# 2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

[Table of Contents](file:///C:\Users\staplerk\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.MSO\F1D66816.doc#Table_of_contents)

Discrimination on the basis of race, ethnicity, national origin, gender, disability, marital status, or sexual orientation against a student or an employee is prohibited. No person shall, on the basis of race, ethnicity, national origin, gender, disability, marital status, or sexual orientation be excluded from participation in, be denied the benefits of, or be subject to discrimination under any District educational program or activity, or employment conditions or practices.

The District shall fully comply with *The Florida Educational Equity Act*, F.S. 1000.05.

F.S. 760.08, 760.021, 1000.05  
F.A.C. 6A-19.001  
Fourteenth Amendment, U.S. Constitution  
20 U.S.C. Section 1681, Title IX of Education Amendment Act  
20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974  
29 U.S.C. Section 794, Rehabilitation Act of 1973  
42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964  
42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990  
42 U.S.C. 6101 et seq.  
34 C.F.R. Part 110 (7/27/93)  
Vocational Education Program Guidelines for Eliminating Discrimination and Denial  
of Services, Department of Education, Office of Civil Rights, March 1979  
Title III of the No Child Left Behind Act of 2001

# 5410 - STUDENT PROGRESSION

[Table of Contents](file:///C:\Users\staplerk\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.MSO\F1D66816.doc#Table_of_contents)

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:

1. Student placement and progression at the elementary, middle, and senior high school levels during the regular school year (180 days).
2. Extended learning opportunities.
3. 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.
4. Dual or early entrance to postsecondary institutions to earn credit toward high school graduation.
5. 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.
6. Compliance with State Board of Education minimum performance standards.
7. Pinellas Virtual School for high school credit towards graduation requirements.
8. 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

1. Required Program: The required core curriculum for elementary school grades in the District reflects State and local requirements for elementary education.The following core curriculum areas are required for each grade, K-5.
   1. Art
   2. Language Arts (reading, writing and civics integration)
   3. Mathematics
   4. Music
   5. Science and Health
   6. Social Studies (must include economic education and law education)
   7. Character Education
   8. Computer Literacy Skills
2. Physical Education: Physical education is part of the required curriculum in elementary school and should be scheduled for 150 minutes per week. The physical education classes should be staffed by a certified physical education teacher and non-certified assistants when appropriate.
3. 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.
4. English for Speakers of Other Languages (ESOL) shall be provided for those students in need of such instruction.
5. In addition, exceptional student education services are required for eligible students as specified by state statutes, State Board of Education regulations and IDEA.

(2) Student Placement

1. Kindergarten/First Grade Legal Requirements
   * + 1. Students who are kindergarten age eligible (age five (5) years on or before September 1st) are enrolled in kindergarten. In extenuating circumstances, the Individual Educational Plan (IEP) team for a student with a disability may recommend that a kindergarten-age eligible student be assigned to a prekindergarten program.
2. First Grade Legal Requirements: Prior to placement in grade 1, students are required to:
3. First grade enrollment be limited to students who turn six years old on or before September 1st who have successfully completed kindergarten.
4. Provide evidence of a report card reflective of the student’s satisfactory completion of kindergarten, or letter by the principal or director of the school certifying the student’s satisfactory completion of a kindergarten program.
5. Student Progression: Acceleration, Promotion, Promotion with Instructional Support, and Retention
   1. 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.
      8. 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.

