



# Student Progression Plan 2025-2026

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# Student Progression Plan

## 2025-2026

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# **Legal Foundation of the Student Progression Plan**

## **SECTION 1008.25, FLORIDA STATUTES, STUDENT PROGRESSION**

Each district school board shall establish a comprehensive program for student progression, which shall be based upon an evaluation of each student's performance, including how well the student masters the performance standards approved by the state board.

The District program for student progression shall be based upon local goals and objectives, which are compatible with the state's plan for education. Pertinent factors considered by the teacher before recommending that a student progress from one grade to another shall be prescribed by the District in its rules.

### **I. Foreword:**

- A. In response to legislation, and in accordance with [School Board Policy 5410](#), the Student Progression Plan is revised and updated annually, based on input from school and District personnel and legislative and State Board Rule changes. This plan gives consideration to the best interests of individual students and complies with the Florida Statutes and State Department of Education Directives. All District level and school level instructional personnel, parents/legal guardians, and students are encouraged to study the requirements of the District's Student Progression Plan, with the understanding that the legislative intent is to raise the quality of education in Florida.
- B. Some students may not meet one (1) or more of the requirements for promotion and/or graduation. When this occurs, schools are expected to make every reasonable effort to assist students in meeting these requirements.

### **II. Introduction:**

- A. Satisfactory progress through the District's schools depends on the combined efforts of students, parents/legal guardians, and professional educators. With appropriate motivation and instruction, most students will make satisfactory progress. However, individuals may require varied amounts of time to develop their educational potential.
- B. The Student Progression Plan for the District has been developed and is revised annually to provide an instructional program in which each student can progress academically, emotionally, socially, and physically. This plan outlines provisions for promotion, retention, Good Cause Exemptions from mandatory retention, acceleration, enrichment, or alternative assignments for all District students.

### **III. Responsibilities Related to Student Progression**

- A. Responsibilities of the Teacher:
  - 1. Use of the curriculum guides and state/District adopted curriculum materials, scope and sequence charts, language arts, and mathematics assessment information;

2. Key student evaluation to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards: English Language Arts, Mathematics, Florida's State Academic Standards, state assessment item specifications, and District-adopted programs;
3. Utilize all available data, including achievement tests, progress tests, daily assignments, teacher observations, portfolios, past performance, and other available information to plan instruction and evaluate student performance;
4. Determine the student grades and follow established District and school procedures for recording and reporting them;
5. Advise the Principal regarding potential grade level assignments of students;
6. Inform parents or legal guardians of student progress and seek their assistance in meeting student needs;
7. Help students acquire study skills and self-discipline needed to understand content successfully;
8. Schedule conferences with parents/legal guardians if progress reports, assessment data, or general performance indicate the student is having difficulty;
9. Follow the Student Progression Plan as it pertains to grade level assignment.

B. Responsibilities of the Principal:

1. Administration of student progression within the school;
2. Assist and supervise teachers in utilizing curriculum guides and state/District adopted materials, scope, and sequence charts;
3. Assist and supervise teachers in implementing Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts and Mathematics, Florida's State Academic Standards for Science;
4. Support teachers in understanding FAST Progress Monitoring and EOC data;
5. Support teachers in the preparation of additional content goals and objectives for their students;
6. Ensure that parents or legal guardians are advised of student progress if performing below grade level and receiving support via a progress monitoring plan;
7. Ensure that parents or legal guardians are aware of possible retention of their student as soon as possible;
8. Make available to all parents or legal guardians and students a copy of the Student Progression Plan at the time the student is officially enrolled in the school upon request.

C. Responsibilities of the Parent/Legal Guardian:

1. Ensure consistent school attendance by the student;
2. Encourage student to have good study and work habits, self-discipline and respect for schools and school personnel;
3. Review official interim and report cards from the school at the end of each grading period and schedule conferences with teachers if such reports indicate their student is having difficulty;
4. Honor requests for conferences from school officials whenever possible;
5. Respond promptly to all requests from the school for information;
6. Stay informed of student's progress through scheduled parent/legal guardian-teacher conferences, report cards, and communications from the school.

D. Responsibilities of the Student:

1. Make an effort to accomplish all objectives in each subject;
2. Maintain good attendance;
3. Deliver all report cards and other communications from the school to the parent/legal guardian(s);
4. Develop good study habits and self-discipline, as well as accept additional help from available educational personnel and parents/legal guardians if experiencing school related problems;
5. Make their best effort in taking all tests, including teacher made, achievement and assessments.

**IV. Make-Up Work:**

- A. For excused absences, the student shall have a reasonable amount of time, up to ten (10) school days, to complete make-up work. Principals or designee may grant extensions to make up time limit for extenuating circumstances **School Board Policy 5200.**
- B. For out-of-school suspension, the student shall be given the opportunity to make up schoolwork and course requirements missed while absent. The student shall have a reasonable amount of time up to five (5) school days following the suspension to complete the schoolwork missed and shall do so on his/her own initiative **School Board Policy 5610.**
- C. For unexcused absences, each principal or designee shall establish site-specific procedures that encourage both regular attendance and high academic achievement and shall review and modify these procedures from time to time as required to maintain and improve their effectiveness **School Board Policy 5200.**

**V. Student Performance:**

- A. All District schools shall provide appropriate instruction in the state adopted student performance standards in ELA, mathematics, science, computer literacy, economics, geography, government, and history and in the state adopted standards in mathematics, science, social studies, and writing. In addition, student performance standards for each course in grades 9-12 for which credit toward graduation is awarded have been developed and are adopted by the School Board as part of the Student Progression Plan. These student performance standards relate directly to the intended outcomes specified in the curriculum frameworks adopted by the State Board of Education and are reviewed by the Instructional Division to ensure that they are conceptually and pedagogically consistent with State Board approved course student performance standards in each District course for which statewide standards have been adopted.

# **General Information**

**I. Report Cards - s. 1003.33(1), F.S.:**

- A. The Report Card shall clearly depict and grade the following:
1. Academic performance in each class or course in grades K through 12 based on examinations, as well as written papers, class participation, and other academic performance criteria;
  2. Behavioral progress;
  3. Attendance, including absences and tardiness;
  4. Report Cards issued quarterly in accordance with the District's Calendar. The District's Calendar is distributed to schools and the community prior to the start of the school year.

**II. End of Year Status Statement/No Academic Exemptions Based on Student Attendance - s. 1003.33(2), F.S.:**

- A. The final report card shall indicate the end-of-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.
- B. Schools shall not exempt students from academic performance requirements such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement, s. 1003.33(2), F.S. Student absences for approved school activities, or absences approved by the principal or designee shall not negatively impact the student as related to the 135-hour minimum attendance for credit provided that the student completes appropriate make-up work essential for meeting course requirements.
- C. This provision applies to students in homebound programs: absences for religious instruction as authorized by s. 1003.21, F.S., absences related to required instruction as specified in s. 1003.42, F.S., and, subject to the rules and regulations of the state board and of the District, other absences which are deemed by the principal to be in the best interest of the student.
- D. A student may be counted as being in school if the student is attending an academic instructional activity away from the school site provided that the activity is directly related to the instructional outcomes of one (1) or more of the courses missed and that the student completes appropriate make-up work essential for meeting course requirements. Absences from specific classes for such activities shall be recorded but not reported in accordance with School Board Policy 5200 Attendance.

**III. State Standards – s. 1003.41, F.S.:**

- A. Florida public K-12 instruction is based on Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards: English Language Arts, B.E.S.T Standards: Mathematics, and the state standards for science and social studies. These standards establish the core content of the curricula to be taught and skills that K-12 public school students are expected to acquire in Florida.

#### IV. **School Grading System:**

- A. All schools will use the state grading system and interpretation of letter grades in grades 3-12 as follows:

<b><u>Letter Grade</u></b>	<b><u>Grade Point Average</u></b>	<b><u>Value</u></b>	<b><u>Definition</u></b>
A	90-100	4	Outstanding Progress
B	80- 89	3	Above Average Progress
C	70- 79	2	Average Progress
D	60- 69	1	Lowest Acceptable Progress
F	0- 59	0	Failure

*See the Elementary, Middle, and High School sections for further guidance regarding grading.*

#### V. **Public School Student Progression; Remedial Instruction; Reporting Requirements – s. 1008.25(1), F.S.:**

- A. Student progression from one (1) grade to another is partially based upon satisfactory performance in English Language Arts, science, social studies, and mathematics. District policies must facilitate student achievement, inform each student and his/her parent/legal guardian of academic progress and indicate that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to **s. 1002.3105, F.S.**
- B. **Note:** Each student must participate in statewide standardized assessment tests at designated grade levels, as required by **s. 1008.22(3), F.S.**

#### VI. **Comprehensive Plan for Student Progression /Specific District Levels of Performance for Student Progression Plan – s. 1008.25 (2)(a)-(b), F.S.:**

- A. The school board must establish a comprehensive plan for student progression which must:
1. Provide for evaluating student performance and how well a student masters the performance standards (B.E.S.T. Standards for ELA and Mathematics/Florida's State Academic Standards); and
  2. Provide specific levels of performance for student progression in English Language Arts, science, social studies, and mathematics for each grade level, which includes the state levels of performance on statewide standardized assessments, below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account the student's learning style.
- B. The Florida Assessment of Student Thinking (FAST) and Statewide Science Assessment (SSA) assess student mastery of the Florida B.E.S.T Standards and the state standards for social studies and science. Retention decisions should be based on more than a single test score except for



grade 3 mandatory retention, which also includes Good Cause Exemptions. **The school principal is responsible for making the final recommendation for student progression.** The District levels of expectation include:

1. Mastery of performance standards approved by the State Board of Education for grades K-12 which are, at a minimum, B.E.S.T. Standards in ELA and math, and the state standards in social studies, and science;
2. Achievement of specific, District-established levels of performance in ELA, science, social studies, and mathematics for each grade level, including levels of performance on statewide standardized assessments at selected grade levels in elementary, middle, and high school;
3. Pertinent factors to be considered by the teacher before recommending that a student progress from one (1) grade to another;
4. The Florida B.E.S.T. Standards and the state standards for social studies and science serve as the District level expectations;
5. Remedial and supplemental instruction to students who are deficient; and
6. Compliance with **School Board Policy 5200** Attendance.

**VII. Resource Allocation – s. 1008.25(3)(a)-(c), F.S.:**

- A. District school boards shall allocate remedial and supplemental instructional resources to students in the following priority:
  1. Students in the Voluntary Prekindergarten Education Program who have a substantial deficiency in early literacy skills and students in kindergarten through grade 3 who have a substantial deficiency in reading or the characteristics of dyslexia;
  2. Students in the Voluntary Prekindergarten Education Program who have a substantial deficiency in mathematics and students in kindergarten through grade 4 who have a substantial deficiency in mathematics or the characteristics of dyscalculia;
  3. Students at all grade levels who fail to meet performance levels required for promotion consistent with this Student Progression Plan.

**VIII. Support – s. 1008.25(4)(a), F.S.:**

- A. Each student must participate in statewide, standardized assessments, and the Voluntary Prekindergarten Education program through grade 8 coordinated screening and progress monitoring system, as required by statute. Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment; the statewide, standardized Mathematics assessment; or the Algebra 1 EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

**IX. Progress Monitoring Plan (PMP) – s. 1008.25(4)(b), F.S.:**

- A. A student who is not meeting the District or state requirements for satisfactory performance in English Language Arts and mathematics, including the Algebra 1 EOC, must be covered by one (1) of the following plans:
  - 1. A federally required student plan such as an individual education plan;
  - 2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and Mathematics assessments may be exempted from participation by the principal; or
  - 3. An individualized progress monitoring plan.
- B. Parents must receive monthly written communication on their student's progress on such interventions.

**X. Reading Deficiency and Parental Notification – s.1008.25(5)(a)(b)(c)(d)(e) F.S.:**

- A. Any student in a Voluntary Prekindergarten Education Program provided by a public school who exhibits a substantial deficiency in early literacy skills and any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading, or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A voluntary Prekindergarten Education Program student is deemed to exhibit a substantial deficiency in early literacy skills based upon the results of the mid-year or final administration of the coordinated screening and progress monitoring.
  - 1. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation conducted pursuant to s. 1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parents submit documentation regarding student's specific areas of difficulty as identified by the licensed professional.
  - 2. A student's reading proficiency must be monitored, and the intensive interventions must continue until the student demonstrates grade level proficiency as determined by the District, which may include achieving a level 3 on the statewide, standardized English Language Arts Assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading.
- B. A Voluntary Prekindergarten Education Program student who scores below the 10<sup>th</sup> percentile on the final administration of the coordinated screening and progress monitoring shall be referred to the District and is eligible to receive early literacy skill instructional support through a summer bridge program the summer before participating in kindergarten. The summer bridge program must meet requirements adopted by the department and shall consist of 4 hours of instruction per

day for a minimum of 100 total hours. A student with an individual education plan who has been retained and has demonstrated a substantial deficiency in early literacy skills must receive instruction in early literacy skills.

- C. To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under **s. 1008.22, F.S.** for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring a Level 2 or higher on the statewide, standardized assessment under **s. 1008.22, F.S.**, for grade 3, the student must be retained. There are good cause factors for promotion to grade 3.
- D. The parent of any student who exhibits substantial deficiency in reading as described in paragraph A above, must be notified in writing of the following:
  - 1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading;
  - 2. A description of the current services provided to the child;
  - 3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency;
  - 4. That if the student's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause;
  - 5. Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading. The read-at-home plan must provide access to the resources identified by the FLDOE;
  - 6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school in knowing when a child is reading at or above grade level and ready for grade promotion;
  - 7. The District's specific criteria and policy for a portfolio and evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first;
  - 8. The District's specific criteria and policy for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated the ability to read on grade level; and
  - 9. Information about the student's eligibility for the New Worlds Reading Initiative under **s. 1003.485, F.S.** and the New Worlds Scholarship Accounts under **s.1002.411, F.S.** and

information on parent training modules and other reading engagement resources available through the initiative.

10. After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the additional interventions or supports described above.

D. Determining Substantial Reading Deficiency – **Rule 6A-6.053(10), F.A.C.**

1. For kindergarten, the student scores below the tenth (10<sup>th</sup>) percentile or is unable to complete the practice items on designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to **s. 1008.25(9), F.S.**, and the student has demonstrated, through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.
2. For grades 1 and 2, the student scores below the tenth (10<sup>th</sup>) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to **s. 1008.25 (9), F.S.**, and the student has demonstrated, through skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
3. For grade 3, the student scores:
  - a. Below the twentieth (20<sup>th</sup>) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to **s. 1008.25(9), F.S.**, and the student has demonstrated, through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
  - b. Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to **s. 1008.22(3)(a), F.S.**

XI. **Substantial Mathematics Deficiency for Students Voluntary Prekindergarten to Grade 4 – s. 1008.25 (6)a, F.S.:**

- A. Any student in Voluntary Prekindergarten Education Program provided by a public school who exhibits a substantial deficiency in early mathematics skills and any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics, or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments, or teacher observations must:
1. Immediately, following the identification of the mathematics deficiency, be provided systematic and explicit instructions to address his or her specific deficiencies through either:
    - a. Daily targeted small group mathematics intervention based on student need; or
    - b. Supplemental, evidence-based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or trained tutor.
  2. The performance of a student receiving mathematics instruction under the above supports must be monitored and instruction must be adjusted based on the student's need.
  3. The FLDOE will provide a list of state examined and approved mathematics intervention programs to be used.
  4. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial mathematics deficiency and initiate intensive mathematics interventions. In addition, a school may not wait for an evaluation conducted pursuant to s. 1003.57, F.S., to be completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyscalculia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.
  5. The mathematics proficiency of a student receiving additional mathematics supports must be monitored and the intensive intervention must continue until the student demonstrates grade level proficiency in a manner determined by the District, which may include achieving a Level 3 on the statewide, standardized Mathematics assessment. The FLDOE shall identify by rule guidelines for determining whether a student in Voluntary Prekindergarten Education Program has a deficiency in early mathematics skills or a student in kindergarten through grade 4 has a substantial deficiency in mathematics.
  6. A Voluntary Prekindergarten Education Program student is deemed to exhibit a substantial deficiency in mathematics skills based upon the results of the mid-year or final administration of the coordinated screening and progress monitoring.
    - a. A Voluntary Prekindergarten Education Program student who exhibits a substantial deficiency in early math skills based upon the results of the administration of the mid-year or final coordinated screening and progress monitoring shall be referred to the District and may be eligible to receive intensive mathematics interventions before participating in kindergarten.

7. The parent of any student who exhibits a substantial deficiency in mathematics, as described above, must be notified in writing of the following:
  - a. That his or her child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.
  - b. A description of the current services that are provided to the student.
  - c. A description of the proposed intensive interventions and supports that will be provided to the student which are designed to remediate the identified area of mathematics deficiency.
  - d. Strategies, including multisensory strategies and programming, through a home-based plan the parent can use to help his or her student succeed in mathematics. The home-based plan must provide access to resources identified by the FLDOE.
8. After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

B. Determining Substantial Math Deficiency - **Rule 6A-6.0533 F.A.C.**

1. In accordance with **s. 1008.25(4)(c), F.S.**, students identified with a substantial mathematics deficiency must be covered by a federally required student plan, such as an Individual Educational Plan (IEP) or an individualized progress monitoring plan, or both, as necessary.
2. A VPK student is identified as having a substantial deficiency in early mathematics skills as described below:
  - a. If the student scores below the tenth (10<sup>th</sup>) percentile at the middle (PM2) or the end of year (PM3) test administrations of the coordinated screening and progress monitoring system pursuant to **s. 1008.25(9), F.S.**, or is unable to complete the practice items at the middle (PM2) or the end of year (PM3) test administrations of the coordinated screening and progress monitoring system pursuant to **s. 1008.25(9), F.S.**; and
  - b. Through observation and informal assessment has demonstrated achievement of twenty-five (25) percent or less of the mathematical thinking standards adopted for use in VPK programs per **s. 1002.67, F.S.**
3. A student in kindergarten through grade 4 is identified as having a substantial deficiency in mathematics based upon a minimum of five (5) data points as described below:

- a. For kindergarten, if the student scores below the tenth (10th) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to s. 1008.25(6), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In Kindergarten, areas of emphasis include:
- i. developing an understanding of counting to represent the total number of objects in a set and to order the objects within a set;
  - ii. developing an understanding of addition and subtraction and the relationship of these operations to counting; and
  - iii. measuring, comparing, and categorizing objects according to various attributes, including their two- and three-dimensional shapes.
- b. For grade 1, if the student scores below the tenth (10th) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to s. 1008.25(6), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In grade 1, areas of emphasis include:
- i. understanding the place value of tens and ones within two-digit whole numbers;
  - ii. extending understanding of addition and subtraction and the relationship between them;
  - iii. developing an understanding of measurement of physical objects, money and time and
  - iv. categorizing, composing and decomposing geometric figures.
- c. For grade 2, if the student scores below the tenth (10th) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to s. 1008.25(6), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In grade 2, areas of emphasis include:
- i. extending understanding of place value in three-digit numbers;
  - ii. building fluency and algebraic reasoning with addition and subtraction;
  - iii. extending understanding of measurement of objects, time and the perimeter of geometric figures; and
  - iv. developing spatial reasoning with number representations and two-dimensional figures.

- d. For grade 3, if the student scores below the tenth (10th) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to s. 1008.25(6), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In grade 3, areas of emphasis include:
  - i. adding and subtracting multi-digit whole numbers, including using a standard algorithm;
  - ii. building an understanding of multiplication and division, the relationship between them and the connection to area of rectangles;
  - iii. developing an understanding of fractions; and
  - iv. extending geometric reasoning to lines and attributes of quadrilaterals.
- e. For grade 4, if the student scores below the tenth (10th) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to s. 1008.25(6), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In grade 4, areas of emphasis include:
  - i. extending understanding of multi-digit multiplication and division;
  - ii. developing the relationship between fractions and decimals and beginning operations with both;
  - iii. classifying and measuring angles; and
  - iv. developing an understanding for interpreting data to include mode, median and range.

## **XII. Social Promotion Elimination – s. 1008.25(7), F.S.:**

- A. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion. Social promotion occurs when a student is promoted based on factors other than the student achieving the District and state level of performance for student progression. A student fails to meet the state levels of performance for student progression when the student fails to achieve the required levels in ELA, mathematics or science on the FAST assessment or the Statewide Science Assessment (SSA).
- B. Students with disabilities following the general education curriculum must meet the state or District levels of performance for student progression unless the student's individual educational plan (IEP) team has determined the student should follow a modified curriculum aligned with exceptional student education course requirements and B.E.S.T. Standards and Access Points.
- C. Retention of English Language Learner (ELL) students must be determined by a school's ELL committee, except in the case of mandatory retention for reading deficiencies in grade 3.



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

The State language for kindergarten and first grade enrollment **s. 1003.21, F.S.** supersedes ACCEL language.

- A. ACCEL options provide academically challenging curriculum or accelerated instruction to eligible public-school students in kindergarten through grade 12. ACCEL options may include, but are not limited to: Enriched science, technology, engineering and mathematics coursework (STEM), enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, and advanced-content instruction.
- B. If a student is deemed eligible, the school must provide:
  - 1. Whole-grade and mid-year promotions;
  - 2. Subject matter acceleration;
  - 3. Virtual instruction in higher grade level subjects;
  - 4. Credit Acceleration as specified in **s. 1003.4295, F.S.**
- C. The Student Progression Plan must include information about ACCEL options, early accelerated graduation options, and dual enrollment courses included in the dual enrollment articulation agreement.
- D. Eligibility for acceleration is determined through the Multi-Tiered System of Support (MTSS) process. At a minimum, the following criteria must be considered prior to acceleration:
  - 1. Student performance on a locally determined assessment, a statewide assessment, or a standardized assessment administered pursuant to **s. 1008.22, F.S.**;
  - 2. The student's grade point average;
  - 3. The student's attendance and conduct record;
  - 4. Recommendations from one (1) or more of the student's teachers in core-curricular courses;
  - 5. A recommendation from the school counselor; and,
  - 6. Kindergarten and first grade students must meet the age requirements set forth in **s. 1003.21, F. S.**

**XIV. Interstate Compact on Educational Opportunity for Military Children – s.  
1000.36, F.S.:**

The purpose of the Interstate Compact on Educational Opportunity for Military Children (the "Compact"), found in **s. 1000.36, F.S.**, is to remove barriers to educational success imposed on

children of military families because of frequent moves and deployment of their parents/legal guardians.

A. **Applicability:** In accordance with Article III of s. 1000.36, F.S., except as otherwise provided in Section C, this Compact applies to the children of:

1. Active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. ss. 1209 and 1211;
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

B. This Compact applies to local education agencies.

C. This Compact does not apply to the children of:

1. Inactive member of the National Guard and military reserves;
2. Members of the uniformed services now retired, except as provided in Section A;
3. Veterans of the uniformed services, except as provided in Section A; and
4. Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.

D. **Educational Records and Enrollment:** In accordance with Article IV of s. 1000.36, F.S.:

1. If a student's official education records cannot be released to the parents/legal guardians for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent/legal guardian a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.
2. Simultaneously with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state shall process and furnish the official education records to the school in the receiving state within ten (10) days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.
3. Compact states (Districts) must give thirty (30) days from the date of enrollment or within such time as is reasonably determined under the rules adopted by the Interstate Commission for students to obtain any immunization required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within thirty (30) days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.

4. Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

E. Placement and Attendance: In accordance with Article V of **s. 1000.36, F.S.**:

1. If a student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.
2. The receiving state school must initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to:
  - a. Gifted and talented programs; and
  - b. English as a second language (ESL).

F. Eligibility: In accordance with Article VI of **s. 1000.36, F.S.**:

1. When considering the eligibility of a student for enrolling in a school, the school shall consider the following:
  - a. A special power of attorney relative to the guardianship of a child of a military family and executed under applicable law is sufficient for the purposes of enrolling the child in school and for all other actions requiring parental participation and consent.
  - b. A local education agency is prohibited from charging local tuition to a transitioning military child placed in the care of a noncustodial parent/legal guardian or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent/legal guardian.
  - c. A transitioning military child, placed in the care of a noncustodial parent/legal guardian or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent/legal guardian, may continue to attend the school in which he or she enrolled while residing with the custodial parent/legal guardian.

2. State and local education agencies must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline, to the extent they are otherwise qualified.

G. Graduation: In accordance with Article VII of **s. 1000.36, F.S.**:

In order to facilitate the on-time graduation of children of military families, states and local education agencies shall incorporate the following procedures:

1. Local education agency administration officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required graduation coursework so that graduation may occur on time.
2. States shall accept exit or end-of-course exams (reading and math) required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu of testing requirements for graduation in the receiving state. If these alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the provisions of **s. 1000.36, F.S.**, and Article VII, Section C, of **s. 1003.36, F.S.**, shall apply.
3. If a military student transfers at the beginning of or during his or her senior year and is not eligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies must ensure the receipt of a diploma from the sending local education agency if the student meets the graduation requirements from the sending local education agency. If one of the states in question is not a member of this compact, the member state shall use its best efforts to facilitate the on-time graduation of the student in Sections A and B of Article VII of **s. 1003.36, F.S.** (*Explanatory Note: Florida is a member-state.*)

**XV. Annual Reports -s. 1003.33, F.S.**

A. Parent/Legal Guardian:

1. Schools must annually report to the parents/legal guardians of each student the progress of the student towards achieving the state and District expectations for proficiency in English Language Arts, science, social studies, and mathematics including the student's results on state assessments.
2. The evaluation of student progress must be based upon classroom work, observations, tests, District and statewide standardized assessments, and other relevant information. Progress reporting must be provided to the parent/legal guardian in writing in a format adopted by the School Board. No one test, with a single administration, should determine promotion or retention except for third grade ELA. Note: please see Elementary Student Progression, Section XIII. Third Grade Mandatory Retention Exemptions for Good Cause.

B. District Website – **s. 1008.25, F.S.**:

The District will annually publish on the district website the following information on the prior school year:

1. The provisions of the law relating to public school student progression and the District's policies and procedures on student retention and promotion;
2. By grade, the number and percentage of all students in grades 3-10 performing at Levels 1 & 2 on the reading portion of FAST;
3. By grade, the number and percentage of all students retained in grades K-10;
4. Information on the total number of students who were promoted for good cause, by each category of good cause; and
5. Any revisions to the District school board's policy on retention and promotion from the prior year.

**XVI. Physical Education/Recess Policy – s. 1003.455, F.S.:**

- A. It is the responsibility of the School Board to develop a physical education program that stresses physical fitness and encourages healthy, active lifestyles and to encourage all students in prekindergarten through grade 12 to participate 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. All physical education programs and curricula must be reviewed by a certified physical education instructor.
- B. Each district school board shall adopt a written physical education policy that details the District's physical education program, the expected program outcomes, the benefits of physical education, and the availability of one-on-one counseling concerning the benefits of physical education.
- C. The District shall ensure that students enrolled at elementary schools (grades K-5 and 6<sup>th</sup> grade where applicable) are provided with 150 minutes of physical education each week so that on any day during which physical education instruction is conducted there are at least thirty (30) consecutive minutes per day. The equivalent of one (1) class period per day of physical education for one (1) semester of each year is required for students enrolled in grades 6 through 8. Students enrolled in such instruction shall be reported through the periodic student membership surveys and records of such enrollment shall be audited pursuant to **s. 1010.305, F.S.**, Such instruction may be provided by any instructional personnel as defined in **s. 1012.01(2), F.S.**, regardless of certification, who are designated by the school principal.
- D. The requirement in **s. 1003.455(3), F.S.**, shall be waived for a student who meets one (1) of the following criteria at the discretion of the school administration:
  1. The student is enrolled or required to enroll in a remedial course.

2. The student's parent/legal guardian indicates in writing to the school that:
  - a. The parent/legal guardian requests that the student enroll in another course from among those courses offered as options by the District; or
  - b. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.
- E. The District shall notify the student's parent/legal guardian of the waiver options available under **s. 1003.455(4), F.S.**, before scheduling the student to participate in physical education.
- F. In accordance with **s. 1003.455(6), F.S.**, each school shall provide at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through grade 5 so that there are at least twenty (20) minutes of free-play recess per day. This requirement does not apply to charter schools.

## **XVII. Required Instruction – Rule 6A-1.094124(4), F.A.C.**

### **A. Resilience Education: Civic and Character Education and Life Skills Education**

1. It is the responsibility of the School Board to annually provide a minimum of five (5) hours of instruction to students in grades 6-12 related to civics and character education and life skills education through resiliency education.
2. Using the health education standards adopted in **Rule 6A-1.09401, F.A.C.**, Student Performance Standards, the instruction for civics and character education and life skills education through resiliency will advance each year through developmentally appropriate instruction and skill building and must address, at a minimum, the following topics:
  - a. Strategies specific to demonstrating resiliency through adversity, including the benefits of service to the community through volunteerism;
  - b. Strategies to develop health characteristics that reinforce positive core values and foster resiliency such as:
    - i. Empathy, perseverance, grit, gratitude, and responsibility;
    - ii. Critical thinking, problem-solving, and responsible decision-making;
    - iii. Self-awareness and self-management;
    - iv. Mentorship and citizenship, and;
    - v. Honesty.
  - c. Recognition of signs and symptoms of mental health concerns;
  - d. Promotion of resiliency to empower youth to persevere and reverse the harmful stigma of mental health by reframing the approach from mental health education to resiliency education;

- e. Strategies that support a peer, friend, or family member through adversity;
- f. Prevention of suicide;
- g. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs, and;
- h. Awareness of local school and community resources and the process for accessing assistance.

B. Substance Use and Abuse Health Education:

- 1. School districts must annually provide instruction to students in grades K-12 related to youth substance use and abuse health education.
- 2. Using the health education standards adopted in **Rule 6A-1.09401, F.A.C.**, Student Performance Standards, the instruction for substance use and abuse education will advance each year through developmentally appropriate instruction and skill building.

C. Child Trafficking Prevention Education:

- 1. It is the intent of the State Board of Education that every school in Florida be a “Child Trafficking Free Zone.”
- 2. School districts must annually provide instruction to students in grades K-12 related to child trafficking prevention and awareness.
- 3. Using the health education standards adopted in **Rule 6A-1.09401, F.A.C.**, Student Performance Standards, the instruction for child trafficking prevention will advance each year through developmentally appropriate instruction and skill building.
- 4. Age-appropriate elements of effective and evidence-based programs and instruction to students in grades K-12 related to child trafficking prevention and awareness and must address, at a minimum, the following topics:
  - a. Recognition of signs of human trafficking;
  - b. Awareness of resources, including national, state, and local resources;
  - c. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs;
  - d. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance; and
  - e. Information on how social media and mobile device applications are used for human trafficking.

D. The History of the Holocaust (1933-1945), The History of African Americans, and The History of Asian Americans and Pacific Islanders

1. By July 1 of each year, each school district must submit an implementation plan to the commissioner through the Required Instruction Reporting Portal and post the plan on the school district website. The implementation plan must include:
  - a. The methods in which instruction will be delivered for each grade level;
  - b. The professional qualifications of the person delivering instruction; and
  - c. A description of the materials and resources utilized to deliver instruction.

E. Disability History and Awareness Instruction – **s. 1003.4205, F.S.**

1. Students may be provided intensive instruction to expand their knowledge, understanding, and awareness of individuals with disabilities, the history of disability, and the disability rights movement. Disability history may include events and timelines of the development and evolution of services to, and the civil rights of, individuals with disabilities. Disability history may also include the contributions of specific individuals with disabilities, including the contributions of acknowledged national leaders.
2. Instruction for kindergarten through grade 3 must include:
  - a. Conversations on bullying. Such conversations may address what students should do if they are being bullied; what they should do if they see someone being bullied; why bullying is not the victim's fault; what different types of bullying look like; the possibility that a friend could be a bully; or the schools' antibullying policy.
  - b. Activities to teach about physical disabilities.
3. Instruction for grades 4 through 5 must include information about autism spectrum disorder.
4. Instruction for grade 7 through 9 must include information about hearing impairments.
5. Instruction for grade 10 through 12 must include information on different types of learning and intellectual disabilities.



# **Elementary Student Progression**

## **I. Initial Entry to Voluntary Prekindergarten (VPK):**

- A. Children entering the Voluntary Prekindergarten (VPK) Program must comply with **s. 1002.53(2), F.S.**. A child who has attained the age of 4 years on or before September 1 of the school year is eligible for the Voluntary Prekindergarten education Program during either that school year or the following school year. The child remains eligible until the child is admitted to kindergarten, or unless he or she will have attained the age of 6 years by February 1 of any school year under **s. 1003.21(1)(a), F.S.**
- B. The District offers a limited number of public school VPK classes; however, several private providers in the county also offer VPK programs. For information regarding registration and VPK Programs in Brevard, please visit the Early Learning Coalition of Brevard website at <http://www.elcbrevard.org>.

## **II. Mandatory School Age and Entrance Requirements:**

- A. **Section 1003.21(1)(a)1, F.S.**, requires that all children who have attained the age of six (6) years or who will have attained the age of six (6) years by February 1 of any school year or who are older than six (6) years of age but who have not attained the age of sixteen (16) years, except as otherwise provided in Florida statute, are required to attend school regularly during the entire school term. Further, all children enrolling in a district school shall meet the immunization requirements set forth in **s. 1003.22, F.S.** as well as provide evidence of a physical exam as required by State law. In addition, consistent with rules adopted by the State Board of Education, children with disabilities who have attained the age of three (3) years shall be eligible for admission to the District's special education programs and for related services.

## **III. Initial Entry to Kindergarten:**

- A. Children entering kindergarten in the District for the first time must comply with **s. 1003.21(1)(a)2, F.S.**, regarding entry age. A child must be five (5) years old on or before September 1 of the school year, in order to meet the Florida age requirement for kindergarten.

