<p>English 1, 2, 3, &amp; 4 or English 1-4 Through ESOL are required to meet the English/language arts graduation requirement. This requirement applies to all three graduation options. FCAT Level 2 and 3 eleventh grade students (including ELL and SWD students) who have not successfully passed the Post Secondary Education Readiness (P.E.R.T.) Test or received minimum concordant scores must be placed in English IV: Florida College Prep course (100140501). This course will satisfy the fourth year requirement for Language Arts. 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 2.0 Reading 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. ELLs scoring at Levels 1 and 2 on the most recent administration of FCAT 2.0 Reading are to be enrolled in a Developmental Language Arts Through ESOL course which will count as an elective credit and is taken in lieu of an intensive reading course. ELL students in grades 10 – 12 who are FCAT retakers and obtain a passing score on the FCAT 2.0 Reading test are not required to take the Developmental Language Arts Through ESOL course. 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 block for all students who have reading deficiencies in decoding and fluency (Intensive Reading Plus). Some high achieving FCAT 2.0 Reading Level 2 students as per the CRRP may attend either an Intensive Reading or Intensive Reading-Enrichment.</p>
<p><b>MATHEMATICS</b></p>	<p>For the 24 credit option for students who entered 9<sup>th</sup> grade prior to 2007-2008, 3 credits of mathematics are required to graduate; for students who entered 9<sup>th</sup> grade in 2007-2008 and thereafter, 4 credits of mathematics are required to graduate. For the 18 credit options students must earn 4 credits. A four-year sequence includes Algebra 1, Geometry, Algebra 2, &amp; Advanced Topics in Mathematics. Students earning 2 of the 4 required mathematics credits for graduation in middle school may be required by the high school principal to take a minimum of 3 years of mathematics in high school.</p> <p>Mathematics requirements:</p> <ul style="list-style-type: none"> <li>• Students entering grade 9 in 2010-2011: 4 credits in mathematics, two of which must be Algebra 1 and Geometry. The Algebra 1 EOC assessment will comprise 30% of the student's grade in the Algebra 1 course.</li> <li>• Students entering grade 9 in 2011-2012: 4 credits in mathematics, two of which must be Algebra 1 and Geometry. For the Algebra 1 EOC, students must pass the EOC to receive course credit. The Geometry EOC assessment will comprise 30% of the student's grade in the Geometry course.</li> <li>• Students entering grade 9 in 2012-2013, 4 credits in mathematics, 3 of which must include Algebra 1, Geometry and Algebra 2 which is a graduation requirement. For both the Algebra 1 and Geometry EOC, students must pass the EOCs to receive course credit.</li> </ul> <p>This phase in of graduation requirements also applies to students in the two accelerated options, who, beginning with those students entering grade 9 in 2010-2011, will be required to earn 4 mathematics credits in order to graduate.</p>
<p><b>SCIENCE</b></p>	<p>For students selecting any one of the three graduation options, 3 credits are required. The three-year sequence includes: Physical Science, Biology 1, and 1 course from the following: Chemistry, , or Physics. Additionally,</p> <ul style="list-style-type: none"> <li>• Students entering grade 9 in 2011-2012: Biology 1 is a graduation requirement including the Biology 1 EOC requirement. The EOC score will comprise 30% of the student's final grade in the Biology 1 course.</li> <li>• Students entering grade 9 in 2012-2013: students must achieve a passing score on the Biology 1 EOC, as established by the FDOE, to receive course credit in the Biology 1 course and to meet the graduation requirement.</li> <li>• Students entering grade 9 in 2013-2014: students must achieve a passing score on the Biology 1 EOC, as established by the FDOE, to receive course credit in the Biology 1 course and to meet the graduation requirement. Either Chemistry or Physics or an equivalent science course will be required for graduation.</li> </ul>

<b>SOCIAL SCIENCE</b>	Regardless of the date of entry into grade 9, for students selecting the 24 credit program and the two accelerated programs, the required courses include: World History – 1 credit, United States History – 1 credit, United States Government - .5 credit, and Economics - .5 credit.
<b>PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER &amp; TECHNICAL EDUCATION</b>	<p>For students in the 24 credit option who entered 9<sup>th</sup> grade prior to 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 identified career/technical education course or a district-approved annual computer or journalism 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. For students in the 24 credit option who entered 9<sup>th</sup> grade in 2007-2008 and thereafter, they must earn 1 credit in performing/fine arts or an approved practical arts course (see details in Graduation Options chart above). Students enrolled in the college or career preparatory programs 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. Completion of two years in a Junior Reserve Officers Training Corps (J.R.O.T.C.) class, a significant component of which is drill, shall satisfy the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement.</p>
<b>PHYSICAL EDUCATION</b>	<p>For students in the 24 credit option who entered 9<sup>th</sup> 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 Junior Reserve Officers Training Corps (J.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.</p> <p>For students who entered 9<sup>th</sup> 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 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 Junior Reserve Officer Training Corps (J.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 who entered 9<sup>th</sup> grade prior to 2007-2008 must earn .5 credit in Life Management Skills.</p> <p>Students enrolled in either of the two 18 credit options are not required to take physical education.</p>



<b>ELECTIVES</b>	<p><i>For students in the 24 credit option who entered 9<sup>th</sup> grade prior to 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. For students enrolled in either of the two accelerated programs and who are entering grade 9 in 2010-2011, the number of electives for the college preparatory program will be reduced from 3 to 2. For students enrolled in the career preparatory program the number of credits will be reduced from 2 to 1, unless they select the 4-credit career/technical option.</i></p> <p><i>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.</i></p>
<b>COMMUNITY SERVICE</b>	<p><i>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 9<sup>th</sup> grade. Students in either one of the 18 credit options are not required to complete a community service project. However, please see Appendix J for community service requirements for the Florida Bright Futures Scholarship Program.</i></p>
<b>DIGITAL LEARNING</b>	<p><i>Beginning with students entering grade 9 in the 2011-2012 school year and thereafter, at least one online course must be taken in order to graduate. The requirement may also be met if the student takes a high school online course in grades 6 through 8 or participates as a dually enrolled student in an online course offered by a postsecondary institution. This requirement does not apply to a student who has an individual education plan under s. 304.1003.7 which indicates that an online course would be inappropriate or a student who is enrolled in a Florida high school and has less than 1 academic year remaining in high school.</i></p>

The amended graduation requirements are to be phased in over several years beginning with students who entered grade 9 in 2011-2012. Below is a timeline indicating the effective date of requirements for students entering grade 9:

# TIMELINE FOR IMPLEMENTATION OF THE FLORIDA SECONDARY SCHOOL REDESIGN ACT AMENDMENT

ENTERING 9 <sup>TH</sup> GRADERS 2010-2011	ENTERING 9 <sup>TH</sup> GRADERS 2011-2012	ENTERING 9 <sup>TH</sup> GRADERS 2012-2013	ENTERING 9 <sup>TH</sup> GRADERS 2013-2014
<b>Algebra 1</b> – the EOC assessment will be 30% of the grade 9 student's grade for the course*	<b>Algebra 1</b> – the EOC assessment must be passed in order to earn credit for the course*	<b>Algebra 1</b> – the EOC assessment must be passed in order to earn for the course*	<b>Algebra 1</b> – the EOC assessment must be passed in order to earn for the course*
<b>Geometry</b> required for graduation	<b>Geometry</b> - the EOC assessment will be 30% of the grade 10 student's grade for the course*	<b>Geometry</b> - the EOC assessment must be passed in order to earn credit for the course*	<b>Geometry</b> - the EOC assessment must be passed in order to earn credit for the course*
<b>Biology 1</b>	<b>Biology 1</b> required for graduation and the EOC assessment will be 30% of the student's grade for the course*	<b>Biology 1</b> - the EOC assessment must be passed in order to earn credit for the course*	<b>Biology 1</b> - the EOC assessment must be passed in order to earn credit for the course*
Grade 9 FCAT Mathematics will be discontinued as the EOC assessment is implemented	Grade 10 FCAT Mathematics will be discontinued as the EOC assessment is implemented	<b>Algebra 2</b> required for Graduation	<b>Algebra 2</b> required for Graduation
			<b>Chemistry or Physics</b> or an equivalent science course required for graduation
<b>U.S. History</b> – the EOC assessment will be 30% of all students' final grade for the course going forward.	<b>U.S. History</b> – the EOC assessment will be 30% of all students' final grade for the course going forward.	<b>U.S. History</b> – the EOC assessment will be 30% of all students' final grade for the course going forward.	<b>U.S. History</b> – the EOC assessment will be 30% of all students' final grade for the course going forward.

*\*These requirements will be in effect according to the above schedule for middle school students who enroll in the respective senior high school courses. If a student transfers into a high school, the school principal shall determine, in accordance with State Board of Education rule, whether the student must take an end-of-course assessment in a course for which the student has credit that was earned from the previous school.*

For each year in which a student scores at Level 1 or Level 2 on FCAT 2.0 Reading, the student must be enrolled in and complete an intensive reading course the following year, with exception to ELLs who are required to enroll in the Developmental Language Arts Through ESOL course.

Students scoring at Levels 1 and 2 on the most recent administration of FCAT 2.0 Reading are to be enrolled in the appropriate Intensive Reading course in addition to their required English/Language Arts course in grades 9 and 10. Students in grades 11 and 12 who have not passed the FCAT/FCAT 2.0 Reading or met graduation requirements with concordant scores on appropriate assessments must be enrolled in the Reading Retaker course in addition to their required English/Language Arts course. The district's [K-12 CRRP](#) requires each school to conduct a screening and diagnostic process to identify appropriate placement of Level 1 and 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 students scoring in Level 1 or 2 on the FCAT 2.0 Reading who have reading deficiencies in decoding and fluency (Intensive Reading Plus). All such students are required to be enrolled in an Intensive Reading, Intensive Reading Plus, or Intensive Reading Enrichment course with the exception of ELLs who are required to enroll in a Developmental Language Arts Through ESOL course.

Beginning with the 2011-2012 school year, a student who scores at Level 2 on FCAT reading, but who did not score below Level 3 in the previous 3 years may be granted a one-year exemption from the reading remediation requirement. The request for the exemption must be generated by the student's parent/guardian. The student must have a district-created approved Academic Improvement Plan for Reading (AIPR) in place, signed by the appropriate school staff, the student and the student's parent for the year for which the exemption is granted. Weekly Briefing #12111 provides instructions for using the AIPR.