* 1. Promotion: Promotion from one level to the next is based upon each student’s mastery of the standards specifically English language arts, 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:
     1. 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.
     2. 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.
     3. Fifth Grade Promotion: It is recommended that all fifth grade students will demonstrate adequate reading ability before promotion to the sixth grade. Acceptable demonstration of adequate reading ability includes: 1) scoring a level 2 or higher on the most recent Florida Standards Assessments in ELA or 2) scoring at a level that meets grade level expectations on other District approved ELA assessments or 3) demonstrating a year's growth on Florida Standards Reading or 4) meeting the District’s fifth grade portfolio requirements.
     4. Elimination of Social Promotion: No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
     5. Student/Parent Notification: Students and parents will be informed of academic progress and student achievement of proficiency through the end of the grading period progress reports, parent/teacher conferences, and the Progress Monitoring Plan (PMP) when appropriate.
     6. Intensive Remediation/Alternative Instructional Strategies for Retained Students: Retained students will receive intensive remediation/alternative instructional strategies different from previous years as defined on their Progress Monitoring Plan (PMP).
     7. Remedial/Supplemental Instruction: Allocation of remedial and supplemental instructional resources will occur in the following priority: 1) students who are deficient in reading in primary grades and 2) students who fail to meet performance levels required for promotion consistent with the District’s procedures.
  2. Promotion with Instructional Support: All students should be afforded every opportunity to meet achievement expectations. When students are not meeting district/state identified minimum levels of performance, assessment data will be used to identify student’s level of performance and rate of progress; intensive interventions will be administered; and the student’s response to the intervention will be monitored in order to accelerate the students’ rate of progress toward standards. Any student whose overall performance suggests he/she would benefit from being officially placed in a higher grade without meeting district/state identified minimum levels of performance in reading, writing, mathematics, or science will be promoted with instructional support. All students promoted with instructional support will receive a Progress Monitoring Plan (PMP).

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

* 1. Retention: According to research, students who are retained more than twice are not likely to graduate from high school. An additional retention may not be as beneficial as an intensive intervention program. On the recommendation of the principal after consulting with School Based Leadership Team or Promotion/Retention Committee and the Area Superintendent, a student may be retained.
     + 1. Promotion/Retention Committee: A school committee will review the student's performance data and make a recommendation to the principal regarding promotion or retention. The decisions to retain, promote, or accelerate shall follow State statute and be based upon multiple factors and the professional judgment of the principal and staff with the principal having final jurisdiction with the exception of 3rd grade. Further, a student who has been retained in third grade, due to a reading deficiency, shall be promoted mid-year if the student has demonstrated mastery of the State-mandated requirements in reading. In all instances of retention and challenged promotion parents' input will be solicited and included in the decision process. After consultation with the school administration, a student will be recommended for retention by the School Based Leadership Team or Promotion/Retention Committee to the principal. 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 be in 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 in ELA).
       4. Exemption from 3rd Grade Mandatory Retention for Good Cause: The School Board may only exempt students from mandatory retention for good cause. Good cause exemptions shall be limited to the following:

1. 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 US School.”
2. 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.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;
4. 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;
5. Students with disabilities who participate in the Florida Standards Assessment and who have an Individual Education Plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3; Students may not be retained in grade three more than once.
6. 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.
7. Good Cause Exemptions: Requests for good cause exemption shall be submitted from the student's teacher to the school principal. Documentation must indicate that the promotion of the student is appropriate and based on the student's academic record. Documentation shall consist of the existing Progress Monitoring Plan (PMP), Individual Education Plan (IEP), if applicable, student progress report or student portfolio. The principal shall review and discuss such recommendation with the teacher and determine whether the student 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.
8. Mid-Year Promotion for Retained Students Currently Repeating a Grade Level: District Mid-Year Promotion procedures are located in the Teaching and Learning Handbook and on the Elementary Education Moodle Site. Parents can obtain copies of these procedures by contacting the school principal.
9. 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.
10. 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.
11. Third grade students that master grade level standards through Summer Reading Camp before the beginning of the next school year will be promoted.
12. 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.
13. A third grade student may not be retained in grade 3 more than once.

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

1. 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.
2. Reading Deficiency and Parental Notification: Students at any grade who have been identified as having a deficiency in reading must have a progress monitoring plan that identifies the student’s specific area of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary as well as desired levels of performance in these areas. Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. Any student who exhibits a substantial deficiency in reading, based upon locally determined assessments or Statewide assessments must be given intensive reading instruction outside of the ninety (90) minute reading block immediately following the identification of the reading deficiency.

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

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

1. Reading, Writing, Science, and Mathematics Deficiency: Each student who does not meet minimum performance expectations for the Statewide assessment tests in reading, writing, science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met. If the documented deficiency has not been remediated according to the Progress Monitoring Plan (PMP), the student may be retained. The intensive reading instruction shall be continued until the reading deficiency is remediated. Reading proficiency is reassessed by the use of Florida Assessments of Instruction in Reading (FAIR-FS), locally determined assessments, or through teacher observation at the beginning of each year and in an ongoing manner in accordance with District procedures.
2. 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 Sunshine State Standards with Access Points will have an alternate assessment portfolio.
3. 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

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

[Table of Contents](file:///C:\Users\staplerk\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.MSO\F1D66816.doc#Table_of_contents)

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:

1. 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)

1. 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.