## **IV. Initial Entry into First Grade:**

- A. Children entering the first grade must comply with **s. 1003.21 (1)(b), F.S.** Any child who has attained the age of six (6) years on or before September 1 of the school year, and who has been enrolled in a public school or who has attained the age of six (6) years on or before September 1<sup>st</sup> and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner applicable to other grades, shall progress according to the district's student progression plan.
- B. Students transferring to first grade from a kindergarten program other than the one offered by the District will need written verification of satisfactory completion of kindergarten from the public or non-public school attended.

## **V. Transfer Requirements:**

A. Elementary grade placement of transfer students to the District shall be in accordance with the requirements as stated in **s. 1003.21(2)(a), F.S.**, and **Rule 6A-1.0985, F.A.C.**, and shall be subject to the following conditions:

1. **Underage In-State Transfers from Nonpublic Schools to Kindergarten.**

Students transferring from a nonpublic Florida kindergarten to the District must meet the Florida age requirements for entry age to kindergarten as stated in **s. 1003.21(1)(a)2, F.S.**

2. **Underage In-State Transfers from Public and Nonpublic Schools to First Grade**

Students entering first grade in the District for the first time must comply with **s. 1003.21(1)(b), F.S.** Any student who has attained the age of six (6) years old, on or before September 1, and has written documentation of satisfactory completion of kindergarten from a public or nonpublic school from which the District accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the District's student progression plan. Students not meeting the above requirements will be enrolled in kindergarten.

3. **Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Nonpublic Schools**

Entry into kindergarten and first grade by out-of-state transfer students who do not meet regular age requirements for admission to Florida public schools shall be in accordance with **Rule 6A-1.0985, F.A.C.**, which provides as follows:

- a. Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in **Rule 6A-1.0985(3), F.A.C.**
- b. Any student who transfers from an out-of-state non-public school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or legal guardian must also provide the data required in **Rule 6A-1.0985(3), F.A.C.**
- c. In order to be admitted to Florida schools, such a student transferring from an out-of-state school must provide the following data:
  - i. Official documentation that the parent(s) or legal guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
  - ii. An official letter or transcript from proper school authority which shows record of attendance, academic information and grade placement of the student;

- iii. Evidence of immunization against communicable diseases as required in **s. 1003.22, F.S.**;
- iv. Evidence of date of birth in accordance with **s. 1003.21, F.S.**; and,
- v. Evidence of a medical examination completed within the last twelve (12) months in accordance with **s. 1003.22, F.S.**.

**B. Public and Private School Transfer Students K-6.**

- 1. Elementary grade placement of transfer students shall be on a probationary basis until achievement is validated on the basis of official evidence of achievement or competence available to the school principal. Final academic placement of a transfer student will consider state, District, and teacher assessments, as well as classroom performance. The principal may reassign a student to the grade level at which the student can best perform academically.
- 2. The basis for reassignment shall be discussed in advance with the parent or legal guardian prior to placement at a level other than the grade level indicated by the student's previous placement.

**VI. Home School Education K-8 – s. 1002.01(1), F.S.:**

The definition and standards for Home Education programs give a parent or legal guardian the option of directing a home education program for their child in order to satisfy the requirements of Compulsory Attendance, **ss. 1003.21, 1002.41**, and **1003.01(16), F.S.**

**A. Enrolling children from home education programs:**

- 1. The following guidelines refer to children from Home Education Programs who enroll in or re-enter a public school in the District. Current District policies govern the grade placement of any transfer students.
- 2. The principal or designee shall determine the grade placement through any of the following methods:
  - a. Review of student portfolio;
  - b. Administration of any assessments normally used;
  - c. Testing using prior year course final examinations; and
  - d. Any other assessments, written or oral, deemed appropriate by the principal and/or faculty.
- e. Review of home education annual evaluation, if provided by the parent/legal guardian.

## **VII. Elementary Report Card:**

- A. All parents/legal guardians will be notified regularly of their student's progress towards achieving state and District expectations for proficiency in ELA, mathematics, social studies, and science throughout the school year. The District will distribute interim reports and report cards to parents/legal guardians via paper or electronic means.
- B. Student progress will be based on student's current grade level classroom work, observations, District and statewide progress monitoring, and other relevant information. Students enrolled in a school for fewer than fifteen (15) days do not have to receive grades for that grading period. The parent should be made aware that the student has not been in attendance for a sufficient time to be evaluated adequately. If a student transfers from a BPS school to another BPS school, the sending school completes the report card/interim if under 15 days is left in the grading period.
- C. Report cards are issued quarterly in accordance with the District's calendar. The calendar is distributed to schools and communities prior to the start of the school year and can be found on the District website.
- D. Progress Reports for ELL students must reflect grades that are based on instructional accommodations to meet the student's level of English proficiency while addressing the B.E.S.T. Standards for their grade level.
- E. Students working below grade level may still receive satisfactory grades. Principal monitoring is required for Progress Report grades higher than "C" in reading and mathematics. (See the following section on *Below Grade Level Student Performance*).
- F. All students are taught grade level standards. Report cards indicate a child's progress on the standards addressed during that grading period.

(Please refer to the ESE section if a student has an IEP)

## **VIII. Below Grade Level Student Performance:**

- A. Parents will be notified mid-year, in writing, when a student is not making satisfactory progress towards promotion and may need retention. Written acknowledgement of receipt of the notification letter should be *placed in the student's cumulative folder*. (See Appendix for the notification letter).
- B. The following safeguards are provided to ensure progress toward attainment of grade level proficiency:
  - 1. A parent conference should be held for students who are working below grade level or are Substantially Deficient;
  - 2. The school principal will monitor the process and application of assigning grades higher than a "C" to students who are below grade level;

3. The school principal will monitor the progress of below level students and ensure that they are provided the support and service necessary for progression to the next level;
4. A conference with parents/legal guardians at the end of the year will occur if the student remains below grade level. In grades kindergarten through grade 2, the conference will include an opportunity for parental input on the retention decision and include information on the importance of students mastering early literacy and communication skills in order to be reading at or above grade level by the end of grade 3.

(Please refer to the ESE section if a student has an IEP)

#### **IX. Reading Assessment – s. 1008.25(9)(a), F.S.:**

- A. Each elementary school must regularly assess the reading ability of each student. If any student exhibits a reading deficiency, the parent/legal guardian shall be:
  1. Immediately notified of the student's deficiency with a description and explanation in terms understandable to the parent/legal guardian, of the exact nature of the student's difficulty in learning and lack of achievement in reading **s. 1002.20(11), F.S.**,
  2. Consulted in the development of a detailed progress monitoring plan (PMP), as described in **s. 1008.25(4)(b), F.S.**; and
  3. Informed that the student will be given intensive intervention until the deficiency is corrected in a manner that is determined by the District, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment.

#### **X. Reading and Mathematics Deficiency - s. 1008.25(5-6), F.S.:**

- A. Intensive Reading Instruction- **s. 1008.25(5)(a), F.S.**:
  1. Any student in Voluntary Prekindergarten Education Program provided by a public school who exhibits a substantial deficiency in early literacy skills and any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading, based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations, must be provided intensive, explicit, systematics, and multisensory reading interventions immediately following the identification of the reading deficiency. In addition, evidence-based interventions must begin immediately when parents submit documentation from a professional licensed under chapter 490, which demonstrates that the student has been diagnosed with dyslexia. A student's reading proficiency must be monitored, and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the District, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading.
- B. Voluntary Prekindergarten Education – **s.1008.25(5)(a), F.S.**

1. Any student in a Voluntary Prekindergarten Education Program provided by a public school who exhibits a substantial deficiency in early literacy skills based upon the results of the administration of the mid-year or final coordinated screening and progress monitoring shall be provided intensive, explicit, systematic, and multisensory early literacy interventions immediately following the identification of the deficiency. The parent of a student who exhibits a substantial deficiency in early literacy, must be immediately notified in writing **s.1008.25(5)(d), F.S.**
  2. Any student in a Voluntary Prekindergarten Education Program provided by a public school who exhibits a substantial deficiency in early mathematics skills based upon the results of the mid-year or final administration of the coordinated screening and progress monitoring shall be provided systematic and explicit mathematics instruction to address his or her or specific deficiencies. The parent of a student who exhibits a substantial deficiency in math, must be immediately notified in writing **s.1008.25(5)(c), F.S.**
- C. Voluntary Prekindergarten Students with Disabilities – **s. 1008.25 (2)(g), F.S.:**
1. A Voluntary Prekindergarten Education Program student with disabilities who is enrolled in prekindergarten at the age of four (4) and fully funded through the Florida Education Finance Program may be retained by his or her parent in consultation with the individual education plan (IEP) team.
- D. Mandatory Retention - **s. 1008.25(5)(c), F.S.:**
1. To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under **s. 1008.22, F.S.**, for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under **s. 1008.22, F.S.**, for grade 3, the student must be retained. Note: Mandatory retention for grade 3 also includes exemptions for Good Cause.

## **XI. Parent/Legal Guardian Notification:**

- A. The parent/legal guardian of any student who exhibits a substantial deficiency in reading and/or mathematics must be notified, monthly, in writing of the following: **s. 1008.25(5)(d), F. S., s. 1008.25(6)(c), F.S.**
1. The student has a substantial reading and/or math deficiency including a description and explanation in terms understandable to the parent **s. 1008,25(6)(c), F.S.;**
  2. A description of the current services and supports provided to the student;
  3. A description of the proposed intensive interventions and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency and/or math deficiency;

4. That if the student's reading deficiency is not remediated by the end of grade 3, the student must be retained unless he or she is exempt from mandatory retention for good cause **s. 1008.25(5)(d), F.S.** ;
  5. Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping the student succeed in reading and/or mathematics. The read-at-home plan must provide access to the resources identified in **s.1008.25(5)(e), F.S.**;
  6. The Florida Assessment of Student Thinking (FAST) is not the sole determiner of promotion. Additional evaluations, assessments, and portfolio review are available to the child to assist parents and the District in knowing when a child is reading at or above grade level and ready for promotion;
  7. The District's specific criteria and policies for a portfolio as provided in **s. 1008.25(7)(b)4. F.S.**, and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
  8. The District's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.
  9. Information about the student's eligibility for the New Worlds Reading Initiative under **s. 1003.485, F.S.**, and the New Worlds Scholarship Accounts under **s. 1002.411, F.S.**, and information on parent training modules and other reading engagement resources available through the initiative.
- B. After the initial notification, each school shall notify parents monthly of the student's progress in response to the intensive interventions and supports. This communication must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the current supports have not resulted in improvements. Written acknowledgement of receipt of the notification letter shall be requested from the parent/legal guardian. If the decision has been made to retain or give a Good Cause Exemption from Mandatory Retention for students in grade 3, the student and parents or legal guardians shall be notified in writing.

## **XII. Social Promotion Elimination - s. 1008.25(7)(a), F.S.:**

- A. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion. Social promotion occurs when a student is promoted based on factors other than student achievement.

## **XIII. Factors to Consider for Progression Decisions for Grades K, 1, 2, 4, and 5:**



- A. The school principal makes the student progression decisions for grades K, 1, 2, 4, and 5. Only 3<sup>rd</sup> grade students are eligible for a Good Cause Exemption for mandatory retention in grade 3. Factors to consider for progression decisions for grades kindergarten, 1, 2, 4, and 5 include:
1. Limited English proficient students who have had less than two (2) years of instruction, based on the Date of Entry in U.S. Schools (DEUSS).
  2. Students with disabilities whose individual education plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of **s. 1008.212 F.S.**
  3. A student with a disability who has an individual education plan (IEP) or a Section 504 plan that reflects that the student has received intensive remediation in reading for one (1) or more years but, who still demonstrates a deficiency in reading, and was previously retained or assigned to TK-1.
  4. A student who has received intensive remediation in reading for one (1) or more years, but who still demonstrates a deficiency in reading and who was previously retained or assigned to TK-1.

#### **XIV. Third Grade Mandatory Retention Exemptions for Good Cause :**

- A. Good Cause Exemption (GCE): Grade 3 - **s. 1008.25(7)(b), F.S.**:

The District may only exempt students from mandatory retention, as provided in **s. 1008.25(5)(c), F.S.**, for good cause. Good Cause Exemption from mandatory retention is the assignment of a student to the next grade level who has failed to meet grade level requirements. A student who is promoted to grade 4 with a Good Cause Exemption shall be provided intensive reading instruction and intervention that includes specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The District shall assist schools and teachers with the implementation of reading strategies for students promoted with a Good Cause Exemption which research has shown to be successful in improving reading among students who have reading difficulties.

Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The District shall assist schools and teachers to implement reading strategies that research has shown to be successful for improving reading among low performing readers.

Good Cause Exemptions are limited to the following:

1. Limited English proficient students who have had less than two (2) years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose individual education plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of **s.1008.212, F.S.**
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.

4. A student who demonstrates through a student portfolio that he or she is performing equivalent to at least a Level 2 on the statewide, standardized English Language Arts (ELA) assessment;
5. Students with disabilities who take the statewide, standardized English Language Arts (ELA) assessment and who have an individual education plan (IEP) or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than two (2) years but still demonstrates a deficiency and was previously retained in prekindergarten, kindergarten, grade 1, grade 2, or grade 3.
7. Students who have received the intensive remediation in reading or English Languages for two (2) or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two (2) years. A student may not be retained more than once in grade 3.

B. Requests for Grade 3 Good Cause Exemption **s. 1008.25 (7)(c), F.S.**:

1. Documentation shall be submitted from the student's teacher to the school principal that indicates the promotion is appropriate and based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress monitoring plan, individual educational plan (IEP), if applicable, report card, and/or student portfolio.
2. The principal shall review and discuss such recommendations with the teacher and make the determination as to whether the student should be promoted or retained. If the principal determines the student should be promoted, he/she shall make such a recommendation in writing to the District's superintendent. The District's superintendent shall accept or reject the school principal's recommendation in writing.

C. Retained Third Grade Students – **s. 1008.25(8), F.S.**:

1. Grade 3 students who are retained due to reading deficiencies must be provided daily intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include:
  - a. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the District;
  - b. Participation in the District's summer reading camp which must incorporate the instructional and intervention strategies listed in (a).
  - c. Students retained in grade 3 due to a reading deficiency must be provided with intensive instructional services and supports to remediate the identified areas of reading deficiency, including a minimum of ninety (90) minutes of daily, *uninterrupted*, scientifically evidence-based reading instruction which includes

phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the District, which may include, but are not limited to:

- i. Coordinated integration of content-rich texts in science and civic literacy within the ninety (90) minute reading block;
- ii. Targeted small group instruction;
- iii. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.
- iv. Reduced teacher-student ratios;
- v. More frequent progress monitoring of the reading skills of each student throughout the school year and the adjustment of instruction according to student need.;
- vi. Tutoring or mentoring;
- vii. Transition classes containing 3<sup>rd</sup> and 4<sup>th</sup> grade students. Such a setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency **s. 1008.25(8)(a), F.S.**
- viii. Extended school day, week, or year;
- ix. Before school or after school, or both, supplemental evidence-based reading interventions grounded in the science of reading delivered by a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under **s. 1012.34 F.S.**

2. The following provisions are required to support retained grade 3 students:

- a. Provide written notification to the parent/legal guardian of any student who is retained due to a deficiency in reading that the student has not met the achievement level required for promotion and the reasons the student is not eligible for a good cause exemption as provided in **s.1008.25(7)(b), F. S.** The notification must comply with **s.1008.25(5)(d), F.S.** and must include a description of proposed intervention and supports that will be provided to the student to remediate the identified areas of reading deficiency.
- b. Implement a policy for the mid-year promotion of a student retained according to **s.1008.25(5)(c), F.S.** who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading or, upon implementation of English Language Arts assessments, performing at or above grade level in English Language Arts. Tools that the District may use in reevaluating a student retained may include subsequent assessments, alternative assessments,

and portfolio reviews, in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate achievement levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills.

- c. Provide students who are retained according to **s.1008.25(5)(c), F.S.**, with a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under **s. 1012.34, F.S.**
- d. Establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:
  - i. Uninterrupted reading instruction grounded in the science of reading for the majority of student contact time each day and opportunities to master the grade 4 state academic standards in other core subject areas through content-rich texts.
  - ii. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback;
  - iii. Targeted small group instruction;
  - iv. Reduced teacher-student ratios.
  - v. The use of explicit, systematic, and multisensory reading interventions grounded in the science of reading, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year;
  - vi. Be provided a read-at-home plan.

**D. Mid-Year Promotion for Retained Third Graders - s. 1008.25(8)(b), F.S.:**

- 1. Mid-year promotion is an option for any retained grade 3 student who can demonstrate that he or she is a successful and independent reader at or above grade level and is ready to be promoted to grade 4.
- 2. Schools can make the determination for mid-year promotion using subsequent assessments, alternative assessments or portfolio, selected by the student's teacher that portrays an accurate picture of the student's ability. The portfolio must include:
  - a. Evidence of mastery of the benchmarks assessed by the Florida Assessment of Student Thinking (FAST) and can include only student work that has been independently produced in the classroom;

- b. Evidence of beginning mastery of grade 4 benchmarks that are assessed by the grade 4 Reading FAST;
  - c. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 or above on the grade 3 FAST, as determined by the State Board of Education (SBE).
- 3. Standards for Mid-year Promotion of Retained Third Graders, any retained grade 3 student, during the first semester of the academic year may be eligible for mid-year promotion if they have demonstrated prior to November 1 mastery of grade 3 reading skills by scoring at least a Level 2 on the beginning of the year administration of the statewide, standardized coordinated screening and progress monitoring system in grade 3 English Language Arts (ELA) pursuant to **s. 1008.25.(8)(b)2, F.S.**
  - a. For students to be promoted from grade 3 to grade 4 via a mid-year promotion after November 1, the student must meet the criteria of successful and independent reading at or above grade level, progressed sufficiency to master appropriate grade 4 reading skills, has met any additional requirements such as satisfactory achievement in other curriculum areas including at least a Level 2 on the beginning of the year administration of the statewide, standardized coordinated screening and progress monitoring system in grade 3 English Language Arts, and demonstrates that their progress is sufficient to master appropriate grade 4 level reading skills for the month in which the transition to grade 4 occurs.

#### **XV. Coordinated Screenings and Progress Monitoring – s. 1008.25(9), F.S.**

- A. The Department of Education, in collaboration with the Division of Early Learning, shall procure and require the use of a statewide, standardized coordinated screening and progress monitoring system for the Voluntary Prekindergarten Education Program and public schools. The system must:
  - 1. Measure student progress in meeting the appropriate expectations in early literacy and mathematics skills and in English Language Arts and mathematics standards as required by **s. 1002.67(1)(a) F.S.**, and **s. 1003.41, F.S.**, and identify the educational strengths and needs of students;
  - 2. For students in Voluntary Prekindergarten Education Program through grade 3, measure student performance in oral language development, phonological and phonemic awareness, knowledge of print and letters, decoding, fluency, vocabulary, and comprehension as applicable by grade level and at a minimum, provide interval level and norm-referenced data that measures equivalent levels of growth.
  - 3. Be a valid, reliable, and developmentally appropriate computer-based direct instrument that provides screening and diagnostic capabilities for monitoring student progress; identifies

students who have a substantial deficiency in reading or mathematics, including identifying students with characteristics of dyslexia, dyscalculia, and other learning disorders; and informs instruction. Any student identified by the system as having characteristics of dyslexia or dyscalculia shall undergo further screening. Beginning with the 2023-2024 school year, the coordinated screening and progress monitoring system must be computer-adaptive.

4. Provide data for Voluntary Prekindergarten Education Program accountability as required under **s.1002.68, F.S.**
  5. Provide Voluntary Prekindergarten Education Program providers, school districts, schools, and teachers with data and resources that enhance differentiated instruction and parent communication.
  6. Provide baseline data to the department of each student's readiness for kindergarten. The determination of kindergarten readiness must be based on the results of each student's initial progress monitoring assessment in kindergarten.
  7. Provide information to the department to aid in the development of educational programs, policies, and support for providers, districts, and schools.
- B. Beginning with the 2022-2023 school year, private Voluntary Prekindergarten Education Program providers and public schools must participate in the screening and progress monitoring system. The screening and progress monitoring system must be administered at least three times within a program year or school year, as applicable, with the first administration occurring no later than the first 30 instructional days after the start of the program year or school year pursuant to state board rule.
1. For grades 3 through 10 English Language Arts and grades 3 through 8 Mathematics, the coordinated screening and progress monitoring system must be administered at the beginning, middle, and end of the school year pursuant to the state board rule. The end-of-year administration of the coordinated screening and progress monitoring system program must be a comprehensive progress monitoring assessment administered in accordance with the scheduling requirements under **s.1008.22(7)(c), F.S.**
  2. To facilitate timely interventions and supports, the system must provide results from the first two administrations of the progress monitoring to the student's teacher within 1 week and to the student's parent within 2 weeks of the administration of the progress monitoring. Delivery of results from the comprehensive, end-of-year progress monitoring ELA assessment for grades 2 through 10 and Mathematics for grades 3 through 8 must be in accordance with **s. 1008.22(7)(h), F.S.**
  3. Students' individual results must be recorded in a written, easy-to-comprehend individual student report. Each school district shall provide a parent with secure access to his or her student's individual report through a web-based portal as part of the student information system.

4. A Voluntary Prekindergarten Education Program student who is at risk of being identified as having a substantial deficiency in early literacy skills, based upon results from the coordinated screening and progress monitoring system, must be referred to the school district in which he or she resides and may be eligible to receive early literacy instruction and interventions after program completion and before participating in kindergarten. Such instruction and interventions may be paid for using funds from the school district's evidence-based reading instruction allocation in accordance with **s. 1008.25(5)(b), F.S.**
5. Screening and progress monitoring system results, including the number of students who demonstrate characteristics of dyslexia, shall be reported to the department pursuant to state board rule and maintained in the department's Education Data Warehouse. Results must be provided to a student's teacher and parent in a timely manner as required in **s. 1008.22(7)(h), F.S.**
6. The department, in collaboration with the Division of Early Learning, shall provide training and support for effective implementation of the screening and progress monitoring system.

#### **XVI. Middle Grades Promotion – Grade 6:**

- A. Students must receive a yearly passing grade in four (4) major academic subjects in order to be promoted to the next grade level: English Language Arts, mathematics, science, social studies. In addition, students must meet the District's attendance requirements.
- B. If a student earns a failing average in one (1) of the four (4) major academic subjects, in order to be promoted, he/she must attend summer school at the zoned middle school or make up the course through virtual options prior to August 1st of the upcoming school year.

#### **XVII. ACCEL – Academically Challenging Curriculum to Enhance Learning - s.1002.3105, F.S.:**

- A. ACCEL options in elementary schools include whole-grade promotion, mid-year promotion, and subject matter acceleration. The student's cumulative record shall indicate the assignment of an accelerated placement. ACCEL option requirements, established by the principal, may also include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.
- B. A parent or legal guardian may request acceleration that would result in a student attending a different school or a virtual school. If the parent or legal guardian selects one (1) of these ACCEL options and the student meets the eligibility and procedural requirements, the student must be provided the opportunity to participate in the ACCEL option. Transportation will be the responsibility of the parent or legal guardian.
- C. The Multi-tiered (MTSS) System of Supports process should be used when determining whether or not a student should be accelerated. The following criteria shall be evident for whole grade, mid-year, and subject matter acceleration:

1. Demonstration of exceptionally high achievement in grades and daily performance in the course or at the grade level to be by-passed; such performance shall be based on assessments and independently completed student work reflecting the state standards for science and social studies and/or B.E.S.T. Standards;
  2. K-2 students must communicate in a manner that illustrates confidence and proficiency in the content area(s) or grade level into which they will be accelerated;
  3. Superior/excellent grade point average in grades 3-6 or exceptionally high performance on FAST in ELA, math, or SSA science for students in grades 4-6;
  4. Demonstration of satisfactory conduct and work habits;
  5. Compliance with the District's attendance policy;
  6. Recommendations from former teachers and the school counselor; and
  7. Evidence that the student will benefit more academically and emotionally from the advanced placement than from the one based on chronological age.
  8. Kindergarten and first grade students must meet the age requirements set forth in **s. 1003.21, F.S.** Principals must take into consideration class size requirements prior to making an accelerated placement. Additionally, it is important to inform parents/legal guardians that acceleration may require enrollment in virtual courses as a student progresses beyond elementary level coursework.
- D. Typically, the school will initiate acceleration options for students. Notification of the student's parent(s) or legal guardian(s) is required prior to accelerating the student. If parents or legal guardians request acceleration, the principal must:
1. Assess the student's eligibility;
  2. If eligible, determine appropriate means of acceleration;
  3. Initiate a performance contract executed by the student, the parent or legal guardian and the principal stipulating expectations for the student, to include at a minimum student attendance and conduct requirements, as well as ACCEL option requirements established by the principal. These may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.



# **Middle School Student Progression**

**I. Middle School Instructional Program- s. 1003.4156, F.S.:**

- A. The District's instructional program for middle schools is defined by the Middle School Instructional Handbook, which is revised and published annually. Schools may offer courses other than those included in the Middle School Instructional Handbook by receiving approval through the course approval process.

**II. Instructional Day:**

- A. All students in grades 7-8 in middle schools must attend the regularly scheduled instructional day of 7 periods per day.
- B. Satisfactory grades on the report card do not guarantee that a student will demonstrate mastery of the B.E.S.T. Standards tested on the statewide, standardized assessments.
- C. Grading Scale:

The following grading scale has been established by the Florida Statutes and is used in all of the District's secondary schools:	To average semester grades, the teacher doubles the average of each grading period, adds the semester exam grade, and divides it by five (5). The teacher may use either numerical averages or letter grades with the following values assigned: A= 4 points; B= 3 points; C=2 points; D=1 point; F=0 points. Final grades are assigned according to the following scale:
90 to 100 = A	3.50 to 4.00 = A
80 to 89 = B	2.50 to 3.49 = B
70 to 79 = C	1.50 to 2.49 = C
60 to 69 = D	0.50 to 1.49 = D
0 to 59 = F	0.00 to 0.49 = F

**III. Middle Grades Definition:**

- A. The term "middle grades" means grades 6, 7, and 8. **s. 1003.4156(1), F.S.**

**IV. Middle Grades Promotion From 6<sup>th</sup> to 7<sup>th</sup> Grade and from 7<sup>th</sup> to 8<sup>th</sup> Grade – s. 1003.4156(1), F.S.:**

- A. Student must receive a yearly passing grade in four (4) major academic subjects: English Language Arts, mathematics, science, social studies. In addition, students must meet the District's attendance requirements, **School Board Policy 5200**.

**V. Promotion to 9th Grade – s. 1003.4156(1), F.S.:**

- A. In order for a student to be promoted to 9<sup>th</sup> grade, the student must successfully complete the following courses:

1. Three (3) middle grades or higher courses in English Language Arts (ELA), **s. 1003.4156(1)(a), F.S.**
2. Three (3) middle grades or higher courses in mathematics. Each school that includes middle grades must offer at least one (1) high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. To earn high school credit for Algebra I, a middle grades student must take the statewide, standardized Algebra I EOC and pass the course, and in addition, a student's performance on the Algebra 1 EOC assessment constitutes thirty percent (30%) of the student's final course grade. To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes thirty percent (30%) of the student's final course grade and earn a passing grade in the course. **s. 1003.4156(1)(b), F.S.**
3. Three (3) middle grades or higher courses in social studies. One (1) of these courses must be at least one-semester civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. Student's performance on the statewide, standardized EOC assessment in civics education required under **s. 1008.22, F.S.**, constitutes thirty percent (30%) of the student's final course grade **s. 1003.4156(1)(c), F.S.**
  - a. A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, a personalized education program, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three (3) courses in social studies or two (2) year-long courses in social studies that include coverage of civics education. **s. 1003.4156(1)(c), F.S.**
4. Three (3) middle grades or higher courses in science. Successful completion of a high school level Biology 1 course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under **s. 1008.22, F.S.**. To earn high school credit for Biology 1, a middle grades student (taking biology) must take the statewide, standardized Biology 1 EOC assessment which constitutes thirty percent (30%) of the student's final course grade, and earn a passing grade in the course, **s. 1003.4156(1)(d), F.S.**
5. One (1) career and education planning course must be satisfactorily completed in the 7<sup>th</sup> or 8<sup>th</sup> grade in order to be promoted to high school. Brevard Public Schools requires that this course be taught to 8<sup>th</sup> graders through the courses M/J US History and Career Education (2100015X), M/J US History Advanced and Career Planning (21000254) or M/J IB MYP US History and Career Planning (21000414).

The course must be Internet-based, customizable to each student and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student; which must use, when available, Florida's online career planning and work-based learning coordination system. The course must teach each student how to access and update the plan and encourage the student to access and update the plan at least annually as the student progresses through middle and high school. The personalized academic and career plan must emphasize the importance of entrepreneurship and employability skills and must include information from the Department of Commerce's economic security report as described in s. 445.07, F.S., and other state career planning resources. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285, F.S., and the career and technical education pathway to earn a standard high school diploma under s. 1003.4282 (10), F.S.; the requirements for each scholarship in the Florida Bright Futures Scholarship Program, state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; work-based learning opportunities, including internships, pre-apprenticeship, apprenticeship programs and career education courses, including career-themed courses, and courses that lead to industry certification pursuant to s. 1003.492, F.S., or s. 1008.44, F.S. The course may be implemented as a stand-alone course or integrated into another course or courses, s. 1003.4156(1)(e), F.S.

6. Meet the District's attendance requirements, School Board Policy 5200.

## **VI. Placement of Secondary Students into Intensive Reading:**

- A. Literacy skills are essential for students to be successful in school and for their future endeavors, and students are required to pass the 10<sup>th</sup> grade Florida Assessment of Student Thinking (F.A.S.T.) in order to graduate. Although the state of Florida no longer requires school systems to place students in reading classes, there continues to be a requirement to offer intervention instruction. The District provides assistance to students who are struggling with the literacy skills needed to be successful in all their coursework. The integrated reading and writing strategies provided in Intensive Reading (IR) courses are designed to enable students to become more confident and successful in all content area courses.
  1. Students in 7<sup>th</sup> through 10<sup>th</sup> grade who have scored Level 1 or 2 on the most recent FAST ELA and scored Level 1 or 2 at least once in the previous two (2) years of testing will be considered for Intensive Reading placement unless they have demonstrated proficiency on formative benchmark testing.
  2. Students in 11<sup>th</sup> and 12<sup>th</sup> grade who have not yet passed the grade 10 FAST ELA will be provided with an Intensive Reading course specific to their needs.

3. School-based IPST (Individual Problem Solving Teams) may recommend additional students for the IR course, as well.
4. If parents/legal guardians would like to discuss being removed from the Intensive Reading placement, they may contact a school administrator. Administrator will follow District procedure regarding removal of student from Intensive Reading.

#### **VII. Retention – s. 1008.25(6), F.S.:**

- A. Retention is the assignment of a student to repeat the same grade level for the next school year. Retention is based on the final year grade average - an “F” in any Mathematics, English Language Arts, Science, or Social Studies course may constitute a retention. Students with passing final year grade averages will not be retained.

#### **VIII. Options for Assistance**

- A. For students who have not met the promotion criteria, the following options for assistance may be available:
  1. Before and after school programs;
  2. Assignment of academic support strategies to students who have been identified as needing assistance;
  3. Remedial groups within existing classes;
  4. Recommendation for referral to the IPST (Individual Problem-Solving Team);
  5. Summer school programs for students who qualify (depending on availability);
  6. Mentoring/tutoring;
  7. Counseling sessions;
  8. Remedial programs during the school day.

#### **IX. ACCEL-Academically Challenging Curriculum to Enhance Learning – s. 1002.3105(1), F.S.:**

- A. ACCEL options include whole-grade promotion, mid-year promotion and subject matter acceleration. The student’s cumulative record shall indicate the assignment of an accelerated placement. ACCEL option requirements established by the principal may also include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.
- B. A parent/legal guardian may request acceleration that would result in a student attending a different school or a virtual school. If the parent/legal guardian selects one (1) of these ACCEL options and the student meets the eligibility and procedural requirements, the student must be provided the opportunity to participate in the ACCEL option. Transportation will be the responsibility of the parent/legal guardian.

C. The Multi-tiered (MTSS) System of Supports process should be used when determining whether or not a student should be accelerated. The following criteria shall be evident for whole grade, mid-year, and subject matter acceleration – **s.1002.3105(3), F.S.:**

1. Demonstration of exceptionally high achievement in grades and daily performance in the course or at the grade level to be by-passed; such performance shall be based on assessments and independently completed student work reflecting the state standards for social studies and science and/or B.E.S.T. Standards;
2. Superior/excellent grade point average or exceptionally high performance on FAST ELA, FAST Mathematics, SSA, and science;
3. Demonstration of satisfactory conduct and work habits;
4. Compliance with the District's attendance policy;
5. Recommendations from former teachers and the school counselor; and
6. Evidence the student will benefit more academically and emotionally from the advanced placement than from the one-based on chronological age.

D. Typically, the school will initiate acceleration options for students. Notification of the student's parent(s) or legal guardian(s) is required prior to accelerating the student. If parents/legal guardians request acceleration, the principal must:

1. Assess the student's eligibility;
2. If eligible, determine appropriate means of acceleration;
3. Initiate a performance contract executed by the student, the parent/legal guardian and the principal stipulating expectations for student, to include at a minimum student attendance and conduct requirements, as well as ACCEL option requirements established by the principal. These may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected – **s. 1002.3105(4) F.S.**

E. Principals must take into consideration class size requirements prior to making an accelerated placement. Additionally, it is important to inform parents or legal guardians that acceleration may require enrollment in virtual courses as students' progress.

