

Pinellas County Schools

Student Progression Plan

The School Board shall provide for the placement and progression of students pursuant to Policy 5210 and Policy 5410.01 through Policy 5465, which shall constitute the *Student Progression Plan*. The plan describes a comprehensive program for student progression.

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5210 - LATE ENTRIES

High School:

A student entering high school within two (2) weeks after the regular opening date who has not been in attendance in another school system shall receive a zero (0) in all classes for each day missed prior to the end of the second week. The reductions may be removed by proper application and achievement by the student during the remainder of the grading period. The final grade for the first grading period may be calculated from the day of late entry as a result of the proper application and achievement by the student.

A student entering high school after the second week and who has not been in attendance elsewhere will receive an "I" (incomplete) in all subjects for the first grading period. The incomplete grade caused by late entry may be removed by proper application and achievement by the student prior to the end of the second grading period, the grade for the second grading period may be applied to the first grading period for the purpose of calculating a final semester grade.

A student unable to enter high school at the regular opening date for reason of illness or of the illness or death of a member of his/her immediate family shall be given, with the help of his/her teachers, an opportunity to make up all work missed during such a period.

Middle School:

A student enrolled in the District who enters middle school after the regular opening date of the first grading period must make up all work missed by the end of that grading period. A zero will be recorded for all work not made up by the student within said time period. Students not already enrolled in the District who enter middle school after the regular opening date will not be required to makeup missed work.

Revised 8/25/15

5410 - STUDENT PROGRESSION

The School Board shall provide for the placement and progression of students pursuant to Policy 5210 and Policy 5410.01 through Policy 5465, which shall constitute the *Student Progression Plan*. The plan describes a comprehensive program for student progression which shall include but not be limited to the following:

- A. Student placement and progression at the elementary, middle, and senior high school levels during the regular school year (180 days).
- B. Extended learning opportunities.
- C. Adult education programs in which eligible students may enroll to earn high school credits toward graduation or for high school graduation in the adult education program.
- D. Dual or early entrance to postsecondary institutions to earn credit toward high school graduation.
- E. Credit Acceleration Program (CAP) by earning passing scores on State End-of-Course (EOC) Assessments (i.e.) Algebra 1, Geometry, Algebra 2, Biology, and US History.
- F. Compliance with State Board of Education minimum performance standards.
- G. Pinellas Virtual School for high school credit towards graduation requirements.
- H. Students with disabilities who graduate or have met graduation requirements for a special diploma may audit courses at postsecondary institutions.

F.S. 1003.415, 1003.4156, 1008.25
F.A.C. 6A-1.094222

Adopted 12/9/09; Revised 12/6/11, 8/25/15

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

The purpose of the educational program is to provide appropriate instruction and intervention or enrichment to enable students to perform at or above their grade level academically. Promotion from one grade to the next is based primarily on student proficiency in reading, writing, mathematics, and science, including specific levels of performance on statewide assessment-tests at selected grade levels as determined by the Commissioner of Education and is not automatic and must be in compliance with state legislation regarding elimination of social promotion. s. 1008.25(1), F.S.

A placement committee consisting of the principal, the classroom teacher, counselor, parent, and other appropriate personnel shall consider student progression matters including initial placement, promotion, acceleration, promotion with remediation and retention. Consideration shall be given to physical, emotional, and social readiness, attendance record, previous school records, English language proficiency, participation in an alternative program, academic progress, and parental input. The principal has the responsibility for all final decisions regarding initial placement and promotion decisions.

- (1) Required Program: Developmentally appropriate curriculum guidelines based on national and state standards have been developed by the district. The district will provide support and assistance to schools and teachers in the implementation of research-based, effective instruction to produce student achievement in the Florida Standards. The required core curriculum for elementary school grades in the District reflects state and local requirements for elementary education. The following core curriculum areas are provided for each grade, K-5.
 - (a) Art
 - (b) English Language Arts (ELA) to include a 90-minute uninterrupted reading block, writing and embedded civics instruction
 - (c) Mathematics
 - (d) Music
 - (e) Science including core content and Science Lab curriculum
 - (f) Health Education which will include increased physical activity for all elementary students
 - (g) Social Studies
 - (h) Character Education
 - (i) Computer Literacy Skills
 - (j) Physical Education: scheduled for 150 minutes per week and staffed by a certified physical education teacher and non-certified assistants when appropriate
 - (k) Critical thinking skills, problem solving skills, and student responsibility for learning, in the context core curriculum areas of mathematics, science and health, social studies, reading, and writing will also be included in the instructional program for the elementary students. In addition, recess will be scheduled for 20 minutes daily.
 - (l) English for Speakers of Other Languages (ESOL) shall be provided for those students in need of such instruction. Under the Multicultural Education, Training and Advocacy (META) Consent Decree, students who are English Language Learners (ELL) must receive comprehensible instruction and equal access to appropriate programming comparable in amount, scope, sequence and quality to that provided to English proficient students and this needs to be documented in the form of an ELL student plan. Schools are monitored for compliance with state and federal rules and regulations based on the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree, and the 2003 Modification of the Consent Decree.
 - (m) Exceptional Student Education (ESE) services are required for eligible students as specified by Federal IDEA requirements, Florida state statutes, and State Board of Education regulations.

(2) Student Placement

- (a) Kindergarten Requirements-Children who have attained the age of five (5) years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year under the rules prescribed by the District, F.S. 1003.21(1)(a)2.

In extenuating circumstances, the Individual Educational Plan (IEP) team for a student with a disability may recommend that a kindergarten-age eligible student be assigned to a prekindergarten program.

- (b) **First Grade Legal Requirements:** Any child who has attained the age of six (6) years on or before September 1 of the school year and who has successfully completed kindergarten in a public school, or who has attained the age of six (6) years on or before September 1 and has a letter by the principal or director certifying the student's satisfactorily completed the requirements for kindergarten program in a private school, or who otherwise meets the criteria for admission or transfer in a manner similar or applicable to other grades, shall progress according to the district student progression plan. s. 1003.21(1)(b), F.S.
 - (c) **Kindergarten and First Grade Out-of-State Transfers:** The district follows Rule 6A-1.0985, F.A.C., *Entry into Kindergarten and First Grade by Out-of-State Transfer Students*, which states: (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 nonpublic 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 the rules of the district. Prior to admission, the parent or guardian must also provide the data required in Rule 6A-1.0985(3), F.A.C.; in order to be admitted to Florida schools, such a student transferring from an out-of-state school must provide the following data: official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school; an official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student; evidence of the immunization against communicable diseases as required in s. 1003.22, F.S.; evidence of date of birth in accordance with s. 1003.21, F.S.; and evidence of a medical examination completed within the last twelve(12) months in accordance with s. 1003.22, F.S. and s. 1003.21, F.S.
- (3) **Student Progression: Promotion, Acceleration, Promotion with Instructional Support, and Retention**
Progression through the elementary grades shall be determined by the student's progress and achievement as approved by the superintendent. The student outcomes are based on performance standards approved by the Florida Department of Education. District standards approved by the superintendent for evaluating student performance are based on how well a student masters the Florida Standards by evidence of FSA scores, alternative tests, and other student work that demonstrate performance equivalent to Level 2 or above. s. 1008.25, F.S.
- a. **Promotion:** Promotion from one level to the next is based upon each student's mastery of the standards specifically English language arts (ELA), mathematics, science and social studies standards. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Student progression K-12 is determined by a variety of indicators, as defined by state and district expectations. These expectations include specific levels of performance in reading, writing, science, social studies and mathematics for each level on locally determined assessments, including universal screenings and ongoing progress monitoring and results of statewide assessments. These indicators may include:
 - i. **Teacher Judgment:** Consideration should be given to teacher made tests, acceptable averaged final progress report grades, classroom participation, daily performance, level of student maturity, social development, and the number of retentions in elementary school.
 - ii. **Student Proficiency:** The student shall demonstrate proficiency in core curriculum areas of reading, writing, mathematics, social studies, and science as measured by district common assessments. Students must also demonstrate satisfactory progress in the core curriculum areas of art, music, physical education, health, social studies, and where offered, world languages. These areas are aligned to the Florida Standards and are necessary for students to meet graduation requirements.
 - iii. **Elimination of Social Promotion:** No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

- iv. Remediation: All students should be afforded every opportunity to meet achievement expectations. Students not meeting district/state identified minimum levels of performance must receive intensive instructional support in order to accelerate the students' rate of progress toward standards. The areas of academic need and intervention strategies are identified through a problem-solving/response to instruction/intervention process. Multiple tiers of increasing intense instructional and instruction/intervention services are implemented to support student academic performance. Students needing remediation or intensive instructional support will be matched to strategic and intensive research/evidence based interventions based on screening, progress monitoring, and diagnostic assessments.
 - v. Parent Notification: Parents will be informed of academic progress and student achievement of proficiency through the end of each grading period progress reports, parent/teacher conferences, and the Progress Monitoring Plan (PMP) when appropriate. However, parents of any K-3 student with a substantial reading deficiency will be immediately notified of the student's deficiency.
 - vi. Intensive Remediation/Alternative Instructional Strategies for Retained Students: Retained students will receive intensive remediation/alternative instructional strategies different from previous years as defined on their Progress Monitoring Plan (PMP).
- b. Acceleration: Acceleration may include subject area acceleration or grade level acceleration. An accelerated curriculum may be provided to those students who have demonstrated a need beyond the general curriculum. For grade level acceleration, the principal will review the following documentation before any accelerated placement is considered: student performance on locally determined assessments, statewide assessment, and norm-reference assessment; grade point average; attendance and conduct record; recommendations from one or more of student's teachers in core-curricula courses; recommendation from a guidance counselor if assigned to the school to address social/emotional needs, and referral for gifted services.
- (1) Acceleration Options (Whole Grade, Midyear, Subject-Matter and Virtual Instruction):
 - 1. Each school principal will establish an Academically Challenging Curriculum to Enhance Learning (ACCEL) team to review requests for whole grade and midyear promotion. The team will include but not be limited to: principal, guidance counselor, gifted teacher, psychologist, student's current teacher, a teacher from the receiving grade level and the parent.
 - 2. A teacher, administrator, or parent may request that a student be considered for ACCEL options of whole grade or midyear promotion by completing the appropriate form provided by the school principal.
 - 3. A conference will be held with the parent and ACCEL team to review the ACCEL evaluation process and obtain consent for evaluation using the Iowa Acceleration Scale (which may include an intellectual evaluation).
 - 4. Following the collection of all required data by the principal or principal designee, the ACCEL team will meet to review the data and determine student eligibility for whole grade or midyear acceleration.
 - 5. Student eligibility for whole grade or midyear promotion shall be based on obtaining an Iowa Acceleration Scale composite score of at least sixty (60) points.
 - 6. A performance contract including progress monitoring will be established and signed by the parent and student, if the student is eligible.
 - 7. If the ACCEL team determines that whole grade or midyear promotion is not appropriate for the student, the team will consider subject-matter acceleration as an option. For planning purposes, students who qualify for a whole grade or midyear promotion shall remain in their current grade level until the end of that semester.
 - (2) The school principal will determine criteria for subject-matter acceleration.
 - (3) Virtual instruction in higher grade level subjects is an ACCEL option for students demonstrating the need for subject area acceleration or students requesting subject area acceleration in core content

areas. Enrollment in the virtual acceleration option will result in the student being withdrawn from the elementary subject area course in their current Pinellas County School and then enrolled in Pinellas Virtual School or another virtual instruction provider for the course. This ACCEL option will require principal's approval.

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

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

1. Remediation: The areas of academic need and intervention strategies are identified through a problem-solving/response to instruction/intervention process. Multiple tiers of increasing intense instructional and instruction/intervention services are implemented to support student academic performance. Students needing remediation or intensive instructional support will be matched to strategic and intensive research/evidence based interventions based on screening, progress monitoring, and diagnostic assessments.

b. Retention: According to research retention may not be as beneficial for students as an intensive intervention program. Retention decisions should be made based on many data points rather than a single score, and no student may be assigned to a grade level based solely on age or other factors that constitute social promotion. s. 1008.25(6)(a), F.S. On the recommendation of the principal after considering all available data, consulting with the School Based Leadership Team or Promotion/Retention Committee and the Area Superintendent, a student may be retained.

Students who are retained and students needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments. If a student is retained in any grade, it must be within an intensive program that is different from the previous year's program and that takes into account the student's learning style. s. 1008.25(2)(b), F.S. An appropriate alternative placement must be provided for a student who has been retained two or more years. s. 1008.25(2)(c), F.S. The nature of the placement will be determined with guidance by the district to the school. Based on evidence of satisfactory performance in accordance with state rules, promotion may occur during the school year. s. 1008.25(2)(a-b), F.S.

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

of intervention and instructional supports part of the MTSS process and include the teacher and parent input.

2. Assessment and Remediation: Additional screening, progress monitoring, diagnostic, and outcome measures in reading may be administered as needed. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the progress monitoring plan, the student may be retained.
3. Mandatory Grade 3 Retention: Any student deemed deficient in reading, will be retained if performance does not improve by the end of grade 3 as demonstrated by scoring Level 1 on the Florida Standards Assessment (FSA) in ELA.
4. Exemption from 3rd Grade Mandatory Retention for Good Cause: The score a third grade student receives on the Florida Standards Assessment (FSA) for English Language Arts is not the sole determiner for promotion. The School Board may only exempt students from mandatory retention for good cause. Good cause exemptions shall be limited to the following identified by the state:
 - a. Limited English proficient students who have had less than two (2) years of instruction in an English for Speakers of Other Languages program; Less than two years of ESOL services starts from the date entered into the United States (DEUSS);
 - b. Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of the State Board of Education rule; the core curriculum for these students is the Florida Standards Access points.
 - c. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;
 - d. Students who demonstrated, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of Florida Standards in reading equal to at least a Level 2 performance on the Florida Standards Assessment;
 - e. Students with disabilities who participate in the Florida Standards Assessment and who have an Individual Education Plan (IEP) or a Section 504 plan that reflects that the student has received the intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3;
 - f. Students who have received the intensive remediation in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two (2) years. Intensive reading instruction for students so promoted must include an altered instructional day based upon a Progress Monitoring Plan (PMP) that includes specialized diagnostic information and specific reading strategies for each student. The District shall assist schools and teachers to implement evidence-based reading strategies shown to be successful in improving reading among low-performing readers.
 - g. Students may not be retained in grade three more than once.
5. Good Cause Exemptions: Requests for good cause exemption shall be submitted by the student's teacher to the school principal. Documentation shall consist of the existing Progress Monitoring Plan (PMP), Individual Education Plan (IEP), if applicable, and/or a student portfolio containing a variety of standards-aligned student performance data to show evidence students have demonstrated mastery of the standards assessed on the FSA. .

