

## 2470 - EDUCATION OF ENGLISH LANGUAGE LEARNERS (ELLs)

### (1) Identification, Placement, Scheduling, Grading, and Retention of English Language Learners

(a) Identification: Students will be identified based on a Home Language Survey completed at the time of their registration for school. Students will be tested to determine English language proficiency levels. A student's score on the district's oral/aural proficiency test determines language proficiency classification for students in grades K-1. Students in grades 2-12 will also be assessed in reading and writing. All assessments shall be administered and scored by trained district staff.

(b) Placement: When ELLs enroll in Pinellas County Schools, the principal shall have the authority to place them at the grade level most appropriate for them based on their age, maturity, and previous academic experience.

(c) Scheduling: Insofar as possible, ELLs shall be scheduled together in required subject area classes in order to allow teachers to direct their instruction to the students' level of language proficiency.

(d) Grading: Academic performance of ELLs must be monitored and evaluated against grade level standards. Since many ELLs do not understand, speak, read, or write English very well, an "adjustment period" of up to ~~two-one~~ years shall be allowed. Each student classified as an ELL shall be graded based on his/her academic progress at his/her level of English proficiency. The teacher must document that accommodations and strategies of instruction and assessment were employed which allowed the student to demonstrate progress in the achievement of the benchmarks and grade level expectations. A grade of "Unsatisfactory", "D," or "F" may only be assigned to an ELL if he/she received appropriate accommodations and strategies in instruction and assessment and the student demonstrated no progress toward achieving the standards and grade level expectations at his/her level of English proficiency. ELLs are required to participate in and demonstrate mastery of the general curriculum, and the teachers are required to implement and document the individualized accommodations in providing the comprehensible instruction, equal in amount, scope, sequence, and quality to that provided to native speakers of English and aligned with the ~~Sunshine State Standard~~Next Generation Sunshine State Standards and Common Core State Standards (NGSSS and CCSS) benchmarks and grade level expectations, course descriptions, and district curriculum frameworks. No alternative grading system shall be established for ELLs.

(e) Retention: ELLs shall not be retained solely on the basis of their limited English language proficiency. This exemption may only occur on an individual basis and as a result of a decision made by the school's ELL Committee. The ELL Committee must meet to make the appropriate decisions regarding the retention of an ELL. ELLs shall not be retained if instructional strategies, materials and assessment have not been modified and modifications documented to meet their needs. ELLs must be provided with comprehensible instruction appropriate for his/her level of English proficiency and equal, in amount, sequence and scope as that provided to non-ELLs.

1. Third grade ELLs in the ESOL Program two (2) years or less: ELLs who have been receiving ESOL services for two years or less, with deficiencies in reading, writing, math, or science, shall be exempt from mandatory retention for "good cause" as defined by Section 1008.25, F.S. According to research, the ELLs will master these skills at different rates.

2. ELLs in the ESOL Program for more than ~~two-one~~ (1) years: ELLs, who have been receiving ESOL services for more than ~~two-one~~ years with deficiencies in reading, writing, math or science, must meet the grade-appropriate performance levels and requirements. ELLs who have been retained or identified as not meeting State or District expectations for proficiency in reading in kindergarten or for proficiency in reading, writing, mathematics, or science in grades 1- 5 are required to have an individual Progress Monitoring Plan (PMP) addressing the ELLs' academic and linguistic needs. ESOL modifications must have been made and documented. The Progress Monitoring Plan demonstrates that the ELLs have been provided with the opportunity to attain the ~~Sunshine State Standards~~NGSSS/ CCSS through comprehensible instruction. ELL students not meeting the grade-appropriate performance levels and requirements may be considered for retention. The school's ELL Committee must convene when considering retention of an ELL. The ESOL ~~Handbook-Compliance~~ procedures available on Moodle (moodle.pcsb.org) details the appropriate procedures and considerations when convening the ELL Committee to discuss retention of an ELL.

(f) Records: Students who enter Pinellas County Schools must have records of previous schooling unless students are refugees from war zones. Credits shall be counted from the day of enrollment in Pinellas County Schools. Requirements shall not be retroactive.

(2) Requirement for Classification, Reclassification, and Post Reclassification

(a) Students are classified as ELLs using the appropriate assessment instruments approved by the State of Florida and adopted by the School District of Pinellas County.

(b) These students may later be reclassified as English proficient using grade-level appropriate and state-approved criteria, procedures, and standards.

(c) After a student has been reclassified as English proficient, a post reclassification monitoring period of two years shall follow to ensure academic success.

(d) If the ELL Committee determines a lack of academic progress during the two-year monitoring period, the student may be reclassified as an ELL.

(3) English Language Learner Committee

(a) Every school with ELL students must have in place a functioning ELL Committee that serves as an advisory group and is responsible for making recommendations regarding the education of ELLs that include but are not limited to: eligibility, retention, alternative educational programming, educational interventions for current or former ELL students, continuation of, or exit from, ESOL services after three (3) years, and every year thereafter.

(4) Equal Access to Appropriate Programming for ELLs

(a) Equal access to appropriate programming shall include both access to intensive English language development and instruction in core subject areas of language arts/English, reading, math, science, social studies, and computer literacy.

(b) Every ELL in the Pinellas County School District shall have equal access to any and all programs and courses available in the school district. These shall include, but shall not be limited to exceptional student education, including gifted, career and technical education, alternative education and dropout prevention.

(5) Training Requirements for Teachers and School-Based Administrators

(a) Instructional and school-based administrative personnel must have approved ESOL training as defined in Rule 6A-6.0907, FAC, in the following categories:

1. Category I: Category I consists of elementary education teachers, teachers of primary language arts/English, developmental language arts, intensive reading, and reading. These teachers must obtain an ESOL Endorsement by completing 15 semester hours or 300 in-service credit points. In the alternative, a teacher with basic subject area coverage may obtain certification in K – 12 ESOL coverage by obtaining a bachelor's or master's degree in TESOL, or by achieving a passing score on the ESOL Subject Area Test and earning 120 hours/points in ESOL within three (3) years of passing the ESOL Subject Area Test.

2. Category II: Category II consists of teachers of math, science, social studies, and computer literacy. These teachers must complete 60 in-service credit points or 3 semester hours of approved ESOL training.

3. Category III: Category III consists of teachers and instructors of all other subjects not included in Categories I or II. These teachers must complete 18 in-service credit points or 3 semester hours of approved ESOL training.

4. Category IV: Category IV consists of school-based administrators and guidance counselors. Category IV personnel must complete 60 in-service credit points or 3 semester hours of approved ESOL training.

(b) All professional personnel are responsible for completing required ESOL training. All Category I personnel are responsible for submitting documentation of completed courses, completing the certification application, paying the necessary fees and submitting all to the Department of Human Resources. Professional personnel who fail to complete the required ESOL training may not be recommended for continued employment, or may be subject to discipline, up to and including termination of employment.

F.S. 120.81, 1001.41, 1001.42, 1001.32(2), 1003.56

F.A.C. 6A-6.0902-6.0909, 6A-6.0907

Adopted 7/26/11; Revised / /13

5410.01 - REQUIRED CORE CURRICULUM/PROMOTION/RETENTION/  
ACCELERATION – ELEMENTARY

(1) Required Program: The required core curriculum for elementary school grades in the District reflects State and local requirements for elementary education. The following core curriculum areas are required for each grade, K-5.

(a) Art

(b) Language Arts (reading, writing and civics integration)

(c) Mathematics

(d) Music

(e) Science and Health ~~(must include substance abuse and human growth and development)~~

(f) Social Studies (must include economic education and law education)

(g) Character Education

(h) Computer Literacy Skills

(i) Physical Education: Physical education is part of the required curriculum in elementary school and should be scheduled for 150 minutes per week. The physical education classes should be staffed by a certified physical education teacher and non-certified assistants when appropriate. ~~Physical education shall consist of physical activities of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students. The physical education program will reflect the outcomes that are developmentally appropriate for the elementary student. The attainment of these program outcomes is beneficial to students, and one-on-one counseling shall be made available to students concerning such benefits~~

~~1. Students will demonstrate competency in many movement forms and proficiency in a few forms of physical activity.~~

~~2. Students will apply movement concepts and principles to the learning and development of motor skills.~~

~~3. Students will understand that regular participation in physical activity provides a major component in personal fitness and wellness.~~

~~4. Students will achieve and maintain a health enhancing level of physical fitness.~~

~~5. Students will demonstrate responsible personal and social behavior in physical activity.~~

~~6. Students will understand how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people.~~

~~7. Students will understand that physical activity provides the opportunity for enjoyment challenge, self-expression, and communication.~~

(j) Critical thinking skills, problem solving skills, and student responsibility for learning, in the context core curriculum areas of mathematics, science and health, social studies, reading, and writing will also be included in the instructional program for the elementary students.

(k) English for Speakers of Other Languages (ESOL) shall be provided for those students in need of such instruction.

(l) In addition, exceptional student education services are required for eligible students as specified by state statutes, State Board of Education regulations and IDEA.

(2) Student Placement ~~Prekindergarten to Kindergarten Promotion~~

(a) Kindergarten/First Grade Legal Requirements

1. Students who are kindergarten age eligible (age five (5) years on or before September 1st) are ~~promoted to enrolled in~~ kindergarten. In extenuating circumstances, the Individual Educational Plan (IEP) team for a student with a disability may recommend that a kindergarten-age eligible student be assigned to a prekindergarten program.

(b) First Grade Legal Requirements: Prior to placement in grade 1, students are required to:

1. First grade enrollment be limited to students who turn six years old on or before September 1<sup>st</sup> who have successfully completed kindergarten.

2. Provide evidence of a report card reflective of the student's satisfactory completion of kindergarten, or letter by the principal or director of the school certifying the student's satisfactory completion of a kindergarten program.

(3) Student Progression: Acceleration, Promotion, Promotion with Instructional Support, and Retention  
~~Promotion/Retention/Acceleration Decisions~~

(a) Acceleration: Acceleration may include subject area acceleration or grade level acceleration. An accelerated curriculum may be provided to those students who have demonstrated a need beyond the general curriculum. For grade level acceleration, the principal will review the following documentation before any accelerated placement is considered: student performance on locally determined assessments, statewide assessment, and norm-reference assessment; grade point average; attendance and conduct record; recommendations from one or more of student's teachers in core-curricula courses; recommendation from a guidance counselor if assigned to the school to address social/emotional needs, and referral for gifted services.

1. Acceleration Options (Whole Grade, Midyear, Subject-Matter and Virtual Instruction):

a. Each school principal will establish an Academically Challenging Curriculum to Enhance Learning (ACCEL) team to review requests for whole grade and midyear promotion. The team will include but not be limited to: principal, guidance counselor, gifted teacher, psychologist, student's current teacher, a teacher from the receiving grade level and the parent.

b. A teacher, administrator, or parent may request that a student be considered for ACCEL options of whole grade or midyear promotion by completing the appropriate form provided by the school principal.

c. A conference will be held with the parent and ACCEL team to review the ACCEL evaluation process and obtain consent for evaluation using the Iowa Acceleration Scale (which may include an intellectual evaluation).

d. Following the collection of all required data by the principal or principal designee, the ACCEL team will meet to review the data and determine student eligibility for whole grade or midyear acceleration.

e. Student eligibility for whole grade or midyear promotion shall be based on obtaining an Iowa Acceleration Scale composite score of at least sixty (60) points.

f. A performance contract including progress monitoring will be established and signed by the parent and student, if the student is eligible.

g. If the ACCEL team determines that whole grade or midyear promotion is not appropriate for the student, the team will consider subject-matter acceleration as an option.

h. For planning purposes, students who qualify for a whole grade or midyear promotion shall remain in their current grade level until the end of that semester.

2. The school principal will determine criteria for subject-matter acceleration.

3. Virtual instruction in higher grade level subjects is an ACCEL option for students requesting subject area acceleration in core content subjects. Enrollment in the virtual acceleration option will result in the student being withdrawn from the elementary subject area course in their current Pinellas County School and then enrolled in Pinellas Virtual School or another virtual instruction provider for the course. This ACCEL option will require principal's approval.

4. If a parent disagrees with the recommendation of the ACCEL team he/she has the right to seek an appeal through policy 5500.13.

(b) Promotion: Promotion from one level to the next is based upon each student's progress toward the accomplishment of high standards that are both challenging and achievable. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Student progression K-12 is determined by a variety of indicators, as defined by state and district expectations. These expectations include specific levels of performance in reading, writing, science and mathematics for each level on locally determined assessments, including universal screenings and ongoing progress monitoring and results of statewide assessments. These indicators may include:

1. Teacher Judgment~~E. Promotional Guidelines~~: Consideration should be given to teacher made tests, acceptable averaged final progress report grades, classroom participation, daily performance, level of student maturity, social development, and the number of retentions in elementary school.

2. Student Proficiency: The student shall demonstrate proficiency in core curriculum areas of reading, writing, mathematics, and science as measured by district common assessments. Students must also demonstrate satisfactory progress in the core curriculum areas of art, music, physical education, health, social studies, and where offered, world languages. These areas are aligned to the current Next Generation Sunshine State Standards are necessary for students to meet graduation requirements.

3. Fifth Grade Promotion: It is recommended that all fifth grade students will demonstrate adequate reading ability before promotion to the sixth grade. Acceptable demonstration of adequate reading ability includes: 1) scoring a level 2 or higher on the most recent FCAT Reading or 2) scoring at a level that meets grade level expectations on other District approved reading assessments or 3) demonstrating a year's growth on FCAT Reading or 4) meeting the District's fifth grade portfolio requirements.

~~D. Student progression from one (1) grade to another is partially based on proficiency in reading, writing, science, and mathematics.~~

~~14. Elimination of Social Promotion and Mandatory Retention for 3rd Grade: No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Any student whose reading deficiency is not remediated by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the Statewide assessment test, must be retained unless s/he is exempt from mandatory retention for good cause.~~

5. Student/Parent Notification: Students and parents will be informed of academic progress and student achievement of proficiency through the end of the grading period progress reports, parent/teacher conferences, and the Progress Monitoring Plan (PMP) when appropriate.

6. Intensive Remediation/Alternative Instructional Strategies for Retained Students: Retained students will receive intensive remediation/alternative instructional strategies different from previous years as defined on their Progress Monitoring Plan (PMP).

~~H. Students who have been retained two (2) or more years will receive interventions as described in their Progress Monitoring Plan (PMP).~~



7. Remedial/Supplemental Instruction: Allocation of remedial and supplemental instructional resources will occur in the following priority: 1) students who are deficient in reading ~~by the end of grade 3 in primary grades~~ and 2) students who fail to meet performance levels required for promotion consistent with the District's procedures.

(c) Promotion with Instructional Support: All students should be afforded every opportunity to meet achievement expectations. When students are not meeting district/state identified minimum levels of performance, assessment data will be used to identify student's level of performance and rate of progress; intensive interventions will be administered; and the student's response to the intervention will be monitored in order to accelerate the students' rate of progress toward standards. Any student whose overall performance suggests he/she would benefit from being officially placed in a higher grade without meeting district/state identified minimum levels of performance in reading, writing, mathematics, or science will be promoted with instructional support. All students promoted with instructional support will receive a Progress Monitoring Plan (PMP).