For each year in which a student scores at Level 1 or Level 2 on FCAT 2.0 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.

For a student with an Individual Educational Plan (IEP) who enters the 9th grade prior to the 2013-2014 school year, if the IEP team determines and documents in accordance with section 1003.43 (7) (d), F.S. that a rigorous course of study would be inappropriate, the student may be granted credit towards a standard high school diploma for any Level 1 course. For students

with disabilities with an IEP entering the 9<sup>th</sup> grade in the 2013-2014 school year or later, no credit towards a standard diploma will be granted for a Level 1 course. Students with disabilities pursuing a special diploma in accordance with Section 1003.438, F. S. who successfully complete a Level 1 course will receive credit towards a special diploma.

Other Areas of Study - Human Growth and Development and units in HIV/AIDS and Sexually Transmitted Diseases, Substance Abuse education, and teen dating violence and abuse prevention, bullying, sexting and Internet safety 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, Career Pathway 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-I](#) 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. It should be noted that program substitutions will remain in effect for students entering the ninth grade prior to 2011-2012. Students entering the ninth grade in or after 2011-2012 will not be eligible for program substitutions.

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 two courses per school year from the adult education program to apply toward graduation requirements for a high school diploma [FM-4269](#). Students can only take courses in the adult education program previously failed in the day school program. It should be noted that adult education high school courses taken through the regular adult education program 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, and elective 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. Senior high schools may require students to enroll in a mathematics class each year for a minimum of 3 years of high school. 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/FCAT 2.0 and EOC Test Requirements**

In addition to other requirements, to graduate from a Miami-Dade County public senior high school or adult-center, students who entered grade 9 prior to 2010-2011, who select any one of the five graduation options, must also meet student performance requirements as measured by applicable graduation tests. The first opportunity students have to meet this requirement is through the Grade 10 FCAT/FCAT 2.0 in reading and mathematics. Subsequent

opportunities are provided as FCAT 2.0 Retake administrations, offering the same version of the test they took initially.

Students who entered grade 9 *prior* to 2010-2011, must earn a passing score on the appropriate FCAT/FCAT 2.0 graduation test in reading and mathematics in order to meet the requirements for a standard diploma. Passing scores for these students are 300 in Reading (on the FCAT scale) or 241 on the new FCAT 2.0 scale; and 300 in mathematics.. This is the last cohort that retains FCAT Mathematics as a graduation test requirement. Refer to the table on page 104 for additional information.

Subsequent student cohorts (entering grade 9 students in 2010-2011 and thereafter) are still required to pass the FCAT 2.0 reading graduation test, but will no longer be required to take a mathematics graduation test. Instead, students will be required to take the EOC assessments as described in other sections of this document. The passing scores for FCAT 2.0 Reading will be the minimum scale scores associated with Achievement Level 3, or a Scale Score 245.

Students who entered grade 9 in 2010-2011 must take the Algebra 1 EOC. The Algebra 1 EOC will count as 30% of the final grade for those students in enrolled in Algebra 1.

Students who entered grade 9 in 2011-2012 and thereafter, must earn a passing score on the Algebra 1 EOC assessment. Students who entered grade 9 in 2011-2012 must take the Geometry EOC and the Biology 1 EOC assessments. Both of these EOC assessments will count as 30% of the final grade for those students enrolled in Geometry and Biology 1, respectively.

Students entering grade 9 in 2012-2013 and thereafter, must earn a passing score on the Geometry, and Biology 1 EOC assessments as well as the Algebra 1 EOC assessment.

Students classified as ELLs, regardless of the number of years in an ESOL program, must meet all graduation test requirements to receive a standard diploma.

Statewide, a very small number of students are eligible for application of lower passing scores on the FCAT 2.0 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 2.0 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 2.0 graduation test in Reading and Mathematics, and the lower scores that may apply.

<b>Original Graduation Test Requirement</b>	<b>School Year Enrolled in Grade 9</b>	<b>Graduation Year</b>	<b>Passing FCAT Reading Score</b>	<b>Passing FCAT Mathematics Score</b>
HSCT	1998-1999 or Earlier	2001-02 or earlier	268	278
2001 Grade 10 FCAT	1999-2000	2002-2003	287	295
FCAT Graduation Test	2000-01 through 2008-2009	2003-04 through 2011-12	300	300
FCAT 2.0 Reading FCAT Mathematics	2009-2010	2012-13	300 FCAT Equivalent Scale or 241 FCAT 2.0 Scale	300
FCAT 2.0 Reading	2010-11 and beyond	2013-14 and beyond	245 (Level 3)	n/a

The 2010 revisions to the Florida Secondary School Redesign Act will affect the FCAT Mathematics and FCAT Science. Beginning with the 2010-2011 school year, the administration of the grade 9 FCAT Mathematics shall be discontinued. Beginning with the 2011-12 school year, the administrations of the grade 10 FCAT Mathematics and the high school FCAT Science shall be discontinued as the EOC assessments are implemented. The reading FCAT 2.0 continues to serve as a graduation test requirement.

Students may meet the high school graduation test requirements through attaining concordant scores on an alternative assessment, specifically state-approved college entrance examinations: SAT, ACT, and/or CPT. Students who do not attain passing scores on the FCAT/FCAT 2.0 graduation test(s) or an approved alternative assessment are not eligible for graduation with a standard diploma.

EOC tests are not considered to be graduation test requirements, but rather students must pass the tests to earn high school course credit, as outlined in earlier sections of this document.

## **Test Exemptions for Students with Disabilities:**

Participation in statewide testing programs (i.e. FCAT, FCAT 2.0, EOC, CELLA, FAIR) is mandatory for all students, including 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 exempt from these programs will be assessed through the Florida Alternate Assessment as documented on the IEP.

Students with disabilities are required to take applicable EOC tests one time, after which if the IEP committee determines an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, EOC assessment results may be waived for the purpose of determining the student's course grade and credit.

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

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 used during classroom instruction and for classroom testing purposes, as 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 2.0 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 state assessments;
- sign consent in order for their child to receive accommodations in the classroom that would not be permitted on state assessments;
- acknowledge in writing that they understand the implications of their child receiving accommodations in the classroom that are not permitted on state assessments; 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 state.

These regulations must be addressed at every IEP meeting.

## **Graduation Test Requirement Waivers for Students with Disabilities:**

- IEP teams have the authority to waive passing the FCAT 2.0 as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot accurately be measured by the FCAT 2.0. [Form 6624](#), *FCAT Waiver for Students Disabilities* should be used for this purpose. 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 H for a checklist of procedures for this request.)
- In order to be considered for the waiver from the FCAT 2.0 graduation test requirement, the student must: 1) be identified as a student with a disability, as defined in Section 1007.02(2), F. S.; 2) have an IEP; 3) have been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression; 4) have taken the Grade 10 FCAT/FCAT 2.0 with appropriate allowable accommodations at least twice, once in grade 10 and once in grade 11; 5) and 6) be progressing

toward meeting the state's credit/course and 2.0 cumulative GPA requirements and any other district requirements for graduation with a standard diploma.

- Certain students with disabilities will be eligible for waivers for these EOC assessments after they have taken an assessment at least once. The decision regarding the waiver of the EOC results must be made by the IEP team and documented on the *Waiver of End of Course (EOC) Assessment Results Requirements for Students with Disabilities*, on SPED EMS. The team may convene at any time after the student has taken the assessment at least once and it has been determined that the student failed to earn a passing score on an EOC assessment. The EOC assessment results can be waived if the student meets all of the following criteria: be identified as a student with a disability, have an active IEP, have taken the EOC assessment with appropriate allowable accommodations at least once, have demonstrated, as determined by the IEP team, achievement of the course standards (must earn course credit by passing the course). The EOC waiver does not apply to students who are determined eligible solely for the Hospital/Homebound program or to students with only a 504 plan.

### **Concordant Scores for the FCAT Graduation Test:**

Beginning in July 2010, students are no longer required to take the FCAT graduation test three (3) times before applying concordant SAT or ACT scores to meet the assessment requirement for a standard high school diploma, as was the case previously. However, the applicable concordant scores were revised as of that same date. FCAT concordant scores on the College Board SAT and ACT are listed in the following table. For students scheduled to graduate in 2012-2013, who took the Grade 10 FCAT 2.0 Reading, the current, approved concordant scores may be used. For students who entered grade nine in 2010-11 and are scheduled to graduate in 2013-2014, new concordant scores for the FCAT 2.0 Reading are scheduled for release in fall 2013.

FCAT Concordant Scores				
Reading			Math	
	Old (2003)*	New 2009	Old (2003)*	New 2009
FCAT 2.0 SS(DSS)	300 (1926)	300 (1926)	300 (1889)	300 (1889)
SAT	410	420	370	340
ACT	15	18	15	15

All students originally scheduled to graduate prior to the summer of 2010\*, and those in the class of 2010-2011 who took the ACT or SAT prior to November 30, 2009 may apply either the new concordant scores, revised in 2009, or the old "2003" scores to their best advantages in meeting the high school graduation requirements. \*\* Exception: students who held a Certificate of Completion dated prior to December 2009 may use the 2003 ACT scores with no date restriction, but are also required to use the 2003 SAT concordant scores if those scores are dated prior to March 2005 and may use the 2003 and/or 2009 SAT concordant scores if those scores are dated March 2005 or later.

## **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, including students with disabilities, 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. 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 100 hours of community service, the Florida Bright Futures Scholarship's Florida Medallion Scholars (FMS) requires 75 hours of community service, and the Florida Bright Futures Scholarship's Florida Gold Seal Vocational Scholars requires 30 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 numbers of hours are required for graduation.

## **H. Online Course**

Beginning with students entering grade 9 in the 2011- 2012 school year, at least one course within the 24 credits must be completed through online learning. However, a high school level online course taken during grades 6 through 8 fulfills this requirement.