When requesting a good cause exemption using a portfolio, documentation must indicate that the promotion of a student is an accurate assessment of the required reading skills based on the student's academic performance in on grade level, standards-based material. Portfolios must follow specific requirements including:

- Multiple-choice items and passages that are approximately 60% literary text and 40% information text
- Between 100-700 words with an average of 500 words at the appropriate level of text complexity outlined in the LAFS.
- Three (3) examples of evidence of student's mastery of each of the standards assessed on the 3rd grade FSA

The principal shall review and discuss such recommendation with the teacher and determine whether the student is eligible to be promoted. If the school principal determines that the student should be promoted, a recommendation shall be made in writing to the Superintendent who will accept or reject the recommendation in writing. Students in grade 4 who were promoted based on good cause exemption must be provided intensive reading instruction and intervention that includes specialized diagnostic information and specific reading strategies to meet the needs of the students. The school district must provide schools and teachers with strategies that research has shown to be effective for improving student achievement with students that demonstrate reading deficiencies.

A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.

6. Students retained under the provisions of s. 1008.25(5)(b), F.S., must be provided daily intensive interventions in reading to remedy the student's specific reading deficiency, identified by valid and reliable diagnostic assessment determined by the district. Interventions must include effective instructional strategies, summer reading camp, and teaching methodologies targeted to building successful reading skills, achieving at or above grade level satisfactory performance and readiness for promotion to the next grade. s. 1008.25(7)(a), F.S.

Additional intensive supports and services to remediate areas of reading deficiency shall be addressed and provided, including participation in the school district's summer reading camp and a minimum of ninety (90) minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension. Other strategies may include integration of science and social studies content within the ninety (90) minute block; reduced teacher-student ratios; small group instruction; frequent progress monitoring; tutoring or mentoring; extended school hours; transition classes containing grade 3 and grade 4 students; and other recommended strategies. Those students who qualify for good cause exemption through the portfolio must be given the opportunity to have a portfolio. The parent notice of retention for a grade 3 student due to reading deficiency must state the reason for retention and the reasons why the child is not eligible for good cause exemption. A description of the proposed interventions and supports for the child to remediate the reading deficiency must be included. s. 1008.25(7)(b)3, F.S. Students who are retained will be assigned to a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, F.S.

7. Mid-Year Promotion: A during-year or mid-year promotion can be made for any student retained in the third grade due to a reading deficiency as evidenced by not scoring Level 2 or above on the statewide standardized assessment in accordance with s. 1008.25(5)(b), F.S., if the student can demonstrate that he or she is a successful and independent reader and is performing at or above grade level in reading and English Language Arts. In reevaluating any student retained, schools may use subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the Florida Department of Education.

8. **Parent Notification of Student Deficiency:** Based on student's performance on district common assessments, teacher assessments, statewide assessments, and progress report grades during the first two (2) reporting periods, schools will identify those students not meeting grade level expectations. The parents of each identified student shall be notified in writing of the possibility of non-promotion no later than the middle of February. In the case of transfer students, notification shall be given within nine (9) weeks of transfer. A parent of a third grade student who is identified anytime during the year as being at risk of retention may request the school immediately begin collection evidence for a portfolio.

Retention decisions should be based on more than a single score. Students in Grades K-5 who are identified as being substantially below grade level in reading, writing, mathematics, and/ or science must receive remediation or be retained with an intensive program that is different from the previous year's program and takes into account the student's learning style. Students who exhibit a substantial deficiency in reading must be provided with immediate intensive reading instruction. The student's reading proficiency must be reassessed at the beginning of the next year and intensive reading instruction must continue until the reading deficiency is remedied.

9. **End-of-Year Decisions for Students Not Meeting Standards:** Any student who does not meet the District identified minimum grade level expectations or who does not meet the identified minimum levels of performance on statewide assessments must be provided remediation. Students not meeting grade level expectations receive increasingly intense instruction/intervention services implemented to support student academic performance. Students are matched to the instruction/intervention tier based on screening, progress monitoring, and diagnostic assessments. At the conclusion of the school year, students' performance is compared to the District identified minimum levels of performance in reading, writing, mathematics, and science to determine whether or not they meet expectations. Determinations are made for placement for the following year. Based on the performance there are two options for student placement.
 - a. Third grade students that master grade level standards through Summer Reading Camp before the beginning of the next school year will be promoted.
 - b. If retention is deemed appropriate then the student must receive instruction that is different from the previous year's instruction and takes into account the student's learning style.
 - c. A third grade student may not be retained in grade 3 more than once.

(4) **Progress Monitoring Plans (PMPs):** Each student with a substantial reading deficiency must be covered by an IEP, PMP or both.

- (a) **Progress Monitoring:** A Progress Monitoring Plan (PMP) is a specific, detailed plan tailored to identify the individual assistance that will be given to remedy a student's individual diagnosed deficiencies. The purpose of the PMP is to detail the current services provided to the student and the intensive, supplemental instructional, and support services that will be provided to the student to meet the desired level of performance. A PMP must be developed for any student (including ESOL and ESE) who has been retained or identified as not meeting State or District expectations for proficiency in reading in kindergarten or for proficiency in reading, writing, mathematics, or science in grades 1-5. The District Assessment Plan information, published by Teaching and Learning, identifies the criteria for a PMP. A PMP must be developed in consultation with the student's parent or legal guardian and must include the intensive remedial instruction that will be given in the areas of weakness. A copy of the PMP will be given to the parent.
- (b) **Reading Deficiency and Parental Notification:** Students at any grade who have been identified as having a substantial deficiency in reading must have an IEP, progress monitoring plan (PMP), or both, that identifies the student's specific area of deficiency in phonemic awareness, phonics, fluency,

comprehension, and vocabulary as well as desired levels of performance in these areas. Parents must be consulted in the development of PMPs. Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. Any student who exhibits a substantial deficiency in reading, based upon locally determined assessments or Statewide assessments must be given intensive, explicit, systematic and multisensory reading intervention outside of the ninety (90) minute reading block immediately following the identification of the reading deficiency.

The parent of any K-3 student who exhibits a substantial deficiency in reading, as determined by the current District assessment, must be immediately notified in writing of the following:

1. that his/her child has been identified as having a substantial deficiency in reading, with a description and explanation, in terms understandable to the parent, of the exact nature of the difficulty and lack of achievement;
2. a description of the current services that are provided to the child;
3. a description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency;
4. that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless s/he is exempt from mandatory retention for good cause;
5. multisensory strategies through a read-at-home plan for parents to use in helping their child succeed in reading proficiency;
6. that the Florida Standards Assessment is not the sole determiner of promotion and that additional evaluations, assessments and portfolio review may be used to determine if the student is reading at or above grade level;
7. when there is a change in the PMP status.

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

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

(6) Annual Reports: The parent of each student will receive information regarding the progress of the student towards achieving State and District expectations for proficiency in reading, writing, science, social studies, and mathematics, including the student's results on each Statewide assessment test. The evaluation of each student's progress will be based upon the student's classroom work, observations, test data, District and State assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the Board. Additional forms of progress reporting include reporting at parent/teacher conferences,

and on the Progress Monitoring Plan (PMP) and Individual Education Plan (IEP), when appropriate. Multiple factors will determine promotion or retention.

F.S. 1003.21, 1003.455(2), 1008.25, 1008.25(6), 1008.25(6)(b)
Revised: 02/25/2014, 10/28/2014, 8/25/2015, 9/27/16,10/10/17

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

Regular Program Requirements

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

Basic Course Requirements

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

- A. Language Arts: Grades 6, 7, 8
Three middle grade or higher courses in language arts.
- M/J Language Arts 1 or 1 ADV
 - M/J Language Arts 2 or 2 ADV
 - M/J Language Arts 3 or 3 ADV
 - English 1 Honors (High School Credit)
- B. Mathematics: Grades 6, 7, 8
Three middle grades or higher courses in mathematics.
- M/J Grade 6 Math or Grade 6 Math ADV
 - M/J Grade 7 Math or Grade 7 Math ADV
 - M/J Grade 8 Pre-Algebra
 - Algebra 1 (High School Credit)
 - Algebra 1 Honors (High School Credit)
 - Geometry Honors (High School Credit)

Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra 1 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 1, a middle grades student must take the statewide, standardized Algebra 1 EOC assessment and pass the course. A student's performance on the Algebra 1 & Geometry EOC assessments will constitute 30 percent of the student's final course grade.

- C. Science: Grades 6, 7, 8
Three middle grade or higher courses in science.
- M/J Science 1 or Science 1 ADV
 - M/J Accelerated Science 1 Honors
 - M/J Science 2 or Science 2 ADV
 - M/J Accelerated Science 2 Honors
 - M/J Science 3 or Science 3 ADV
 - Integrated Science Honors (High School Credit)
- D. Social Studies: Grades 6, 7, 8
Three middle grade or higher courses in social studies.
- M/J World History or World History ADV
 - M/J Civics or Civics ADV
 - M/J US History or US History ADV

Students enrolled in Civics are required to take the statewide, standardized middle grades Civics EOC assessment. This assessment will constitute 30 percent of the student's final course grade in Civics.

Additional Requirements

A. Reading is required for the following students:

1. Each student must participate in the statewide, standardized assessment program required by F.S. 1008.22. Each student who does not score Level 3 or above on the statewide, standardized Reading assessment or, upon implementation, the English Language Arts assessment, or on the statewide, Algebra I EOC assessment, must be provided with additional diagnostic assessments 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. If the student is not enrolled in a reading or algebra remediation course determined by state assessment and local diagnostic data to appropriately support the student in reading and/or algebra then the school in which the student is enrolled must develop and implement, in consultation with the student's parent a progress monitoring plan. A student who is not meeting the district and/or state requirements for satisfactory performance in English Language Arts/Reading and Algebra shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:
 - A. A federally required student plan such as an individual education plan;
 - B. A schoolwide system of progress monitoring for all students;
 - C. An individualized progress monitoring plan.

Middle school students who score at Level 1 or Level 2 on the statewide, standardized Reading assessment or the English Language Arts (ELA) assessment the following year the student may be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery. Students in grades 6-8 who score at Level 1 or Level 2 on the statewide, standardized Reading assessment or the English Language Arts (ELA) assessment and do not need instruction in decoding or text reading efficiency may receive reading remediation through a content area course with a Reading Certified/Endorsed, Content Area Reading Professional Development (CAR-PD), or Next Generation/Common Core Content Area Reading Professional Development (NGCAR-PD) qualified teacher in which remediation strategies are incorporated into course content delivery. Those students who qualify for content reading remediation must also have an approved Secondary Individual Literacy Improvement Plan in place, and data must be available to show that Level 1 or Level 2 students do not have decoding or text reading efficiency issues based on district placement criteria.

2. Sixth grade students who scored Level 3 or higher must take a year-long reading course, as determined by the school. Sixth grade students enrolled in the gifted elective or a district level application program may exempt this requirement if they scored at Level 3 or above on the fifth grade statewide, standardized Reading Assessment.
- B. If a middle grades student scores Level 1 or Level 2 on the statewide, standardized Mathematics assessment the following year the student may receive remediation, which may be integrated into the student's required mathematics courses. In Pinellas County all students scoring a Level 1 on the statewide, standardized Mathematics assessment will receive direct daily instruction in an intensive math class. Students scoring a level 2 can receive remediation which must be integrated into the grade level required math course; however, schools must closely monitor the progress of these students to ensure student success.
- C. Physical education is required in grades 6, 7, and 8 for a minimum of one (1) semester. Except in the IB Middle Years Programme (MYP) Schools, any student having written parental consent (see PCS Form 2-3097) or who is enrolled in a remedial class may be exempt from the physical education requirement. Physical education teachers should be certified in physical education.
- D. Health is required in grades 6 and 8 for a minimum of one (1) semester.

1. M/J Health 6 (08000500) or Personal Development (85002300) will meet the requirement for Comprehensive Health Education/Family Life Education.
2. Sixth grade students enrolled in a yearlong program (i.e., band, strings, chorus, world languages, etc.) may opt out of the sixth grade health and physical education requirement. Written parental consent is required. (see PCS Form 2-3180 and PCS Form 2-3097)
3. Only eighth grade gifted students enrolled in the gifted elective may opt out of the eighth grade health and physical education requirement. Written parental consent is required. (see PCS Form 2-2648)
4. Students enrolled in an IB Middle Years Programme Schools, must adhere to the scheduling requirements as prescribed by IB Middle Years Programme guidelines. These students must engage in face-to-face instruction for the 8 MYP subject groups at the MYP school.