1. 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)

1. 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

* 1. 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.

* + 1. 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.
  1. 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.
  2. Career Education and Planning

Students must complete a course containing the standards of Career Education and Planning before finishing eighth grade. Each student must generate a personalized academic and career plan.

SB 1076 adds requirements that the middle grades career and education planning course:

* Be Internet-based, easy to use and customizable to each student
* Include research-based assessments to assist students in determining educational and career options and goals
* Emphasize the importance of entrepreneurship skills
* Inform students about diploma designation options
  1. Physical education is required in grades 6, 7, and 8 for a minimum of one (1) semester. Any student having written parental consent (see PCS Form 2-3097) or who is enrolled in a remedial class may be exempt from the physical education requirement.

Physical education teachers should be certified in physical education.

* 1. 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)
  2. School-Based Requirements

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

* 1. 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.

* 1. 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)

* 1. 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.fldoe.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 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:

1. General education classes with no accommodations required (Speech only);
2. 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

1. 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.

1. 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.

To be considered for promotion, an eighth grade student must also successfully complete a career planning course (currently embedded in US History and Adv. US History) or career themed course and a personalized academic and career plan. No students may be assigned to a grade level based solely on age or other factors that constitute social promotion.

* 1. Basic Course Requirements for Promotion/Retention
     1. 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.

* + 1. 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.

* + 1. 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.

1. Acceleration Options (Whole Grade, Midyear, Subject Matter and Virtual Instruction)
   1. Core Requirements
      1. 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 Pinellas Virtual School or Florida Virtual School course or courses beyond the regular school day/year.

1. 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.
2. Certain District required middle school courses or course sequences may not be substituted by taking a Pinellas Virtual School or Florida Virtual School course.
3. The student must meet the recommended prerequisites.
4. Students enrolled in a magnet program may not take their specific magnet courses through Pinellas Virtual School or Florida Virtual School.
5. 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.
6. Although Florida Virtual School may have institutional drop/add procedures and timelines, students must be enrolled in a full schedule in the District and may not drop a Pinellas Virtual School or Florida Virtual School course that results in less than a full course load. Pinellas Virtual School or Florida Virtual School “W/F” grades will be treated as a grade of “F” “W/F” on a student’s transcript.
7. 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

1. 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).

If a student is not recommended for placement, placement may be requested by signing a Request for Placement form (PCS Form 2-3059). The request must be made prior to the start of the academic school year. Students experiencing difficulty (i.e. a grade of “D” or “F”) in the placement may be removed from the advanced or high school credit course and placed in the appropriate course for the remainder of the school year. All end of the grading period grades will be included in the final grade average for the course.

1. 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.
2. 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

# 5420.03 - REPORTING STUDENT PROGRESS AND

[Table of Contents](file:///C:\Users\staplerk\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.MSO\F1D66816.doc#Table_of_contents)

# 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:

1. A = 4 grade points (90-100) (outstanding progress)
2. B = 3 grade points (80-89) (above average progress)
3. C = 2 grade points (70-79) (average progress)
4. D = 1 grade point (60-69) (lowest acceptable progress)
5. F = 0 grade points (0-59) (failure)
6. 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.

1. 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:

* 1. The student is enrolled in the same course during two (2) terms of the same school year. In such cases, the student is required to take at least one (1) final exam in that course.
  2. The student has been enrolled in a District public high school for less than the entire term. In such cases, the student is required to take all exams.
  3. The student has five (5) or more absences per semester in any class. If so, the student is required to take the final exam in all classes. Regardless of the number of minutes in a class period, an absence from the class is only counted as one (1) absence in the class for purposes of this policy. For purposes of this policy a student who is not present in class at least one half of the class period shall be counted absent. Preapproved absences for school sponsored activities, religious holidays, and college/post-secondary visitation shall not be counted in calculating the five (5) or more absences specified above. Absences for college/post-secondary visitation are limited to three (3) days per year for seniors and one day per year for juniors.
  4. The final exam is a State-required End of Course exam. Students not required to take a final exam may elect to take their final examinations to improve the final grades. A final grade shall not be reduced as a result of the examination grade, should the student elect this option.
  5. The final exam is an Advanced Placement, International Baccalaureate, or Advanced International Certificate of Education 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.