1. Remediation: All students should be afforded every opportunity to meet achievement expectations. Students not meeting district/state identified minimum levels of performance must receive intensive instructional support in order to accelerate the students' rate of progress toward standards. The areas of academic need and intervention strategies are identified through a problem-solving/response to instruction/intervention process. Multiple tiers of increasing intense instructional and instruction/intervention services are implemented to support student academic performance. Students needing remediation or intensive instructional support will be matched to strategic and intensive research/evidence based interventions based on screening, progress monitoring, and diagnostic assessments.

(ed) Retention: According to research, students who are retained more than twice are not likely to graduate from high school. An additional retention may not be as beneficial as an intensive intervention program. On the recommendation of the principal after consulting with School Based Leadership Team or Promotion/Retention Committee and the Area Superintendent, a student may be retained.

~~A. Students scoring below Level 3 on FCAT Reading or Mathematics, below 2.0 on FCAT Writing or below Level 2 on FCAT Science test will receive remediation and may be retained. Students identified with a deficiency or substantial deficiency as outlined in the Pinellas Instructional Assessment Plan will receive remediation and may be retained.~~

1. Promotion/Retention Committee: A school committee will review the student's performance data and make a recommendation to the principal regarding promotion or retention. The decisions to retain, promote, or accelerate shall follow State statute and be based upon multiple factors and the professional judgment of the principal and staff with the principal having final jurisdiction with the exception of 3rd grade. Further, a student who has been retained in third grade, due to a reading deficiency, shall be promoted mid-year if the student has demonstrated mastery of the State-mandated requirements in reading. In all instances of retention and challenged promotion parents' input will be solicited and included in the decision process. After consultation with the school administration, a student will be recommended for retention by the School Based Leadership Team or Promotion/Retention Committee to the principal. A student who is retained must be in the Rtl process and include the teacher and parent input.

2. Assessment and Remediation: Additional screening, progress monitoring, diagnostic, and outcome measures in reading may be administered as needed. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the progress monitoring plan, the student may be retained.

~~D. When a student meets or exceeds promotional guidelines, (see below) the student shall be promoted to the next grade, except when the principal and staff provide documentation to the parent(s) indicating that promotion to the next grade level would not be in the best interest of the student and offer the parent(s) an opportunity for a conference. An articulation conference between the elementary and~~

~~middle school principals or their designees will be held for fifth grade students who are promoted but do not meet the promotional guidelines.~~

3. Mandatory Grade 3 Retention: Any student deemed deficient in reading, will be retained if performance does not improve by the end of grade 3 (as demonstrated by scoring Level 1 on the FCAT 2.0 Reading).

~~(a)~~4. Exemption from 3rd Grade Mandatory Retention for Good Cause: The School Board may only exempt students from mandatory retention for good cause. Good cause exemptions shall be limited to the following:

4a. Limited English proficient students who have had less than two (2) years of instruction in an English for Speakers of Other Languages program;

2b. Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of the State Board of Education rule; The core curriculum for these students is the Special Diploma SSS Access points.

3c. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;

4d. Students who demonstrated, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT 2.0;

5e. Students with disabilities who participate in the FCAT 2.0 and who have an Individual Education Plan or a Section 504 plan that reflects that the student has received the 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;

6f. Students who have received the intensive remediation in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two (2) years. Intensive reading instruction for students so promoted must include an altered instructional day based upon a Progress Monitoring Plan (PMP) that includes specialized diagnostic information and specific reading strategies for each student. The District shall assist schools and teachers to implement evidence-based reading strategies shown to be successful in improving reading among low-performing readers.

5. Good Cause Exemptions: Requests for good cause exemption shall be submitted from the student's teacher to the school principal. Documentation must indicate that the promotion of the student is appropriate and based on the student's academic record. Documentation shall consist only of the existing Progress Monitoring Plan (PMP), Individual Education Plan (IEP), if applicable, student progress report or student portfolio. The principal shall review and discuss such recommendation with the teacher and determine whether the student should be promoted or retained. If the school principal determines that the student should be promoted, a recommendation shall be made in writing to the Superintendent who will accept or reject the recommendation in writing.

6. Mid-Year Promotion Policy For Retained Students Currently Repeating a Grade Level:— District Mid Year Promotion procedures are ~~contained in the Pinellas Instructional Assessment Plan (PIAP) for students retained in grades K, 1, 2, 3, 4 and 5. These procedures are located in on~~ the Elementary Education Moodle Site ~~under PIAP~~. Parents can obtain copies of these procedures by contacting the school principal.

### **Potential Retainee Lists**

~~Potential retainee lists for grades kindergarten through five shall be developed at the school, based on the student's performance on the Pinellas Instructional Assessment Plan (PIAP), teacher~~

~~evaluation/assessment, Statewide assessments, and progress report grades during the first two (2) reporting periods. The parent of a student with a substantial deficiency in reading must be notified in writing after the initial PIAP testing that the student is a potential retainee. The parents of each identified potential retainee shall be notified in writing of the possibility of non-promotion no later than the middle of February. In the case of transfer students, notification shall be given within nine (9) weeks of transfer.~~

7. Parent Notification of Student Deficiency: Students not meeting grade level expectations will be placed on a list for grades kindergarten through five. These lists shall be developed at the school based on student's performance on district common assessments, teacher assessments, statewide assessments, and progress report grades during the first two (2) reporting periods. The parents of each identified student shall be notified in writing of the possibility of non-promotion no later than the middle of February. In the case of transfer students, notification shall be given within nine (9) weeks of transfer.

8. End-of-Year Decisions for Students Not Meeting Standards: Any student who does not meet the District identified minimum grade level expectations or who does not meet the identified minimum levels of performance on statewide assessments must be provided remediation. Students not meeting grade level expectations receive increasingly intense instruction/intervention services implemented to support student academic performance. Students are matched to the instruction/intervention tier based on screening, progress monitoring, and diagnostic assessments. At the conclusion of the school year, students' performance is compared to the District identified minimum levels of performance in reading, writing, mathematics, and science to determine whether or not they meet expectations. Determinations are made for placement for the following year. Based on the performance there are two options for student placement.

a. Third grade students that master grade level standards through Summer Reading Camp before the beginning of the next school year will be promoted.

b. If retention is deemed appropriate then the student must receive instruction that is different from the previous year's instruction.

(94) Progress Monitoring Plans (PMPs): Each student must participate in the statewide assessment tests required by F.S. 1008.22.

(a) Progress Monitoring: A Progress Monitoring Plan (PMP) is a specific, detailed plan tailored to identify the individual assistance that will be given to remedy a student's individual diagnosed deficiencies. The purpose of the PMP is to detail the current services provided to the student and the intensive, supplemental instructional, and support services that will be provided to the student to meet the desired level of performance. A PMP must be developed for any student (including ESOL) who has been retained or identified as not meeting State or District expectations for proficiency in reading in kindergarten or for proficiency in reading, writing, mathematics, or science in grades 1-5. The PIAP District Assessment Plan information, published by Curriculum and Instruction, identifies the criteria for a PMP. A PMP must be developed in consultation with the student's parent or legal guardian and must include the intensive remedial instruction that will be given in the areas of weakness. A copy of the PMP will be given to the parent.

(b) ~~A copy of the PMP will be given to the parent.~~ Reading Deficiency and Parental Notification: Students at any grade who have been identified as having a deficiency in reading must have a progress monitoring plan that identifies the student's specific area of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary as well as desired levels of performance in these areas. Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. Any student who exhibits a substantial deficiency in reading, based upon locally determined assessments or Statewide assessments must be given intensive reading instruction outside of the ninety (90) minute reading block immediately following the identification of the reading deficiency.

~~—(c) The parent of any student who exhibits a substantial deficiency in reading as determined by the~~



current District assessment, must be notified in writing of the following:

1. that his/her child has been identified as having a substantial deficiency in reading;
2. a description of the current services that are provided to the child;
3. a description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency;
4. that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless s/he is exempt from mandatory retention for good cause;
5. strategies for parents to use in helping their child succeed in reading proficiency;
6. 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;
7. when there is a change in the PMP status.

(~~dc~~) Reading, Writing, Science, and Mathematics Deficiency: Each student who does not meet minimum performance expectations for the Statewide assessment tests in reading, writing, science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met. If the documented deficiency has not been remediated according to the Progress Monitoring Plan (PMP), the student may be retained. The intensive reading instruction shall be continued until the reading deficiency is remediated. Reading proficiency is reassessed by the use of Florida Assessments of Instruction in Reading (FAIR), locally determined assessments, or through teacher observation at the beginning of each year and in an ongoing manner in accordance with District procedures.

(~~445~~) ~~Pinellas District Instructional~~ Assessment Plan (~~PIAP~~): The ~~District Pinellas Instructional~~ Assessment Plan is the District plan designed to provide curriculum, assessment, and instructional information for teachers in the academic areas of reading, writing, mathematics, and science, as well as information about health, social development, and behavior strategies. Periodic and ongoing assessments are an integral part of instruction. The ~~District Pinellas Instructional~~ Assessment Plan lists specific assessments that are to be given at each grade level for each assessment cycle. Additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need are included. Each K-5 student shall have a ~~Pinellas Instructional~~ Assessment Plan folder. The folder should contain assessments, which support the student's instructional needs, and Progress Monitoring Plans (PMPs) for identified students. Kindergarten students should have a student record sheet, which includes all ~~PIAP~~ assessment data. Students with disabilities whose core curriculum is the Special Diploma SSS Sunshine State Standards with Access Points will have an alternate assessment portfolio ~~in lieu of a PIAP folder~~.

(~~426~~) Annual Reports: The parent of each student will receive information regarding the progress of the student towards achieving State and District expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each Statewide assessment test. The evaluation of each student's progress will be based upon the student's classroom work, observations, test data, District and State assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the Board. Additional forms of progress reporting include reporting at parent/teacher conferences, and on the Progress Monitoring Plan (PMP) and Individual Education Plan (IEP), when appropriate. Multiple factors will determine promotion or retention.

F.S. 1003.21, 1003.455(2), 1008.25, 1008.25(6), 1008.25(6)(b)

5410.02 - REGULAR PROGRAM CORE  
CURRICULUM/PROMOTION/RETENTION/ACCELERATION - MIDDLE SCHOOL

Regular Program Requirements

Each middle school student will be registered in a minimum of seven (7) courses per year while in a Pinellas County middle school.

Basic Course Requirements

The basic course requirements are listed below for middle school student progression. Students must pass all twelve (12) of these courses or higher level courses:

- A. Language Arts: Grades 6, 7, 8
- B. Mathematics: Grades 6, 7, 8
- C. Science: Grades 6, 7, 8
- D. Social Studies: Grades 6, 7, 8

Additional Requirements

- A. Reading is required for the following students:
  - 1. All sixth grade students in the standard diploma program who scored Level 1 or 2 on the fifth grade FCAT 2.0 Reading ~~Sunshine State Standards testAssessment~~ must take a year long reading course. Sixth grade students who scored Level 3 or higher must take a semester or year long reading course, as determined by the school unless this requirement was completed at the elementary level. Sixth grade students enrolled in the gifted reading program, the sixth grade MEGSSS program, or the approved magnet world languages programs at John Hopkins and Bay Point may exempt this requirement if they scored at Level 3 or above on the fifth grade FCAT 2.0 Reading ~~Next Generation Sunshine State Standards testAssessment~~.
  - 2. Seventh and eighth grade students in the standard diploma program who scored at Level 1 or 2 on the previous year's FCAT 2.0 Reading ~~Next Generation Sunshine State Standards testAssessment~~ must take a year-long reading course. Seventh and eighth grade students who are fluent Level 2 students may receive the required reading intervention in a District approved content area class.
  - 3. A middle school student who scores at Level 1 or Level 2 on FCAT 2.0 Reading but who did not score below Level 3 in the previous 3 years may be granted a 1-year exemption from the reading remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.
- B. All students scoring a level 1 or level 2 on FCAT 2.0 ~~m~~Mathematics Assessment must receive remediation the following school year.
- C. Career Education and Planning

Students entering sixth grade in the 2006-2007 school year and beyond must complete a course containing the standards of Career Education and Planning before finishing eighth grade. Each student must generate ~~an academic plan in the ePEP(FACTS.org);~~ a personalized academic and career plan.

- D. Computer literacy is incorporated into seventh grade reading, gifted, world languages programs, and as appropriate in all curriculum areas.
- E. Physical education is required in grades 6, 7, and 8 for a minimum of one (1) semester. Any student having written parental consent (see PCS Form 2-3097) or who is enrolled in a remedial class may be exempt from the physical education requirement.

Physical education teachers should be certified in physical education. ~~Physical education shall consist of physical activities of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students. The physical education program will reflect the following program outcomes that are developmentally appropriate for the middle school student. The attainment of these program outcomes is beneficial to students, and one-on-one counseling shall be made available to students concerning such benefits (F.S. 1003.455(2)).~~

~~The K-12 Physical Education Program shall implement the Next Generation of Sunshine State Standards for Physical Education:~~

- ~~1. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.~~
- ~~2. Participate regularly in physical activity.~~
- ~~3. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.~~
- ~~4. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics.)~~
- ~~5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.~~
- ~~6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.~~

- F. Health is required in grades 6 and 8 for a minimum of twelve (12) weeks.
1. Eighth grade students in the John Hopkins magnet are taught health integrated with science.
  2. M/J Health 3 (08000200) or Personal Development (85002300) will meet the requirement for Comprehensive Health Education/Family Life Education.
  3. Sixth grade students enrolled in a yearlong program (i.e., band, strings, chorus, world languages, etc.) may opt out of the sixth grade health requirement.

4. Only eighth grade gifted students enrolled in the gifted program as an elective may opt out of the eighth grade health requirement. Written parental consent is required. (see PCS Form 2-3097)

G. School-Based Requirements

Reading, physical education, and health may be scheduled beyond the minimum requirements shown above.

H. Elective Program Grades 6, 7, and 8

Elective courses are part of the core curriculum and are described in the Middle School Course Code Directory with recommendations regarding course length and grade level. Middle schools should attempt to schedule a variety of elective offerings, but no attempt should be made to establish classes that are not feasible or practical for a particular school as it strives to meet the needs of its students.

I. Advisor/Advisee

Each middle school will provide advisement support to meet the needs of students.

Placement in Advanced Courses

~~Placement in advanced courses will be based on the consideration of a variety of indicators such as grades, classroom performance, assessment data and student motivation/interest. For placement in sixth grade classes, fifth grade teacher recommendation will also be considered. If a student is not recommended for placement, placement may be requested by signing a Request for Placement in Advanced/Honors Courses form (PCS Form 2-3059). The classroom teacher and other school personnel will work with the student to help them be successful and the parent is expected to provide additional support that the student may need to succeed in the course. Students experiencing difficulty (i.e. a grade of "D" or "F") in the placement may be removed from the advanced course and placed in the appropriate course at the end of a grading period/semester for the remainder of the school year. All end of the grading period grades will be included in the final grade average for the course. The principal will make the final decision on placement based on consideration of the best interests of the student. There will be no appeal or grievance concerning the principal's decision.~~

Exceptional Student Requirements

The IEPs for each student with disabilities must specify the student's instructional levels and level of participation in the general education curriculum. Course selections (general or exceptional education), progress reporting, participation in assessment, and implication for diploma options must be clearly communicated to parents. The decision to pursue a standard or special diploma must be made by the IEP team no later than the end of the first semester of eighth grade, or during the school year of the student's 14<sup>th</sup> birthday, whichever comes first. This decision is reviewed annually by the IEP team. The decision may be changed, understanding that it may increase the amount of time required to graduate.