E. School-Based Requirements

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

F. Elective Program Grades 6, 7, and 8

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

G. CAPE Industry Certification

All middle school students will have the opportunity to earn at least one industry certification validating proficiency of certain technical skills. Technical skills validated at the middle school level are generally computer based skills related to digital technology literacy. (F.S. 1003.4203)

H. Return on Investment for Industry Certification

Students who earn an industry certification that articulates for postsecondary credit will realize a cost savings in tuition and fees related to the postsecondary program. The scope of industry certifications earning articulated credit changes annually as additional articulation agreements are established. The most current list of articulated postsecondary credit can be found at the Florida Department of Education web page: http://www.fl DOE.org/workforce/dwdframe/artic_indcert2aas.asp F.S. 1003.02 (1)(j)

Exceptional Student Requirements

The IEPs for each student with disabilities must specify the student's instructional levels and level of participation in the general education curriculum. Course selections (general or exceptional education), progress reporting, participation in assessment, and implication for diploma options must be clearly communicated to parents. Annual parental consent must be obtained in order to administer the Florida Standards Alternate Assessment in accordance with s.1008.22, FS and for the provision of instruction in state standards access points' curriculum. This decision is reviewed annually by the IEP team. The decision may be changed, understanding that it may increase the amount of time required to graduate.

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

- A. General education classes with no accommodations required;
- B. General education classes with accommodations required;

Accommodations cannot change course performance standards. They specify changes in instructional strategies that are required as a result of a student's disability and may address

methods and materials for instruction, assignments and classroom assessments, learning environment, time demands and scheduling, or special communication systems. Courses may be taught by ESE teachers, but students must be graded based on the grade level performance standards.

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

Student Promotion, Retention and Acceleration

A. Promotion from Elementary School to Middle School

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

B. Promotion and Retention

1. Promotion of middle school students shall be based upon their achieving minimum standards as identified in program objectives and meeting the required number of courses. Each middle school student who performs below the minimum performance expectation level on the statewide standardized Reading and/or Mathematics assessments will receive remediation.

For promotion to high school, an eighth grade student must successfully complete three (3) courses in Language Arts, three (3) courses in Science, three (3) courses in Social Studies, and three(3) courses in Math. All courses must be at the middle school level or higher.

. No students may be assigned to a grade level based solely on age or other factors that constitute social promotion.

2. Basic Course Requirements for Promotion/Retention

- a. Promotion to grades 7 or 8: To be promoted from grade to grade within the middle school program, a student may fail only one (1) basic course. The student will be required, however, to pass the course either during the following year or in the extended learning/course recovery program or its equivalent.
 - 1) If a sixth or seventh grade student fails two (2) basic courses, the student may be promoted upon passing one (1) course in the extended learning/course recovery program and taking one (1) course during the following school year.
 - Recommendation to reflect that the student be retained – if he/she has not taken advantage of either the extended learning/course recovery program or its equivalent.
 - 2) If a sixth or seventh grade student fails three (3) basic courses in an academic year, the student will be retained at the same grade level or will be promoted upon passing two (2) courses in the extended learning/course recovery program and taking one (1) course during the following school year.
 - Recommendation to reflect that the student be retained – if he/she has not taken advantage of either the extended learning/course recovery program or its equivalent.
 - 3) If a sixth or seventh grade student fails **more than** three (3) basic courses within an academic year, the student will be retained.

- b. Promotion to High School: If an eighth grade student fails one (1) or more core courses, the student will be retained or will be administratively promoted upon passing the course(s) in the extended learning/course recovery program.

Promotion from a middle school to a high school is contingent upon the student's passing not fewer than twelve (12) core courses (3 courses each in Language Arts, Math, Science & Social Studies). Students who pass the required courses will be considered to have demonstrated adequate progress for promotion to ninth grade.

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

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

1. Core Requirements

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

2. Acceleration Process

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

Progress Monitoring Plan

Each student must participate in the statewide assessment tests. Each student who does not meet specific levels of performance for each grade level, or who does not meet specific levels of performance on statewide, standardized assessments, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. A student who is not meeting the School District or State requirements for proficiency in reading and math shall be covered by a school wide system of progress monitoring for all students. The plan must assist the student or the school in meeting State and District expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan shall include instructional and support services to be provided to meet the desired levels of performance. Students may be required to attend remediation programs held before or after regular school hours or during the summer. Each student who does not meet the minimum performance

expectations for the statewide, standardized assessment testing program must continue to be provided with remedial or supplemental instruction until the expectations are met or the student is promoted from middle school.

Middle grades students enrolled in Algebra 1, Geometry or Biology 1 must take the statewide, standardized EOC assessment for those courses and are not required to take the corresponding subject and grade-level statewide, standardized assessment.

Enrollment in Pinellas Virtual School or Florida Virtual School

With the approval of the principal (or designee) and the student's parent, a middle school student may enroll in a course or courses beyond the regular school day/year with Pinellas Virtual School, Florida Virtual School, or any public school district virtual program within the State of Florida.

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

Middle School Course Offerings – Advanced and/or High School Credit

- A. Placement in advanced and/or high school credit courses will be based on the consideration of a variety of indicators such as grades, classroom performance, assessment data, student motivation/interest, and by the student making a plan with the school counselor and parent for a sequence of courses that would allow the student to earn college credit while in high school through advanced placement course(s) or dual credit course(s).
- B. Credit for high school courses can only be awarded upon successful completion of all course requirements.
 - 1. Students must pass the course itself to earn high school credit (regardless of whether or not a state EOC is required for the course).

2. For courses with a required End of Course Assessment, students who receive a failing grade in the course, but pass the End of Course Assessment receive high school credit. Credit Acceleration Program (CAP); a student who is not enrolled in or who has not successfully completed the related course may take the EOC during any regular administration of the assessment. If the student earns a passing score, they will receive regular course credit (i.e. Geometry, not Geometry Honors) and a "P" for the course grade. The "P" does not impact a student grade point average.

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

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

Adopted 12/9/09; Revised 12/6/11, 01/15/13, 2/25/14, 10/28/14, 8/25/15, 9/27/16, 10/10/17

5420.01 - REPORTING STUDENT PROGRESS - ELEMENTARY

Class or Grade Level Conference

Each teacher of grades PreK-5 shall hold by the end of the first quarter of school, a group conference or equivalent with parents of the students in his/her class or shall hold a grade level conference cooperatively with other teachers on the grade level for the purpose of interpreting the curriculum, the general school program, and reporting practices.

Parent/Teacher Conference

Each teacher of grades PreK-5 shall hold a scheduled parent/teacher conference concerning each student during the school year. It is highly desirable that these conferences be held by the end of January. In kindergarten, the optimum time is during October, November, or December. Additional conferences shall be held throughout the year as needed with parents of students who have special concerns. A record shall be kept of each conference in the student's PIAP (Pinellas Instructional Assessment Plan) folder.

Kindergarten Progress Reports

Kindergarten progress reports will be issued at the same time as the grades 1-5 progress reports. There are no letter grades given at the kindergarten level. The progress report provides information on the student's performance on the Pinellas Instructional Assessment Plan (PIAP) assessments for reading, writing, and mathematics relative to grade level expectations. The progress report states if a child is exceeding or meeting standards, or making consistent progress, limited progress, or no progress toward standard mastery.

Elementary Progress Reports

The progress report provides a grade for the student's academic performance in each subject and grades for the students' conduct and work habits. Attendance information is also provided on each progress report. The final progress report for the school year contains information regarding promotion or non-promotion of the student. Progress reports for grades K-5 will be issued at the end of each of the four (4) grading periods. Students experiencing academic difficulties must receive a mid-period (mid-term) progress report in the middle of each of the four grading periods.

Grades

In arriving at the academic grades of all students, teachers are expected to carefully distinguish between the academic grade and the students' work habits and effort and conduct grades. In no case shall the student receive an academic grade which is contingent upon his/her work habits and effort and conduct.

- A. In all areas for grades 1-2 and for the core curriculum areas of Art, Music, Physical Education, and Work Habits in grades 3-5 the following codes will be used: E (excellent), V (very good), S (satisfactory), N (needs improvement), U (unsatisfactory).
- B. In grades 3-5, in the academic areas, achievement shall be designated as follows:
 1. A = (90-100)
 2. B = (80-89)
 3. C = (70-79)
 4. D = (60-69)
 5. F = (0-59)
- C. The assignment and grading of homework is a school-based decision.

- D. No changes shall be made in the form of the progress report except pursuant to District procedures. Schools may develop their own progress report and have it approved according to District procedures.

Exceptional Students

- A. The IEP (Individual Educational Plan) of each student with a disability specifies the student's curriculum, instructional level, and level of participation in the general education curriculum. Progress reporting, participation in State/District assessment, and implications for diploma options must be clearly communicated to parents. Students with disabilities are enrolled in coursework in one (1) or more of the following options:
 - 1. grade level expectation, without accommodations.
 - 2. grade level expectations, with accommodations: Accommodations cannot change the student expectations. They specify changes in instructional strategies that are required as a result of a student's disability and may address methods and materials for instruction, assignments and classroom assessments, learning environment, time demands and scheduling, or special communication styles.

Progress for students in "1" and "2" above is reported based on grade level expectations.
 - 3. Florida Standards Access Points: Students that are eligible for Florida Standards Alternate Assessment, as specified on their IEP, can enroll in exceptional student education access courses. Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.
- B. Students with disabilities must receive progress reports indicating progress towards Individual Educational Plan (IEP) goals and the likelihood they will accomplish the goals during the period covered by the IEP. These reports are provided in addition to the general education progress reports.

F.S. 232.246(5)(c), 1001.32, 1001.41, 1001.42, 1001.43
F.A.C. 6A-1.0955(3)(a)7

Adopted 12/9/09; Revised 12/6/11, 02/25/14, 10/28/14, 9/27/16

5420.02 - REPORTING STUDENT PROGRESS - MIDDLE SCHOOL

Progress Reports

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

Interim Progress Reports

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

Alternate Progress Reports

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

Exceptional Students

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

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

- A. Grade level expectations, without accommodations.
- B. Grade level expectations, with accommodations: Accommodations cannot change the student expectations. They specify changes in instructional strategies that are required as a result of a student's disability and may address methods and materials for instruction, assignments and classroom assessments, learning environment, time demands and scheduling, or special communication styles.
- C. Florida Standards Access Points: Students that are eligible for Florida Standards Alternate Assessment, as specified on their IEP, can enroll in exceptional student education access courses. Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

Exceptional Student Education courses identified in the District course code directory may be used to meet requirements for promotion.

Academic and Conduct Grades Separate

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

Grading Scale

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

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

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

Final Grades

A. Statewide End of Course Assessments

Middle grade students enrolled in high school Algebra I must take the statewide standardized EOC assessment. Algebra 1 EOC assessment will constitute 30 percent of the student's final course grade.

However, if the middle grades student does not pass the EOC assessment in middle school, the student will have multiple opportunities in high school to retake the course and/or the assessment.

Middle grades students enrolled in high school geometry must take the statewide, standardized EOC assessment, and the results of the EOC assessment must constitute 30 percent of the student's final course grade. Students must pass the course but are not required to pass the EOC assessment to earn high school credit.

Neither middle grade students nor high school students enrolled in high school **Geometry** are required to pass the statewide, standardized EOC assessment to qualify for a standard high school diploma. Even though passing the geometry EOC is not required to earn course credit, in order for students to qualify for Pinellas' Advanced Scholar or Scholar diploma designations, students will have to earn passing scores on all State End of Course Assessments.

In Pinellas County students entering grade 7 must be enrolled into a yearlong Civics education course. Each student's performance on the statewide, standardized middle grades Civics EOC assessment MUST constitute 30 percent of the student's final course grade in civics education.

B. Grade Computation

The four (4) quarter marking period grades shall be used to formulate the final grade for the yearlong course. In the case of semester courses, the two (2) quarter marking period grades will be used to determine the final grade. Final grades are computed by summing the grade point value (A=4, B=3, C=2, D=1, F and I=0) for each grade and dividing by the number of grades. The resulting final grade average is converted to a letter grade based on the scale below (see also paragraphs Options for Grading, and Plus and Minus below):

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

District Level (PCS Common) Middle School End of Course / End of Year Assessments

- A. District level (PCS Common) semester exams and/or End of Course exams (semester and/or yearlong course) are mandatory for middle school students. District level semester exams will be administered to students enrolled in courses that are not associated with a statewide, standardized assessment. For example: art, music, health, physical education, world language, vocational education, 6th & 8th grade social studies and 6th & 7th science. Students who fail to take a district level End of Course or End of Year exam will receive a grade of zero.
1. The results of district level EOC assessments will constitute 10 percent of the student's semester and/or final course grade. Students will be allowed to make up EOC assessments prior to the end of the semester exam week.
 2. Exams will be scheduled within a 90 minute period. All teachers giving exams shall be expected to plan for review time prior to the exam day. Exam reviews must not be scheduled on a major religious holiday.
- B. For middle school courses that are offered as either a semester or yearlong course with a district developed (PCS Common) assessment, the classroom teacher must administer the district developed assessment (mid-term and/or final). For semester or yearlong courses without a district developed (PCS Common) assessment, the classroom teacher will be responsible for creating a teacher developed mid-term and/or final assessment. In either situation, this assessment is to be administered during district approved assessment windows.
1. Each year, by the first day of the new school year, the Teaching and Learning Division will identify and provide schools, teachers, parents and students a list of district developed common assessments that will be implemented that year as either semester exams (for semester courses) or semester 2 final exams for year-long courses.
 2. For middle school district developed EOC (semester or year-long assessments), the Middle School Office will work with the district's Accountability, Assessment and Research office to develop scoring norms for the purpose of ensuring consistency across the district in the scoring of district level assessments. During the first year of implement for any district-developed common semester or year-long assessment, teachers will determine the semester and final exam grades for students. During the second and subsequent years of implementation for district developed common assessments the semester exam grade and final exam grade for students will be determined by the district's Accountability, Assessment and Research office through a score-norming process for the purpose of ensuring consistency across the district in the scoring of district common assessments.