**X. High School Definition of Credit - s. 1003.436(1)(a), F.S.:**

- A. For purposes of requirements for high school graduation, one (1) full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards, except as otherwise provided through the Credit Acceleration Program (CAP) under **s. 1003.4295(3) F.S.**
- B. One (1) full credit in a District school that has been authorized to implement block scheduling by the District school board means a minimum of 120 hours of bona fide instruction in a

designated course of study that contains student performance standards for purposes of meeting high school graduation requirements – **s. 1003.436(1)(a), F.S.**

- C. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment pursuant to **s. 1007.271, F.S.**, that satisfy the requirements of the District's dual enrollment articulation agreement according to **s. 1007.271(21), F.S.**, and that equal one (1) full credit of the equivalent high school course identified in, **s. 1007.271(9), F.S.**
- D. The hourly requirements for one-half (1/2) credit are one-half (1/2) of the requirements specified in, **s. 1003.436(1)(b), F.S.**
- E. A student may be awarded credit for less than 135 hours of instruction (120 hours for a block school) if he or she has demonstrated mastery of the course requirements and B.E.S.T. Standards as provided by the District's Student Progression Plan. This clarification includes awarding credit for courses taken in summer school, through performance-based instruction, block scheduling or course modifications that combine courses.
- F. The District must establish policies for these non-traditional programs and must verify student achievement of the course requirements in accordance with the state high school grading system.

#### **XI. High School Credit toward Graduation – s. 1003.4282, F.S.:**

- A. Students normally begin earning credit toward graduation in grade 9. High school courses taken prior to grade 9 (grades 6-8) must be counted as credit toward graduation provided the following conditions are met:
  - 1. The course is listed in the 9-12 section of the Course Code Directory and
  - 2. The course is part of a program of acceleration approved by the principal.
- B. Except for courses that require an EOC, all courses are offered on a semester basis and credit is issued based on performance for the semester. In awarding credit for high school graduation, each District school board shall maintain a one-half (1/2) credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half (1/2) credit if the student successfully completes either the first or the second half of a full year course **s. 1003.436(2), F.S.** Courses that require an EOC award one (1) full credit at the end of the year for students who have passed the course.

#### **XII. Uniform Transfer of Students in Middle Grades and High School - Rule 6A-1.09941, F.A.C.:**

- A. The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools.
  - 1. The procedures relating to the acceptance of transfer work and courses for students in middle grades 6, 7, and 8 from out of state or out of country shall be as follows:

- a. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in paragraph (1), of this rule.
- b. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in paragraph (2), of this rule.
- c. Alternative Validation Procedure: If validation based on performance as described above is not satisfactory, then any one (1) of the following alternatives identified in the District's Student Progression Plan shall be used for validation purposes as determined by the teacher, principal, and parent/legal guardian:
  - i. Portfolio evaluation by the superintendent or designee;
  - ii. Demonstrated performance in courses taken at other public or private accredited schools;
  - iii. Demonstrated proficiencies on nationally normed standardized subject area assessments;
  - iv. Demonstrated proficiencies on a statewide, standardized assessment; or
  - v. 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 date of transfer to prepare for assessments.

### **XIII. Home Education Grades K-8:**

- A. The definition and standards for Home Education programs are set forth in s. 1002.01(1), F.S., and s. 1002.41, F.S. These statutes give a parent or legal guardian the option of directing a home education program for their own child in order to satisfy the requirements of Compulsory Attendance, s. 1003.21, F.S.,

### **XIV. Enrolling Children from Home Education Programs:**

See section titled: Uniform Transfer of Students in Middle Grades and High School (1)(a)(b)(c).

### **XV. Students without Records:**



See section titled: Uniform Transfer of Students in Middle Grades and High School (1)(a)(b)(c).

## **XVI. Grade Forgiveness - s. 1003.4282(4), F.S.:**

### **A. High School**

1. Forgiveness policies for required courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course.

(Note: “Comparable” is defined as a course in the same subject area. The subject area of a course shall be determined by the subject area listed in the FLDOE Course Code Directory unless otherwise noted by the District.)

2. Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same, comparable, or another course.

### **B. Middle School**

1. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of “C,” “D,” or “F”. In such case, the District’s forgiveness policy must allow the replacement of the grade with a grade of “C” or higher earned subsequently in the same or comparable course.

(Note: “Comparable” is defined as a course in the same subject area. The subject area of a course shall be determined by the subject area listed in the FLDOE Course Code Directory unless otherwise noted by the District.)

### **C. High School and Middle School**

1. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced according to the District’s forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation, **s. 1003.4282(5), F.S.**

(*Explanatory Note:* **Rule 6A-1.0955(3), F.A.C.**, requires each school district to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades must be included in the student’s transcript. The authority for the School Board to adopt a forgiveness policy does not provide the authority to alter a student’s record to delete the forgiven course and grade. The forgiveness policy authorization is for the express purpose of assisting students in meeting the requirements necessary to graduate from high school, including a minimum grade point average and successful completion of academic credit or curriculum requirements. The School Board does not have the authority to purge that student’s record to delete the first grade. All forgiven courses and grades must be included on a student’s transcript as an accurate reflection of the student’s record of achievement.)

## **XVII. Distance Learning:**

- A. Full-time students may enroll in courses offered by distance (online or correspondence) learning programs, as part of, or in addition to, the regular instructional day. Courses may be taken through distance learning provided that:
  - 1. the principal approves the course(s) prior to enrollment,
  - 2. the course content is comparable to the District-adopted course(s), and
  - 3. the course or courses are received on an official transcript as defined by the *Uniform Transfer of High School Credit*, **s. 1003.4282(6), F.S.**
- B. The principal shall award credit for successful course completion. Exceptions for extenuating circumstances must be approved by the Superintendent or designee.

# **Senior High School Student Progression**

## **I. Instructional Day:**

- A. All students in grades 9-11 in senior high schools must attend the regularly scheduled instructional day of 7 periods per day (non-block) or 4 periods per day (block). All students in grade 12 must attend a minimum of 5 periods per day (non-block) or 3 periods per day (block) provided the student is on track to meet 26 credit graduation requirements (non-block), 28 credit graduation requirement (choice Jr./Sr. High School), or 30 credit graduation requirements (block) and have met or are scheduled to meet College Career Readiness (CCR). If students opt for a 5-period day, courses shall be scheduled consecutively.

## **II. Choice and Block Schools:**

- A. Choice and Block schools have District approved waivers to policies and requirements addressed in this section. Plans are available at the designated schools. The number of credits required to graduate and to be promoted vary at these schools.

## **III. Parent/Legal Guardian Notification:**

- A. Parents and legal guardians of students who have a cumulative grade point average (GPA) of 2.5 or less at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the student is at risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the District has in place to assist the student in meeting the GPA requirement.

## **IV. Graduation Requirements:**

- A. A copy of Graduation Requirements shall be provided to each student with 1st semester report cards.

## **V. Promotion by Grade Level:**

- A. Promotion is the assignment of a student to the next grade level after successful completion of all grade level requirements.
- B. To be promoted a student must have completed the following:

### **9<sup>th</sup> Grade to 10<sup>th</sup> Grade**

1. Enrollment - Been enrolled in the 9-12 sequence;
2. Credits - Earn at least five (5) credits (block schools – six (6) credits);
3. Attendance – In compliance with **School Board Policy 5200**.

### **10<sup>th</sup> Grade to 11<sup>th</sup> Grade**

1. Enrollment - Been enrolled in the 9-12 sequence;
2. Credits - Earn at least eleven (11) credits (block schools – thirteen (13) credits);
3. Earn two (2) credits in language arts;
4. Earn two (2) credits in mathematics;
5. Attendance – In compliance with **School Board Policy 5200**.

### **11<sup>th</sup> Grade to 12<sup>th</sup> Grade**

1. Enrollment – Been enrolled in the 9-12 sequence;
2. Credits - Earn at least eighteen (18) credits (block schools – twenty-one (21) credits);
3. Earn three (3) credits in language arts;
4. Earn three (3) credits in mathematics;
5. Attendance – In compliance with **School Board Policy 5200**.

### C. NOTES:

1. Must meet all End of Course (EOC) Assessments and statewide, standardized assessment requirements by graduation per Florida Statutes.
2. To be classified as a freshman (9<sup>th</sup> grade), a student must have been promoted from grade eight (8).
3. Exceptions to the number of years spent in the 9-12 sequence for reclassification may be granted to students who are in a planned acceleration program. (Early High School Graduation option), **s. 1003.4281, F.S.**
  - a. The term “early graduation” means graduation from high school in less than eight (8) semesters or the equivalent.
  - b. A student who graduates early may continue to participate in school activities/social events and attend and participate in graduation events with the student’s cohort, as if the student were still enrolled in high school. However, per FHSAA (**9.4.7**) if a student is not enrolled in school, he or she is not able to participate in sports.
  - c. A student who graduates early will be included in class ranking, honors, and award determinations for the student’s cohort. A student who graduates early must comply with the District’s rules and policies regarding access to the school facilities and grounds during normal operating hours, **s. 1003.4281(3), F.S.**
  - d. For data entry purposes regarding the graduation date, the final transcript should reflect a graduation date of one (1) school day following the completion of the graduation requirements.
  - e. Students who plan to graduate early should be classified as 12<sup>th</sup> graders with the following:
    - i. Mid-Year Graduation – at the beginning of the 1<sup>st</sup> semester of the last year or if the waiver is approved during the 1<sup>st</sup> semester,
    - ii. Early Graduation – at the beginning of the 2<sup>nd</sup> semester, or if the waiver is approved during the 2<sup>nd</sup> semester,
4. Students who meet the promotion requirements shall be reclassified each semester.
5. Credits for grade level classification may be waived for students who are approved for Early or Mid-Year Graduation or for students who are enrolled in a dropout prevention program. At a minimum, a student considered for such a waiver must have taken the statewide, standardized assessment either as a 9<sup>th</sup> or 10<sup>th</sup> grade student.

### **VI. Placement of Secondary Students into Intensive Reading:**

- A. Literacy skills are essential for students to be successful in school and for their future endeavors, and students are required to pass the 10<sup>th</sup> grade Florida Assessment of Student Thinking (FAST) in order to graduate. Although the state of Florida no longer requires school systems to place students in reading classes, there continues to be a requirement to offer intervention instruction. The District provides assistance to students who are struggling with the literacy skills needed to be successful in all their

coursework. The integrated reading and writing strategies provided in Intensive Reading (IR) courses are designed to enable students to become more confident and successful in all content area courses.

1. Students in 7<sup>th</sup> through 10<sup>th</sup> grade who have scored Level 1 or 2 on the most recent ELA FAST and scored Level 1 or 2 at least once in the previous two (2) years of testing will be considered for Intensive Reading placement unless they have demonstrated proficiency on formative benchmark testing.
2. Students in 11<sup>th</sup> and 12<sup>th</sup> grade who have not yet passed the grade 10 ELA FAST (Graduation Requirement) will be provided with an Intensive Reading course specific to their needs.
3. School-based IPST (Individual Problem-Solving Teams) may recommend additional students for the IR course, as well.
4. If parents/legal guardians would like to discuss being removed from the Intensive Reading placement, they may contact a school administrator. Administrator will follow District procedure regarding removal of student from Intensive Reading.

## **VII. Retention:**

- A. Retention is the assignment of a student to the same grade level for the next school year. A copy of the parent/legal guardian notification shall be placed in the cumulative record and specifically directed to the principal of the receiving school in the event of a school transfer.
- B. The following criteria shall be considered by the instructional staff before the student is retained:
  1. Requirements for Promotion
  2. Requirements for Graduation

## **VIII. Options for Assistance:**

- A. For students who have not met credit, grade point average, minimum student performance standards requirements, the B.E.S.T. Standards, or the FAST (statewide, standardized assessment) requirements, the following options are available:
  1. Enrollment in a remediation program during the regular school day;
  2. Enrollment in a remediation program(s)/course(s) during the regular summer school term (if available);
  3. Enrollment in adult education, if sixteen (16) years of age or older. A maximum of four (4) courses per year may be transferred from the adult education program (including the summer term). Student must not have a pattern of excessive absenteeism or habitual truancy or a history of disruptive behavior in school;
  4. Enrollment in District approved accredited distance learning courses;
  5. Retention in the current grade level;
  6. Before and after school programs;
  7. Remedial groups within existing classes;
  8. Recommendation for referral to the Individual Problem Solving Team;

9. Mentoring/tutoring;
10. Counseling sessions.

## **IX. Graduation Requirements:**

- A. Graduation is the completion of all requirements to receive a high school diploma. The District must adopt rules for admitting, classifying, promoting, and graduating students to or from the various schools of the District, **s. 1003.02(1)(a), F.S.** Additionally, the District must adopt courses of study for use in the schools of the District, **s. 1003.02(1)(d)2), F.S.**
- B. To be awarded a high school diploma, a student must have completed the following:
  1. All credit requirements for the applicable cohort (year entered 9<sup>th</sup> grade) as defined by:
    - a. The District's twenty-six (26)-Credit (or thirty (30)-Credits at block schools) Graduation Option (see the following "High School Graduation Charts" for credits and optional Diploma Designations), or
    - b. International Baccalaureate (IB) curriculum requirements, or
    - c. Advanced International Certificate Education (AICE) curriculum requirements, or
    - d. Early High School Graduation requirements, **s. 1003.4281, F.S.**; or
    - e. Academically Challenging Curriculum to Enhance Learning (ACCEL) diploma requirements, **s. 1002.3105 F.S.**
  2. Attendance - In compliance with **School Board Policy 5200**, and enrolled at the graduating school for at least the last semester.;
  3. Passed the required statewide, standardized assessments, if applicable, in order to qualify for a standard diploma (10th Grade statewide, standardized Reading, and Algebra 1 EOC Assessment);
  4. Demonstrated satisfactory mastery of the Student Performance Standards in ELA (Reading), writing, mathematics, science, and social studies as documented in accordance with procedures described in administrative guidelines;
  5. A minimum cumulative unweighted grade point average of 2.0 based on a 4.0 scale, **s. 1003.4282(5)(a), F.S.** The required GPA must be based on all courses taken, except courses forgiven under state and District forgiveness policies, **s. 1003.4282(4), F.S.**;
  6. Received the principal's approval for graduation.

### **C. NOTE:**

Choice and Block schools have waivers to policies and requirements addressed in this section. Plans are available at the designated schools.

### **D. Cardiopulmonary Resuscitation (CPR) – s. 1003.453(3), F.S.:**

School wellness and physical education policies; nutrition guidelines.

School districts are encouraged to provide basic training in first aid, including cardiopulmonary resuscitation, for all students, beginning in grade 6 every 2 years thereafter. School districts are required to provide basic training in first aid, including cardiopulmonary resuscitation, for all students once in middle school in a physical education or health class (and in grade 9 and grade 11.) Instruction in the use

of cardiopulmonary resuscitation must be based on a one-hour, nationally recognized program that uses the most current evidence-based emergency cardiovascular care guidelines. The instruction must allow students to practice the psychomotor skills associated with performing cardiopulmonary resuscitation and use an automated external defibrillator when a school district has the equipment necessary to perform the instruction. Private and public partnerships for providing training or necessary funding are encouraged.

Cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) instruction will be implemented with the following requirements:

1. CPR and AED will be taught in the Health Opportunities through Physical Education (HOPE) course as identified by the course code numbers 1506320 or 3026010.
  - a. Additional CPR instructional opportunities may be provided through Junior Reserve Officer Training Corps (JROTC), Water Safety, Personal Fitness Trainer, Care and Prevention of Athletic Injuries, Health Science, Health Service Occupations CTE Programs, and Early Childhood CTE programs.
  - b. All High Schools and Junior/Senior Schools will create a plan for implementation of **s. 1003.453, F.S.**, for students in 9<sup>th</sup> and 11<sup>th</sup> grade who are not enrolled in a course already offering training in First Aid, CPR and/or AED use.
2. The instructional program must meet the following requirements.
  - a. The instruction will be in compliance with the American Heart Association, American Red Cross, or a nationally recognized program based on the most current, national evidence-based emergency cardiovascular care guidelines for CPR.
  - b. Instruction will include the core cognitive and psychomotor skills associated with CPR.
  - c. Instruction will include appropriate use of an AED which may be taught electronically (e.g., video).
3. Schools will provide CPR instruction or will arrange for instruction by community-based partners/providers.
4. The Superintendent or designee shall be responsible for ensuring that schools comply with the requirements.

## **X. High School Graduation Charts**

A. Below are specific charts that list the graduation requirements for students currently in high school.

1. The following Computer Education courses are coded as math courses and can be used to satisfy the math requirements towards graduation (except for Algebra 1 and Geometry). However, these courses do not satisfy the math requirement for Bright Futures. The courses are:
  - a. 0200320 AP Computer Science A
  - b. 0200335 AP Computer Science Principles



2. The following IB Computer Education courses are coded as EQ (Equally Rigorous Science) courses and can be used to satisfy the EQ science requirements towards graduation (except for Biology). However, these courses do not satisfy the EQ science requirement for Bright Futures. The courses are:
  - a. 0200800 IB Computer Science 1
  - b. 0200810 IB Computer Science 2
  - c. 0200820 IB Computer Science 3

B. Please note that in addition to the Standard High School Diploma, students have the option to earn the following designations:

1. Scholar designation - In addition to the requirements of **s. 1003.4285, F.S.**, as applicable, in order to earn the Scholar designation, a student must satisfy the following requirements:
  - a. Mathematics - Earn one (1) credit in Algebra II or an equally rigorous mathematics course and one (1) credit in statistics or an equally rigorous mathematics course. Students must pass the Geometry EOC assessment;
  - b. Science - Pass the statewide, standardized Biology I EOC assessment and earn one (1) credit in chemistry or physics and one (1) credit in a course equally rigorous to chemistry or physics;
  - c. Social Studies - Pass the statewide, standardized United States History EOC assessment;
  - d. World Language - Earn two (2) credits in the same world language;
  - e. Electives - Earn at least one (1) credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course;
    - i. A student is exempt from taking the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course and the student takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.
2. Industry Scholar Designation - In addition to the requirements of **s. 1003.4285, F.S.**, as applicable, in order to earn the Industry Scholar Designation, a student must attain one (1) or more industry certifications from the list established under, **s. 1003.492, F.S.**
3. Florida Seal of Biliteracy The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one (1) or more world languages in addition to English by the award of a silver or gold seal on a standard high school diploma, **Rule 6A-1.09951, F.A.C.**
4. Florida Seal of Fine Arts - The Florida Seal of Fine Arts Program was established within the Department of Education to recognize high school graduates who have met exemplary benchmarks in fine arts coursework. The purpose of the Florida Seal of Fine Arts Program is to encourage students to develop an exemplary level of proficiency in the performing or visual arts, **s. 1003.4321, F.S.**

## **XI. Additional Graduation Options :**

A. Academically Challenging Curriculum to Enhance Learning (ACCEL) **s. 1002.3105(5) F.S.:**

1. A student who meets all the requirements of **s. 1003.4282(3)(a)-(e), F.S.**, or **s. 1003.4282(9) F.S.**, earns three (3) credits in electives and earns a cumulative grade point average (GPA) of 2.0 on a 4.0 scale shall be awarded a standard diploma in a form prescribed by the State Board of Education.

**B. Career and Technical Education Pathway Option:**

1. Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earning a standard high school diploma through the Career and Technical Education (CTE) pathway option. The student must meet the requirements of **s.1003.4282(3)(a)-(d) F.S.**, complete two (2) credits in career and technical education which result in a program completion and an industry certification, complete one and one half (1.5) credits in work-based learning programs and earn a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

Brevard Public Schools  
High School Graduation Requirements

Subject Area	26-Credit Graduation Requirements (30-Credits Block Schools)
English Language Arts (ELA)	<p>4.0 credits in English Language Arts 1, 2, 3, 4</p> <ul style="list-style-type: none"> <li>English Language Arts Honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement</li> <li>Must pass the statewide, standardized Grade 10 ELA assessment (or earn a concordant score) to graduate with a Standard High School Diploma</li> </ul>
Mathematics	<p>4.0 credits, one must be Algebra 1 and one must be Geometry</p> <ul style="list-style-type: none"> <li>For students who begin high school math credits in middle school, it is strongly recommended that Mathematics be taken all years of high school to ensure that students are meeting readiness expectations for college and career. Many colleges will expect continuous enrollment of Mathematics courses while the student is in high school.</li> <li>Must pass Algebra 1 EOC (or earn a comparative score) to graduate with a Standard High School Diploma</li> <li>Industry certification that leads to college credit may substitute for up to 2.0 mathematics credits (except for Algebra 1 and Geometry).</li> <li>An identified computer science credit may substitute up to one mathematics credit (except for Algebra 1 and Geometry).</li> </ul>
Science	<p>3.0 credits in science, must include Biology</p> <ul style="list-style-type: none"> <li>Industry certification that leads to college credit may substitute for up to 1.0 science credit (except for Biology).</li> <li>An identified computer science credit may substitute up to one Science credit (except for Biology).</li> </ul>
<b>Students must complete 4.0 Science credits OR 4.0 Social Studies credits</b>	
Social Studies	<p>3.0 credits in social studies must include:</p> <ul style="list-style-type: none"> <li>1.0 credit in World History</li> <li>1.0 credit in U.S. History</li> <li>0.5 credit in U.S. Government</li> <li>0.5 credit in Economics</li> <li>Students enrolled in the United States Government course, including dual enrollment and AP courses, are required to take the assessments of civic literacy. This score does not impact the student's course grade nor graduation status. However, students earning a passing score are exempt from the postsecondary civic literacy assessment required by <a href="#">s.1007.25</a>, F.S.</li> </ul>
Fine/Performing/Career and Technical Education	1.0 credit in fine or performing arts, speech and debate, or career and technical education. Eligible courses are identified in the Florida Course Code Directory.
Physical Education	1.0 credit in Health Opportunities for Physical Education (HOPE), which includes CPR
Personal Financial Literacy	0.5 credit in Personal Financial Literacy (beginning with the graduating class of 2027)
World Languages	2.0 sequential credits in the same language are required for admission into Florida state universities and for Bright Futures eligibility. Many competitive schools (in state and out-of-state) require 3-4 credits of World Language.
Career Research and Decision Making	0.5 credit (the course also satisfies the requirements of Statute 1003.42(2)(s) for Character Development Curriculum)
Electives	8.5 credits/12.5 credits block schools (beginning with graduating class of 2027 - 8.0 credits/12.0 credits block schools)
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale
Rigorous Course Requirements	<p>Students will be required to complete a program of study in at least one of the following areas:</p> <ul style="list-style-type: none"> <li>3.0 credits in any combination of approved Dual Enrollment (DE), Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or approved Honors courses, <i>OR</i></li> <li>3.0 or more credits in a Career &amp; Technical Education Program of Study which will be used to complete a sequential career and technical education program resulting in a credential endorsed by a national, state, or local industry, <i>OR</i></li> <li>4.0 or more credits in Performing Fine Arts courses</li> </ul>
<b>NOTES:</b> <ul style="list-style-type: none"> <li>The following courses include EOC assessments which count as 30% of the Final Course Grade: Algebra 1, Geometry, Biology, and U.S. History.</li> <li>Based on individual student needs, the 4<sup>th</sup> additional science credit may be chosen from any EQ Science or Non-EQ Science course</li> <li>Participation in a FHSAA interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in HOPE.</li> <li>Participation in Marching Band for two full years shall satisfy the one-credit requirement in HOPE (effective 7/1/2025).</li> <li>Completion of two years in a Reserved Officer Training Corps (R.O.T.C) class shall satisfy the 1.0 credit requirement in HOPE <b>AND</b> the 1.0 credit requirement in fine/performing/career and technical education.</li> <li>The number of credits required for graduation for students who enter a block schedule school from a non-block school will be decreased by 0.5 credits for each semester the student was in a non-block school.</li> <li>The Credit Acceleration Program (CAP) - allows a student to earn high school credit if the student passes an advanced placement (AP) examination, College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course.</li> <li>The required credits earned through equivalent, applied, or integrated courses or career education courses as defined in <a href="#">s.1003.01(2)</a>, including work-related internships approved by the State Board of Education and identified in the course code directory.</li> </ul>	

## WHAT STUDENTS AND PARENTS/LEGAL GUARDIANS NEED TO KNOW

### WHAT ARE THE OPTIONS FOR EARNING A STANDARD HIGH SCHOOL DIPLOMA?

- 26-credit program
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum

### WHAT ARE THE DIFFERENT DIPLOMA DESIGNATIONS?

#### Scholar Diploma Designation

In addition to meeting the Standard High School Diploma requirements:

- Pass Geometry EOC
- Earn one (1) credit in Algebra 2 or an equally rigorous mathematics course
- Earn one (1) credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn one (1) credit in Chemistry or Physics
- Earn one (1) credit in a course equally rigorous to Chemistry or Physics (any EQ Science course)
- Pass the U.S. History EOC
- Earn two (2) credits in the same World Language
- Earn at least one (1) credit in AP, IB, AICE, or a dual enrollment course

A student is exempt from taking the Biology 1 or U.S. History EOC if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course and the student earns the minimum score to earn college credit on the respective AP, IB or AICE assessment.

#### Industry Scholar Diploma Designation

In addition to meeting the Standard High School Diploma requirements:

- Attain one (1) or more industry certifications from the list established [s. 1003.492, F.S.](#)

#### Florida Seal of Biliteracy Diploma Designation

The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one (1) or more world languages in addition to English.

Refer to [s.1003.432, F.S.](#), for eligibility requirements for the Gold Seal of Biliteracy and the Silver Seal of Biliteracy.

#### Florida Seal of Biliteracy Diploma Designation

The Florida Seal of Fine Arts Program is established within the Department of Education to recognize high school graduates who have met exemplary benchmarks in fine arts coursework.

Refer to [1003.4321](#) for eligibility requirements for the Florida Seal of Fine Arts.

### WHERE IS INFORMATION ABOUT FINANCIAL AID LOCATED?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit: [Office of Student Financial Assistance](#)

#### FAFSA

During the fall of senior year, complete the Free Application for Federal Student Aid (FAFSA) form to be eligible for federal student aid such as federal grants, work-study funds, and loans. Completing and submitting the FAFSA form is free and it gives access to the largest source of aid to help pay for postsecondary schools.

### WHAT ARE THE ADDITIONAL GRADUATION OPTIONS FOR STUDENTS WITH DISABILITIES?

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment

Speak with the ESE Contact Person at your school for more information.

### WHAT ARE THE PUBLIC POSTSECONDARY OPTIONS?

#### State University System

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one (1) university to increase their chance for acceptance. To qualify to enter one (1) of Florida's public universities, a first- time-in-college student must meet the following minimum requirements:

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008.
- Sixteen (16) Credits of approved college preparatory academic courses per BOG Regulation 6.002
  - 4 English (3 with substantial writing)
  - 4 Mathematics (Algebra I level and higher)
  - 3 Natural Science (2 substantial lab)
  - 3 Social Science
  - 2 World Language (sequential, in the same language)
- Two (2) approved electives

For more information, visit: [State University System of Florida- Planning for College](#)

#### The Florida College System

The twenty-eight (28) state colleges offer career-related certificates and two (2) year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open-door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma, or have demonstrated success in postsecondary coursework will be admitted to an associate degree program. For more information, visit: [Florida College System](#)

#### Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations. For more information, visit:

[Career & Adult Education- District Postsecondary Institutions](#)

### WHERE IS INFORMATION ABOUT THE BRIGHT FUTURES SCHOLARSHIPS LOCATED?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit: [Florida Student Scholarship and Grant Programs](#)

## **XII. High School Definition of Credit - s. 1003.436(1)(a), F.S.:**

- A. For purposes of requirements for high school graduation, one (1) full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards, except as otherwise provided through the Credit Acceleration Program (CAP) under, **s. 1003.4295(3) F.S.**
- B. One (1) full credit in a District school that has been authorized to implement block scheduling by the District School Board means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements.
- C. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment pursuant to **s. 1007.271, F.S.**, that satisfy the requirements of the District's dual enrollment articulation agreement according to **s. 1007.271(21), F.S.**, and that equal one (1) full credit of the equivalent high school course identified in, **s. 1007.271(9), F.S.**
- D. The hourly requirements for one-half (1/2) credit are one-half (1/2) of the requirements specified in, **s. 1003.436(1)(b), F.S.**
- E. A student may be awarded credit for less than 135 hours of instruction (120 hours for a block school) if he or she has demonstrated mastery of the course requirements and B.E.S.T. Standards as provided by the District's Student Progression Plan. This clarification includes awarding credit for courses taken in summer school, through performance-based instruction, block scheduling or course modifications that combine courses.

## **XIII. High School Credit toward Graduation:**

- A. Students normally begin earning credit toward graduation in grade 9. High school courses taken prior to grade 9 must be counted as credit toward graduation provided the following conditions are met:
  - 1. The course is listed in the 9-12 section of the Course Code Directory; and
  - 2. The course is part of a program of acceleration approved by the principal.
- B. Except for courses that require an EOC, all courses are offered on a semester basis and credit is issued based on performance for the semester. In awarding credit for high school graduation, each District school board shall maintain a one-half (1/2) credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half (1/2) credit if the student successfully completes either the first or the second half of a full year course **s. 1003.436(2) F.S.**, Courses that require an EOC award one (1) full credit at the end of the year for students who have passed the course.

## **XIV. Uniform Transfer of High School Credits (Grades 9-12) - s. 1003.4282(6), F.S.:**

- A. Beginning with the 2012-2013 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school, a personalized education program, or a home education program and the student's transcript shows a credit in Algebra I, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, **20 U.S.C. 6301**.
- B. If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the student must take and pass the statewide, standardized grade 10 ELA assessment, or earn a concordant score.
- C. If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting thirty percent (30%) of the student's final course grade, **s. 1003.4282(6), F.S.**
- D. The procedures relating to the acceptance of transfer work and credits for students in high school from out of state or out of country shall be as follows:
  - 1. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first semester (or its equivalent) as outlined in paragraph (D)(2) of this rule. Assessment requirement for transfer students under **s. 1003.4282(6), F.S.**, must be satisfied.
  - 2. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point of 2.0 by the end of the first semester. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in paragraph (D)(3) below.
  - 3. 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 teacher, principal, and parent/legal guardian:
    - a. Portfolio evaluation by the Superintendent or designee;
    - b. Written recommendation by a Florida certified teacher selected by the parent/legal guardian and approved by the principal;
    - c. Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools;

- d. Satisfactory performance on nationally normed standardized subject area assessments;
  - e. Satisfactory performance on a statewide, standardized assessment or;
  - f. Written review of the criteria utilized for a given subject provided by the former school.
4. Students must be provided at least ninety (90) days from the date of transfer to prepare for assessments outlined in the sections above pursuant to **Rule 6A-1.09941, (2)(a-c), F.A.C.**

#### **XV. Home Education Grades 9-12:**

The definition and standards for Home Education programs are set forth in **s. 1002.01(1), F.S.**, and **s. 1002.41 F.S.** These statutes give a parent or legal guardian the option of directing a home education program for their own child in order to satisfy the requirements of Compulsory Attendance, **s. 1003.21, F.S.**

#### **XVI. Enrolling Children from Home Education Programs:**

See section titled: *Uniform Transfer of High School Credits* regarding validation of records.

#### **XVII. Students without Records:**

See section titled: *Uniform Transfer of High School Credits*.

#### **XVIII. Learning Opportunities for Out-of-State and Out-of-Country Transfer Students Needing Additional Instruction to Meet High School Graduation Requirements - s. 1003.433, F.S.:**

- A. Students who enter a Florida public school at the eleventh or twelfth grade from out-of-state or out of country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has not met all requirements of the school district, state, or country from which he or she is transferring. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average, meet all assessment requirements, and meet the requirements under, **s. 1008.22, F.S.**
- B. Students who earn the required twenty-six (26) credits for the standard high school diploma, except for passage of any must-pass assessments under statutes, **s. 1003.4282, F.S.**, or **s. 1008.22, F.S.**, or an alternate assessment by the end of grade 12, must be provided the following learning opportunities:
  - 1. Participation in an accelerated high school equivalency diploma preparation program during the summer (if available); and

2. Participation in an adult general education program as provided in **s. 1004.93, F.S.**, for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. A student who attends an adult general education program shall have the opportunity to take any must-pass assessments under statutes **s. 1003.4282, F.S.**, or **s. 1008.22, F.S.**, an unlimited number of times in order to receive a standard high school diploma,
- C. A student transferring to the District from another school system shall be permitted to graduate on schedule with fewer than the prescribed number of credits provided the following conditions are met. The student shall:
1. Have successfully completed the normal requirements of the school or schools from which he/she transferred during each year of high school attendance as shown on the school's official transcript;
  2. Have taken a full schedule of courses during each year of attendance in a District high school and passed all of those courses, thus attempting to meet the District's graduation requirements to the fullest extent possible;
  3. Have been at the graduating school for at least the last semester. Requests for exceptions shall be referred to the Superintendent or designee.
  4. Meet all other criteria listed for graduation.
- D. Transferring students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. Students who have been enrolled in an ESOL program for less than two (2) school years and have met all requirements for the standard high school diploma except for passage of any must-pass assessments under statute **s. 1003.4282, F.S.**, or **s. 1008.22, F.S.**, or alternate assessment may:
1. Receive immersion English language instruction during the summer (if available) following their senior year. Students receiving such instruction are eligible to take the required assessment or alternate assessment and receive a standard high school diploma upon passage of the required assessment or the alternate assessment,
  2. Beginning with the 2022-2023 school year, meet the requirement to pass the statewide, standardized grade 10 English Language Arts assessment by satisfactorily demonstrating grade-level expectations on formative assessments, in accordance with state board rule.

## **XIX. No Academic Exceptions Based on Attendance:**

- A. Schools shall not exempt students from academic performance requirements such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements, **s. 1003.33, F.S.** Student absences for approved school activities, or absences approved by the principal or designee shall not negatively impact the student as related to the 135-hour minimum attendance for credit provided that the student completes appropriate make-up work essential for meeting course requirements.



- B. This provision applies to absences for religious instruction as authorized by s. 1003.21(2)(b)1, F.S., absences related to required instruction as specified in s. 1003.42, F.S., and, subject to the rules and regulations of the state board and of the District, other absences which are deemed by the principal to be in the best interest of the student.
- C. A student may be counted as being in school if the student is attending an academic instructional activity away from the school site provided that the activity is directly related to the instructional outcomes of one (1) or more of the courses missed and that the student completes appropriate make-up work essential for meeting course requirements. Absences from specific classes for such activities shall be recorded but not reported in accordance with School Board Policy 5200.

