

Pinellas County Schools
Student Progression Plan
2007-08

The following policies comprise the Pinellas County Schools Student Progression Plan:

- 2.20 Communications and Public Relations
- 5.01 Teaching and Learning
- 5.07 Required Core Curriculum / Promotion / Retention / Acceleration:
Elementary
- 5.09 Regular Program Core Curriculum / Promotion / Retention / Acceleration:
Middle School
- 5.11 High School Credit and Student Performance Standards
- 5.13 Graduation Requirements: High School

2.20 COMMUNICATIONS AND PUBLIC RELATIONS

(1) It is the intent of the Board that the Superintendent maintain a strategic communications plan designed to provide timely, accurate information to internal and external customers consistent with their expressed needs, except information that is restricted by law. Specifically, all Board actions, policies and decisions shall be made available to interested parties through the district's Web site or upon request in a timely manner.

(2) News media representatives and persons representing other organizations are required to receive the permission of the school principal (or designee) to be on campus. Consistent with Board policies and administrative procedures, school principals shall make available any and all information about their schools, their operations and their programs.

(3) School system personnel are expected to respond forthrightly to any inquiries of the news media and other persons, to the extent that such personnel possess accurate knowledge or to refer those inquiries to the appropriate source. School system personnel should represent school system policies and practices only to the extent of their knowledge and for which they have direct responsibility.

(4) When an emergency occurs that affects the school system, the employee who first becomes aware of it shall inform the Superintendent (or designee) immediately. The Superintendent (or designee) shall then notify the Associate Superintendent for Human Resources and Public Affairs, who shall then assist the appropriate personnel in coordinating the release of pertinent information to the news media and the general public.

(5) Consistent with Board policies and acting under the direction of the Superintendent (or designee), the Associate Superintendent for Human Resources and Public Affairs shall maintain systems that shall continuously inform the public of the current state of activities and provide vital information regarding the public schools of Pinellas County, including both their strengths and matters needing improvement. A District Communications Advisory Committee shall assist the Associate Superintendent for Human Resources and Public Affairs in determining the needs of internal and external customers for information and in identifying methods by which that information might best be disseminated. In addition, the committee will assist in developing effective methods for providing clear, consistent, proactive and understandable messages on complicated issues.

(6) The district will establish a process improvement cycle by which various forms of communication will be evaluated on a regular basis to determine if they are meeting the needs of internal and external customers.

(7) Beginning with the 2001-2002 school year, each district school board must annually publish in the local newspaper and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

(a) The provisions of 1008.25 FS relating to public school student progression and the district school board's policies and procedures on student retention and promotion.

(b) By grade the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT.

(c) By grade the number and percentage of all students retained in grades 3 through 10.

(d) Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b) of 1008.25 FS.

(e) Any revisions to the district school board's policy on student retention and promotion from the prior year.

Statutory Authority: 1001.32(2), 1001.41, 1001.42, 1001.43 F.S.

Laws Implemented: 1001.42(15) & (16), 1008.25 F.S.

History: New 5/24/78, Amended 8/8/90, 9/10/96, 2/26/02, 2/22/05

Note: Former 6Gx52-1.10 (changed 9/10/96)

5.01 TEACHING AND LEARNING

(1) Pinellas County Schools is committed to creating systems that result in highest achievement for each student. Each system reflects an integrated management approach and ensures that principles of quality and continual improvement are systematically and consistently applied to the operation of Pinellas County Schools. In an integrated management system all components that make up our organization (leadership, aim, customer requirements, goals and measures, results, processes, human resources, and information systems) are linked and interdependent. These seven integrated components are essential in creating a high performing student, classroom, school, and school district. The dynamic relationships that exist among these components work together to improve the results of Pinellas County Schools.

(2) The Classroom Learning System

(a) In order to attain highest achievement for each student, teachers must create, manage, and continually improve classroom learning systems using the seven components of Baldrige for high performance. Each classroom learning system must be aligned with the school, district, and state requirements. Each school and district system must be aligned to support the classroom learning system.

(b) Central to a classroom learning system is the key process of aligning curriculum, instruction, assessment, and improvement (CIAI). Supporting this key process are the other components of classroom leadership: aim, customer requirements, goals and measures, results, human resources, and information systems.

(3) The Curriculum, Instruction, Assessment, and Improvement Key Process

(a) Elements of the curriculum, instruction, assessment, and improvement (CIAI) process are defined as:

1. *Curriculum*—what students need to know and be able to do in a variety of subjects
2. *Instruction*—best practices of teaching
3. *Assessment*—measures of student progress
4. *Improvement*—actions based on data that lead to improved teaching and learning

(b) The alignment of curriculum, instruction, assessment, and improvement (CIAI) ensures an opportunity for all students to learn at high levels. The four components (CIAI) of a high performing teaching and learning system are interdependent and aligned within a larger district integrated management system.

(4) Beliefs About Teaching and Learning - Pinellas County Schools believe that:

(a) All students are capable of achieving excellence through the use of a variety of teaching strategies, resources, and assessments in an engaging and collaborative environment.

(b) Highest student achievement occurs when students are provided an environment in which they are:

1. given high expectations
2. engaged in meaningful learning
3. immersed in a variety of learning situations
4. provided with demonstrations
5. empowered to make responsible decisions
6. provided time to practice
7. allowed to try and make improvements
8. given frequent feedback
9. supported and feel intellectually and emotionally safe

(c) The instructional process will be adapted to improve learning based on student expectations and ongoing assessment.

(d) Schools can optimize the learning environment for all students by aligning curriculum, instruction, assessment, and improvement (CIAI) within the context of an integrated management system.

(e) The aim of highest student achievement can be attained if supported by:

1. a high performing work force (See 8.62 Teacher Professional Expectations)
2. a safe learning environment
3. effective and efficient operation, e.g., partnerships, high performing work force, integrated management systems and accountability systems.

(5) Curriculum

(a) Curriculum defines what students should know and be able to do. Pinellas County Schools curriculum reflects community/workplace expectations, the Florida Sunshine State Standards (SSS) and the Pinellas County Schools Student Expectations (PCSSE). The overriding goal of the curriculum is to provide a balance between a firm foundation in basic skills and lifelong learning skills. The goal of Pinellas County Schools' graduates is that they will be a(n):

1. *knowledgeable, lifelong learner*
2. *responsible individual*
3. *effective communicator*
4. *problem solver*
5. *collaborative team worker*
6. *self-directed learner*

(b) Pinellas County Schools curriculum includes a common core of significant knowledge at appropriate instructional levels. The four components of the Pinellas County Schools curriculum are:

1. *Lifelong Learning Skills for Pinellas County Schools' Graduates.* These skills are broad, life-related skills and characteristics that graduates should demonstrate.

2. *Florida Sunshine State Standards.* These standards describe the core knowledge, strategies and skills in language arts, mathematics, science, social studies, foreign language, fine arts, physical education, and health in grades K-2, 3-5, 6-8 and 9-12. (See 5.13(5) Special Diploma Options for Exceptional Students for information about Sunshine State Standards for Special Diploma.)

3. *The Pinellas County Schools Student Expectations.* The Pinellas County Schools Student Expectations are high-level student expectations that incorporate the Sunshine State Standards to identify academic achievement for each grade PreK through 12 in language arts, mathematics, science, social studies, art, music, foreign language, health and physical education.

4. *Unit and Lesson Objectives.* Unit and lesson objectives are derived by the school and/or teacher, using the Pinellas County Schools Student Expectations.

(6) Instruction

(a) Instruction is defined as best practices of teaching. A balanced approach is attained by using a variety of teaching strategies and resources to implement the curriculum (student expectations). The instructional approach should be adapted and improved based on student needs and progress (assessment data). District school boards shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students.

(b) The components of instruction include planning, delivery, feedback/evaluation, and instructional improvement.

1. *Planning.* Planning for instruction is based on Pinellas County Schools Student Expectations and learner needs. It is a collaborative process with the learner.
2. *Delivery.* Delivery is based on planning and includes a variety of strategies and resources appropriate to the learner. It is frequently a collaborative process with the learner.
3. *Feedback/evaluation.* Feedback is a teacher's and student's response to the effectiveness of planning and delivery. It includes measurement of student progress and review of teaching and learning strategies.
4. *Instructional Improvement.* Instructional improvement is the process of making changes in planning and delivery based on feedback/evaluation.

(7) Assessment

(a) *Definition of Assessment:* Assessment is defined as measures of student progress and should be aligned specifically with curriculum (student expectations) and instruction. Assessment targets knowledge, reasoning, performance skills, and production of quality products. It measures both ongoing and end results. Selection and design of assessment frequently involves the learner.

(b) *The purposes of assessment are:*

1. Accountability and program improvement at the district and state levels. These State and district assessments include the Florida Comprehensive Assessment Test (FCAT), High School Competency Test (HSCT), Alternate Assessment of Special Diploma Sunshine State Standards, Test of Adult Basic Education (TABE), The Florida College Entry Level Placement Test (CPT), the Pinellas Instructional Assessment Plan (PIAP) and the Developmental Inventory of Learning Skills (DILS) for preschool assessment.