STUDENT ATTENDANCE DURING EXAMS

Middle 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.

EXAM GRADE REPORTING

Pinellas County middle school district level End of Course (EOCs) or End of Year (EOYs) assessments will count 10% of the student's semester and/or final course grade. This exam grade is independent of the grade for the quarter, and will be averaged with the quarter grades as a 1/10 component of the final grade.

EARLY EXAMS

Early exams are available to assist middle school students who must move out of the school district prior to the official exam dates. See policy 5420.03. Early exams may not be given 12 school days before the end of the semester, as noted on the PCS academic calendar.

Students with Disabilities:

Participation in state/district level testing programs is mandatory for all students, including students with disabilities. The decision regarding whether a student will be exempted or tested with or without accommodations is made by the student's IEP team and recorded on the IEP. Students with disabilities who are exempt from these programs will be assessed through the Florida Standards Alternate Assessment as documented on the IEP. Generally, all students with disabilities, including English Language Learners (ELLs) with disabilities whose instructional program incorporates the general education objectives and competencies, should participate in state/district level assessment programs. Students placed exclusively in programs for the Speech Impaired, Homebound or Hospitalized, Visually Impaired, or Gifted must participate in the state/district level assessment programs. In many instances, students with disabilities will require accommodations and support in order to demonstrate proficiency on state or district assessments. These accommodations and support should be used during classroom instruction and for classroom testing purposes, as documented on the IEP.

Testing Accommodations for Students with Disabilities:

Accommodations involve a wide range of techniques and support systems that help students participate in the general education curriculum. Students who require accommodations must be consistently provided with the accommodations as outlined in their IEP. Testing accommodations provided for classroom assessment must also be provided for state and district assessment (and vice versa). Only accommodations allowed by individual test manuals may be implemented on standardized tests.

English Language Learners:

In accordance with Florida Statute § 1008.22(3) and State Board of Education Rule 6A-1.09422(2) & (3), all students are expected to participate in all regular State and District assessments for accountability purposes except as prescribed by the Commissioner of Education or if waived as stated below.

Accommodations for English Language Learners (ELLs)

In accordance with Pinellas County Plan for Services to English Language Learner (ELL), ELLs must take all required State and District assessments unless they have an IEP, which indicates otherwise. However, active ELLs (coded as LY) are eligible to receive accommodations during testing. Permissible accommodations may include:

- Flexible setting
- Flexible scheduling
- State-approved Heritage Language Dictionary
- Assistance in the Heritage Language

In accordance with State Board of Education Rule 6A-6.09091, ELLs must have access to an English-to-Heritage Language translation dictionary and/or Heritage Language-to-English translation dictionary, such as those made available for ELL students in instructional settings. When a student qualifies for both ESOL and ESE programs, all accommodations listed on the IEP, as well as the ELL Plan must be offered. A copy of this document is maintained in the ELL folder.

C. Incomplete Progress Report Grades

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

D. Grades for Courses Awarding High School Credit

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

E. Options for Grading

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

F. Plus and Minus

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

Grading In Middle School Physical Education

Middle school Physical Education teachers should use the following weighting components for each marking period: participation (25%), skill (25%), knowledge (25%), and fitness goal completion (25%) based on Fitness Improvement Rubric.

Credits from Other Schools

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

ACCEPTANCE OF CREDITS

Student Transfers from Other School Systems

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

High School Credit of Transferring Middle School Students

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

Association of Colleges and Schools, AdvancEd - Southern Association of Colleges and Schools, and Western Association of Colleges and Schools.

- A. Middle schools shall accept credits of students transferring from schools including home education that do not meet the above guidelines subject to the following conditions:
1. A student will be placed in the appropriate sequential course level in mathematics, science, social studies, and language arts. The student's credit will be based on successful completion of one (1) grading period of course work in each of the four (4) subject areas. Credit for all other courses will be accepted at face value provided that an equivalent course is contained in the listing of approved courses for middle/high schools in Florida.

For each subject area in which the student earns a C or higher during the student's first grading period after transferring to a District middle/high school, the grades and credit earned in the school from which the student is transferring will be entered on the student's transcript. For each subject area in which the student earns a D or lower during the student's first grading period after transferring to a District middle/high school, the grades and credit earned in the school from which the student is transferring will be validated using the Alternative Validation Procedure before being entered on the student's transcript.
 2. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one (1) of the following alternatives shall be used for validation purposes as determined by the teachers, principal, and parent:
 - a. portfolio evaluation by the Superintendent or designee;
 - b. written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - c. demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - d. demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - e. demonstrated proficiencies on the statewide standardized assessment; or
 - f. written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety (90) days from the date of transfer to prepare for assessments outlined in paragraphs of this policy if required.
- B. Accreditation agencies that do not meet the criteria outlined in this subsection for credits to be accepted by District high schools at face value may appeal to the Assistant Superintendent for Secondary Curriculum to have their accreditation process reviewed. If such an agency can show that their accreditation standards are equivalent to those of agencies under the governance of National Study of School Evaluation in the areas of instructional program design, governance and organization, personnel, services, plant operations and facilities, and finance and business operations as outlined in the Standards for Secondary Schools published by the regional accreditation agencies under the governance of National Study of School Evaluation, then credit from a school accredited by that agency may be accepted at face value.
- C. Transfer of High School Credits for Courses with End of Course Assessments

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

1. When evaluating a transfer student's transcript that indicates a 1.0 credit was earned in Algebra 1, Geometry, or Biology 1, it is important to consider the school year in which the student entered ninth grade for the first time (ninth grade cohort) and the school year in which the student took the course.
2. The transfer student is required to take the Algebra 1 EOC Assessment if the student entered grade 9 in 2011–2012 or thereafter and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in Algebra 1 or on the high school statewide assessment in mathematics required by the state from which the student transferred for purposes of satisfying the requirements of the Elementary and Secondary Education Act.
3. The transfer student is required to take the Geometry EOC Assessment and the Biology 1 EOC Assessment if the student entered grade 9 in 2012–2013 or thereafter and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in that course.

F.S. 1001.32(2), 1001.41, 1001.42, 1001.43
F.A.C. 6A-1.0955(3)(a)7

Adopted 12/9/09; Revised 12/6/11, 01/15/13, 02/25/2014, 10/28/14, 8/25/15, 9/27/16, 10/10/17

5420.03 - REPORTING STUDENT PROGRESS AND CLASS RANKING - HIGH SCHOOL

Report Card

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

Alternate Report Card

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

Grading Scale

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

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

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

Incomplete Grades

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

Final Examinations

- A. Definition: A final examination is a comprehensive assessment covering the course student performance standards for the entire term (a term is a semester in all high schools). Furthermore:
 1. --For all high courses that are semester courses, the semester final examination will be either a district developed common assessment or a teacher-developed assessment. For courses identified as having a district-developed assessment as outlined in 1(a), the semester examination will be the district-developed assessment.

--For all high school courses that are year-long courses and that do not have a state required end of course assessment (EOC), the semester 2 final examination may be a district developed common assessment or a teacher-developed assessment. For year-long courses identified as having a district-developed common assessment as outlined in 1(a), the year-long final examination will be the district-developed common assessment.

 - a. Each year, by the first day of the new school year, the Teaching and Learning Division will identify and provide schools, teachers, parents and students a list of district developed common

assessments that will be implemented that year as either semester exams (for semester courses) or semester 2 final exams for year-long courses.

b. During the first year of implement for any district-developed common semester or year-long assessment, teachers will determine the semester and final exam grades for students. During the second and subsequent years of implementation for district developed common assessments the semester exam grade and final exam grade for students will be determined by the district's Accountability, Assessment and Research office through a score-norming process for the purpose of ensuring consistency across the district in the scoring of district common assessments.

--For all high school courses that are year-long courses that do have a state required end of course assessment, the semester 1 final examination will be a district developed common assessment, taken by all students enrolled in the course, and the end of the year examination will be the state end of course assessment (EOC).

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

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

C. Final Exam Requirement

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

Exceptions:

- a. The student is enrolled in the same course during two (2) terms of the same school year. In such cases, the student is required to take at least one (1) final exam in that course.
- b. The student has been enrolled in a District public high school for less than the entire term. In such cases, the student is required to take all exams.

- c. The student has five (5) or more absences per semester in any class. If so, the student is required to take the final exam in all classes. Regardless of the number of minutes in a class period, an absence from the class is only counted as one (1) absence in the class for purposes of this policy. For purposes of this policy a student who is not present in class at least one half of the class period shall be counted absent. Preapproved absences for school sponsored activities, religious holidays, and college/post-secondary visitation shall not be counted in calculating the five (5) or more absences specified above. Absences for college/post-secondary visitation are limited to three (3) days per year for seniors and one day per year for juniors.
- d. The final exam is a State-required End of Course exam. Students not required to take a final exam may elect to take their final examinations to improve the final grades. A final grade shall not be reduced as a result of the examination grade, should the student elect this option.
- e. The final exam is an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) exam.

Students are required to take the first semester exam for Advanced Placement, International Baccalaureate, or Advanced International Certificate of Education courses.

An Advanced Placement, International Baccalaureate, or Advanced International Certificate of Education will be taken in lieu of a teacher developed final (semester 2) exam in those designated courses. In such case, the student must still attend his or her regular subject area classes for structured activities and/or projects until the end of the grading period.

In the event that the student does not sit for the AP, IB, or AICE exams accompanying the coursework during the school year, a final exam grade of zero (0) will be entered. For AP, IB, or AICE exams administered after the last day of the school year, final grade for the course will be determined within one day of the exam date.

D. Early Exams

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

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

Final Grades

The final grade in high school courses is a semester grade determined by giving a 75% weight to the average of the two (2) quarter grades and a 25% weight to the final examination.

A. Calculating Final Grades

Seventy-five (75) percent of the final semester grade will come from an average of a student's quarter grades and twenty-five (25) percent of the final semester grade will come from a student's final exam grade. To obtain the semester grade, average the unweighted grade point values of the two (2) quarter grades (Q) then multiply this

average by 75%. That value is added to the unweighted grade point value of the exam grade which is multiplied by 25%.

$$\left(\left(\frac{Q1 + Q2}{2} \right) \times 75\% \right) + (E \times 25\%)$$

In courses for which final examinations are not prescribed or required, the final grade will be determined by averaging the unweighted grades of the two (2) quarters:

$$\left(\frac{Q1 + Q2}{2} \right)$$

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

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

B. Academic Grades vs. Evaluation of Conduct

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

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

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

D. Teacher/Principal Discretion in Determining the Final Grade

If a high school student fails the second marking period of a semester and his/her final examination, the student may be given a failing semester grade, at the discretion of the teacher and principal, regardless of the grade point average. If a failing grade is given, the decision must be documented and approved by the principal or designee.

E. Final Grade Point Average

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

F. Unweighted Grade Point Average

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

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

G. Weighted Grade Point Average for Standard Curriculum Students

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

The following point values are applicable only for those students who entered 9th grade, or completed high school quality point courses in middle school, during or prior to the 2013-14 school year:

1. to receive an "A" in:
 - a. Honors (Q) - A = 5
 - b. Regular - A = 4
 - c. Basic (B) - A = 3

2. to receive a "B" in:
 - a. Honors (Q) - B = 4
 - b. Regular - B = 3
 - c. Basic (B) - B = 2

3. to receive a "C" in:
 - a. Honors (Q) - C = 3
 - b. Regular - C = 2
 - c. Basic (B) - C = 1

4. to receive a "D" in:
 - a. Honors (Q) - D = 1
 - b. Regular - D = 1
 - c. Basic (B) - D = .5

5. to receive an "F" in:
 - a. Honors (Q) - F = 0
 - b. Regular - F = 0
 - c. Basic (B) - F = 0

The following point values are applicable only for those students who enter 9th grade during the 2014-15 school year and subsequent school years.

The following key applies to the programs listed below: Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment (DE), Advanced International Certificate of Education (AICE)

1. to receive an "A" in:
 - a. AP, DE, IB, or AICE Courses (Q) - A = 5
 - b. All other non AP, DE, IB, or AICE Courses that are Honors (Q), including the Pre-AICE and Pre-IB courses - A = 4.5
 - c. Regular - A = 4

2. to receive a "B" in:
 - a. AP, DE, IB, or AICE Courses (Q) - B = 4
 - b. All other non AP, DE, IB, or AICE Courses that are Honors (Q) including the Pre-AICE and Pre-IB courses - B = 3.5
 - c. Regular - B = 3

3. to receive a "C" in:
 - a. AP, DE, IB, or AICE Courses (Q) - C = 3
 - b. All other non AP, DE, IB, or AICE Courses that are Honors (Q) including the Pre-AICE and Pre-IB courses - C = 2.5
 - c. Regular - C = 2

4. to receive a "D" in:
 - a. AP, DE, IB, or AICE Courses (Q) - D = 1
 - b. All other non AP, DE, IB, or AICE Courses that are Honors (Q) - D = 1
 - c. Regular - D = 1

5. to receive an "F" in:
 - a. AP, DE, IB, or AICE Courses (Q) - F = 0
 - b. All other non AP, DE, IB, or AICE Courses that are Honors (Q) - F = 0
 - c. Regular - F = 0

H. Honors Quality Points

A weighted grade point average is achieved by assigning one (1) extra honors quality point to A, B, and C grades earned in selected, advanced placement, dual credit, and IB courses (see above). Honors courses will be awarded a (0.5) extra honors quality half-point to A, B, and C grades. The District's *High School Uniform Course Descriptions* and the individual high school curriculum guides will use a (Q) to indicate the Board approved honors quality point courses.