Students with disabilities are enrolled in coursework in one (1) or more of the following options:

A. gGeneral education classes with no accommodations required (Speech only);

B. gGeneral education classes with accommodations required;

Accommodations cannot change course performance standards. They specify changes in instructional strategies that are required as a result of a student's disability and may address methods and materials for instruction, assignments and classroom assessments, learning environment, time demands and scheduling, or special

communication systems. Courses may be taught by ESE teachers, but students must be graded based on the grade level performance standards.

Students in "A" and "B" above are pursuing standard high school diplomas and participate in all State and District assessments.

- C. Below grade level curriculum: Students enroll in one (1) or more exceptional student education courses with special diploma performance standards to attempt to remediate academic skills. Students continue to participate in all State and District assessments. Parents are informed that students are working on different performance standards and may not be able to meet graduation requirements for a standard diploma.
  - D. Sunshine State Standards with Access Points for students pursuing a Special Diploma: Students enroll in exceptional student education courses teaching Sunshine State Standards with Access Points performance standards which focus on varying levels of complexity identified as independent, supported, and participatory in academic and functional living. Students must be exempt from State and District assessment to participate in the Florida Alternate Assessment, as specified on their IEPs. Parents are informed that students are working toward a special diploma.
1. The basic course requirements for middle school students pursuing a special diploma are listed below. Students must pass all twelve (12) of these courses:
    - a. ESE [Access](#) Language Arts: Grades 6, 7, 8
    - b. ESE [Access](#) Mathematics: Grades 6, 7, 8
    - c. ESE [Access](#) Science/ESE Health: Grades 6, 7, 8
    - d. ESE [Access](#) Social Studies: Grades 6, 7, 8
  2. All ESE academic courses address the general education Sunshine State Standards as appropriate for the individual student as well as the eleven (11) additional Sunshine State Standards with Access Points.
  3. Additional requirements are listed below. Students must pass five (5) out of nine (9) units:
    - a. ESE Reading: Grades 6, 7, 8 ([embedded in LA Access course](#))
    - b. ESE Exploratory Vocational or ESE Unique Skills: Grades 6, 7, 8
    - c. Physical Education: One (1) semester in grades 6, 7, and 8 or written parent consent waiving the requirement (see PCS Form 2-3097)
    - d. Electives: One (1) semester in grades 6, 7, and 8
  4. Students who have Special Diploma signified on their IEP must complete a course containing the standards of Career Education and Planning before finishing eighth grade. Each student must generate ~~an academic plan in the ePEP (FACTS.org).~~ a personalized academic and career plan.



Student Promotion, Retention and Acceleration

A. Promotion from Elementary School to Middle School

Students entering middle school must have successfully completed the requirements and standards of the elementary school program and demonstrated adequate reading ability as specified in the elementary promotional guidelines in Board policy or shall have been administratively promoted by the elementary school.

B. Promotion and /Retention/~~Acceleration~~

1. Promotion of middle school students shall be based upon their achieving minimum standards as identified in program objectives and meeting the required number of courses. Students scoring below Level 2 on FCAT 2.0 Reading or Mathematics, below 4.0 on FCAT Writing, or below Level 2 on FCAT Science will receive remediation and may be retained. Additional diagnostic assessments aligned to FCAT will be administered. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the academic improvement plan, the student may be retained. In cases in which minimum standards have not been met, the decision to promote a student to the next grade shall be made by the school's principal and staff, based upon supporting data concerning classroom performance, reassessment results, and past educational history. For promotion to high school, an eighth grade student must successfully complete three (3) courses in Language Arts, three (3) courses in Science, three (3) courses in Social Studies, and three (3) distinct courses in Math. All courses must be at the middle school level or higher. To be considered for promotion, an eighth grade student must also successfully complete a career planning course (currently embedded in US History and Adv. US History) or career themed course and ~~an ePEP~~ a personalized academic and career plan. The promotion of a student from a regular middle school to high school is also based upon successful completion of the Next Generation Sunshine State Standards. The standards are embedded in the middle school curriculum. A decision will be made by the middle school staff in consultation with the receiving high school principal for any student meeting State mandated requirements for promotion, but not completing District promotion requirements for eighth to ninth grade promotion. No students may be assigned to a grade level based solely on age or other factors that constitute social promotion.

2. Basic Course Requirements for Promotion/Retention

- a. Promotion to grades 7 or 8: To be promoted from grade to grade within the middle school program, a student may fail only one (1) basic course. The student will be required, however, to pass the course either during the following year or in the extended learning/course recovery program or its equivalent.
  - 1) If a sixth or seventh grade student fails two (2) basic courses, the student may be promoted upon passing one (1) course in the extended learning/course recovery program and taking one (1) course during the following school year.
  - 2) If a sixth or seventh grade student fails three (3) basic courses in an academic year, the student will be retained at the same grade level or will be promoted upon passing two

(2) courses in the extended learning/course recovery program and taking one (1) course during the following school year.

- 3) If a sixth or seventh grade student fails more than three (3) basic courses within an academic year, the student will be retained.

- b. Promotion to High School: If an eighth grade student fails one (1) or more basic courses, the student will be retained or will be administratively promoted upon passing the course(s) in the extended learning/course recovery program. Promotion from a middle school to a high school is contingent upon the student's passing not fewer than twelve (12) basic courses and five (5) of the additional requirements as stated in Board policy and related arts courses, for a total of seventeen (17) courses. Students who pass the required courses will be considered to have demonstrated adequate progress for promotion to ninth grade.

- ~~3.~~ c. Other Requirement: If a student fails a related arts, vocational, or elective course, including physical education/health, the student will be promoted but will be required to pass five (5) such courses before promotion to a high school.

- ~~4.~~ d. In all instances the parents' input shall be solicited and considered for purposes of promotion, retention, and challenged promotion; however, the decision to retain, accelerate, promote, or place a student in an alternative program shall be based upon the professional judgment of the principal and staff, with the principal having final jurisdiction.

- ~~5.~~

C. Acceleration Options (Whole Grade, Midyear, Subject Matter and Virtual Instruction)

1. Core Requirements

- a. For a student to be eligible for whole grade or midyear promotion, they must have completed all basic course requirements for their current grade level prior to promotion.

2. Acceleration Process

- a. Each school principal will establish an ACCEL team to review requests for whole grade and midyear promotion. The team will include but not be limited to: principal, guidance counselor, gifted teacher, psychologist, student's current teacher, a teacher from the receiving grade level and the parent.
- b. A teacher, administrator, or parent may request that a student be considered for ACCEL options of whole grade or midyear promotion by completing the appropriate form provided by the school principal.
- c. A conference will be held with the parent and ACCEL team to review the ACCEL evaluation process and obtain consent for evaluation using the Iowa Acceleration Scale (which may include an intellectual evaluation).
- d. Following the collection of all required data by the principal or principal designee, the ACCEL team will meet to review the data and determine student eligibility for whole grade or midyear acceleration.
- e. Student eligibility for whole grade or midyear promotion shall be based on obtaining an Iowa Acceleration Scale composite score of at least sixty (60) points.
- f. A performance contract including progress monitoring will be established and signed by the parent and student, if the student is eligible.
- g. If the ACCEL team determines that whole grade or midyear promotion is not appropriate for the student, the team will consider subject-matter acceleration as an option.
- h. For planning purposes, students who qualify for a whole grade or midyear promotion shall remain in their current grade level until the end of that semester.
- i. If a parent disagrees with the recommendation of the ACCEL team he/she has the right to seek an appeal through policy 5500.13.

~~The decision to accelerate promotion of a sixth to seventh grade student or seventh to eighth grade student shall be made by the principal and staff. Students promoted from eighth to ninth grade must complete the promotion requirements in the Student Promotion, Retention, and Acceleration section above item "B".~~

Progress Monitoring Plan

Each student must participate in the Statewide assessment tests. Each student who does not meet specific levels of performance for each grade level, or who does not meet specific levels of performance on Statewide assessments, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. ~~The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a progress monitoring plan which provides the school flexibility in meeting the academic needs of the student and reduces paperwork.~~ A student who is not meeting the School District or State requirements for proficiency in reading and math shall be covered by a school wide system of progress monitoring for all students. The plan must assist the student or the school in meeting State and District expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan shall include instructional and support

services to be provided to meet the desired levels of performance. Students may be required to attend remediation programs held before or after regular school hours or during the summer if transportation is provided. Upon subsequent evaluation, if the deficiency has not been remediated the student may be retained. Each student who does not meet the minimum performance expectations for the Statewide assessment testing program must continue to be provided with remedial or supplemental instruction until the expectations are met or the student ~~graduates from high school~~ is promoted from middle school.

#### Enrollment in Florida Virtual School

With the approval of the principal (or designee) and the student's parent, a middle school student may enroll in a Florida Virtual School course or courses during or beyond the regular school day/year.

- A. The course must fulfill an educationally valid purpose and be an appropriate course placement based on the student's academic history, grade level, and age. The assistant principal will collaborate with the guidance counselor and teacher(s) to decide if placement in a virtual course is appropriate. A parent may appeal the staff decision to the principal who will make the final decision on placement.
- B. Certain District required middle school courses or course sequences may not be substituted by taking a Florida Virtual School course.
- C. The student must meet the recommended prerequisites.
- D. Students enrolled in a magnet program may not take their specific magnet courses through Florida Virtual School.
- E. A student may not be enrolled simultaneously in the same course at both their school and the Florida Virtual School. Students should enroll in Florida Virtual courses at the beginning of a semester. While students await acceptance in a Florida Virtual School course, they must be enrolled full time in a District school.
- F. Although Florida Virtual School may have institutional drop/add procedures and timelines, students must be enrolled in a full schedule in the District and may not drop a Florida Virtual School course that results in less than a full course load. Florida Virtual School "W/F" grades will be treated as a grade of "F" on a student's transcript.
- G. During a grading period, a student must be enrolled in and attending at least four (4) courses in middle school or be a full time student of the Pinellas Virtual School Program in order to be a District student.
- H. Middle schools may build Florida Virtual School courses into their master schedules during the school day.

#### Middle School Courses Offerings – Advanced and/or High School Credit

A. Placement in ~~a course that offers~~ advanced and/or high school credit ~~in middle school courses~~ will be based on the consideration of a variety of indicators such as grades, classroom performance, assessment data, student motivation/interest, and by the student making a plan with the guidance counselor and parent for a sequence of courses that would allow the student to earn college credit while in high school through advanced placement course(s) or dual credit course(s). If a student is not recommended for placement, placement may be requested by signing a Request for Placement form (PCS Form 2-3059). The classroom teacher and other school personnel will work with the student to help them be successful and the parent is expected to provide additional support that the student may need

to succeed in the class. ~~The high school credit can be awarded only upon successful completion of all course requirements including performance assessments for specific courses. Students enrolled in a year long Algebra 1 class must pass the End of Course Exam beginning with the 2011-2012 school year to earn credit for Algebra 1. Beginning in the 2012-2013 school year, students enrolled in a Geometry course must pass the End of Course Exam to earn credit for Geometry. Students experiencing difficulty (i.e. a grade of "D" or "F") in the placement may be removed from the advanced or high school credit course and placed in the appropriate course for the remainder of the school year. All end of the grading period grades will be included in the final grade average for the course.~~

B. Credit for high school courses can only be awarded upon successful completion of all course requirements.

1. For courses with a required End of Course Assessment, students must obtain a passing score in order to earn high school credit.
2. For courses with a required End of Course Assessment, students who receive a passing grade in the course, but fail the End of Course Assessment, do not receive high school credit.
3. For courses with a required End of Course Assessment, students who receive a failing grade in the course, but pass the End of Course Assessment receive high school credit.

C. Grades for courses that offer high school credit in middle school will be used to calculate high school class rank and grade point average. A middle school student enrolled in a course awarding high school credit and earning a grade of "C", "D", or "F" may repeat the course for forgiveness as defined in Board policy.

#### Magnet Requirements

~~Students who intend to apply for admission to the IB or CAT magnet program for ninth grade must complete the prerequisite courses by the last day of the regular school year of their eighth grade year to be eligible. The prerequisite course for CAT is successful completion of Algebra I Honors. The prerequisite courses for IB are successful completion of Algebra I Honors and a minimum of one (1) full year of foreign language.~~

F.S. 1001.32(2), 1001.41, 1001.42, 1001.43, 1003.415, 1008.25

Adopted 12/9/09; Revised 12/6/11,    /    /13



## 5420.02 - REPORTING STUDENT PROGRESS - MIDDLE SCHOOL

### **Progress Reports**

The progress report provides a grade for the student's academic performance in each class or course, the student's conduct and the student's attendance. Student evaluations shall be reported to parents as a formal student progress report at six (6) week intervals in middle schools. Each progress report shall contain information regarding a student's performance at grade level or below, behavior and attendance. The final progress report shall contain information regarding a student's promotion or non-promotion.

### **Interim Progress Reports**

Interim conferences or written progress reports or both are recommended for those students having such need of them. Some schools choose to distribute interim progress reports to all students. Interim progress reports must be given to students whose performance indicates that a D or F grade for the grading period is likely. Interim progress reports are to be issued near the midpoint of the grading period.

### **Alternate Progress Reports**

No changes shall be made in the form of the progress report without the express approval of the Superintendent.

### **Exceptional Students**

Exceptional students with disabilities must receive progress reports indicating progress towards Individual Education Plan (IEP) goals and the likelihood they will accomplish the goals during the period covered by the IEP, in addition to the general education progress report each time the general education progress report is provided.

The IEP of each student with a disability specifies the student's curriculum:

- A. gGrade level expectations, without accommodations.
- B. gGrade level expectations, with accommodations: Accommodations cannot change the student expectations. They specify changes in instructional strategies that are required as a result of a student's disability and may address methods and materials for instruction, assignments and classroom assessments, learning environment, time demands and scheduling, or special communication styles.
- C. Below grade level curriculum: A student is below grade level curriculum if the student's instructional level in reading, writing, or mathematics is two (2) or more years below grade level. The student's IEP and progress reports specify instructional levels and progress is reported based on specified instructional levels.
- D. Sunshine State Standards with Access Points: If a student is involved in a functional academic and functional life skills curriculum, progress is reported based on the Sunshine State Standards with Access Points at the independent, supported, or participating level, as selected by the student's IEP team.

Exceptional Student Education courses identified in the District course code directory may be used to meet requirements for promotion. Note: ESE courses with special diploma performance standards do not prepare a student to pursue a standard diploma.

## Academic and Conduct Grades Separate

In arriving at the academic grades of all students, teachers are expected to carefully distinguish between the academic grade and the student's conduct. All progress reports shall provide some form of evaluation concerning the student's conduct or deportment. In no case shall the student receive an academic grade which is contingent upon his/her conduct, except as provided in the Code of Student Conduct.