2. Instructional decision making at the classroom level. These classroom assessments include PIAP measures, practice FCAT tests in reading, writing and mathematics at all levels, teacher-made assessments, and student self assessment. Classroom Learning Systems (CLS) continually provides a self-assessment to the teachers and students. Although teachers should review state and district assessments, they should base instructional decisions primarily on their ongoing classroom assessments.

(8) Improvement

(a) Improvement is defined as actions based on data that lead to improved teaching and learning. Determining and making changes is a continual process that must involve the learner.

(b) Improvement components include: data for driving decisions, a collaborative review process for making change, and "best practices" research.

1. Data for driving decisions include reliable and valid assessments, observations, and surveys.
2. A collaborative review process should take place on a scheduled basis and include representative members from all groups.

(9) Aligning Curriculum, Instruction, Assessment, and Improvement

(a) The Pinellas County Schools curriculum, instruction, and assessment design is composed of curriculum achievement targets, student assessment measures for state, district, and classroom purposes, and best practices instructional strategies. The relationship among the curriculum, assessment, instruction and improvement components is shown in *CIAI Design, The Relationship–Curriculum, Instruction, Assessment and Improvement*, See Figure 1. CIAI is continually reviewed for improvement.

(b) At the school level, the process of aligning curriculum, instruction, assessment, and improvement to insure a high performing teaching and learning system is called the Student Achievement Model (SAM). This process includes scheduled cycles of reviewing student progress based on data and adjusting instruction to help students meet expectations. The review cycles occur at both the classroom and school levels. See Figure 2, *Student Achievement Model*

(c) Critical to attaining high student achievement for all students are collaborative working partnerships among all divisions of the Pinellas County Schools. Equally important to success is a strong working relationship with parents, businesses, and the local community. It is through working together that the aim of highest achievement for all students can be reached.

(10) Public Reporting – See Policy 2.20(7)

Statutory Authority: 1001.32(2), 1001.41, 1001.42, 1001.43 F.S.

Laws Implemented: 1006.28, 1008.25 F.S.

History: New 6/30/98; Amended 12/9/03, 2/22/05

5.07 REQUIRED CORE CURRICULUM / PROMOTION/RETENTION / ACCELERATION— ELEMENTARY

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

(a) Art

(b) Language Arts (reading and writing)

(c) Mathematics

(d) Music

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

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

(g) Character Education

(h) Computer Literacy Skills

(i) Physical Education - Physical Education is part of the required curriculum in elementary school.

Following guidelines from the National Association for Sports and Physical Education and Center for Disease Control, physical education will be scheduled for thirty minutes a day. If a school wishes to reduce the number of days and physical education time in order to meet student instructional needs, the school may not schedule physical education for less than three days and 120 minutes per week. The physical education classes should be staffed by a certified physical education teacher and non-certified assistants when appropriate. Physical education shall consist of physical activities of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students. The physical education program will reflect the following program outcomes that are developmentally appropriate for the elementary student:

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

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

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

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

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

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

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

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

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

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

(2) Pinellas Instructional Assessment Plan (PIAP): The Pinellas Instructional Assessment Plan (PIAP) is the district plan for teachers that is designed to provide curriculum, assessment, and instructional information 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 Pinellas Instructional Assessment Plan (PIAP) lists specific assessments that are to be given at each grade level for each assessment cycle. Additional diagnostic assessments to determine the nature of the student's difficulty

and areas of academic need are included. Each K-5 student shall have a Pinellas Instructional Assessment Plan folder. The folder should contain assessments, which support the student's instructional needs and Academic Improvement Plans (AIP) for identified students. Kindergarten students should have a student record sheet, which includes all PIAP assessment data. Students with disabilities whose core curriculum is the Special Diploma SSS will have an alternate assessment portfolio in lieu of a PIAP folder.

(3) Academic Improvement Plan (AIP): Each student must participate in the statewide assessment tests required by 1008.22 FS.

(a) An Academic Improvement Plan (AIP) 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 AIP 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. An AIP must be developed for any student (including ESE and ESOL) who has been retained or identified as not meeting state or district expectations for proficiency in reading in kindergarten or for proficiency in reading, writing, mathematics, or science in grades 1-5. The PIAP-AIP Booklet identifies the criteria for an AIP. An AIP 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.

(b) A copy of the AIP will be given to the parent. Students at any grade who have been identified as having a deficiency in reading must have an academic improvement 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 immediately following the identification of the reading deficiency.

(c) The parent of any student who exhibits a substantial deficiency in reading, must be notified in writing of the following:

1. that his or 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 he or she is exempt from mandatory retention for good cause;
5. strategies for parents to use in helping their child succeed in reading proficiency;
6. that the FCAT 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 AIP status.

(d) 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 Academic Improvement Plan (AIP), the student may be retained. The intensive reading instruction shall be continued until the reading deficiency is remediated. Reading proficiency is reassessed by locally determined assessments or through teacher observation at the beginning of each year and in an ongoing manner in accordance with district guidelines.

(4) Potential Retainee Lists: Potential retainee lists for grades kindergarten through five shall be developed at the school, based on the student's performance on the Pinellas Instructional Assessment Plan (PIAP), teacher evaluation/assessment, statewide assessments, and progress report grades during the first two reporting periods. The parent of a student with a substantial deficiency in reading must be notified in writing after the initial PIAP testing that the student is a potential retainee. The parents of each identified potential

retainee shall be notified in writing of the possibility of non-promotion no later than the middle of February. In the case of transfer students, notification shall be given within nine (9) weeks of transfer.

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

(a) Exemption from 3rd Grade Mandatory Retention for Good Cause: The district 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 2 years of instruction in an English for Speakers of Other Languages program.

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

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 the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT.

5. Students with disabilities who participate in the FCAT 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.

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 an Academic Improvement Plan (AIP) that includes specialized diagnostic information and specific reading strategies for each student.

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

(6) Mid-Year Promotion Policy For Retained 3rd Grade Students – Additional district guidelines contained in the Pinellas Instructional Assessment Plan (PIAP) apply for students retained in grades K, 1, 2, 4 and 5.

(a) AUGUST: A retained 3rd grade student may be promoted if the student scores the following:

1. 27-30 on grade 3 August Common Assessment A, and
2. Stanine of 5 or above in Reading on NRT or SAT-9

(b) SEPTEMBER: A retained 3rd grade student may be promoted if the student scores the following:

1. 21-30 on grade 3 September Common Assessment B, and
2. SRI Lexile level of 500 or above on September SRI assessment, and
3. 21-30 on grade 4 August Common Assessment A

(c) NOVEMBER: A retained 3rd grade student may be promoted if the student scores the following:

1. 27-30 on grade 3 September Common Assessment B, and
2. 27-30 on grade 3 October/November Common Assessment C, and
3. 21-30 on grade 4 October/November Common Assessment C

(d) FEBRUARY: A retained 3rd grade student may be promoted if the student scores the following:

1. 27-30 on grade 3 October/November Common Assessment C, and
2. 27-30 on grade 3 January Common Assessment D, and
3. SRI Lexile level of 600 or above on September or January SRI assessment, and
4. 21-30 on grade 4 October/November Common Assessment C

(7) Promotion/Retention/Acceleration Decisions:

(a) Students scoring below Level 2 on FCAT Reading or Mathematics, below 2.0 on FCAT Writing or the district writing test, or below Level 2 on FCAT Science or the district science test will receive remediation and may be retained. Students scoring below the district identified expectations as outlined in the Pinellas Instructional Assessment Plan will receive remediation and may be retained.

(b) 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 academic improvement plan, the student may be retained.

(c) 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. In all instances of retention and challenged promotion parents' input will be solicited and included in the decision process.

(d) When a student meets or exceeds promotional guidelines, (see paragraph (7)(e) below) the student shall be promoted to the next grade, except when the principal and staff provide documentation to the parent(s) indicating that promotion to the next grade level would not be in the best interest of the student and offer the parent(s) an opportunity for a conference. An articulation conference between the elementary and middle school principals or their designees will be held for fifth grade students who are promoted but do not meet the promotional guidelines.

(e) Promotional Guidelines:

1. 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. The student shall demonstrate proficiency in core curriculum areas of reading, writing, mathematics, and science as measured by the 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 Sunshine State Standards and are necessary for students to meet graduation requirement.

3. Student progression from one grade to another is partially based on proficiency in reading, writing, science, and mathematics.

4. All fifth grade students will demonstrate adequate reading ability before promotion to the sixth grade. Acceptable demonstration of adequate reading ability includes: 1) scoring a level 2 or higher on the most recent FCAT Reading or 2) scoring at a level that meets grade level expectations on other district approved reading assessments or 3) demonstrating a year's growth on FCAT Reading.

5. 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 Academic Improvement Plan (AIP) when appropriate.

(f) Retained students will receive intensive remediation/alternative instructional strategies as defined on their Academic Improvement Plan (AIP).

(g) Students who have been retained two or more years will be considered for an alternative placement in the STARS program or other appropriate placement.