1. Early Exams

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

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

**Final Grades**

The final grade in high school courses is a semester grade determined by giving 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%.



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:



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

E. Final Grade Point Average

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

F. Unweighted Grade Point Average

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

1. A = 4

2. B = 3

3. C = 2

4. D = 1

5. F = 0

G. Weighted Grade Point Average for Standard Curriculum Students

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

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:
     1. Honors (Q) - A = 5
     2. Regular - A = 4
     3. Basic (B) - A = 3
  2. to receive a "B" in:
     1. Honors (Q) - B = 4
     2. Regular - B = 3
     3. Basic (B) - B = 2
  3. to receive a "C" in:
     1. Honors (Q) - C = 3
     2. Regular - C = 2
     3. Basic (B) - C = 1
  4. to receive a "D" in:
     1. Honors (Q) - D = 1
     2. Regular - D = 1
     3. Basic (B) - D = .5
  5. to receive an "F" in:
     1. Honors (Q) - F = 0
     2. Regular - F = 0
     3. 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:
   1. AP, DE, IB, or AICE Courses (Q) - A = 5
   2. All other non AP, DE, IB, or AICE Courses that are Honors (Q), including the Pre-AICE and Pre-IB courses - A = 4.5
   3. Regular - A = 4
2. to receive a "B" in:
   1. AP, DE, IB, or AICE Courses (Q) - B = 4
   2. All other non AP, DE, IB, or AICE Courses that are Honors (Q) including the Pre-AICE and Pre-IB courses - B = 3.5
   3. Regular - B = 3
3. to receive a "C" in:
   1. AP, DE, IB, or AICE Courses (Q) - C = 3
   2. All other non AP, DE, IB, or AICE Courses that are Honors (Q) including the Pre-AICE and Pre-IB courses - C = 2.5
   3. Regular - C = 2
4. to receive a "D" in:
   1. AP, DE, IB, or AICE Courses (Q) - D = 1
   2. All other non AP, DE, IB, or AICE Courses that are Honors (Q) - D = 1
   3. Regular - D = 1
5. to receive an "F" in:
   1. AP, DE, IB, or AICE Courses (Q) - F = 0
   2. All other non AP, DE, IB, or AICE Courses that are Honors (Q) - F = 0
   3. 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**

1. 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.

1. 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.
2. 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**

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

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

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

# 5460 - GRADUATION REQUIREMENTS

[Table of Contents](file:///C:\Users\staplerk\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.MSO\F1D66816.doc#Table_of_contents)

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:

1. a standard high school diploma
2. a special diploma (applies only to students entering the tenth, eleventh, or twelfth grade as of July 1, 2014)
3. 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)

1. 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:
     1. 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. 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.
     2. 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.

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

* + 1. 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.
    2. 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.
    3. 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](https://www.pcsb.org/images/stories/RA/Manuals/SP_and_P_2013-14_through_2015-16.pdf)* as referred in Exceptional Student Education. Access to a standard diploma for any exceptional student means that:

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

2. Course accommodations are provided as needed in regular and vocational courses as specified on the Individual Education Plan (IEP). Accommodations cannot change course performance standards.

3. Test accommodations for classroom, District and State test administration procedures are provided as needed in regular and vocational courses as specified on the Individual Education Plan (IEP).

4. Exceptional students (except gifted, vision impaired, or speech impaired only) may pursue a special diploma if they 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 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.

Requirements for a Standard Diploma 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. A student with a disability who does not satisfy the standard high school diploma requirements in this section shall be awarded a certificate of completion.
2. 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 Alternate Assessment 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.

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, 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, 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, college dual credit or adult school may be used for the purpose of accelerating graduation.

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 or Florida Virtual School.

1. 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 courses 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.

2. Although Florida Virtual School may have institutional drop/add procedures and timelines, students must be enrolled in a full schedule in the District and may not drop a Florida Virtual School course that results in less than a full course load. Florida Virtual school “W/F” grades will be treated 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 option~~s~~ must earn at least a cumulative weighted grade point average of 3.5 on a 4.0 scale.

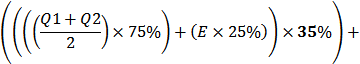
3. Students entering high school before 2013-2014 and students selecting the eighteen (18) credit three (3) year Career Preparatory program must earn at least a cumulative weighted grade point average of 3.0 on a 4.0 scale.