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

Forgiveness Policy

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

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

- B. A required course may be replaced with the same or comparable course including an advanced or honors version of the course being "forgiven", or a "credit recovery" version of the course being forgiven. An elective course may be replaced with any other elective course. Because there is more than one (1) course/series of courses that can be used to learn algebra concepts in preparation for the Algebra EOC, a student may

apply the grade forgiveness rule to one (1) or both semesters of Algebra Ia for the first semester of Algebra I and vice versa and a student may apply the grade forgiveness rule to one (1) or both semesters of Algebra Ib for the second semester of Algebra I and vice versa.

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

Grading In High School Physical Education (not a HOPE course)

High school Physical Education teachers should use the following weighting components for each marking period: participation (25%), skill (25%), knowledge (25%) and fitness goal completions (25%) based on Fitness Improvement Rubric.

Grading In High School Health and Physical Education (HOPE)

Students in the Health Opportunities through Physical Education (HOPE) course will be graded using the following formula: 50% Health Education and 50% Physical Education. High School Health and Physical Education teachers should use the following weighting components for each marking period:

Health Education: knowledge (40%) and participation (10%)

Physical Education:

participation (25%), skill (25%), knowledge (25%), and fitness goal completion (25%) based on Fitness Improvement Rubric.

F.S. 1001.32(2), 1001.41, 1001.42, 1001.43, 1003.437, 1003.33, 1003.43(5)(c)

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

Adopted 12/9/09; Revised 6/29/10, 9/14/10, 12/6/11, 01/15/13, 02/25/14, 10/28/14, 8/25/15, 10/10/17

5430 - CLASS RANK

Procedures for Ascertaining the Rank in Class of Standard Curriculum Students

- A. Class rank will be computed based on all courses taken for high school credit through the first semester of the 12th grade year or through first semester of 11th grade for students selecting the eighteen (18) credit accelerated graduation option. Grades for courses taken in middle school, the Extended Learning Program, Summer Bridge and adult education, etc., awarding high school credit, will be used to calculate high school class rank. For the purpose of identifying class ranks of one (1) and two (2) (Valedictorian and Salutatorian), extra courses beyond those needed for graduation that were earned in middle school or outside the regular school day in grades 9-12 (24 in high school) may be deleted from the class rank computation by student request in writing to the principal prior to the end of the first semester of the 12th grade year.
- B. Students transferring from a 4x4 schedule school will be class ranked with all other students based on all courses taken. The principal (or designee) will determine the class rank status of transferring students and the decision will be final. In the event that the transfer negatively affects a current valedictorian or salutatorian status, co-honors will be bestowed.
- C. Eligible students, who graduate early with the 24 credit standard diploma, or with the ACCEL 18 credit standard diploma, will continue to be included with their cohort group eligibility for valedictorian and salutatorian honors but will be included with the early graduating class for final class ranking, honors designations upon early graduation, and Talented 20 identification.
- D. Rank in class will be computed at the end of each term including all course work completed prior to August 1st of each school year for all students. The final ranking is computed after the first semester of the 12th grade year (or year of early graduation).
- E. Grades earned in all courses (regular, honors) will be weighted in determining final GPA, as provided in administrative procedures.

Valedictorian and Salutatorian Identification

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

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

Honors Diploma

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

Diploma Designations

A) Pinellas Advanced Scholar Designation- Students who meet the minimum requirements of the 24 credit graduation option may also work toward earning the Pinellas Scholar Diploma Designation by meeting the following requirements:

- Earns a score of 3 or higher on three (3) or more Advanced Placement (AP) Examinations
- Earn 1 credit in Algebra II
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology I EOC
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC
- Earn 2 credits in the same World Language
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.
- A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student takes the respective AP, IB or AICE assessment; and earns the minimum score needed to earn college credit
- Students who entered high school during 2014-15 and subsequent years must also pass the Geometry EOC

B) Scholar Designation- Students who meet the minimum requirements of the 24 credit graduation option may also work toward earning the Scholar Diploma Designation by meeting the following requirements:

- Earn 1 credit in Algebra II
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology I EOC
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC
- Earn 2 credits in the same World Language
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course
- A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student takes the respective AP, IB or AICE assessment; and earns the minimum score needed to earn college credit
- Students who entered high school during 2014-15 and subsequent years must also pass the Geometry EOC

C) Merit Diploma Designation- Students who meet the minimum requirements of the 24 credit graduation option may also work toward earning the Merit Diploma Designation by meeting the following requirements:

- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

D) Seal of Biliteracy Designation – Students who meet the minimum requirements for the 24 credit graduation option may also work toward earning the Silver or Gold Seal of Biliteracy by meeting the following requirements:

- Silver Seal: 3.0 or higher on ELA FSA **AND** four (4) consecutive credits in the same foreign language with a 3.0/4.0 GPA in the foreign language classes, **OR** qualifying score on test specified by state law F.S. 1003.432 and rules 6A-1.09951, **OR** presentation of a portfolio demonstrating intermediate mid-level proficiency on the American council on the Teachings of Foreign Languages (ACTFL) guidelines.

-Gold Seal: 4.0 or higher on ELA, FSA **AND** four (4) consecutive credits in the same foreign language with a 3.0/4.0 GPA in the foreign language classes, **OR** qualifying score on test specified by state law F.S. 1003.432 and rules 6A-1.09951, **OR** presentation of a portfolio demonstrating advanced low-level proficiency on the American council on the Teachings of Foreign Languages (ACTFL) guidelines.

-Students who qualify for either seal via test score will also earn up to 4 transfer credits in World Languages.

Cum Laude Status

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

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

F.S. 1001.32(2), 1001.41, 1001.42, 1001.43, 1003.33, 1003.43(5)(c), 1003.437

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

Revised 10/28/14, 8/25/15, 9/27/16, 10/10/17

5440 - HIGH SCHOOL CREDIT AND STUDENT PERFORMANCE STANDARDS

Credit Defined

Based on F.S. 1003.436, one (1) full credit is defined as a minimum of 135 hours of instruction (162 fifty (50) minute classes or equivalent) or 120 hours of instruction where block scheduling is implemented (eighty-two (82) eighty-five (85) minute classes or equivalent) in a course which contains student performance standards. One-half (1/2) credit is defined as one-half (1/2) the requirement for a full credit (eighty-one (81) fifty (50) minute classes or equivalent or forty-one (41) eighty-five (85) minute classes or equivalent) where block scheduling is implemented. Students must demonstrate mastery of course performance standards based on Florida Standards in order to earn course credit.

Based on F.S. 1003.4996, schools designated by the School Board as innovative Personalized Learning schools, may, because of their personalized, competency-based educational environments, allows students to advance to higher levels of learning upon mastery of concepts and skills rather than awarding of credits as normally defined in F.S. 1003.436 through seat time.

Equivalent Defined

"Equivalent" for the purposes of this policy is defined as school assembly programs which meet student performance standards, field trip experiences which meet student performance standards, and class assignments for the purpose of meeting performance standards which may be assigned to be accomplished at times other than the regular length class period. Whenever possible, school assemblies shall be scheduled so that a single class period is not disproportionately affected.

Mastery of Performance Standards

Student mastery of performance standards will be determined based on the final semester grade as computed using the formula referenced in the "Final Grades" section of policy [5420.03](#). Course credit will be granted if the student receives a passing final semester grade.

School-Sponsored Activities in Lieu of Classes

A student who attends a school-sponsored activity shall be considered as being present for instruction. In instances in which there is a question concerning a curricular event that cannot be resolved at the school or the validity of an activity, the determination shall be made by the Superintendent.

Making Up Class Work Missed

Students who have absences from instructional time shall be permitted to make up work for full credit and to demonstrate mastery of the student performance standards which were introduced and/or measured during the absence. Students attending field trips or other school-sponsored student activities not related to the class missed may earn credit by making up all work missed.

Course Enrollment Limitation

A student may not enroll in a course used as a prerequisite for a higher sequence of the subject area once the student has earned credit at the higher level of a subject; (e.g., a student who has earned credit in Algebra II may not enroll in an Algebra I course).

Cooperative Education

High school credit may be earned by vocational students using the cooperative method of instruction. Cooperative education involves paid, supervised, concurrent employment that is directly related to the student's in-school training. The cooperative education method is available to students in grades 10-12. Ninth grade students in dropout prevention or exceptional student education programs are eligible for credit through cooperative education. The District Cooperative Education Program Guidelines dated January 16, 2001, is hereby adopted by the School Board as a rule and is incorporated in this policy manual by reference and made a part hereof.

International Baccalaureate Student Credit

Students enrolled in the International Baccalaureate Program who have completed the geometry course are deemed to have met the requirements of a full year's work (one (1) credit) in one (1) semester.

Progress Monitoring Plan

Each student must participate in the Statewide assessment testing program. Each student who does not meet specific levels of performance for each grade level, or who does not meet specific levels of performance on Statewide assessments, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. The school in which the student is enrolled must develop (in consultation with the student's parent) and must implement a progress monitoring plan which provides the school flexibility in meeting the academic needs of the student and reduces paperwork. A student who is not meeting the School District or State requirements for proficiency in reading and math shall be covered by a school-wide system of progress monitoring for all students. The plan must assist the student or the school in meeting State and District expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan shall include instructional and support services to be provided to meet the desired levels of performance. Students may be required to attend remediation programs held before or after regular school hours or during the summer if transportation is provided. Each student who does not meet the minimum performance expectations for the Statewide assessment testing program must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school.

Student Performance Standards

Student performance standards based on the Florida Standards will be provided for each course in grades nine through twelve for which credit toward graduation is granted. Students must demonstrate mastery of course performance standards in order to earn credit in the course. The student performance standards are considered a part of the District's student progression plan.

Secondary Course Modification

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

F.S. 252.921 et seq., 1001.32(2), 1001.41, 1001.42, 1001.43, 1003.436

Adopted 12/9/09; Revised 9/14/10, 12/6/11, 7/24/12, 10/28/14, 9/27/16

5451 - STUDENT RECOGNITION

- (1) The School Board values excellence and seeks to develop in students the desire to do their best in all things. It shall be the policy of this Board, therefore, to recognize outstanding accomplishment in curricular, co-curricular, and extra-curricular areas.
- (2) The Board authorizes the Superintendent to develop a plan for recognition of outstanding student achievement based on well-defined, consistent criteria and standards.
- (3) Pursuant to State law, District funds may be budgeted and expended to purchase awards to be presented to students in recognition of their achievements and/or service. These awards may include, but are not limited to, certificates, plaques, medals, ribbons, and photographs.

F.S. 1001.43(14), 1012.22(g)

Adopted 12/9/09; Revised 7/26/11

5451.01 - STUDENT HONORS

Elementary

A. Honor Roll

Students in grades 3-5 who receive no grade lower than a "B" in the academic subjects, and who achieve all "E's"/"V's"/"S's" in grades for conduct, work habits, physical education, art, and music shall have their names entered on the Honor Roll.

B. Principal's List

Students in grades 3-5 who receive all "A's" in the academic subjects, and who achieve all "E's"/"V's"/"S's" in grades for conduct, work habits, physical education, art, and music shall have their names entered on the Principal's List.

Secondary

A. Honor Roll

Students who achieve an unweighted or weighted grade point average of 3.0 with not more than one (1) grade of "C" during a grading period shall have their names entered on the Honor Roll.

B. Dean's List

Students who achieve an unweighted or weighted grade point average of 4.0 with no more than grade of B during a grading period shall have their names entered on the Dean's List.

C. National Honor Society and National Junior Honor Society

1. The National Honor Society shall be open only to juniors and seniors in the District's high schools. National Junior Honor Society shall be open only to students in grade 8 in the District's middle schools.
2. Students shall be inducted into the National Honor Society and National Junior Honor Society according to the school bylaws which have been enacted in accordance with the National Honor Society and National Junior Honor Society constitution and the criteria established in these administrative procedures.
3. The number of inductees cannot be limited.
4. Students who have attended the school for less than one (1) semester must have a recommendation from their former principal or have the faculty council waive this provision.
5. Academic Achievement

a. National Junior Honor Society

A minimum overall cumulative grade point average of 3.5 (not rounded) shall be required as a prerequisite for membership in National Junior Honor Society. The grade point average is calculated based on end-of-year final grades for 6th and 7th grades combined.

b. National Honor Society

A minimum overall unweighted grade point average of 3.0 (not rounded) and a minimum overall weighted grade point average of 3.5 (not rounded) shall be required as a prerequisite for membership in National Honor Society.

- c. All individual school chapters must use this grade point average standard and may not set a different standard.

- d. A grade point average less than the minimum that could be rounded to the minimum shall not be acceptable.
6. Selection Process Guidelines
- a. Since membership in the National Honor Society is an honor conveyed by the school faculty, no student may serve on the faculty council.
 - b. The faculty council will create a list of all students with the necessary grade point average and notify those students.
 - c. Students who want to seek induction will complete and submit by the deadline a student activity form that outlines their leadership and service experiences. Other information may be required by school bylaws.
 - d. Faculty or Staff Recommendation
 - 1) The evaluation instrument shall be measurable and quantifiable (i.e., a point score shall be established so that a negative evaluation shall not override more positive responses). A 3.5 average will be required in each area of service, leadership, and character. The faculty council will review the student's discipline record as listed in the computer.
 - 2) A list of eligible students will be given to all teachers. Teachers may only evaluate students they have taught or worked with on a school or community activity sponsored by that teacher (i.e., cheerleaders, student council).
 - 3) The selection procedures shall not allow a single, negative response to deny the admission of a student.
 - 4) The evaluation instrument shall provide explanations for each low measurement. No anonymous or unwritten input will be considered. All information shall be signed and documented.
 - 5) All materials considered are student records and must be maintained as such. This information may be reviewed by the parent or student.
 - e. The faculty council creates the list of new members.
7. The honors shall be designated in the high school graduation program unless the student objects.
8. All appeals must follow the grievance procedure outlined in the Code of Student Conduct.
9. Each school shall create, maintain, and notify students and parents of written criteria for dismissal.