(h) Allocation of remedial and supplemental instruction resources will occur in the following priority:

1) students who are deficient in reading by the end of grade 3 and 2) students who fail to meet performance levels required for promotion consistent with the district's guidelines.

(8) Prekindergarten to Kindergarten Promotion: Students who are kindergarten age eligible (age 5 years on or before September 1) are promoted to 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.

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

(10) The READ Initiative – Grades K-3 – Tier 1

(a) Beginning with the 2004-2005 school year, each school district shall establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4, and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative shall: be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools including screening, diagnostics and progress monitoring; for non-Reading First schools, the assessment must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension; be provided during regular school hours in addition to the regular reading instruction; provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications: assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level; provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension; provides scientifically based and reliable assessment; provides initial and ongoing analysis of each student's reading progress; is implemented during regular school hours; and provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

(11) Successful Progression for Retained Readers - 3rd Grade - TIER 2

(a) Students retained under the provisions of paragraph (5)(b) of 1008.25 F.S. (refers to the mandatory retention of students who are not remediated at the end of the third grade as demonstrated by scoring level 2 or higher on the FCAT) must be provided intensive interventions in reading to improve the student's specific reading deficiency as identified by a valid and reliable diagnostic assessment. This intensive intervention must include: effective instructional practices; participation in the summer reading camp; appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade

level, and ready for promotion to the next grade.

(b) Beginning with the 2004-2005 school year, each school district shall conduct a review of AIP's for all students who did not score above Level 1 on the reading portion of the FCAT and did not meet one of the good cause exemptions. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency. The school district shall require a student portfolio to be completed for each such student.

(c) Beginning with the 2004-2005 school year, each school district shall provide students who are retained under the provisions of paragraph (5)(b) of 1008.25 F.S. with a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district, which may include, but are not limited to: small group instruction; reduced teacherstudent ratio that is lower than other classrooms at the same grade level in a school; more frequent progress monitoring conducted weekly with the core reading program weekly test, timed readings, or observation; tutoring or mentoring; transition classes containing 3rd and 4th grade students; extended school day, week, or year; and summer reading camps.

(d) Beginning with the 2004-2005 school year, each school district shall provide written notification to the parent of any student who is retained under the provisions of paragraph (5)(b) of 1008.25 F.S. that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in paragraph (6)(b) of 1008.25 F.S. **(see section (5)(a)**

Exemption from 3rd Grade Mandatory Retention for Good Cause) The notification must comply with the provisions of s.1002.20(14) and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. The proposed interventions and supports may include but are not limited to intensive interventions utilizing scientifically researched based materials, a mentor or tutor with specialized reading training, and an at home reading program.

(e) Beginning with the 2004-2005 school year, each school district shall implement a policy for the mid-year promotion of any retained student who can demonstrate that they are a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. **(see section (6)(a) on Mid-Year Promotion)** Tools that school district may use in reevaluating any student may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education and students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT, as determined by the State Board of Education, and portfolio reviews, in accordance with rules of the State Board of Education.

(f) Beginning with the 2004-2005 school year, each school district shall provide students who are retained under the provision of paragraph (5)(b) of 1008.25 F.S. with a high-performing teacher as determined by student performance data and satisfactory performance appraisals.

(g) Beginning with the 2004-2005 school year, each school district shall, in addition to required reading enhancement and acceleration strategies, provide parents of students to be retained with at least one of the following instructional options: supplemental tutoring in scientifically research based reading services in addition to the regular reading block; a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading; and/or a mentor or tutor with specialized reading training.

(h) Districts shall provide a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting (STARS or Read 180: The STARS classes and Read 180 classes have a teacher and an assistant. The CORE reading program is Harcourt Trophies. Supplemental programs include Harcourt intervention materials and Great Leaps in the STARS classes and the Read 180 materials in the Read 180 classes.) Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

(12) Successful Progression of Retained Readers – 3rd Grade – Tier 3

(a) Beginning with the 2004-2005 school year, each school district shall establish at each school, where applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score at Level 1 on the reading portion of the FCAT. The focus of the class shall be to increase a child's reading level at least two

grade levels in one school year. The Intensive Acceleration Class shall: be provided to any student in grade 3 who scores at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion of the FCAT; have a reduced teacher-student ratio that is lower than other classrooms at the same grade level in the school; provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas; use Passport Voyager, a scientifically research-based reading program (approved by the Florida Center for Reading Research) that has proven results in accelerating student reading achievement within the same school year; provide intensive language and vocabulary instruction using a scientifically research based program (Passport Voyager) as well as include the use of a speech language therapist in an advisory capacity; include weekly progress monitoring measures to ensure progress is being made; report to the Department of Education, in the manner described by the department which is Progress Monitoring and Reporting Network (PMRN) developed by the Florida Center for Reading Research (FCRR), the progress of students in the class at the end of the first semester.

(b) Districts shall report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level. The Commissioner of Education shall annually prescribe the required components of the requested reports. The required components are screening, progress monitoring and outcomes as directed by the AIP.

Statutory Authority: 1001.32(2), 1001.41, 1001.42, 1001.43 F.S.

Laws Implemented: 1003.455, 1008.22, 1008.25 F.S.

History: New 8/10/77; Amended 12/14/77, 8/23/78, 12/20/78, 1/31/79, 12/12/79, 1/16/80, 3/11/81, 11/11/81, 8/11/82, 9/11/85, 9/24/86, 9/9/87, 9/27/89, 10/25/89, 4/14/90 (Emergency), 6/13/90, 8/8/90, 11/14/90 (Emergency), 12/12/90, 3/25/92 (Emergency), 5/27/92, 8/9/94, 6/30/98, 12/10/02, 12/9/03, 9/21/04, 11/9/04, 2/22/05, 5/23/06

Note: Former 6Gx52-8.29 (changed 6/30/98)

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

(1) Regular Program Requirements: Each middle school student will be registered in eighteen (18) units (six per year) during middle school education, twelve (12) of which will be basic unit requirements and six (6) of which will be additional requirements. Students attending a middle school using a 4x4 schedule will be registered in twenty-four (24) units (eight per year), twelve (12) of which will be basic unit requirements and twelve (12) of which will be additional requirements.

(a) Basic Unit Requirements: The basic unit requirements are listed below for middle school pupil progression. Students must pass all 12 of these courses:

Language Arts: Grades 6, 7, 8

Mathematics: Grades 6, 7, 8

Science: Grades 6, 7, 8

Social Studies: Grades 6, 7, 8

(b) Additional Requirements: Students must pass three out of six units in reading, physical education, health, and electives as described below. Students attending a middle school using a 4x4 schedule must pass six (6) of twelve (12) units in reading, physical education, health, and electives as described below.

1. Reading is required for the following students:

a. All sixth grade students in the standard diploma program who scored Level 1 or 2 on the fifth grade FCAT Reading Sunshine State Standards test must take a year-long reading course. Sixth grade students who scored Level 3 or higher must take a semester or year-long reading course, as determined by the school. Sixth grade students enrolled in the gifted reading program, the sixth grade MEGSSS program, or the approved magnet world languages programs at John Hopkins and Bay Point may exempt this requirement if they scored at Level 3 or above on the fifth grade FCAT Reading Sunshine State Standards test.

b. Seventh and eighth grade students in the standard diploma program who scored at Level 1 or 2 on the previous year's FCAT Reading Sunshine State Standards test must take a year-long reading course. Seventh grade Level 2 students scoring at the 77th percentile (stanine 7) or above and eighth grade Level 2 students scoring at the 51st percentile or above on the previous year's FCAT Reading NRT may apply for a waiver of this requirement. The principal may approve the waiver only if the school can provide placement in a content course taught by a teacher endorsed or certified or in the process of becoming endorsed or certified to teach reading or reading in the content area.

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

3. **Computer literacy** is incorporated into seventh grade reading, gifted, world languages programs, and as appropriate in all curriculum areas.

4. **Physical education/health** is required in grades 6 and 8 for a minimum of one semester. Physical education is required in grade 7 for a minimum of twelve (12) weeks.

5. School-Based Requirements: Reading, physical education, and health may be scheduled beyond the minimum requirements shown above.

6. 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.

7. Advisor/Advisee: Each middle school will provide advisement support to meet the needs of students.

(2) Placement in Advanced Classes:

Placement in advanced classes will be based on the consideration of a variety of indicators such as grades, classroom performance and assessment data. For placement in sixth grade classes, fifth grade teacher recommendation will also be considered. If a student does not meet the placement recommendations, placement may be requested by providing the additional support the student will need to succeed in the class and by signing a Request for Placement form. Students experiencing difficulty in the placement will be removed from the advanced class and placed in the appropriate class at the end of the grading period/semester for the remainder of the school year. All end of the grading period grades will be included in the final grade average for the class. The principal will make the final decision on placement. There will be no appeal or grievance concerning the principal's decision.

(3) Exceptional Student Requirements:

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

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

(a) General education classes with no accommodations required.

(b) General education classes with accommodations required: Accommodations cannot change course performance standards. They specify changes in instructional strategies that are required as a result of a student's disability and may address methods and materials for instruction, assignments and classroom assessments, learning environment, time demands and scheduling, or special communication systems. Courses may be taught by ESE teachers, but students must be graded based on the grade level performance standards.