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:





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

1. To be eligible to participate in the dual credit program, a student must be in grades 6-12 attending a public school in Pinellas County who has demonstrated prior academic achievement by attaining at least an unweighted 3.0 grade point average with a minimum of 6 high school credits earned for academic dual credit or 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.

The University of Florida agreement provides for early admission only. Students entering

the UF Early Admissions program must have an unweighted GPA of 3.25.

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 requirements will receive a standard high school diploma.

A. four (4) credits of language A (student’s native language)

B. four (4) credits of language B (foreign language)

C. four (4) credits of Study of Individuals in Societies

D. four (4) credits of experimental sciences

E. four (4) credits of mathematics

F. two (2) credits of IB sixth subject

G. one (1) credit (100 hours) Theory of Knowledge

H. one (1) credit Inquiry Skills (or equivalent)

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

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

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 magnet enrollment or an approved SAR may receive their standard high school diploma from that school upon successful completion of the early admission to college program. These students will not, however, receive any recognition, special certification or diploma for magnet program completion. A student who leaves the early admission program to return to high school may attend the high school where the student attended grades 9-11.

8. Early admission students are exempt from the payment of registration, matriculation and lab fees.

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. A student with a disability who does not satisfy the standard high school diploma requirements in this section shall be awarded a certificate of completion.
2. 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 Alternate Assessment 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. 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.

5. 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.

Students who entered high school during 2013-14 and earlier years already having a special diploma designee on the IEP may still earn a special diploma. The purpose of the 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 two (2) year AA programs or into a four (4) year university or college. However, criteria may vary from college to college.

To earn a special diploma, exceptional students must have identified the special diploma option by June 20 and must be entering tenth, eleventh, or twelfth grade;

A. acquire the minimum number of credits twenty-four (24) for Option 1 or eight (8) credits for Option 2. Courses may be selected from general education, vocational, and special diploma courses;

B. achieve required minimum GPA of 2.0;

C. demonstrate mastery of Florida Standards Access Points for Special Diploma (Option 1A) or Florida Standards with Access Points (Option 1B):

1. Option 1A FCAT—Florida Standards for Special Diploma taking FCAT. This option enables students with disabilities to function at their highest levels and prepares them to participate effectively in postschool adult living and the world of work. These students cannot take Access courses.

2. Option 1B FAA—Florida Standards Access Points taking the FAA. This option allows students to be exempt from FCAT by taking the FAA. The student's IEP team determines annually whether the student will master each standard at the independent, supported, or participatory level. Alternate assessment, selected by the IEP team, is used to measure mastery of the Florida Standards Access Points. Successful completion of special diploma coursework includes the Florida Standards Access Points in the performance standards of the courses and documents mastery.

D. meet Option 1A, Option 1B or Option 2 requirements:

1. Option 1A (FCAT participants) Credit Requirements:

a. Language Arts/Reading - four (4) credits

b. Mathematics - four (4) credits

c. Science - three (3) credits

d. Career and Technical Education for students with disabilities or general career and technical education- four (4) credits

e. Physical Education - one-half (.5) credit and one-half (.5) credit in health, or one (1) credit in physical education to include the integration of health

f. Social Studies - two (2) credits

g. Electives - six (6) credits

2. Option 1B (FAA participants) Credit Requirements:

a. Access English – four (4) credits

b. Access Math – four (4) credits

c. Access Science – three (3) credits

d. Access Social Studies – two (2) credits

e. Access HOPE – one (1) credit OR Physical Education – one-half (1/2) credit and Health – one-half (1/2) credit

f. Career and Technical Education – four (4) credits

g. Electives – six (6) credits

3. Option 2 Work Experience Credit Requirements:

a. Language Arts/Reading - two (2) credits

b. Mathematics - two (2) credits

c. Career and Technical Education for students with disabilities or general career and technical education, or special skills courses with an emphasis on community competencies - four (4) credits

d. The student must be at least sixteen (16) years of age.

e. The student should have successfully completed one (1) full semester or at least 18 weeks of successful, paid employment at minimum wage or higher.

f. Mastery of annual IEP goals and competencies in training plan.

g. All necessary training plans and IEP information must be completed and signed.

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

F. 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.

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