

STUDENT PROGRESSION PLAN

Engage & Empower

SCHOOL BOARD POLICY 5410

2023 - 2024

M I A M I - D A D E C O U N T Y P U B L I C S C H O O L S

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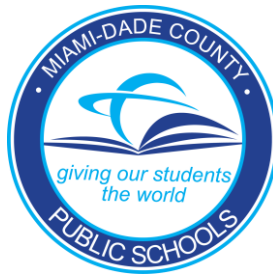
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Student Progression Plan
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Introduction

Miami-Dade County Public Schools (M-DCPS) is committed to providing all students with a quality education, inclusive of academic support and enrichment opportunities, as determined by the needs of each student for successful K-12 progression and high school graduation. The District's mission defined in [School Board Policy 2105- Mission of the District](#) further explains the commitment to our students.

Furthermore, the District's 2021-2026 Strategic Plan, [Infinite Possibilities](#) guides the work of the District, in support of students who are at the center of every decision made in our system as articulated through the:

Vision: Inspired, valued, educated, and empowered students thriving in and beyond the classroom.

Mission: To provide relevant learning experiences that foster life-long curiosity and enable ALL students to achieve their full academic, personal, and civic potential.

Core Values:

- **Excellence:** We pursue the highest standards in academic achievement and organizational performance.
- **Equity:** We foster an environment that serves all students and aspires to eliminate the achievement gap.
- **Student Focus:** We focus on meeting our students' diverse needs and supporting them in fulfilling their potential.
- **Innovation:** We encourage risk-taking, creativity, and adaptability to new ideas and methods that will support and elevate student learning.
- **Accountability:** We celebrate our successes, learn from our failures, and embrace challenges as we strive toward continuous improvement.
- **Joy:** We accept individuals for who they are, encourage them to engage with one another authentically, and cultivate welcoming environments that promote fun and excitement.

The Strategic Plan is organized into five pillars, each with a series of identified priorities and objectives. The *Student Progression Plan* aligns with Pillar I which strives to create relevant, rigorous, and innovative academic opportunities for students.

Pillar I: Relevant, Rigorous, & Innovative Academics

Each student is provided with the knowledge and skills they will need to excel in their future endeavors – whether it be through the pursuit of post-secondary education or a direct transition into the workforce as measured by:

- Ensuring that all students graduate with a relevant, viable post-secondary plan;
- Eliminate the achievement gap while accelerating all students to their full academic potential; and
- Providing equitable access to quality and innovative instructional programs.

The guidelines for student progression are delineated in this *2023-2024 Student Progression Plan for Miami-Dade County Public Schools*, [School Board Policy 5410](#), which provides guidance to teachers, school and district administrators, parents and other stakeholders regarding the requirements and procedures for students to progress from one grade to the next, kindergarten through grade 12 and adult education. The information presented in this document is derived from requirements set forth by Florida Statutes, Florida Board of Education Rules and policies established by The School Board of Miami-Dade County.

The *Student Progression Plan for Miami-Dade County Public Schools* is amended annually to reflect actions taken by the Florida Legislature, The Florida Board of Education, the Florida Department of Education and The School Board of Miami-Dade County. The Florida Legislature requires that each district school board establish a comprehensive plan for student progression, as outlined in [Florida Statutes § 1008.25\(2\)](#).

Any subsequent changes that would have an impact on this *Student Progression Plan* based upon future interpretations or clarifications of legislation by the Florida Board of Education or the Florida Department of Education will be communicated to appropriate staff by means of memoranda.

Major changes in the 2023-2024 edition:

Changes regarding student progression, assessment, graduation, and required instruction are summarized below:

- Per [Florida Statutes § 1003.25](#) and [F.A.C. 6A-1.0955\(10\)](#) procedures for transferring student records for students who transfer from school to school shall occur within five days of receipt of the request for records from the new school or district, or receipt of the identity of the new school and district of enrollment, whichever occurs first.

- Per [Florida Statutes § 1003.4282](#) to:
 - Remove the online course requirement for graduation for all students.
 - Modify the options for a student to complete required credits to earn a standard high school diploma. The statute provides the option that one credit in fine or performing arts, speech and debate, or Career and Technical Education (CTE) will count toward a standard high school diploma.”
 - Include a course in career and technical education as an option to satisfy the “one credit in performing arts, speech and debate, or career and technical education” required for graduation.
- Per [Florida Statutes § 1003.02](#), to require that students and parents are additionally notified at the beginning of each school year of local career and professional academies; career-themed courses; options to complete the Career and Technical Education (CTE) Graduation Pathway under Florida Statutes § 1003.4282(10); work-based learning opportunities (including internships, apprenticeships and pre-apprenticeship programs); foundational and soft-skill credentialing programs, including the Florida Ready to Work Credentialing Program under [Florida Statutes § 445.06](#). In addition, students and parents must yearly be given guidance on accessing and using Florida’s online career planning and work-based learning coordination system and the contact information of a certified school counselor who can advise on these options.
- Per [Florida Statutes § 1001.43](#), to require that all district high schools host a career fair, starting in the 2023-2024 school year, either individually on the campus of a high school or as a collaboration between multiple high schools and/or districts at an alternate location. The career fair must be during the school day, held on the campus of the high school or within reasonable driving distance (if not a joint career fair held at an alternate location), cater to grades 11 and 12, and allow students to meet or interview with potential employers. The event may integrate Florida’s online career planning and work-based learning system.
- Per [Florida Statutes § 1003.4156](#), to require that students enrolled in a middle school career and education planning course must use Florida’s online career planning and work-based learning coordination system. Additional changes to the mandatory middle school career and education planning course include teaching students how to access and update their personalized academic and career plan yearly in middle and high school; how to earn an accelerated high school diploma under the CTE Graduation Pathway pursuant to Florida Statutes § [1003.4282\(10\)](#); and how to engage in work-based learning opportunities, such as internships, pre-apprenticeships and apprenticeships.

- Per [Florida Statutes § 1003.4285](#), to change the title of “Merit Designation” to “Industry Scholar Designation.” There were no changes in the requirements for this designation.
- Per [Florida Statutes § 1003.42](#), to require public schools to provide instruction on Asian American and Pacific Islander history, and for students in grades 6-12 on social, emotional, and physical effects of social media.
- Per [Florida Statutes § 1008.25](#), to require any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or statewide assessment data; or teacher observation be provided systematic and explicit mathematics instruction to address the student’s specific deficiencies through either daily targeted small group mathematics interventions or supplemental, evidenced-based mathematics interventions before and/or after school, or both, and have such interventions delivered by a highly qualified teacher of mathematics or a trained tutor. The parent of the student who exhibits a substantial deficiency in mathematics must be notified in writing, and after the initial notification, apprised at least monthly and in writing of the student’s progress in response to the intensive interventions and supports. Any additional interventions or supports that will be implemented to accelerate the student’s progress if the interventions and supports already being implemented have not resulted in improvement must be explained to the parent.