**XX. Military Dependent Children Transfer to Florida Schools and Equivalencies for Standardized Tests:**

- A. A dependent child of an active member of the United States Armed Forces who enters a public school from out-of-state or out of country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on any must-pass assessments under statute s. 1003.4282, F.S., or s. 1008.22, F.S., shall satisfy the assessment requirement for a standard high school diploma as provided in s. 1003.4282, F.S. See General Section of this Student Progression Plan for further information concerning the Interstate Compact on Educational Opportunity for Military Children.

**XXI. Foreign Exchange Students Enrolling in Brevard Public Schools With an F-1 or J-1 Student Visa:**

- A. The F-1 Visa allows foreign national secondary students (9-11) to study in a U.S. public school for up to one (1) academic year. The Federal I-20 form (certificate of eligibility for nonimmigrant status) will be issued after tuition is paid. The I-20 form must then be processed for an F-1 visa by the U.S. consular office in the student's home country. If an F-1 Student Visa is granted, the student may enter the U.S. and attend a public school for up to one (1) academic year. F-1 students may live with a relative and participate in extracurricular activities and athletics. Students may not graduate from high school or receive a diploma.
- B. The J-1 Student Visa is regulated by the U.S. State Department and is sponsored by a specially licensed U.S. or International organization. Students must live with a host-family vetted by the agency sponsoring the student. J-1 students may be enrolled for up to one (1) academic year in grades 9-11, on a space available, principal approval basis (School Board Policy 5114). Students on a J-1 visa may participate in extracurricular activities as well as athletics. Students may not graduate from high school or receive a diploma.
- C. Based on School Board Policy 5460, commencement exercises will include only those students who have successfully completed requirements for a standard high school diploma for graduation as certified by the high school principal. Therefore, Foreign Exchange students enrolling in the District with an F-1 or J-1 student visa may not participate in commencement exercises.

## **XXII. Graduation Requirements for Foreign Students without Records:**

- A. A 12<sup>th</sup> grade foreign student without records must meet the following conditions in order to receive a diploma:
1. Receive a passing grade in all subjects taken;
  2. Demonstrate satisfactory mastery of the skills and competencies as determined by the statewide, standardized assessment;
  3. Pass the designated end of course (EOC) assessments as appropriate;
  4. Be in attendance in the District for at least two (2) semesters.

## **XXIII. Grade Forgiveness - s. 1003.4282(4), F.S.:**

### **A. High School**

1. Forgiveness policies for required courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course.

(**Note:** “Comparable” is defined as a course in the same subject area. The subject area of a course shall be determined by the subject area listed in the FLDOE Course Code Directory unless otherwise noted by the District.)

2. Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same, comparable, or another course.

### **B. Middle School**

1. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of “C,” “D,” or “F”. In such case, the District’s forgiveness policy must allow the replacement of the grade with a grade of “C” or higher earned subsequently in the same or comparable course.

(**Note:** “Comparable” is defined as a course in the same subject area. The subject area of a course shall be determined by the subject area listed in the FLDOE Course Code Directory unless otherwise noted by the District.)

### **C. High School and Middle School**

1. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced according to the District’s forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation, **s. 1003.4282(4), F.S.**

(*Explanatory Note:* **Rule 6A-1.0955(3), F.A.C.**, requires each school district to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades must be included on the student's transcript. The authority for the School Board to adopt a forgiveness policy does not provide the authority to alter a student's record to delete the forgiven course and grade. The forgiveness policy authorization is for the express purpose of assisting students in meeting the requirements necessary to graduate from high school, including a minimum grade point average and successful completion of academic credit or curriculum requirements. The School Board does not have the authority to purge that student's record to delete the first grade. All forgiven courses and grades must be included on a student's transcript as an accurate reflection of the student's record of achievement.)

#### **XXIV. Statewide Standardized Assessment Program, s. 1008.22, F.S.:**

- A. The Commissioner of Education shall design and implement a statewide, standardized assessment program aligned to the core curricular content established in the state academic standards. The commissioner also must develop or select and implement a common battery of assessment tools that will be used in all juvenile justice education programs in the state. These tools must accurately measure the core curricular content established in the state academic standards. Participation in the assessment program is mandatory for all school districts and all students attending public schools, including adult students seeking a standard high school diploma under **s. 1003.4282, F.S.**, and students in Department of Juvenile Justice education programs, except as otherwise provided by law. If a student does not participate in the assessment program, the school district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation. The statewide, standardized assessment program shall be designed and implemented as follows:
  - 1. Statewide, standardized comprehensive assessments:
    - a. The statewide, standardized English Language Arts (ELA) assessments shall be administered to students in grades 3 through 10. Retake opportunities for the grades 3 and 10 ELA assessment must be provided. Reading passages and writing prompts for ELA assessments shall incorporate grade-level core curricula content from social studies. The statewide, standardized Mathematics assessments shall be administered annually in grades 3 through 8. The statewide, standardized Science assessment shall be administered annually at least once at the elementary and middle grades levels. In order to earn a standard high school diploma, a student who has not earned a passing score on the grade 10 ELA assessment must earn a passing score on the assessment retake or earn a concordant score as authorized under subsection (9), **s. 1008.22(3)(a)(1), F.S.**
    - b. Beginning with the 2022-2023 school year, the end-of-year comprehensive progress monitoring assessment administered pursuant to **s. 1008.25(9)(b)2, F.S.**, is the statewide, standardized ELA assessment for students in grades 3 through 10 and the

statewide, standardized Mathematics assessment for students in grades 3 through 8, **s. 1008.22(3)(a)(2), F.S.**

2. End-of-course (EOC) assessments: EOC assessments must be statewide, standardized, and developed or approved by the Department of Education as follows:
  - a. EOC assessments for Algebra I, Geometry, Biology I, United States History, and Civics shall be administered to students enrolled in such courses as specified in the course code directory, **s. 1008.22(3)(b)(1), F.S.**
  - b. Students enrolled in a course, as specified in the course code directory, with an associated statewide, standardized EOC assessment must take the EOC assessment for such course and may not take the corresponding subject or grade-level statewide, standardized assessment pursuant to paragraph (a). Sections **s. 1003.4156, F.S.**, and **s. 1003.4282, F.S.**, govern the use of statewide, standardized EOC assessment results for students, **s. 1008.22(3)(b)(2), F.S.**
  - c. The commissioner may select one or more nationally developed comprehensive examinations, which may include examinations for a College Board Advanced Placement course, International Baccalaureate course, or Advanced International Certificate of Education course, or industry-approved examinations to earn national industry certifications identified in the CAPE Industry Certification Funding List, for use as EOC assessments under this paragraph if the commissioner determines that the content knowledge and skills assessed by the examinations meet or exceed the grade-level expectations for the core curricular content established for the course in the state academic standards. Use of any such examination as an EOC assessment must be approved by the state board in rule, **s. 1008.22(3)(b)(3), F.S.**
  - d. Contingent upon funding provided in the General Appropriations Act, including the appropriation of funds received through federal grants, the commissioner may establish an implementation schedule for the development and administration of additional statewide, standardized EOC assessments that must be approved by the state board in rule. If approved by the state board, student performance on such assessments constitutes 30 percent of a student's final course grade, **s. 1008.22(3)(b)(4), F.S.**
  - e. All statewide, standardized EOC assessments must be administered online except as otherwise provided in paragraph (d), **s. 1008.22(3)(b)(5), F.S.**
  - f. A student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) course who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit, as identified in **s. 1007.27(2) F.S.**, meets the requirements of this paragraph and does not have to take the EOC assessment for the corresponding course, **s. 1008.22(3)(b)(6), F.S.**

3. Nationally recognized high school assessments: Each school district shall, by the 2023-2024 school year and subject to appropriation, select either the SAT, ACT, or Classic Learning Test for districtwide administration to each public-school student in grade 11, including students attending public high schools, alternative schools, and Department of Juvenile Justice education programs, **s. 1008.22((3)(c), F.S.**

## Assessment Graduation Requirements by Grade 9 Cohort

1 Students Who Entered Grade 9 in 2020-21 and BEYOND (Graduation Cohorts - 2024 and Beyond)			
English Language Arts (ELA)		Algebra	
FAST ELA READING (the official passing score will be decided after the standard)	*350	BEST ALGEBRA EOC	**497
PSA ELA	NA	PSA ALGEBRA EOC RETAKE	**497
SAT Evidence Based Reading and Writing (EBRW)	430	SAT Math	420
ACT English and Reading Subtest (average)	18	ACT Math	16
The average of the English and Reading Subtests, which are not required to come from the same test administration (rounding rules apply).		PSA GEOMETRY OR BEST GEOMETRY	499
		PSAT/NMSQT Math	430
PSAA Florida Standards Alternate Assessment	598	PSAA Florida Standards Alternate Assessment	797
<b>NOTE:</b> In order for students with an IEP to obtain an ESE waiver, they must take the assessment at least ONCE!			
<b>NOTE:</b> * For the 2022-23 school year, scores for FAST assessments are linked to the 2021-2022 reporting scale, as required by law. Students who take the FAST Grade 10 ELA Reading Assessment prior to the adoption of the passing score by the State Board of Education will be able to use (SSO) scores to meet the graduation requirement.			
<b>NOTE:</b> * For the 2022-23 school year, scores for B.E.S.T. Algebra 1 EOC Assessment prior to the adoption of the passing score on the new B.E.S.T. scale by the State Board of Education will be able to use (497) score to meet their graduation requirement. Once the B.E.S.T. score scale is established, this alternate score will be linked to provide a new alternate passing score on the B.E.S.T. scale.			
2 Students Who Entered Grade 9 in 2019-20 (Grad Cohorts of 2023)			
English Language Arts (ELA)		Algebra	
FAST ELA READING	350 <sup>1</sup>	BEST ALGEBRA EOC	497 <sup>2</sup>
PSA ELA	350 <sup>3</sup>	PSA ALGEBRA EOC RETAKE	497 <sup>2</sup>
SAT Evidence Based Reading and Writing (EBRW)	430	SAT Math	420
ACT English and Reading Subtest (average)	18	ACT Math	16
The average of the English and Reading Subtests, which are not required to come from the same test administration (rounding rules apply).		PSA GEOMETRY OR BEST GEOMETRY	499
ACT Reading	19	PSAT/NMSQT Math	430
SAT Reading Subtest - Administered after March of 2016	24	PERT	114
PSAA Florida Standards Alternate Assessment	598	PSAA Florida Standards Alternate Assessment	797
<b>NOTE:</b> <sup>1</sup> In order for students with an IEP to obtain an ESE waiver, they must take the assessment at least ONCE!			
<b>NOTE:</b> <sup>2</sup> For the 2022-23 school year, scores for FAST assessments are linked to the 2021-2022 reporting scale, as required by law. Students who take the FAST Grade 10 ELA Reading Assessment prior to the adoption of the passing score by the State Board of Education will be able to use (SSO) score to meet their graduation requirement.			
<b>NOTE:</b> <sup>3</sup> For the 2022-23 school year, scores for B.E.S.T. Algebra 1 EOC Assessment prior to the adoption of the passing score on the new B.E.S.T. scale by the State Board of Education will be able to use THE SCORE OF 497 to meet their graduation requirement. Once the B.E.S.T. score scale is established, this alternate score will be linked to provide a new alternate passing score on the B.E.S.T. scale.			
3 Students Who Entered Grade 9 BETWEEN 2010-11 and 2018-2019 (Graduation Cohorts - 2014-2022)			
English Language Arts (ELA)		Algebra	
FAST ELA READING	* TBD	BEST ALGEBRA EOC	**497
PSA ELA	350	PSA Algebra EOC RETAKE	497
FCAT 2 Reading BETWEEN 2010-11 AND 2012-13	245	FCAT 2 NGSSS Algebra 1 EOC BETWEEN 2011-12 AND 2013-14	399
PSA ELA (Alternate passing score for students who entered grade 9 in 2013-2014 or who took the assessment PRIOR to January 7, 2016 (ONLY)).	349	PSA Algebra EOC Alternate passing score for students who first participated on the PSA ALG EOC 2011-2015 (ONLY those students who participated PRIOR to the Spring 2016 testing).	489
SAT Evidence Based Reading and Writing (EBRW) - Administered after March of 2016	430	PSA Geometry	499
SAT Reading Subtest - Administered after March of 2016	24	PSA Geometry EOC Alternate passing score for students who first participated on the Geometry EOC 2011-2015 (ONLY those students who participated PRIOR to the Spring 2016 testing).	492
SAT Critical Thinking - Administered PRIOR to March of 2016	430	PERT	97
ACT Reading	19	SAT Math	420
ACT English and Reading Subtest (average)	18	SAT Math - Administered PRIOR to March of 2016	380
The average of the English and Reading Subtests, which are not required to come from the same test administration (rounding rules apply).		ACT Math	16
		PSAT/NMSQT Math	430
		PSAT/NMSQT Math - Administered PRIOR to 2015	39
PSAA Florida Standards Alternate Assessment	63	PSAA Florida Standards Alternate Assessment	58
<b>COVID-19:</b> Students who graduated in 2020 and 2021 were exempt from meeting the HS graduation assessment requirements (ELA and Algebra 1). Any student graduating after 2021 (regardless of their graduation cohort) must meet the HS graduation requirements of their 9th grade cohort.			
<b>NOTE:</b> 1. In order for students with an IEP to obtain an ESE waiver, they must take the assessment at least ONCE!			
2. Students who entered grade 9 in 2010-11 do not have a math requirement!			
4 Students Who Entered Grade 9 BETWEEN 2007-08 to 2009-10 (Graduation Cohorts - 2011-2013)			
English Language Arts (ELA)		MATH	
FAST ELA READING	* TBD	BEST ALGEBRA EOC	**497
PSA ELA Alternate Passing Score (Equivalent to FCAT(1926/300) / FCAT 2 (24.1))	349	SAT MATH*	340
FCAT 2 Reading (Equivalent to FCAT 1926/300)	241	PSA Algebra EOC RETAKE	497
	1926		1889
FCAT Reading (SS 300)		FCAT Math	(SS 300)
SAT Critical Reading - Administered PRIOR to March of 2016	420	ACT Math	15
SAT EBRW - Administered after March of 2016	420		
SAT Reading Subtest - Administered after March of 2016	23		
ACT Reading	18		
5 Students Who Entered Grade 9 BETWEEN 2001-02 to 2006-07 (Graduation Cohorts - 2005-2010)			
English Language Arts (ELA)		MATH	
FCAT Reading	1926 (SS 300)	FCAT Math	1889 (SS 300)
FCAT 2 Reading (Equivalent to FCAT 1926/300)	241	PSA Algebra EOC RETAKE	497
PSA ELA Alternate Passing Score (Equivalent to FCAT(1926/300) / FCAT 2 (24.1))	349	SAT MATH*	340
SAT Critical Reading - Administered PRIOR to March of 2016	410	ACT Math	15
SAT EBRW - Administered after March of 2016	410		
SAT Reading Subtest - Administered after March of 2016	22		
ACT Reading	15		
<b>*SAT MATH:</b> Students required to pass FCAT Math the mathematics for graduation may submit a SAT score of 340 or higher, regardless of their year of enrollment in Grade 9, if the score is dated <b>Ches of 2008</b> —Students who were originally scheduled to graduate in 2008 may satisfy the graduation requirements by earning a score of 339 on the Grade 10 PSA ELA Assessment.			
<b>High School Composite Test (HSCT) Requirement:</b> The HSCT State Board Rule (SA-1-08-02, FAC-1) was repealed in Fall 2015. Students who were scheduled to graduate in 2008 or SA-1-08-02 High School Credits and Diplomas to Adults.			

**XXV. Concordant Scores - s. 1008.22(9), F.S.:**

- A. The Commissioner of Education must identify scores on the SAT, ACT and CLT that, if achieved, satisfy the graduation requirement that a student pass the grade 10 statewide, standardized Reading assessment or upon implementation, the grade 10 ELA assessment. The commissioner may identify concordant scores on assessment other than the SAT, ACT, and CLT. If the content or scoring procedures change for the grade 10 ELA assessment or, upon implementation, the grade 10 ELA assessment, new concordant scores must be determined. If new concordant scores are not timely adopted, the last adopted concordant scores remain in effect until such time as new scores are adopted. The state board shall adopt concordant scores in rule.

**XXVI. Comparative Scores for End-of-Course (EOC) Assessment - s. 1008.22(10), F.S.:**

- A. The Commissioner of Education must identify one (1) or more comparative scores for the Algebra 1 EOC assessment. If the content or scoring procedures change for the new EOC assessment, new comparative scores must be determined. If new comparative scores are not timely adopted, the last-adopted comparative scores remain in effect until such time as new scores are adopted. The state board shall adopt comparative scores in rule.

**XXVII. Previous Scores Required for Graduation:**

- A. Students originally scheduled to graduate between 2004 and 2013 – students who entered grade 9 in the 2008-2009 school year or prior and were originally scheduled to graduate between 2004 and 2013 must earn passing scores on Grade 10 FCAT Reading and Mathematics, or their equivalents. Students who entered grade 9 in the 2009-2010 school year or prior must earn an alternate passing score (comparable to the passing score for Grade 10 FCAT Reading) on Grade 10 FCAT 2.0 Reading and a passing score on Grade 10 FCAT Mathematics. The FCAT Mathematics retake is no longer administered. Students who still need to satisfy this requirement must earn a concordant score on the SAT or ACT. Students may also meet the FCAT Mathematics requirement by passing the NGSSS or B.E.S.T. Algebra 1 EOC Assessment.

**XXVIII. Common Placement Testing for Public Postsecondary Education:**

- A. The District will continue to test all 11<sup>th</sup> graders with a recognized college readiness test and shall use the results of the test to advise the students of any identified deficiencies.

**XXIX. Students with Disabilities:**

- A. The District must provide instruction to prepare students with disabilities in core content knowledge and skills necessary for successful grade to grade progression and high school graduation, **s. 1008.22(c)1, F.S.** See Progression Plan for Students with Disabilities section.

**XXX. Unweighted GPA:**

Grade	All Courses
A	4
B	3
C	2
D	1
F	0

- A. The cumulative unweighted grade point average includes all courses taken for credit. It is calculated for high school graduation purposes with the exception of those courses retaken under the District's forgiveness policy.

**XXXI. Weighted GPA:**

- A. The cumulative weighted grade point average includes additional weight for Dual Enrollment (DE), Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE), courses as well as Level III (Advanced) high school courses.
- B. **Note:**

The District must weigh dual enrollment courses the same as Advanced Placement courses when weighted grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited, s. 1007.271 (8), F.S. See chart below:

Grade	Other Courses	Level III Courses	Dual Enrollment/ AP/IB/AICE Courses
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1	1
F	0	0	0

**XXXII. High School Grading System – Rank-In-Class:**

- A. Rank-in-class shall be for the purpose of college admissions and scholarship applications. The release of such individual student information shall be in accordance with School Board Policy 8330 (Maintenance and Access to Student Records). Rank-in-class shall be computed on a cumulative unweighted GPA. State universities in Florida recalculate a student's grade point average for admissions purposes in accordance with Florida statute and rules.
- B. Upon a student or parent/legal guardian request, for purposes of admissions to colleges and universities which are not a part of the Florida state system, and for certain scholarship applications, the rank-in-class procedure utilizing only academic subjects on a weighted basis shall be used.

**XXXIII. Honor Graduates:**



- A. Any student with a minimum of 3.50 cumulative weighted GPA at the end of the first semester (3<sup>rd</sup> quarter for block schools) during the year prior to graduation shall be declared an honor graduate, provided the student maintains a comparable level of performance during the second semester (4<sup>th</sup> quarter for block schools).
  - 1. All high school course grades earned will be included in the grade point average for determining honor graduates. a. Adult education; b. Pass/fail grades (transfer students); c. On-the-job; d. Lowest grade for a course that is repeated.
  - 2. The cumulative weighted grade point average as indicated in the previous chart shall be utilized in computing the grade point average.

**XXXIV. Valedictorian and Salutarian:**

- A. The local school determines policies and procedures associated with the selection of student graduation speakers and/or designation of the Valedictorian or Salutarian.

**XXXV. Honorary Diploma:**

- A. An honorary diploma may be awarded in the case of such unfortunate circumstances as the severe disability or death of a student prior to graduation. The student must have been a senior in good standing to meet the requirements of graduation established by the District at the time of the disability/death.

**XXXVI. Distance Learning:**

- A. Full-time students may enroll in courses offered by distance (online or correspondence) learning programs, as part of, or in addition to, the regular instructional day. Courses may be taken through distance learning provided that:
  - 1. The principal approves the course(s) prior to enrollment,
  - 2. The course content is comparable to the District-adopted course(s), and
  - 3. The course or courses are received on an official transcript as defined by the State Uniform Transfer of High School Credits Rule, **Rule 6A-1.09941**.
- B. The principal shall award credit for successful course completion. Exceptions for extenuating circumstances must be approved by the Superintendent or his designee.

**XXXVII. Alternatives to High School Graduation:**

- A. High School Equivalency Diploma Program - **s. 1003.435, F.S.**:

A candidate who has filed a formal declaration of intent to terminate school enrollment pursuant to s. 1003.21(1)(c) may take the examination after reaching the age of 16. A district school board may not require a student who has reached the age of 16 to take any course before taking the examination unless the student fails to achieve a passing score on the GED practice test as established by the State Board of Education rule. All high school equivalency diplomas issued

under the provisions of this section shall have equal status with other high school diplomas for all state purposes, including admission to any state university or Florida College System institution.

**B. Adult Student High School Diploma:**

Students enrolled in the Adult Education Program are required to earn twenty-six (26) credits to graduate. However, in accordance with s. 1004.93, F.S., the following are exceptions for students enrolled in adult general education:

1. The one (1) credit in physical education is not required for graduation and shall be substituted with an elective credit keeping total credits consistent with the twenty-six (26) credits.
2. The District may waive the lab component of science requirement when facilities do not exist or are inaccessible.
3. Any course listed within the Florida Course Code Directory and Instructional Personnel Assignments in the areas of art, drama, dance, or music may be taken by adult education students and will satisfy the credit in performing arts required for high school graduation, s. 1003.4282(3)(e), F.S.

**XXXVIII. Acceleration – s. 1007.27, F.S.:**

- A. Articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students or increase the depth of study available for a particular subject. Articulated acceleration mechanisms shall include, but not be limited to, dual enrollment and early admission as provided for in s. 1007.27, F.S., Advanced Placement, credit by examination, the International Baccalaureate Program, and the Advanced International Certificate of Education Program. Credit earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration, s. 1007.27(1)(a), F.S.
- B. Students may participate in a program of accelerated graduation through any of the following options for which they are eligible:
1. Credits earned through early admission/dual enrollment to postsecondary institutions authorized by Florida law or accredited by the Southern Association of Colleges and Schools. Specific guidelines for eligibility are provided by the postsecondary institution;
  2. Credits earned through Credit- By- Exam Programs (CAP Program) as approved by the District and/or state;
  3. Credits earned through Distance Learning (Non-Fee Based and Fee-Based, i.e., Florida Virtual School, Correspondence, etc.);
  4. ACCEL Graduation Program.

### **XXXIX. Acceleration Options:**

- A. Each high school shall advise each student of courses through which a high school student can earn college credit including Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), dual enrollment, early admission, career academy courses, and courses that lead to industry certification as well as the availability of course offerings through virtual instruction. Students shall also be advised of the early and accelerated graduation option under **s. 1003.4281, F.S.**, and **s. 1003.4295(1), F.S.**
- B. Beginning with the 2011-2012 school year, each high school shall offer an IB program, an AICE program, or a combination of at least four (4) courses in dual enrollment or AP, including one (1) course each in: English, mathematics, science, and social studies. To meet this requirement, the District may provide courses through virtual instruction, if the virtual course significantly integrates postsecondary level content for which a student may earn college credit, as determined by the Florida Department of Education (FDOE), and for which a standardized end-of-course assessment, as approved by the FDOE, is administered, **s. 1003.4295(2), F.S.**
- C. The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in courses required for graduation through the passage of an end-of-course assessment administered under **s. 1008.22, F.S.**, an Advanced Placement Examination, or a College Level Examination Program (CLEP). Notwithstanding **s. 1003.436, F.S.**, the District shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding end-of-course assessment, Advanced Placement Examination, or CLEP. The District shall permit a student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessments **s. 1003.4295(3), F.S.**

### **XL. Advanced Placement (AP):**

- A. Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered through the Advanced Placement Program administered by the College Board. Course descriptions and course examinations are prepared by the College Board. Examinations are administered at high school sites in May of each year at a fee established by the College Board.
- B. Students who successfully complete the course work in an Advanced Placement class receive credit toward high school graduation. Postsecondary credit for an course may be awarded at Florida public colleges/universities to students who score a minimum of three (3) on a 5-point scale on the corresponding AP exam. Although most colleges and universities grant advanced placement and/or credit to students presenting AP Examination grades of three (3) or higher, policies on awarding college credit are the decision of the individual institution. All students enrolled in an AP course are required to take the AP Exam. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination, **s. 1007.27(5), F.S.** Students who cancel or who do not have an approved absence will be required to pay the \$40 cancelled AP exam fee charged by the College Board.

#### C. District Advanced Placement Diploma:

To earn the District's Advanced Placement Diploma, students must participate in at least six (6) full-year Advanced Placement (AP) courses (or a combination of full-year courses and semester courses totaling six (6) credits) earning scores of three (3) or higher on the exams for those courses.

#### D. AP Capstone Diploma

District students at participating schools with the Capstone Diploma Program who earn three (3) or higher on the AP Seminar and AP Research exams and on four (4) additional AP exams of their choosing will receive the AP Capstone Diploma. The AP Seminar and Research Certificate is awarded to students who earned three (3) or higher on both the AP Seminar and AP Research exams.

### **XLI. International Baccalaureate (IB):**

- A. The International Baccalaureate (IB) Program is the curriculum in which eligible secondary students are enrolled in a program of studies offered through the International Baccalaureate Program administered by the International Baccalaureate Office. Examinations are administered at high school sites in May and June of each year. Students who successfully complete the course work in IB receive credit toward high school graduation. Postsecondary credit for an IB course may be awarded at Florida public colleges/universities to students who score a minimum of four (4) on a seven (7)-point scale on the corresponding IB exam. Although most colleges and universities grant IB and/or credit to students presenting IB Examination grades of four (4) or higher, policies on awarding college credit are the decision of the individual institution. All students enrolled in an IB course are required to take the IB Exam. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination, **s. 1007.27(7), F.S.** Students who cancel or who do not have an approved absence will be required to pay the cancelled IB exam fee charged by the IB office.

### **XLII. Advanced International Certificate of Education Program (AICE):**

- A. The Advanced International Certificate of Education (AICE) Program is the curriculum whereby students are enrolled in programs of study offered through the Advanced International Certificate of Education Program administered by the University of Cambridge Local Examinations Syndicate. Examinations are administered at high school sites in May and June of each year. Students who successfully complete the course work in AICE receive credit toward high school graduation. Postsecondary credit for an AICE course may be awarded at Florida public colleges/universities to students who score a minimum of E on an A-E scale on the corresponding AICE exam. Although most colleges and universities grant AICE and/or credit to students presenting AICE Examination grades of E or higher, policies on awarding college credit are the decision of the individual institution. All students enrolled in an AICE course are required to take the AICE Exam. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination,

**s. 1007.27(8), F.S.** Students who cancel or who do not have an approved absence will be required to pay the cancelled AICE exam fee charged by the Cambridge office.

### **XLIII. Dual Enrollment:**

- A. The dual enrollment program shall be the enrollment of an eligible secondary student, who is on track to meet promotion and graduation requirements as per the District's Student Progression Plan, in a postsecondary course creditable toward a high school diploma and a vocational certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student **s. 1007.271(1), F.S.**
- B. Students who are eligible for dual enrollment may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees if the student meets the postsecondary institution's admissions requirements under, **s. 1007.263, F.S.** Instructional time for dual enrollment may vary from 900 hours; however, the full-time equivalent student membership value shall be subject to the provisions in **s. 1011.61(4), F.S.** Any student enrolled as a dual enrollment student is exempt from the payment of registration, tuition, and laboratory fees, **s. 1007.271(2), F.S.**
- C. Applied academics for adult education instruction, developmental education, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program, **s. 1007.271(2), F.S.**
- D. Students may take college level courses while still in high school by co-enrolling in a postsecondary institution, subject to entrance requirements of the individual institution and terms of the articulation agreement between the School Board and the institution. The State Board of Education Rules for dual enrollment programs include requirements for high school graduation. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment that satisfy the requirements of the District's dual enrollment articulation agreement and that equal one (1) full credit of the equivalent high school course identified in, **s. 1007.271(9), F.S.** Upon successful completion of the college course, credit toward high school graduation may be granted provided the course is academic in nature and may be applied toward an academic degree (physical education and college preparatory courses are specifically excluded); or the course is a career certificate course or program approved by the District and the postsecondary institution;
- E. The District shall inform all secondary school students and their parents/legal guardians of dual enrollment as an educational option and mechanism for acceleration. Students and their parents/legal guardians shall be informed of student eligibility requirements, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits

required for graduation. The District must annually assess the demand for dual enrollment and provide that information to each partnering postsecondary institution.

- F. Alternative grade calculation, weighting systems, and information regarding students' education options that discriminate against dual enrollment courses are prohibited, **s. 1007.271(8), F.S.**

**XLIV. Dual Enrollment Student Eligibility Requirements - s. 1007.271(3), F.S.:**

- A. Student eligibility requirements for initial enrollment in college credit dual enrollment courses includes:
1. Student is on track to meet promotion and graduation requirements as per the Board Student Progression Plan,
  2. State unweighted cumulative high school GPA requirement for the selected program of study:
    - a. Academic Dual Enrollment 3.0
    - b. College Credit Certificate 2.5
    - c. Postsecondary Adult Vocational Certificate 2.0
  3. Minimum score on a common placement test adopted by the State Board of Education which indicates the student is ready for college-level coursework.
- B. Student eligibility requirements for continued enrollment in college credit dual enrollment courses must include:
1. Student continues to be on track to meet promotion and graduation requirements as per the District's Student Progression Plan;
  2. Student must continuously meet all dual enrollment admission standards for their selected degree or certificate program to maintain eligibility;
  3. Maintenance of a minimum unweighted high school GPA (which includes Dual Enrollment and High School courses),
    - a. Academic Dual Enrollment 3.0
    - b. College Credit Certificate 2.5
    - c. Postsecondary Adult Vocational Certificate 2.0
  4. A student who fails to meet the above requirements will be ineligible for dual enrollment for a period of one (1) school term after which time the student may again be considered for eligibility if all admission standards are met
- C. Students are expected to complete and achieve an overall GPA of 2.0 in college credit dual enrollment coursework taken during a term.
- D. A student who earns a college course grade of F or withdraws from a college course will be placed on Dual Enrollment Academic Probation and will remain on probation for the remainder

of high school. If the student subsequently earns a college grade of F or withdraws from a college course, they will be ineligible for dual enrollment for three consecutive college terms. After the term of ineligibility, if the student earns a college course grade of F or withdraws from a college course, they will no longer be eligible for dual enrollment.

- E. If a student withdraws from an EFSC course and does not notify the school in five (5) school days, the student is ineligible for dual enrollment for two (2) school terms.
- F. Unqualified students may not sit in a dual enrollment class under a high school number. Under limited circumstances, a student may be permitted by exception to enroll in a dual enrollment Early Childhood Education Program offered at the high school with lower than the required GPA. There are no other GPA exception waivers available for any academic or career technical courses that are offered at the EFSC campus or on the high school campus.
- G. Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

#### **XLV. Career and Technical Dual Enrollment – s. 1007.271(7), F.S.:**

- A. Career dual enrollment shall be provided as a curricular option for secondary students who wish to earn credits toward a high school diploma and a degree or certificate from a job preparatory program. Students may not take isolated vocational courses.
- B. Eligible public secondary students may apply to enroll in vocational credit courses leading to a Career and Technical Certificate (CTC) or college credit courses leading to a College Credit Certificate (CCC) provided the selected program of study is included on the School Board/EFSC Approved List of Programs Leading to Industry Certification.
- C. The Bright Futures Course Table (BFCT) provides detailed information on how all public-school secondary courses and the most commonly used dual enrollment courses apply toward academic course requirements. The BFCT, located on the Bright Futures Website, is designed to help educators, students and their families identify courses which are used to determine a student's initial eligibility for the Florida Bright Futures – Gold Seal Scholarship Endorsement and the Gold Seal CAPE Scholars Award.

By entering the Career and Technical (vocational) program on the BFCT, a list of specific high school and dual enrollment courses will be displayed which can be applied to Gold Seal Scholarship and Gold Seal CAPE Scholars eligibility for the identified program. High schools and Eastern Florida State College (EFSC) do not offer every course on the Bright Futures Course Table. High school counselors can provide information regarding courses offered on the high school campus and EFSC advisors can provide information regarding courses offered on each college campus. For the most current information and Gold Seal guidelines visit the Florida Department of Education Bright Futures website: [www.floridastudentfinancialaid.org/SSFAD/bf](http://www.floridastudentfinancialaid.org/SSFAD/bf).