D. Awarding Academic Letters and Chevrons

Students who earn an unweighted or weighted grade point average of 3.75 or above and who receive not less than a "B" in each subject for a semester grade shall be eligible for an academic letter, and each such student who repeats the achievement in a subsequent semester(s) shall be eligible for a chevron for each such repetition, consistent with the following provisions:

1. First Semester

Students who become eligible for an academic letter during the first semester of the academic year shall be recognized, as deemed appropriate by the individual high school, and shall receive their letters as soon as possible after the data processing printout has been made available to the school. Such students shall also be recognized at the school's annual awards ceremony.

2. Second Semester

Students who become eligible for an academic letter during the second semester of the academic year shall be recognized, as deemed appropriate by the individual high school, and shall receive their letters at the beginning of the next academic year. Such students shall also be recognized at the school's annual awards ceremony.

3. Second Semester Seniors

High school students who become eligible for an academic letter during the second semester of their senior year shall have their letters mailed to them.

4. Each student who repeats the eligibility requirements for an academic letter shall receive a chevron for each such repetition, which shall be given to the student consistent with the above procedures.

5455 - FLORIDA'S BRIGHT FUTURES SCHOLARSHIP PROGRAM

Early Graduation and Florida Bright Futures Scholarships

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

Community Service Work Experience for Florida Bright Futures Awards

A. Policy

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

B. Requirements

1. To be eligible to receive the Florida Academic Scholars Award a student must complete a program of community service work that includes a "minimum of one hundred (100) hours of community service."
2. To be eligible to receive the Florida Medallion Scholars Award a student must complete a program of community service work that includes a "minimum of seventy-five (75) hours of community service."
3. To be eligible to receive the Florida Gold Seal/CAPE Vocational Scholars Award a student must complete a program of community service work that includes a "minimum of thirty (30) hours of community service."
4. The student will identify a social problem that interests him/her, develop a plan of personal involvement in addressing the problem and evaluate and reflect upon the experience.
5. The service may be performed at more than one (1) agency and address more than one (1) social problem; however, each plan must be approved by the high school's community service designee prior to the beginning of the experience.
6. The student must be a high school student enrolled in grades 9-12. Students are considered high school students beginning the summer before 9th grade after they have completed 8th grade.
7. If a student transfers to a Pinellas County high school from a Florida public or private high school, the community service hours earned will be honored if the previous school verifies the hours. Students in a Florida homeschool program will have their hours honored if they provide documentation on agency letterhead of the number of hours and dates of service completed. Out-of-state students and in-state students without documentation from their previous school may complete the Community Service Project form #1 (PCS Form 2-2602-2) for review by the community service designee. If approved, complete the Log form (PCS Form 2-2602-3) and the hours will be accepted.

C. Procedures

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

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

D. Restrictions

What hours cannot be counted?

1. Court mandated community service.
2. An activity for which a student benefited financially or materially for the community service work.
3. All forms of duty within the family. The student's family to include: parents (including step), siblings (including step), any of their grandchildren (including step) and any of their spouses, aunts, uncles, cousins, nieces, and nephews.
4. Any activity which can be interpreted primarily as proselytizing or religious devotion.
5. An activity where there is no leader or responsible adult on site to evaluate and confirm student performance.
6. Donations, such as Locks of Love or giving blood.
7. Except for credit earned through service learning courses adopted pursuant to section 1003.497, Florida Statute, students may not receive academic credit for service work performed.
8. An activity performed by a student prior to becoming a high school student or after the student's graduation date. A student is considered a high school student the summer prior to his/her 9th grade year.
9. Participation on a sports team or a performance of any kind.

E. Appeals

If a proposed plan is not approved by a high school's community service designee, the student may appeal the denial to the Bright Futures Community Service Appeals Committee, which will render a final decision on the student's plan. The committee will be appointed by the District Guidance office who will develop procedures for the committee. Decisions of the committee (without personal identifiable information about an individual student) will be distributed to all high schools.

F.S. 1001.32(2), 1001.41, 1001.42, 1001.43, 1009.531, 1009.534, 1009.536

Adopted 12/9/09; Revised 12/6/11, 01/15/13, 02/25/2014, 8/25/15, 11/17/15, 9/27/16, 10/10/17

5460 - GRADUATION REQUIREMENTS

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

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

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

- A. a standard high school diploma
- B. a special diploma (applies only to students entering the tenth, eleventh, or twelfth grade as of July 1, 2014)
- C. or a certificate of completion for graduation as certified by the high school principal and accepted by the student. If the student does not accept the certificate of completion the student may continue their enrollment in accordance with the terms of the Code of Student Conduct.

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

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

GRADUATION REQUIREMENTS: HIGH SCHOOL

Graduation Defined

Graduation from a District high school implies that students have satisfactorily completed the prescribed high school core curriculum in accordance with the provisions of Board policy and that they have satisfactorily passed any examinations and other requisites set by the State Board of Education and the Board. High school credits earned in middle school will apply to high school graduation requirements and may be used for acceleration of graduation.

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

- A. Number of Credits Required for Graduation

The minimum number of credits required for graduation from high school is twenty-four (24). As provided in s. 1003.4281, F.S. early high school graduation options for students allow any student who has completed a minimum of 24 credits and meets other graduation requirements as specified in s. 1003.428, F.S. shall be able to graduate from high school in fewer than eight semesters or the equivalent. Parents of students who are eligible to graduate early will be notified of their student's early

graduation eligibility. Students who graduate early will be able to continue to participate in school and social events, including graduation ceremonies, as part of the student's original cohort group. Eligible students who graduate early will continue to be included with their cohort group in final class ranking, honors designations upon graduation, and eligibility for valedictorian and salutatorian honors. Eligible students who graduate midyear during their 4th year of high school may receive a Bright Futures Scholarship award during their spring term as outlined in Florida Bright Futures Scholarship Program.

Students who entered high school prior to the 2013-2014 school year: Students may also select the three (3) year eighteen (18) credit standard college preparatory program or three (3) year eighteen (18) credit career preparatory program (for eighteen (18) credit options see GPA Requirement and Accelerated Graduation). Students who entered high school in the 2013-2014 school year and subsequent years may select the new eighteen (18) credit ACCEL graduation option. Students in their third year of an eighteen (18) credit option program may participate in senior activities directly related to graduation.

1. Graduation Program Options
 - a. twenty-four (24) credit program
 - b. three (3) year eighteen (18) credit standard college preparatory program (For students who entered high school before the 2013-2014 school year)
 - c. three (3) year eighteen (18) credit career preparatory program (For students who entered high school before the 2013-2014 school year)
 - d. eighteen (18) credit ACCEL graduation option (For students who entered high school during the 2013-2014 school year and subsequent years)
 2. Selection of a Graduation Program Option
 - a. Students make their initial selection of a graduation program option while in 8th grade during the spring high school registration process. Students may elect to change this option at any time through 12th grade.
 3. Procedure for Changing the Graduation Program Option
 - a. Students may elect to change their graduation program option at any time through 12th grade.
 4. For students who chose the three (3) year eighteen (18) credit option programs (college or career preparatory) before the 2013-2014 school year, failure to complete the eighteen (18) credit graduation program within three (3) years automatically reverts students to the twenty-four (24) credit graduation program option or the eighteen (18) credit ACCEL option.
- B. Specific Credit Requirements for 24 Credit Graduation Option – See F.S. 1003.4282

1. Students entering their first year of high school in the 2011-2012 or in the 2012-2013 school years, specific course requirements for the 24 credit graduation option include:
 - a. Sixteen (16) core curriculum credits:
 - 1) English – Four (4) credits in English Language Arts with major concentration in composition, reading for information, and Literature.
 - 2) Mathematics – Four (4) credits in mathematics, one (1) of which must be Algebra I, or a series of courses equivalent to Algebra I, and one (1) of which must be Geometry or its equivalent. Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
 - 3) Science – Three (3) credits in science, one of which must be biology and two (2) of which must have a laboratory component. An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I). An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I).
 - 4) Social Studies – Three (3) credits in social studies as follows: one (1) credit in United States history; one (1) credit in world history; one-half (1/2) credit in economics with financial literacy; and one-half (1/2) credit in United States government.
 - 5) Fine or Performing Arts – One (1) credit in fine or performing arts, which may include speech and debate as well as many practical arts classes.
 - 6) Physical Education/Health – One (1) credit in Health Opportunities through Physical Education (HOPE) to include integration of health. CPR and AED instruction that complies with a nationally recognized, evidence-based CPR training program will be taught by the Health Education certified teachers as part of HOPE and will include other cognitive and hands-on psychomotor skills. Participation in an interscholastic sport at the junior varsity or varsity level for two (2) full seasons shall satisfy the one (1) credit requirement in physical education.

A school may not require that the one (1) credit in physical education be taken during the 9th grade year. Completion of two (2) years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one (1) credit requirement in physical education and the one (1) credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.
 - 7) Online Course Requirement-Students must complete at least one high school course through online learning As per Section 4 – s. 1003.4282, F.S., this online learning requirement may be met in one of three ways:
 - Earn 0.5 credit in a 0.5 credit high school course or 1.0 credit in a 1.0 credit high school course through Pinellas Virtual School, their assigned high school or another district approved online provider.

- Complete a career technical course, or sequence of courses, and achieve a nationally recognized industry certification in information technology identified on the Career and Professional Education Act (CAPE) Industry Certification Funding List (s. 1008.44, F.S.)
- Pass an industry certification examination in information technology as identified on the Career and Professional Education Act (CAPE) Industry Certification Funding List (s. 1008.44, F.S.) without enrollment in or completion of the corresponding course(s).

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

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

2. Students entering their first year of high school in the 2013-2014 and in subsequent school years, specific course requirements for the 24 credit graduation option include:

- a. Sixteen (16) core curriculum credits:

- 1) English – Four (4) credits in English Language Arts. ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement.
- 2) Mathematics – Four (4) credits in mathematics, one (1) of which must be Algebra I, or a series of courses equivalent to Algebra I, and one (1) of which must be Geometry or its equivalent. Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).
- 3) Science – One of which must be Biology I, two of which must be equally rigorous science courses. Two of the three required credits must have a laboratory component. An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I). An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I).
- 4) Social Studies – Three (3) credits in social studies as follows: one (1) credit in United States history; one (1) credit in world history; one-half (1/2) credit in economics with financial literacy; and one-half (1/2) credit in United States government.
- 5) Fine or Performing Arts – One (1) credit in fine or performing arts, which may include speech and debate as well as many practical arts classes.
- 6) Physical Education/Health – One (1) credit in Health Opportunities through Physical Education (HOPE) to include integration of health. Participation in an interscholastic sport at the junior varsity or varsity level for two (2) full seasons shall satisfy the one (1) credit requirement in physical education if the student passes a competency test on personal fitness with a score of “C” or better. The competency test on personal fitness must be developed by the Department of

Education. A school may not require that the one (1) credit in physical education be taken during the 9th grade year. Completion of two (2) years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one (1) credit requirement in physical education and the one (1) credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.

7) Students entering 9th grade in 2011-2012 and subsequent years, must earn at least one-half (0.5) credit in a course delivered through a virtual environment. The course may be worth one-half credit (0.5), or one (1) full credit, but it must be a complete course earned in a virtual environment. As per Section 33 – s. 1003.4282, F.S., an online driver education course may meet this virtual requirement.

b. A minimum of eight (8) credits in elective courses selected by the student as part of the education plan. Elective courses are selected by the student in order to pursue a complete education program to meet eligibility requirements for scholarships.

3. Remedial Courses, Non-academic Activities and Community Service Work

a. Remedial Courses: Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.

Each student must participate in the statewide, standardized assessment program required by F.S. 1008.22. Each student who does not score Level 3 or above on the statewide, standardized Reading assessment or, upon implementation, the English Language Arts assessment, or on the statewide, Algebra I EOC assessment, must be provided with additional diagnostic assessments 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. If the student is not enrolled in a reading or algebra remediation course determined by state assessment and local diagnostic data to appropriately support the student in reading and/or algebra then the school in which the student is enrolled must develop and implement, in consultation with the student's parent a progress monitoring plan. A student who is not meeting the district and/or state requirements for satisfactory performance in English Language Arts/Reading and Algebra shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

1. A federally required student plan such as an individual education plan;
2. A schoolwide system of progress monitoring for all students;
3. An individualized progress monitoring plan.

b. High school students who score at Level 1 or Level 2 on the statewide, standardized Reading assessment or the English Language Arts (ELA) assessment the following year the student may be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery. Students in grades 9-12 who score at Level 1 or Level 2 on the statewide, standardized Reading assessment or the English Language Arts (ELA) assessment and do not need instruction in decoding or text reading efficiency may receive reading remediation through a content area course with a Reading Certified/Endorsed, Content Area Reading Professional Development (CAR-PD), or

Next Generation/Common Core Content Area Reading Professional Development (NGCAR-PD) qualified teacher in which remediation strategies are incorporated into course content delivery. Those students who qualify for content reading remediation must also have an approved Secondary Individual Literacy Improvement Plan in place, and data must be available to show that Level 1 or Level 2 students do not have decoding or text reading efficiency issues based on district placement criteria.

- c. Nonacademic Activities: Credit for high school graduation may be earned for volunteer activities and nonacademic activities that have been approved by the State Board of Education.
 - d. Community Service Work: Students may earn credit towards graduation by completing voluntary community service work or school service work. Credit may be earned by passing a one-half (1/2) credit elective social studies course and/or a one-half (1/2) credit elective course as designated by the District. Students must complete seventy-five (75) hours of service for each one-half (1/2) credit and meet other procedures established by the District. Community service credits may not be used for acceleration of graduation. The community service project site will be selected (within the District procedures) by the student. Each participating student must meet the community service requirements specified in F.S. 1003.43(1)(k). Credit may not be earned for community service provided as a result of court action. (See also Florida's Bright Futures Scholarship Program)
- C. Career and Technical Education Course Substitutions to Fulfill Graduation Requirements
- 1. Students may substitute equally rigorous (EQ) career/technical courses and/or industry certifications for which there is a statewide articulation agreement (Gold Standard) for mathematics and/or science courses (NOT Algebra I, Geometry or Biology).