Students in (a) and (b) above are pursuing standard high school diplomas and participate in all state and district assessments.

(c) Below grade level curriculum: Students enroll in one or more exceptional student education courses with special diploma performance standards to attempt to remediate academic skills. Students continue to participate in all state and district assessments. If students progress to grade level expectations, they pursue standard diplomas. If they are unable to make sufficient progress, they select a Special Diploma high school program. Parents are informed that students are working on different performance standards and may not be able to meet graduation requirements for a standard diploma.

(d) Sunshine State Standards for Special Diploma: Students enroll in exceptional student education courses with special diploma performance standards and pursue a functional life skills curriculum. Students are exempt from state and district assessment and participate in alternate assessments, as specified on their IEPs. Parents

are informed that students are working toward a special diploma.

1. The basic unit requirements for middle school students pursuing a special diploma are listed below. Students must pass all twelve (12) of these courses:

ESE Language Arts:	Grades 6, 7, 8
ESE Mathematics:	Grades 6, 7, 8
ESE Science/ESE Health	Grades 6, 7, 8
ESE Social Studies	Grades 6, 7, 8

2. All ESE academic courses address the general education Sunshine State Standards as appropriate for the individual student as well as the eleven (11) additional Special Diploma Sunshine State Standards.

3. Additional requirements are listed below. Students must pass three (3) out of six (6) units:

ESE Reading	Grades 6 and 7
ESE Exploratory Vocational or ESE Unique Skills	Grade 8
Physical Education	One semester in grades 6 and 8; 12 weeks in grade 7
Electives	One semester in grades 6 and 8; 24 weeks in grade 7

(4) Student Promotion, Retention and Acceleration

(a) Promotion from Elementary School to Middle School. Students entering middle school must have successfully completed the requirements and standards of the elementary school program and demonstrated adequate reading ability as specified in the elementary promotional guidelines in policy 5.07 paragraph (7) (e) 4 or shall have been retained at least one (1) year in elementary school.

(b) Unit Definitions and Unit Requirements for Regular Middle School Students

1. Unit Definition

- A yearlong course has a value of 1 unit. A yearlong course in the 4x4 schedule is two (2) quarters.
- A semester course has a value of 1/2 unit. A semester course in the 4x4 schedule is one (1) quarter.
- A twelve-week course has a value of 1/3 unit.
- Units granted through course modification – see 5.11 (12) Secondary Course Modification

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

(c) Promotion/Retention/Acceleration

1. Promotion of middle school students shall be based upon their achieving minimum standards as identified in program objectives and meeting the required number of units of credit. Students scoring below Level 2 on FCAT Reading or Mathematics, below 4.0 on FCAT Writing or the district writing test, or below Level 2 on FCAT Science or the district science test will receive remediation and may be retained. Additional diagnostic assessments aligned to FCAT will be administered. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the academic improvement plan, the student may be retained. In cases in which minimum standards have not been met, the decision to promote a student to the next grade shall be made by the school's principal and staff, based upon supporting data concerning classroom performance, reassessment results, and past educational history. For promotion to high school, this decision will be made by the middle school staff in consultation with the receiving high school principal. The promotion of a student from a regular middle school to high school is also based upon successful completion of the

Sunshine State Standards and Pinellas County Schools Student Expectations. The standards and expectations are embedded in the middle school curriculum. No students may be assigned to a grade level based solely on age or other factors that constitute social promotion.

2. Basic Unit Requirement

a. Promotion to grades 7 or 8: To be promoted from grade to grade within the middle school program, a student may fail only one basic unit course. The student will be required, however, to pass the course either during the following year or in the extended learning program or its equivalent.

i. If a sixth or seventh grade student fails two basic units, the student may be promoted upon passing one unit in the extended learning program and taking one unit during the following school year.

ii. If a sixth or seventh grade student fails three basic units in an academic year, the student will be retained at the same grade level or will be promoted upon passing two units in the extended learning program and taking one unit during the following school year.

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

b. Promotion to High School: If an eighth grade student fails one or more basic units, the student will be retained or will be promoted upon passing the unit(s) in the extended learning program. Promotion from a regular middle school to a high school is contingent upon the student's passing not fewer than twelve (12) basic units and three (3) of the additional requirements in paragraph (1)(b) and related arts units, for a total of fifteen (15) units. Students attending a school using a 4x4 schedule must pass twelve (12) basic units and six (6) of the additional requirements. Students who pass the required units will be considered to have demonstrated adequate progress for promotion to ninth grade. All students will demonstrate adequate reading ability before promotion to the 9th grade. Acceptable demonstration of adequate reading ability includes: 1) scoring a Level 2 or higher on the most recent FCAT Reading or 2) meeting grade level expectations in a year-long reading course or 3) demonstrating a year's growth on the FCAT Reading.

3. Other Requirement: If a student fails a related arts, vocational, or elective unit, including physical education/health, the student will be promoted but will be required to pass three (3) of the six (6) units in such courses before promotion to a high school. Students attending a middle school using a 4x4 schedule must pass six (6) of twelve (12) units.

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

5. The decision to accelerate promotion of a student shall be made by the principal and staff.

(5) Progress Monitoring Plan: Each student must participate in the statewide assessment tests. Each student who does not meet specific levels of performance for each grade level, or who does not meet specific levels of performance on statewide assessments, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a progress monitoring plan which provides the school flexibility in meeting the academic needs of the student and reduces paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by a school wide system of progress monitoring for all students. The plan must assist the student or the school in meeting state and district expectations for proficiency. If the student has been

identified as having a deficiency in reading, the K-12 comprehensive reading plan shall include instructional and support services to be provided to meet the desired levels of performance. Students may be required to attend remediation programs held before or after regular school hours or during the summer if transportation is provided. Upon subsequent evaluation, if the deficiency has not been remediated the student may be retained. Each student who does not meet the minimum performance expectations for the statewide assessment testing program must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school.

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

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 guidance counselor and teacher(s) to decide if placement in a virtual course is appropriate. A parent may appeal the staff decision to the principal who will make the final decision on placement.

2. Certain district required middle school courses or course sequences may not be substituted by taking a 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 Florida Virtual School.

5. A student may not be enrolled simultaneously in the same course at both their school and the Florida Virtual School. Students should enroll in Florida Virtual courses at the beginning of a semester. While students await acceptance in a Florida Virtual School course, they must be enrolled full time in a Pinellas County school.

6. Although Florida Virtual School may have institutional drop/add procedures and timelines, students must be enrolled in a full schedule in Pinellas County Schools and may not drop a Florida Virtual School course that results in less than a full course load. Florida Virtual School "W/F" codes will be treated as a grade of "F" on a student's transcript.

7. During a grading period, a student must be enrolled in and attending at least four (4) courses at a regular schedule middle school and three (3) courses at a 4x4 middle school in order to be a Pinellas County student.

8. Middle schools may build Florida Virtual School courses into their master schedules during the school day.

(7) Middle School Courses Offering High School Credit: The decision to enroll a student in a course that offers high school credit in middle school shall be made by the principal and staff based on the student meeting the placement standards for the course and by the student making a plan with the guidance counselor and parent for a sequence of courses that would allow the student to earn college credit while in high school through Advanced Placement course(s) or dual credit course(s). The high school credit can be awarded only upon successful completion of all course requirements including performance assessments for specific courses. Middle school courses that offer high school credit are:

1. Physical Science Honors

2. Algebra I Honors

3. Geometry Honors

4. M/J Mathematics 3 Advanced—Algebra Option (Algebra I credit)

5. M/J Advanced Spanish, French, or German (Spanish, French, or German I credit) Only one high school credit may be earned in a world language in middle school. Students will be placed in the appropriate level of the language in high school based on assessment results.

6. Computer Programming Basic I (offered through Florida Virtual School only)

7. Business Systems Technology (offered through Florida Virtual School only)

Note: 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 policy 5.15(6).(b) A grade of "C", "D", or "F" earned in MEGSSS Algebra I Honors in seventh grade may be replaced by earning a grade of "C" or higher in Algebra I Honors in eighth grade.

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

Statutory Authority: 1001.32(2), 1001.41, 1001.42, 1001.43 F.S.

Laws Implemented: 1003.415, 1008.25 F.S.

History: New 8/10/77; Amended 12/14/77, 8/23/78, 12/20/78, 1/31/79, 12/12/79, 1/16/80, 3/11/81, 11/11/81, 8/11/82, 9/11/85, 9/24/86, 9/9/87, 9/27/89, 10/25/89, 4/14/90 (Emergency), 6/13/90, 8/8/90, 11/14/90 (Emergency), 12/12/90, 3/25/92

(Emergency), 5/27/92, 8/9/94, 6/30/98, 8/15/00, 1/16/01, 6/17/03, 7/29/03, 12/9/03, 11/9/04, 2/22/05, 8/2/05, 5/23/06, 7/31/07

Note: Former 6Gx52-8.29 (changed 6/30/98)

5.11 HIGH SCHOOL CREDIT AND STUDENT PERFORMANCE STANDARDS

(1) Credit Defined: Based on 1003.436 F.S. , one full credit is defined as a minimum of one hundred thirty-five (135) hours of instruction (one hundred sixty-two 50 minute classes or equivalent) or 120 hours of instruction in 4x4 high schools (eighty-two 85 minute classes or equivalent) in a course which contains student performance standards. One half (1/2) credit is defined as one half (1/2) the requirement for a full credit (eighty-one 50 minute classes or equivalent) (or forty-one 85 minute classes or equivalent) in 4x4 high schools. Students must demonstrate mastery of course performance standards based on Sunshine State Standards in order to earn course credit.