I. GENERAL REQUIREMENTS

A. Student Performance Standards and Student Assessment Program

Student Performance Standards: The Florida Department of Education (FDOE) has developed student performance standards in language arts, mathematics, science, social science, the arts, health and physical education, and foreign language that define the skills and standards for each subject. Pursuant to [Florida Statutes §1008.25](#), a student's progression from one grade to another is based on a student's mastery of the standards in English language arts, mathematics, science and social sciences. The state academic standards have been adopted under [Florida Statutes § 1003.41](#), which include Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) standards ([6A-1.09401](#)). Grade progression for Miami-Dade County Public Schools' (M-DCPS) students is based, in part, on a student's mastery of the State's Standards. These grade level standards are included in the *Miami-Dade County Public Schools' District Pacing Guides* that support classroom instruction.

The FDOE has also created the Access Points for students with significant cognitive disabilities who are unable to access the standards with allowable accommodations. As per Florida Board of Education Rule [6A-1.0943](#), students who are eligible to participate in the Access Points Standards (modified curriculum) must have a statistically significant below average global cognitive score that falls within the first percentile rank (i.e. a standard, full scale score of sixty-seven (67) or under) or in the extraordinary circumstance when a global, full-scale intelligence quotient score is unattainable, a district-determined procedure that has been approved by the Florida Department of Education under paragraph (5)(e) of this rule would be applied. Students who are instructed using the Access Points must meet the criteria for exemption from the general statewide testing programs based on Florida Board of Education Rule [6A-1.0943](#). Assessments addressing the B.E.S.T. Access Points will be implemented beginning in the 2023-2024 school year.

Student Assessment Program: In Florida, each student must participate in statewide standardized assessments at designated grade levels and for designated courses, as required by [Florida Statutes § 1008.22](#), [Florida Statutes § 1008.25](#), [Florida Statutes § 1002.67](#), [Florida Board of Education Rule 6A-6.0902](#), and School Board Policies [2605](#) and [2623](#). The primary purpose of the student assessment program is to provide comprehensive progress monitoring and provide student academic achievement and learning gains data to students, parents, teachers, school administrators and school district staff. This data is to be used by districts to improve instruction and by students, parents, and teachers to guide learning objectives.

The table on the following page, *Florida's Statewide Standardized Assessments for Public Schools*, lists the statewide assessments required by the Florida Department of Education for Florida's students to assess students' progress.

Beginning in the 2022-2023 school year, students in VPK through Grade 10 will participate in the Florida Assessment of Student Thinking (FAST), a Coordinated Screening and Progress Monitoring System (CSPM) in English Language Arts/Reading and Mathematics. This system is comprised of three administrations, in the Fall, Mid-Year, and End-of-Year. The third administration will serve as the statewide, standardized assessments for accountability purposes, required for ELA in Grades 3 – 10 and for Mathematics in Grades 3 – 8; the remaining administrations will be used for progress monitoring, to guide instruction. Star Early Literacy, Star Reading, and Star Mathematics serve as the FAST assessments for students in Pre-Kindergarten through Grade 2.

Florida's Statewide Standardized Assessments for Public Schools

State Assessments Required for Florida Students	Subjects Assessed	Grades	Standards Assessed	Computer or Paper Based
Florida Assessment of Student Thinking English Language Arts (FAST ELA)	Reading, Language Arts	3-10	B.E.S.T. ELA	Computer-based*
Benchmarks for Excellent Student Thinking Writing (B.E.S.T. Writing)	Writing	4-10	B.E.S.T. ELA	Computer-based*
Florida Assessment of Student Thinking (FAST Mathematics)	Mathematics	3-8	B.E.S.T. Mathematics	Computer-based*
Statewide Science Assessments (SSA)	Science	5 and 8	State Academic Standards	Paper-based
B.E.S.T. End-of-Course Assessments (EOC)	Algebra 1 Geometry	6-12 Eligible Students	B.E.S.T. Mathematics	Computer-based*
state academic standards EOC Assessments	Biology 1	6-12	State Academic Standards for Science	Computer-based*
	Civics	7	State Academic Standards for Social Sciences	Computer-based*
	U.S. History	9-12 Eligible Students	State Academic Standards for Social Sciences	Computer-based*
Florida Civic Literacy Assessment	United States Government	9-12 Eligible Students	Civic Literacy	Computer-based*

Florida Alternate Assessment (FAA) Performance Task and Datafolio	ELA Mathematics Science Algebra 1 Biology 1 Civics Geometry U.S. History	3-12 Eligible Students	B.E.S.T. Access Points for: ELA Mathematics State Academic Standards Access Points for Science State Academic Standards Access Points for Social Sciences	Paper-based
<u>ACCESS for ELL students</u> Kindergarten ACCESS for ELLs ACCESS for ELLs (grades 1-12) Alternate ACCESS for ELLs	English Language Proficiency	K-12 EL Students	WIDA	K-12 Paper-based
FAST (STAR)	Literacy Numeracy Reading Mathematics	VPK-2	Florida Early Learning and Developmental Standards (FELDS) B.E.S.T	Computer- Based*
*Paper-based accommodations will be provided for eligible students with disabilities whose IEP or Section 504 indicates that the students are unable to access the assessment on a computer, even with the available computer-based accommodations.				

Participation of Students with Disabilities in the Student Assessment Program:

Each district school board must provide instruction to prepare students with disabilities in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation as explained in [Florida Statutes § 1008.22](#). Each student with a disability has the opportunity to participate in the statewide assessment program and any districtwide assessment of student achievement with allowable accommodations, if determined appropriate by the IEP team and recorded on the student's IEP. Students with significant cognitive disabilities in grades 1-12 receive instruction in the Access Points Standards, and those in grades 3 – 10 will be assessed with the Florida Alternate Assessment (FAA).

The [Exceptional Student Education Policies and Procedures](#) (SP&P) explains the requirements for the participation of students with disabilities in state and district assessments and should be reviewed for guidance.

Waivers and Exemptions: Information regarding assessment waivers for students with disabilities is explained in the [SP&P](#), to include the following:

- **Waiver of Statewide, Standardized Assessment Results for Students with Disabilities:** Per [Florida Statutes § 1008.22\(3\)\(c\)\(2\)](#), criteria for eligibility for an EOC

waiver is explained in the [SP&P](#). As determined by the IEP Team, students with disabilities who have taken the EOC, FAST, B.E.S.T. and/or FAA at least once may be eligible for an EOC waiver and/or a statewide standardized assessment waiver found on the Exceptional Student Education Electronic Management System (ESE-EMS). Parents (or students at the age of maturity) must approve the waiver requirements determined by the IEP Team, and it is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in [Florida Statutes § 1003.572](#).

- **Extraordinary Exemptions for Students with Disabilities:** In accordance with [Florida Statutes § 1008.212](#), a student with a disability may be eligible for an extraordinary exemption from participation in a statewide standardized assessment or FAA if the IEP team determines that a circumstance or condition prevents the student from physically demonstrating the mastery of skills that have been acquired and are measured by these assessments. The criteria for these exemptions are explained in the [SP&P](#) and in Florida Board of Education Rule [6A-1.0943](#).
- **Child with Medical Complexity:** Pursuant to [Florida Statutes §1008.22\(11\)](#), in addition to the exemption option, a child with a medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida Alternate Assessment. For a child who meets the definition of “medical complexity,” if the parent consents in writing, and the IEP team determines that the child should not be assessed based upon medical documentation that the child meets the definition of a child with medical complexity, then the parent may choose one of three assessment exemption options. These include a one-year exemption, a one-to-three year exemption, or a permanent exemption as explained in [Florida Statutes § 1008.22, \(11\)\(b\)](#). The criteria for these exemptions are explained in the [SP&P](#).