## **I. Interscholastic Extracurricular Eligibility**

Guidelines for student participation in extracurricular activities, as per 1006.1, F.S., are delineated in *School Board Policy 5845, Student Activities*. The term "extracurricular" refers to any school-authorized or education-related activity occurring during or outside the regular instructional school day. Student eligibility requirements and rules for participation in interscholastic extracurricular athletics and activities are explained in the District's [Student Activities Handbook](#). Any student who participates in extracurricular athletics and activities must have a completed, signed *Contract for Student Participation in Interscholastic Competition or Performances*, [FM 7155](#).

## **J. 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.

## **1. Standard Diploma**

A standard diploma will be awarded if the student has met the requirements outlined in the chart, Graduation Options on page 92. 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 are scheduled to graduate in 2011 and thereafter are eligible to have a state-approved designation affixed to their standard diploma. These designations are:

- A designation reflecting completion of four or more accelerated college credit courses if the student is eligible for college credit pursuant to 1007.27 F.S. or 1007.271, F.S., in:
  - Advanced Placement,
  - International Baccalaureate,
  - Advanced International Certificate of Education,
  - Dual Enrollment courses.
- A designation reflecting career education certification in accordance with 1003.431, F.S.
- A designation reflecting a Florida Ready to Work Credential in accordance with 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 standard curriculum course taught by a special education and/or general education teacher 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 NGSSS to a course which is applicable to a standard diploma.
- Students who enter the 9<sup>th</sup> grade during the 2010-2011 school year and beyond must be enrolled and pass general education and content area courses in order to be awarded 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 adaptations to basic education or CTE 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 adapting CTE 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 CTE 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 in writing via the informed notice of proposal/refusal.

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/FCAT 2.0 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/FCAT 2.0 graduation test(s) 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. 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 graduation test(s), complete the community service requirement, and meet high school graduation requirements, shall receive a standard diploma, and may be eligible for the Superintendent's Diploma of Distinction.

**4. Certificate of Completion**

A student who has met all requirements for graduation except passing the graduation test(s) or earning the GPA required for graduation may be awarded a certificate of completion. A student may make further attempts to pass the graduation test(s) 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 12<sup>th</sup> and 13<sup>th</sup> 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.

**5. 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 graduation test(s), 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.

## **6. 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.

Intellectual Disabilities	(InD)
Specific Learning Disabled	(SLD)
Physically Impaired	(PI)
Emotional/Behavioral Disabilities	(E/BD)
Dual Sensory Impaired	(DSI)
Autism Spectrum Disorder	(ASD)
Language Impaired	(LI)
Deaf /Hard-of-Hearing	(D/HH)

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 NGSSS 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 the course/credit requirements listed below and demonstrate mastery of NGSSS 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 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.

The participation in and completion of community service hours is expected as a means of both extending and enriching the learning experiences of students with disabilities (SWDs) that are pursuing a Special Diploma. Community Service can serve as an invaluable activity in helping SWDs to develop social skills, motivation, work related behaviors, as well as other school-to-career interests. Whenever possible, community service should be in alignment with the SWDs career or other post-secondary goals.

## 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.

## **7. 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 NGSSS Access Points determined by a 2.0 GPA.

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.

## **K. 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	Grade "C" or better in the core English/ESOL course; or GPA of 2.0 or better; or Passing score on the FCAT/FCAT 2.0 graduation test in Reading; or FCAT 2.0 Reading Achievement Level 2 or higher (grades 9-10).
Writing	FCAT Writing score of 4.0 or as established by the Florida Department of Education (grade 10)
Mathematics	Grade "C" or better in the core mathematics course; or GPA of 2.0 or better; or Passing score on the EOC assessment for Algebra 1 and Geometry.
Science	Passing score on the EOC assessment for Biology 1.

## **L. 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 dual enrollment courses can be applied toward the six annual credits per year requirement. (For a listing of Florida Virtual School courses, see Appendix I). 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. The approval of the parent is also required. 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 State Board of Education (FBE) rules.

Grades earned through FLVS will be entered into the student's 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 FLVS except for extenuating circumstances.

#### **M. 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, including students with disabilities, 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. 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.
- **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; earn an industry certification, earn articulated post-secondary credits at select institutions; 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. In order to determine the high school equivalency and the high school credit awarded for postsecondary courses completed through dual enrollment, please refer to the most current *Dual Enrollment Course – High School Subject Area Equivalency*. 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.

- All high schools must follow the Dual Enrollment master scheduling protocols established by the Office of Information Technology Services (ITS) Systems Programming in order to ensure the capturing of Dual Enrollment data for students participating in both on-high school campus and off-high school campus dual enrollment courses.
- **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 earn a minimum of a 3 on a 5 point scale on the corresponding AP exam.
- **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.
- **Credit Acceleration Program (CAP).** Students may earn credit in a high school course, provided that the student takes the Florida EOC assessment and earns a passing score. .
- **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. In order to be considered a full-time dual enrollment, early admission student, the student must enroll in a minimum of twelve (12) college credit hours but may not be required to enroll in more than fifteen (15) college credit hours.
- **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 K)
- **Florida Virtual School.** Secondary students are eligible to enroll in the FLVS on a part-time basis. The courses offered are teacher-

facilitated and are available throughout the state. Courses are based upon the NGSSS 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 FLVS's web site at <http://www.flvs.net> through a school account. A complete list of courses is available through FLVS's web site or Appendix I. For high school courses that may be available to middle school students, refer to the list of senior high school courses on page 85 that may be taken by students in middle school. Parents have the right to choose the FLVS option for their children. A student's full-time school may not deny access to courses offered by 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.

#### **N. 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. These students will be assessed a block tuition rate of \$30 per term for residents or \$120 per term for non-residents. 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, theatre arts, dance, music, speech, or identified CTE courses may be taken by adult secondary education students to satisfy the one 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/NGSSS. 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 assessment. 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.

- 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.

### **Graduation Requirements for the 2012-2013 School Year\***

<b>SUBJECT</b>	<b>NUMBER OF CREDITS</b>
English or English Through ESOL as appropriate	4.0
Mathematics	4.0
Science	3.0
World History	1.0
United States History	1.0
Economics	0.5
United States Government	0.5
Performing Fine Arts/Practical Arts/Career & Technical Education or Elective	1.0
Physical Education or Elective	1.0
Electives	8.0
<b>TOTAL NUMBER OF REQUIRED CREDITS</b>	<b>24.0</b>

\* For graduation requirements for previous years, see Appendix D .

Beginning in 2009-2010, adult high school students may enroll in any approved elective course in lieu of the one required performing arts credit.

### **O. 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 of 16.

**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 Performance-Based 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 2.0 along with other applicable state graduation tests, they are eligible to graduate receiving a State of Florida High School Performance-Based Diploma. Students may only access this alternate graduation route through the Performance-Based Exit Option Model if they meet the following eligibility requirements:

- are 16 years old and currently enrolled in a PK-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 2.0 or earned an applicable concordant score along with other applicable state graduation tests;
- have maintained enrollment through their prescribed graduation date;
- have not graduated before the commencement date of the class with whom they entered kindergarten; and
- achieved a minimum 9<sup>th</sup> grade reading level as documented by an assessment to determine grade level proficiency.

Students with disabilities will continue to be eligible for FAPE until the end of the school year in which the student turns 22 years of age, 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 Performance-Based Exit Option Model.

## **P. State University Entrance Requirements**

State University entrance requirements include:

- **English.** Three of the four credits must have included substantial writing requirements.
- **Mathematics.** The four credits must be at the Algebra 1, Geometry, Algebra 2, and one higher level mathematics course . Consumer Mathematics, Liberal Arts mathematics, Informal Geometry and Business mathematics do not meet the state university system admission requirements.
- **Science.** The three credits must be in the following areas: one in the biological sciences such as Biology 1, one in the physical/chemical sciences such as Chemistry or Physics and one in integrated science such as Physical 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.

- **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 two courses used for electives will vary with the student's date of entry in grade 9. The Florida Department of Education *Counseling for Future Education Handbook* (insert link) lists specific courses that meet the requirement.

## R. **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 J, which 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;
- begin using the award within two years of high school graduation; And
- successful completion of the Free Application for Federal Student

**The Florida Academic/Medallion Scholars Awards** require:

- **English.** Three of the four credits must have included substantial writing requirements.
- **Mathematics.** The four credits must be at the Algebra 1, Geometry, Algebra 2 and one higher level mathematics course.
- **Science.** Biology 1 and one of the two remaining credits must have included a substantial laboratory component. Integrated Science courses (i.e., Physical Science) will meet the science requirement for graduation and for admission to Florida State universities.
- **Social Science.** The three credits must include one credit in world history, one credit in United States history, one-half credit in United States government, and one-half credit in economics.
- **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 two 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 J )

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 K for procedures.)

**The Florida Gold Seal Vocational Scholars Award** requires:

- **English.** Of the four credits, English 1, 2, 3, and 4 Through ESOL may be used to meet this requirement. Additional ESOL credits may be applied toward elective credits.
- **Mathematics.** Of the four credits, Algebra 1, Geometry, and two

other courses at the Algebra 2 level or above complete this requirement.

- **Science.** Biology 1 and one of the two remaining credits must include a laboratory component.
- **Social Science.** The three credits must include one credit in world history, one credit in United States history, one-half credit in United States government, and one-half credit in economics.
- **Performing Arts.** Any 0.5 credit in art, dance, debate, theatre arts, music, or speech course classified as performing fine arts meets the requirement.
- **Practical Arts.** Performing Arts credit of 1.0 or identified CTE practical arts credit of 1.0. .
- **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**

### **Transcript Review and Course Evaluation (TRACE) System**



## What May Be Recorded in TRACE?

The Transcript Review and Course Evaluation (TRACE) System is a method in the Integrated Student Information System (ISIS) to record courses for graduation credit taken outside of the Miami-Dade County Public Schools (MDCPS) K-12 regular school day. This system is used to record secondary courses that have been earned at schools outside of MDCPS.

All courses taken in the regular K-12 program must appear on the student schedule in ISIS (PF1). This is required by the Florida Department of Education, FTE General Instructions; "A separate Student Course Schedule format must be reported for each class in which a PK-12 student is in membership during each of the Survey Periods, **regardless** of the funding eligibility of that student, to participate in the Florida Education Finance Program."