**XLVI. Early Admission/Full-time Dual Enrollment – s. 1007.271(10), F.S.:**

- A. Early admission is a form of dual enrollment through which eligible first semester seniors may enroll in a postsecondary institution instead of their high school of attendance in courses creditable toward the high school diploma and the associate or baccalaureate degree or a vocational certificate. Full-time dual enrollment students must enroll in at least four (4) courses totaling twelve (12) college credit hours or more for the term and earn a sufficient number of credit hours in appropriate courses during the term to meet high school graduation requirements by the end of their senior year. One (1) credit laboratory courses do not count towards the twelve (12) credit hours or four (4) course count. It is recommended that students enroll in five (5) courses per semester or the equivalent to participate in the early admission program; however, a student may not be required to enroll in more than fifteen (15) college credit hours per semester or the equivalent. Students enrolled pursuant this subsection are exempt from the payment of registration, tuition, and laboratory fees.
- B. Early admission is in lieu of the senior year of high school and is available only in the fall semester for students on the twenty-six (26) credit track. It is available to students who have completed the following:
  - 1. Completed their junior year;
  - 2. Completed all required courses for graduation in Brevard County with the exception of up to 1.0 high school credit each in English, Science, Social Studies, and Math. These must be completed at the college;
  - 3. Met GPA and other admission requirements;
  - 4. Been recommended by a high school counselor and received prior approval of the high school principal.
- C. Students participating in the early admission program may be awarded a high school diploma after completing two (2) semesters with twenty-six (26) credits with an overall unweighted GPA of 2.0 or higher and meeting the high school graduation requirements.
- D. Students in early admission or dual enrollment may not drop a course without first obtaining permission from the principal. Early admission and full-time dual enrollment students are expected to enroll in and successfully complete (2.0 unweighted college GPA) a minimum of twelve (12) credit hours each semester. If a student falls below the required twelve (12) credit hours, they will no longer be considered an early admission or full-time dual enrollment student and will be required to return to the high school and take the required courses.
- E. Early admission and full-time enrollment students remain eligible to participate in all extracurricular and graduation activities at their high school of attendance in accordance with School Board rules.
- F. Early admission and full-time dual enrollment students must take four (4), but no more than five (5) courses, totaling at least twelve (12) credit hours each semester. Based on their strong



academic record, students with a cumulative unweighted high school GPA of 3.5 may register for six (6) courses each term with their high school's approval. Students may exceed the total number of allowable courses through the Early College Credit Option (ECCO) administered by the College. ECCO courses do not count towards high school graduation requirements; tuition and textbook costs must be paid by the student.

- G. A student who earns a college course grade of F or withdraws from a college course will be placed on Dual Enrollment Academic Probation and will remain on probation for the remainder of high school. If the student subsequently earns a college grade of F or withdraws from a college course, they will be ineligible for dual enrollment for three consecutive college terms. After the term of ineligibility, if the student earns a college course grade of F or withdraws from a college course, they will no longer be eligible for dual enrollment.

#### **XLVII. Bright Futures Scholarship Program:**

- A. The Bright Futures Scholarship Program is the umbrella program for four (4) state-funded scholarships: the Florida Academic Scholars, the Florida Medallion Scholars, and the Florida Gold Seal Vocational Scholars Awards and the Gold Seal CAPE Scholars Award. These awards are based on specific academic requirements and volunteer service work hours earned in grades 9-12. The volunteer service and paid work hour requirements for students graduating in the 2022-2023 academic year and thereafter are as follows:
1. Florida Academic Scholars Award – one hundred (100) volunteer service, one hundred (100) paid work hours, or a combination of one hundred (100) hours of volunteer service and paid work hours. Eligible paid work hours must be completed on or after June 27, 2022, **s. 1009.534(1), F.S.**;
  2. Florida Medallion Scholars Award – seventy-five (75) volunteer service, one hundred (100) paid work hours, or a combination of one hundred (100) hours of volunteer service and paid work hours. Eligible paid work hours must be completed on or after June 27, 2022, **s. 1009.535(1), F.S.**;
  3. Florida Gold Seal Vocational Scholars Award - thirty (30) volunteer service, seventy-five (75) volunteer service for students entering grade 9 in 2024-2025 school year and thereafter, or one hundred (100) paid work hours or a combination of one hundred (100) hours of volunteer service and paid work hours. Eligible paid work hours must be completed on or after June 27, 2022, **s.1009.536(1)(e), F.S.**;
  4. Florida Gold Seal CAPE Scholars Award - thirty (30) volunteer service, seventy-five (75) volunteer service for students entering grade 9 in 2024-2025 school year and thereafter, or one hundred (100) paid work hours or a combination of one hundred (100) hours of volunteer service and paid work hours. Eligible paid work hours must be completed on or after June 27, 2022, **s. 1009.536(2), F.S.**
- B. Eligible Bright Futures students enrolled in the pilot program at the University of Florida may receive an award for no more than two (2) semesters in a fiscal year. Summer funding is available for those students.

- C. All students whose transcripts are submitted electronically to the FDOE for an official early evaluation (based on academic progress in the middle of the last year of high school and test scores for tests taken by January 31) will receive an eligibility or ineligibility determination, with the award status notification posted to their online account. Students cannot lose an award based on early evaluation unless they fail to earn a standard Florida high school diploma.
- D. Students who intend to use Bright Futures in the summer following high school graduation should make all attempts to receive an early eligibility determination in order to have their Bright Futures application reviewed in time to use the award over the summer.
- E. Students who graduate from high school mid-year may submit a *Florida Financial Aid Application* no later than December 31 prior to the student's graduation, be evaluated for Bright Futures, and, if eligible, receive funding in the spring term following the student's high school graduation, **s. 1009.531, F.S.** These students will be evaluated for renewal of their scholarships at the end of their first full year (fall through spring) of funding, **s. 1009.532 (4), F.S.**
- F. Students should see their counselors or visit the Bright Futures website at <http://www.floridastudentfinancialaid.org/SSFAD/home/uamain.htm>.

**XLVIII. Benacquisto Scholarship Program (formerly the Florida National Merit Scholar Incentive Program) - s. 1009.893, F.S.**

- A. The Benacquisto Scholarship is a merit scholarship for high school graduates who receive recognition as a National Merit Scholar. Eligible scholars will receive an award equal to the institutional cost of attendance for an in-state student minus the sum of Bright Futures and the National Merit award.
- B. In order to be eligible for an award under the incentive program, a student must:
  - 1. Earn a standard Florida high school diploma or its equivalent pursuant to **s. 1002.3105, F.S.**, **s. 1003.4281, F.S.**, **s. 103.4282, F.S.**, or **s. 1003.435, F.S.**, unless:
    - a. The student completes a home education program according to **s. 1002.41, F.S.**; or
    - b. The student earns a high school diploma from a non-Florida school while living with a parent/legal guardian who is on military or public service assignment out of this state;
  - 2. Be accepted by and enroll in a Florida public or independent postsecondary educational institution that is regionally accredited; and
  - 3. Be enrolled full-time in a baccalaureate degree program at an eligible regionally accredited Florida public or independent postsecondary educational institution during the fall academic term following high school graduation.
- C. An eligible student who is a National Merit Scholar and who attends a Florida public postsecondary educational institution shall receive an incentive award equal to the institutional

cost of attendance minus the sum of the student's Florida Bright Futures Scholarship and National Merit Scholarship.

- D. An eligible student who is a National Merit Scholar and who attends a Florida independent postsecondary educational institution shall receive a scholarship award equal to the highest cost of attendance for a resident of this state enrolled at a Florida public university, as reported by the Board of Governors of the State University System, minus the sum of the student's Florida Bright Futures Scholarship and National Merit Scholarship
- E. A student may receive the scholarship award for a maximum of 100 percent of the number of credit hours required to complete a baccalaureate degree program, or until completion of a baccalaureate degree program, whichever comes first.

# **Career and Technical Education (CTE)**

## **I. Career and Technical Education**

- A. Career and Technical Education (CTE) includes a variety of programs that focus on providing the skills and experience necessary for students to attain entry-level jobs in a career field, as well as preparation for postsecondary education. Students who participate in CTE have the opportunity to explore career options, develop valuable occupational skills, and earn industry credentials.
- B. Students in grades 9-12 may select from programs that prepare them for employment immediately after graduating from high school or they may choose programs that prepare them to enter advanced technical programs at community colleges or other higher education institutions. These courses are linked to academic and industry standards and encourage high achievement.
- C. The unique combination of classroom instruction, laboratory activities and workplace experiences, augmented by an active network of career and technical student organizations, gives students practical experience in diverse fields i.e., computer science, health services, retail sales, and high-tech manufacturing.

## **II. CTE Programs Include:**

- A. Job preparatory courses which provide competencies necessary for effective entry into an occupation;
- B. Exploratory courses designed to provide initial exposure to skills and attitudes associated with a broad range of occupations to assist students in making informed decisions regarding their future academic and occupational goals;
- C. Practical arts courses designed to teach students practical generic skills which, although applicable in some occupations, are not designed to prepare students for entry into a specific occupation;
- D. Instruction that integrates the academic and technical skills; and
- E. Accelerated technical programs - dual enrollment - designed to allow high school students to earn both elective credit toward graduation and postsecondary credit toward an A.S. degree or technical certificate.

## **III. CTE Major Areas of Study:**

- A. Business Technology Education, including accounting, web application programming, digital design, digital media/multimedia, cybersecurity, and business management and entrepreneurship programs.
- B. Health Science Education, such as dental aide, emergency medical responder, exercise science and nursing assisting.

- C. Family and Consumer Sciences, which includes consumer interest programs as well as occupational fields such as culinary arts and early childhood education.
- D. Industrial Education, which includes a wide range of technical/trade areas including TV production, automotive technology, outboard marine service technology, HVAC, welding, and CAD drafting.
- E. Marketing Education, including business ownership, general merchandising and management.
- F. Public Service Education, including criminal justice courses, 911 dispatch, firefighting, and teacher assisting programs.
- G. Technology Education, which concerns the materials, processes, and technologies, used in engineering, manufacturing, construction, agriculture, and other industries.
- H. In addition to traditional CTE programs, career academies are available at nine (9) high schools. These small, personalized learning communities involve a core team of teachers integrating academic subjects with a selected career theme. Students must follow the career academy application process to be eligible to participate.

#### IV. **Florida Gold Seal**

- A. Gold Seal, a component of Florida's Bright Futures Scholarship Program, rewards students for their academic and technical achievements during high school by providing funding to pursue postsecondary education and career goals in Florida. Students who complete at least three credits in a job preparatory CTE program and meet other academic requirements may qualify for the **Florida Gold Seal Vocational Scholarship**. Students earning five (5) or more postsecondary credits through industry certifications may qualify for the **Florida Gold Seal CAPE Scholarship**.

#### V. **Brevard Public Schools Industry Certifications Substituting for Math or Science Credit Toward Graduation**

- A. Industry certifications that lead to college credit may be substituted for up to two mathematics credits toward high school graduation and one science credit toward high school graduation. The IC mathematics waivers may not be used to substitute for Algebra 1 or Geometry requirements. The IC science waiver may not be used to substitute for the Biology 1 requirements specified in **s.1003.4282(3), F.S.**

The Florida Course Code Directory lists the waiver names and numbers. Visit the Course Code Directory webpage at:

<https://www.fldoe.org/policy/articulation/ccd/2025-2026-course-directory.stml>

1. 1200998 Industry Certification Math Waiver 1 (MA subject code)
2. 1200999 Industry Certification Math Waiver 2 (MA subject code)
3. 2000999 Industry Certification Science Waiver (EQ subject code)

### Industry Certifications Substituting for Math or Science Credit Toward Graduation

<b>DOE Code</b>	<b>Certification Title</b>	<b># of Credits</b>
ABAYC003	Marine Electrical Certification	3
ADESK002	Autodesk Certified User - AutoCAD	3
ADESK008	Autodesk Certified User – Revit Architecture	3
ADESK011	Autodesk Certified User - Autodesk Inventor	3
ADESK021	Autodesk Certified Professional - CAD	3
ADESK024	Autodesk Certified Professional - Inventor	3
ADESK025	Autodesk Certified Professional - Revit	3
ADESK030	Autodesk Certified User - Maya	9
ADESK032	Autodesk Certified User - Fusion 360	3
ADOBE023	Adobe Certified Professional in Video Design	3
ADOBE024	Adobe Certified Professional in Visual Design	3
ADOBE025	Adobe Certified Professional in Web Design	3
CERTI003	Information Technology Specialist (ITS) - Databases	3
CERTI008	Information Technology Specialist (ITS) - HTML5 Application Development	3
CERTI009	Information Technology Specialist (ITS) - Device Configuration and Management	3
CERTI010	Information Technology Specialist (ITS) - JavaScript	3
CERTI012	Information Technology Specialist (ITS) - Python	3
CERTI013	Information Technology Specialist (ITS) – Java	3
CERTI014	Information Technology Specialist (ITS) - Cloud Computing	3
COMPT006	CompTIA Network+	3
COMPT008	CompTIA Security +	3
COMPT018	CompTIA Tech+	3
CPREC001	Child Development Associate	9
FDMQA030	911 Public Safety Telecommunicator	3
FEDAA013	FAA Ground School	3
FLDOE004	Florida Teacher Certification Examinations (FTCE) - Professional Education Test	3
FLFBR001	Agritechnology Specialist Certification	3
HVACE001	HVAC Excellence Employment Ready - Heat Pump	3
HVACE002	HVAC Excellence Employment Ready - Air Conditioning	3
HVACE011	HVAC Excellence Employment Ready - Electrical	3
ICOEC005	EC-Council Cyber Forensics Associate	3
ICOEC006	EC-Council Ethical Hacker Associate	3
INTUT001	Quickbooks Certified User	3
INTUT002	Entrepreneurship & Small Business	3

INTUT003	Master Entrepreneurship Certification	3
INTUT004	Intuit Certified Bookkeeping Professional	3
KNOWL001	Python Coding Specialist	3
MSSCN001	MSSC Certified Production Technician (CPT)	15
NCATT003	Aerospace/Aircraft Assembly (AAA)	9
NATHA009	Certified Clinical Medical Assistant (CCMA)	3
NCCER008	NCCER Construction Technology (Secondary)	3
NCCER018	NCCER HVAC - Level 1 (Secondary)	3
NCCER061	NCCER Welding - Level 1 (Secondary)	3
NIASE076	ASE Auto Maintenance and Light Repair (G1)	3
NIFMS001	NIMS Machining Level 1 - CNC Milling: Programming Setup & Operations	3
NIFMS002	NIMS Machining Level I - CNC Turning: Programming Setup & Operations	3
NIFMS008	NIMS Machining Level I - Turning Operations: Turning Between Centers	3
NIFMS010	NIMS Machining Level I - Turning Operations: Turning Chucking Skills	3
NIFMS013	NIMS Machining Level 1 - Drill Press Skills 1	3
NRAEF003	Certified Food Protection Manager (ServSafe®)	3
NRFSP001	Certified Food Safety Manager (NRFSP)	3
PRMIN004	PMI Project Management Ready	3
PROSO017	Certified Internet Web (CIW) JavaScript Specialist	3
PROSO027	Certified Internet Web (CIW) Adv HTML 5 & CSS3 Spec	3
SALES001	Salesforce Certified Administrator	3
SOLID003	Certified Solidworks Associate - Academic (CSWA-Academic)	3
SOLID004	Certified Solidworks Professional - Academic	3
UNITY001	Unity Certified Associate	6
UNITY002	Unity Certified User Programmer	6
USINS001	Small UAS Safety Certification	1



## **VI. Work-Based Learning Credit**

- A. Students may earn a work-based learning course credit for demonstrable participation in extracurricular activities associated with Career and Technical Student Organizations (CTSO). Students will submit a course approval form each spring for hours accumulated during that year.

The Florida Course Code Directory lists the waiver name and number. Visit the Course Code Directory webpage at:

<https://www.fldoe.org/policy/articulation/ccd/2025-2026-course-directory.shtml>

[illegible]

# Virtual Programs

## **I. Brevard Virtual School:**

- A. Students in Brevard have many options for participating in a virtual instruction program. Brevard Virtual School (BVS) is the local option, which provides students with quality online curriculum and instruction. BVS teachers are local and are employed by the District. Students may enroll full-time or part-time. More information about BVS is available at <http://www.brevardschools.org/BrevardVirtual> and can be obtained from the current school.
- B. **District Virtual Instruction Program - s. 1002.45, F.S.:**
  - 1. In accordance with **s. 1002.45, F.S.**, the District offers eligible students full-time and part-time virtual instruction options in grades K-12. Additional information regarding all enrollment types is available at: <http://www.brevardschools.org/BrevardVirtual>. The purpose of this program is to make quality virtual instruction available to students using online and distance learning technology in the nontraditional classroom. The District will provide parents and legal guardians with timely written notification of at least one (1) open enrollment period for full-time students of ninety (90) days or more, which ends thirty (30) days before the first day of the school year.
  - 2. Part-time virtual instruction options are also available for students enrolled in dropout prevention and academic intervention programs under **s. 1003.53, F.S.**, Department of Juvenile Justice education programs under **s. 1003.52, F.S.**, core-curricula courses to meet class size requirements under **s. 1003.03, F.S.**, or Florida College System institutions under, **s. 1002.45, F.S.**
  - 3. The full-time virtual instruction programs under **s. 1002.37, F.S.**, or **s. 1002.45, F.S.**, must fulfill the obligations of the District under **s. 1003.57, F.S.**, for public school exceptional students who are enrolled in a full-time virtual instruction program. A student whose individual educational plan indicates that full-time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.

## **II. Florida Virtual School Acceleration -- s. 1002.37, F.S.:**

- A. In accordance with **s. 1002.37, F.S.**, Florida Virtual School (FLVS) offers fully accredited, online courses aligned with the B.E.S.T. Standards. The District shall provide students with access to enroll in courses available through FLVS and award credit for successful completion of such courses. Access shall be available to students during or after the normal school day, and through summer school enrollment, **s. 1001.42(23), F.S.**
- B. Florida Virtual School may provide full-time and part-time instruction for students in kindergarten through grade 12.
- C. **Section 1002.37, F.S.**, allows for *course acceleration*, rather than *grade level acceleration*. Prior to placement in an accelerated course, the school administration must determine that enrollment is academically appropriate. This may be accomplished through the administration of District required assessments, teacher-made assessments, independent class work and/or review of other

pertinent data. If a student is enrolled in an FLVS course, then this course will replace the same subject area, grade-level course in the student's daily schedule.

- D. Brevard Virtual School (BVS), is a franchise of Florida Virtual School (FLVS), that the District operates. BVS utilizes the FLVS learning management system and their curriculum, which is taught by District teachers.
- E. Public school students receiving full-time instruction in kindergarten through grade 12 by FLVS must take all statewide standardized assessments required pursuant to s. 1008.22, F.S. Public school students receiving part-time instruction by FLVS in courses requiring statewide end-of-course assessments must take all statewide end-of-course assessments required pursuant to, s. 1008.22, F.S.
- F. Unless an alternative testing site is mutually agreed to by FLVS and the District or as contracted under s. 1008.24, F.S., all statewide, standardized assessments must be taken at the school to which the student would be assigned according to the District's attendance areas. The District must provide the student with access to the school's testing facilities.

### **III. Integrity of Online Courses - s. 1002.321(4), F.S.:**

- A. It is unlawful for any person to knowingly and willfully take an online course or examination on behalf of another person for compensation. Any person who violates this subsection commits a misdemeanor of the second degree, punishable as provided in, s. 775.082, F.S., or s. 775.083, F.S.

# **Exceptional Student Progression Plan**

## **I. General Information:**

- A. The primary responsibility for determining each student's level of performance and ability to function academically, socially, and emotionally, is that of the Individual Educational Plan (IEP) committee. Promotion and retention are the sole responsibility of the school principal. School personnel should use all resources to achieve parental understanding and support regarding a student's grade placement, however, the final decision must be in compliance with State Board of Education rules.
- B. As a part of the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and Florida's State Academic Standards, Access Points for students with significant cognitive disabilities have been developed. Access Points are expectations for students with the most significant cognitive disabilities to access the general education curriculum and reflect the core intent of the standards with reduced levels of complexity.
- C. Students may participate in either the Florida Assessment of Student Thinking (FAST) or the Florida Alternative Assessment (FAA). Participation in the FAA is based on specific eligibility criteria in accordance with **Rule 6A-1.0943, F.A.C.** and is reserved for students with the most significant cognitive disabilities. All students being supported by Exceptional Student Education (ESE) services are expected to participate in the B.E.S.T./Florida's State Academic Standards and must be assessed via state and District assessments.
- D. All students being supported by ESE services in grades K-2 must participate in FAST including two progress monitoring windows and a final assessment at the end of the school year. For students in grades 3-11, all students must participate in either the FAST or FAA. In both cases these decisions are determined based upon supporting documentation of eligibility criteria found in State Statute and documented by the IEP team prior to testing.

## **II. Progression:**

- A. The requirements for progression are:
  - 1. Compliance with the District's attendance policy, **School Board Policy 5200**;
  - 2. Satisfactory progress on IEP goals and objectives;
  - 3. Demonstration of satisfactory progress/performance on the B.E.S.T. Standards/Next Generation Sunshine State Standards or B.E.S.T. Standards/Florida's State Academic Standards Access Points.

## **III. Prekindergarten Students with Disabilities**

- A. Students enrolled in voluntary prekindergarten or prekindergarten programs at the age of four (4), that are fully funded through the Florida Education Finance Program, may be considered for an additional year in PreK at the request of the parent or recommendation of the IEP team.

#### **IV. K-2 Grades:**

- A. The decision regarding progression or retention for students being supported by ESE services in grades K-2 is the sole responsibility of the school principal and is based on the following criteria:
1. A review of the IEP goals and objectives;
  2. Increased intensity of ESE services and accommodations;
  3. Modifications, accommodations, or strategies specified on the IEP within the basic education/ESE classroom have been increased;
  4. Making progress towards mastery of the BEST Standards;
  5. Student working at their current potential successfully and is demonstrating continuous progress on the IEP.

NOTE: Students in grades K-2 who are being supported by ESE services and are working below grade level may be considered for progression when the above actions have been considered in compliance with State and District requirements.

#### **V. Students being supported by ESE services seeking a Standard Diploma through mastery of the B.E.S.T. Standards:**

- A. \*Grades K-6: Refer to the Elementary Student Progression Plan
- B. \*Grades 7 and 8: Refer to the Middle School Student Progression Plan
- C. \*Grades 9-12: Refer to the Senior High Student Progression Plan

**\*NOTE:**

- For students who have not achieved a grade of “D” or better, it is recommended that the IEP team meet to discuss student progress. As part of the IEP review, goals, special education services, support, and accommodations should be reviewed to ensure the student is receiving appropriate supports.
- Students who are being supported by ESE services working below grade level, may receive a grade of “C” or above when the report card indicates “working below grade level”. The earned grade is an average of grade level standards with accommodations and their instructional level.

#### **VI. Students being supported by ESE services seeking a Standard Diploma through mastery of the Access Points/Alternate Assessment:**

- A. Students who are working on the Access Points (B.E.S.T. Standards/Florida’s State Academic Standards Access Points) and taking an alternate assessment, may be promoted if all requirements are in place.
- B. The primary determination for progression is based upon the Individual Education Plan (IEP) as well as written input from the classroom teacher for each student. This plan consists of



written statements which include: the student's present levels of educational performance; measurable annual goals; short term instructional objectives; specific special education and related services to be provided, and the extent to which the student will be able to participate in regular education programs; the projected dates for initiation of services and the anticipated duration of the services; appropriate objective criteria and evaluation procedures and schedules for determining on at least an annual basis, whether the annual goals/short term instructional objectives are being achieved.

- C. Additional considerations for determining a student's progression shall be based upon the following: daily performance, previous performance, progress reports, student's work habits, classroom assignments, progress on the state alternate assessment, mental and physical health, chronological age in relation to peer group, parental understanding and input in the retention of a student, reading level compared to ability at age level, student's sense of responsibility, maturity and other evidence available to the teacher that indicates that the student would be successful at the next grade level.
- D. For students receiving instruction in Access Points: If the B.E.S.T. Standards/Florida's State Academic Standards Access Points have been determined appropriate and are documented on the IEP then:
  - 1. "working below grade level" is documented on the report card and
  - 2. the statement "(student name) is working on modified B.E.S.T. Standards/Florida's State Academic Standards Access Points. Modifications are changes in the way the skills and concepts are taught and assessed, as well as changes in expected outcomes and curricular standards." is placed on the report card.

## **VII. Graduation from High School as Related to a Free and Appropriate Public Education (FAPE):**

- A. The rule, Rule 6A-6.03028 F.A.C., specifies that all children with disabilities aged three (3) through twenty-one (21), including children with disabilities who have been suspended or expelled from school, are entitled to a free appropriate public education (FAPE) with certain exceptions.
- B. The exceptions are specified in, 34 CFR 300.122. As stated in these regulations, the District must provide FAPE to all students who have not reached age twenty-two (22) and who have not earned a regular high school diploma. If a student graduates with a special diploma, or a GED, and has not reached age twenty-two (22), the District must make FAPE available to that student at the student's option, until that student turns twenty-two (22) or until he or she earns a regular diploma whichever comes first.

## **VIII. Graduation Requirements:**

- A. The senior high school graduation requirements do not restrict the rights of a student being supported by ESE services. All students shall be afforded the opportunity to fully meet all requirements and thereby qualify for a Standard Diploma. The District shall make provisions for each student to use basic, vocational and exceptional student education courses as appropriate for meeting the minimum number of course credits.

## **IX. Waivers:**

- A. Students with disabilities who are working toward a standard high school diploma are expected to participate in the state and District assessments as well as meet other requirements set forth by state or District policy; however, legislation provides for waivers to be available to students with IEP's if specific requirements are met.

## **X. Waiver of Statewide, Standardized Results for Students with Disabilities:**

- A. **Section 1008.22(3)(d), F.S.**, states that a student with a disability, as defined in **s. 1007.02, F.S.**, for whom the IEP team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma.
- B. To be considered for a waiver from the statewide, standardized assessment graduation requirement, the student must:
  - 1. Be identified as a student with a disability as defined in, **s. 1007.02, F.S.**;
  - 2. Have an Individual Education Plan (IEP); and
  - 3. Have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.
- C. In accordance with **s. 1008.22(3)(d)2, F.S.**, the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities.
- D. The completed Statewide, Standardized Results Waiver for Students with Disabilities form must be signed by the school principal or curriculum assistant principal and sent to the Director of ESE Program Support. The Statewide, Standardized Results Waiver form can be found on the District's intranet site.
- E. For those students who are receiving instruction aligned with the B.E.S.T. Standards/Florida's State Academic Standards Access Points and whose performance on standardized assessments are waived by the IEP team as approved by the parent/legal guardian, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multimedia portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.
- F. To be awarded a standard high school diploma, refer to the District's High School Graduation Requirements.

## **XI. Diploma Options:**

Beginning with the 2014-15 9<sup>th</sup> grade cohort, students with disabilities will have the following diploma options based on **Rule 6A-1.09963, F.A.C.**

### **A. Standard Diploma - General Education:**

Students with disabilities entering grade nine may attain a standard diploma and earn standard diploma designations by meeting the requirements referred to in the Senior High Student Progression Plan.

### **B. Standard Diploma - Access Points:**

The Standard Diploma-Access Points pathway includes requirements for a Standard Diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills, and instruction in the Access Points is the most appropriate means of providing the student access to the general curriculum. For specific requirements, please refer to the "Standard Diploma- Access Point Pathway" chart or contact the Office of ESE Program Support at (321) 633-1000 extension 11520.

### **C. Standard Diploma - Academic and Employment:**

The Standard Diploma-Academic and Vocational pathway includes requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. In addition to the academic requirements, the pathway also includes employment requirements. Such employment must be at minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan for the equivalent of at least one (1) semester. For specific requirements, please contact the Office of ESE Program Support at (321) 633-1000 extension 11520.

## **Standard Diploma – Access Point Pathway**

<b>Subject Area</b>	<b>Credits</b>	<b>Courses</b>
<b>English Language Arts (ELA)</b>	4.0	<ul style="list-style-type: none"> <li>* Access English I, II, III, IV</li> <li>* Proficient score on 10th grade ELA alternate assessment               <ul style="list-style-type: none"> <li>- Results may be waived when mastery of standards is documented through a portfolio</li> </ul> </li> </ul>
<b>Mathematics</b>	4.0	<ul style="list-style-type: none"> <li>* Access Algebra 1</li> <li>* Access Geometry</li> <li>* Two other math courses</li> <li>* Proficient score on the Access Algebra 1 assessment               <ul style="list-style-type: none"> <li>- Results may be waived when mastery of standards is documented through a portfolio</li> </ul> </li> <li>* Must take Geometry alternate assessment which will count for 30% of final course grade               <ul style="list-style-type: none"> <li>- Results may be waived when mastery of standards is documented through a portfolio</li> </ul> </li> </ul>
<b>Science</b>	3.0	<ul style="list-style-type: none"> <li>* Access Biology</li> <li>* Two other equally rigorous science courses</li> <li>* Must take Biology alternate assessment which will count for 30% of final course grade               <ul style="list-style-type: none"> <li>- Results may be waived when mastery of standards is documented through a portfolio</li> </ul> </li> </ul>
<b>Social Studies</b>	3.0	<ul style="list-style-type: none"> <li>* Access World History, Access U.S. History, Access U.S. Government, and Access Economics</li> <li>* Must take U.S. History alternate assessment which will count for 30% of final course grade               <ul style="list-style-type: none"> <li>- Results may be waived when mastery of standards is documented through a portfolio</li> </ul> </li> </ul>
<b>Performing/Fine Arts/Career and Technical Education</b>	1.0	<ul style="list-style-type: none"> <li>* 1.0 credit in fine or performing arts, speech and debate, or career and technical education.</li> </ul>
<b>Physical Education</b>	1.0	<ul style="list-style-type: none"> <li>* 1.0 credit in Health Opportunities for Physical Education (HOPE)</li> </ul>
<b>Personal Financial Literacy</b>	0.5	0.5 credit in Personal Financial Literacy (beginning with the graduating class of 2027)
<b>Electives</b>	7.5	<ul style="list-style-type: none"> <li>* 1 credit must be in Self-Determination, Transition Planning, or other career planning course</li> </ul>
<b>GPA</b>		<ul style="list-style-type: none"> <li>* Cumulative Grade Point Average (GPA) of 2.0 on a 4.0 scale</li> </ul>
<b>Total</b>	<b>24</b>	

### **Notes:**

**Assessments:** Proficiency on the Florida Alternate Assessment (FAA) for grade 10 English Language Arts and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with Section 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in Section 1003.572, F.S.

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

### **XIII. ESE Guidelines:**

#### **A. Documentation of Diploma Options**

1. The Individual Education Plan (IEP) delineates the student graduation options beginning on or before age twelve (12) or during student's seventh grade year, whichever comes first.

#### **B. Certificate of Mastery of Required Courses:**

1. In order to earn course credit, a student must demonstrate mastery of the B.E.S.T. Standards/Florida's State Academic Standards. Demonstration of mastery of the Standards means that a student has mastered at least 70% of the course objectives, at 70% passing rate or above, as assessed by teacher observations, classroom assignments, examinations, and documented in the teacher's lesson plan book.

#### **C. Extended School Year Services:**

1. Extended School Year (ESY) means specially designed instruction and related services that are provided to a student with a disability beyond the normal school year of the District, in accordance with the student's Individual Education Plan (IEP), at no cost to the parent/legal guardians.
2. The District ensures that ESY services are available as needed to provide a free appropriate public education (FAPE) to all students with disabilities. ESY services are not limited to particular categories of disability or to the type, amount or duration of those services. Actual decisions to recommend ESY programs for ESE students must be based on data and address individual student needs through the IEP process. The need for ESY is determined by an IEP team in consideration of regression and recoupment measures. Other appropriate factors are also considered by the IEP team in making the decision whether ESY services are needed including the impact of the student's disability, the student's rate of progress, and critical periods of skill acquisition based on the individual student's profile. All special education and services that a student needs, as related to ESY and as determined by the IEP team, will be available to eligible students. The Office of Exceptional Student Education (ESE) coordinates provisions of these services.
3. For additional information, refer to the District's Plan for Exceptional Student Education,

# **English for Students of Other Languages**

## **I. General Information:**

- A. The District's guidelines regarding English for Students of Other Languages (ESOL) ensure continued compliance with the Florida Consent Decree (META agreement) and all subsequent state mandates. The District continues its commitment to provide English language learners access to programs and services:
  - 1. Equal and comparable in amount, scope, sequence, and quality to those provided to English proficient students
  - 2. Understandable to the student given the student's level of English language proficiency.  
**Rules 6A-6.0901 to 6A-6.0909, F.A.C.**

## **II. Florida Consent Decree Requirements:**

- A. All students with limited English proficiency must be appropriately identified to ensure the provision of adequate services. English language learners (ELLs) shall have access to all educational programs and services in a manner that is equal and comparable in amount, scope, sequence, and quality provided to English proficient students.
- B. The District shall follow, with fidelity, the various requirements of the Florida Consent Decree:
  - 1. Identification and assessment
  - 2. Equal access to appropriate programming
  - 3. Equal access to other programs
  - 4. Qualified personnel
  - 5. Progress monitoring
  - 6. Outcome measures

## **III. Classroom Instruction:**

- A. Based on a student's English language proficiency, classroom teachers must assure and document that ESOL accommodations, strategies, and support are in use in their classroom, while students are learning and progressing towards content mastery.
  - 1. Understanding a student's WIDA ACCESS for ELLs 2.0 proficiency levels and scale scores build appropriate supports to facilitate content understanding and mastery.
  - 2. Teachers are encouraged to utilize WIDA Can Do Descriptors during the lesson planning process.

- B. Accommodations change in the way instruction is provided to the ELL student and how the student demonstrates performance. Accommodations utilized by classroom teachers, allow an English language learner to effectively access course content.
- C. Strategies refer to plans and goals used to provide comprehensible instruction and assist in the learning process. Individualized strategies suit the English language developmental level of the student and ensure that the student understands the instruction.
- D. Supports for ELL students use sensory, graphic, and interactive resources embedded in instruction and assessment, which assist students in constructing meaning from the language and content of classroom experiences.
  - 1. Sensory supports: alternative ways to process information engaging multiple senses;
  - 2. Graphic supports: pictorial representations used to organize or summarize information;
  - 3. Interactive supports: strategies that promote comprehension and expose students to a variety of communication styles.
- E. Teachers document ESOL classroom strategies in their lesson plans and have them available upon request.
- F. All core content teachers may review their course descriptions for embedded WIDA ELD standards and ELL expectations in CPALMS.