## Grading Scale

The grading system and interpretation of letter grades used in middle and high school shall be as follows:

- A. A = 4 grade points (90%-100%) (outstanding progress)
- B. B = 3 grade points (80%-89%) (above average progress)
- C. C = 2 grade points (70%-79%) (average progress)
- D. D = 1 grade point (60%-69%) (lowest acceptable progress)
- E. F = 0 grade points (0-59%) (failure)
- F. I = 0 grade points (Incomplete)

Percents between eighty-nine percent (89%) and ninety percent (90%), seventy-nine percent (79%) and eighty percent (80%), sixty-nine percent (69%) and seventy percent (70%), and fifty-nine percent (59%) and sixty percent (60%) shall be rounded up to the higher grade if at the midpoint (.5) or above; those below the midpoint (.5) shall be rounded down to the lower grade.

## Final Grades

- A. End of Course Assessments and Final Examinations

~~Middle school students enrolled in high school credit classes will be required to take a common District developed exam each semester for a separate grade beginning with the 2012-13 school year. Grading for these classes will follow the high school semester grading policy. There will be no final exam exemptions permitted for middle school students in high school credit bearing courses. Students enrolled in a year long Algebra 1 class must pass the End of Course Exam beginning with the 2011-2012 school year to earn credit for Algebra 1. Beginning in the 2012-2013 school year, students enrolled in a Geometry course must pass the End of Course Exam to earn credit for Geometry.~~

~~No middle school classes will have a final examination counting as a separate grade.~~

Students enrolled in a year long Algebra 1 or Geometry course must pass the End of Course Assessment to earn credit for Algebra 1 and Geometry. Beginning in the 2013-2014 school year, students must take and pass the Civics End of Course Assessment in order to be promoted to high school.

No middle school courses will have a final examination counting as a separate grade.

- B. Grade Computation

The six (6) marking period grades shall be used to formulate the final grade for the

yearlong course. In the case of semester courses, the three (3) six weeks' grades will be used to determine the final grade. In the case of twelve (12) weeks' courses, the two (2) six (6) weeks' grades will be used to determine the final course grade. Final grades are computed by summing the grade point value (A=4, B=3, C=2, D=1, F and I=0) for each grade and dividing by the number of grades. The resulting final grade average is converted to a letter grade based on the scale below (see also paragraphs Options for Grading, Three or More Fs, and Plus and Minus below):

1. A = 3.5-4
2. B = 2.5-3.5
3. C = 1.5-2.5
4. D = .5-1.5
5. F = 0-.5

C. Incomplete Progress ~~Report~~ Grades

A student receiving a grade of Incomplete (I) in a course(s) during any grading period shall have a period of three (3) weeks after his/her return to school to make up any work missed that is needed for the teacher to be able to assign an appropriate grade. Any incomplete grade will revert to an "F" if the student does not make up the work missed within the three (3) weeks of returning to school. Extensions of time may be granted by the principal for the final grading period of the year.

D. Grades for Courses Awarding High School Credit

1. Grades for courses that offer high school credit in middle school will be used to calculate high school class rank and grade point average.
2. Grade Forgiveness: A middle school student enrolled in a course awarding high school credit and earning a grade of "C", "D", or "F" may repeat the course for forgiveness as defined in Board policy.
3. Semester grades for courses that offer high school credit in middle school are calculated according to the **Final Grades** section, letter **A**, in Policy 5420.03 - REPORTING STUDENT PROGRESS AND CLASS RANKING – HIGH SCHOOL.
4. Credit for high school courses can only be awarded upon successful completion of all course requirements.

E. Options for Grading

If the student's grade point average in a course is 3.5, 2.5, 1.5, or .5 it will be the option of the teacher as to whether the higher or lower grade will be given. If the lower grade is given, the decision must be documented and approved by the principal (or designee).

F. Three or More Fs

When three (3) or more of the marking period grades are "F" and the grade point average is .67 (rounded) or above, it will be the option of the teacher and principal as to the final grade.

G. Plus and Minus

No plus (+) or minus (-) symbols shall be used for any final grade.

## Grading In Secondary Physical Education

The grades received by students enrolled in secondary physical education classes will be determined by "weighting" the various areas of the program, such as participation (50%), skill (25%) and knowledge (25%).

## Secondary Course Modification

Schools may combine the content of two (2) courses into one (1) single period of instruction through the development of a course modification. Students may be granted credit for both of the courses represented in the course modification. In order to participate in a secondary course modification for students other than those enrolled in dropout prevention or exceptional student education, a school must complete the steps of the course modification process developed by the Division of Curriculum and Instruction.

## Credits from Other Schools

It is the responsibility of the District to uphold the minimum educational standards of the State of Florida. The District shall place the student in the appropriate sequential courses.

## ACCEPTANCE OF CREDITS

### Student Transfers from Other School Systems

Students transferring to District public schools from other school systems shall meet the Board's graduation requirements, but such students shall not be obliged to retroactively meet such requirements so long as they have met all promotion requirements of their respective school districts and states prior to transferring to District public schools.

### High School Credit of Transferring Middle School Students

Middle schools shall accept at face value the credits of students transferring from a Florida public school: from a public school in one (1) of the other forty-nine (49) states; from a Department of Defense school; from a school accredited by a regional accrediting agency under the governance of National Study of School Evaluation, National Council on Private School Accreditation member agencies, the Florida Council on Independent Schools and the Florida Association of Christian Colleges and Schools, or from a foreign school that is a recognized/accredited institution qualified to grant such credit consistent with the standards of the country in which the school is located, based on an official transcript from the transferring school. The regional accrediting agencies under the governance of National Study of School Evaluation are Middle States Association of Colleges and Schools, New England Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Colleges and Schools, AdvancEd - Southern Association of Colleges and Schools, and Western Association of Colleges and Schools.

A. Middle schools shall accept credits of students transferring from schools including home education that do not meet the above guidelines subject to the following conditions:

1. A student will be placed in the appropriate sequential course level in mathematics, science, social studies, and language arts. The student's credit will be based on successful completion of one (1) grading period of course work in each of the four (4) subject areas. Credit for all other courses will be accepted at face value provided that an equivalent course is contained in the listing of approved courses for middle/high schools in Florida.

For each subject area in which the student earns a C or higher during the student's first grading period after transferring to a District middle/high school, the grades and credit earned in the school from which the student is transferring will be entered on the student's transcript. For each subject area in which the student earns a D or lower during the student's first grading period after transferring to a District middle/high school, the grades and credit earned in the school from which the student is transferring will be validated using the Alternative Validation Procedure before being entered on the student's transcript.

2. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one (1) of the following alternatives shall be used for validation purposes as determined by the teachers, principal, and parent:

a. portfolio evaluation by the Superintendent or designee;

b. written recommendation by a Florida certified teacher selected by the parent and approved by the principal;

c. demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;

d. demonstrated proficiencies on nationally-normed standardized subject area assessments;

e. demonstrated proficiencies on the FCAT; or

f. written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety (90) days from the date of transfer to prepare for assessments outlined in paragraphs of this policy if required.

B. Accreditation agencies that do not meet the criteria outlined in this subsection for credits to be accepted by District high schools at face value may appeal to the Assistant Superintendent for Secondary Curriculum to have their accreditation process reviewed. If such an agency can show that their accreditation standards are equivalent to those of agencies under the governance of National Study of School Evaluation in the areas of instructional program design, governance and organization, personnel, services, plant operations and facilities, and finance and business operations as outlined in the Standards for Secondary Schools published by the regional accreditation agencies under the governance of National Study of School



Evaluation, then credit from a school accredited by that agency may be accepted at face value.

#### C. Transfer of High School Credits for Courses with End of Course Assessments

If a student transfers into a Florida middle school from out of country, out of state, a private school, or a home school, and that student's transcript shows credit received in Algebra 1 or an equivalent course, Geometry or an equivalent course, or Biology 1 or an equivalent course, the decision as to whether the student must take Florida's EOC assessment in Algebra 1, Geometry, or Biology 1, respectively, shall be made by the school principal as follows:

1. When evaluating a transfer student's transcript that indicates a 1.0 credit was earned in Algebra 1, Geometry, or Biology 1, it is important to consider the school year in which the student entered ninth grade for the first time (ninth grade cohort) and the school year in which the student took the course.

2. The transfer student is required to take the Algebra 1 EOC Assessment if the student entered grade 9 in 2011–2012 or thereafter and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in Algebra 1 or on the high school statewide assessment in mathematics required by the state from which the student transferred for purposes of satisfying the requirements of the Elementary and Secondary Education Act.

3. The transfer student is required to take the Geometry EOC Assessment and the Biology 1 EOC Assessment if the student entered grade 9 in 2012–2013 or thereafter and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in that course.

F.S. 1001.32(2), 1001.41, 1001.42, 1001.43

F.A.C. 6A-1.0955(3)(a)7

Adopted 12/9/09; Revised 12/6/11,    /    /13

## 5420.03 - REPORTING STUDENT PROGRESS AND CLASS RANKING - HIGH SCHOOL

### **Report Card**

The report card provides a grade for the student's academic performance in each class or course, the student's conduct and the student's attendance including absences and tardiness. Each report card for the school year shall contain information regarding a student's performance at grade level or below, behavior, and attendance. The final report card shall contain information regarding a student's promotion or non-promotion.

### **Alternate Report Card**

No changes shall be made in the form of the report card without the express approval of the Superintendent.

### **Grading Scale**

The following point scale will apply to all high schools, as well as to middle school students enrolled in high school courses in grade 7 or 8 for credit toward graduation:

- A. A = 4 grade points (90-100) (outstanding progress)
- B. B = 3 grade points (80-89) (above average progress)
- C. C = 2 grade points (70-79) (average progress)
- D. D = 1 grade point (60-69) (lowest acceptable progress)
- E. F = 0 grade points (0-59) (failure)
- F. I = 0 grade points (incomplete)

Percents between eighty-nine percent (89%) and ninety percent (90%), seventy-nine percent (79%) and eighty percent (80%), sixty-nine percent (69%) and seventy percent (70%), and fifty-nine (59%) and sixty percent (60%) shall be rounded up to the higher grade if at the midpoint (.50) or above; those below the midpoint (.50) shall be rounded down to the lower grade.

### **Incomplete Grades**

A student receiving a grade of Incomplete (I) in a course(s) during any grading period shall have a period of three (3) weeks after his return to school to make up any work missed that is needed for the teacher to be able to assign an appropriate grade. Any incomplete grade will revert to an "F" if the student does not make up the work missed within the three (3) weeks of returning to school. Extensions of time may be granted by the principal for the final grading period of the year.

### **Final Examinations**

- A. Definition

A final examination is a comprehensive assessment covering the course student performance standards for the entire term (a term is a semester in all high schools).

B. Students shall take the final examination as set forth in "C" below as an academic performance requirement for the completion of the courses for which such examinations are required. The student's neglect of this responsibility shall result in a failing grade for the exam in that course.

1. Final examinations shall be required in the following courses: art, music, social studies, science, language arts and reading, math, world languages, physical education, driver's education, health education and vocational.
2. All students shall take final examinations in those courses for which such examinations are required, as provided in "C" below. An Advanced Placement or International Baccalaureate exam may be taken in lieu of a teacher developed final exam in those designated courses. In such case, the student must still attend his or her regular subject area classes for structured activities and/or projects until the end of the grading period.
3. In the event a student is unable to take an examination at the given time because of a legitimate absence through illness or some other serious reason, the student shall be given an opportunity to make up the examination without penalty of any kind.
4. In the event a student is under suspension during such an examination period, the principal shall provide for the student's taking of the examinations either at the given time or through some special arrangement, at the discretion of the teacher and principal.
5. Students who enter college at mid-year will be permitted to take their final examinations in accordance with "D" below, of this policy provided such students shall furnish to their respective principal (or designee) a copy of the receipted bill for college tuition.

C. Final Exam Requirement

With the following enumerated exceptions, students who have a course grade of "A" or "B" in the 1st and 2nd six weeks and have a provisional course grade of "A" or "B" in the 3rd six weeks are not required to take the final in that course. Except for second semester seniors, this provision shall apply to no more than three courses each semester, regardless of the number of periods in a student's schedule. The provisional 3rd six weeks grade will be based on the grades earned for the first four weeks of the third grading period. The student must maintain the "A" or "B" grade through the remainder of the 3rd six weeks.

Exceptions:

1. The student is enrolled in the same course during two (2) terms of the same school year. In such cases, the student is required to take at least one (1) final exam in that course.
2. The student has been enrolled in a District public high school for less than the entire term. In such cases, the student is required to take all exams.
3. The student has five (5) or more absences per semester in any class. If so, the student is required to take the final exam in all classes. Regardless of the number of minutes in a class period, an absence from the class is only counted as one (1) absence in the class

for purposes of this policy. For purposes of this policy a student who is not present in class at least one half of the class period shall be counted absent. Preapproved absences for school sponsored activities, religious holidays, and college/post-secondary visitation shall not be counted in calculating the five (5) or more absences specified above. Absences for college/post-secondary visitation are limited to three (3) days per year for seniors and one (1) day per year for juniors.

4. The final exam is a State-required End of Course exam.

Students not required to take a final exam may elect to take their final examinations to improve the final grades. A final grade shall not be reduced as a result of the examination grade, should the student elect this option.

If a school requires final exams for specific Advanced Placement courses, the school should clearly communicate this in their school's curriculum guide.

#### D. Early Exams

If a secondary student withdraws or leaves school for the remainder of the year during the last ten (10) school days of the semester for a reason acceptable to the school principal, the student may be permitted to take early examinations.

1. No early exams shall be administered prior to the last twelve (12) school days of each semester.
2. Students shall pay a reasonable fee per examination as established by the Superintendent. The teacher who prepared the examination and the person (a certified instructional professional) who administers the examination will each be paid one-half (1/2) the fee per exam.
3. Early examinations shall not be given during regular school hours. Early examinations may be administered after school hours and on weekends.
4. In courses where the teacher chooses to give an oral/participation examination the exam shall be administered by that teacher.

### Final Grades

The final grade in high school courses is a semester grade determined by giving equal value to each of the grades of the three (3) marking periods and to the final examination.

#### A. Calculating Final Grades

To obtain the semester grade, add the unweighted grade point values of the three (3) term grades (T) and the unweighted grade point value of the exam grade (E), and divide that total by four (4):

$$(T_1+T_2+T_3+E)/4 = \text{Semester Grade}^*$$

In courses for which final examinations are not prescribed or required, the final grade will be determined by averaging the unweighted grades of the three (3) terms:

$$(T_1+T_2+T_3)/3 = \text{Semester Grade}^*$$

The resulting semester grade average is converted to a letter grade based on the scale below (see paragraph (c) regarding grades at the midpoint):

A = 3.5-4

B = 2.5-3.5

C = 1.5-2.5

D = .5-1.5

F = 0-.5

\*These formulas for arriving at a student's grade may be nullified in any course in which the passing of a county test is part of the requirements, as stated in the County Course Description Catalog.

B. Academic Grades vs. Evaluation of Conduct

In arriving at the academic grades of all students, teachers are expected to carefully distinguish between the academic grade and the students' conduct. All report cards will provide some form of evaluation concerning the students' conduct or deportment. In no case will the student receive an academic grade which is contingent upon his/her conduct, except as provided in the Code of Student Conduct.

C. Grades at the Mid-point of Each Grade Level

At the mid-point of each grade level, (i.e., 3.5, 2.5, 1.5, .5) it will be the option of the teacher as to whether the higher or lower grade will be given. If the lower grade is given, the decision must be documented and approved by the principal (or designee).