Florida’s Assessment for English Learners: The *Assessing Comprehension and Communication in English State-to-State for English Language Learners* (ACCESS for ELLs) is the annual summative English language proficiency assessment that is administered to all Kindergarten through 12th grade EL students. The assessment is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. ACCESS for ELLs monitors students’ progress in acquiring academic English. The Kindergarten ACCESS for ELLs, ACCESS for ELLs (grades 1-12), and Alternate ACCESS for ELLs - assessments for English Learners with significant cognitive disabilities (grades 1-12) will be administered as paper-based assessments during the school year.

B. Entrance Requirements, Grade Placement Requirements, and Attendance

Initial Entry Requirements: *School Board Policy 5112 - Entrance Requirements* establishes the admission and registration requirements for students entering school to include specific information regarding initial entry, proof of age, birth certificate, and verification of residence, health, and immunization requirements, etc. The documents required for registration may be viewed at the [Admission, Registration and Immunization Requirements](#) website. The [Initial Entry Registration Procedures Handbook](#) is an important guide for following the proper initial entry procedures.

Students enrolling from out of state, other districts in Florida, or who are foreign born, must adhere to the same admission and entrance requirements for registration. All students are assigned to attend the school in the school boundary where the parent resides, unless the child has received an assignment to another school through a Parent Choice Student Transfer, Controlled Open Enrollment Transfer, or through Miami-Dade County Public Schools' School Choice & Parental Options.

Health and Immunization Requirements: All children are required to present tangible immunization and health examination documentation prior to admittance to a Florida public school for the first time. As required by [Florida Statutes § 1003.22](#), district school boards must implement the requirements for health and immunizations outlined in this statute. For M-DCPS the health and immunization requirements are specified in the [Admissions, Registration, and Immunization Requirements](#) website.

Age of Mandatory Attendance: Per [Florida Statutes § 1003.21](#), all children who have attained the age of six (6) years or who will have attained the age of six (6) years by February 1st of any school year or who are older than six (6) years of age but have not attained the age of sixteen (16) years, except as otherwise provided in Florida law, are required to attend school regularly during the entire school term. All children enrolling in a District school shall meet the immunization requirements in [Florida Statutes § 1003.22](#), and provide evidence of a physical examination. The documents required for registration may be viewed at the [Admission, Registration and Immunization Requirements](#) website. The [Initial Entry Registration Procedures Handbook](#) is an important guide for following the proper initial entry procedures.

Prekindergarten Entry Requirements: Children who will attain the age of four years old on or before September 1st of the school year shall be eligible for admission to the Voluntary Prekindergarten Education Program during that school year.

Effective July 1, 2016: Per [Florida Statutes § 1002.53\(2\)](#), each child who resides in this state who will have attained the age of 4 years on or before September 1 of the school year is eligible for the Voluntary Prekindergarten Education Program during either that

school year or the following school year. The child remains eligible until the child is admitted to kindergarten, or unless he or she will have attained the age of 6 years by February 1 of any school year under [Florida Statutes § 1003.21\(1\)\(a\)1](#).

Four-year-old children with birthdays from February 2 through September 1 will be eligible to enroll in the Voluntary Prekindergarten (VPK) Program that year or postpone to the next year. The law does not affect four-year-olds with birthdays from September 2 through February 1.

All students enrolled in the VPK program must participate in the coordinated screening and progress monitoring program referenced in [Florida Statutes § 1008.25\(9\)](#).

Kindergarten Entry Requirements: Children who will attain the age of five years on or before September 1st of the school year shall be eligible for admission to public kindergarten during that school year. Entering kindergarten students are to participate in the FAST assessment PM1 to assess their readiness in order to determine whether they are in need of intervention and support pursuant to [Florida Statutes § 1008.25\(5\)](#).

Grade 1 Entry Requirements: Any child who will attain the age of six years on or before September 1st of the school year shall be admitted to grade 1 at any time during the school year if the child has successfully completed the kindergarten program or has otherwise met the criteria for admission or transfer in a manner similar to that applicable to other grades. The completion of kindergarten is defined as satisfactory completion in a public school, non-public school, or home education program from which M-DCPS accepts transfer of credits.

Promotion of students that have satisfactorily completed Kindergarten outside of M-DCPS to Grade 1: The assignment of a student to a higher grade should be made on the basis of the student's achievement and/or evidence that the student will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effect of the decision should also be considered. Social promotion, or assignment of grade level based solely on age, is prohibited per [Florida Statutes § 1008.25](#).

M-DCPS' procedures for promotion of a student from kindergarten to first grade, whose birth date falls after September 1, and whose parent presents documentation stating successful completion of kindergarten and promotion to first grade from a private institution, out-of-country or out-of-state are:

- Enrollment of the child into kindergarten for a maximum of ten (10) school days for a period of observation and assessment by the kindergarten teacher to determine readiness for grade 1;

- Recommendation by the kindergarten teacher for student promotion (if appropriate) to first grade;
- Approval by the principal for placement into first grade;
- Completion of Region Center Authorization for Promotion Form - Kindergarten to First Grade ([FM-6626](#));
- Formal notification to the parent that their child is receiving an accelerated grade placement;
- Placement of a copy of the parent's notification in the child's cumulative record folder; and
- The completed Region Center Authorization for Promotion Form - Kindergarten to First Grade ([FM-6626](#)), must be forwarded to the Federal and State Compliance Office so that the necessary grade change may be entered into the District Student Information System (DSIS).

Attendance: Regular and punctual school attendance are important to successful student progression. Students who are tardy or absent excessively from the instructional program will fall behind in academic achievement. Excessive school absenteeism precedes grade failure, loss of interest, and may result in students withdrawing from school. M-DCPS' attendance requirements are outlined in School Board Policy 5200: *Attendance*. Furthermore, the Federal and State Compliance Office's [Student Attendance Reporting Procedures](#) should be consulted by school site personnel to ensure compliance with all required guidelines. It is also important to note that [Florida Statutes § 1003.02\(1\)\(b\)](#), authorizes district school boards to establish policies that allow accumulated unexcused tardies and early departures from school to be recorded as unexcused absences.

C. Student Transfers and Registration

Student Transfers within the District: When transferring a student from one school to another within the district, it is the sending school's responsibility to ensure that all student records are complete prior to withdrawing the student. Per [Florida Statutes § 1003.25](#), the procedure for transferring and maintaining records of students who transfer from school to school is prescribed by rules of the State Board of Education. The transfer of records must occur within 5 school days of receipt of the request for records from the new school or district, or receipt of the identity of the new school and district of enrollment, whichever occurs first.

Student Registration from within the State, Other States, Non-Public Schools, Home Education Programs, Military Families or Other Countries

Grade Placement: The grade placement of students registering in M-DCPS from within the state, other states, non-public schools, home education programs, or other countries, will be determined by the principal of the receiving school, after an evaluation of the student's record has been made. For high school students, please refer to Florida Board of Education Rule [6A-1.09941](#), F.A.C., *State Uniform Transfer of High School Credits* and additional information beginning on page 13. Credits should be interpreted so that the requirements for promotion and graduation are not retroactive, provided the student has met all requirements for the grade placement in the school or home education program from which the student is transferring.