### What May Be Recorded in TRACE?

- All courses on a non-MDCPS transcript.
- Courses taken in a K-12 public or non-public institution, whether or not a passing grade was earned.
- Dual Enrollment classes taken at a college/university may be recorded if taken beyond regular school hours (on or off campus), and not reflected on the master schedule, click here for a list of College/University Codes.
- All summer Dual Enrollment courses must be recorded via TRACE no later than September 30<sup>th</sup> for courses to be credited toward the previous school year accountability points.
- Florida Virtual School courses taken beyond regular school hours with an official grade report.
  - Student receives "P" on grade report - do not convert to a letter grade, record "P"
  - Student receives "WF" on grade report - course must be recorded with grade of "F."

In the absence of a transcript any official school document, i.e. report card, official letter from school, government, etc. may be used for documentation of courses to be entered into the TRACE system. Transcripts/report cards utilized for credit must be maintained in the student's cumulative record folder. Credit recorded in TRACE must be recorded as it appears: caution, if there is no state code for the specific course as titled in the transcript a generic subject area course i.e. mathematics transfer, science transfer may be substituted; however, this may impact scholarship eligibility - Bright Futures, Talented Twenty, etc.

Courses taken at a non-accredited institution are accepted at the discretion of the school principal provided that the student demonstrates mastery of content on a standardized assessment (students must have at least 90 days to prepare for assessments) or documentation of successful completion of coursework in the assigned grade level. To verify if a school has accreditation, open the following link Private Schools – Florida, download private school contact list, then scroll down and select the district and accreditation and download the information.

### Codes for TRACE:

- Out-of-State Codes:  
[http://www.fldoe.org/eias/dataweb/database\\_0506/staff\\_0506/appendh.pdf](http://www.fldoe.org/eias/dataweb/database_0506/staff_0506/appendh.pdf);
- Out-of-County Schools:  
[http://www.fldoe.org/Schools/schoolmap/flash/schoolmap\\_text.asp](http://www.fldoe.org/Schools/schoolmap/flash/schoolmap_text.asp);  
Click on link, choose required district, scroll down for public schools and assigned 4 digit number
- Private Schools – Florida:  
<http://www.floridaschoolchoice.org/information/privateschooldirectory/Default.aspx>;  
Click on link and choose county from dropdown menu and click GO

- [http://www.floridaschoolchoice.org/information/home\\_education/](http://www.floridaschoolchoice.org/information/home_education/); Portfolio evaluation (student is placed according to last grade completed)

## **EOC Assessment Status in TRACE**

- New entries are now required on all TRACE entries regarding EOC
  - CAS - The course assessment status is required for all entries into TRACE. It is available for all students transferring from an in-state public school on the FASTER transcript.
  - Acceptable CAS values
    - A - Student Passed EOC
    - B - Student Failed EOC
    - C - Student has not taken EOC (Pending)
    - D - Transfer Student Exempt from taking EOC
    - E - Student passed EOC and has been exempted from taking all or part of the course (CAP)
    - F - Student with Disability has EOC waived
    - Z - Course does not have an EOC or student cohort does not require EOC

A [screencast](#) describing the new process is available.

## **What May Not Be Recorded in TRACE?**

- Dual Enrollment courses posted on the PF1 screen in ISIS.
- Florida Virtual School classes posted on the PF1 screen in ISIS.
- Florida Virtual School classes taken beyond regular school hours with an official grade report that student receives "W" for withdrawn.
- Acceleration/Credit Recovery (ex. E2020, Plato) courses, computer-based or face-to-face, taken during regular school hours (these courses must be posted on the PF1 screen in ISIS).

## **Adult/Vocational Credit**

Courses completed through Adult/Vocational Education are entered by the registrar at the Adult/Vocational Center and must be posted in the Vocational Adult Community System (VACS). For all co-enrolled students (2H category) the grade posted in VACS will automatically be uploaded by Information Technology Services (ITS) into the TRACE system. The automatic transfer is done daily and should post in TRACE within 48 hours. If an adult education course and grade does not transfer to TRACE the school must do a Heat Ticket online to remedy the omission. The failure to post the course/grade into the TRACE system prevents the course from appearing on official transcripts and student histories. Therefore, it is imperative that adult education courses/grades be posted in TRACE and be tracked until the process is complete.

## **Out of Country Transcripts**

All transcripts received from countries outside of the United States must be faxed to Attendance Services at 305-887-8423 for interpretation and review.

## **Resources**

The official listing of elementary and secondary courses authorized by Miami-Dade County Public Schools is found in the [Curriculum Bulletin-1 List of Authorized Courses](#).

**This is a live document** and must be accessed electronically for the hyperlinks to work. Transcript Review and Course Evaluation (TRACE) System technical assistance paper can be located at <http://studentservices.dadeschools.net/>

## **APPENDIX B**

**Academically Challenging Curriculum to Enhance Learning (ACCEL) Options,  
1002.3105, F.S.**

## Academically Challenging Curriculum to Enhance Learning (ACCEL) Options, 1002.3105, F.S.

The Florida Legislature enacted 1002.3105, F.S. for implementation beginning with the 2012-2013 school year. School districts are required to implement the following ACCEL Options for eligible students: whole-grade promotion, midyear promotion, and subject-matter acceleration resulting in the promotion or acceleration taking place within the same school or to a new school; and virtual instruction in higher grade level subjects. Additionally, as per 1003.4295 F.S., students may participate in the Credit Acceleration Program, which allows students to take End-of-Course (EOC) Examinations and to receive credit for the corresponding high school courses if students pass the EOC. Additional ACCEL Options specified in 1002.3105, F.S. may be offered by principals at individual schools.

### Procedures for implementation of ACCEL Options:

Minimum student eligibility requirements to be considered for participation in ACCEL Options:

- The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to 1008.22, F.S., reflecting above grade level performance content standards;
- A student's grade point average should be a 3.0 (unweighted) or above in the core academic subjects of mathematics, science, language arts/reading, and social studies;
- The student's attendance and conduct record must comply with School Board Policy 5200, *Student Attendance*. A student's conduct record should reflect a 3.0 grade point average for eligibility in an ACCEL Option. Board Policy 5500, *Student Conduct and Discipline and the Code of Student Conduct, Elementary and Secondary*, provide guidance for schools;
- Letter(s) of recommendation from one or more of the student's teachers in core curriculum courses (language arts/reading, mathematics, science and/or social studies); and
- A letter of recommendation from a school counselor at the student's school;

Parent notification of ACCEL Options and procedures for parents to request consideration for students to participate in ACCEL Options:

- A letter from the Superintendent on the District's Dadeschools.net Parent Portal will inform parents of the ACCEL Options and will specify student eligibility criteria;
- Parents requesting that their child be considered to participate in an ACCEL Option should contact the school counselor or a school administrator;
- Students must meet the minimum eligibility criteria to be considered for ACCEL participation;
- High school students must meet high school graduation criteria including earning required credits to be eligible for graduation;
- In the event of a grade promotion in grades K-8, FM 2228\* should be completed and processed at the school; and
- A student performance contract is required by Section 1002.3105 (3)(c),F.S., if participation in an ACCEL Option results from a parental request. M-DCPS FM 7488\* is to be used for this purpose. The contract must be signed by the student, parent, and principal. The contract is not required if student participation is initiated by the principal but may be used at the discretion of the principal.

\*Form 2228 and Form 7488 must be maintained in the student's cumulative folder along with other documentation to include teacher and counselor letters of recommendation, assessment results, and any other information that supports the acceleration or promotion.

## **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 13-17. 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, is 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 (appropriate members of the school's SST that can offer expertise in the area of concern) is to review the student's progress monitoring data at a Tier 2 Rtl/MTSS problem solving meeting in addition to the usual members of the Tier 2 team and determine if it is positive, questionable, or poor.

If the response is positive, the intervention is continued until the student no longer requires the intervention.

If the response is questionable or poor, the Tier 2 problem solving team should determine whether the response is consistent among members of the intervention group, or is specific to the student.

The following considerations should be made if the student's Tier 2 response is questionable or poor and is specific to the student (at least 70% of the intervention group has a positive response while the individual student does not).

If so:

- 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 group's and student's RtI/MTSS Tier 2 response, any of the following recommendations may be the outcome of the SST Retention meeting and the Tier 2 problem solving worksheet may be used to document the course of action:

- Revise or support the intervention group as a whole as determined by Tier 2 problem solving (group focus).
- Decide if the academic interventions are sufficient to meet the remedial needs of the student (student specific response).
- 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) (group focus).
- Refer the student for Tier 3 problem solving  
Students may be referred for Tier 3 problem solving by the Tier 2 problem solving team under two conditions:

Seventy percent or more of the group are demonstrating a positive response to intervention and the individual is not, or, Although 70% of the intervention group is not demonstrating a positive response to intervention, the individual student's rate of progress is well below the group's rate of progress.

- The date of the Tier 2 problem solving team meeting shall be entered on the PF screen (SST Conference Intervention Development) for each student who is reviewed.

## **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 takes 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 Meeting for students prior to a second retention follows the same process as outlined for a first retention.

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: Significant Intellectual Disabilities, Autism Spectrum Disorder, Dual Sensory Impaired
  - (2) Documentation of ISIS intervention strategies is required for students in programs for Speech/Language Impaired and Gifted.