(2) Equivalent Defined: "Equivalent" for the purposes of Policy 5.11 is defined as school assembly programs which meet student performance standards, field trip experiences which meet student performance standards and class assignments for the purpose of meeting performance standards which may be assigned to be accomplished at times other than the regular fifty (50) minute class period. Whenever possible, school assemblies shall be scheduled so that a single class period is not disproportionately affected.

(3) Minimum Attendance: Any student who has not been in attendance in a course for a minimum of one hundred sixty-two (162) classes or eighty-two (82) classes in 4x4 high school (or equivalent) shall be required to take the course final exam unless a waiver has been granted by the principal as provided for in policy 4.01 CODE OF STUDENT CONDUCT section (5) STUDENT ATTENDANCE: High School Grading and Attendance. The minimum attendance requirement for one half credit shall be eighty-one (81) classes or forty-one (41) in 4x4 high school (or equivalent) per semester. For a transfer student, these requirements shall be adjusted based upon the student's date of entry.

(4) School-Sponsored Activities in Lieu of Classes: A student who attends a school-sponsored activity shall be considered as being present for instruction. In instances in which there is a question concerning a curricular event that cannot be resolved at the school or the validity of an activity, the determination shall be made by the Deputy Superintendent, Curriculum and Operations or appropriate designee.

(5) Making Up Class Work Missed: Students who have absences, other than due to skipping class or out of school suspensions, from instructional time shall be permitted to make up work for full credit and to demonstrate mastery of the student performance standards which were introduced and/or measured during the absence (see also policy 4.01 Code of Student Conduct paragraph (5)(m)2.). All work made up for a suspension or skipping class will be assessed a letter grade penalty. Students attending field trips or other school-sponsored student activities not related to the class missed may earn credit and be considered as meeting the minimum attendance policy [See paragraph (3)] by making up all work missed.

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

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

(8) International Baccalaureate Student Credit Students enrolled in the International Baccalaureate Program who have completed the Chemistry I, Physics I and geometry courses are deemed to have met

the requirements of a full year's work (one credit) in one (1) semester.

(9) Progress Monitoring Plan:

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

(10) Student Performance Standards: Student performance standards based on the Sunshine State Standards and Pinellas County Student Expectations will be provided for each course in grades nine through twelve for which credit toward graduation is granted. Students must demonstrate mastery of course performance standards in order to earn credit in the course. The student performance standards are considered a part of the district's pupil progression plan and shall be on file in the offices of the Deputy Superintendent, Curriculum and Operations and the Assistant Superintendent for Secondary Curriculum.

(11) Mastery of Performance Standards: Student mastery of performance standards will be determined by the teacher through teacher observations, class assignments, and examinations. Course credit will be granted if the student receives a passing grade of sixty (60%) percent or above for the course based on the district approved grading scale. A student who does not meet the minimum attendance requirement specified in (3) above must take the course final exam unless a waiver has been granted by the principal. See policy 4.01 Code of Student Conduct section (5) STUDENT ATTENDANCE: High School Grading and Attendance: Administrative Review. Course mastery for students required to take the final exam shall be determined by averaging the grades earned each grading period and the final exam grade as defined in policy 5.15 (5).

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

Statutory Authority: 1001.32(2), 1001.41, 1001.42, 1001.43 F.S.

Laws Implemented: 232.2454, 232.2462 F.S.

History: New 1/16/85; Amended 5/13/87, 9/9/87, 1/9/91, 5/22/96, 9/9/97, 5/26/98, 6/30/98, 1/12/99, 10/10/00, 12/9/03, 2/22/05, 7/31/07

Note: Former 6Gx52-8.23 (changed 6/30/98)

5.13 GRADUATION REQUIREMENTS: HIGH SCHOOL

(1) Graduation Defined: Graduation from a Pinellas County high school implies that students have satisfactorily completed the prescribed high school core curriculum in accordance with the provisions of 5.11 and that they have satisfactorily passed any examinations and other requisites set by the State Board of Education and the Pinellas County School Board. These requirements are based on the assumption that a high school education represents the successful completion of a four (4) year program of studies, with enough flexibility to allow qualified students other alternatives for graduation. High school credits earned in grades 7 and 8 will apply to graduation requirements but will not be used for acceleration of graduation.

(2) Standard Diploma: (See also paragraph (f) Progress Toward Graduation Based on 4x4 High School Schedule)

(a) Number of Credits Required for Graduation: The minimum number of credits required for graduation from high school is twenty-four (24) in the six period schedule high school and twenty-nine (29) in the 4x4 schedule high school. Students may also select the three-year eighteen (18) credit standard college preparatory program or three-year eighteen (18) credit career preparatory program (for eighteen (18) credit options see subsection (n) GPA Requirement and paragraph (4) Accelerated Graduation). Students in their third year in the eighteen (18) credit option program may participate in senior activities directly related to graduation but are not eligible for participation in other senior activities or privileges.

1. Graduation Program Options

a. Four-year twenty-four (24) credit program or twenty-nine (29) credits in a 4x4 schedule high school.

b. Three-year eighteen (18) credit standard college preparatory program.

c. Three-year eighteen (18) credit career preparatory program.

2. Selection of a Graduation Program Option

a. Students make their initial selection of a graduation program option while in 8th grade during the spring high school registration process.

b. A student must achieve at least a level 3 on the most recent FCAT reading, mathematics and writing assessments in order to select an 18 credit accelerated graduation program option.

c. If a three-year eighteen (18) credit graduation program option is selected, the parent or guardian and student must both sign the *Standard Diploma Option Selection Form*. If the form is not signed to select an eighteen (18) credit graduation program option, then the student is automatically classified as a four year twenty-four (24) credit (or twenty-nine (29) credits in 4x4 high schools) diploma graduation program student.

3. Procedure for Changing the Graduation Program Option

a. A student may change their graduation program option only once per year while in the 9th and 10th grades. The change must be made during the spring registration for courses for the next school year. A parent or guardian's signature is required in order for a student to change their graduation program option. A student may not choose an 18 credit graduation option after the end of the 9th grade year. New students to the district may choose an 18 credit graduation option until the end of the first semester

of 10th grade.

b. During the 11th grade year (3rd year of high school enrollment), the school district's Dropout Prevention office or the Directors of School Operations may initiate a request for a change of graduation program option on behalf of a student due to extenuating circumstances. Such request must be approved in writing by the student's parent or guardian. During their 3rd year of enrollment in high school, a student-initiated request for a change of their graduation program option will not be approved.

4. Failure to Complete the 18 credit Graduation Program within Three Years

a. A student who selects a three-year 18 credit graduation program option and does not meet the specific program requirements within three years, automatically reverts to the four-year 24 credit (or 29 credits in a 4x4 high school) graduation program option.

b. An 18 credit student who does not score at level 3 or higher on the grade 10 FCAT writing assessment, or achieve 5 credits by the end of grade 9 or 11 credits by the end of grade 10 will be reassigned to the 24 or 29 credit program option.

(b) Specific Credit Requirements for Graduation: (See 1003.43(1) F.S. for specific content requirements of designated courses.)

1. A student entering ninth grade prior to 2007-2008 must complete the core curriculum by earning the following high school credits or complete the International Baccalaureate curriculum to be eligible for graduation:

English - 4 credits

Social Studies - 3 credits American history is required for one of the social studies credits. In addition, world history is required for one (1) credit, American government for one-half (1/2) credit, and economics for one-half (1/2) credit.

Mathematics - 3 credits (Includes one credit of algebra 1, a series of equivalent courses or a higher level mathematics course if the algebra requirement was satisfied prior to ninth grade for students entering grade 9 in 1997-98 or subsequent years.)

Science - 3 credits Upon completion of the JROTC Naval Science program, including Naval Science I, II, and III, students may substitute on a curriculum equivalency basis one JROTC credit for Physical Science (2003310) to satisfy one of the three science requirements. Agriscience Foundations I counts as one of the three required science credits.

Physical Education - 1 credit. Includes 1/2 credit of personal fitness and 1/2 credit of a physical education course that consists of both basic knowledge and skill related activities.

A student entering ninth grade during 1999-2000 and subsequent years can satisfy a full credit of physical education by participating in an interscholastic sport approved by FHSAA for two full seasons at the junior varsity or varsity level and passing a competency test on personal fitness with a score of "C" or better. Students will have only one opportunity to pass the test. Satisfactory completion and approval of PCS Form 2-2782 is needed for this substitution. Satisfying the personal fitness and the physical education course in this manner does not decrease the minimum number of credits needed for graduation since no course credit or grade is earned through sports.