#### **IV. ELL Student Plan:**

- A. The ELL Plan, ELL's audit folder, is a mandatory written document which identifies student name, instruction by program, (including non-ESOL programs), amount of instructional time or schedule, date of ELL identification, and assessment data used to classify or reclassify an ELL. Each student must have an ELL Plan maintained in the student's cumulative file. **Rule 6A-6.0905 F. S., Consent Decree-90-1913.**

#### **V. ELL Committee:**

- A. Each school establishes who comprises the ELL committee ensuring proper placement and monitoring of ELL students, preventing a single individual from making educational decisions for ELL students.
- B. The ELL committee is comprised of the ESOL Contact, an administrator or designee, the ESOL teacher (based on school enrollment), the classroom teacher, the school counselor, the parent/legal guardian, and any other educator (reading coach, social worker, school psychologist, ESE specialist, bilingual assistant).



- C. When reviewing the progress of an ELL student, the committee takes into consideration the following factors, which are documented on the ELL committee form:
1. Prior educational and social experience;
  2. Current level of English language proficiency level;
  3. WIDA Screener and ACCESS for ELLs 2.0 diagnostic (annually, January – March window);
  4. Performance on district and state assessments;
  5. Written recommendation and observation by current and previous instructional and support staff.

**VI. Identification and Placement :**

- A. Requirements for identification. Each student shall be surveyed upon initial registration in a Florida public school **Rule 6A-6.0902 F.A.C.**
- B. Schools administer the Home Language Survey (HLS) to all students. Any students with a documented “yes” to one (1) or more of the three (3) required HLS questions are referred for WIDA Screener. The WIDA Screener assessment occurs within thirty (30) school days of enrollment, which includes the four domains: speaking, listening, reading, and writing. Kindergarten WIDA Screener only administers the speaking and listening domains as a paper/pencil assessment. Grades 1-12 WIDA Screener assessment conducted online.
- C. Any student pending ESOL testing (LP) or ESOL enrolled (LY) have a Date of Entry in U.S. (DEUSS) recorded on their ELL Plan and in the District student database.
- D. ELL students with educational records from a previous school system or home country are placed in a grade level and courses based on their records. Guidance enrolls students in courses equal to student’s skills and achievement level for that subject area regardless of their level of English proficiency.

- E. For ELL students without documentation of previous school experiences, schools determine placement based on chronological age. *English language proficiency is not used for grade placement.*

### Age-Appropriate Placement Chart for ELLs

Use this document when transcripts are unavailable, if student has limited or interrupted formal education (SLIFE), or if there is an age gap compared to the expected next grade level. The goal of these guidelines is to prevent the physical placement of older students with younger peers.

Date of Birth	2025-2026 Grade Placement	2026-2027 Grade Placement	2027-2028 Grade Placement	2028-2029 Grade Placement
On or before September 1, 2011	9 <sup>th</sup>			
On or before September 1, 2012	8 <sup>th</sup>	9 <sup>th</sup>		
On or before September 1, 2013	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	
On or before September 1, 2014	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
On or before September 1, 2015	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
On or before September 1, 2016	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>
On or before September 1, 2017	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
On or before September 1, 2018	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
On or before September 1, 2019	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
On or before September 1, 2020	Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
On or before September 1, 2021		Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>
On or before September 1, 2022			Kindergarten	1 <sup>st</sup>
<p>Note: High school graduation is based on credits needed/earned; however, high school student placement is still determined by age for grades 9 and beyond. Students will be physically placed with cohort and will have a schedule and plan created to recover credit (as needed) to earn a high school diploma. A student born on or before September 1, 2011, with no documentation of prior high school experience, must still be placed in the age-appropriate cohort. If possible, students transferring in from outside of BPS will be placed on a schedule to graduate with their cohort based on the number of credits needed to graduate.</p>				

- A. For questions, please contact the ESOL Department Coordinator.

## **VII. Programmatic Assessment:**

- A. The District shall seek to document the prior schooling experience of ELLs by means of school records, transcripts and other evidence of educational experiences, and take such experiences into account in planning and providing appropriate instruction to students **Rule 6A-6.0902(3)(b), F.A.C.**
- B. Students who meet eligibility for the ESOL program must have a completed Programmatic Assessment in their ELL Plan. Completed by school personnel (registrar, school counselor, ESOL Contact) in collaboration with parent/legal guardian, the required Programmatic Assessment collects the following data:
  - 1. Date of Entry in U.S. Schools (DEUSS), required for all active (LY) and pending testing (LP) ESOL and immigrant students;
  - 2. previous educational and social experiences;
  - 3. any exposure to the English language;
  - 4. home resources;
  - 5. parent/legal guardian concerns.

## **VIII. English Language Assessment:**

- A. Mandatory annual language assessment for all active ESOL students (LY), in the domains of listening, speaking, reading, and writing are administered. For the 2025-2026 school year, students will be assessed via Florida's ACCESS for ELLs 2.0 WIDA Assessment **Rule 6A-6.09021, F.A.C.**
- B. State approved language proficiency levels are as follows:
  - 1. ACCESS for ELLs 2.0 (K-12)
    - a. Student must achieve a Composite/Overall proficiency level of 4.0 or greater
  - And**
  - b. Student must receive a proficiency level of at least 4.0 in the Reading domain
  - 2. Alternate ACCESS for ELLs 2.0 (K-12)
    - a. Student must achieve a Composite/Overall proficiency level of P1 or greater
- C. On a yearly basis, schools communicate ELL progress in language acquisition, in other subject areas, and in the results of approved state assessments.

**Rule 6A-6.0902 F.A.C.** and **6A-6.0906, F.A.C.**

## **IX. Classification and Reclassification:**

- A. Students classified as ELL continue to receive appropriate instruction, until such time as the student is reclassified as English proficient or otherwise exited from the ESOL program by the ELL committee **Rule 6A-6.0903, F.A.C.**
- B. To exit the ESOL program, ELL students must meet state requirements as stated below:
  1. Grades K – 2:  
proficiency on ACCESS for ELLs 2.0
  2. Grades 3 – 12:  
proficiency on ACCESS for ELLs 2.0  
  
**And**  
  
Grade level proficiency on the state ELA assessment: FAST (grades 3-10), FAST retakes (grades 11 and 12) or approved concordant scores (SAT/ACT/CLT).
  3. All grades:  
via the ELL Committee meeting's approval.

## **X. Post-reclassification Monitoring:**

- A. The performance of students who have been exited from the ESOL program must be reviewed to identify any patterns of continuing under performance on appropriate tests and/or grades. Potential reclassification back into the ESOL program for underperformance may only occur during the two-year monitoring period post exiting the ESOL program (LF). Such review occurs four (4) times during the mandated two (2) year monitoring:
  - 1<sup>st</sup> report card after exit from ESOL program
  - 2nd report card after exit from ESOL program
  - 4th report card after exit from ESOL program
  - 2nd anniversary after exit from ESOL program

### **Rule 6A-6.09031, F.A.C.**

Students who have exited the ESOL program and are in the two-year monitoring period (LF) receive the standardized assessment accommodations described in subsection (2) of **Rule 6A-6.09091, F.A.C.** Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners. ELL students who are in the two-year monitoring and who are not performing on grade level, may be considered for reclassification into the ESOL program via an ELL committee meeting. Follow the correct IPST process to understand the barriers for the low performance and to ensure it is language acquisition and not another barrier.

## **XI. Report Cards:**

- A. ELL student report cards should reflect grades based on classroom accommodations and ELL strategies that meet the students English proficiency levels while addressing the Florida State Standards for his/her grade level.
- B. Classroom teachers should utilize the note section of the report card to communicate student performance. The following statement is recommended for home communication:

*“English language proficiency level taken into consideration when planning instruction and grading ELL student.”*

- C. The ESOL Contact convenes an ELL committee meeting to address and resolve the needs of ELL students (LYs) who consistently perform inadequately in class and/or in a course. The committee determines if the student needs additional support to make instruction comprehensible.

## **XII. Course Failure and Grade Retention:**

- A. An ELL student may not fail a course and/or be retained, based solely on the lack of English language proficiency. An ELL Committee Meeting must be convened whenever considering course failure and/or grade retention of an ELL student.
- B. Based on the student’s English proficiency level, systematic and instructional accommodations and strategies must be in place to ensure effective instruction for the student. For course failure and grade retention consideration, a classroom teacher must provide evidence of the accommodations made to the curriculum, materials, and assessments throughout the school year by documenting the supports via an Accommodations Form for ELLs. In addition, lack of adequate performance must be articulated to parent/guardian and brought to the attention of the ELL committee, prior to the course failure and/or retention considerations.

## **XIII. Good Cause Exemption:**

- A. As defined by **s. 1008.25(7), F.S.**, an ELL student qualifies for the Good Cause Exemption if he/she has been receiving English language instruction for less than two (2) academic years based on the student’s Date of Entry in U.S. Schools (DEUSS).  
**Rule 6A-6.0909, F.A.C.**

## **XIV. ESOL Course Enrollment Guide:**

- A. Elementary Schools:
  - 1. Optional: Recommended for ELL students who are non-English speaking and/or at the beginning or intermediate level of English language proficiency:

Intensive Reading instruction in addition to grade-level instruction in English Language Arts or English for Speakers of Other Languages (ESOL):

Examples:

- Ninety (90) minutes block of instruction in reading which incorporates a language development focus, including instruction in the acquisition of listening, speaking, reading, and writing in English;
- Plus, an additional thirty (30) to forty-five (45) minutes of daily English language acquisition instruction by an ESOL teacher if allocated (based on school enrollment).

B. Middle Schools:

1. Option A – Recommended for ELL students who are non-English speaking and/or at the beginning or intermediate level of English language proficiency:

English Language Development (ELD) course - delivery of instruction under this option requires a focus on language development.

2. Option B – Recommended for ELL students who are at the advanced level of English language proficiency with a level 1 on approved state assessment:

Intensive Reading course - delivery of instruction under this option requires an instructional focus on reading but should incorporate language development through the use of appropriate ESOL instructional strategies.

C. High Schools:

1. Option A – Recommended for ELL students who are non-English speaking and/or at the beginning or intermediate level of English language proficiency:

English Language Development (ELD) course - delivery of instruction under this option requires a focus on language development.

2. Option B – Recommended for ELL students who are at the advanced level of English language proficiency and not yet proficient on the approved state or concordant assessments:

Intensive Reading course - delivery of instruction under this option requires an instructional focus on reading but should incorporate language development through the use of appropriate ESOL instructional strategies.

**XV. Learning Opportunities for Out-of-State and Out-of-Country Transfer Students Needing Additional Instruction to Meet High School Graduation Requirements - s. 1003.433, F.S.:**

- A. Transferring students who are not proficient in English receive immediate and intensive instruction in English language acquisition. Students who have been enrolled in an ESOL

program for less than two (2) school years and have met all requirements for the standard high school diploma except for passage of any must-pass assessments under statute **s. 1003.4282, F.S.**, or **s. 1008.22, F.S.**, may take alternative formative assessments for graduation by receiving immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the required assessment or alternative assessments and receive a standard high school diploma upon passage of the required assessment or alternative assessments, **s.1003.433 (1)-(3), F.S.**, which are:

- earning a 900 Lexile level or above on the Achieve 3000 Level Set;
- earning 45<sup>th</sup> percentile on grade 10 ELA FAST;
- earning a level 4 in the Reading domain and a level 4 for the Composite/Overall score on ACCESS for ELLs 2.0 WIDA Assessment.

For further guidelines regarding English language learners and the ESOL program, please refer to Brevard County's ESOL website.

# APPENDIX

## **150 Minutes of Physical Education and 100 Minutes of Recess - s. 1003.455, F.S.:**

“Physical education” is the development or maintenance of skills related to strength, agility, flexibility, movement and stamina, including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being. Such instruction may be provided by any instructional personnel as defined in **s. 1012.01(2), F.S.**, who are designated by the school principal.

Each District school shall:

- Provide 150 minutes of physical education each week for students in K-5 and for students in grade 6 who are enrolled in a school that contains one (1) or more elementary grades so that on any day during which physical education instruction is conducted there are at least thirty (30) consecutive minutes per day.
- Each school shall provide at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through grade 5 so that there are at least twenty (20) consecutive minutes of free-play recess per day. This requirement does not apply to charter schools.
- Submit to the Department of Education a copy of its school wellness policy as required by the Child Nutrition and WIC Reauthorization Act of 2004 and a copy of its physical education policy required under **s. 1003.455, F.S.**
- Annually review its school wellness policy and physical education policy and provide a procedure for public input and revisions. In addition, each District shall send an updated copy of its wellness policy and physical education policy to the department when a change or revision is made.

Links must be posted to the District’s wellness policy and physical education policy on its website so that the policies can be accessed and reviewed by the public. The District shall provide the most current versions of its school wellness policy and physical education policy on the District’s website.

## **DOCUMENTATION:**

- Students will be scheduled for a minimum of 150 minutes under the physical education and 100 minutes of free play recess under the following course codes sequentially from Kindergarten through 5<sup>th</sup> grade: **5015000, 5015010, 5015020, 5015030, 5015040, 5015050, 5015060, 5015070.**



- Documentation should be maintained by instructional staff identified to teach physical education.

#### **PLANNING FOR 150 MINUTES OF PHYSICAL EDUCATION:**

- Maximize the instructional time that students spend with certified Physical Education Teachers.

School administrators will determine who will be responsible for providing supplemental physical education. Supplemental Physical Education is considered any additional minutes of the mandated 150 minutes per week of physical education instruction not taught by the certified physical education teacher.

#### **THE DIFFERENCE BETWEEN PHYSICAL EDUCATION AND PHYSICAL ACTIVITY (recess):**

Based on sequence of learning, physical education should not be compared to or confused with other physical activity experiences such as (free play) recess, intramurals, or recreational endeavors. Physical Education courses and curriculum include Florida's Physical Education Standards for Physical Education and offer the best opportunity to provide physical activity to all children. (Ref: BPS Wellness Policy and Procedures).

# Elementary

## Elementary Schools District Administrative Procedures for Grading

In accordance with School Board Policy 5420, Reporting Student Progress, and School Board Policy 5421, Grading, the following policies shall be implemented to establish uniform procedures for reporting progress of students to their parents/legal guardians. Schools utilizing alternative scheduling need to ensure that their procedures are aligned with those outlined below.

1. Grades shall be a measure of a student's progress and achievement in mastering the B.E.S.T. Standards, based on the quality of student work. A student's attendance, daily preparation, and promptness in completing assignments should be consistent and congruent with these grades and taken into consideration in reporting a student's progress, however, mastery of content is paramount and is the end goal for student learning.
2. The grades used for primary students (K-2) measure academic performance and are used as a means of reporting achievement relative to B.E.S.T. Standards and other curriculum objectives. Students in kindergarten through grade 2 are assessed using the following grading scales:

### Kindergarten:

4 =	Meets and applies expectations/standards independently
3 =	Meets and applies expectations/standards with support
2 =	Does not meet expectations/standards; shows growth with additional support
1 =	Does not meet expectations/standards; shows no growth even with support

### First and Second Grades:

M = Mastery  
P = Progressing  
E = Emerging  
N = Not Evident

### Third- Sixth Grades:

Letter grades shall be issued in **Grades 3-6** each marking period based on the following numerical value as established by s. 1003.437, F.S.

3. No grade lower than 49 will be recorded for the marking period average. If the student earns an average grade less than 49, or if a student receives a failing grade due to excessive unexcused absences, the minimum grade recorded will be 49. This grading floor is intended to prevent the student from reaching a situation where academic motivation is destroyed.

### Nine (9) Week Progress Reports:

If a student has a failing grade at the end of the fourth (4<sup>th</sup>) week of the grading period, a parent/legal guardian notice must be sent home no later than the last day of the fifth (5<sup>th</sup>) week or by the date indicated on the

District approved calendar. If a student receives a failing grade beyond the fourth (4<sup>th</sup>) week, a parent/legal guardian notice, in writing, must be sent home within one (1) week after the failing grade is recorded. A student may still receive a failing grade based on academic performance during the final weeks of the grading period.

### **Nine (9) Week Interim Reports:**

During the fifth (5<sup>th</sup>) week of each nine (9) week grading period, or by the date indicated on the District approved calendar, all teachers must complete interim progress reports for each student.

4. In calculating the grading period average, teachers may utilize the numerical value of each grading period or the letter grade with the following values assigned:

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

*Grade averaging procedures must be consistent at each grade level within a school as approved by the principal.*

If letter grade values are used, the average shall be at least .50 in order to receive a passing grade, unless a passing grade is justified by a numerical average. Rounding up shall be used in mathematical calculations in accordance with the following conversation chart:

A = 4.00 – 3.50

B = 3.49 – 2.50

C = 2.49 - 1.50

D = 1.49 - .50

F = .49 and below

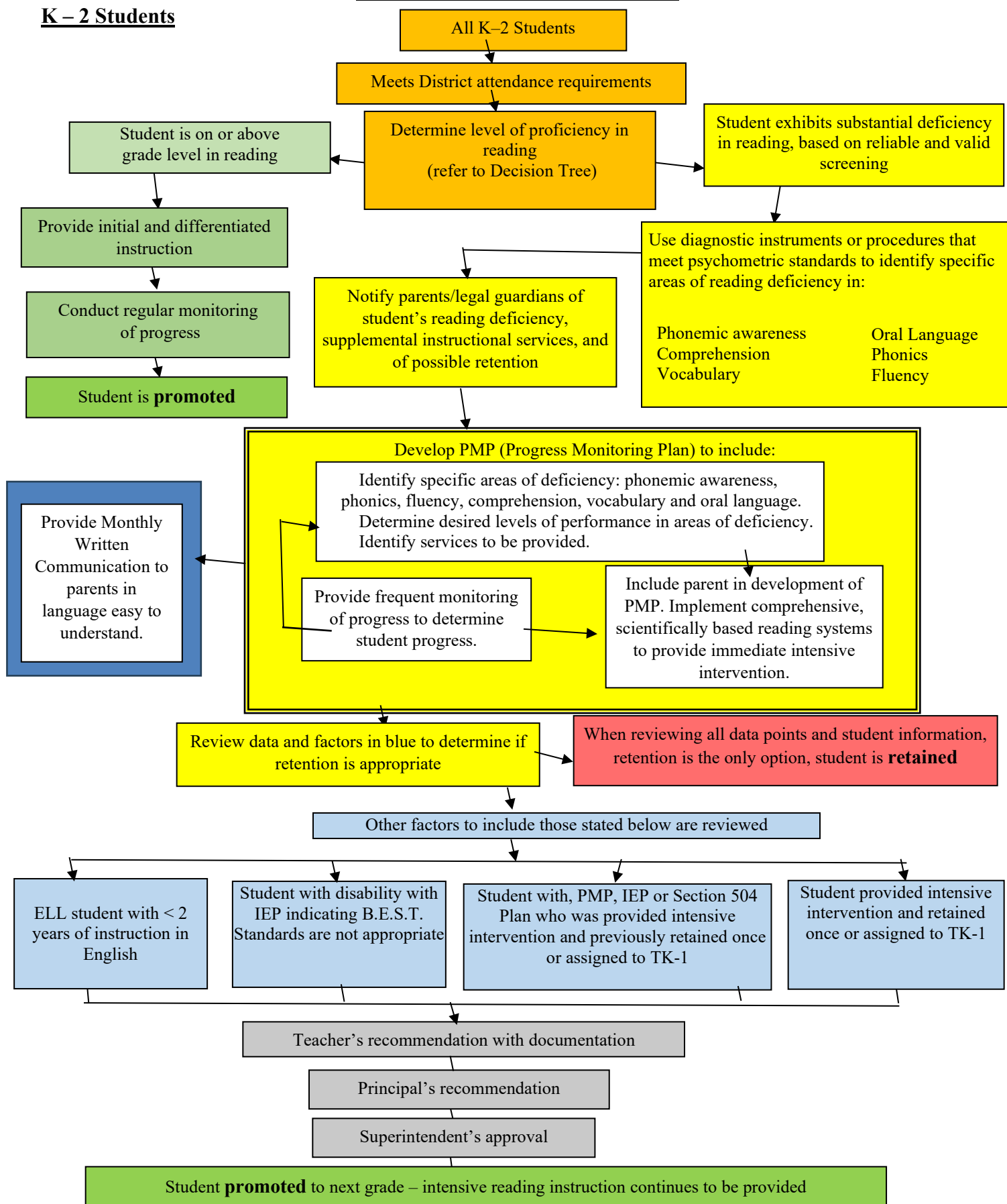
*If a student's performance on any major student assessments is higher than his/her performance throughout the grading period, the teacher may issue the student one (1) letter grade higher for the grading period than mathematical calculations provide.*

### **NOTE:**

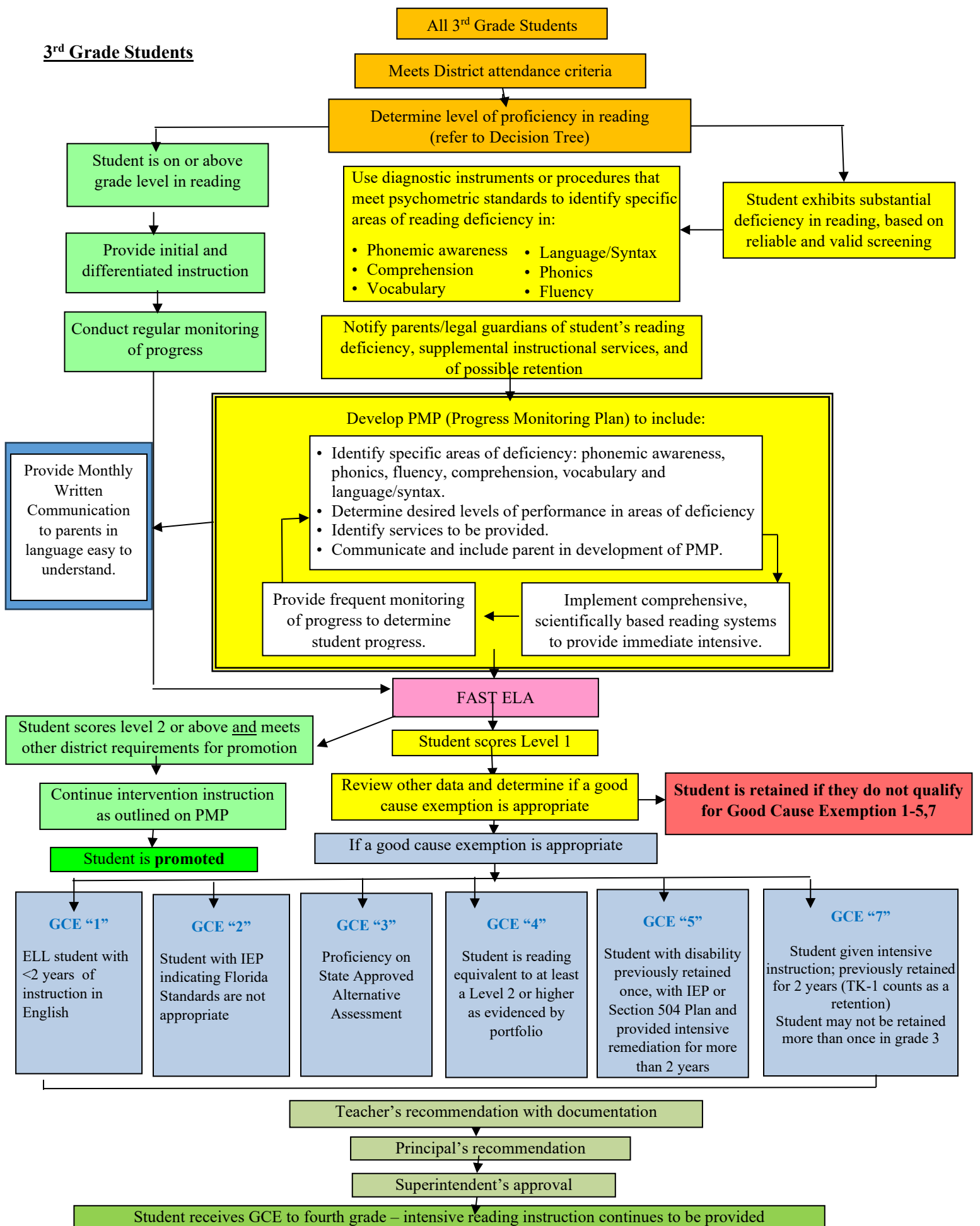
1. Grades once recorded will not be changed without approval of the principal. A principal may change a grade for justifiable academic reasons.
2. Grading procedures not addressed in this policy must be consistent in a given grade level in a given school. The principal must approve school-based grading procedures.

## Flow Charts for Promotion/Retention:

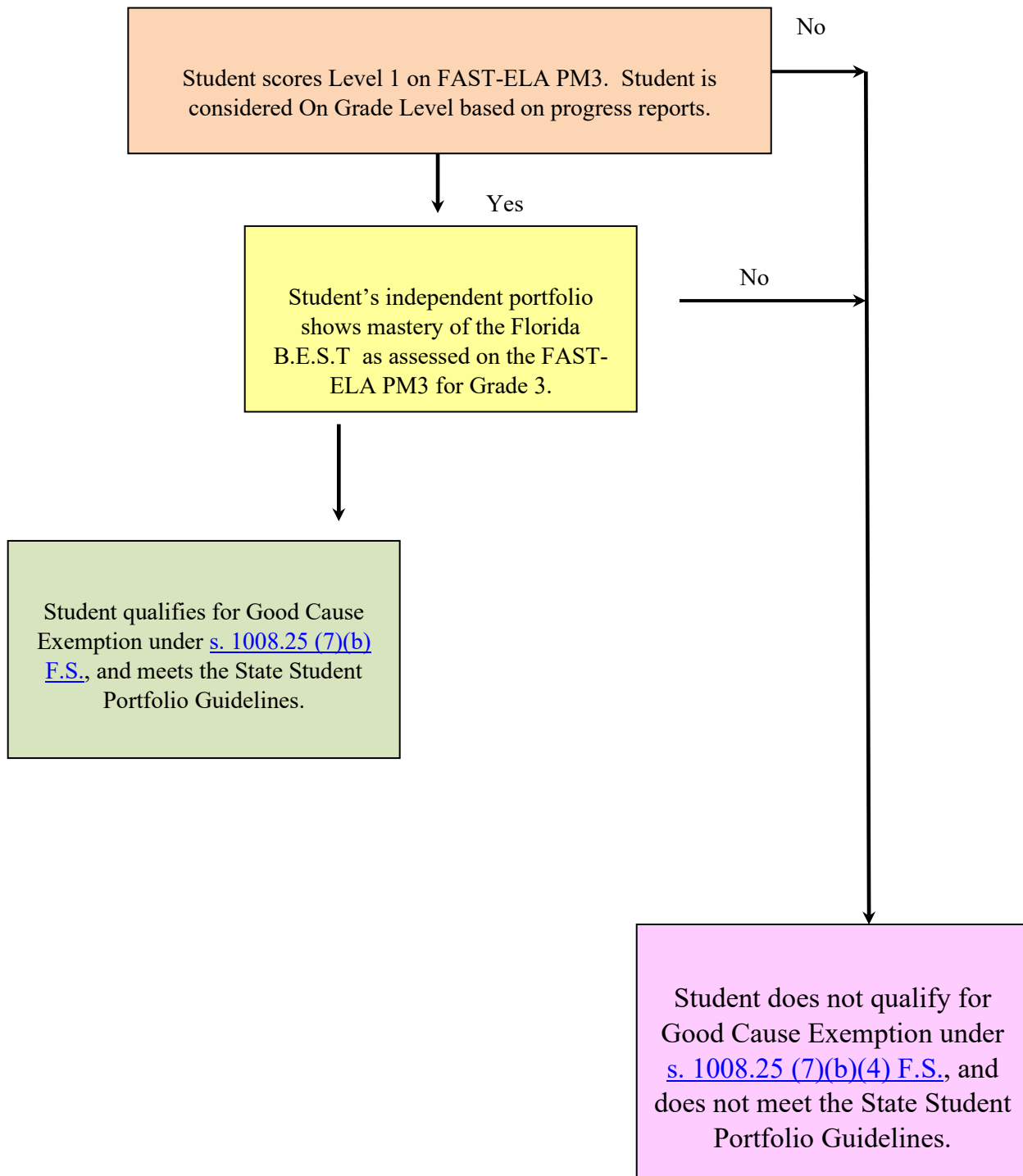
### K – 2 Students



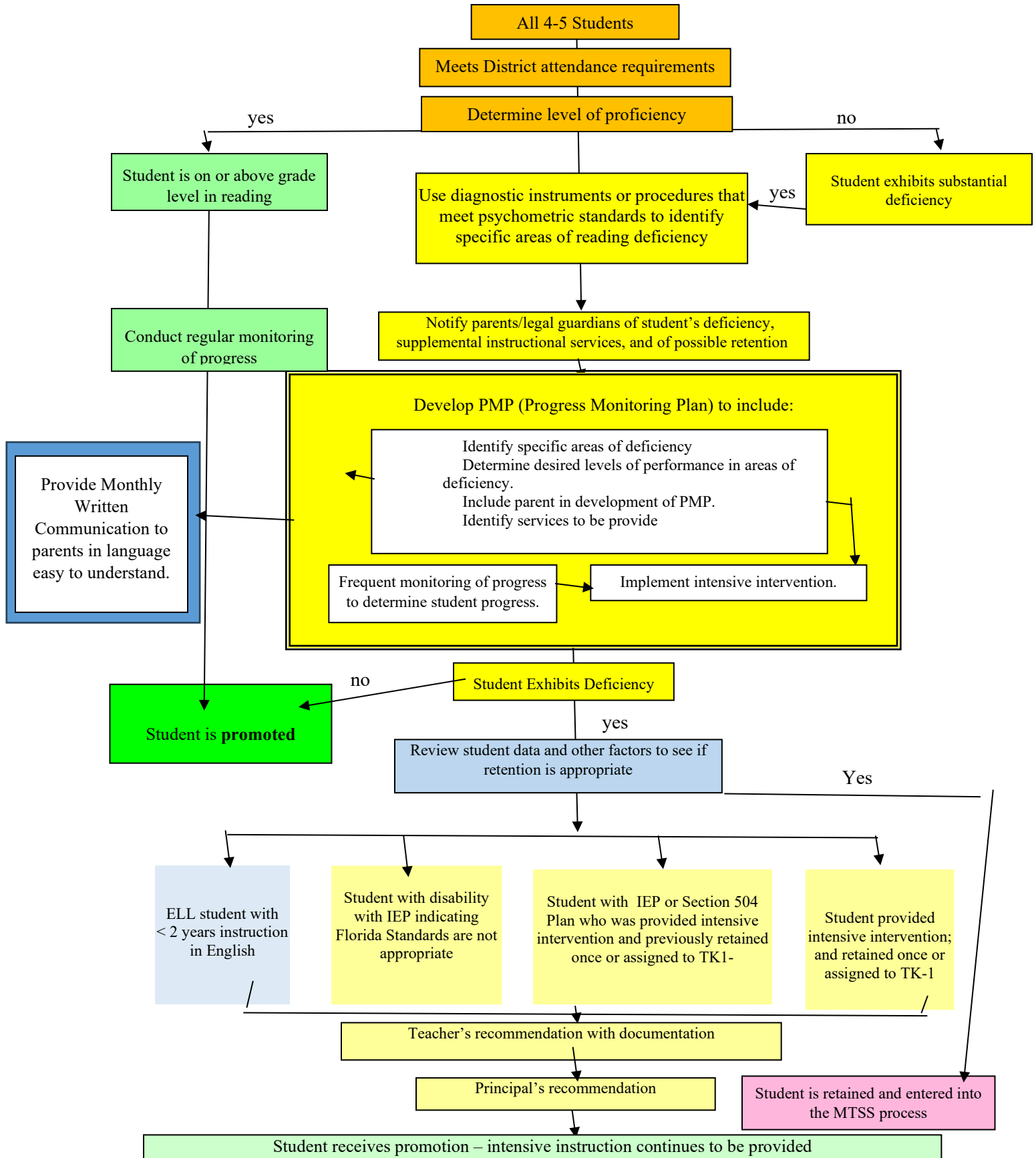
### 3<sup>rd</sup> Grade Students



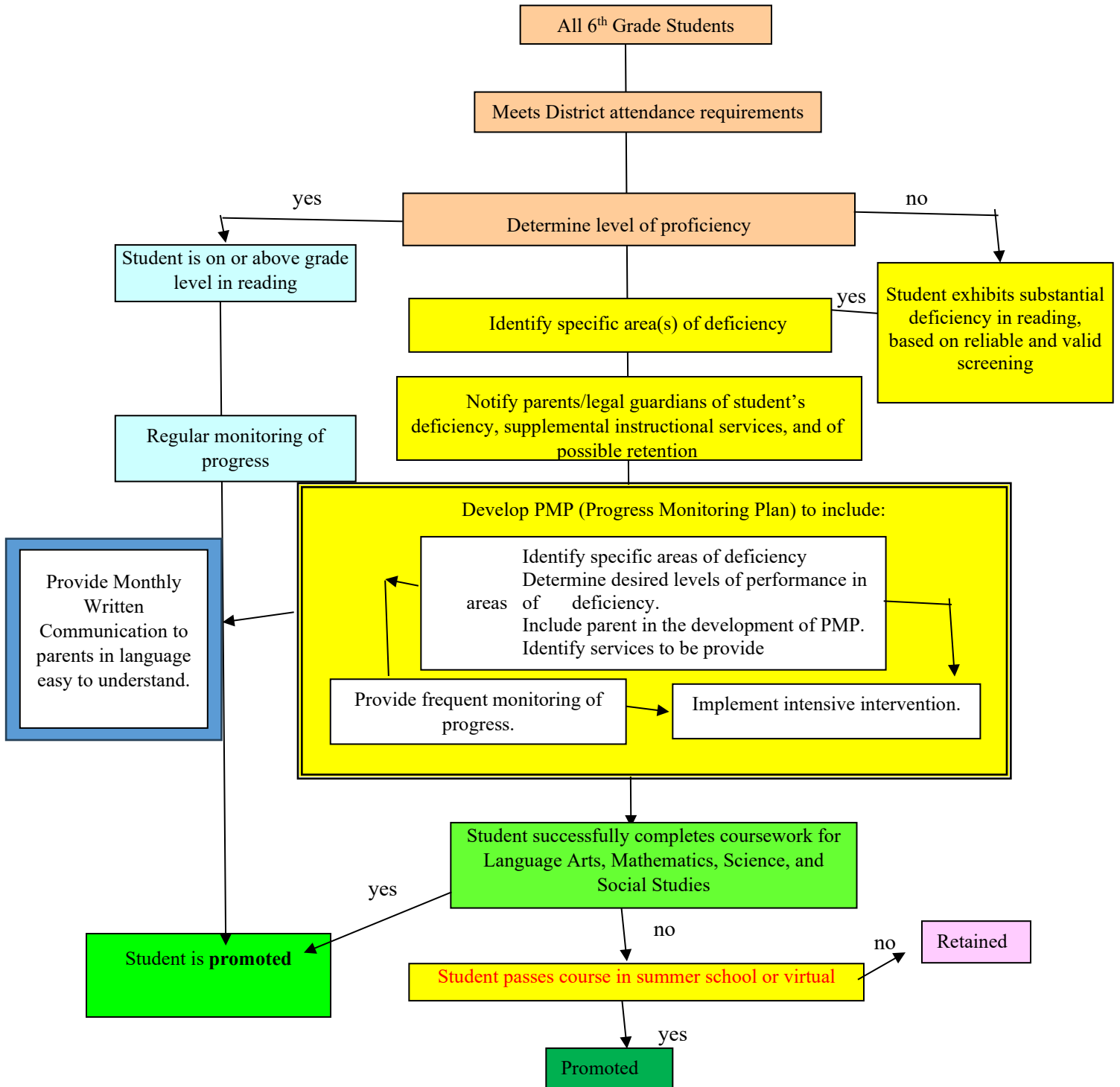
**Good Cause Exemption Student Portfolio - 3<sup>rd</sup> Grade**



## 4 – 5 Grade Students



## 6<sup>th</sup> Grade Students





## Sample Letters to Parents/Legal Guardians

### 3<sup>rd</sup> Grade Progression

Dear Parent/Legal Guardian,

Florida state statute, s. 1008.25, F.S., emphasizes the importance of grade level reading skills to be successful in grade 4 and beyond. To be promoted, a third-grade student must score a Level 2 or above on the statewide Florida Assessment of Student Thinking (FAST) during the end of the year administration of this assessment, known as PM3.