Age Discrepancy: In the absence of educational records or if a student's records reflect an age discrepancy of two years or more, placement will be according to chronological age as indicated in the following chart:

Student Chronological Age Assignment

Starting July 1, 2023, students who turn the age of 5 or 6 on or before September 1st of that year will be placed according to their age.

Age	2023-2024	Grade
5	2018	Kindergarten
6	2017	1 st Grade
7	2016	2 nd Grade
8	2015	3 rd Grade
9	2014	4 th Grade
10	2013	5 th Grade
11	2012	6 th Grade
12	2011	7 th Grade
13	2010	8 th Grade
14	2009	9 th Grade
15	2008	10 th Grade
16	2007	11 th Grade
17	2006	12 th Grade

Assessing Students: Students registering into the district should be immediately assessed for reading proficiency to determine if intervention is appropriate. This is especially important for grade 3 students. If a student registers after the administration of the statewide, standardized assessment (FAST ELA PM3) in grade 3, prior to the end of the school year, the school must determine whether the student is reading at a level of

proficiency. That determination should be made utilizing previous school records, classwork, the M-DCPS [Grade 3 Reading Student Portfolio](#) and other assessments.

Students of Military Families: Miami-Dade County Public Schools recognizes the importance of removing barriers to educational success imposed on children of military families. Furthermore, per [Florida Statutes § 1003.05\(3\)](#), enrollment priority is given to students whose parents are on active military duty. The [Initial Entry Registration Procedures Handbook](#) provides the guidelines for enrolling students of military families. The [Interstate Compact on Educational Opportunity for Military Children](#), is another useful resource. This compact addresses common problems that affect military-connected children as a result of frequent moves and deployments. Additional information and assistance are available on the [Division of Student Services](#) website.

Evaluating Courses on a Student's Record: When evaluating a student's record to determine the remaining credits needed for a high school diploma, retroactive requirements should not be imposed on the student. The [Transcript Review and Course Evaluation \(TRACE\)](#) is a system in the District Student Information System (DSIS) that records courses taken from other secondary institutions, courses taken outside of the M-DCPS regular school day (PK-12) and EOC assessments that students pass for purposes of graduation and acceleration.

Uniform Transfer of High School Credits: Uniform procedures must be adhered to as delineated in [Florida Statutes § 1003.4282\(7\)](#), and Florida Board of Education Rule [6A.1.09941](#), F.A.C., for acceptance of transfer work and credits. If a student enrolls in a Florida public high school from out of country, out of state, a private school, or a home education program and the student's transcript shows:

- A credit in Algebra 1, the transferring course final grade and credit shall be honored without the assessment results constituting 30% of the student's final course grade. In addition, the student must pass the statewide, standardized Algebra 1 EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra 1 administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the [Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act \(ESSA\)](#), 20 U.S.C. 627 ss. 6301 et seq.
- A credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the student must take and pass the statewide, standardized grade 10 ELA assessment, or earn a concordant score.
- A final course grade and course credit in Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the

student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 % of the student's final course grade.

Out-of-State Students: A student enrolling from an out-of-state school or home education program must provide all required documentation as indicated by the Federal and State Compliance Office and specified in the Initial Entry section of this document. In addition, the following guidelines apply:

- Any student who enrolls from an out-of-state public school or home education program and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required. However, if a student's records reflect an age discrepancy of two years or more, placement will be according to chronological age as indicated on the *Student Chronological Age Assignment* table on page 12.
- Any student who registers from out-of-state, a non-public school, or a home education program and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets the age requirements for public schools or home education program within the state from which he or she is transferring and if the transfer of the student's academic credit is acceptable under the policies of the School Board. However, if a student's records reflect an age discrepancy of two years or more, placement will be according to chronological age as indicated on the *Student Chronological Age Assignment* table on page 12. Prior to admission, the parent must also provide the data required below.

Out-of-Country Students: All out-of-country students shall register at an elementary, middle, or senior high school serving the attendance area approved by the School Board for the actual residence of the parent and a determination will be made subsequently as to the student's accurate grade placement subject to the criteria below.

Out-of-Country Students Placement: Programmatic assessment of out-of-country students takes place at the school, with staff seeking to document what prior school experiences each new student possesses, by using the student's school records, transcripts, and other evidence of educational experiences to determine a recommended grade level placement. Students who have educational records from their home country must be placed in grade level/courses based on these records. Students from foreign countries may be seeking enrollment in a K-12 public school system even though they may have completed all the years of public education in their country. If they have a terminal diploma or certificate equivalent to a high school diploma, the student may enroll in adult education courses (DPS: 95-201, 6/23/1995). However, if a student's records reflect an age discrepancy (only) of two years or more, placement will be according to chronological age as indicated on the *Student Chronological Age Assignment* table found

on page 12. Any adjustment resulting in lowering of grade level placement must be thoroughly documented with home language assessment data, e.g., tests, and class work. Any such lower grade level placement for English Learners (ELs) must be reviewed and approved by an EL committee and submitted for district review to the Chief Academic Officer, Office of Academics and Transformation, or designee. The parent must be informed prior to the grade level adjustment.

Out-of-Country Students-Interpreting Educational Records: In those instances where school site personnel are unable to interpret a transcript from a foreign country, the Foreign Records Department at the Federal and State Compliance Office will provide a detailed interpretation, translation, and conversion of coursework taken at each grade level in the foreign country, along with the equivalent grade earned in each subject area. However, the student's enrollment in school shall not be delayed while the records are being evaluated by the Federal and State Compliance Office.

Out-of-Country Students Without Educational Records: Out-of-country students without educational records shall be placed according to the student's age. The student's age as of September 1st of the school year shall be the official age used to determine the appropriate grade level for placement. *The Student Chronological Age Assignment* table on page 12 should be consulted for placement.

Out-of-country students registering at the middle or senior high school level cannot be automatically placed in the lowest grade at that level. Principals shall take appropriate steps, in cooperation with the faculty, to assess the student's level of learning in the core content areas and recommend the most appropriate placement for the student. Principals will use testing, faculty interviews, and/or the advice of proper placement given by the [Foreign Records Department](#) at the Federal and State Compliance Office. [FM 7690](#) (02-18) GRADUATION REQUIREMENT WAIVER FOR TRANSFERRED STUDENTS form shall be completed when requesting course requirement waivers.

Special care should be exercised to ensure that a student's limitation in their ability to communicate in English is not a factor to be considered in determining grade placement. Ultimately, grade placement is the responsibility of the principal in cooperation with the professional staff of the school. Once the most appropriate grade placement has been determined, credit and subject requirements associated with grades below the student's grade assignment are to be evaluated.

Students placed in Exceptional Student Education (ESE): A student placed in Exceptional Student Education (ESE) is one who was previously enrolled as an ESE student in any other school district or agency and who is enrolling in a different Florida school district or in an educational program operated by the Department of Education through grants or contractual agreements in accordance with [Florida Statutes § 1003.57](#). For information about students placed in ESE, see the Exceptional Student Education

Policies and Procedures ([SP&P](#)), which is incorporated by reference into School Board Policy 2460, *Exceptional Student Education*.