See Appendix for a complete list of course substitutions.
- D. CAPE Industry Certification
- 1. All high school students will have the opportunity to earn at least one industry certification validating proficiency of certain technical skills. Technical skills validated at the high school level are associated with career skills mastered in a specialized career/collage preparation program. Students qualifying for Exceptional Student Education services will have CAPE industry certifications to be obtained prior to graduation included in his/her IEP. F.S. 1003.4203
- E. Return on Investment for Industry Certification
- 1. Students who earn an industry certification that articulates for postsecondary credit will realize a cost savings in tuition and fees related to the postsecondary program. The scope of industry certifications earning articulated credit changes annually as additional articulation agreements are established. The most current list of articulated postsecondary credit can be found at the Florida Department of Education web page.
http://www.fldoe.org/workforce/dwdframe/artic_indcert2aas.asp F.S. 1003.02 (1)(j)

F. Exceptional Student Requirements

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

1. Exceptional students may enroll in any general education or exceptional student education course that is described in the District Course Code Directory to meet graduation requirements.
2. Course accommodations are provided as needed in regular and vocational courses as specified on the Individual Education Plan (IEP). Accommodations cannot change course performance standards.
3. Test accommodations for classroom, District and State test administration procedures are provided as needed in regular and vocational courses as specified on the Individual Education Plan (IEP).
4. Exceptional students (except gifted, vision impaired, or speech impaired only) may pursue a special diploma if they were entering the tenth, eleventh, or twelfth grade and identified as pursuing a special diploma by July 1, 2014, and they meet the state exemption requirements, as specified on their IEP. Annual parental consent must be obtained in order to administer the Florida Standards Alternate Assessment in accordance with s.1008.22, FS and for the provision of instruction in state standards access points' curriculum. This decision is reviewed at least annually by the IEP team. The decision may be changed, understanding that it may increase the amount of time required prior to graduation.
5. As of July 1, 2014, all students, with the exception of students identified in number four above, must pursue either a standard diploma or a certificate of completion. Prior to the age of 16 the intent to pursue a Scholar or Merit designation pursuant to s. 1003.4285 must be determined.

G. Progress Toward Graduation in High School

1. Progress toward graduation in grades 9-12 shall be based on passing the assessments required by the State Board of Education, including assessments that measure proficiency on the Florida Standards and End of Course (EOC) Assessments as outlined in the Statewide Assessment Program section below, mastery of core subject matter courses by earning the required credits each year toward the required twenty-four (24) credits, or the Accelerated eighteen (18) credits, and earning the required cumulative unweighted 2.0 GPA. Students' progress through high school each year at their own pace. Some students will accelerate their coursework to graduate early, and some students will be required to engage in credit recovery during the school year, or during Summer Bridge, to ensure on-time promotion to the next grade level. When a student accumulates a minimum of seventeen (17) high school credits, has not failed to earn credit in more than 3 core courses, and completes three (3) full years of high school, senior or 12th grade status will be granted. 12th grade students who have failed 1 or more core courses in previous years will be required to participate in credit recovery during the school year in order to meet graduation requirements by the end of their senior school year.

2. Students who do not score proficient on the State Board of Education's assessments for the Florida Standards in English Language Arts, or the End of Course (EOC) Algebra assessment, will receive remediation through placement in courses required by statute and/or identified by the district for this purpose. Additional diagnostic assessments aligned to state assessments will be administered to monitor progress toward proficiency on these required graduation assessments.
3. No students may be assigned to a grade level based solely on age or other factors that constitute social promotion.

H. Full Time Enrollment Requirement in Regular Schedule High School

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

Credits earned in summer term, the Extended Learning Program, Pinellas Virtual School, the Florida Virtual School, any public school district virtual program within the State of Florida, college dual credit or adult school may be used for the purpose of accelerating graduation.

Fourth or fifth year seniors who, at the mid-term of their 4th or 5th years, need to complete 2 or less courses to graduate with a standard high school diploma and who have at least a 2.0 GPA, may elect to enroll in only those courses needed to fulfill the requirements of a standard high school diploma. These students will continue to be considered as being enrolled full time in high school.

I. Credit Requirements for Students Transferring from Out of State

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

J. High School Students in Adult High School

With the approval of the high school principal/designee, twenty-four (24) credit or eighteen (18) credit standard diploma high school students who are within one (1) month of their sixteenth (16th) birthday or older may enroll in adult high school credit courses if any of the following apply:

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

K. High School Students in the Pinellas Virtual School or Florida Virtual School

With the approval of the high school principal/designee and the student's parent, high school students may enroll in course work during or beyond the regular school day/year through the Pinellas Virtual School, Florida Virtual School, or any public school district virtual program within the state of Florida.

1. A student may not be enrolled simultaneously in the same course at both their school and the Pinellas Virtual School or another virtual school program. Students should enroll in Pinellas Virtual courses, Florida Virtual courses, or any public school district virtual program within the State of Florida, at the beginning of a semester. While students await acceptance in a virtual school course in Florida Virtual School or in another public school district's virtual program within the state of Florida, they must be enrolled full time in a District school.
2. Although Florida Virtual School, or another virtual school program, may have institutional drop/add procedures and timelines, students must be enrolled in a full schedule in the District and may not drop a Florida Virtual School or other virtual school course that results in less than a full course load. Florida Virtual school, or other virtual school, "W/F" grades will be treated and appear as "WF" on a student's transcript.

3. During a grading period, a student must be enrolled in and attending at least half of the courses at a regular high school.

L. Additional Credit for Dropout Prevention Students

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

M. Summer Term Credits

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

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

N. GPA Requirement

1. Students entering 9th grade during 2000-2001 and subsequent years must achieve a cumulative unweighted grade point average of 2.0 or above on a 4.0 scale to be eligible for a diploma. All high school courses taken will be included in the GPA calculation unless the grade has been forgiven. For diploma purposes, a grade point average of 1.950 or higher will be rounded to a 2.0.
2. Students entering high school before 2013-2014 and students selecting the eighteen (18) credit three (3) year Standard College Preparatory graduation program options must earn at least a cumulative weighted grade point average of 3.5 on a 4.0 scale.
3. Students entering high school before 2013-2014 and students selecting the eighteen (18) credit three (3) year Career Preparatory program must earn at least a cumulative weighted grade point average of 3.0 on a 4.0 scale.

O. Statewide Assessment Program

Each student must meet the requirements of the Statewide Assessment Program and must earn a passing score on the assessment for the Florida Standards in English

Language Arts , and must earn a passing score on the Algebra End-of-Course (EOC) assessment to be eligible for a standard diploma (under either the 24 credit or 18 credit graduation options). Exceptional students are eligible for test administration accommodations as specified on their Individual Education Plan. Students with disabilities, whose abilities cannot accurately be measured by the tests in the Statewide Assessment Program, may be determined eligible for waivers of those assessments that are required for graduation (WFW code). (See Exceptional Student Education Procedures and Assessment.)

All courses that have a required state End-of-Course (EOC) assessment shall be yearlong courses in which the first ½ credit will be awarded at the end of first semester and then the second ½ credit will be awarded at the end of the school year. Students in courses that have a required state EOC assessment will be required to take the first semester exam in preparation for success on that EOC. A second semester exam will not be administered in courses with a state required EOC. For courses in which the state requires that the EOC assessment comprise 30 percent of the final grade, the following formula will be used to determine the course grade:

$$\left(\left(\left(\left(\frac{Q1 + Q2}{2} \right) \times 75\% \right) + (E \times 25\%) \right) \times 35\% \right) + \left(\left(\left(\frac{Q3 + Q4}{2} \right) \times 75\% \right) \times 35\% \right) + (EOC \text{ converted to } 0 - 4 \text{ scale} \times 30\%) = (EOC \text{ converted to } 0 - 4 \text{ scale} \times 30\%) = \text{course grade}$$

Note: all quarter (Q) grades use letters to compute.

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

P. Elective Credits

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

Q. Dual Credit Program

The Board has established articulation agreements with St. Petersburg College (SPC) and the University of South Florida. The SPC agreement enables District high school students to take college courses on the high school campuses or on a St. Petersburg College campus. Students who satisfactorily complete the requirements of the courses within the program receive college credit by complying with the District rules and high school credit prorated according to the college credit hours for each college course successfully completed.

1. To be eligible to participate in the dual credit program, a student must

- Be in grades 6-12 attending a public school in Pinellas County
- Have demonstrated prior academic achievement by
 - attaining at least an unweighted 3.0 GPA, with a minimum of 7 high school credits earned for academic dual credit or
 - attaining an unweighted 2.0 GPA for technical dual credit.

The University of South Florida agreement provides for early admission into the Honors College only. Students entering the Honors College must have an unweighted minimum GPA of 3.8.

2. Approved dual credit courses are listed in the current Dual Enrollment Articulation Agreement. Courses may be added or deleted throughout the year by the mutual agreement of the College President and the Superintendent.
3. If a high school does not have enough students to form a dual credit class on the high school campus, an eligible student may travel to a St. Petersburg College campus to take a district approved dual credit class as part of a student's class schedule. Class time in scheduled high school courses held on the high school campus may not be missed due to participation in this dual credit option. The student must provide his/her own transportation.
4. In accordance with the Dual Enrollment Articulation Agreement between St. Petersburg College and Pinellas County Schools, a student taking dual enrollment courses for credit at SPC are limited to enrollment in a maximum of six college level courses at a time, which includes Advanced Placement, International Baccalaureate, Advanced International Certificate of Education and dual enrollment courses.

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

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

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

attendance indicating that the student successfully completed the planned program of studies.

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

International Baccalaureate (IB) Program Diploma

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

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

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

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

University of Cambridge Advanced International Certificate of Education (AICE) Program Diploma

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

- A. four (4) credits of English Language
- B. three (3) credits of World Language
- C. four (4) credits of Social Studies
- D. four (4) credits of experimental sciences
- E. four (4) credits of mathematics
- F. one (1) credit of AICE Global Perspectives, beginning with students who entered high school in 2013-14 and subsequent years
- G. three (3) credits of AICE elective or other college level courses
- H. one (1) credits other electives

Requirements equal twenty-four (24) total credits, and all AICE assessments required by the CIE Organization for diploma candidates.

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

Accelerated Graduation Program Requirements

- A. For students who entered high school before the 2013-14 school year- the Standard College Preparatory three (3) year Program. Students must earn at least a "B" (3 points) in an unweighted class and a "C" (3 points) in a weighted class to receive course credit in the Standard College Preparatory Program.

Eighteen (18) credits are required in the following courses:

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

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

- B. For students who entered high school before the 2013-14 school year- the Career Preparatory three (3) year Program. Students must earn at least a weighted or unweighted "C" (at least two (2) points) in a class to receive course credit in the career preparatory program.

Eighteen (18) credits required in the following courses:

1. English – four (4) credits (major concentration in composition and literature).
2. Mathematics – three (3) credits (one of which must be Algebra I). For students entering 9th grade in the 2010-2011 school year, four (4) credits are required and Geometry or equivalent courses must be one of the four required mathematics courses, and the Algebra I EOC Assessment requirement must be met.

3. Science – three (3) credits in natural science (two (2) must have a laboratory component).
 4. Social Sciences – three (3) credits (one (1) credit world history, one (1) credit United States history, one-half (1/2) credit United States Government, one-half (1/2) credit economics).
 5. Career Preparation – three (3) credits in a single vocational or career education program, three (3) credits in career and technical certificate dual enrollment, or five (5) credits in vocational career technical courses.
 6. Electives – two (2) credits in electives unless five (5) credits are earned as referenced above. For students entering 9th grade in 2010-2011, one (1) credit is required.
- C. Eighteen (18) Credit ACCEL Graduation Option- available to all students who entered high school in 2010-11 and subsequent years.
1. Meet all requirements for a standard high school diploma minus the physical education (HOPE) requirement, minus the virtual course requirement, and minus 5 elective credits (so this option requires only 3 elective credits).
 2. Student must maintain a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.
- D. Early Admission to College/University

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

1. Application for Early Admission to college which has a Board approved articulation agreement, as described in Policy 2271, may be made after satisfactory completion of three (3) full years of high school and a minimum of eighteen (18) credits.
2. The student who meets the conditions of an early admission and advanced studies program may be excused by the Board for the fourth (senior) year of high school providing the student has obtained the principal's signature on the District High School Application for Early Admission to College and has been enrolled as a public school student for at least the semester prior to participation in the early admission program.
3. The student may be awarded a diploma at the regular time of his/her class graduation, or at a time convenient to the principal, based on the following:
 - a. The student has completed one (1) academic year of college or equivalent with a normal class load and maintained at least a "C" average or equivalent; and the student has earned sufficient college credits creditable toward the high school diploma to fulfill graduation requirements as specified by the Board in Regular Diploma.

- b. The student provides the high school with a complete official college transcript of grades and credits earned.
 - c. The student's permanent record shall show adequate notations covering work accomplished while in college.
4. No early admission student will be included in class rank computations for valedictorian or salutatorian status. Early admission students are included, however, in a school's Talented 20 calculation.
 5. Early admission students may participate in high school sponsored athletics, the graduation ceremony and other school activities but must abide by the Code of Student Conduct.
 6. Early admission is a form of dual enrollment. The early admission student is not a full-time registered student in high school unless enrolled in an institution, which has a dual enrollment agreement with the District.
 7. Students who have attended a high school for three (3) years based on district application program enrollment or an approved Special Assignment Request may receive their standard high school diploma from that school upon successful completion of the early admission to college program. These students will not, however, receive any recognition, special certification or diploma for district application program completion. A student who leaves the early admission program to return to high school may attend the high school where the student attended grades 9-11, but cannot return to a district application program, including fundamental schools and programs.
 8. Early admission students are exempt from the payment of registration, matriculation and lab fees.