Beginning with the 2002-03 school year students may participate in a marching band class or a physical activity class that requires participation in marching band activities as an extracurricular

activity to satisfy the requirement of 1/2 credit of a physical education course. Beginning with the 2003-04 school year, completion of a JROTC class that includes a significant component of drills will satisfy the requirement of the 1/2 credit of a physical education course. Students must earn a "C" or higher in the class. Participation in marching band or JROTC may **not** be used to satisfy the personal fitness 1/2 credit requirement or the adaptive physical education requirement under an IEP or 504 plan.

All High School physical education courses should be staffed by certified physical education teachers. Physical education shall consist of physical activities of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students. The physical education program will reflect the following program outcomes that are developmentally appropriate for the high school student:

- a. Students will demonstrate competency in many movement forms and proficiency in a few forms of physical activity.
- b. Students will apply movement concepts and principles to the learning and development of motor skills.
- c. Students will understand that regular participation in physical activity provides a major component in personal fitness and wellness.
- d. Students will achieve and maintain a health enhancing level of physical fitness.
- e. Students will demonstrate responsible personal and social behavior in physical activity.
- f. Students will understand how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people.
- g. Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication.

Life Management Skills - 1/2 credit with content as defined in 1003.43(1)(i) F.S. Upon completion of the Army JROTC Leadership Education and Training courses I and II or the Marine Corp JROTC Leadership Education courses I and II, students may substitute, on a curriculum equivalency basis, one JROTC credit for .5 credit of health life management skills. These courses must contain all requirements specified in Sections 232.246 and 233.067 F.S.

Performing Arts/Practical Arts – 1 credit

Either:

1 credit of performing fine arts selected from music, dance, drama, an art form requiring manual dexterity, speech or debate

or

1 credit of practical arts/career and technical education or exploratory career and technical education

or

1/2 credit performing fine arts

and

1/2 credit of practical arts/career and technical education or exploratory career and technical educational.

Students must be scheduled into ninth grade performing fine arts or practical arts, career and technical education or exploratory career and technical education courses as a priority. Students may satisfy the practical arts graduation requirement on a curriculum equivalency basis upon completion of any JROTC program or Journalism I, II, III, or IV.

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

a. Sixteen core curriculum credits:

English – Four credits in English, with major concentration in composition, reading for information, and literature.

Mathematics – Four credits in mathematics, one of which must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course. School districts are encouraged to set specific goals to increase enrollments in, and successful completion of, geometry and Algebra II.

Science – Three credits in science, two of which must have a laboratory component.

Social Studies – Three credits in social studies as follows: one credit in American history; one credit in world history; one-half credit in economics; and one-half credit in American government.

Fine or Performing Arts – One credit in fine or performing arts, which may include speech and debate.

Physical Education/Health – One 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 full seasons shall satisfy the one-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 credit in physical education be taken during the 9th grade year. Completion of one semester with a grade of “C” or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.

b. Four credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the student as part of the education plan. Students may revise major areas of interest each year as part of annual course registration processes and should update their education plan to reflect such revisions.

c. A minimum of four credits in elective courses selected by the student as part of the education plan. These credits may be combined to allow for a second major area of interest, a minor area of interest, elective courses, intensive reading or mathematics intervention courses, or credit recovery courses as described in this subparagraph.

Minor areas of interest are composed of three credits selected by the student as part of the education plan approved by the district school board.

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

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

a. Level 1 Courses: A student will not be placed in a Level 1 course for graduation credit unless the student's assessment indicates that a more rigorous course of study is inappropriate to meet the student's needs. A written assessment of the need must be included in the student's Progress Monitoring Plan or IEP.

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

c. Nonacademic Activities: Credit for high school graduation may be earned for volunteer activities and nonacademic activities that have been approved by the State Board of Education.

d. Community Service Work: Students may earn credit towards graduation by completing voluntary community service work or school service work. Credit may be earned by passing a one-half (1/2) credit elective social studies course and/or a one-half (1/2) credit elective course as designated by the district. Students must complete 75 hours of service for each one-half (1/2) credit and meet other guidelines 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 guidelines) by the student. Each participating student must meet the community service requirements specified in section 1003.43(1)(k) of Florida Statutes. Credit may not be earned for community service provided as a result of court action. (See also policy 4.19 Florida's Bright Futures Scholarship Program)

(c) Career and Technical Education Course Substitutions to Fulfill Graduation Requirements:

1. Any student in grades 9 through 12 who enrolls in and satisfactorily completes a job preparatory program listed below may substitute credit for a portion of the required four credits in English, three credits in mathematics, or three credits in science as specified.

2. The credit substituted for English, mathematics, or science earned through the vocational job preparatory program shall be on a curriculum equivalency basis. Vocational course substitution may not exceed two (2) credits in each subject area. A program, which has been used to substitute in one subject area, may not be used to substitute for any other subject area.

3. Job preparatory programs which have been identified as being the equivalent of Business English I (#1001440), Business English II (#1001450), Business Mathematics (#1205540), Pre-Algebra (#1200300) General Science (#2002310), and Anatomy and Physiology (#2000350) are listed below:

a. Business English I: Accounting Operations 8203300, Administrative Assistant 8212000, and Business Supervision and Management 8215100.

b. Business English I and/or Business English II: Administrative Assistant 8212000.

c. Business Mathematics: Administrative Assistant 8212000, Business Computer Programming 8206300, PC Support Services 8207200, Business Supervision and Management 8215100, Accounting

Operations 8203300, Academy of International Business 8216100.

d. Pre-Algebra: Electronics 8730000.

e. General Science: Nursery & Floriculture Operations 8121200, Environmental Horticulture 8121500, Natural Resources & Forest Ecology 8118200 and Animal Science 8106100.

f. Anatomy and Physiology: Allied Health Assisting 84171310, Electrocardiograph Aide 84171610, First Responder 84171710, Home Health Aide 8417190, Nursing Assistant 84172110 and Health Unit Coordinator 84171810.

4. A student who completes a job preparatory program and substitutes part of that program for Business Mathematics, Business English, Business English II, General Science or Anatomy and Physiology may not take these courses and receive additional credit.

5. Business Technology Education Program Guidelines

a. Business English I and Business English II are yearlong courses for vocational students. Students who earn a full credit in both of these courses may substitute them for English III and IV. Students who earn credit only in Business English I must take English III as their fourth English credit. Students who complete only one semester of Business English I must take one semester of English III to complete their third English credit and a full year of English IV to complete their fourth English credit.

b. Business Mathematics satisfies one year of the mathematics requirement for graduation. Since Business Mathematics is a level 1 course (waiver required) and does not prepare a student to meet the algebra requirement for graduation, it is recommended that students take this course as their third mathematics credit only when a more rigorous course would not be appropriate. Business Technology Education program completers may use course substitution for this course as outlined in the Florida Course Code Directory and Instructional Personnel Assignments.

c. In determining program completers in Business Education, Keyboarding and Business Skills (8200320) and Computer and Business Skills (8200330) may be combined as a substitute for Business Systems and Technology I (8209020).

d. The first semester or a full year of Word Processing I (8212010) may be substituted for the second semester of Business Systems and Technology I (8209020) provided the equivalent Student Performance Standards have been met.

e. Practical Computer and Business Skills (8200330) may substitute for the first semester of Business Systems and Technology II (8209030) provided the equivalent Student Performance Standards have been met.

(d) Exceptional Student Requirements: Exceptional students must meet the requirements outlined for high school students in the general education program to earn a standard diploma. Additional policies pertaining to exceptional student education are located in the Pinellas County Schools Special Programs and Procedures for Exceptional Students Handbook as referred in policy 5.17 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 Pinellas County Course Code Directory to meet graduation requirements.

Courses with special diploma performance standards will count only as elective credit toward a standard diploma.

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

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

4. Exceptional students (except gifted, vision impaired, or speech impaired only) may pursue a Special Diploma if they are unable to meet standard diploma requirements. The diploma decision must be made by the IEP team no later than the end of the first semester of eighth grade. 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 (see also 5.13 (5)).

(e) Progress Toward Graduation in Regular High School Schedule:

1. Progress toward graduation in grades 9-12 shall be based on passing the FCAT, mastery of subject matter by earning the required 24 credits and earning the required cumulative unweighted 2.0 GPA. Students progress through high school each year at their own pace. When a student accumulates a minimum of eighteen (18) high school credits, senior or 12th grade status will be granted.

2. Students scoring below Level 2 on FCAT Reading or Mathematics, below 4.0 on FCAT Writing or the district writing test, or below Level 2 on FCAT Science or the district science test will receive remediation and may be retained. Additional diagnostic assessments aligned to FCAT will be administered. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the academic improvement plan, the student may be retained.

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

(f) Progress Toward Graduation Based on a 4x4 High School Schedule:

1. Minimum Number of Credits: The minimum number of credits required for graduation from high school shall be twenty-nine (29) for students entering 9th grade during 1997-98 and subsequent years.