**APPENDIX D**  
**High School Graduation Requirements**  
**2004 - 2012**

**For Students Who Entered Grade 9 In the 2003-2004, 2004-2005, or 2005-2006 School Year**

	<b>24 CREDIT OPTION</b>	<b>18 CREDIT COLLEGE PREPARATORY OPTION</b>	<b>18 CREDIT CAREER PREPARATORY OPTION</b>
<b>ENGLISH/ESOL</b>	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
<b>MATHEMATICS</b>	3 credits, one of which must be Algebra I or its equivalent	3 credits at the Algebra I or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent
<b>SCIENCE</b>	3 credits in science; two must have a laboratory component	3 credits in science; two must have a laboratory component	3 credits in science; two must have a laboratory component
<b>SOCIAL SCIENCE</b>	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)
<b>FOREIGN LANGUAGE</b>	Not required (foreign language credit is required for admission to state universities)	2 credits in the same language or demonstrated proficiency	Not required
<b>PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER &amp; TECHNICAL EDUCATION</b>	.5 credit in performing/ fine arts and .5 credit in practical arts	Not required	3 credits in a single career/technical education program, or 3 credits in career/technical dual enrollment courses, or 5 credits in career/technical education courses
<b>LIFE MANAGEMENT</b>	.5 credit	Not required	Not required
<b>PHYSICAL EDUCATION/ HEALTH</b>	1 credit, including .5 credit in personal fitness and .5 credit in a physical education elective	Not required	Not required
<b>ELECTIVES</b>	8.5 credits	3 credits (must meet state university admission requirements)	2 credits unless earning 5 credits in career/technical education
Total Grade Point Average(GPA)	24 credits 2.0	18 credits 3.0	18 credits 3.0 in courses required for the career/prep courses and 2.0 in each of 18 required credits
Testing	Students must earn a passing score on the Reading and Mathematics sections of the Grade 10 FCAT or concordant scores on an approved test (ACT or SAT).	Students must earn a passing score on the Reading and Mathematics sections of the Grade 10 FCAT or concordant scores on an approved test (ACT or SAT).	Students must earn a passing score on the Reading and Mathematics sections of the Grade 10 FCAT or concordant scores on an approved test (ACT or SAT).
Community Service	Required	Not required	Not required

## For Students Who Entered Grade 9 In the 2006-2007 School Year

	<b>24 CREDIT OPTION</b>	<b>18 CREDIT COLLEGE PREPARATORY OPTION</b>	<b>18 CREDIT CAREER PREPARATORY OPTION</b>
<b>ENGLISH/ESOL</b>	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
<b>MATHEMATICS</b>	3 credits, one of which must be Algebra I or its equivalent)	3 credits at the Algebra I or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent
<b>SCIENCE</b>	3 credits in science; two must have a laboratory component	3 credits in science; two must have a laboratory component	3 credits in science; two must have a laboratory component
<b>SOCIAL SCIENCE</b>	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
<b>FOREIGN LANGUAGE</b>	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	.5 credit in performing/ fine arts and .5 credit in practical arts.	Not required	3 credits in a single career/technical education program, or 3 credits in career/technical dual enrollment courses, or 5 credits in career/ technical education courses
Life Management	.5 credit	Not required	Not required
Physical Education/ Health	1 credit, including .5 credit in personal fitness and .5 credit in a physical education elective	Not required	Not required
<b>Total</b>	<b>24 credits</b>	<b>18 credits</b>	<b>18 credits</b>
Electives	8.5 credits	3 credits (must meet state university admission requirements	2 credits unless earning 5 credits in career/ technical education
Grade Point Average(GPA)	2.0	3.5	3.0 in courses required for the career/prep courses and 2.0 in each of 18 required credits
Testing	Students must earn a passing score on the Reading and Mathematics sections of the Grade 10 FCAT or concordant scores on an approved test (ACT or SAT).	Students must earn a passing score on the Reading and Mathematics sections of the Grade 10 FCAT or concordant scores on an approved test (ACT or SAT).	Students must earn a passing score on the Reading and Mathematics sections of the Grade 10 FCAT or concordant scores on an approved test (ACT or SAT).
Community Service	Required	Not required	Not required

**For Students Who Entered Grade 9 In the 2007-2008, 2008-2009 or 2009-2010 School Year**

	<b>24 CREDIT OPTION</b>	<b>18 CREDIT COLLEGE PREPARATORY OPTION</b>	<b>18 CREDIT CAREER PREPARATORY OPTION</b>
<b>ENGLISH/ESOL</b>	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)
<b>MATHEMATICS</b>	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)
<b>SCIENCE</b>	3 credits (Earth/Space Science & Biology I and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)	3 credits (Earth/Space Science & Biology I and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)	3 credits (Earth/Space Science & Biology I and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)
<b>SOCIAL SCIENCE</b>	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)
<b>FOREIGN LANGUAGE</b>	Not required (foreign language credit is required for admission to state universities)	2 credits in the same language or demonstrated proficiency	Not required
<b>PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER &amp; TECHNICAL EDUCATION</b>	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, or 3 credits in career/ technical dual enrollment courses, or 5 credits in career/technical education courses
<b>PHYSICAL EDUCATION/ HEALTH</b>	1 credit to include integration of health	Not required	Not required
<b>ELECTIVES</b>	8 credits	3 credits	2 credits unless earning 5 credits in career/ technical education
<b>TOTAL</b>	24 credits	18 credits	18 credits
<b>GRADE POINT AVERAGE(GPA)</b>	2.0	3.5	3.0 in courses required for the career/prep courses and 2.0 in each of 18 required credits
Testing	Students must earn a passing score on the Reading and Mathematics sections of the Grade 10 FCAT or concordant scores on an approved test (ACT or SAT).	Students must earn a passing score on the Reading and Mathematics sections of the Grade 10 FCAT or concordant scores on an approved test (ACT or SAT).	Students must earn a passing score on the Reading and Mathematics sections of the Grade 10 FCAT or concordant scores on an approved test (ACT or SAT).
Community Service	Required	Not required	Not required

## Graduation Options For Students Who Entered Grade 9 In 2011-2012

	<b>24 CREDIT OPTION</b>	<b>18 CREDIT COLLEGE PREPARATORY OPTION</b>	<b>18 CREDIT CAREER PREPARATORY OPTION</b>
<b>ENGLISH/ESOL</b>	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)
<b>MATHEMATICS</b>	4 credits (Algebra 1, Geometry, & 2 courses at the Algebra 2 level or higher)	4 credits (Algebra 1, Geometry, & 2 courses at the Algebra 2 level or higher)	4 credits (Algebra 1, Geometry, & 2 courses at the Algebra 2 level or higher)
<b>SCIENCE</b>	3 credits (Earth/Space Science & Biology 1 and 1 course from the following: Chemistry, Physical Science, or Physics)	3 credits (Earth/Space Science & Biology 1 and 1 course from the following: Chemistry, Physical Science, or Physics)	3 credits (Earth/Space Science & Biology 1 and 1 course from the following: Chemistry, Physical Science, or Physics)
<b>SOCIAL SCIENCE</b>	3 credits (World History, United States History, United States Government, & Economics)	3 credits (World History, United States History, United States Government, & Economics)	3 credits (World History, United States History, United States Government, & Economics)
<b>FOREIGN LANGUAGE</b>	Not required (foreign language credit is required for admission to state universities)	2 credits in the same language or demonstrated proficiency	Not required
<b>PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER &amp; TECHNICAL EDUCATION</b>	1 credit in performing/ fine arts, speech, debate or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination.	Not required	Not required
<b>PHYSICAL EDUCATION/ HEALTH</b>	1 credit	Not required	Not required
<b>ELECTIVES</b>	8 credits	2 credits	3 credits in a single career/technical education program and 1 elective, or 3 credits in a single career/technical certificate dual enrollment courses and 1 elective credit, or 4 credits in career/technical education (including 3 credits in one sequential career/technical education program)

<b>GRADE POINT AVERAGE(GPA)</b>	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in the required courses & a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits grade in 2006-2007	Cumulative GPA of 3.0 on a 4.0 scale in the required courses & a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
<b>MINIMUM GRADE TO EARN COURSE CREDIT</b>	D	B (weighted or unweighted)	C (weighted or unweighted)
<b>ANTICIPATED TIME TO COMPLETION</b>	4 years	3 years	3 years
<b>TESTING</b>	Students must earn a passing score on the FCAT 2.0 Reading graduation test and applicable EOC test(s).	Students must earn a passing score on the FACT 2.0 Reading graduation test and applicable EOC test(s).	Students must earn a passing score on the FACT 2.0 Reading graduation test and applicable EOC test(s).
<b>COMMUNITY SERVICE</b>	Required (see Explanatory Notes chart)	Not required	Not required
<b>DIGITAL LEARNING</b>	Within the 24 credits at least one online course is required		



**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. Utilization of the state system of course codes (and the district computerized curriculum bulletin) allow semester credit to be granted for partial completion of a course which has been designated as an annual course by the state.
6. 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.

7. 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.
8. 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.
9. 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; adult education; 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.

### **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.

## **APPENDIX F**

**Division of Special Education (SPED)  
Grading English Language Learners (ELLs)  
With Disabilities Grades**

## 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	Levels I, II, III, IV  Grade: E, G, S, M, U Comment: None	Reading/Language Arts Level I Grade: None required if student receiving ESOL in General Education Comment: 02  Level I Grade: E, G, S, M, U Required if student receiving ESOL in SPED Program. Comment: 05  Levels II, III, and IV Grade: E, G, S, M, U Comment: 05	Levels I, II, III, and IV receiving instruction in the home language (CCHL)  Grade: E, G, S, M, U Comment: 01  Levels I, II, III and IV receiving instruction in English using ESOL strategies (CCE/ESOL) Grade: E, G, S, M, U Comment: 05	Levels I, II, III, IV  Grade: E, G, S, M, U  Comment: None	Levels I, II, III, IV  Grade: E, G, S, M, U  Comment: None
Grades: 1-5	Levels I, II, III, IV  Grade: A-F Comment: None	Levels I, II, III, and IV Grade: A-F Comment: 05  Level I Grade: None required if student receiving ESOL in General Education Comment: 02  Level I Grade: A-F Required if student receiving ESOL in SPED Program. Comment: 05	Levels I, II, III, and IV receiving instruction in the home language (CCHL) Grade: A-F Comment: 01  Levels I, II, III and IV receiving instruction in English using ESOL strategies (CCE/ESOL) Grade: A-F Comment: 05	Levels I, II, III, IV  Grade: A-F Comment: None	Levels I, II, III, IV  Grade: A-F Comment: None

**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 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**

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

**Grades 9-12**

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

\* ELLs 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.

49: No final grade assigned due to limited time of enrollment.