Options for Exceptional Students

In accordance with s.1003.4282 (11), F.S., beginning with students entering grade nine (9) in the 2014-2015 school year, the following requirements for a standard diploma apply for a student with a disability.

1. A parent of the student with a disability shall, in collaboration with the individual education plan (IEP) team during the transition planning process pursuant to s. 1003.5716, F.S., declare intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion.
2. Students with disabilities can earn a standard high school diploma using any high school graduation option that is available to all students, including those described in sections 1003.4282(1)-(9) and 1002.3105(5), Florida Statutes (F.S.). The majority of students with disabilities will earn their diploma in this way. Two additional high school graduation options, available only to students with disabilities, are provided in s. 1003.4282(10), F.S., and further described in Rule 6A-1.09963(3) and (4), Florida Administrative Code (F.A.C.).
3. Students receiving instruction in access points and taking the alternate assessment should be enrolled in access courses. Access courses are based on access points, are approved by the State Board of Education and are described in the Course Code Directory (CCD) and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C. Students taking access courses must have written parental consent on record to be provided instruction in the state standards access points curriculum, as required by Rule 6A-6.0331, F.A.C. Access

courses are setting neutral. A student may be enrolled in an access course but receive instruction in a general education class.

- A) Standard High School Diploma Via Access Points (Must meet the same requirements as all students, but through **Access** courses).
- English: 4 credits (Access English I/II, Access English III/IV)
 - Mathematics: 4 credits one of which must be Access Algebra 1 and 1 must be Access Geometry
 - Science: 3 equally rigorous courses, one of which must be Access Biology 1
 - Social Studies: 3 credits (1 Access World History, 1 Access US History, .5 Access U.S Government & .5 Access Economics with Financial Literacy)
 - HOPE: 1 credit of P.E. including the integration of Health (Access HOPE)
 - 8 Elective Credits
 - 1 Fine Arts or Practical Arts Credit
 - May substitute a CTE course with content related for the following Access courses: Access English 4, 1 Math (not Access Algebra 1 or Access Geometry), 1 Science (not Access Biology), 1 Social Studies (not Access US History).

4. The following options, in addition to the other options specified in this section, may be used to satisfy the standard high school diploma requirements, as specified in the student's individual education plan:

- A) For a student with a disability for whom the IEP team has determined that the Florida Standards Alternate Assessment (FSAA) is the most appropriate measure of the student's skills:
1. A combination of course substitutions, assessments, industry certifications, other acceleration options, or occupational completion points appropriate to the student's unique skills and abilities that meet the criteria established by State Board of Education rule.
 2. A portfolio of quantifiable evidence that documents a student's mastery of academic standards through rigorous metrics established by State Board of Education rule. A portfolio may include, but is not limited to, documentation of work experience, internships, community service, and postsecondary credit.
- B) For a student with a disability for whom the IEP team has determined that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate his or her skills:
1. Documented completion of the minimum high school graduation requirements, including the number of course credits prescribed by rules of the State Board of Education.
 2. Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team.
 3. Documented successful employment for the number of hours per week specified in the student's transition plan, for the equivalent of one (1) semester, and payment of a minimum wage in compliance with the requirements of the federal Fair Labor Standards Act.

4. Documented mastery of the academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team, the employer, and the teacher. The transition plan must be developed and signed by the student, parent, teacher, and employer before placement in employment and must identify the following:
 - a. The expected academic and employment competencies, industry certifications, and occupational completion points;
 - b. The criteria for determining and certifying mastery of the competencies;
 - c. The work schedule and the minimum number of hours to be worked per week; and
 - d. A description of the supervision to be provided by the school district.
 - C) Any change to the high school graduation option specified in the student's IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s.1003.572, F.S.
3. A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:
 - A. Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age twenty-one (21); and
 - B. Is enrolled in accelerated college credit instruction pursuant to s. 1007.27, F.S., industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.
4. The repeal of s. 1003.438, F.S., effective July 1, 2015, does not apply to a student with a disability as defined in s. 1003.438, F.S., whose individual educational plan, as of June 20, 2014, contains a statement of intent to receive a special diploma. Such student shall be awarded a special diploma in a form prescribed by the Commissioner of Education if the student meets the requirements specified in s. 1003.438, F.S., and in effect as of June 20, 2014. Any such student who meets all special requirements of the district school board in effect as of June 20, 2014, but who is unable to meet the appropriate special state minimum requirements in effect as of June 20, 2014, shall be awarded a special certificate of completion in a form prescribed by the Commissioner of Education.
5. A student with a disability who receives a certificate of completion and has an individual education plan that prescribes special education, transition planning, transition services, or related services through twenty-one (21) years of age may continue to receive the specified instruction and services.
6. Any waiver of the statewide, standardized assessment requirements by the individual education plan team, pursuant to s. 1008.22(3)(c), F.S., must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in s. 1003.572., F.S.
7. Students are required to take one online course. However, section 1003.428(2)(c), Florida Statutes (F.S.) provides exemptions for meeting the online course graduation requirement for students who either have individual educational plans (IEPs) that indicate an online course would not be appropriate or for students who have been enrolled in a Florida high school for one year or less.

Students who entered the 9th grade before the 2014-15 school year and whose IEP noted that they were working toward a special diploma on the day the bill was signed into law (June 20, 2014) may receive a special diploma, as provided by s.1003.438,F.S. The purpose of a special diploma is to prepare students with disabilities for adult living and employment after graduation. Students earning the special diploma may not be eligible for entry into a two (2) year AA programs or into a four (4) year university or college. However, criteria may vary from college to college.

Certificate of Completion

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

Graduation Assistance Opportunities

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

- A. Lacking the Credits Required for Graduation
 - 1. Repeating a course to improve a D or F grade.
 - 2. Participation in Summer Bridge and in the Extended Learning Program.
 - 3. Adult Evening School - for students sixteen (16) years or above in third or fourth year of high school and cannot earn all needed credits in a day school in time to graduate with their class. Courses which require a passing score on an EOC exam (Algebra) may not be taken in Adult Evening School.
 - 4. Options for Students Needing One (1) Credit or Less to Graduate After Four (4) Years in High School

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

- B. Lacking the GPA Required for Graduation

1. Repeating a course to improve a D or F grade.
2. Adult Evening School – students sixteen (16) years or above may choose to attend an adult education class to replace a "D" grade with a grade of "C" or higher if the student is working toward a twenty-four (24) credit standard diploma and has an unweighted GPA of less than 2.0. Students will be enrolled to improve a "D" grade on a space available basis only. Courses which require a passing score on an EOC exam (Algebra) may not be taken in Adult Evening School.
3. Homework Helpline.
4. School-based assistance programs (e.g., National Honor Society tutoring).
5. Participation in Summer Bridge and the Extended Learning Program.

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

C. Lacking Statewide Assessment Program Requirements

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

Additional Schooling for Non-Graduates to Remedy Deficiencies

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

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

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

- A. The student's class (defined as that class in which the student would have entered kindergarten) has already graduated.
- B. The student is married and/or a parent.
- C. The student is experiencing extraordinary life circumstances and has written approval from the appropriate Assistant Superintendent.
- D. The student is a resident of Pinellas County and has met all of the following:
 - 1. is enrolled in a dropout prevention, dropout retrieval, exceptional student program funded through the Florida Education Finance Program (FEFP); or is court ordered to a GED class; or has been withdrawn from regular day school;
 - 2. has been counseled as to the educational alternative appropriate to the student's needs;
 - 3. has obtained a pretest score of 155 or better on all four (4) parts of the official GED Practice Test.

Unauthorized Diplomas

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

Final Semester Attendance Requirement for Diploma Eligibility

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

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

Code of Conduct for High School Graduation Ceremonies

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

B. Student Rights and Responsibilities:

1. Student Rights:

- a. Each graduating senior has the right to expect a dignified ceremony, worthy of recognizing the effort that has been applied in achieving graduate status.
- b. Each graduating senior has the right to be properly recognized before family and friends without interference from any source.

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

- a. Students shall abide by all rules of dress and conduct as developed by the school.
- b. Students shall avoid any behavior that would cause discomfort or embarrassment to any other graduate or the family or friends or a graduate.
- c. Students shall follow all directions given by members of the school staff or administration.

C. Student Conduct at Graduation

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

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

F.S. 1003.43, 1003.435, 1003.438

F.A.C. 6A-1.095

Adopted 12/9/09; Revised 12/7/10, 12/6/11, 01/15/13, 02/25/2014, 10/28/14, 8/25/15, 9/27/16, 10/10/17

5463 - CREDITS FROM OTHER SCHOOLS

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

ACCEPTANCE OF CREDITS

Student Transfers from Other School Systems

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

Accepting Credits of Transfers

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

- A. High schools shall accept credits of students transferring from schools including home education that do not meet the above guidelines subject to the following conditions:
 1. A student will be placed in the appropriate sequential course level in mathematics, science, social studies, and language arts. The student's credit will be based on successful completion of one (1) grading period of course work in each of the four (4) subject areas. Credit for all other courses will be accepted at face value provided that an equivalent course is contained in the listing of approved courses for high schools in Florida.

For each subject area in which the student earns a C or higher during the student's first grading period after transferring to a District high school, the grades and credit earned in the school from which the student is transferring will be entered on the student's transcript. For each subject area in which the student earns a D or lower during the student's first grading period after transferring to a District high school, the grades and credit earned in the school from which the student is transferring will be validated using the Alternative Validation Procedure before being entered on the student's transcript.
 2. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one (1) of the following

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

- a. portfolio evaluation by the Superintendent or designee; or
 - b. written recommendation by a Florida certified teacher selected by the parent and approved by the principal; or
 - c. demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools; or
 - d. demonstrated proficiencies on nationally-normed standardized subject area assessments; or
 - e. demonstrated proficiencies on the assessments in the Statewide Assessment program; or
 - f. written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety (90) days from the date of transfer to prepare for assessments outlined in paragraphs of this policy if required.
- B. Accreditation agencies that do not meet the criteria outlined in this subsection for credits to be accepted by District high schools at face value may appeal to the Assistant Superintendent for Secondary Curriculum to have their accreditation process reviewed. If such an agency can show that their accreditation standards are equivalent to those of agencies under the governance of National Study of School Evaluation in the areas of instructional program design, governance and organization, personnel, services, plant operations and facilities, and finance and business operations as outlined in the Standards for Secondary Schools published by the regional accreditation agencies under the governance of National Study of School Evaluation, then credit from a school accredited by that agency may be accepted at face value.

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

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

1. When evaluating a transfer student's transcript that indicates a 1.0 credit was earned in Algebra 1, it is important to consider the school year in which the student entered ninth grade for the first time (ninth grade cohort) and the school year in which the student earned credit in the course.
2. The transfer student is required to take the Algebra 1 EOC Assessment if the student entered grade 9 in 2011–2012 or thereafter and the transcript does not indicate an algebra credit was earned during the 2010-11 school year or before, and additionally, the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in Algebra 1 or on the high school statewide assessment in mathematics required by the state from which the student transferred for purposes of satisfying the requirements of the Elementary and Secondary Education Act.

Transfer of College Credit or Credits Earned Outside Pinellas County Schools

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

Transfer of St. Petersburg College Credits Earned During Home Education

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

Transfer of Correspondence Credits

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

Correspondence Credit Provisions

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

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

Acceptance of Early Admission to College Credits

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

Transfer of Area Vocational and Technical School Credit

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

Acceptance of Adult High School Credit

When a student sixteen (16) years of age or older withdraws from a regular day high school program and enters an adult high school program and later desires to reenter a regular day high school, the student shall be re-admitted with the permission of the principal, and the school shall accept the transfer of all credits

earned in State-approved adult high schools, provided all other Board requirements are met and provided further that the student will be enrolled for at least one (1) full semester before graduation from the regular day high school to which the student wishes to return.

In Order to Have Credits Awarded

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

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

F.S. 1003.413, 1003.436, 1007.24

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

Adopted 12/9/09; Revised 12/6/11, 01/15/13, 10/28/14

5464 - EARLY COMPLETION OF GRADUATION REQUIREMENTS

Students who have completed all requirements for graduation, as specified in [Policy 5460](#), may, elect to graduate early from high school. Early graduation is defined here as completing all requirements for graduation earlier than 8 semesters.

If eligible for a Florida Bright Futures Scholarship Program award under FS. 1009.53-1009.538, a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation.

F.S. 1003.4281, 1003.4282, 1003.4295

5465 - GENERAL EDUCATION DEVELOPMENT (GED) TESTS

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

Students sixteen (16) years of age or seventeen (17) years of age, who are residents of Pinellas County, shall be permitted to take the comprehensive examination for the State of Florida diploma if one of the following conditions exists:

- A. The student's class (defined as that class in which the student would have entered kindergarten) has already graduated.
- B. The student is married and/or a parent.
- C. The student is experiencing extraordinary life circumstances and has written approval from the appropriate Area Superintendent.
- D. The student is a resident of Pinellas County and has met all of the following:
 - 1. is enrolled in a dropout prevention, dropout retrieval, exceptional student program funded through the Florida Education Finance Program (FEFP); or is court ordered to a GED class; or has been withdrawn from regular day school;
 - 2. has been counseled as to the educational alternative appropriate to the student's needs;
 - 3. has obtained a pretest score of 155 or better on all four (4) parts of the official GED Practice Test.

F.S. 1003.435, 1004.02, 1004.93

Revised 04/08/14