Section 504 Students: A 504 student is a student who was previously enrolled in any other school or agency with an active Section 504 Accommodation Plan and who is enrolling in a Florida school district. Upon notification that a student is one with an active Section 504 Plan, the receiving school must review the existing Section 504 Plan and must revise it as needed.

Students from Another State or a Foreign Country who Enter Grade 11 or 12: Per [Florida Statutes § 1003.433](#), students who enter a Florida public school at the 11th or 12th grade from out of state or out of country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which the student is relocating. [FM 7690](#) (02-18) GRADUATION REQUIREMENT WAIVER FOR TRANSFERRED STUDENTS form shall be completed when requesting course requirement waivers.

D. Florida Home Education Program (FHEP)

The Federal and State Compliance Office provides information and guidance to parents who home school their children. The [Home Education website](#) is an important resource for families in Miami-Dade County who are interested in a home education program.

Home Education students in grades K through 11 may enter M-DCPS at any time throughout the year. Returning students are to be scheduled in sequential and rigorous academic courses based on the transcript, grades or portfolio presented at the time of enrollment.

Home Education students in grade 12 may enroll in school up until the end of the first semester of their senior year, exclusively. Twelfth grade home education students will not be accepted during the second semester of the senior year. Course credits, as presented in the home education portfolio at the time of enrollment at the receiving school, shall be officially validated exclusively at the completion of the 12th grade (second semester), based on the current student course performance at the receiving school.

If the student completes course credits in the assigned sequential classes during the second semester of the current year with a final passing grade, the home education course credits, as presented in the portfolio, are to be entered into TRACE with the letter grade of 'P' for pass; however, if the student completes course credit of the current year

with a final failing grade, the home education course credits, as presented in the portfolio, are to be entered into TRACE with the letter grade of 'F' for fail.

E. Alternative Education and Dropout Prevention Programs

Students who have the potential to overcome those deficits which are inhibiting progress, including those students who have been retained for two or more years, may be given an assignment to a special program, e.g., alternative education/dropout prevention program, or special class within the regular school. These students are to be provided instruction designed to continue their progress toward age-appropriate proficiency level objectives and competencies.

A student with disabilities referred for placement into an alternative education program shall have an IEP review prior to that placement. A staff representative of Alternative Education shall participate in that review. This requirement shall not apply to a student served in a youth services program, an agency-based substance abuse program, or an in-school suspension program.

ELs meeting the eligibility criteria for individual dropout prevention program categories shall be considered for placement and enrollment in the appropriate alternative education program based on student needs. Limited English proficiency shall not be used as a criterion for placement.

F. Placement into an Extended School Year (ESY) Program for Students with Disabilities

For information about the Extended School Year (ESY) Program for students with disabilities, see [SP&P](#), which is incorporated by reference into School Board Policy 2460, *Exceptional Student Education*.

G. Optional Participation in Other Educational Opportunities

Parents have the option of allowing their child to take virtual courses in lieu of courses offered at a student's school. Placement in other educational opportunities, such as Florida Virtual School, Miami-Dade Online Academy, Miami-Dade Virtual School, magnet programs, and other Schools of Choice programs, is subject to School Board policies and established procedures governing participation in the particular program. In all such cases

students are required to meet the minimum standards established for students in the regular program.

H. Promotion and Retention Policies

Promotion: State and district requirements for promotion are established in this *Student Progression Plan*. [Florida Statutes § 1008.25\(6\)](#), prohibits social promotion indicating that no student may be assigned to a grade level based solely on age or other factors that constitute social promotion. A student's progression from one grade to another is based on a student's mastery of the state academic standards in English language arts, mathematics, science, and social sciences. This state statute also requires M-DCPS to set standards that students must meet for promotion to the next grade. The basis for making the determination to promote a student will reflect teacher judgment based on the following: progress tests, classroom assignments, daily observation, standardized tests, state assessments, and other objective data. The primary responsibility for determining each student's level of performance and ability to function academically, socially, and emotionally at the next proficiency level is that of the classroom teacher, subject to review and approval of the principal.

Promotion of English Learners (ELs): Promotion for ELs and ELs with disabilities with **less than two years in the ESOL program, when feasible and as appropriate**, is to be based on the student's performance in the student's home language. The basis for making the determination to promote a student will reflect teacher judgment based on the following: progress tests, classroom assignments, daily observation, intervention, report cards, other objective data, and not on diagnostic assessments that require proficiency in English. Promotion for ELs with **more than two years** in an ESOL program must meet grade level performance as provided in [Florida Statutes § 1008.25](#), and be based on the student's performance in English.

Promotion of Students with Disabilities: The established policy on student promotion is the same for students with disabilities as it is for the general education population. The IEP team does not have the authority to make promotion or retention decisions. ELs with disabilities follow the promotion and retention procedures established for non-disabled ELs. IEP/EL committees have the obligation to convene and review the students' progress and to make recommendations. Florida Statutes related to promotion supersede the authority of the IEP/EL Committee.

Midyear Promotion for K-8 Students: Any student in grades K-8, with the exception of grade 3, who has been retained, may be assigned at any time during the next school year to the next higher grade upon teacher recommendation, if the principal determines that

conditions for promotion have been met and that the student will be able to benefit from instruction at the higher grade.

Midyear Promotion for Retained Third Grade Students: Effective with the 2004-2005 school year, district school boards are required to adopt and implement a policy for the midyear promotion of any student retained in third grade due to a reading deficiency as required by [Florida Statutes § 1008.25\(5\)\(b\)](#). As per Florida Board of Education Rule [6A-1.094222](#), such midyear promotions of retained third grade students should occur during the first semester of the academic year.

1. To be eligible for midyear promotion, a student must demonstrate that he or she:
 - a. Is a successful and independent reader as demonstrated by reading at or above grade level;
 - b. Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by School Board policy.

For retained third grade students in M-DCPS, beginning in the 2023-2024 school year, the Fall (PM1) administration of the FAST ELA assessment will be used to determine reading proficiency for this purpose. Retained third grade students who receive a Level 2 or above on the FAST ELA PM1 and meet the requirements of 1 (a) and (b) may be eligible for the midyear promotion to fourth grade during the first semester of the academic year. Any retained third grade student who has been promoted midyear to fourth grade must continue to be included in the schoolwide system of progress monitoring for the entire academic year and if necessary for additional school years.

Retention: Research indicates that grade retention should not be used as a widespread strategy or remedial action. While most of the research does not support retention, there are instances when a student who does not meet the levels of performance for student progression may be retained. This will provide the student with additional time to master the District and State standards in ELA, mathematics, science, and social science that are required for success in the next higher grade. Student progress toward achieving the levels of performance is measured through statewide standardized assessments, District assessments, and other selected indicators, such as classroom work, observations, tests, homework, and portfolios. The level of mastery of each objective and competency will vary from student to student, and all students should demonstrate growth toward mastery of objectives and competencies. Per [Florida Statutes § 1008.25](#), third grade students who do not score a Level 2 or above on the statewide, standardized reading assessment, the FAST ELA administered in the Spring (PM3), may not be promoted to grade 4 unless eligible for a good cause promotion. The good cause promotion criteria for grade three students are explained in the *Elementary Requirements* section of this document beginning on page 59.