D. Teacher/Principal Discretion in Determining the Final Grade

If a high school student fails his/her final marking period and his/her final examination, the student may be given a failing semester grade, at the discretion of the teacher and principal, regardless of the grade point average. If a high school student fails all three (3) marking periods or two (2) marking periods and the final examination, the student may receive a failing semester grade in that course at the discretion of the teacher and principal, regardless of grade point average. If a failing grade is given, the decision must be documented and approved by the principal or designee.

E. Final Grade Point Average

All high school courses will be included in the GPA calculation unless the grade has been forgiven.

F. Unweighted Grade Point Average

Grades are assigned the following point values except as identified in Board policy (e.g. when determining eligibility for extra-curricular activities and for determining the cumulative grade point average for graduation):

1. A = 4



2. B = 3

3. C = 2

4. D = 1

5. F = 0

G. Weighted Grade Point Average for Standard Curriculum Students

Grades are assigned the following point values only when determining class ranking and for averages for summa cum laude, magna cum laude, cum laude status, valedictorian, salutatorian, and the National Honor Society:

1. to receive an "A" in:

a. Honors (Q) - A = 5

b. Regular - A = 4

c. Basic (B) - A = 3

2. to receive a "B" in:

a. Honors (Q) - B = 4

b. Regular - B = 3

c. Basic (B) - B = 2

3. to receive a "C" in:

a. Honors (Q) - C = 3

b. Regular - C = 2

c. Basic (B) - C = 1

4. to receive a "D" in:

a. Honors (Q) - D = 1

b. Regular - D = 1

c. Basic (B) - D = .5

5. to receive an "F" in:

a. Honors (Q) - F = 0

b. Regular - F = 0

c. Basic (B) - F = 0

H. Honors Quality Points

A weighted grade point average is achieved by assigning one (1) extra honors quality point to A, B, and C grades earned in selected honors, advanced placement, dual credit, Pre IB and IB courses (see above). The District's *High School Uniform Course Descriptions* and the individual high school curriculum guides will use a (Q) to indicate the Board approved honors quality point courses.

1. When an honors quality point is approved for an existing course in the District's High School Uniform Course Descriptions, the application of the extra point will begin with the next school year after it is approved and will only impact the entering ninth grade class that school year or the entering seventh and eighth grade classes that school year if the high school course is taken at the middle school level. These honors quality points are not applied retroactively.
2. When a new honors quality point course is added to the District's High School Uniform Course Descriptions, the honors quality point may be earned by all students in grades 9-12 enrolled in the course during its implementation year and subsequent years.
3. Quality points earned in approved high school courses taken in middle school will not be applied to a student's record until the student enters high school.

## Forgiveness Policy

- A. A high school student who chooses to repeat a specific course to replace a "D" or "F" with a grade of "C" or higher will be given that opportunity in the regular school program to repeat the course. The opportunity to take a replacement course is subject to course availability. There is no assurance that an appropriate replacement course will be available to all students. All replacement courses must be completed no later than the second semester of the senior year. The repeated course can also be taken in the Extended Learning Program to replace an "F" grade or to replace a "D" grade if the student has less than a 2.0 unweighted GPA. The repeated course can also be taken in an adult education evening class to replace an "F" grade for students within one (1) month of their 16<sup>th</sup> birthday and older. Pending available space, students may choose to attend an adult education class to replace a "D" grade with a grade of "C" or higher if the student is working toward a twenty-four (24) credit standard diploma and has an unweighted GPA of less than 2.0.

Upon completion of such repeated course, only the higher of the two (2) grades will be used to compute the student's grade point average. "Forgiven grades", however, will be included on a student's transcript. Credit may be earned only one (1) time for the course repeated. Any course grade not replaced according to this forgiveness policy shall be included in the calculation of the cumulative grade point average.

- B. A required course may only be replaced with the same or comparable course ~~or~~ an advanced or honors version of the course being "forgiven", or a "credit recovery" version of the course being forgiven. An elective course may be replaced with any other course within the same course area and course level. Because there is more than one (1) course/series of courses that can be used to to learn algebra concepts in preparation for the Algebra EOC, a student may apply the grade forgiveness rule to one (1) or both semesters of Algebra Ia for the first semester of Algebra I and vice versa and a student may apply the grade forgiveness rule to one (1) or both semesters of Algebra Ib for the second semester of Algebra I and vice versa. For students entering 9<sup>th</sup> grade in the 2010-2011 school year and subsequent years, a passing course grade in Algebra 1B, or Algebra 1 does not award credit and does not meet the state's Algebra graduation requirement. For these students, passing the

Algebra 1 EOC awards course credit and meets the state's algebra requirement for graduation. For students entering 9<sup>th</sup> grade in 2012-2013 and subsequent years, a passing course grade in biology or geometry does not award credit in either course and does not meet the state's biology or geometry graduation requirements. For these students, passing the geometry and biology EOCs awards course credit and meets the state's geometry and biology requirements for graduation.~~meet the algebra requirement for high school graduation, a student may apply the grade forgiveness rule to one (1) or both semesters of Algebra Ia for the first semester of Algebra I and vice versa and a student may apply the grade forgiveness rule to one (1) or both semesters of Algebra Ib for the second semester of Algebra I and vice versa. A student must successfully complete one (1) of the State-approved courses/series of courses to meet the algebra requirement for high school graduation. NOTE: Criteria related to receiving credit for only one (1) of the courses/series of courses to meet the algebra requirement are outlined in the Florida Course Descriptions.~~

- C. A student in the middle grades who takes any high school course for high school credit and earns a grade of "C", "D" or "F" or the equivalent of a grade "C", "D", or "F," may replace the grade with a grade of "C" or higher or the equivalent of a grade "C" or higher, earned subsequently in the same or comparable course.

### **Grading In Secondary Physical Education**

The grades received by students enrolled in secondary physical education classes will be determined by "weighting" the various areas of the program, such as participation (50%), skill (25%) and knowledge (25%).

F.S. 1001.32(2), 1001.41, 1001.42, 1001.43, 1003.437, 1003.33, 1003.43(5)(c)  
F.A.C. 6A-1.0955(3)(a)7

Adopted 12/9/09; Revised 6/29/10, 9/14/10, 12/6/11,   /  /13

## 5430 - CLASS RANK

### Procedures For Ascertaining the Rank In Class Of Standard Curriculum Students

- A. Class rank will be computed based on all courses taken for high school credit through the first semester of the 12<sup>th</sup> grade year or through first semester of 11<sup>th</sup> grade for students in the eighteen (18) credit accelerated graduation option. Grades for courses taken in middle school, the Extended Learning Program, adult education, etc., awarding high school credit, will be used to calculate high school class rank. For the purpose of identifying class ranks of one (1) and two (2) (Valedictorian and Salutatorian), extra courses beyond those needed for graduation that were earned in middle school or outside the regular school day in grades 9-12 (twenty-four (24) in high school) may be deleted from the class rank computation by student request in writing to the principal prior to the end of the first semester of the 12<sup>th</sup> grade year.
- B. Students transferring from a 4x4 schedule school will be class ranked with all other students based on all courses taken. The principal (or designee) will determine the class rank status of transferring students and the decision will be final. In the event that the transfer negatively affects a current valedictorian or salutatorian status, co-honors will be bestowed.
- C. Eligible students who graduate early with 24 credits will continue to be included with their cohort group in final class ranking, honors designations upon graduation, and eligibility for valedictorian and salutatorian honors.
- GD. Rank in class will be computed at the end of each term including all course work completed prior to July 1st of each school year for all students. The final ranking is computed after the first semester of the 12<sup>th</sup> grade year.
- DE. Grades earned in all courses (basic, regular, honors) will be weighted in determining final GPA, as provided in administrative procedures.

### Valedictorian and Salutatorian Identification

Each high school will identify a valedictorian and salutatorian based on class rank and students who qualify for summa cum laude, magna cum laude or cum laude status based upon the cumulative weighted grade point average as determined within this policy. Such selection does not provide that the students will address the graduating class. The choice of graduation speaker shall be made at the discretion of the principal. Students graduating as early admission to college, early college program, or three (3) year eighteen (18) credit students ~~in the accelerated graduation option~~ are not eligible for Valedictorian or Salutatorian.

While students enrolled in the International Baccalaureate (IB), Center for Advanced Technology (CAT), or Engineering Academy (EA) programs shall graduate with other students of the host school, separate valedictorians, salutatorians, and class rankings shall be designated for students of the IB, CAT, and EA programs, based upon their weighted grade point averages.

### Honors Diploma

Graduating seniors who achieve a cumulative weighted grade point average of 3.5 or higher shall be granted an Honors Diploma as prescribed by the School Board and shall be designated in the graduation program.

Cum Laude Status

Students must earn the following cumulative weighted grade point averages (not rounded) to qualify for cum laude status. High school seniors who become eligible for a cum laude status during the second semester of their senior year shall have their cum laude seals mailed to them.

- A. Summa cum laude - GPA greater than 4.0
- B. Magna cum laude - GPA greater than 3.8 but less than or equal to 4.0
- C. Cum laude - GPA greater than or equal to 3.5 but less than or equal to 3.8
- D. With distinction - GPA greater than or equal to 3.25 but less than 3.5

F.S. 1001.32(2), 1001.41, 1001.42, 1001.43, 1003.33, 1003.43(5)(c), 1003.437  
F.A.C. 6A-1.0955(3)(a)

## 5455 - FLORIDA'S BRIGHT FUTURES SCHOLARSHIP PROGRAM

### Early Graduation and Florida Bright Futures Scholarships

Eligible students who graduate from high school midyear may receive an initial Bright Futures Scholarship award during the spring term following the student's graduation, as long as the student applies for the scholarship award no later than August 31 of the student's graduation year.

Students who receive an initial award during the spring term will be evaluated for scholarship renewal after the completion of a full academic year, which begins with the fall term.

### Community Service Work Experience for Florida Bright Futures Awards

#### A. Policy

This policy addresses only community service work experience required for students to be eligible to receive the Florida Academic Scholars, Florida Medallion Scholars, or the Florida Gold Seal Vocational Bright Futures Scholarship.

#### B. Requirements

1. To be eligible to receive the Florida Academic Scholars Award a student must complete a program of community service work that includes a "minimum of one hundred (100) hours of community service."
2. To be eligible to receive the Florida Medallion Scholars Award a student must complete a program of community service work that includes a "minimum of seventy-five (75) hours of community service."
3. To be eligible to receive the Florida Gold Seal Vocational Scholars Award a student must complete a program of community service work that includes a "minimum of thirty (30) hours of community service."
4. The student will identify a social problem that interests him/her, develop a plan of personal involvement in addressing the problem and evaluate and reflect upon the experience.
5. The community service work shall address a social problem with preference to benefiting the State of Florida and/or Pinellas County.
6. The service may be performed at more than one (1) agency and address more than one (1) social problem, however, each agency must be approved by the high school's community service designee prior to the beginning of the experience.
7. The high school's community service designee must approve the student's plan prior to the beginning of the experience.
8. The student must be a high school student enrolled in grades 9-12.

C. Procedures

The following steps are the process that the student will use for documenting the community service experience.

1. Meet with the community service designee at the student's high school to review policies and procedures on the Student Community Service Information Sheet (PCS 2-2602-1).
2. Contact the community agency for an interview to discuss the social issue and a plan of action to address the social issue.
3. Complete form #1 (PCS 2-2602-2) after developing a detailed identification of the social problem and plan of action.
4. Submit community service form #1 (PCS form 2-2602-2) to the community service designee at the high school for approval.
5. Log community service hours on form #2 (PCS form 2-2602-3). The agency contact person must sign this documentation.
6. Summarize, evaluate, and reflect upon the community service work experience and the persons in the community that the student interacted with during this service work. Submit this information to the high school community service designee by completing the reverse side of the community service form #2 (PCS form 2-2602-3).
7. The completed forms shall be placed in the student's official cumulative file at the high school.

D. Restrictions

What hours cannot be counted?

1. Hours logged prior to the high school community service designee's approval and signature.
2. Court mandated community service.
3. An activity for which a student benefited financially or materially for the community service work.
4. All forms of duty within the family. The student's family to include: parents (including step), siblings (including step), any of their grandchildren (including step) and any of their spouses.
5. Religious devotion or any activity which can be interpreted primarily as proselytizing.
6. An activity where there is no leader or responsible adult on site to evaluate and confirm student performance.

E. Appeals

If a proposed plan is not approved by a high school's community service designee, the student may appeal the denial to the Bright Futures Community Service Appeals



Committee, which will render a final decision on the student's plan. The committee will be appointed by the District Guidance office who will develop procedures for the committee. Decisions of the committee (without personal identifiable information about an individual student) will be distributed to all high schools.

F.S. 1001.32(2), 1001.41, 1001.42, 1001.43

Adopted 12/9/09; Revised 12/6/11,   /  /13

## 5460 - GRADUATION REQUIREMENTS

It shall be the policy of the School Board to acknowledge each student's successful completion of the instructional program appropriate to the achievement of District goals and objectives as well as personal proficiency by the awarding of a diploma.

The Board shall award a standard high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board or who properly completes the goals and objectives specified in their individualized education program (I.E.P.) including either the exemption from or the requirement to complete the State-mandated tests and the recommendation of the I.E.P. Team.

Commencement exercises will include only those students who have successfully completed requirements for:

- A. a standard high school diploma
- B. a special diploma
- C. an in-school GED program diploma
- D. a performance diploma option (GED exit option)
- E. or a certificate of completion for graduation as certified by the high school principal and accepted by the student. If the student does not accept the certificate of completion the student may continue their enrollment in accordance with the terms of the Code of Student Conduct.

No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure. A student may be denied participation in the graduation ceremony based on misconduct.

The Board also shall grant an adult education diploma to all District residents over the age of sixteen (16) who have legally left a K-12 program and met the requirements established by the State Board of Education.

### **GRADUATION REQUIREMENTS: HIGH SCHOOL**

#### Graduation Defined

Graduation from a District high school implies that students have satisfactorily completed the prescribed high school core curriculum in accordance with the provisions of Board policy and that they have satisfactorily passed any examinations and other requisites set by the State Board of Education and the Board. ~~These requirements are based on the assumption that a high school education represents the successful completion of a four (4) year program of studies, with enough flexibility to allow qualified students other alternatives for graduation.~~ High school credits earned in grades 7 and 8 will apply to graduation requirements but will not be used for acceleration of graduation.

Standard Diploma Requirements for On-Time (4 year) or Early Graduation (fewer than 4 years)

- A. Number of Credits Required for Graduation

The minimum number of credits required for graduation from ~~a four (4) year program~~ in high school is twenty-four (24). As provided in s. 1003.4281, F.S. early high school graduation options for students allow any student who has completed a minimum of

24 credits and meets other graduation requirements as specified in s. 1003.428, F.S. shall be able to graduate from high school in fewer than eight semesters or the equivalent. Parents of students who are eligible to graduate early will be notified of their student's early graduation eligibility. Students who graduate early will be able to continue to participate in school and social events, including graduation ceremonies, as part of the student's original cohort group. Eligible students who graduate early will continue to be included with their cohort group in final class ranking, honors designations upon graduation, and eligibility for valedictorian and salutatorian honors. Eligible students who graduate midyear during their 4<sup>th</sup> year of high school may receive a Bright Futures Scholarship award during their spring term as outlined in Florida Bright Futures Scholarship Program.