## **Appendix G**

### **Division of Bilingual Education and World Languages Grading of English Language Learners Grades K-5**

### Grading of English Language Learners Grades K-5

Grades	ESOL	Language Arts/Reading	Mathematics, Science, Social Science	Fine Arts and Physical Education	Home Language Arts (Spanish-S/Haitian Creole)
Kindergarten	<b>Levels I, II, III, IV</b>  <b>Grade:</b> E, G, S, M, or U <b>Comment:</b> None required	<b>Level I</b>  <b>Grade:</b> None required <b>Comment:</b> 02 <b>Levels II, III, IV</b> <b>Grade:</b> E, G, S, M, U <b>Comment:</b> None required	<b>Levels I and II</b> receiving Instruction in the home language (CCHL) <b>Grade:</b> E, G, S, M, U <b>Comment:</b> 01 <b>Levels I, II, III, IV</b> receiving Instruction in English using ESOL strategies (CCE/ESOL) <b>Grade:</b> E, G, S, M, U <b>Comment:</b> 05	<b>Levels I, II, III, IV</b>  <b>Grade:</b> E, G, S, M, or U <b>Comment:</b> None required	<b>Levels I, II, III, IV</b>  <b>Grade:</b> E, G, S, M <b>Comment:</b> None required
Grades 1- 5	<b>Levels I, II, III, IV</b>  <b>ESOL Grade:</b> A-F (vocabulary/listening/speaking) <b>Comment:</b> None required <b>LA Grade:</b> A-F (spelling, grammar, writing) <b>Comment:</b> None required	<b>Level I</b>  <b>Grade:</b> None required <b>Comment:</b> 02 <b>Levels II, III, IV</b> <b>Grade:</b> A-F <b>Comment:</b> 21 For <b>Reading</b> , bubble comment #21 to indicate "below grade level." A grade of "D" or "F" must be given in Reading if student is not meeting grade level SSS.	<b>Levels I and II</b> receiving Instruction in the home language (CCHL) <b>Grade:</b> A-F <b>Comment:</b> 01 <b>Levels I, II, III, IV</b> receiving Instruction in English using ESOL strategies (CCE/ESOL) <b>Grade:</b> A-F <b>Comment:</b> 05 If appropriate, for Mathematics, bubble comment #21 to indicate "below grade level."	<b>Levels I, II, III, IV</b>  <b>Grade:</b> A-F <b>Comment:</b> None required	<b>Levels I, II, III, IV</b>  <b>Grade:</b> A-F <b>Comment:</b> None required A grade of "D" or "F" must be given in if student is not meeting grade level SSS.

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
21: Working below grade level

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



**Division of Bilingual Education and World Languages**  
**Grading of English Language Learners**  
**Grades 6-8**

<b>M/J Language Arts (1,2,3) Through ESOL and M/J Developmental Language Arts Through ESOL (ESOL I-IV)</b>	<b>Mathematics, Science, Social Science, and Computer Literacy</b>
<b>Grades:</b> A - F <b>Comments:</b> None required	<b>Grades:</b> A-F <b>Level I and II Student's Comments:</b> <div style="text-align: right;">           01 05 20 39 49         </div> <b>Level III and IV Student's Comments:</b> <div style="text-align: right;">           05 49         </div>

**Comment Codes:**

- 01: Receiving bilingual instruction in this subject. (BCC)  
 05: Receiving instruction in English using ESOL strategies. (CCE/ESOL)  
 20: Working below proficiency level as measured by benchmark testing.  
 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.)  
 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 G

## Division of Bilingual Education and World Languages Grading of English Language Learners

### Grades 9-12

English (I, II, III, IV) Through ESOL and Developmental Language Arts Through ESOL (ESOL I-IV)	Mathematics, Science, Social Science, and Computer Literacy
<b>Grades:</b> A - F <b>Comments:</b> None required	<b>Grades:</b> A - F <b>Level I and II Student's Comments:</b> <div>01</div> <div>05</div> <div>20</div> <div>39</div> <div>49</div> <b>Level III and IV Student's Comments:</b> <div>05</div> <div>49</div>

### Comment Codes:

- 01: Receiving bilingual instruction in this subject. (BCC)
- 05: Receiving instruction in English using ESOL strategies. (CCE/ESOL)
- 20: Working below proficiency level as measured by benchmark testing.
- 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**

### **Checklist for Procedures for Special Exemption from Graduation Test Requirements for Students with Disabilities Seeking a Standard High School Diploma**

## **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. 311928

**Appendix I**

**Florida Virtual School Course Offerings**

## Florida Virtual School

Refer to Florida Virtual School's website for the most updated list of courses.

Course	Florida Course Code Traditional/Honors	Credit Value
<b>ART</b>		
AP Art History	0100300	1.0
Creative Photography I	0108310	1.0
<b>BUSINESS TECHNOLOGY</b>		
Computing for College and Careers	8209020	1.0
Personal and Family Finance	8500120	0.5
Web Design I	8207110	1.0
Web Design II	8207120	1.0
<b>CAREER AND TECHNICAL BASIC</b>		
AP Computer Science A	0200320	1.0
Computer Programming I	0201300	1.0
<b>FOREIGN LANGUAGE</b>		
Chinese I	0711300	1.0
Chinese II	0711310	1.0
Chinese III	0711320	1.0
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 for Spanish Speakers I	0709300	1.0
Spanish I	0708340	1.0
Spanish II	0708350	1.0
AP Spanish Language	0708400	1.0
<b>HEALTH</b>		
Life Management Skills	0800300	0.5
<b>HUMAN SERVICES</b>		
Parenting Skills	8500300	0.5
<b>LANGUAGE ARTS</b>		
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
English I for Credit Recovery	1001315	1.0
English II for Credit Recovery	1001345	1.0
English III for Credit Recovery	1001375	1.0
English IV for Credit Recovery	1001402	1.0

<b>Course</b>	<b>Florida Course Traditional/Honors</b>	<b>Credit Value</b>
AP English Language & Composition	1001420	1.0
AP English Literature & Composition	1001430	1.0
Journalism I	1006300	1.0
Reading for College Success	1008350	0.5
<b>LEADERSHIP SKILLS DEVELOPMENT</b>		
Leadership Skills Development	2400300	1.0
<b>MATHEMATICS</b>		
Advanced Algebra with Financial Applications	1200500	1.0
Algebra I / Algebra I Honors	1200310/1200320	1.0
Algebra II / Algebra II Honors	1200330/1200340	1.0
Algebra II for Credit Recovery	1200335	1.0
AP Calculus AB	1202310	1.0
AP Calculus BC	1202320	1.0
AP Statistics	1210320	1.0
Liberal Arts Mathematics	1208300	1.0
Pre-Calculus	1202340	1.0
Calculus	1202300	1.0
Geometry/Geometry Honors	1206310/1206320	1.0
Geometry for Credit Recovery	1206315	1.0
<b>MUSIC</b>		
Guitar I	1301320	1.0
Music Appreciation	1301310	1.0
<b>PHYSICAL EDUCATION</b>		
Adaptive Personal Fitness IEP or 504 Plan	1500300	0.5
Fitness Lifestyle Design	1501310	0.5
Personal Fitness	1501300	0.5
Health Opportunities through Physical Education (HOPE) (not authorized for MDCPS)	3026010	1.0
<b>RESEARCH AND CRITICAL THINKING SKILLS</b>		
Critical Thinking and Study Skills	1700370	0.5
<b>SAFETY AND DRIVER EDUCATION</b>		
Driver Education/Traffic Safety	1900300	0.5
<b>SCIENCE</b>		
AP Biology	2000340	1.0
AP Environmental Science	2001380	1.0
Biology I/Biology I Honors	2000310/2000320	1.0
Biology for Credit Recovery	2000315	1.0
Chemistry / Chemistry Honors	2003340/2003350	1.0
Chemistry for Credit Recovery	2003345	1.0
Earth Space Science / Earth Space Honors	2001310/2001320	1.0
Forensic Science	2002480	1.0
Marine Science / Marine Science Honors	2002500/2002510	1.0

Course	Florida Course Traditional/Honors	Credit Value
Physics / Physics Honors	2003380/2003390	1.0
Physical Science	2003310	1.0
<b>SOCIAL STUDIES</b>		
U.S. Government / U.S. Gov't. Honors	2106310/2106320	0.5
U.S. History /U.S. History Honors	2100310/2100320	1.0
U.S. Government for Credit Recovery	2106315	0.5
U.S. History for Credit Recovery	2100315	1.0
American History - Conspiracy Code Honors	2100320	1.0
Anthropology	2101300	0.5
AP Human Geography	2103400	1.0
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
Economics for Credit Recovery	2102315	0.5
Global Studies	2104320	1.0
Law Studies	2106350	0.5
Philosophy	2105340	0.5
Psychology I	2107300	0.5
Sociology	2108300	0.5
World History / World History Honors	2109310/2109320	1.0
World History for Credit Recovery	2109315	1.0
World Religions	2105310	0.5



## **APPENDIX J**

### **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 Bright Futures Scholarship Program Requirements for 2012-2013 Applicants

	FLORIDA ACADEMIC SCHOLARS AWARD (FAS)	FLORIDA MEDALLION SCHOLARS AWARD (FMS)	FLORIDA GOLD SEAL VOCATIONAL AWARD (GSV)
<b>AWARD AMOUNT</b> A student may receive funding for only one award (FAS, FMS, or GSV)	Students will receive the specified (cost per credit hour) award established by the Florida Legislature each year. Currently the award amounts are \$101 per semester hour at a four-year public or private institution, \$62 per semester hour at a two-year institution (community college), \$70 per semester hour at a Florida college offering four-year degree, and \$ 51 per semester hour at a career/technical center. Full time students must earn 24 semester credits per academic year and students must submit a refund to the institution for any course(s) dropped or withdrawn after the drop/add period.	Students will receive the specified (cost per credit hour) award established by the Florida Legislature each year. Currently the award amounts are \$76 per semester hour at a four-year public or private institution, \$62 per semester hour at a two-year institution (community college) offering an associate degree, \$52 per semester hour at a Florida college offering a four-year degree, and \$38 per semester hour at a career/technical center. Full time students must earn 24 semester credits per academic year and students must submit a refund to the institution for any course(s) dropped or withdrawn after the drop/add period.	<p>The Gold Seal Vocational (GSV) program in the 2012-13 academic year will remain unchanged for renewing students. However, initial GSV Scholars will not be funded if enrolled in an Associate of Arts or a baccalaureate degree. .</p> <p>GSV Initial Scholars beginning with 2012-13, may be funded for up to 100% of their program of study in career education programs.</p> <p>Students may be funded for up to 72 semester hours (or 2,160 clock hours) with \$38 per semester hour or \$1.27 per clock hour in a Career Certificate Program (PSAV); up to 60 semester hours (or 1,800 clock hours). in the Applied Technology Diploma (ATD); or award of \$47 per semester hour or \$1.57 per clock hour for Technical Degree Education Program (AS, AAS, CCC).</p> <p>Full time students must earn 24 semester credits per academic year and students must submit a refund to the institution for any course(s) dropped or withdrawn after the drop/add period.</p>