In order for a student to be retained, the academic grades in core subjects on a student's report card must reflect the student's inability to meet appropriate levels of performance even when interventions have been delivered and monitored with fidelity. The student should also have been included in the school's system of progress monitoring and parents should be aware of the student's academic deficiencies and the academic support provided by the school. Teachers and administrators have an obligation to provide timely intervention in an effort to prevent retention of students who have the potential to overcome academic deficits in selected areas without repeating an entire year of study. All students, and especially those in primary grades, who exhibit significant risk, must be given intensive intervention as soon as that risk is identified, in order to avoid retention. Students who meet all criteria for grade promotion should not be retained for other reasons that are beyond the scope of academic progress. Final decisions regarding student promotion and retention are the responsibility of the principal.

Elementary School Retentions: If an elementary school student is to be retained, the retention intervention strategies must be completed as explained in Appendix B. If the school has an extraordinary reason for the inability to complete the required intervention strategies, a *Request for Waiver*, ([FM-4370](#)), must be submitted to the Region Superintendent for any student to be retained.

Retention of English Learners (ELs) in the Elementary School Grades: Retention recommendations for ELs, **regardless of time in the program and grade level**, require the review and recommendations of the EL Committee and must include documentation that indicates no academic progress in reading, writing, and mathematics in English or the student's home language as reflected by report card grades. Progress monitoring and interventions, as well as EL Committee recommendations, must be documented. It should not be solely based on diagnostic assessments that require proficiency in English.

Retention recommendations for ELs in grades K-2 who have participated in the ESOL program for **less than two years** must be reviewed by the Department of Bilingual Education and World Languages, using [FM-7369](#). These retention recommendations must have documentation that indicates no progress in reading, writing, and mathematics in either English and/or the student's home language.

ELs in grade 3 who have been in the ESOL program for less than two years may be exempted from the mandatory retention as provided in [Florida Statutes §1008.25\(6\)\(b\)](#). Promotion for ELs in third grade with less than two years in an ESOL program is to be based on good cause #1 as defined on page 71 Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on Date of Entry into a U.S. School (DEUSS).

Third grade ELs are eligible for all other exemptions, including good cause #3, alternative assessments, and good cause #4, student portfolio. Promotion for ELs with **more than two years** in an ESOL program must meet grade level performance standards as provided in [Florida Statutes § 1008.25](#), and be based on the student's performance in

English. For these students, the above-mentioned Florida statute supersedes the authority of the EL Committee.

For the purpose of exemption from mandatory retention of third grade ELs, under good cause #1, two years means no less than a total of two full calendar years as measured from the date the student entered a U.S. school, *Date Entered U.S. School* (DEUSS) to the date when the statewide standardized assessment scores from the grade three standardized ELA assessment are released. DEUSS date must be used regardless of interruption of instructional services. As per the Florida Department of Education, as of August 3, 2017, schools may consider the good cause exemption is also appropriate for ELs traveling in and out of the country, **who have NOT had** two years of instruction in an English for Speakers of Other Languages (ESOL) program. To make a good cause decision, an EL committee should be convened where documentation on the student's English language progress is evaluated. Considerations include:

- Documentation of less than two years **accumulated** time in an ESOL program in the U.S.
- Verification of the DEUSS date (starting point)
- Verification of re-entry dates (code E09, signifying any PK-12 student who enters a Florida school from a country other than the U.S. or U.S. commonwealth/territory)
- Student level of English language proficiency
- Academic experience in both English and the heritage language
- Transcripts from schools outside the United States

Retention of Third Grade Students: As per [Florida Statutes § 1008.25](#), to be promoted to grade 4, a student must score a Level 2 or higher on the required statewide, standardized English Language Arts assessment. If a student's reading deficiency is not remedied by the end of grade 3, the student must be retained unless eligible for a good cause promotion. The good cause promotions for grade three students are explained in the Elementary Requirements section of this document beginning on page 71.

Additional Promotion and Retention Information

Identification of Students Not Meeting Satisfactory Student Performance Levels on State and District Assessments: The District provides school-site personnel with access to various reports on student performance data to assist in the identification of students who are not meeting district or state standards in reading, writing, mathematics, science, and social science. School personnel may use these reports, as well as other relevant information, to identify students who need to be part of the school-wide system of progress monitoring.

The Role of Teacher Judgment: The teacher's judgment and the student's work portfolio play a critical role in the evaluation of a student's satisfactory performance and in the identification of a student's area(s) of academic need. Pertinent factors, such as teacher observation, classroom assessment results, and classroom performance, must be considered by the teacher in order to identify the intervention(s) and/or intensive instructional strategies that will assist that student in meeting district and state performance levels.

I. Progress Monitoring

The academic progress of students must be monitored to ensure that students are mastering the standards for a grade level or course. In accordance with the requirements of [Florida Statutes § 1008.25](#), each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment (FAST ELA), the statewide, standardized Mathematics assessment (FAST Mathematics), or the Algebra 1 EOC must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

A student who does not achieve a Level 3 or above on the aforementioned statewide standardized assessments must either be covered by an IEP or be included in a school's system of progress monitoring. The student's progress resulting from the academic support (interventions, tutoring, intensive reading/mathematics courses, etc., as applicable) must be monitored using the following assessments:

- FAST ELA, Grades 3-10 and Mathematics, Grades 3-8: Progress Monitoring (PM) 1 and PM2
- Grades K-8: i-Ready Diagnostic Tests (Reading and Mathematics)
- Grades 11-12: Midyear Assessments (ELA)
- Grades 6-12: HMH Read 180 and assessments in reading courses
- Enrolled students: Midyear Assessments in Algebra 1 and Geometry

As a function of the school wide system of progress monitoring, instruction and interventions should be adjusted, as necessary, depending upon the student's academic growth and attainment of the grade level/course standards. As part of progress monitoring, parents must be informed of the student's areas of academic need. Please

refer to the *Parental Notification* section of this document beginning on page 36 for additional information.

Intervention and Intensive Courses for Elementary Reading: Tier 2 Intervention and Tier 3 Intervention courses are used to provide academic support to students who score below a Level 3 on the statewide, standardized assessments.

Elementary Reading Interventions

2023-2024 Grades K-5 Assessment/Curriculum Decision Trees

All Elementary/K-8 Center schools are required to schedule reading in a dedicated, uninterrupted block of at least 90 minutes daily for all K-5 students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs. Refer to the [2023-2024 K-5 Assessment/Curriculum Decision Trees](#) below for placement into reading intervention. Assessment/Student Criteria is listed in priority order. **It is recommended that school sites review multiple data points including student grades for placement into intervention for the 2023-2024 school year.**

Note:

The Florida's Assessment of Student Thinking (FAST) will be administered three times per year. In Kindergarten, FAST PM1 may be used for placement into intervention since there is limited data available. However, Kindergarten ESOL Level 1's STAR scores **will reflect** a lack of language proficiency and therefore, they **should not** participate in Tier 2 or Tier 3 instruction. In grades 3-5, the first two progress monitoring assessments (PM1 and PM2) will not be used to place students in intervention since it is intended to gauge students' understanding of on-grade level benchmarks that may or may not have been taught prior to the administration of the assessment. PM1 and PM2 may be used as a guide to introduce, re-teach, or enrich grade level standards during whole group and/or small group instruction. Since FAST is assessing on-grade level standards of the current grade level, it is recommended that i-Ready Diagnostic data be used to identify students' overall placement based on reading domains. Refer to the [2023-2024 K-5 Assessment/Curriculum Decision Trees](#) on the next pages for placement into reading intervention. FAST PM3 will be used for student placement into intervention for grades 1-5.