Students may also select the three (3) year eighteen (18) credit standard college preparatory program or three (3) year eighteen (18) credit career preparatory program (for eighteen (18) credit options see GPA Requirement and Accelerated Graduation). Students in their third year in the eighteen (18) credit option program may participate in senior activities directly related to graduation but are not eligible for participation in other senior activities or privileges.

1. Graduation Program Options

- a. ~~four (4)-year~~ twenty-four (24) credit program
- b. three (3) year eighteen (18) credit standard college preparatory program
- c. three (3) year eighteen (18) credit career preparatory program

2. Selection of a Graduation Program Option

- a. Students make their initial selection of a graduation program option while in 8th grade during the spring high school registration process. Students may elect to change this option at anytime through 12th grade.
- b. A student must achieve at least a level 3 on the most recent FCAT reading, mathematics and writing assessments in order to select an eighteen (18) credit accelerated graduation program option.

3. Procedure for Changing the Graduation Program Option

- a. Students may elect to change this option at anytime through 12th grade.

4. Failure to Complete the Eighteen (18) Credit Graduation Program within Three (3) Years

- a. A student who selects a three (3) year eighteen (18) credit graduation program option and does not meet the specific program requirements within three (3) years, automatically reverts to the ~~four (4)-year~~ twenty-four (24) credit graduation program option.
- b. An eighteen (18) credit student who does not score at level 3 or higher on the grade 10 FCAT writing assessment, or achieve five (5) credits by the end of grade 9 or eleven (11) credits by the end of

grade 10 will be reassigned to the twenty-four (24) credit program option.

B. Specific Credit Requirements for Graduation

(See F.S. 1003.43(1) for specific content requirements of designated courses.)

1. Beginning with students entering their first year of high school in the 2007-2008 school year, specific course requirements for graduation include:

a. Sixteen (16) core curriculum credits:

- 1) English – Four (4) credits in English, with major concentration in composition, reading for information, and literature.
- 2) Mathematics – Four (4) credits in mathematics, one (1) of which must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course. For students entering 9<sup>th</sup> grade in the 2010-2011 school year, Geometry or equivalent courses must be one of the four required mathematics courses, and the Algebra I EOC Assessment requirement must be met (see section M – Statewide Assessment Program below). Students entering 9<sup>th</sup> grade in the 2012-2013 school year must also meet the Geometry EOC Assessment requirement (see section M- Statewide Assessment Program below). School districts are encouraged to set specific goals to increase enrollments in, and successful completion of, geometry and Algebra II.
- 3) Science – Three (3) credits in science, two (2) of which must have a laboratory component. For students entering 9<sup>th</sup> grade in the 2011-2012 school year, Biology must be one of the three required science courses. Students entering 9<sup>th</sup> grade in the 2012-2013 school year must also meet the Biology EOC Assessment requirement (see section M- Statewide Assessment Program below).
- 4) Social Studies – Three (3) credits in social studies as follows: one (1) credit in United States history; one (1) credit in world history; one-half (1/2) credit in economics; and one-half (1/2) credit in United States government.
- 5) Fine or Performing Arts – One (1) credit in fine or performing arts, which may include speech and debate.
- 6) Physical Education/Health – One (1) credit in Health Opportunities through Physical Education (HOPE) to include integration of health. Participation in an interscholastic sport at the junior varsity or varsity level for two (2) full seasons shall satisfy the one (1) credit requirement in physical education if the student passes a competency test on personal fitness with a score of “C” or better. The competency test on personal fitness must be developed by the Department of Education. A school may not require that the one (1) credit in physical education be taken during the 9<sup>th</sup> grade year. Completion of one (1) 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 extra-curricular activity, or in a dance class shall satisfy one-half (1/2) credit in physical education or one-half (1/2) credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Completion of two (2) years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one (1) credit requirement in physical education and the one (1) credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.

- b. A minimum of eight (8) credits in elective courses selected by the student as part of the education plan.

Elective courses are selected by the student in order to pursue a complete education program to meet eligibility requirements for scholarships.

2. Level 1 Courses, Remedial Courses, Non-academic Activities and Community Service Work

- a. Level 1 Courses: A student will not be placed in a Level 1 course for graduation credit unless the student's assessment indicates that a more rigorous course of study is inappropriate to meet the student's needs. A written assessment of the need must be included in the student's Progress Monitoring Plan or IEP.
- b. Remedial Courses: Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.
- c. High school students who score at Level 1 on FCAT Reading are required to complete an intensive reading course. Those students who score at Level 2 must be in an intensive reading course or a content reading intervention. A high school student who scores at Level 1 or Level 2 on FCAT Reading but who did not score below Level 3 in the previous 3 years may be granted a 1-year exemption from the reading remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.
- d. Nonacademic Activities: Credit for high school graduation may be earned for volunteer activities and nonacademic activities that have been approved by the State Board of Education.
- e. Community Service Work: Students may earn credit towards graduation by completing voluntary community service work or school service work. Credit may be earned by passing a one-half (1/2) credit elective social studies course and/or a one-half (1/2) credit elective

course as designated by the District. Students must complete seventy-five (75) hours of service for each one-half (1/2) credit and meet other procedures established by the District. Community service credits may not be used for acceleration of graduation. The community service project site will be selected (within the District procedures) by the student. Each participating student must meet the community service requirements specified in F.S. 1003.43(1)(k). Credit may not be earned for community service provided as a result of court action. (See also Florida's Bright Futures Scholarship Program)

C. Career and Technical Education Course Substitutions to Fulfill Graduation Requirements

1. Any student in grades 9 through 12 who enrolls in and satisfactorily completes a job preparatory program listed below may substitute credit for a portion of the required four (4) credits in English, three (3) credits in mathematics, or three (3) credits in science as specified.
2. The credit substituted for English, mathematics, or science earned through the vocational job preparatory program shall be on a curriculum equivalency basis. Vocational course substitution may not exceed two (2) credits in each subject area. A program, which has been used to substitute in one (1) subject area, may not be used to substitute for any other subject area.
3. Job preparatory programs which have been identified as being the equivalent of Business English I (#1001440), Business English II (#1001450), Business Mathematics (#1205540), Pre-Algebra (#1200300) General Science (#2002310), and Anatomy and Physiology (#2000350) are listed below:
  - a. Business English I: Accounting Operations 8203300, Administrative Assistant 8212000, and Business Supervision and Management 8215100.
  - b. Business English I and/or Business English II: Administrative Assistant 8212000.
  - c. Business Mathematics: Administrative Assistant 8212000, Business Computer Programming 8206300, PC Support Services 8207200, Business Supervision and Management 8215100, Accounting Operations 8203300, Academy of International Business 8216100.
  - d. Pre-Algebra: Electronics 8730000.
  - e. General Science: Nursery & Floriculture Operations 8121200, Environmental Horticulture 8121500, Natural Resources & Forest Ecology 8118200 and Animal Science 8106100.
  - f. Anatomy and Physiology: Allied Health Assisting 84171310, Electrocardiograph Aide 84171610, First Responder 84171710, Home Health Aide 8417190, Nursing Assistant 84172110 and Health Unit Coordinator 84171810, Veterinary Assistant 8115110.
4. A student who completes a job preparatory program and substitutes part of that program for Business Mathematics, Business English, Business English

II, General Science, or Anatomy and Physiology may not take these courses and receive additional credit.

#### 5. Business Technology Education Program Guidelines

- a. Business English I and Business English II are yearlong courses for vocational students. Students who earn a full credit in both of these courses may substitute them for English III and IV. Students who earn credit only in Business English I must take English III as their fourth English credit. Students who complete only one (1) semester of Business English I must take one (1) semester of English III to complete their third English credit and a full year of English IV to complete their fourth English credit.
- b. Business Mathematics satisfies one (1) year of the mathematics requirement for graduation. Since Business Mathematics is a level 1 course (waiver required) and does not prepare a student to meet the algebra requirement for graduation, it is recommended that students take this course as their third mathematics credit only when a more rigorous course would not be appropriate. Business Technology Education program completers may use course substitution for this course as outlined in the Florida Course Code Directory and Instructional Personnel Assignments.
- c. In determining program completers in Business Education, Keyboarding and Business Skills (8200320) and Computer and Business Skills (8200330) may be combined as a substitute for Business Systems and Technology I (8209020).
- d. The first semester or a full year of Word Processing I (8212010) may be substituted for the second semester of Business Systems and Technology I (8209020) provided the equivalent Student Performance Standards have been met.
- e. Practical Computer and Business Skills (8200330) may substitute for the first semester of Business Systems and Technology II (8209030) provided the equivalent Student Performance Standards have been met.

#### D. Exceptional Student Requirements

Exceptional students must meet the requirements outlined for high school students in the general education program to earn a standard diploma. Additional policies pertaining to exceptional student education are located in the District's *Special Programs and Procedures for Exceptional Students Handbook* as referred in Exceptional Student Education. Access to a standard diploma for any exceptional student means that:

1. Exceptional students may enroll in any general education or exceptional student education course that is described in the District Course Code Directory to meet graduation requirements. Courses with special diploma performance standards will count only as elective credit toward a standard diploma.



2. Course accommodations are provided as needed in regular and vocational courses as specified on the Individual Education Plan (IEP). Accommodations cannot change course performance standards.
3. Test accommodations for classroom, District and State test administration procedures are provided as needed in regular and vocational courses as specified on the Individual Education Plan (IEP).
4. Exceptional students (except gifted, vision impaired, or speech impaired only) may pursue a special diploma if they are unable to meet standard diploma requirements. The diploma decision must be made by the IEP team no later than the end of the first semester of eighth grade or during the school year of the student's 14<sup>th</sup> birthday, whichever comes first. This decision is reviewed at least annually by the IEP team. The decision may be changed, understanding that it may increase the amount of time required prior to graduation.

E. Progress Toward Graduation in High School

1. Progress toward graduation in grades 9-12 shall be based on passing the FCAT or an EOC Assessment as outlined in the Statewide Assessment Program section below, mastery of subject matter by earning the required twenty-four (24) credits and earning the required cumulative unweighted 2.0 GPA. Students progress through high school each year at their own pace. When a student accumulates a minimum of seventeen (17) high school credits and completes three (3) full years of high school, senior or 12th grade status will be granted.
2. Students scoring below Level 2 on FCAT Reading or Mathematics, below 4.0 on FCAT Writing or the District writing test, or below Level 2 on FCAT Science or the District science test will receive remediation and may be retained. Additional diagnostic assessments aligned to FCAT will be administered. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the academic improvement plan, the student may be retained.
3. No students may be assigned to a grade level based solely on age or other factors that constitute social promotion.

F. Full Time Enrollment Requirement in Regular Schedule High School

Students shall be enrolled full time according to their school's master schedule during a school calendar year. A school calendar year includes first semester, second semester, and coursework completed prior to July 1st of each year. Students may earn credits in the regular high school program, including Florida Virtual School, and additional credits in the Extended Learning Program, adult school, the Florida Virtual School or college dual credit. A student may also earn credit in a regionally accredited public or private summer term program. During a grading period, a student must be enrolled in and attending at least four (4) courses at the high school in order to be a District student. Home education students may not enroll in more than three (3) courses (see also [Policy 9270 - Home Education](#)).

Credits earned in summer term, the Extended Learning Program, the Florida Virtual School, college dual credit or adult school may ~~not~~ be used for the purpose of accelerating graduation. ~~except for students in the Early Graduation Option program or an approved District Dropout Prevention Program.~~

G. Credit Requirements for Students Transferring from Out-of-State

If a student enters from out-of-state with fewer than six (6) credits, but is classified as a tenth grade student, the student must earn eighteen (18) additional credits to graduate. If a student enters from out-of-state with fewer than twelve (12) credits but is classified as an eleventh grade student, the student must earn twelve (12) additional credits to graduate; these credits must include as many required subjects as possible in order to give greater emphasis to the academic subjects. If a student enters from out-of-state with fewer than eighteen (18) credits but is classified as a twelfth grade student, the student must earn six (6) additional credits to graduate; these credits must include as many required subjects as possible in order to give greater emphasis to the academic subjects. For each such student transferring from out-of-state, "OUT-OF-STATE TRANSFER" should be entered in the comment section of the student academic history screen to explain the possibility of a student's graduating with fewer than the regularly required number of credits for graduation. (See also Acceptance of Credits).

H. High School Students in Adult High School

With the approval of the high school principal/designee, twenty-four (24) credit standard diploma high school students who are within one (1) month of their sixteenth (16th) birthday or older may enroll in adult high school credit courses if any of the following apply:

1. A student who is in his/her third or fourth year of high school, is behind in earned credits, and cannot earn all needed credits in day school in time to graduate with his/her class, may enroll in a required subject area course s/he has not taken before for subject area credit with the exception of any courses that require an End of Course (EOC) exam to receive credit.
2. A student who is in his/her third or fourth year of high school, is behind in earned credits and cannot earn all needed credits in day school in time to graduate with his/her class, may enroll in an elective course s/he has not taken before for elective credit with the exception of any courses that require an End of Course (EOC) exam to receive credit.
3. A student needs forgiveness for a failed course with the exception of any courses that require an End of Course (EOC) exam to receive credit.
4. A student with an unweighted GPA of less than a 2.0 may enroll to replace a "D" grade with a grade of "C" or higher on a space available basis only with the exception of any courses that require an End of Course (EOC) exam to receive credit.
5. Course work is needed to meet requirements of the Florida Bright Futures Scholarship Program Certificate or the Early Graduation Option program (EGO).
6. Under extenuating circumstances with approval of the principal and Director of High School Education.

I. High School Students in the Florida Virtual School

With the approval of the high school principal/designee and the student's parent, high school students may enroll in course work during or beyond the regular school

day/year through the Florida Virtual School. High schools may also build Florida Virtual School courses into their master schedules during the school day.

1. A student may not be enrolled simultaneously in the same course at both their school and the Florida Virtual School. Students should enroll in Florida Virtual courses at the beginning of a semester. While students await acceptance in a Florida Virtual School course, they must be enrolled full time in a District school.
2. Although Florida Virtual School may have institutional drop/add procedures and timelines, students must be enrolled in a full schedule in the District and may not drop a Florida Virtual School course that results in less than a full course load. Florida Virtual School "W/F" grades will be treated as a grade of "F" on a student's transcript.
3. During a grading period, a student must be enrolled in and attending at least half of the courses at a regular high school.

J. Additional Credit for Dropout Prevention Students

A student enrolled in a Department of Education approved District Dropout Prevention Program may earn additional credit if enrolled in course modification classes and/or an after school work experience program and may be eligible to graduate in less than twelve (12) years (grades 1-12). Students enrolled in the school who have previously been retained one (1) or more grades may be eligible to participate in an upgrade program. If a student is in an eighth grade upgrade, the student will be classified as a ninth grader and enrolled in high school credit courses which may include approved course modifications if the student remains at the discovery school for the entire year. Eighth grade students at the school not eligible for the upgrade program may earn up to 1.5 non-academic high school credits.

K. Summer Term Credits

A student may earn high school credit by successfully completing a summer term course in a regionally accredited public or private summer term program.