The FAST is not the sole determiner of promotion. Additional evaluations, portfolio reviews, and school-based assessments are available to assist the school. Some grade 3 students may be exempted from the mandatory retention requirement and promoted to grade 4 using a “Good Cause Exemption.” Good Cause Exemptions are only given to students scoring Level 1 on the grade 3 statewide FAST ELA end of the year assessment. The Good Cause Exemptions include the following:

1. Students who earn a passing score on a state-approved alternative assessment.;
2. Students who demonstrate mastery of the state standards through the use of a portfolio. The portfolio is an alternative means for students to demonstrate proficiency of grade 3 reading skills;
3. Students who are Limited English Proficient with less than two (2) years of instruction in English for Speakers of Other Languages program;
4. Students who have an Individual Educational Plan indicating participation in statewide assessment is not appropriate;
5. Students who have an Individual Educational Plan or 504 Plan that reflects intensive remediation in reading and English Language Arts for more than two (2) years, but still demonstrate a deficiency and were previously retained;
6. Students who receive intensive reading intervention for two (2) or more years but still demonstrate a deficiency in reading and who were previously retained for a total of two (2) years. A student may not be retained twice in grade 3.

Students who score a level 1 on the statewide Florida Assessment of Student Thinking (FAST) may attend **Third Grade Summer Reading Camp** to ensure they receive additional instruction in evidenced-based reading strategies. The Florida Department of Education has published a Read to Learn brochure with information for parents/legal guardians regarding progression for grade 3 students. Please visit the FDOE website at <http://www.fldoe.org/core/fileparse.php/7539/urlt/readtolearn.pdf> for more information.

[Insert principal signature]

## **6<sup>th</sup> Grade Progression Requirements**

Date

Dear Parent/Legal Guardian,

As part of Florida's mission to provide rigorous and relevant learning opportunities for Florida's students, important changes to the sixth-grade promotion requirements are now in place.

According to **s. 1003.4156, F.S.**, promotion to seventh grade will require successful completion of the following academic courses:

- English
- Mathematics
- Science
- Social Studies

Please be aware that if a final grade of "F" is received in English, mathematics, social studies, and/or science the student will be **retained** in the **sixth grade**. If a student earns a failing average in one (1) of the four (4) major academic subjects, the student must attend summer school at the zoned middle school to retake the course or make up the course through virtual options before August 1<sup>st</sup> of the upcoming school year in order to be promoted.

Sincerely,

Principal

**Please sign below and return to your student's teacher.**

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**Unsatisfactory Progress toward Promotion-Mid-Year Letter:**

Date

Dear Parent/Legal Guardian:

This letter is being provided to you regarding your student's academic performance. I have carefully reviewed your student's academic records that indicates your student's academic performance does not meet the expectations for their grade level. Students who do not meet grade level expectations may not be considered to have made satisfactory progress toward promotion to the next grade level.

A Progress Monitoring Plan (PMP) has been created to address your student's educational needs. Every effort will be made to provide assistance and evidenced-based academic interventions for your student in the identified areas of deficiency before the end of the year. You will receive monthly written updates on your student's progress on their PMP. However, if satisfactory progress toward grade level expectations are not made, your student may be retained in the upcoming school year.

Your student will be assessed with the Florida Assessment of Student Thinking (FAST) during two progress monitoring (PM) windows during the school year, and in a final FAST assessment (PM3) at the end of the school year. The results will be shared with you throughout the school year and may be incorporated along with other academic performance factors to determine promotion. The Florida Assessment of Student Thinking (FAST) is not the sole determiner of student progression.

If you have any questions or would like to discuss this further, please contact me for a conference.

Sincerely,

Principal

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Parent/Legal Guardian Signature

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Date

**Level 1 Students in Grades 4-6:**

Date

Dear Parent/Legal Guardian:

This letter is being provided to you regarding your student's performance on the Florida Assessment of Student Thinking (FAST).

In the Spring of 2024-2025, your student received a Level 1 on the FAST ELA or Math, which does not indicate grade level proficiency as defined by the Florida Department of Education.. Every effort will be made to provide support for your student in the area of deficiency before the end of the school year. However, if satisfactory progress is not made, your student may be retained at the end of the 2025-2026 school year.

In 2025-2026, your student will be assessed with the Florida Assessment of Student Thinking (FAST) in two progress monitoring windows and at the end of this school year. Parents will be notified in writing of their student's progress on the FAST after each progress monitoring assessment is given. The end of the year FAST performance may be incorporated with other academic performance to determine promotion. The Florida Assessment of Student Thinking (FAST) is not the sole determiner for student promotion.

A Progress Monitoring Plan (PMP) is being designed to address your student's academic needs. You will be given written notice of the plan which will include both school interventions and a home reading plan. You will also receive monthly written updates on your student's progress toward academic goals.

If you wish to discuss this matter in more detail, please call the office to arrange an appointment or schedule a parent-teacher conference with your student's teacher.

Sincerely,

Principal

**Third Grade Portfolio Information:**  
**Third Grade Promotion with a Portfolio**

**Updated and Approved by the State Board of Education September 29, 2014**

**Rule 6A-1.094221, F.A.C.**

To promote a student using the student portfolio option as a good cause exemption, there must be evidence that demonstrates the student's mastery of the B.E.S.T English Language Arts Standards in reading that is equal to at least a Level 2 performance on the grade 3 statewide, standardized English Language Arts assessment. The portfolio must meet the following criteria:

- Be selected by the student's teacher;
- Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- Include evidence that the benchmarks assessed by the grade 3 statewide English Language Arts assessment have been met. Evidence is to include multiple choice items and passages that are approximately 50 percent literary text and 50 percent informational text that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the District's/school's adopted core reading curriculum that are aligned with the B.E.S.T. English Language Arts Standards;
- Be an organized collection of evidence of the student's mastery of the B.E.S.T. English Language Arts Standards that are assessed by the grade 3 statewide English Language Arts assessment. For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark; and
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

*The Department of Education shall, upon analysis of school assessment and promotion information, identify and audit a sample of schools to determine their level of compliance with, s. 1008.25(7)(b)(4), F.S.*

**Parent/Legal Guardian/Teacher (Level 1 and considered on grade level)**

This document is for use only in the case of a grade 3 student who scores Level 1 on FAST *and* is considered on grade level according to progress reports and daily work.

Student \_\_\_\_\_ School \_\_\_\_\_

**1. The student's progress report reflects achievement ON or ABOVE grade level (attach current progress report)**

yes (Go to item 2.)      no (The student does not qualify for this Good Cause Exemption.)

**2. The student shows mastery (70% or higher) through independent work samples, reflecting the standards assessed on the Grade 3 FAST for ELA (FAST) required to meet the State Portfolio Guidelines.**

yes (Go to item 3.)      no (The student does not qualify for this Good Cause Exemption.)

*If yes, at least 70% of eight (8) items per assessed benchmark must be passed to show minimum mastery, and documentation must be attached. Each piece of evidence must be marked with the standard(s) mastered.*

**3. The teacher recommends that the student be promoted to fourth grade for the \_\_\_\_\_ school year.**

yes      no (The student does not qualify this for Good Cause Exemption.)

*Teacher's explanation of their recommendation*

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*The information above accurately reflects that the student's performance is consistent with Level 2 or higher on the FAST English Language Arts Assessment. All student samples in this portfolio have been **independently** produced in the classroom and selected by the classroom teacher.*

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Approval:** *This student meets the guidelines for Good Cause Exemption as identified in s. **1008.25 (7)(b)(4), F.S.**, as well as the District's Student Progression Plan.*

Parent/Legal Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Third Grade Good Cause Exemption Information**  
**Sample Parent/Legal Guardian Notice**

Date

Dear Parent/Legal Guardian,

The third-grade progression law intends to ensure that students have the necessary reading skills to be successful in grade 4 and beyond. To be promoted, a third-grade student must score a Level 2 or above on the statewide Florida Assessment of Student Thinking (FAST).

Some third-grade students may be exempted from the retention requirement and promoted to fourth grade using a "Good Cause Exemption." Additional evaluations, portfolio reviews, and school-based assessments are available to determine qualification for a Good Cause Exemption. Good Cause Exemptions are only given to students scoring Level 1 on the grade 3 statewide FAST. Listed below are allowable Good Cause Exemptions:

- receive a passing score on a state-approved standardized assessment;
- demonstrate mastery of the state standards through the use of a portfolio. The portfolio is an alternative means for students to demonstrate proficiency of third-grade skills;
- are Limited English Proficient with less than two (2) years of instruction in English for Speakers of Other Languages program;
- have an Individual Educational Plan indicating participation in statewide assessment is not appropriate;
- have an Individual Educational Plan or 504 Plan that reflects intensive interventions in reading and English Language Arts for more than two (2) years, but still demonstrate a deficiency and were previously retained;
- receive intensive reading intervention for two (2) or more years but still demonstrate a deficiency in reading and who were previously retained for a total of two (2) years. A student may not be retained twice in grade 3.

Parents/legal guardians of third-grade students who are identified as being at risk of retention may request that the school initiate a portfolio to demonstrate mastery of the state standards. Portfolio procedures have been established for each school. Parents/legal guardians may request a meeting with the school administration or the classroom teacher to review their child's progress.

Students who do not demonstrate proficiency on the statewide Florida Assessment of Student Thinking (FAST) may attend **Third Grade Summer Reading Camp** to ensure they receive additional instruction in evidence-based reading strategies. The Florida Department of Education has published a Read at Home brochure with information for parents/legal guardians regarding progression for grade 3 students. Please visit the FDOE website at <http://www.fldoe.org/core/fileparse.php/7539/urlt/Read-at-HomePlanRes.pdf> for more information.

Sincerely,

Principal

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Parent/Legal Guardian Signature

---

Date

## Third Grade Good Cause Chart

School Name: \_\_\_\_\_ School Year: \_\_\_\_\_

[illegible]

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please send the original to the attention of your school director

Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**General Retention Notice: End-of-Year Letter**

Date

Dear Parent/Legal Guardian:

Students are promoted to the next grade level on the basis of their academic achievement, and there is no social or age level promotion. Some students may need more time than others to make satisfactory academic progress. Students who have not successfully mastered the grade level Florida B.E.S.T benchmarks cannot be considered for promotion to the next grade level.

I have carefully reviewed your student's academic performance records. These records indicate that \_\_\_\_\_ **has not** successfully mastered all of the standards necessary for promotion to the next grade. He/She will continue in grade \_\_[insert current grade level]\_\_ for the \_\_[insert next year]\_\_ academic school year. This placement decision is based on the following:

- \_\_\_\_\_ Student made unsatisfactory progress in mastery of the grade level expectations in reading, language arts, mathematics, science, or social studies
- \_\_\_\_\_ Student's performance is substantially deficient, as indicated by classroom performance
- \_\_\_\_\_ Student has failed to comply with the District's Attendance Policy
- \_\_\_\_\_ Student does not meet the requirements for a Good Cause Exemption in 3<sup>rd</sup> Grade (insert appropriate GCE list)

Please acknowledge your receipt of this notification by signing and returning this letter to the school office prior to \_\_\_\_\_. This signed copy will be placed in your student's cumulative record and will serve as a reference in planning your student's education program. If you wish to discuss this matter with me, please call to schedule an appointment at your earliest convenience.

Sincerely,

Principal

\_\_\_\_\_  
Parent/Legal Guardian Signature

\_\_\_\_\_  
Date

## Kindergarten Mathematics Identification / Intervention Decision Tree

**All Kindergarten students will be given the Early Number and Counting Screener at the Beginning of the Year or when a new student enters:**

- If the student fails screener, then place in Early Number and Counting Lessons.

<b>If</b> student's iReady QuickStart National Norm Percentile Rank is 10 <sup>th</sup> or above	<b>Then</b> use formative and summative classroom data to determine the need for Tier 2 small group intervention utilizing an Evidence-Based Supplemental Instruction Program.
<b>If</b> student's iReady QuickStart National Norm Percentile Rank is 9 <sup>th</sup> or below <b>AND</b> Number Sense and Operation Strand is Emerging K	<b>Then</b> provide Tier 2 small group intervention utilizing an Evidence-Based Supplemental Instruction Program and create a PMP.

**IF a student's FAST Previous Year's PM3 or Current Year's PM2 (State view) score is a Level 2, then...**

**IF a student's Current Year's FAST PM2 (State view) score is a Level 1, then...**

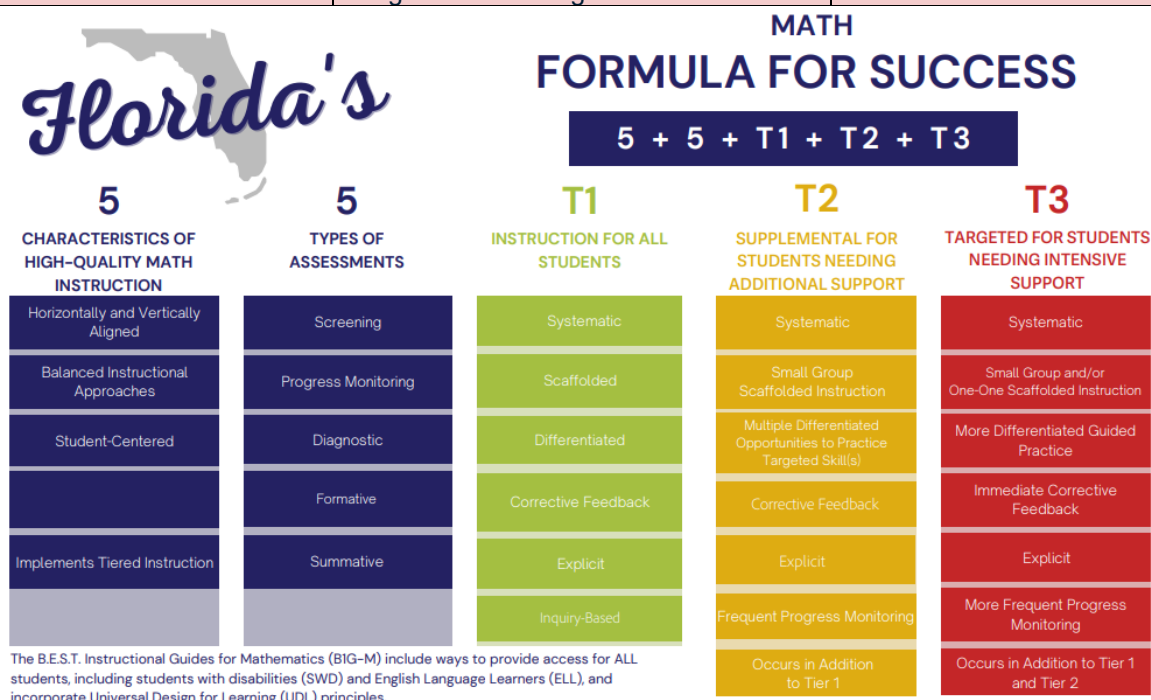
<b>If</b> student's FAST Percentile Rank is 9 <sup>th</sup> Percentile or below <b>AND</b> scored at the 9 <sup>th</sup> percentile or below in i-Ready QuickStart National Norm	<b>Then</b> begin Tier 3 intervention small group intervention utilizing an Evidence-Based Intensive Instruction Program and create a PMP.
<b>If EITHER</b> a student's FAST Percentile Rank <b>OR</b> i-Ready QuickStart National Norm is 9 <sup>th</sup> or below <b>AND</b> Number Sense and Operations is Emerging Kindergarten	<b>Then</b> begin Kickstart screener process with Stage A <ul style="list-style-type: none"> <li>● If a student fails Stage A screener, then place in Tier 3 and begin Stage A lessons. Create a PMP.</li> <li>● If a student passes Stage A screener, then place in Tier 2 and monitor for continued growth. Create a PMP.</li> </ul>
<b>If EITHER</b> a student's FAST Percentile Rank <b>OR</b> i-Ready QuickStart National Norm is 9 <sup>th</sup> or below <b>AND</b> Number Sense and Operations is Kindergarten or above	<b>Then</b> provide Tier 2 small group intervention utilizing an Evidence-Based Supplemental Instruction Program. Create a PMP.
<b>If</b> student's FAST Percentile Rank is 10 <sup>th</sup> or above <b>AND</b> i-Ready QuickStart National Norm is 10 <sup>th</sup> or above	<b>Then</b> provide Tier 2 small group intervention utilizing an Evidence-Based Supplemental Instruction Program. Create a PMP.

**\*\*If more data is needed to identify a student as being substantially deficient use formative and/or summative assessments in the NSO strand (ie. grade level assessments, teacher observation and class work)**

<b>HB7039 Section(s.) 1001.42(18)(b) s.1008.25(6)(a) FS, 1002.20(11), 1008.25(4)b</b> <b>6A-6.0533 Determining a Substantial Deficiency in Early Mathematics Skills and Substantial Deficiency in Mathematics</b>
<p>(a) For kindergarten, if the student scores below the tenth (10th) percentile on various assessments including screening, diagnostic, formative, summative, progress monitoring, or the coordinated screening and progress monitoring system pursuant to s. 1008.25(6), F.S.; and if the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In Kindergarten, areas of emphasis include:</p> <ol style="list-style-type: none"> <li>1. Developing an understanding of counting to represent the total number of objects in a set and to order the objects within a set;</li> <li>2. Developing an understanding of addition and subtraction and the relationship of these operations to counting; and</li> <li>3. Measuring, comparing, and categorizing objects according to various attributes, including their two- and three-dimensional shapes.</li> </ol>

<b>6A-6.0533 Determining a Substantial Deficiency in Early Mathematics Skills and Substantial Deficiency in Mathematics.</b>
<p>(6) Notification to Parents.</p> <p>(a) Parents of students with a substantial deficiency in mathematics must be notified by the school district in writing of the information listed in s. 1008.25(6)(c)1.-4., F.S., and consulted in the development of a plan to address the deficiency as described in subsection (7) of this rule.</p> <p>(b) Timing of Notification. The initial parental notification must occur immediately after a school district determines that a student has a substantial deficiency and identifies the student's specific area or type of deficiency with sufficient specificity to tailor interventions.</p> <p>The plan must include an explanation of the timing of progress reports, which must be provided to parents at least monthly, the process for a parent to request more interventions and the process for a parent to request more frequent notification of the student's progress.</p>

Math Instruction aligns to Florida’s Formula for Success, 5 + 5 + T1 + T2 + T3		
Evidence-Based Core Instruction – Tier 1 – 60 minutes of Math Instruction – All Students		
Core Instruction McGraw-Hill’s Florida Reveal Math for grades K-5 EdGems’ Florida B.E.S.T. EdGems Math for grade 6 State Approved Curriculum	Instruction is aligned to Florida’s B.E.S.T. Standards for Mathematics. Curriculum design builds content knowledge, multiple entry points and access to equitable learning. The lessons incorporate sense-making activities that build students’ proficiency with problem-solving. By focusing systematically on sense-making, students develop and refine not just their observation and questioning skills, but the foundation for mathematical modeling. It emphasizes developing a deep understanding of the grade-level benchmark expectations and fluency with skills.	
Core Assessment	Star FAST for grades K-2	
Evidence-Based Supplemental Instruction – Tier 2 Intervention <i>In addition to 60 minutes of core for identified students.</i>		
Supplemental Instruction	iReady Toolbox Teacher Directed Lessons	B1G-M Strategies to Support Tiered Instruction
Ongoing Progress Monitoring Every 3 <sup>rd</sup> week-Passing rate of 70%+	iReady Lesson Quiz iReady Practice	Teacher Observation and evidence of learning through completed tasks.
Evidence-Based Intensive Instruction – Tier 3 Substantially Deficient Intervention <i>In addition to 60 minutes of core for identified students.</i>		
Intensive Instruction s. 1008.25(6)(a), F.S.	Kickstart – Zaner Bloser	iReady Toolbox Teacher Directed Lessons
Ongoing Progress Monitoring Every 10 Lessons - Passing rate 67%+	Kickstart:Early Number & Counting Progress Monitoring  KickStart: Number Sense, Stage A Progress monitoring	iReady Lesson Quiz iReady Practice



# 1st Grade Mathematics Identification / Intervention Decision Tree

If a student's FAST Previous Year's PM3 or Current Year's PM2 (State view) score is a Level 2, then...	
If student's iReady QuickStart National Norm Percentile Rank is 10 <sup>th</sup> or above	Then use formative and summative classroom data to determine the need for Tier 2 small group intervention utilizing an Evidence-Based Supplemental Instruction Program.
If a student's iReady QuickStart National Norm Percentile Rank is 9th Percentile or below AND Number Sense and Operations Strand is Kindergarten.	Then provide Tier 2 small group intervention utilizing an Evidence-Based Supplemental Instruction Program. Create a PMP.
If a student's iReady QuickStart National Norm Percentile Rank is 9th Percentile or below AND Number Sense and Operations Strand is Emerging Kindergarten.	Then begin Kickstart screener process with Stage A <ul style="list-style-type: none"> <li>● If a student fails Stage A screener, then place in Tier 3 and begin Stage A lessons. Create a PMP.</li> <li>● If a student passes Stage A screener, then give Stage B screener</li> <li>● If a student fails Stage B screener, then place in Tier 3 and begin Stage B lessons. Create a PMP.</li> <li>● If a student passes Stage B screener, then place in Tier 2 and monitor for continued growth. Create a PMP.</li> </ul>

If a student's FAST Previous Year's PM3 or Current Year's PM2 (State view) score is a Level 1, then...	
If student's FAST Percentile Rank is 9 <sup>th</sup> Percentile or below AND scored at the 9 <sup>th</sup> percentile or below in i-Ready QuickStart National Norm	Then begin Kickstart screener process with Stage A <ul style="list-style-type: none"> <li>● If a student fails Stage A screener, then place in Tier 3 and begin Stage A lessons. Create a PMP.</li> <li>● If a student passes Stage A screener, then give Stage B screener</li> <li>● If a student fails Stage B screener, then place in Tier 3 and begin Stage B lessons. Create a PMP.</li> <li>● If a student passes Stage B screener, then place in Tier 2 and monitor for continued growth. Create a PMP.</li> </ul>
If EITHER a student's FAST Percentile Rank OR i-Ready QuickStart National Norm is 9 <sup>th</sup> or below AND Number Sense and Operations is Emerging Kindergarten	Then begin Kickstart screener process with Stage A <ul style="list-style-type: none"> <li>● If a student fails Stage A screener, then place in Tier 3 and begin Stage A lessons. Create a PMP.</li> <li>● If a student passes Stage A screener, then give Stage B screener</li> <li>● If a student fails Stage B screener, then place in Tier 3 and begin Stage B lessons. Create a PMP.</li> <li>● If a student passes Stage B screener, then place in Tier 2 and monitor for continued growth. Create a PMP.</li> </ul>
If EITHER a student's FAST Percentile Rank OR i-Ready QuickStart National Norm is 9 <sup>th</sup> or below AND Number Sense and Operations is Kindergarten or above	Then provide Tier 2 small group intervention utilizing an Evidence-Based Supplemental Instruction Program. Create a PMP.
If student's FAST Percentile Rank is 10 <sup>th</sup> or above AND i-Ready QuickStart National Norm is 10 <sup>th</sup> or above	Then provide Tier 2 small group intervention utilizing an Evidence-Based Supplemental Instruction Program. Create a PMP.

**\*\*If more data is needed to identify a student as being substantially deficient use formative and/or summative assessments in the NSO strand (ie. grade level assessments, teacher observation and class work)**

HB7039 Section(s.) 1001.42(18)(b) s.1008.25(6)(a) FS, 1002.20(11), 1008.25(4)b 6A-6.0533 Determining a Substantial Deficiency in Early Mathematics Skills and Substantial Deficiency in Mathematics
(b) For <b>grade 1</b> , if the student scores below the tenth (10th) percentile on various assessments including screening, diagnostic, formative, summative, progress monitoring, or the coordinated screening and progress monitoring system pursuant to s. 1008.25(6), F.S.; and if the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In grade 1, areas of emphasis include: 1. Understanding the place value of tens and ones within two-digit whole numbers; 2. Extending understanding of addition and subtraction and the relationship between them; 3. Developing an understanding of measurement of physical objects, money and time and 4. Categorizing, composing and decomposing geometric figures.

6A-6.0533 Determining a Substantial Deficiency in Early Mathematics Skills and Substantial Deficiency in Mathematics.
(6) Notification to Parents. (a) Parents of students with a substantial deficiency in mathematics must be notified by the school district in writing of the information listed in s. 1008.25(6)(c)1.-4., F.S., and consulted in the development of a plan to address the deficiency as described in subsection (7) of this rule. (b) Timing of Notification. The initial parental notification must occur immediately after a school district determines that a student has a substantial deficiency and identifies the student's specific area or type of deficiency with sufficient specificity to tailor interventions.

Math Instruction aligns to Florida’s Formula for Success, 5 + 5 + T1 + T2 + T3		
Evidence-Based Core Instruction – Tier 1 – 60 minutes of Math Instruction – All Students		
Core Instruction McGraw-Hill’s Florida Reveal Math for grades K-5 EdGems’ Florida B.E.S.T. EdGems Math for grade 6 State Approved Curriculum	Instruction is aligned to Florida’s B.E.S.T. Standards for Mathematics. Curriculum design builds content knowledge, multiple entry points and access to equitable learning. The lessons incorporate sense-making activities that build students’ proficiency with problem-solving. By focusing systematically on sense-making, students develop and refine not just their observation and questioning skills, but the foundation for mathematical modeling. It emphasizes developing a deep understanding of the grade-level benchmark expectations and fluency with skills.	
Core Assessment	Star FAST for grades K-2	
Evidence-Based Supplemental Instruction – Tier 2 Intervention <i>In addition to 60 minutes of core for identified students.</i>		
Supplemental Instruction	iReady Toolbox Teacher Directed Lessons	B1G-M Strategies to Support Tiered Instruction
Ongoing Progress Monitoring Every 3 <sup>rd</sup> week-Passing rate of 70%+	iReady Lesson Quiz iReady Practice	Teacher Observation and evidence of learning through completed tasks.
Evidence-Based Intensive Instruction – Tier 3 Substantially Deficient Intervention <i>In addition to 60 minutes of core for identified students.</i>		
Intensive Instruction s. 1008.25(6)(a), F.S.	Kickstart – Zaner Bloser	iReady Toolbox Teacher Directed Lessons
Ongoing Progress Monitoring Every 10 Lessons - Passing rate 67%+	Kickstart K-2nd  Early Number & Counting AND Number Sense Progress monitoring	iReady Lesson Quiz iReady Practice



## MATH FORMULA FOR SUCCESS

$$5 + 5 + T1 + T2 + T3$$

5	5	T1	T2	T3
CHARACTERISTICS OF HIGH-QUALITY MATH INSTRUCTION	TYPES OF ASSESSMENTS	INSTRUCTION FOR ALL STUDENTS	SUPPLEMENTAL FOR STUDENTS NEEDING ADDITIONAL SUPPORT	TARGETED FOR STUDENTS NEEDING INTENSIVE SUPPORT
Horizontally and Vertically Aligned	Screening	Systematic	Systematic	Systematic
Balanced Instructional Approaches	Progress Monitoring	Scaffolded	Small Group Scaffolded Instruction	Small Group and/or One-One Scaffolded Instruction
Student-Centered	Diagnostic	Differentiated	Multiple Differentiated Opportunities to Practice Targeted Skill(s)	More Differentiated Guided Practice
	Formative	Corrective Feedback	Corrective Feedback	Immediate Corrective Feedback
Implements Tiered Instruction	Summative	Explicit	Explicit	Explicit
		Inquiry-Based	Frequent Progress Monitoring	More Frequent Progress Monitoring
			Occurs in Addition to Tier 1	Occurs in Addition to Tier 1 and Tier 2

The B.E.S.T. Instructional Guides for Mathematics (B1G-M) include ways to provide access for ALL students, including students with disabilities (SWD) and English Language Learners (ELL), and incorporate Universal Design for Learning (UDL) principles.

## 2nd Grade Mathematics Identification / Intervention Decision Tree

IF a student's FAST Previous Year's PM3 or Current Year's PM2 (State view) score is a Level 2, then...	
If student's iReady QuickStart National Norm Percentile Rank is 10 <sup>th</sup> or above	<b>Then</b> use formative and summative classroom data to determine the need for Tier 2 small group intervention utilizing an Evidence-Based Supplemental Instruction Program.
If a student's iReady QuickStart National Norm Percentile Rank is 9th Percentile <b>AND</b> Number Sense and Operations Strand is 1st Grade	<b>Then</b> provide Tier 2 small group intervention utilizing an Evidence-Based Supplemental Instruction Program. Create a PMP.
If a student's iReady QuickStart National Norm Percentile Rank is 9th Percentile or below <b>AND</b> Number Sense and Operations Strand is Kindergarten or below	<b>THEN</b> begin Kickstart screener process with Stage A <ul style="list-style-type: none"> <li>● If a student fails Stage A screener, then place in Tier 3 and begin Stage A lessons. Create a PMP.</li> <li>● If a student passes Stage A screener, then give Stage B screener.</li> <li>● If a student fails Stage B screener, then place in Tier 3 and begin Stage B lessons. Create a PMP.</li> <li>● If a student passes Stage B screener, then give Stage C screener.</li> <li>● If a student fails the Stage C screener, then begin Stage C lessons. Create a PMP.</li> <li>● If a student passes the Stage C screener, then keep in Tier 2 and monitor for continued growth. Create a PMP.</li> </ul>

IF a student's FAST Previous Year's PM3 or Current Year's PM2 (State view) score is a Level 1, then...	
If student's FAST Percentile Rank is 9 <sup>th</sup> Percentile or below <b>AND</b> scored at the 9 <sup>th</sup> percentile or below in i-Ready QuickStart National Norm	<b>THEN</b> begin Kickstart screener process with Stage A <ul style="list-style-type: none"> <li>● If a student fails Stage A screener, then place in Tier 3 and begin Stage A lessons. Create a PMP.</li> <li>● If a student passes Stage A screener, then give Stage B screener.</li> <li>● If a student fails Stage B screener, then place in Tier 3 and begin Stage B lessons. Create a PMP.</li> <li>● If a student passes Stage B screener, then give Stage C screener.</li> <li>● If a student fails the Stage C screener, then place in Tier 3 and begin Stage C lessons. Create a PMP.</li> <li>● If a student passes the Stage C screener, then keep in Tier 2 and monitor for continued growth. Create a PMP.</li> </ul>
If <b>EITHER</b> a student's FAST Percentile Rank <b>OR</b> i-Ready QuickStart National Norm is 9 <sup>th</sup> or below <b>AND</b> Number Sense and Operations is Kindergarten	<b>THEN</b> begin Kickstart screener process with Stage A <ul style="list-style-type: none"> <li>● If a student fails Stage A screener, then place in Tier 3 and begin Stage A lessons. Create a PMP.</li> <li>● If a student passes Stage A screener, then give Stage B screener.</li> <li>● If a student fails Stage B screener, then place in Tier 3 and begin Stage B lessons. Create a PMP.</li> <li>● If a student passes Stage B screener, then give Stage C screener.</li> <li>● If a student fails the Stage C screener, then place in Tier 3 and begin Stage C lessons. Create a PMP.</li> <li>● If a student passes the Stage C screener, then keep in Tier 2 and monitor for continued growth. Create a PMP.</li> </ul>
If <b>EITHER</b> a student's FAST Percentile Rank <b>OR</b> i-Ready QuickStart National Norm is 9 <sup>th</sup> or below <b>AND</b> Number Sense and Operations is 1st grade or above	<b>Then</b> provide Tier 2 small group intervention utilizing an Evidence-Based Supplemental Instruction Program. Create a PMP.
If student's FAST Percentile Rank is 10 <sup>th</sup> or above <b>AND</b> i-Ready QuickStart National Norm is 10th or above	<b>Then</b> provide Tier 2 small group intervention utilizing an Evidence-Based Supplemental Instruction Program. Create a PMP.