<p><b>GRADE POINT AVERAGE (GPA)</b></p> <p>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><b>REQUIRED CREDITS</b></p> <p>See Comprehensive Course Table on Bright Futures Web site to identify courses that count toward each award level.</p>	<p>Courses must include 16 credits of college preparatory academic courses:</p> <ul style="list-style-type: none"> <li>4 English (3 with substantial writing)</li> <li>4 Math (Algebra I and above)</li> <li>3 Science (2 with substantial lab)</li> <li>3 Social Science</li> <li>2 Foreign Language (in the same language)</li> </ul> <p>May use up to 2 additional credits in the academic areas listed above and/or fine arts AP, IB, or AICE courses to raise the GPA.</p>	<p>Courses must include 16 credits of college preparatory academic courses:</p> <ul style="list-style-type: none"> <li>4 English (3 with substantial writing)</li> <li>4 Math (Algebra I and above)</li> <li>3 Science (2 with substantial lab)</li> <li>3 Social Science</li> <li>2 Foreign Language (in the same language)</li> </ul> <p>May use up to 2 additional credits in the academic areas listed above and/or fine arts AP, IB, or AICE courses to raise the GPA.</p>	<p>For students who entered 9<sup>th</sup> grade in 2007-2008 courses must include the 16 core credits required for high school graduation:</p> <ul style="list-style-type: none"> <li>4 English</li> <li>4 Math</li> <li>3 Science</li> <li>3 Social Science</li> <li>1 Performing Fine Arts</li> <li>1 Physical Education</li> </ul> <p>(See Other Ways to Qualify for 3-year graduation options.)</p>
<p><b>COMMUNITY SERVICE</b></p>	<p>100 hours, as approved by M-DCPS</p>	<p>75 hours, as approved by M-DCPS</p>	<p>30 hours, as approved by M-DCPS</p>
<p><b>TEST SCORES</b></p> <p>Sections of the SAT, ACT, or CPT from different test dates may be used to meet the test criteria.</p> <p>For spring eligibility evaluations, test dates through the end of January will be admissible.</p> <p>For summer eligibility evaluations, test dates through the end of June will be admissible.</p> <p>Note: High school students graduating in 2012-2013, &amp; 2013-2014 will be required to earn higher SAT/ACT scores.</p>	<p>Best composite score of 1270 SAT Reasoning Test or 28 ACT</p> <p>Note: The new writing sections for both the SAT and ACT will not be used in the composite.</p> <p>SAT Subject Tests are not used for Bright Futures eligibility.</p> <p>(ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.)</p>	<p>Best composite score of 980 SAT Reasoning Test or 21 ACT</p> <p>Note: The new writing sections for both the SAT and ACT will not be used in the composite.</p> <p>SAT Subject Tests are not used for Bright Futures eligibility.</p> <p>(ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.)</p>	<p>Students must earn the minimum score on each section of the CPT or SAT or ACT.</p> <p>Sections of different test types may not be combined.</p> <p>CPT Reading 83 Sentence Skills 83 Algebra 72</p> <p>SAT Reasoning Test Critical Thinking 440 Math 440</p> <p>ACT English 17 Reading 18 Math 19</p>

<p><b>OTHER WAYS TO QUALIFY</b> Initial eligibility criteria used in Other Ways to Qualify must be met by high school graduation.</p>	<p>National Merit or Achievement Scholars and Finalists; National Hispanic Scholars; IB Diploma recipients; Students who have completed the IB curriculum with best composite score of 1270 SAT or 28 ACT; AICE Diploma recipients; Students who have completed the AICE curriculum with best composite score of 1270 SAT or 28 ACT; GED with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 16 required credits; Early Admissions with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in courses completed; or 3-year college preparatory program with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 16 required credits.</p>	<p>National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 75 hours of community service; Students who have completed the IB curriculum with best composite score of 980 SAT or 20 ACT; AICE Diploma recipients who have not completed 75 hours of community service; Students who have completed the AICE curriculum with best composite score of 980 SAT or 21 ACT; GED with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the above 16 required credits; or 3-year college preparatory program with best composite score of 980 SAT or 20 ACT and a 3.0 weighted GPA in the above 16 required credits.</p>	<p>The other ways to qualify listed below must also include a 3.5 unweighted GPA in a minimum of 3 career education credits in one career education program and minimum test scores listed above.</p> <p><i>3-year Career Preparatory</i> diploma with 3.0 weighted GPA using the 14 core credits required for graduation listed below:</p> <ul style="list-style-type: none"> <li>4 English (3 with substantial writing)</li> <li>4 Math (Algebra I and above)</li> <li>3 Science (2 with substantial lab)</li> <li>3 Social Science</li> </ul> <p><i>3-year College Preparatory</i> diploma with 3.0 weighted GPA using the 16 core credits required for graduation listed below:</p> <ul style="list-style-type: none"> <li>4 English (3 with substantial writing)</li> <li>4 Math (Algebra I and above)</li> <li>3 Science (2 with substantial lab)</li> <li>3 Social Science</li> <li>2 Foreign Language; or</li> </ul> <p><i>GED</i> with 3.0 weighted GPA using the core credits required for the selected high school graduation program (standard, career, or college).</p>
---	--	--	--

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

## **APPENDIX K**

### **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 career 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, exemptions, accommodations, and reasonable substitutions known to affected persons:

The existence of a mechanism for waivers, exemptions, accommodations, and reasonable substitutions will be printed in *Curriculum Bulletin-I*, Weekly Briefing ID# 5772, 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, exemption, 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 L**

### **Waiver of World Language Credit for Same Second Language Proficiency**



## **World Language Credit Requirement Through Demonstration of Proficiency**

Pursuant to Section 1003.429, F.S., a student selecting the college-preparatory three-year graduation program must complete two credits in the same second language, unless he/she is a native speaker of a language other than English or can otherwise demonstrate proficiency. If a student meets either of these criteria, he/she may substitute two academic credits for the two required credits in the same second language. The transcripts of students who demonstrate proficiency in a language other than English should indicate course number 0791920, which represents the waiver of the world language credit requirement through demonstration of proficiency. Districts may document proficiency through a variety of methods, including:

- Teacher-developed assessment administered to students who have completed two credits (two years);
- Exit tests or assessments used in IB, AP, Pre-AICE or AICE programs;
- Language placement tests used by the modern languages department at the local college or state university;
- Use of a commercially-developed language proficiency test, such as the College Level Examination Program (CLEP), in languages other than English, the Oral Proficiency Interview designed by the American Council on Education, or the SAT II (formerly Achievement Test) designed by the College Board.

Pursuant to Section 1007.2615, F.S., students may elect to take two consecutive courses in American Sign Language (ASL I and II) to meet the world language requirement of the college-preparatory three-year graduation program and for admission to Florida's state universities.

## **APPENDIX M**

### **Comparison of Individual Student Plans**

## Comparison of Individual Student Plans

i. Plan Element	Progress Monitoring Plan (PMP) through Response to Intervention	Individual Education Plan (IEP)	Section 504 Plan	Limited English Proficient (LEP) Student 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 (grades 4-12) 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.

<b>I. Plan Element</b>	<b>Progress Monitoring Plan (PMP) through Response to Intervention</b>	<b>Individual Education Plan (IEP)</b>	<b>Section 504 Plan</b>	<b>Limited English Proficient (LEP) Student Plan</b>
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 (grades 4-12 only) 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 through Rtl 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 LEP 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	n/a	n/a	The LEP Student plan may be combined with an IEP

Other Requirements	<p>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.</p> <p>Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.</p>	An IEP may suffice for the PMP process.	<p>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.</p> <p>Students eligible for a Section 504 plan may also participate in the school-wide PMP process if they are experiencing academic difficulties.</p>	The LEP 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 850-245-0475	Student Support Services 850-922-3727	Student Achievement Through Language Acquisition 850-245-0417

## **APPENDIX N**

### **Attendance Policy**

## 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 Policy 5200, Student Attendance.

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.

## **APPENDIX O**

### **End of Course Assessment Waiver for Students with Disabilities**



## Appendix O

### End of Course Assessment Waiver for Students with Disabilities

Section 1003.428(8)(b)2, F.S., states 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 an end of course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end of course assessment results waived for the purpose of determining the student's course grade and credit."

#### 2010-2011

- Ninth grade students who completed the Algebra 1 curriculum in 2010-2011 were required to take the Algebra 1 EOC assessment and have the Algebra 1 EOC Assessment score count as 30 percent of their course grade.
- The FLDOE issued a memorandum indicating, "If the EOC assessment score used to calculate the student's grade negatively impacts the student's grade, but does not result in the student failing the course, the IEP team can recommend a waiver of the EOC results."
- The District used an algorithm to calculate student grades. No IEP team must convene in order to consider waiving Algebra 1 EOC results at this time.

#### 2011-2012

- Algebra 1, Biology 1, and Geometry will have EOC assessments, which will count in the following ways:
  - First time ninth grade students in 2010-11 retain the requirement that the Algebra 1 EOC counts as 30 percent of the final grade, even if they take it after ninth grade. Subsequent cohorts (first-time ninth graders in 2011-12 and beyond) must pass the EOC to obtain credit in Algebra 1.
  - Geometry and Biology 1 EOC tests count as 30 percent of the final grade in the corresponding courses for first-time ninth grade students in 2011-12. The 30 percent requirement remains for this first cohort of students, regardless of the grade level in which they take these courses.
  - Subsequent cohorts (first-time ninth graders in 2012-13 and beyond) must pass the Geometry and Biology 1 EOC to obtain credit in the corresponding courses.
- Certain students with disabilities will be eligible for waivers for these EOC assessments after they have taken an assessment at least once.
- The decision regarding the waiver of the EOC results must be made by the IEP team and documented on the Waiver of End of Course (EOC) Assessment Results Requirements for Students with Disabilities (Form 7334).
- The team may convene at any time after the student has taken the assessment at least once and it has been determined that the student failed to earn a passing score on an EOC assessment.
- If an EOC exam waiver is granted, the final course grade will be recalculated so that the EOC score does not reflect performance on the EOC exam.