The summer grades of students are acceptable as credit needed to meet graduation requirements provided the program meets the 120 class hours required by the State Department of Education and that the students shall have successfully completed an examination given by the school granting the credit. Courses offered in Extended Learning Programs and established in the state's Uniform Course Directory as "Credit Recovery" courses are not required to meet the 120 class hour requirement to grant elective course credit. Credit recovery courses may be used for grade forgiveness as outlined in Grade Forgiveness policy.

L. GPA Requirement

1. Students entering 9th grade during 2000-2001 and subsequent years must achieve a cumulative unweighted grade point average of 2.0 or above on a 4.0 scale to be eligible for a diploma. All high school courses taken will be included in the GPA calculation unless the grade has been forgiven. For diploma purposes, a grade point average of 1.950 or higher will be rounded to a 2.0.

2. Students selecting the eighteen (18) credit three (3) year Standard College Preparatory graduation program options must earn at least a cumulative weighted grade point average of 3.5 on a 4.0 scale.
3. Students selecting the eighteen (18) credit three (3) year Career Preparatory program must earn at least a cumulative weighted grade point average of 3.0 on a 4.0 scale.

M. Statewide Assessment Program

Each student must meet the requirements of the Statewide Assessment Program and must earn a passing score in FCAT reading, mathematics, and/or appropriate End-of-Course (EOC) assessments to be eligible for a diploma. The FCAT and EOC assessments also serve as the assessment of a high school student's readiness to enter the workforce. Exceptional students are eligible for test administration accommodations as specified on their Individual Education Plan. Students with disabilities, whose abilities cannot accurately be measured by the Statewide assessment test, may be determined eligible for a waiver of the FCAT and EOC requirement for graduation (WFW code). (See Exceptional Student Education Procedures and Assessment). In order to select an eighteen (18) credit graduation option, a student must achieve at least a level 3 on the most recent FCAT reading, mathematics, and writing assessments.

All courses that have a required End-of-Course (EOC) assessment shall be yearlong courses in which credit will only be awarded at the end of the school year. According to state guidelines, courses that have an EOC assessment may require the student pass the EOC assessment in order to earn credit in the course. Students will be required to take the first semester exam. A second semester exam will not be administered in courses with an EOC. For courses in which the state requires that the EOC assessment comprise 30 percent of the final grade, the following formula will be used to determine the course grade:

$$[(T1+T2+T3+E)/4] \times 35\% + [(T4+T5+T6)/3] \times 35\% + [(EOC \text{ Assessment converted to 0-4 scale}) \times 30\%] = \text{course average}$$

Note: all T grades (six weeks) use letters to compute.

Credit Acceleration Program (CAP); a student who is not enrolled in or who has not completed the related course may take the EOC during any ~~the~~ regular administration of the assessment. If the student earns a passing score, they will receive regular course credit (i.e. Geometry, not Geometry Honors) and a "P" for the course grade. The "P" does not impact a student grade point average.

N. Elective Credits

Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit. Credits for electives for a standard diploma may not include more than a total of nine (9) credits of remedial and compensatory courses, nor more than one (1) credit for exploratory vocational, nor more than three (3) credits for practical arts family and consumer sciences classes. ESE students pursuing a special diploma may earn additional elective credits.

O. Dual Credit Program

The Board has established articulation agreements with St. Petersburg College (SPC), the University of South Florida and the University of Florida. The SPC agreement enables District high school students to take college courses on the high school campuses or on a St. Petersburg College campus. Students who satisfactorily

complete the requirements of the courses within the program receive college credit by complying with the District rules and high school credit prorated according to the college credit hours for each college course successfully completed.

1. To be eligible to participate in the dual credit program, a student must be a sophomore, junior, or senior attending a public high school in Pinellas County who has demonstrated prior academic achievement by attaining at least an unweighted 3.0 grade point average for academic dual credit or an unweighted 2.0 GPA for technical dual credit. Participating sophomores must be in need of a college course in order to meet specific graduation requirements. The University of South Florida agreement provides for early admission into the Honors College only. Students entering the Honors College must have an unweighted minimum GPA of 3.8.
2. Approved dual credit courses are listed in the current District Course Code Directory. Courses may be added or deleted throughout the year by the mutual agreement of the College President and the Superintendent.
3. If a high school does not have enough students to form a dual credit class on the high school campus, two (2) options are available to eligible students:
  - a. A student may travel to a St. Petersburg College campus to take a district approved dual credit class as part of a student's class schedule. Class time in scheduled high school courses held on the high school campus may not be missed due to participation in this dual credit option. The student must provide his/her own transportation.
  - b. A student may participate in a dual credit class formed after school on a high school campus if the instructional materials are purchased from the school's instructional materials allocation. The School District is not eligible to collect FTE for this option.

P. Diploma Requirements for Pinellas County Students Participating in Foreign Study

A twelfth grade student who participates in a foreign studies program may be granted a diploma from his/her regular District high school under the following conditions:

1. The student shall have successfully completed the eleventh grade or the first semester of the twelfth grade in a District public high school.
2. The principal of the District public high school from which the student intends to graduate agrees to the student's participation in the foreign studies program.
3. The student presents to his/her principal evidence indicating that the foreign school is a recognized/accredited institution qualified to grant such credit consistent with the standards of the country in which the school is located.
4. The principal subsequently approves the twelfth grade student's program of studies at the foreign school and verifies that credits earned at the foreign school are comparable to those approved for credit by the Board.
5. The student, upon completion of his/her foreign program of studies, presents to his/her regular school registrar an official transcript from such foreign school of attendance indicating that the student successfully completed the planned program of studies.

6. The student has successfully completed all other State and District requirements for high school graduation.
7. The principal has determined that the foreign school will not grant a diploma to the student because graduation requirements for the foreign school exceed those required by the Florida State Department of Education and the Board.

#### International Baccalaureate (IB) Program Diploma

The IB Program is the curriculum whereby students are enrolled in a program of studies offered through the IB Program and administered by the IB Office. A student who has successfully completed the following IB course requirements will receive a standard high school diploma.

- A. four (4) credits of language A (student's native language)
- B. four (4) credits of language B (foreign language)
- C. four (4) credits of Study of Individuals in Societies
- D. four (4) credits of experimental sciences
- E. four (4) credits of mathematics
- F. two (2) credits of IB sixth subject
- G. one (1) credit (100 hours) Theory of Knowledge
- H. one (1) credit Inquiry Skills (or equivalent)

Requirements equal twenty-four (24) total credits plus an extended essay, at least 150 hours of Creativity/Activity/Service and all internal and external IB assessments required by the IB Organization for diploma candidates.

The State Board of Education has established rules that specify the cutoff scores and IB Examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination.

Accelerated Graduation and Three (3) Year Eighteen (18) Credit Programs and Early Admission to College

~~An accelerated graduation student shall achieve the appropriate cumulative grade point average in high school and complete all requirements of the Statewide Assessment Program as specified in GPA Requirement and Statewide Assessment Program. Earned credits shall meet all requirements specified in above.~~

- A. Standard College Preparatory Program (three (3) year). Students must earn at least a "B" (3 points) in an unweighted class and a "C" (3 points) in a weighted class to receive course credit in the Standard College Preparatory Program. Eighteen (18) credits are required in the following courses:
  1. English – four (4) credits (major concentration in composition and literature).

2. Mathematics – three (3) credits at the Algebra I level or above from the list of courses that qualify for state university admission. For students entering 9<sup>th</sup> grade in the 2010-2011 school year, four (4) credits are required and Geometry or equivalent courses must be one of the four required mathematics courses, and the Algebra I EOC Assessment requirement must be met.
3. Science – three (3) credits in natural science (two (2) must have a laboratory component).
4. Social Sciences – three (3) credits (one (1) credit world history, one (1) credit United States history, one-half (1/2) credit United States Government, one-half (1/2) credit economics).
5. World Language – two (2) credits or demonstrated proficiency in same second language.
6. Electives – three (3) credits. For students entering 9<sup>th</sup> grade in 2010-2011, two (2) credits are required.

At least six (6) of the eighteen (18) credits required for this program must be earned in classes that are advanced placement, IB, or dual enrollment.

- B. Career Preparatory Program (three (3) year). Students must earn at least a weighted or unweighted "C" (at least two (2) points) in a class to receive course credit in the career preparatory program. Eighteen (18) credits required in the following courses:

1. English – four (4) credits (major concentration in composition and literature).
2. Mathematics – three (3) credits (one of which must be Algebra I). For students entering 9<sup>th</sup> grade in the 2010-2011 school year, four (4) credits are required and Geometry or equivalent courses must be one of the four required mathematics courses, and the Algebra I EOC Assessment requirement must be met.
3. Science – three (3) credits in natural science (two (2) must have a laboratory component).
4. Social Sciences – three (3) credits (one (1) credit world history, one (1) credit United States history, one-half (1/2) credit United States Government, one-half (1/2) credit economics).
5. Career Preparation – three (3) credits in a single vocational or career education program, three (3) credits in career and technical certificate dual enrollment, or five (5) credits in vocational career technical courses.
6. Electives – two (2) credits in electives unless five (5) credits are earned as referenced above. For students entering 9<sup>th</sup> grade in 2010-2011, one (1) credit is required.

- C. Early Admission to College/University

The Board has approved a graduation plan whereby students who meet the conditions of an early admission and advanced studies program may enter a designated college or university with fewer than four (4) years in grades 9-12. Such programs shall meet the following conditions:



1. Application for Early Admission to college which has a Board approved articulation agreement, as described in Policy 2271, may be made after satisfactory completion of three (3) full years of high school and a minimum of eighteen (18) credits.
2. The student who meets the conditions of an early admission and advanced studies program may be excused by the Board for the fourth (senior) year of high school providing the student has obtained the principal's signature on the District High School Application for Early Admission to College and has been enrolled as a public school student for at least the semester prior to participation in the early admission program.
3. The student may be awarded a diploma at the regular time of his/her class graduation, or at a time convenient to the principal, based on the following:
  - a. The student has completed one (1) academic year of college or equivalent with a normal class load and maintained at least a "C" average or equivalent; and the student has earned sufficient college credits creditable toward the high school diploma to fulfill graduation requirements as specified by the Board in Regular Diploma.
  - b. The student provides the high school with a complete official college transcript of grades and credits earned.
  - c. The student's permanent record shall show adequate notations covering work accomplished while in college.
4. No early admission student will be included in class rank computations for valedictorian or salutatorian status. Early admission students are included, however, in a school's Talented 20 calculation.
5. Early admission students may participate in high school sponsored athletics, the graduation ceremony and other school activities but must abide by the Code of Student Conduct.
6. Early admission is a form of dual enrollment. The early admission student is not a full-time registered student in high school unless enrolled in an institution, which has a dual enrollment agreement with the District.
7. Students who have attended a high school for three (3) years based on magnet enrollment or an approved SAP may receive their standard high school diploma from that school upon successful completion of the early admission to college program. These students will not, however, receive any recognition, special certification or diploma for magnet program completion. A student who leaves the early admission program to return to high school may attend the high school where the student attended grades 9-11.
8. Early admission students are exempt from the payment of registration, matriculation and lab fees.

#### Special Diploma Options for Exceptional Students

The purpose of the special diploma is to prepare students with disabilities for adult living and employment after graduation. Students earning the special diploma ~~will~~may not be eligible for entry into two (2) year

AA programs or into a four (4) year university or college. However, criteria may vary from college to college.

To earn a special diploma, exceptional students must:

- A. acquire the minimum number of credits twenty-four (24) for Option 1 or eight (8) credits for Option 2 in a seven (7) credit schedule and twenty-nine (29) in a 4x4 schedule. Courses may be selected from general education, vocational, and special diploma courses;
- B. achieve required minimum GPA of 2.0;
- C. demonstrate mastery of Sunshine State Standards with Access Points:
  1. Option 1A—pursuing Special Diploma taking FCAT. Florida Sunshine State Standards with Access Points are designed to prepare students with intellectual disabilities for adult living and employment after graduation. The Sunshine State Standards with Access Points address the following strands: appropriate Sunshine State Standards, functional academics, life work, personal care, self-management, working with others, and communicating with others. Other ESE students may pursue a special diploma but cannot take Access courses.
  2. Option 1B—exempt from FCAT taking FAA. The student's IEP team determines annually whether the student will master each standard at the independent, supported, or participatory level. Alternate assessment, selected by the IEP team, is used to measure mastery of the Sunshine State Standards with Access Points. Successful completion of special diploma coursework, which includes the Sunshine State Standards with Access Points in the performance standards of the courses, also documents mastery.
- D. meet Option 1A, Option 1B or Option 2 requirements:
  1. Option 1A (FCAT participants)Independent/Supported Credit Requirements:
    - a. Language Arts/Reading - ~~three (3)~~four (4) credits
    - b. Mathematics - ~~three (3)~~four (4) credits
    - c. Science - ~~one (1)~~three (3) credits
    - d. Career ~~Preparation or Exploratory~~and Technical Education for students with disabilities or general career and technical education-~~one (1)~~four (4) credits
    - e. Physical Education - one-half (.5) credit and one-half (.5) credit in health, or one (1) credit in physical education to include the integration of health
    - f. Social Studies - ~~one (1)~~two (2) credits
    - g. ~~Career Education - one (1) credit~~
    - h. ~~Vocational Transition - two (2) credits~~
    - ig. Electives - ~~eleven and one-half (11 1/2) credits for a seven (7)-schedulesix (6) credits~~

2. Option 1B (FAA participants) Supported/Participatory Credit Requirements:
  - a. ~~Academic/Supported/Participatory/Special Skills – eight (8) credits~~Access English – four (4) credits
  - b. ~~Physical Education – one-half (.5) credit~~Access Math – four (4) credits
  - c. ~~Prevocational and Electives – fifteen and one-half (15 1/2) for a seven (7) credit schedule~~Access Science – three (3) credits
  - d. Access Social Studies – two (2) credits
  - e. Access HOPE – one (1) credit  
OR  
Physical Education – one-half (1/2) credit and Health – one-half (1/2) credit
  - f. Career and Technical Education – four (4) credits
  - g. Electives – six (6) credits
3. Option 2 Vocational Transition/Work Experience Credit Requirements:
  - a. Language Arts/Reading - ~~one-half (.5)~~two (2) credits
  - b. Mathematics - ~~one-half (.5)~~two (2) credits
  - c. Career ~~Preparation or Exploratory~~and Technical Education for students with disabilities or general career and technical education, or special skills courses with an emphasis on community competencies -  
~~one-half (.5)~~four (4) credits
  - d. ~~Career Placement/Vocational/Electives – twenty-two and one-half (22 1/2) credits for a seven (7) credit schedule~~
4. The student ~~should~~must be at least ~~seventeen (17)~~sixteen (16) years of age.
5. The student should have successfully completed one (1) full semester ~~of career placement~~or at least 18 weeks of successful, paid employment at minimum wage or higher.
6. ~~The student should have completed at least one (1) semester of ESE– language arts/reading, mathematics, and career preparation~~Mastery of annual IEP goals and competencies in training plan.
7. ~~The student must be employed at least thirty (30) hours per week.~~
8. ~~Selected PTEC students may combine employment and vocational training only if approved by the District and specified in the Student's Training Plan. Full-time high school students enrolled at a PTEC Center seeking a special education diploma are required to meet the State-mandated one-half (1/2)-credit in Physical Education.~~
97. All necessary training plans and IEP information must be completed and signed.