Tier 2 Intervention					
Course Title: Basic Skills in Reading					
Grade	Assessment/ Student Criteria*		ESAP Program Codes	Course Title/ Course Number	Time/Frequency
K	2023-2024 Data 1. i-Ready Diagnostic Assessment Reading Scale Score at or below 361 OR 2. Below the 25 th percentile on FAST: Star Early Literacy (PM2)		<ul style="list-style-type: none"> • Program 71 Standard Subjects • Program 73 ESOL 	Course Title: Basic Skills in Reading K-2 Course Number: 5010020B2	150 minutes weekly
1	2022-2023 Data 1. Below the 25 th percentile on FAST: Star Early Literacy/ Star Reading (PM3)	2023-2024 Data 1. Below the 25 th percentile on FAST: Star Early Literacy/ Star Reading (PM1 or PM2) OR 2. i-Ready Diagnostic Assessment Reading Scale Score: 347-433	<ul style="list-style-type: none"> • Program 71 Standard Subjects • Program 73 ESOL 	Course Title: Basic Skills in Reading K-2 Course Number: 5010020C2	
2	2022-2023 Data 1. Below the 25 th percentile on FAST: Star Early Literacy/ Star Reading (PM3)	2023-2024 Data 1. Below the 25 th percentile on FAST: Star Early Literacy/ Star Reading (PM1 or PM2) OR 2. i-Ready Diagnostic Assessment Reading Scale Score: 419-488	<ul style="list-style-type: none"> • Program 72 Standard Subjects • Program 73 ESOL 	Course Title: Basic Skills in Reading K-2 Course Number: 5010020D2	
3	2022-2023 Data 1. Below the 25 th percentile on FAST: Star Early Literacy/ Star Reading (PM3)	2023-2024 Data 1. i-Ready Diagnostic Assessment Reading Scale Score: 474-510	<ul style="list-style-type: none"> • Program 72 Standard Subjects • Program 73 ESOL 	Course Title: Basic Skills in Reading 3-5 Course Number: 5010024E1	
4	2022-2023 Data 1. Level 2 on FAST Reading <u>PM3 only</u>	2023-2024 Data 1. i-Ready Diagnostic Assessment Reading Scale Score: 496-556	<ul style="list-style-type: none"> • Program 72 Standard Subjects • Program 73 ESOL 	Course Title: Basic Skills in Reading 3-5 Course Number: 5010024F1	
5	2022-2023 Data 1. Level 2 on FAST Reading <u>PM3 only</u>	2023-2024 Data 1. i-Ready Diagnostic Assessment Reading Scale Score: 542-580	<ul style="list-style-type: none"> • Program 72 Standard Subjects • Program 73 ESOL 	Course Title: Basic Skills in Reading 3-5 Course Number: 5010024G1	

Tier 2 NOTES:

- In accordance with Section 1008.25(5)(c), F.S., the parent of any student who exhibits a substantial deficiency in reading must be notified in writing that his or her child has been identified as having a substantial deficiency in reading, a description of the current services that are provided to the child, and 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. In addition, parents of students identified with a substantial deficiency in reading must be provided a [Read-At-Home Plan](#) that the parent can use to help with reading at home. It is recommended that Tier 3 placement be considered if the student is not showing progress in Tier 2 intervention. Refer to the [MTSS manual](#) for additional information.
- For ELL student placement into intervention, please refer to the [K-5 ELL Student Intervention Decision Tree 2023-2024](#)
- For ESE student placement into intervention, please refer to the [2023-2024 ESE Intervention Scheduling Guide](#).

Tier 3 Intervention (<i>in addition to Tier 2 Intervention</i>) Course Title: Functional Reading Skills					
Grade	Assessment/ Student Criteria*		ESAP Program Codes	Course Title/ Course Number <small>(Includes Tier 2 Intervention)</small>	Time/ Frequency <small>(Tier 2+Tier 3 minutes)</small>
K	2023-2024 Data 1. Retainees OR 2. Below the 10 th percentile on FAST: Star Early Literacy (PM1 or PM2)		<ul style="list-style-type: none"> • Program 74 Standard Subjects • Program 75 ESOL 	Course Title: Functional Reading Skills K-2 Standard Subjects & ESOL 5010022B1	<ul style="list-style-type: none"> • 210 minutes weekly • Tier 2=150 minutes + • Tier 3=60 minutes
1	2022-2023 Data 1. Below the 10 th percentile on FAST: Star Early Literacy/ Star Reading (PM3)	2023-2024 Data 1. Retainee OR 2. Below the 10 th percentile on FAST: Star Early Literacy/ Star Reading (PM1 or PM2) OR 3. i-Ready Diagnostic Assessment Reading Scale Score at or below 346	<ul style="list-style-type: none"> • Program 74 Standard Subjects • Program 75 ESOL 	Course Title: Functional Reading Skills K-2 Standard Subjects & ESOL 5010022C1	<ul style="list-style-type: none"> • 210 minutes weekly • Tier 2=150 minutes + • Tier 3=60 minutes
2	2022-2023 Data 1. Below the 10 th percentile on FAST: Star Early Literacy/ Star Reading (PM3)	2023-2024 Data 1. Retainee OR 2. Below the 10 th percentile on FAST: Star Early Literacy/ Star Reading (PM1 or PM2) OR 3. i-Ready Diagnostic Assessment Reading Scale Score at or below 418	<ul style="list-style-type: none"> • Program 74 Standard Subjects • Program 75 ESOL 	Course Title: Functional Reading Skills K-2 Standard Subjects & ESOL 5010022D1	<ul style="list-style-type: none"> • 210 minutes weekly • Tier 2=150 minutes + • Tier 3=60 minutes
3	2022-2023 Data 1. Below the 10 th percentile on FAST: Star Early Literacy/ Star Reading (PM3)	2023-2024 Data 1. Retainee OR 2. Below the <u>20th percentile</u> on FAST Reading (PM1 or PM2) OR 3. i-Ready Diagnostic Assessment Reading Scale Score at or below 473	<ul style="list-style-type: none"> • Program 74 Standard Subjects • Program 75 ESOL • Program 59 IA Standard Subjects • Program 15 IA ESOL 	Course Title: Functional Reading Skills 3-5 Standard Subjects & ESOL 5010026E1 5010026E4 (IA)	<ul style="list-style-type: none"> • 210 minutes weekly • Tier 2=150 minutes + • Tier 3=60 minutes • IA Course: 300 minutes weekly
4	2022-2023 Data 1. Level 1 on FAST Reading <u>PM3 only</u>	2023-2024 Data 1. Retainee OR 2. i-Ready Diagnostic Assessment Reading Scale Score at or below 495	<ul style="list-style-type: none"> • Program 74 Standard Subjects • Program 75 ESOL • Program 59 IA Standard Subjects • Program 15 IA ESOL 	Course Title: Functional Reading Skills 3-5 Standard Subjects & ESOL 5010026F1 5010026F4 (IA)	<ul style="list-style-type: none"> • 210 minutes weekly • Tier 2=150 minutes + • Tier 3=60 minutes • IA Course: 300 minutes weekly
5	2022-2023 Data 1. Level 1 on FAST Reading <u>PM3 only</u>	2023-2024 Data 1. Retainee OR 2. i-Ready Diagnostic Assessment Reading	<ul style="list-style-type: none"> • Program 74 Standard Subjects • Program 75 ESOL 	Course Title: Functional Reading Skills 3-5	<ul style="list-style-type: none"> • 210 minutes weekly • Tier 2=150 minutes + • Tier 3=60 minutes