The EOC assessment results can be waived if the student meets all of the following criteria:

1. Be identified as a student with a disability.
2. Have an active IEP
3. Have taken the EOC assessment with appropriate allowable accommodations at least once
4. Have demonstrated, as determined by the IEP team, achievement of the course standards (must earn course credit by passing the course)

The EOC waiver does not apply to students who are determined eligible solely for the Hospital/Homebound program or to students with only a 504 plan. The Waiver of End of Course (EOC) Assessment Results Requirements for Students with Disabilities Form 7334 is available on-line. Additional information regarding the 2011-2012 EOC assessment waiver process will be provided throughout year.

## **APPENDIX P**

### **Division of Special Education Scope and Sequence of Secondary Courses for Students with Significant Cognitive Disabilities**

## Scope and Sequence of Courses for Middle Schools

The following courses have been designed for students whom the IEP team has decided that a modified curriculum (**Access Points for Students with Significant Cognitive Disabilities**) is appropriate to serve their academic needs. Comment #48 must be checked on the report card to indicate that the student is working on a modified curriculum as well as an indication on the IEP (Check Sunshine State Standards Access Points). **Opportunities must be given to students to participate in the general curriculum with the appropriate supports upon decisions by the IEP team.**

Grade Level	Course number	Course Name
6 <sup>th</sup> Grade	781001101	<b>Access M/J Language Arts 1</b>
	<b>7812015</b>	Access M/J Mathematics 1
	<b>7820015</b>	Access M/J Comprehensive Science 1
	782102201	Access M/J World History
	*Electives	<b>Exploratory Vocational: 6-8</b>
	7815010	<b>Physical Education: 6-8 (at least .5 credit)</b>
	7821030	<b>Career Education: 6-8</b>
	7863000	<b>Social Personal: 6-8</b>
		*Any other electives offered within the general education program
7 <sup>th</sup> Grade	781001201	<b>Access M/J Language Arts 2</b>
	<b>7812020</b>	Access M/J Mathematics 2
	<b>7820016</b>	Access M/J Comprehensive Science 2
	782102101	<b>Access M/J Civics</b>
	*Electives	<b>Exploratory Vocational: 6-8</b>
	7863000	<b>Social Personal: 6-8</b>
	7815010	<b>Physical Education: 6-8 (at least .5 credit)</b>
		*Any other electives offered within the general education program
8 <sup>th</sup> Grade	781001301	<b>Access M/J Language Arts 3</b>
	<b>7812030</b>	Access M/J Mathematics 3
	<b>7820017</b>	Access M/J Comprehensive Science 3
	7821025	Access M/J US History
	*Electives	<b>Exploratory Vocational: 6-8</b>
	7863000	<b>Social Personal: 6-8</b>
	7815010	<b>Physical Education: 6-8 (at least .5 credit)</b>
		*Any other electives offered within the general education program

\*Students are required to take Physical Education in grades 6-8.

\* It is recommended that students take 1 credit of Social Personal.

## Scope and Sequence of Courses for High Schools

The following courses have been designed for students whom the IEP team has decided that a modified curriculum (**Access Points for Students with Significant Cognitive Disabilities**) is appropriate to serve their academic needs. Comment #48 must be checked on the report card to indicate that the student is working on a modified curriculum as well as an indication on the IEP (Check Sunshine State Standards Access Points).

**Opportunities must be given to students to participate in the general curriculum with the appropriate supports upon decisions made by the IEP team.**

<b>Grade Level</b>	<b>Independent level Course Number and Name</b>	<b>Supported Level Course Number and Name</b>	<b>Participatory Level Course Number and Name</b>
<b>9th</b>	791011101 – Access English1/2	791011101 – Access English1/2	791011101 – Access English1/2
	7912070 – Access Liberal Arts Mathematics	7912070 - Access Liberal Arts Mathematics	7912070 - Access Liberal Arts Mathematics
	792101501 Access United States Government	792101501 Access United States Government	792101501 Access United States Government
	7920020 – Access Earth/Space Science	7920020 -Access Earth/Space Science	7920020 – Access Earth/Space Science
	<b>7960010 Life Management and Transition: 9-12</b>	<b>7963070 Social and Personal Skills</b>	<b>7963070 Social and Personal Skills</b>
<b>*Electives</b>	* Electives offered within the general education program (1 credit of PE is required)	<b>7961030 Personal and Home Skills for Functional Living</b>	7961020 Communication Skills for Functional Living
		<b>7961040 Leisure and Recreation Skills for Functional Living OR</b>	<b>7961040 Leisure and Recreation Skills for Functional Living OR</b>
		<b>7915010 Specially Designed Physical Education</b>	<b>7915010 Specially Designed Physical Education</b>
<b>10th</b>	791011101 – Access English1/2	791011101 – Access English1/2	791011101 – Access English1/2
	7912070 – Access Liberal Arts Mathematics	7912070 - Access Liberal Arts Mathematics	7912070 - Access Liberal Arts Mathematics
	7920015 - Access Biology 1	7920015 - Access Biology 1	7920015 - Access Biology 1
	792102501- Access US History	792102501- Access US History	792102501- Access US History
	<b>7963070 Social and Personal Skills</b>	<b>7963010 Preparation for Post school Adult Living</b>	<b>7961030 Personal and Home Skills for Functional Living</b>
<b>*Electives</b>	* Electives offered within the general education program (1 credit of PE is required)	<b>7961040 Leisure and Recreation Skills for Functional Living OR</b>	<b>7961040 Leisure and Recreation Skills for Functional Living OR</b>
		<b>7915010 Specially Designed Physical Education</b>	<b>7915010 Specially Designed Physical Education</b>

<b>11th</b>	791011201 – Access English 3/4	791011201 – Access English 3/4	791011201 – Access English 3/4
	7912080 -Access Algebra 1A	7912080 - Access Algebra 1A	7912080 - Access Algebra 1A
	7920025 - Access Integrated Science 1	7920025 - Access Integrated Science 1	7920025 - Access Integrated Science 1
	<b>7980110 Career Preparation and consideration for Project VICTORY</b>	<b>7980110 Career Preparation and consideration for Project VICTORY</b>	<b>7963010 Preparation for Post school Adult Living</b>
		<b>7961050 Community and Social Skills for Functional Living</b>	<b>7961050 Community and Social Skills for Functional Living</b>
<b>*Electives</b>	<b>7963140 Self Determination</b>	<b>7963140 Self Determination</b>	7961020 Communication Skills for Functional Living
	* Other electives offered within the general education program	<b>7961040 Leisure and Recreation Skills for Functional Living OR</b>	<b>7961040 Leisure and Recreation Skills for Functional Living OR</b>
		<b>7915010 Specially Designed Physical Education</b>	<b>7915010 Specially Designed Physical Education</b>
<b>12th</b>	791011201 – Access English 3/4	791011201 – Access English 3/4	791011201 – Access English 3/4
	7912090 – Access Algebra 1B OR 7912060 - Access Informal Geometry	7912090 - Access Algebra 1B OR 7912060 - Access Informal Geometry	7912090 - Access Algebra 1B OR 7912060 - Access Informal Geometry
	792102002 Access Economics	792102002 Access Economics	792102002 Access Economics
	<b>7963140 Self Determination</b>	<b>7963140 Self Determination</b>	<b>7963140 Self Determination</b>
<b>*Electives</b>	<b>7980110 Career Preparation and consideration for Project VICTORY</b>	<b>7980110 Career Preparation and consideration for Project VICTORY</b>	<b>7961050 Community and Social Skills for Functional Living</b>
	* Other electives offered within the general education program	<b>7961050 Community and Social Skills for Functional Living</b>	<b>7961040 Leisure and Recreation Skills for Functional Living OR</b>
		<b>7961040 Leisure and Recreation Skills for Functional Living OR</b>	<b>7915010 Specially Designed Physical Education</b>
		<b>7915010 Specially Designed Physical Education</b>	

<p><b>13<sup>th</sup> – 16<sup>th</sup> year</b></p>	<p><b>Consideration for Project VICTORY Project BRIDGE Project ACCEPT Project SEARCH Project Panther LIFE DCT/DCTH</b></p> <p><u>7980120</u> Career Experiences (Two periods of this Course) <u>7980150</u> Supported Competitive Employment (if student is employed)</p> <p>* Other electives offered within the general education program</p>	<p><b>**STEPS</b> Program Guidelines are recommended <u>7980120</u> Career Experiences (Two periods of this Course) <u>7961050</u> Community and Social Skills for Functional Living <u>7961040</u> Leisure and Recreation Skills for Functional Living <u>7961030</u> Personal and Home Skills for Functional Living <u>7963140</u> Self Determination <u>7980150</u> Supported Competitive Employment (if student is employed) Recommended Courses if Additional Periods Offered <u>7961020</u> Communication Skills for Functional Living <u>7963010</u> Preparation for Post School Adult Living (additional course if 8<sup>th</sup> period day)</p>	<p><b>**STEPS</b> Program Guidelines are recommended <u>7961050</u> Community and Social Skills for Functional Living <u>7961040</u> Leisure and Recreation Skills for Functional Living <u>7961030</u> Personal and Home Skills for Functional Living <u>7963140</u> Self Determination <u>7961020</u> Communication Skills for Functional Living Recommended Courses if Additional Periods Offered 7915010 <b>Specially Designed Physical Education</b> <u>7963010</u> Preparation for Post School Adult Living (additional course if 8<sup>th</sup> period day)</p>
--	---	---	--

**\*Students are required to take a Physical Education course.**

**\* It is recommended that students take *at least* 1 credit of Social Personal at some point in High School.**

## **Non-Discrimination Policy**

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities 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 gender 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.

**Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA)** - Prohibits discrimination against employees or applicants because of genetic information.

*Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 205.07 (Florida Statutes), which stipulate categorical preferences for employment.*

**School Board Policies 1362, 3362, 4362, and 5517** prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

**Revised : (07-11)**