2. Progress toward graduation in grades 9-12 shall be based on passing the FCAT, mastery of subject matter by earning the required 29 credits and earning the required cumulative unweighted 2.0 GPA. Students progress through high school each year at their own pace. When a student accumulates a minimum of twenty-one (21) high school credits, senior or 12th grade status will be granted.

3. Students scoring below Level 2 on FCAT Reading or Mathematics, below 4.0 on FCAT Writing or the district writing test, or below Level 2 on FCAT Science or the district science test will receive remediation and may be retained. Additional diagnostic assessments aligned to FCAT will be administered. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the academic improvement plan, the student may be retained.

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

5. Students enrolled in a 4x4 schedule must meet all other requirements specified in paragraph (2) Standard Diploma.

(g) Full Time Enrollment Requirement in Regular Schedule High School: Students shall be enrolled full time for at least six (6) credits during a school calendar year. A school calendar year includes first semester, second semester and coursework completed prior to July 1st of each year. Students may earn six (6) credits in the regular high school program, including Florida Virtual School, and additional credits in the Extended Learning Program, adult school, the Florida Virtual School or college dual credit. A student may also earn credit in a regionally accredited public or private summer term program. During a grading period, a student must be enrolled in and attending at least four (4) courses at the high school in order to be a Pinellas County student. Home education students may not enroll in more than three (3) courses (see also policy 6.22 Home Education).

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

(h) Full Time Enrollment Requirement in 4x4 High School Schedule: Students shall be enrolled full time for at least eight (8) credits during a school calendar year. A school calendar year includes first semester, second semester and coursework completed prior to July 1st of each year. Students may earn eight (8) credits in the regular high school program, including Florida Virtual School, and additional credits in the Extended Learning Program, adult school, the Florida Virtual School or college dual credit. A student may also earn credit in a regionally accredited public or private summer term program. During a grading period, a student must be enrolled in and attending at least three (3) courses at the high school in order to be a Pinellas County student. Home education students may not enroll in more than two (2) courses (see also policy 6.22 Home Education).

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

(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. Credit requirements of students transferring between schools offering the 4x4 schedule will be handled in the same manner with eight credits required per year. For each such student transferring from out-of-state, "OUT-OFSTATE 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 5.12 Acceptance of Credits (2)).

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

following apply:

1. A student who is in his 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 class, may enroll in a required subject area course he has not taken before for subject area credit.

2. A student who is in his 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 class, may enroll in an elective course he has not taken before for elective credit.

3. A student needs forgiveness for a failed course.

4. A student with an un-weighted 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.

5. Course work is needed to meet requirements of the Florida Bright Futures Scholarship Program Certificate or the Early Graduation Option program (EGO).

6. Under extenuating circumstances with approval of the principal and Director of School Operations.

(k) High School Students in the Florida Virtual School: With the approval of the high school principal/designee and the student's parent, high school students may enroll in course work during or beyond the regular school day/year through the Florida Virtual School. High schools may also build Florida Virtual School courses into their master schedules during the school day.

1. A student may not be enrolled simultaneously in the same course at both their school and the Florida Virtual School. Students should enroll in Florida Virtual courses at the beginning of a semester. While students await acceptance in a Florida Virtual School course, they must be enrolled full time in a Pinellas County school.

2. Although Florida Virtual School may have institutional drop/add procedures and timelines, students must be enrolled in a full schedule in Pinellas County Schools and may not drop a Florida Virtual School course that results in less than a full course load. Florida Virtual School "W/F" codes will be treated as a grade of "F" on a student's transcript.

3. During a grading period, a student must be enrolled in and attending at least four (4) courses at a regular schedule high school and three (3) courses at a 4x4 high school in order to be a Pinellas County student.

(l) Additional Credit for Dropout Prevention Students: A student enrolled in a Department of Education approved Pinellas County Schools 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 or more grades may be eligible to participate in an upgrade program. If a student is in an eighth grade upgrade, the student will be classified as a ninth grader and enrolled in high school credit courses which may include approved course modifications if the student remains at the discovery school for the entire year. Eighth grade students at the school not eligible for the upgrade program may earn up to 1.5 non-academic high school credits.

(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.

(n) GPA Requirement

1. Students entering 9th grade before the 1997-98 school year must have a 1.5 unweighted GPA for all 24 credits required by state law for high school graduation. These students entering 9th grade before 1996-97 must, in addition to maintaining a minimum unweighted GPA of 1.5 for all courses required for graduation, either (1) maintain an unweighted GPA of 2.0 for all credits earned toward high school graduation requirements after July 1, 1997, or (2) if it is to the student's advantage, choose the option of a 2.0 unweighted overall GPA for all high school courses in the student's educational program, except those to which a forgiveness policy has been applied.

2. Students entering 9th grade during 1997-98 through 1999-2000 must achieve a cumulative unweighted grade point average of 2.0 or above on a 4.0 scale for all credits required for graduation to be eligible for a diploma. For diploma purposes, a grade point average of 1.950 or higher will be rounded to a 2.0.

3. 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.

4. Students selecting the 18 credit three-year Standard College Preparatory graduation program options must earn at least a cumulative weighted grade point average of 3.5 on a 4.0 scale.

5. Students selecting the 18 credit three 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 in reading, mathematics and writing as measured by the FCAT to be eligible for a diploma. The FCAT also serves as the assessment of a high school student's readiness to enter the workforce. Exceptional students are eligible for test administration accommodations as specified on their Individual Education Plan. Students with disabilities, whose abilities cannot accurately be measured by the statewide assessment test, may be determined eligible for a waiver of the FCAT requirement for graduation (See 5.17 Exceptional Student Education Procedures and Assessment). In order to select an 18 credit graduation option, a student must achieve at least a level 3 on the most recent FCAT reading, mathematics and writing assessments.

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

(q) Dual Credit Program: The Pinellas County School Board has established articulation agreements with St. Petersburg College (SPC), the University of South Florida and the University of Florida. The SPC agreement enables our 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 board of Trustees rules and high school credit prorated according to the college credit hours for each college course successfully completed.

1. To be eligible to participate in the dual credit program, a student must be a sophomore, junior, or senior attending a public high school in Pinellas County who has demonstrated prior academic achievement by attaining at least an unweighted 3.0 grade point average for academic dual credit or an unweighted 2.5 GPA for technical dual credit. Participating sophomores must be in need of a college course in order to meet specific graduation requirements. The University of South Florida agreement provides for early admission into the Honors College only. Students entering the Honors College must have an unweighted minimum GPA of 3.7.

2. Approved dual credit courses are listed in the current Pinellas County High School Course Code Directory. Courses may be added or deleted throughout the year by the mutual agreement of the College President and the Superintendent of Pinellas County Schools.

3. If a high school does not have enough students to form a dual credit class on the high school campus, two options are available to eligible students:

a. A student may travel to a St. Petersburg College campus to take a district approved dual credit class as part of a student's class schedule. Class time in scheduled high school courses held on the high school campus may not be missed due to participation in this dual credit option. The student must provide his own transportation.

b. A student may participate in a dual credit class formed after school on a high school campus if the instructional materials are purchased from the school's instructional materials allocation. The school district is not eligible to collect FTE for this option.

(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 regular Pinellas County 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 Pinellas County public high school.

2. The principal of the Pinellas County 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 Pinellas County 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 Pinellas County School Board.

5. The student, upon completion of his foreign program of studies, presents to his 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 School Board of Pinellas County.

(3) 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.

4 credits of language A (student's native language)

4 credits of language B (foreign language)

4 credits of Study of Individuals in Societies

4 credits of experimental sciences

4 credits of mathematics

2 credits of IB sixth subject

1 credit (100 hours) Theory of Knowledge

1 credit Inquiry Skills (or equivalent)

Requirements equal 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.

(4) Accelerated Graduation: An accelerated graduation student shall achieve the appropriate cumulative grade point average in high school and complete all requirements of the Statewide Assessment Program as specified in (2)(n) GPA Requirement and (2)(o) Statewide Assessment Program. Earned credits shall meet all requirements specified in (2)(b).

(a) Standard College Preparatory Program (3 year). Students must earn at least a "B" (3 points) in an unweighted class and a "C" (3 points) in a weighted class to receive course credit in the Standard College Preparatory Program. Eighteen (18) credits are required in the following courses:

1. English – 4 credits (major concentration in composition and literature).
2. Mathematics – 3 credits at the Algebra I level or above from the list of courses that qualify for state university admission.

3. Science – 3 credits in natural science (two must have a laboratory component).
4. Social Sciences – 3 credits (1 credit world history, 1 credit American history, 1/2 credit American Government, 1/2 credit economics)
5. World Language – 2 credits or demonstrated proficiency in same second language.
6. Electives – 3 credits

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

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

1. English – 4 credits (major concentration in composition and literature).
2. Mathematics – 3 credits (one of which must be Algebra I).
3. Science – 3 credits in natural science (two must have a laboratory component).
4. Social Sciences – 3 credits (1 credit world history, 1 credit American history, 1/2 credit American Government, 1/2 credit economics)
5. Career Preparation – 3 credits in a single vocational or career education program, 3 credits in career and technical certificate dual enrollment, or 5 credits in vocational career technical courses.
6. Electives – 2 credits in electives unless 5 credits are earned as referenced above.