- E. An exceptional student (except gifted, Vision Impaired or Speech Impaired) who meets all standard diploma requirements but cannot achieve a passing score on the State's assessment test may earn a special diploma.

#### Certificate of Completion

- A. A student will be eligible to receive a certificate of completion (W08) if the student has acquired the minimum number of required credits for graduation in grades 9 through 12, but has not achieved the appropriate cumulative grade point average and/or has not met the requirements of the Statewide Assessment Program as specified above.
- B. A student eligible to receive a certificate of completion (W8A) who has achieved a cumulative grade point average as specified above but has not met the requirements of the Statewide Assessment Program shall be awarded a College Placement Test Eligible certificate and will be awarded a standard high school diploma upon successfully meeting the requirements of the Statewide Assessment Program. The standard diploma will be issued by the high school the student last attended. The adult high school will issue the standard diploma if the student earned the majority of their twenty-four (24) credits in the adult program.

#### Graduation Assistance Opportunities

The following opportunities are available to assist students who need extra help to meet graduation requirements.

##### A. Lacking the Credits Required for Graduation

1. Repeating a course to improve a grade.
2. Extended Learning Program.
3. Adult Evening School - for students sixteen (16) years or above in third or fourth year of high school and cannot earn all needed credits in a day school in time to graduate with their class. Courses with an EOC exam may not be taken in Adult Evening School.
4. Options for Students Needing One (1) Credit or Less to Graduate After Four (4) Years in High School

A student who has been enrolled in high school and who has completed his/her fourth year and who needs one (1) credit or less to graduate from a regular day high school may, within one (1) year of completing the fourth year, enroll in an adult high school (with the exception of EOC exam courses), an approved dual enrollment course, Florida Virtual School, or a regionally accredited correspondence school to complete the credit needed for graduation without the necessity of re-enrolling in the regular day high school for the last semester immediately preceding graduation.

##### B. Lacking the GPA Required for Graduation

1. Repeating a course to improve a grade.
2. Adult Evening School – students sixteen (16) years or above may choose to attend an adult education class to replace a "D" grade with a grade of "C" or higher if the student is working toward a twenty-four (24) credit standard

diploma and has an unweighted GPA of less than 2.0. Students will be enrolled to improve a "D" grade on a space available basis only. Courses with an EOC exam may not be taken in Adult Evening School.

3. Homework Helpline.
4. School-based assistance programs (e.g., National Honor Society tutoring).
5. Extended Learning Program.

Note: Parents of students who have a cumulative GPA of less than one-half (.5) above the cumulative GPA required for graduation at the end of each semester in grades 9-12 will be notified that the student is at risk of not meeting graduation requirements and options of the district has in place to assist these students in meeting the GPA requirement.

C. Lacking the Minimum Number of Attendance Hours Required for Course Credit

1. Repeating a course to improve a grade.
2. Adult evening school (sixteen (16) years or older) with the exception of EOC exam courses.
3. Extended Learning Program.

D. Lacking Statewide Assessment Program Requirements

1. After school tutorial services.
2. Adult evening school (sixteen (16) years or older) with the exception of EOC exam courses.
3. Homework Helpline.
4. School-based assistance programs (e.g., National Honor Society tutoring).
5. Thirteenth year of school.
6. Extended Learning Program.

Additional Schooling for Non-Graduates to Remedy Deficiencies

- A. Any student who is otherwise entitled to a certificate of completion (but has elected not to receive it) may elect to remain in a high school during the following school year for the duration of one (1) additional year either as a full-time student or as a part-time student to receive special instruction designed to remedy his/her identified deficiencies.
- B. Exceptional students are eligible for services until they earn a standard diploma or GED or through the school year in which they turn twenty-two (22). Exceptional students who have received a certificate of completion or special diploma may walk in a high school graduation ceremony and then return to high school through the school year in which they reach age twenty-two (22).

Eligibility for Students Younger than Eighteen (18) to Take the General Educational Development (GED) Tests

Students sixteen (16) years of age to eighteen (18) years of age who are residents of Pinellas County, shall be permitted to take the comprehensive examination for the equivalency diploma if one of the following conditions exists:

- A. The student's class (defined as that class in which the student would have entered kindergarten) has already graduated.
- B. The student is married and/or a parent.
- C. The student is experiencing extraordinary life circumstances and has written approval from the appropriate Assistant Superintendent.
- D. The student is a resident of Pinellas County and has met all of the following:
  - 1. is enrolled in a dropout prevention, dropout retrieval, in-school GED, exceptional student program funded through the Florida Education Finance Program (FEFP); or is court ordered to a GED class; or has been withdrawn from regular day school for at least three (3) months;
  - 2. has been counseled as to the educational alternative appropriate to the student's needs;
  - 3. has obtained a pretest score of 500 or better on all five (5) parts of the official GED Practice Test.

#### Unauthorized Diplomas

The granting of diplomas other than those approved by the Board is not allowed.

#### Final Semester Attendance Requirement for Diploma Eligibility

- A. Students who transfer out of the District before the last full semester of their senior year and do not return to this school system to complete the last semester of their senior year shall not be eligible for a diploma from the District.
- B. A student who transfers out of the District during the last full semester of their senior year shall not be eligible for a diploma from a District public high school unless the student has transferred to a school district with a policy which will not allow that district to grant a diploma to a student who was not enrolled for the entire semester prior to graduation. In this instance the District will work with the receiving high school to verify the student's final grades, GPA, and diploma eligibility.
- C. Students who transfer into a District high school during their senior year must be enrolled full time in District courses for the entire semester prior to graduation in order to be eligible for a diploma from a District public school. These courses may not be taken through Florida Virtual School. However, a District high school diploma may be granted to a student transferring in from a school district with a policy, which will not allow that district to grant a diploma to a student who was not enrolled for the entire semester prior to graduation.

Mid-term graduation ceremonies shall not be held in high schools.

#### Code of Conduct for High School Graduation Ceremonies

A. It is the intent of the Board to set guidelines for high school graduation ceremonies that will help make graduation a dignified occasion, worthy of the time and effort students and parents have expended to accomplish the goal of students' graduating from high school. It is imperative that students, parents, teachers, and school administrators take an active part in implementing this code.

B. Student Rights and Responsibilities:

1. Student Rights:

a. Each graduating senior has the right to expect a dignified ceremony, worthy of recognizing the effort that has been applied in achieving graduate status.

b. Each graduating senior has the right to be properly recognized before family and friends without interference from any source.

2. Student Responsibilities: Students attending graduation ceremonies are expected to fulfill the following responsibilities:

a. Students shall abide by all rules of dress and conduct as developed by the school.

b. Students shall avoid any behavior that would cause discomfort or embarrassment to any other graduate or the family or friends or a graduate.

c. Students shall follow all directions given by members of the school staff or administration.

C. Student Conduct at Graduation

All students are expected to conduct themselves in a manner that will contribute to the best interests of the graduating class. School authorities have jurisdiction over all students during the graduation ceremonies. The Board's current Code of Student Conduct shall apply to all participants and student spectators attending the graduation ceremonies.

F.S. 1001.32(2), 1001.41(2), 1001.42(23), 1003.03, 1003.428, 1003.429

F.S. 1003.43, 1003.435, 1003.438

F.A.C. 6A-1.095

Adopted 12/9/09; Revised 12/7/10, 12/6/11,    /    /13



## 5463 - CREDITS FROM OTHER SCHOOLS

It is the responsibility of the District to uphold the minimum educational standards of the State of Florida. The District shall place the student in the appropriate sequential courses.

### **ACCEPTANCE OF CREDITS**

#### **Student Transfers from Other School Systems**

Students transferring to District public schools from other school systems shall meet the Board's graduation requirements, but such students shall not be obliged to retroactively meet such requirements so long as they have met all graduation requirements of their respective school districts and states prior to transferring to District public schools.

#### **Accepting Credits of Transfers**

High schools shall accept at face value the credits of students transferring from a Florida public school; from a public school in one (1) of the other forty-nine (49) states; from a Department of Defense school; from a school accredited by a regional accrediting agency under the governance of National Study of School Evaluation, National Council on Private School Accreditation member agencies, the Florida Council on Independent Schools and the Florida Association of Christian Colleges and Schools, or from a foreign school that is a recognized/accredited institution qualified to grant such credit consistent with the standards of the country in which the school is located, based on an official transcript from the transferring school. The regional accrediting agencies under the governance of National Study of School Evaluation are Middle States Association of Colleges and Schools, New England Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Colleges and Schools, AdvancEd - Southern Association of Colleges and Schools, and Western Association of Colleges and Schools.

A. High schools shall accept credits of students transferring from schools including home education that do not meet the above guidelines subject to the following conditions:

1. A student will be placed in the appropriate sequential course level in mathematics, science, social studies, and language arts. The student's credit will be based on successful completion of one (1) grading period of course work in each of the four (4) subject areas. Credit for all other courses will be accepted at face value provided that an equivalent course is contained in the listing of approved courses for high schools in Florida.

For each subject area in which the student earns a C or higher during the student's first grading period after transferring to a District high school, the grades and credit earned in the school from which the student is transferring will be entered on the student's transcript. For each subject area in which the student earns a D or lower during the student's first grading period after transferring to a District high school, the grades and credit earned in the school from which the student is transferring will be validated using the Alternative Validation Procedure before being entered on the student's transcript.

2. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one (1) of the following

alternatives shall be used for validation purposes as determined by the teachers, principal, and parent:

- a. portfolio evaluation by the Superintendent or designee;
- b. written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- c. demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- d. demonstrated proficiencies on nationally-normed standardized subject area assessments;
- e. demonstrated proficiencies on the FCAT; or
- f. written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety (90) days from the date of transfer to prepare for assessments outlined in paragraphs of this policy if required.

- B. Accreditation agencies that do not meet the criteria outlined in this subsection for credits to be accepted by District high schools at face value may appeal to the Assistant Superintendent for Secondary Curriculum to have their accreditation process reviewed. If such an agency can show that their accreditation standards are equivalent to those of agencies under the governance of National Study of School Evaluation in the areas of instructional program design, governance and organization, personnel, services, plant operations and facilities, and finance and business operations as outlined in the Standards for Secondary Schools published by the regional accreditation agencies under the governance of National Study of School Evaluation, then credit from a school accredited by that agency may be accepted at face value.

### C. Transfer of Credits for Courses with End of Course Assessments

If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and that student's transcript shows credit received in Algebra 1 or an equivalent course, Geometry or an equivalent course, or Biology 1 or an equivalent course, the decision as to whether the student must take Florida's EOC assessment in Algebra 1, Geometry, or Biology 1, respectively, shall be made by the school principal as follows:

1. When evaluating a transfer student's transcript that indicates a 1.0 credit was earned in Algebra 1, Geometry, or Biology 1, it is important to consider the school year in which the student entered ninth grade for the first time (ninth grade cohort) and the school year in which the student took the course.

2. The transfer student is required to take the Algebra 1 EOC Assessment if the student entered grade 9 in 2011–2012 or thereafter and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in Algebra 1 or on the high school statewide assessment in mathematics required by the state from which the student transferred for purposes of satisfying the requirements of the Elementary and Secondary Education Act.

3. The transfer student is required to take the Geometry EOC Assessment and the

Biology 1 EOC Assessment if the student entered grade 9 in 2012–2013 or thereafter and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in that course.

### **Transfer of College Credit or Credits Earned Outside Pinellas County Schools**

Credit for high school graduation shall not be granted a District student for courses taken in a high school that does not meet the guidelines outlined in this policy except under conditions outlined further in this policy, or for courses completed in college, except in a Board approved dual credit program. Such schoolwork shall be evaluated, however, to determine if the student should be placed at a higher level.

### **Transfer of St. Petersburg College Credits Earned During Home Education**

St. Petersburg College credits earned by home education students will be accepted toward high school graduation since SPC is SACs accredited. An official college transcript must be provided to the high school so that credits from the school which delivered the instruction (SPC vs. the school of record – home education) may be accepted.

### **Transfer of Correspondence Credits**

The District shall accept correspondence credits earned by students living in wilderness areas where correspondence credit and itinerant teachers are an integral part of the state's educational system.

### **Correspondence Credit Provisions**

Students who have completed two (2) full years in high school may earn one (1) credit per school calendar year by correspondence under the following conditions:

- A. Prior approval is obtained from the principal.
- B. The correspondence course is taken from the University of Florida or a school, which is accredited by a regional accrediting agency under the governance of National Study of School Evaluation to grant high school credit for correspondence course work.
- C. The student presents an official transcript indicating successful course completion to the high school principal or designee.
- D. A maximum of two (2) credits may be earned via correspondence for high school graduation.

### **Acceptance of Early Admission to College Credits**

A student who enters college prior to graduation from high school may be awarded a high school diploma upon successful completion of the first year of college, provided that prior arrangements have been made with the school principal and the student meets all the provisions of the District's Early Admissions to College application PCS Form 2-2446. In order to be eligible to receive a District high school diploma the student must have been enrolled in a District high school for the entire semester prior to participation in the early admission program.

### **Transfer of Area Vocational and Technical School Credit**

High school students attending specialized courses at area vocational or technical schools shall be given credit for such courses toward graduation requirements.

### **Acceptance of Adult High School Credit**

When a student sixteen (16) years of age or older withdraws from a regular day high school program and enters an adult high school program and later desires to re-enter a regular day high school, the student shall be re-admitted with the permission of the principal, and the school shall accept the transfer of all credits earned in State-approved adult high schools, provided all other Board requirements are met and provided further that the student will be enrolled for at least one (1) full semester before graduation from the regular day high school to which the student wishes to return.

#### **In Order to Have Credits Awarded**

A student who wished to have credits transferred to a District high school from any educational institution as outlined in this policy shall provide an official transcript of completed course work in such educational institution. The official transcript(s) shall include the grading scale used by the transferring school(s).

F.S. 1001.32(2), 1001.41, 1001.42, 1001.43, 1003.21, 1003.25, 1003.31

F.S. 1003.413, 1003.436, 1007.24

F.A.C. 6A-1.095, 6A-1.09941

Adopted 12/9/09; Revised 12/6/11,    /    /13

5465 - GENERAL EDUCATION DEVELOPMENT (GED) TESTS**Eligibility for Students Younger than Eighteen (18) to Take the General Educational Development (GED) Tests**

Students sixteen (16) years of age to eighteen (18) years of age who are residents of Pinellas County, shall be permitted to take the comprehensive examination for the equivalency diploma if one of the following conditions exists:

- A. The student's class (defined as that class in which the student would have entered kindergarten) has already graduated.
- B. The student is married and/or a parent.
- C. The student is experiencing extraordinary life circumstances and has written approval from the appropriate Region Office Assistant Superintendent.
- D. The student is a resident of Pinellas County and has met all of the following:
  1. is enrolled in a dropout prevention, dropout retrieval, ~~in-school-GED~~, exceptional student program funded through the Florida Education Finance Program (FEFP); or is court ordered to a GED class; or has been withdrawn from regular day school for at least three (3) months;
  2. has been counseled as to the educational alternative appropriate to the student's needs;
  3. has obtained a pretest score of 500 or better on all five (5) parts of the official GED Practice Test.

F.S. 1004.02, 1004.93, 1003.43

Approved as to form and legality:

  
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School Board Attorney