**\*\*If more data is needed to identify a student as being substantially deficient use formative and/or summative assessments in the NSO strand (ie. grade level assessments, teacher observation and class work)**

<p style="text-align: center;">HB7039 Section(s.) 1001.42(18)(b) s.1008.25(6)(a) FS, 1002.20(11), 1008.25(4)b</p> <p>6A-6.0533 Determining a Substantial Deficiency in Early Mathematics Skills and Substantial Deficiency in Mathematics</p>
<p>(c) For <b>grade 2</b>, if the student scores below the tenth (10th) percentile on various assessments including screening, diagnostic, formative, summative, progress monitoring, or the coordinated screening and progress monitoring system pursuant to s. 1008.25(6), F.S.; and if the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In grade 2, areas of emphasis include:</p> <ol style="list-style-type: none"> <li>1. Extending understanding of place value in three-digit numbers;</li> <li>2. Building fluency and algebraic reasoning with addition and subtraction;</li> <li>3. Extending understanding of measurement of objects, time and the perimeter of geometric figures; and</li> <li>4. Developing spatial reasoning with number representations and two-dimensional figures.</li> </ol>

**6A-6.0533 Determining a Substantial Deficiency in Early Mathematics Skills and Substantial Deficiency in Mathematics.**

(6) Notification to Parents.

(a) Parents of students with a substantial deficiency in mathematics must be notified by the school district in writing of the information listed in s. 1008.25(6)(c)1.-4., F.S., and consulted in the development of a plan to address the deficiency as described in subsection (7) of this rule.

(b) Timing of Notification. The initial parental notification must occur immediately after a school district determines that a student has a substantial deficiency and identifies the student's specific area or type of deficiency with sufficient specificity to tailor interventions.

The plan must include an explanation of the timing of progress reports, which must be provided to parents at least monthly, the process for a parent to request more interventions and the process for a parent to request more frequent notification of the student's progress.

**Math Instruction aligns to Florida's Formula for Success, 5 + 5 + T1 + T2 + T3**

**Evidence-Based Core Instruction – Tier 1 – 60 minutes of Math Instruction – All Students**

Core Instruction	Instruction is aligned to Florida's B.E.S.T. Standards for Mathematics. Curriculum design builds content knowledge, multiple entry points and access to equitable learning. The lessons incorporate sense-making activities that build students' proficiency with problem-solving. By focusing systematically on sense-making, students develop and refine not just their observation and questioning skills, but the foundation for mathematical modeling. It emphasizes developing a deep understanding of the grade-level benchmark expectations and fluency with skills.
McGraw-Hill's Florida Reveal Math for grades K-5	
EdGems' Florida B.E.S.T. EdGems Math for grade 6	
State Approved Curriculum	
Core Assessment	Star FAST for grades K-2, FAST for grades 3-6

**Evidence-Based Supplemental Instruction – Tier 2 Intervention**

*In addition to 60 minutes of core for identified students.*

Supplemental Instruction	i-Ready Toolbox Teacher Directed Lessons	B1G-M Strategies to Support Tiered Instruction
Ongoing Progress Monitoring	i-Ready Lesson Quiz	Teacher Observation and evidence of learning through completed tasks.
Every 3 <sup>rd</sup> week-Passing rate of 70%+	i-Ready Practice	

**Evidence-Based Intensive Instruction – Tier 3 Substantially Deficient Intervention**

*In addition to 60 minutes of core for identified students.*

Intensive Instruction	Kickstart – Zaner Bloser	i-Ready Toolbox Teacher Directed Lessons
s. 1008.25(6)(a), F.S.		
Ongoing Progress Monitoring	Kickstart K-2nd	i-Ready Lesson Quiz
Every 10 Lessons - Passing rate 67%+	Early Number & Counting AND Number Sense Progress monitoring	i-Ready Practice



## MATH FORMULA FOR SUCCESS

$$5 + 5 + T1 + T2 + T3$$

5	5	T1	T2	T3
CHARACTERISTICS OF HIGH-QUALITY MATH INSTRUCTION	TYPES OF ASSESSMENTS	INSTRUCTION FOR ALL STUDENTS	SUPPLEMENTAL FOR STUDENTS NEEDING ADDITIONAL SUPPORT	TARGETED FOR STUDENTS NEEDING INTENSIVE SUPPORT
Horizontally and Vertically Aligned	Screening	Systematic	Systematic	Systematic
Balanced Instructional Approaches	Progress Monitoring	Scaffolded	Small Group Scaffolded Instruction	Small Group and/or One-One Scaffolded Instruction
Student-Centered	Diagnostic	Differentiated	Multiple Differentiated Opportunities to Practice Targeted Skill(s)	More Differentiated Guided Practice
	Formative	Corrective Feedback	Corrective Feedback	Immediate Corrective Feedback
Implements Tiered Instruction	Summative	Explicit	Explicit	Explicit
		Inquiry-Based	Frequent Progress Monitoring	More Frequent Progress Monitoring
			Occurs in Addition to Tier 1	Occurs in Addition to Tier 1 and Tier 2

The B.E.S.T. Instructional Guides for Mathematics (BIG-M) include ways to provide access for ALL students, including students with disabilities (SWD) and English Language Learners (ELL), and incorporate Universal Design for Learning (UDL) principles.



### 3rd through 6th Grade Mathematics Identification / Intervention Decision Tree

IF a student's FAST PM3 or Current Year's PM2 score is a Level 2, then...	
If student's iReady QuickStart National Norm Percentile Rank is 10 <sup>th</sup> or above	<b>Then</b> use formative and summative classroom data to determine the need for Tier 2 small group intervention utilizing an Evidence-Based Supplemental Instruction Program.
If a student's iReady QuickStart National Norm Percentile Rank is 9 <sup>th</sup> Percentile <b>AND</b> Number Sense and Operations Strand is one grade level below	<b>Then</b> provide Tier 2 small group intervention utilizing an Evidence-Based Supplemental Instruction Program. Create a PMP.
If a student's iReady QuickStart National Norm Percentile Rank is 9 <sup>th</sup> Percentile or below <b>AND</b> Number Sense and Operations Strand is 2 or more grade levels below	<b>THEN</b> See screening process for Tier 3 intervention below

IF a student's FAST PM3 or PM2 score is a Level 1, then...	
If student's FAST Percentile Rank is 9 <sup>th</sup> Percentile or below <b>AND</b> scored at the 9 <sup>th</sup> percentile or below in i-Ready QuickStart National Norm	<b>THEN</b> See screening process for Tier 3 intervention below
If <b>EITHER</b> a student's FAST Percentile Rank <b>OR</b> i-Ready QuickStart National Norm is 9 <sup>th</sup> or below <b>AND</b> Number Sense and Operations is two or more grade levels below	<b>THEN</b> See screening process for Tier 3 intervention below
If <b>EITHER</b> a student's FAST Percentile Rank <b>OR</b> i-Ready QuickStart National Norm is 9 <sup>th</sup> or below <b>AND</b> Number Sense and Operations is one grade level below	<b>Then</b> provide Tier 2 small group intervention utilizing an Evidence-Based Supplemental Instruction Program. Create a PMP.
If student's FAST Percentile Rank is 10 <sup>th</sup> or above <b>AND</b> i-Ready QuickStart National Norm is 10 <sup>th</sup> or above	<b>Then</b> provide Tier 2 small group intervention utilizing an Evidence-Based Supplemental Instruction Program. Create a PMP.

Screening process for Tier 3 intervention and Create PMP for the Student.	
<b>3rd Grade Screening Choices:</b> <ul style="list-style-type: none"> <li>● KickStart - start screening at Stage B <ul style="list-style-type: none"> <li>○ If a student fails Stage B screener, then place in Tier 3 and begin Stage B lessons. Create a PMP.</li> <li>○ If a student passes Stage B screener, then give Stage C screener.</li> <li>○ If a student fails the Stage C screener, then place in Tier 3 and begin Stage C lessons. Create a PMP.</li> <li>○ If a student passes the Stage C screener, then give Stage D screener.</li> <li>○ If a student fails Stage D, then place in Tier 3 and begin Stage D lessons. Create a PMP.</li> <li>○ If a student passes Stage D, then keep in Tier 2 and monitor for continued growth. Create a PMP.</li> </ul> </li> <li>● Corrective Math - start with Comprehensive Placement Screener Parts A &amp; B and follow Administration, Scoring, and Placement Directions <ul style="list-style-type: none"> <li>○ If a student passes Parts A &amp; B, then place in Tier 2 and monitor for continued growth.</li> </ul> </li> </ul>	<b>4th Grade Screening Choices:</b> <ul style="list-style-type: none"> <li>● KickStart - start screening at Stage C <ul style="list-style-type: none"> <li>○ If a student fails the Stage C screener, then place in Tier 3 and begin Stage C lessons. Create a PMP.</li> <li>○ If a student passes the Stage C screener, then give Stage D screener.</li> <li>○ If a student fails Stage D, then place in Tier 3 and begin Stage D lessons. Create a PMP.</li> <li>○ If a student passes Stage D, then keep in Tier 2 and monitor for continued growth. Create a PMP.</li> </ul> </li> <li>● READY <ul style="list-style-type: none"> <li>○ Coming soon</li> </ul> </li> <li>● Corrective Math - start with Comprehensive Placement Screener Parts A &amp; B <ul style="list-style-type: none"> <li>○ If a student fails A, then place in Addition at Lesson 30. Create a PMP.</li> <li>○ If a student passes Part A, then look at Part B's score</li> <li>○ If a student fails Part B, then place in Subtraction at Lesson 30. Create a PMP.</li> <li>○ If a student passes Part B, then place in Tier 2 and monitor for continued growth. Create a PMP.</li> </ul> </li> </ul>
<b>5th Grade Screening Choices:</b> <ul style="list-style-type: none"> <li>● KickStart - start screening at Stage D <ul style="list-style-type: none"> <li>○ If a student fails Stage D, then place in Tier 3 and begin Stage D lessons. Create a PMP.</li> <li>○ If a student passes Stage D, then keep in Tier 2 and monitor for continued growth. Create a PMP.</li> </ul> </li> <li>● READY <ul style="list-style-type: none"> <li>○ Coming soon</li> </ul> </li> <li>● Corrective Math - start with Comprehensive Placement Screener Parts C &amp; D and follow Administration, Scoring, and Placement Directions <ul style="list-style-type: none"> <li>○ If a student passes Parts C &amp; D, then place in Tier 2 and monitor for continued growth. Create a PMP.</li> </ul> </li> </ul>	<b>6th Grade Screening Choices:</b> <ul style="list-style-type: none"> <li>● Corrective Math - start with Comprehensive Placement Screener Parts E &amp; F (Fractions/Decimal Fractions) and follow Administration, Scoring, and Placement Directions <ul style="list-style-type: none"> <li>○ If a student fails E, then place in Tier 3 and begin Fraction lessons according to scoring directions. Create a PMP.</li> <li>○ If a student fails F, then place in Tier 3 and begin Decimal Fraction lessons according to scoring directions. Create a PMP.</li> <li>○ If a student passes Parts E &amp; F, then place in Tier 2 and monitor for continued growth. Create a PMP.</li> </ul> </li> </ul>

**\*\*If more data is needed to identify a student as being substantially deficient use formative and/or summative assessments in the NSO strand (ie. grade level assessments, teacher observation and class work)**

6A-6.0533 Determining a Substantial Deficiency in Early Mathematics Skills and Substantial Deficiency in Mathematics.
<p>(6) Notification to Parents.</p> <p>(a) Parents of students with a substantial deficiency in mathematics must be notified by the school district in writing of the information listed in s. 1008.25(6)(c)1.-4., F.S., and consulted in the development of a plan to address the deficiency as described in subsection (7) of this rule.</p> <p>(b) Timing of Notification. The initial parental notification must occur immediately after a school district determines that a student has a substantial deficiency and identifies the student's specific area or type of deficiency with sufficient specificity to tailor interventions.</p> <p>The plan must include an explanation of the timing of progress reports, which must be provided to parents at least monthly, the process for a parent to request more interventions and the process for a parent to request more frequent notification of the student's progress.</p>

Math Instruction aligns to Florida’s Formula for Success, 5 + 5 + T1 + T2 + T3			
Evidence-Based Core Instruction – Tier 1 – 60 minutes of Math Instruction – All Students			
Core Instruction McGraw-Hill’s Florida Reveal Math for grades K-5 EdGems’ Florida B.E.S.T. EdGems Math for grade 6 State Approved Curriculum	Instruction is aligned to Florida’s B.E.S.T. Standards for Mathematics. Curriculum design builds content knowledge, multiple entry points and access to equitable learning. The lessons incorporate sense-making activities that build students’ proficiency with problem-solving. By focusing systematically on sense-making, students develop and refine not just their observation and questioning skills, but the foundation for mathematical modeling. It emphasizes developing a deep understanding of the grade-level benchmark expectations and fluency with skills.		
Core Assessment	Star FAST for grades K-2, FAST for grades 3-6		
Evidence-Based Supplemental Instruction – Tier 2 Intervention In addition to 60 minutes of core for identified students.			
Supplemental Instruction	i-Ready Toolbox Teacher Directed Lessons	B1G-M Strategies to Support Tiered Instruction	
Ongoing Progress Monitoring Every 3 <sup>rd</sup> week-Passing rate of 70%+	i-Ready Lesson Quiz i-Ready Practice	Teacher Observation and evidence of learning through completed tasks.	
Evidence-Based Intensive Instruction – Tier 3 Substantially Deficient Intervention In addition to 60 minutes of core for identified students.			
Intensive Instruction s. 1008.25(6)(a), F.S.	Kickstart – Zaner Bloser Stage C & D	Corrective Math McGraw Hill iReady Toolbox Teacher Directed Lessons Grades 3 <sup>rd</sup> – 6 <sup>th</sup>	i-Ready Toolbox Teacher Directed Lessons
Ongoing Progress Monitoring	Kickstart 3rd and 4th  Stage C & D Number Sense Progress monitoring Every 10 Lessons - Passing rate between 67%+	Corrective Math 3rd - 6th  Built in Mastery Checks - Passing rate of 70%+	i-Ready Lesson Quiz i-Ready Practice  Every 3 <sup>rd</sup> week-Passing rate of 70%+
HB7039 Section(s.) 1001.42(18)(b) s.1008.25(6)(a) FS, 1002.20(11), 1008.25(4)b 6A-6.0533 Determining a Substantial Deficiency in Early Mathematics Skills and Substantial Deficiency in Mathematics			
(d) <b>For grade 3</b> , if the student scores below the tenth (10th) percentile on various assessments including screening, diagnostic, formative, summative, progress monitoring, or the coordinated screening and progress monitoring system pursuant to s. 1008.25(6), F.S.; and if the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In grade 3, areas of emphasis include: 1. Adding and subtracting multi-digit whole numbers, including using a standard algorithm; 2. Building an understanding of multiplication and division, the relationship between them and the connection to area of rectangles; 3. Developing an understanding of fractions; and 4. Extending geometric reasoning to lines and attributes of quadrilaterals.			
(e) <b>For grade 4</b> , if the student scores below the tenth (10th) percentile on various assessments including screening, diagnostic, formative, summative, progress monitoring, or the coordinated screening and progress monitoring system pursuant to s. 1008.25(6), F.S.; and if the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In grade 4, areas of emphasis include: 1. Extending understanding of multi-digit multiplication and division; 2. Developing the relationship between fractions and decimals and beginning operations with both; 3. Classifying and measuring angles; and 4. Developing an understanding for interpreting data to include mode, median and range.			



# MATH FORMULA FOR SUCCESS

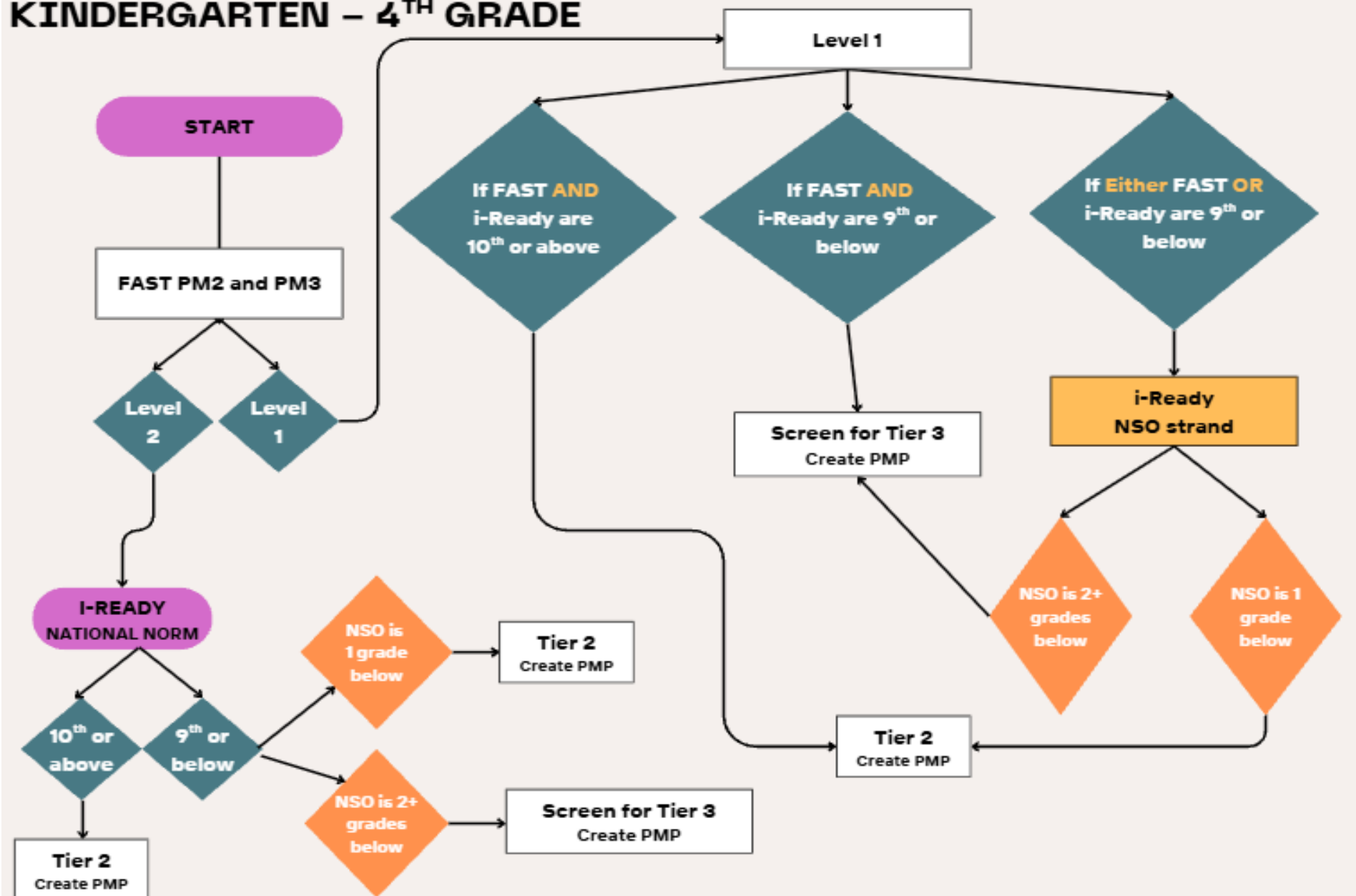
$$5 + 5 + T1 + T2 + T3$$

5	5	T1	T2	T3
CHARACTERISTICS OF HIGH-QUALITY MATH INSTRUCTION	TYPES OF ASSESSMENTS	INSTRUCTION FOR ALL STUDENTS	SUPPLEMENTAL FOR STUDENTS NEEDING ADDITIONAL SUPPORT	TARGETED FOR STUDENTS NEEDING INTENSIVE SUPPORT
Horizontally and Vertically Aligned	Screening	Systematic	Systematic	Systematic
Balanced Instructional Approaches	Progress Monitoring	Scaffolded	Small Group Scaffolded Instruction	Small Group and/or One-One Scaffolded Instruction
Student-Centered	Diagnostic	Differentiated	Multiple Differentiated Opportunities to Practice Targeted Skill(s)	More Differentiated Guided Practice
	Formative	Corrective Feedback	Corrective Feedback	Immediate Corrective Feedback
Implements Tiered Instruction	Summative	Explicit	Explicit	Explicit
		Inquiry-Based	Frequent Progress Monitoring	More Frequent Progress Monitoring
			Occurs in Addition to Tier 1	Occurs in Addition to Tier 1 and Tier 2

The B.E.S.T. Instructional Guides for Mathematics (BIG-M) include ways to provide access for ALL students, including students with disabilities (SWD) and English Language Learners (ELL), and incorporate Universal Design for Learning (UDL) principles.

# Math Decision Tree Flowchart

## KINDERGARTEN – 4<sup>TH</sup> GRADE



# Secondary Schools

## **Brevard County Middle School Grade Level Assignment Procedures:**

### **I. Middle School**

**Students must select the following subject areas each year:**

- Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Electives

### **II. Requirements for Promotion from 6<sup>th</sup> to 7<sup>th</sup> Grade and 7<sup>th</sup> to 8<sup>th</sup> Grade:**

Students must have completed the following:

1. Receive a yearly passing grade in four (4) major academic subjects (language arts, mathematics, science, social studies)
2. Meet the District's attendance requirements, **School Board Policy 5200**.

### **III. Requirements for Promotion from 8<sup>th</sup> to 9<sup>th</sup> Grade**

Students must have completed during 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades the following courses:

1. Three (3) units each of language arts
2. Three (3) units each of mathematics
3. Three (3) units each of science
4. Three (3) units each of social studies (which includes Civics)
5. One (1) course Career Planning

Note 1: Literacy skills are essential for students to be successful in school and for their future endeavors. Additionally, students are required to pass the 10<sup>th</sup> grade FAST PM3 ELA Assessment in order to graduate. Although the state of Florida no longer requires school systems to place students in reading classes, the School Board provides assistance to students who are struggling with the literacy skills needed to be successful in coursework. The integrated reading and writing strategies provided in Intensive Reading courses are designed to enable students to become more confident and successful in all content area courses.

- Students in 7<sup>th</sup> through 10<sup>th</sup> grade who have scored Level 1 or 2 on the most recent FAST ELA PM3 and scored Level 1 or 2 at least once in the previous two (2) years of testing will be considered for Intensive Reading placement unless they have demonstrated proficiency on formative benchmark testing.
- School-based IPST (Individual Problem-Solving Teams) may recommend additional students for the Intensive Reading course, as well.
- If parents/legal guardians would like to discuss a student being removed from the Intensive Reading placement, they may contact a school administrator.

Note 2: The grade earned in high school courses (i.e., math and world language courses) taken in middle school will be factored into the high school GPA and will be part of the high school Academic History. Students earning a C, D or F in high school courses taken while in middle school may retake the course for Grade Forgiveness.

Note 3: The following courses include EOC assessments which are 30% of the Final Course Grade: Civics, Algebra 1, Geometry, Biology and U.S. History.

### III. Grading Scale

The following grading scale has been established by Florida Statute and is used in all District secondary schools:	To average semester grades, the teacher doubles the average of each grading period, adds the semester exam grade, and divides by five (5). The teacher may use either numerical averages or letter grades with the following values assigned: A= 4 points; B= 3 points; C=2 points; D=1 point; F=0 points. Final grades are assigned according to the following scale:
90 to 100 = A	3.50 to 4.00 = A
80 to 89 = B	2.50 to 3.49 = B
70 to 79 = C	1.50 to 2.49 = C
60 to 69 = D	0.50 to 1.49 = D
0 to 59 = F	0.00 to 0.49 = F

### IV. Options for Assistance

Options for assistance include the following:

- Before and after school programs;
- Assignment of academic support strategies to students who have been identified as needing assistance;
- Remedial groups within existing classes;
- Recommendation for referral to the IPST (Individual Problem-Solving Team);
- Summer school programs for students who qualify (depending on availability);
- Mentoring/tutoring;
- Counseling sessions;
- Remedial programs during the school day.

### V. Assignment Process

The final decision concerning the proper assignment for each student will be the responsibility of the principal.

**Note:** If a student receiving ESOL services is being considered for retention, or if a student is deficient in math, reading, and writing proficiency, the school's ELL Committee must meet to review the student's progress and make a recommendation regarding placement and instructional plan.

### VI. Parent/Legal Guardian Notification

1. Report cards will be issued at the end of each grading period.
2. If a student is not meeting all criteria for promotion at the end of the first semester, the parent or legal guardian will be notified in writing and acknowledgement of receipt will be requested from the parent/legal guardians.
3. The parent or legal guardian will be notified in writing when the decision has been made that a student is to be retained or assigned to remediation classes.
4. Scores from achievement and assessment tests will be communicated to parents/legal guardians.

**VII. Promotion by Acceleration**

A student may be accelerated to a higher grade level after careful evaluation and approval by the principal and with written consent of the parent or legal guardian.

## Brevard County Public Schools

### Secondary Schools District Administrative Procedures for Grading

In accordance with School Board Policies 5420, Reporting Student Progress, and 5421, Grading, the following procedures shall be implemented in order to establish suitable uniform methods for marking and reporting progress of students to their parents/legal guardians. Schools utilizing alternative scheduling need to ensure their procedures are aligned with those outlined below. For example, a semester at a typical school equals a quarter at a block school, and procedures should be implemented accordingly.

1. Grades shall be a measure of a student's progress and achievement in mastering the standards of the course based on the quality of work done and reflect a comprehensive evaluation which utilizes numerous and varied assessments.
2. Letter grades shall be issued each marking period based on the following numerical values as established by, s. 1003.437, F.S.:

<i>A</i>	=	<i>90</i>	-	<i>100</i>
<i>B</i>	=	<i>80</i>	-	<i>89</i>
<i>C</i>	=	<i>70</i>	-	<i>79</i>
<i>D</i>	=	<i>60</i>	-	<i>69</i>
<i>F</i>	=	<i>0</i>	-	<i>59</i>

**Note:** In the above scale, the range of an "F" grade is six (6) times larger than any other grade. Teachers and administrators should recognize the weighted effect that low "F" point values have when averaging assignments to calculate nine (9) week and interim grades. Teachers, departments, teams, and/or school-wide procedures (e.g., "Zero Tolerance for Zeros") should be studied, developed, and implemented to counteract this damaging effect. Please contact Curriculum and Instruction for assistance in this area if needed.

3. Minimum Marking Period Average

No grade lower than thirty-nine (39) will be recorded for the marking period average. If the student earns an average grade less than thirty-nine (39) for a nine (9) week grading period, a thirty-nine (39) is to be used when calculating the semester average. This grading floor is intended to prevent the student from reaching a situation where academic motivation is totally destroyed.

4. Nine (9)-Week Progress Reports

During the fifth (5<sup>th</sup>) week of each nine (9) week grading period, or by the date indicated on the District-approved calendar, schools must post interim progress reports electronically for each student. A student may, however, still receive a failing grade based on poor performance during the weeks remaining in the nine (9) week period.

5. Semester Examinations

Formal, comprehensive semester examinations shall be required at the end of the first semester and for courses other than those described in the next paragraph. The principal may approve an alternative assessment in lieu of a formal, written, comprehensive semester examination for justifiable academic reasons in a course where such an assessment might not be appropriate. A student's semester examination will be made available by the teacher/principal for at least two (2) weeks following the examination and shall be available for parent/legal guardians/student perusal at the school.

First semester examinations will not be administered in courses connected to FAST, State Algebra EOC, State Geometry EOC, and Florida Civic Literacy Exam (FCLE). Students will be taking the FAST ELA PM2, FAST Math PM2, BPS Algebra PM2, BPS Geometry PM, and the FCLE. Second semester examinations will not be administered in courses connected to FAST, State EOC, FCLE, AP, IB, AICE, or Industry Certification, or junior year National Assessment (e.g., SAT). (English 3 and English 3 Honors are the courses exempt from second semester exams in lieu of the junior year National Assessment.)

However, teachers are to utilize the time after those assessments are administered until the last day of school (including shortened exam days) to further teach and assess performance standards of the course and include their



on-going class assessments within the 4<sup>th</sup> grading period average. The second semester average for these courses is determined by averaging the 3<sup>rd</sup> and 4<sup>th</sup> nine (9) week grading periods.

6. Calculation of the Semester Average when including a semester (final) examination

The average for each of the two (2) nine (9) week grading periods is weighted 40% and semester examination is weighted 20%. (i.e., 40/40/20) In performing the semester average calculations, teachers may utilize the numerical value of each grading period and the semester examination, or they may use the letter grade with the following values assigned:

A = 4 points  
B = 3 points  
C = 2 points  
D = 1 point  
F = 0 points

If the numerical value for each marking period is used in calculating the semester average, no grade below a thirty-nine (39) shall be used as the nine (9) week average. The semester examination grade will be included at its earned value. Grade averaging procedures must be consistent in a given school as approved by the principal.

If letter grades are used to calculate the semester average, the average shall be at least 0.50 in order to receive a passing grade or credit, unless a passing grade is justified by a numerical average. Rounding up shall be used in mathematical calculations in accordance with the following conversion chart:

3.50 - 4.00 = A  
2.50 - 3.49 = B  
1.50 - 2.49 = C  
0.50 - 1.49 = D  
0.00 - 0.49 = F

If a student's performance on the semester (final) examination is higher than their performance throughout the semester, the teacher may issue the student one (1) letter grade higher for the semester average than the mathematical calculations would typically provide. Such a decision should be made based on actual academic performance considerations.

7. Calculation of the Year-Long Average for Middle School Courses

The year-long average for middle school courses that do not administer a State End-Of-Course (EOC) assessment is calculated by averaging the first semester grade with the second semester grade. In performing this calculation, teachers may utilize the numerical value of each semester, or they may use the letter grade with the following values assigned:

A = 4 points  
B = 3 points  
C = 2 points  
D = 1 point  
F = 0 points

If the numerical value for each semester is used in calculating the year-long average, no grade below a thirty-nine (39) shall be used as the semester average. Grade averaging procedures must be consistent in a given school as approved by the principal.

If letter grades are used to calculate the year-long average, the following conversion chart is used to assign the year-long grade:

3.50 - 4.00 = A  
2.50 - 3.49 = B  
1.50 - 2.49 = C  
0.50 - 1.49 = D  
0.00 - 0.49 = F

8. Once recorded, grades other than an “Incomplete,” will not be changed without approval of the principal. A principal may change a grade for justifiable academic reasons.
9. Students enrolled in a school for fewer than fifteen (15) days do not have to receive grades for that grading period. The parent/legal guardian should be made aware the student has not been in attendance for a sufficient time to be evaluated adequately.
10. Grading procedures not addressed in this document must be consistent in a given department, in a given school. The principal must approve these department procedures.
11. State EOC Courses

High School credit courses for which State End-Of-Course (EOC) assessments are given will earn 1.0 credit upon successful completion of the course including the EOC as 30% of the average or for passing the EOC Exam with a Level 3 or above.

The Final Course Grade for EOC courses (including Middle School Civics) will be calculated by the Office of Educational Technology and determined as follows:

- 1<sup>st</sup> Semester Average = 35%;
  - 1<sup>st</sup> Semester Average is calculated like all other courses. (See #6 above.)
- 2<sup>nd</sup> Semester Average = 35%;
  - 2<sup>nd</sup> Semester Average is calculated by averaging the 3<sup>rd</sup> and 4<sup>th</sup> nine (9) week grading periods.
- EOC Exam = 30%

The EOC exam grade will be calculated by the Office of Accountability, Testing and Evaluation from the students’ EOC scores.

FSA EOC Final Exam					
	A	B	C	D	F
Algebra I/Algebra I H+	5 or 4	3	2	1	Not Taken
Geometry/Geometry H+	5 or 4	3	2	1	Not Taken
Biology/Biology H+	5 or 4	3	2	1	Not Taken
US History/US History H+	5 or 4	3	2	1	Not Taken
Civics/Civics H+	5 or 4	3	2	1	Not Taken

## NON-DISCRIMINATION NOTICE

### SCHOOL BOARD OF BREVARD COUNTY

Educational Services Facility  
2700 Judge Fran Jamieson Way  
Melbourne, FL 32940-6601

### SUPERINTENDENT

Dr. Mark J. Rendell, Ed.D.

### SCHOOL BOARD MEMBERS

Gene Trent, Chairman ♦ Matt Susin, Vice Chairman ♦  
♦ Katie Campbell ♦ Megan Wright ♦ John Thomas



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**For concerns involving the public or students, including Title IX, IDEA, 504, and Equity and Diversity matters contact: Title IX Coordinator**

**Cathleen Erdmann**  
2700 Judge Fran Jamieson Way Melbourne, FL  
32940  
(321) 633-1000, Ext. 11280  
[erdmann.cathleen@brevardschools.org](mailto:erdmann.cathleen@brevardschools.org)

**For concerns involving employees or job applicants contact: Director of Professional Standards and Labor Relations Rosemary Browning**

2700 Judge Fran Jamieson Way Melbourne, FL  
32940  
(321) 633-1000 Ext. 11265  
[browning.rosemary@brevardschools.org](mailto:browning.rosemary@brevardschools.org)

Lack of English language skills will not be a barrier to admission and participation. The district may assess each student's ability to benefit from specific programs through placement tests and counseling, and if necessary, will provide services or referrals to better prepare students for successful participation.

Reasonable accommodations are available for persons with disabilities to complete the application and/or interview process. Applicants/Individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may contact the Director of Professional Standards and Labor Relations for assistance. Educators are required to follow the Principles of Professional Conduct of the Education Profession in Florida (State Board of Education Rule 6B-1.006, FAC). To report alleged educator misconduct, contact Rosemary Browning, Director of Professional Standards and Labor Relations at 321-633-1000, ext. 11265 or [pslr@brevardschools.org](mailto:pslr@brevardschools.org). In the event that the district is not able to resolve your concerns, consider contacting the U.S. Department of Education, Office of Civil Rights for assistance. This Publication or portions of this publication can be made available to persons with disabilities in a variety of formats, including large print or audiotope. Student requests for this information should be made to the Office of Exceptional Student Education Program Support, (321) 633-1000, ext. 11520, at least two (2) weeks prior to the time you need the publication.

### MISSION STATEMENT

*Our Mission is to serve every student with excellence as the standard*