(c) Early Graduation Option (EGO):

1. Students enrolled in the Early Graduation Option program earn a total of eight (8) credits per school calendar year using a combination of credits earned in first semester, second semester, the Florida Virtual School, and course modifications approved for the EGO program. Adult night school is also an option for EGO students who are within one (1) month of their sixteenth (16th) birthday or older.

2. Since the EGO program is located in a high school using a 4x4 schedule, a student must earn a total of twenty-seven (27) credits to graduate. EGO program students may earn credits using a combination of credits as described in (4) (c) 1. above.

3. A student enrolled in the EGO program who has earned seventeen (17) credits will be classified as a senior during the third and final year of school. Since the EGO program is located in a high school using a 4x4 schedule, a student must earn eighteen (18) credits to be classified as a senior during the third and final year of school.

(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 be graduated 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 School Board approved articulation

agreement may be made after satisfactory completion of three (3) full years of high school and a minimum of eighteen (18) credits or twenty-three (23) in a school offering the 4x4 schedule. If a student enters college through early admission with exactly eighteen (18) high school credits, the student will need to earn a total of thirty-six (36) semester hours in order to be granted a high school diploma.

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 Pinellas County 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 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 (2)(b) 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 Pinellas County Schools.

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

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

(e) Early Completion of Graduation Requirements: Students having completed 11 1/2 years of education (grades 1-12) and who have completed all requirements for graduation, as specified above, may, with their parents, submit a written request to the principal to be excused from school for the last semester of high school. Such students may be awarded their diplomas with their regular graduating class or at a later convenient time.

(5) Special Diploma Options for Exceptional Students

The purpose of the special diploma is to prepare students with disabilities for adult living and employment after graduation. Students earning the special diploma will **not** be eligible for entry into 2 year AA programs or into a four year university or college.

To earn a special diploma, exceptional students must:

(a) Acquire the minimum number of credits (24) in a 6 period schedule and (29) in a 4x4 schedule. Courses may be selected from general education, vocational and special diploma courses.

(b) Achieve required minimum GPA.

(c) Demonstrate mastery of Sunshine State Standards for Special Diploma:

1. Florida Sunshine State Standards for Special Diploma (SSSSD) are designed to prepare students with disabilities for adult living and employment after graduation. The SSSSD address the following strands: appropriate Sunshine State Standards, functional academics, life work, personal care, self-management, working with others and communicating with others.

2. The student's IEP team determines annually whether the student will master each standard at the independent, supported, or participating level. Alternate assessment, selected by the IEP team, is used to measure mastery of the SSSSD. Successful completion of special diploma coursework, which includes the SSSSD in the performance standards of the courses, also documents mastery.

(d) Meet Option 1A, Option 1B or Option 2 requirements:

Option 1A Independent/Supported Credit Requirements:

Language Arts/Reading	3 credits
Mathematics	3 credits
Science	1 credit
Career Preparation or Exploratory Education	1 credit
Physical Education	.5 credit
Social Studies	1 credit
Career Education	1 credit
Vocational Transition	2 credits
Electives	11.5 credits for a 6 period schedule; 16.5 credits for a 4x4 schedule

Option 1B Supported/Participatory Credit Requirements:

Academic/Supported/Participatory/Special Skills	8 credits
Physical Education	.5 credit
Prevocational and Electives	15.5 for a 6 period schedule; 20.5 for a 4x4 schedule

Option 2 Vocational Transition Credit Requirements:

Language Arts/Reading	.5 credit
Mathematics	.5 credit
Career Preparation or Exploratory Education	.5 credit

Career Placement/Vocational/Electives 22.5 credits for a 6 period day schedule;
27.5 credits for 4x4 schedule

The student should be at least 17 years of age.

The student should have successfully completed one full semester of career placement.

The student should have completed at least one semester of ESE language arts/reading, mathematics, and career preparation.

The student must be employed at least 30 hours per week.

Selected PTEC students may combine employment and vocational training only if approved by the district and specified in the Student's Training Plan. Full-time high school students enrolled at a PTEC Center seeking a special education diploma are required to meet the state mandated one-half (1/2) credit in Physical Education.

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

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

(6) Certificate of Completion:

(a) A student will be eligible to receive a certificate of completion 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 or has not met the requirements of the Statewide Assessment Program as specified in (2)(n) and (2)(o).

(b) A student eligible to receive a certificate of completion who has achieved a cumulative grade point average as specified in (2)(n) 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 24 credits in the adult program. (See also 5.15 (9)).

(7) Graduation Assistance Opportunities:

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

(a) Lacking the Credits Required for Graduation

1. Repeating a course to improve a grade
2. Extended Learning Program
3. Adult evening school - for students 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.
4. Options for Students Needing One Credit or Less to Graduate After Four Years in High School: A student who has been enrolled in high school and who has completed his 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 an approved dual enrollment course, Florida Virtual School or a regionally accredited correspondence school, to complete the credit needed for graduation without the necessity of re-enrolling in the regular day high school for the last semester immediately preceding graduation.

(b) Lacking the GPA Required for Graduation

1. Repeating a course to improve a grade
2. Dropping certain grades for elective courses not needed for graduation from final GPA calculation. (Applies only to students entering 9th grade before the 2000-2001 school year. See 5.13 (n) 1 and 2.)
3. Adult Evening School – students 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 24-credit standard diploma and has an un-weighted GPA of less than 2.0. Students will be enrolled to improve a "D" grade on a space available basis only.
4. Homework Helpline
5. School-based assistance programs, e.g. National Honor Society tutoring
6. Extended Learning Program

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

(c) Lacking the Minimum Number of Attendance Hours Required for Course Credit

1. Repeating a course to improve a grade
2. Adult evening school (16 years or older)
3. Extended Learning Program

(d) Lacking Statewide Assessment Program Requirements

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

(8) 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 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 22.

(9) 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 Director of School Operations.

(d) The student is a resident of Pinellas County and has met all of the following:

1. Is enrolled in a dropout prevention, dropout retrieval, in-school GED, exceptional student program funded through the Florida Education Finance Program (FEFP); or is court ordered to a GED class; or has been withdrawn from regular day school for at least three (3) months.

2. Has been counseled as to the educational alternative appropriate to the student's needs.

3. Has obtained a pretest score of 500 or better on all five (5) parts of the official GED pretest.

(10) Unauthorized Diplomas: The granting of diplomas other than those approved by the Board is not allowed.

(11) Final Semester Attendance Requirement for Diploma Eligibility:

(a) Students who transfer out of the Pinellas County school system 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 a Pinellas County public school.

(b) A student who transfers out of the Pinellas County school system during the last full semester of their senior year shall not be eligible for a diploma from a Pinellas County 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 our school 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 Pinellas County high school during their senior year must be enrolled full time in Pinellas County School's courses for the entire semester prior to graduation in order to be eligible for a diploma from a Pinellas County public school. These courses may not be taken through Florida Virtual School. However, a Pinellas County 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.

(12) Mid-term Graduation Ceremonies: Mid-term graduation ceremonies shall not be held in high schools.

(13) 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.

Statutory Authority: 1001.32(2), 1001.41(2), 1001.42(23), F.S.

Laws Implemented: 1003.428, 1003.43, F.S.; 6A-1.095 SBE Rules..

History: New 7/12/50; Amended 3/15/53, 7/13/55, 5/22/57, 7/22/59, 7/12/61, 7/28/65, 7/31/68, 11/17/71, 2/27/74; Revised and Amended 12/18/74; Amended 8/23/78, 5/23/79, 8/13/80, 12/3/80, (Subsection (6) temporary provision for allowing students under age 18 to take GED after 7/1/83, under certain conditions, adopted as an emergency policy 8/10/83; expired automatically 11/8/83; present subsection adopted 1/12/83) Amended 2/8/84, 1/30/85, 8/14/85, 9/11/85, 12/18/85, 3/19/86, 4/9/86, 6/25/86, 12/10/86, 5/27/87, 9/9/87, Subsection (4)"Credit by Examination" repealed 11/11/87; Amended 11/25/87, 2/24/88, 5/25/88, 11/9/88, 2/22/89 (Emergency), 3/29/89, 5/24/89 (Emergency), 6/28/89, 7/26/89, 8/9/89, 6/13/90, 8/8/90 (Emergency), 9/12/90, 1/9/91, 7/10/91, 4/8/92, 8/26/92, 1/13/93, 2/24/93, 8/11/93, 3/9/94, 8/9/94, 6/27/95, 1/10/96, 4/24/96, 10/8/96, 1/28/97, 9/9/97, 1/13/98, 6/30/98, 2/09/99, 6/29/99, 10/12/99, 8/15/00, 1/16/01, 7/31/01, 12/10/02, 12/9/03, 11/9/04, 2/22/05, 10/24/06, 12/12/06, 7/31/07

Note: Former 6Gx52-8.24 (changed 6/30/98)