		Scale Score at or below 541		Standard Subjects & ESOL 5010026G1	
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Tier 3 NOTES:

- Additionally, a student may be identified as having a substantial reading deficiency if the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.
- For ELL student placement into intervention, please refer to the [K-5 ELL Student Intervention Decision Tree 2023-2024](#)
- For ESE student placement into intervention, please refer to the 2023-2024 [ESE Intervention Scheduling Guide](#).

Please refer to the [2023-2024 K-5 Assessment/Curriculum Decision Trees](#).

Intervention for ELs Two Years or Less Home Language Arts (HLA): HLA is the appropriate intervention for ESOL Levels 1 and 2 of **two years or less**. ELs who are not making progress in their home language, and are having difficulties in either ESOL or HLA, and do not seem to respond to a change in strategy or program model, should be assessed in Spanish, Haitian-Creole or in their native language, if possible. An EL committee must be convened to determine alternative strategies or referral to Response to Intervention (RTI). Please refer to the [2023-2024 ELL Student Intervention Decision Tree](#).

Intensive Reading Acceleration Course: Each school, when applicable, shall establish an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. The intensive acceleration course must provide the following:

1. Uninterrupted reading instruction grounded in the science of reading for the majority of student contact time each day and opportunities to master the grade 4 state academic standards in other core subject areas through content-rich texts.
2. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.
3. Targeted small group instruction.
4. Reduced teacher-student ratios.
5. The use of explicit, systematic, and multisensory reading interventions grounded in the science of reading, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist, if necessary, that have proven results in accelerating student reading achievement within the same year.
6. A read-at-home plan.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. Students can be enrolled in an Intensive Reading Acceleration course to ameliorate the student's specific reading deficiency and close the achievement gap.

The Intensive Reading Acceleration Course must be taught by a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under [Florida Statutes § 1012.34](#).

Students will continue receiving a 90-minute uninterrupted English Language Arts Tier 1 block, 30 minutes of writing, 60 minutes of mathematics, special area classes, and a 90-Minute Intensive Acceleration Class that will incorporate Tier 2 and 3 intervention, social science, and science.

Intensive Reading Acceleration Course for ELs: For EL students, placement into an Intensive Acceleration (IA) course requires the appropriate ESAP code and is determined on an individual basis.

Middle School Intensive Mathematics and Reading Courses: Middle schools may convert the following annual courses to semester courses for academic support purposes.

Number	Title	Repeatability	Credit	Certification
100001002	M/J Intensive Reading 1 Tier 2 – Gr. 6	Yes	Annual: Elective	Reading
100001207	M/J Intensive Reading 2 Tier 2– Gr. 7	Yes	Annual: Elective	Reading
100001408	M/J Intensive Reading 3 Tier 2 – Gr. 8	Yes	Annual: Elective	Reading
1000010P1	M/J Intensive Reading 1 Tier 3 – Gr. 6	Yes	Annual: Elective	Reading
1000012P7	M/J Intensive Reading 2 Tier 3 – Gr. 7	Yes	Annual: Elective	Reading

1000014P8	M/J Intensive Reading 3 Tier 3 – Gr. 8	Yes	Annual: Elective	Reading
1204000T6	M/J Foundational Skills in Mathematics – Gr. 6	Yes	Annual: Elective	Any appropriate Mathematics
1204000T7	M/J Foundational Skills in Mathematics – Gr. 7	Yes	Annual: Elective	Any appropriate Mathematics
1204000T8	M/J Foundational Skills in Mathematics – Gr. 8	Yes	Annual: Elective	Any appropriate Mathematics

High School Intensive Mathematics, Reading and Science Courses: Senior high schools may convert the following annual courses to semester courses for academic support purpose:

Number	Title	Repeatability	Credit	Certification
1000412I1	Intensive Reading 1 Tier 2 – Gr. 9	Yes	Annual: Elective	Reading
1000414I2	Intensive Reading 2 Tier 2 – Gr. 10	Yes	Annual: Elective	Reading
1000412P1	Intensive Reading 1 Tier 3 – Gr. 9	Yes	Annual: Elective	Reading
1000414P2	Intensive Reading 2 Tier 3 – Gr. 10	Yes	Annual: Elective	Reading
1000416T1	Intensive Reading 3 Gr. 11 Retakers	Yes	Annual: Elective	Reading
1000418T2	Intensive Reading 4 Gr. 12 Retakers	Yes	Annual: Elective	Reading
1200400T9	Foundational Skills in Mathematics 9-12 – (Gr. 9 Algebra)	Yes	Annual: Elective	Any appropriate Mathematics

1200400T0	Foundational Skills in Mathematics 9-12– (Gr. 10 Alg. I/Geo Rtk)	Yes	Annual: Elective	Any appropriate Mathematics
1200400T1	Foundational Skills in Mathematics 9-12– (Gr. 11 FSA Retakers)	Yes	Annual: Elective	Any appropriate Mathematics
1200400T2	Foundational Skills in Mathematics 9-12– (Gr. 12 FSA Retakers)	Yes	Annual: Elective	Any appropriate Mathematics
1200400TG	Foundational Skills in Mathematics 9-12 (Gr. 10 Geo Tier 2 & 3 Sel Stu)	Yes	Annual: Elective	Any appropriate Mathematics
170030003	Research 1	No	Annual: Elective	Any Appropriate Science

J. K-12 Acceleration Options for High Academic Achievement

In order to address the needs of students with high academic achievement at the elementary, middle, and high school level, M-DCPS provides options for academically challenging curriculum and academic acceleration. These options, published annually in this document, are routinely communicated to schools and parents.

Acceleration Options for Grades K-12

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options: As per [Florida Statutes § 1002.3105](#), ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. At a minimum, each school must offer the following ACCEL options: whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under [Florida Statutes § 1003.4295](#). Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; rigorous industry certifications that are articulated to college credit and approved pursuant [Florida Statutes § 1003.492](#) and [1008.44](#); work-related internships or apprenticeships; curriculum compacting; advanced-content instruction; and telescoping curriculum. Parents may make a request to the school principal for their child to be considered for an ACCEL option. Students must meet

specified eligibility requirements. Appendix A *ACCEL Options* explains these requirements as well as procedural requirements for schools.

Credit Acceleration Program (CAP): As per [Florida Statutes § 1003.4295](#), CAP is created for the purpose of allowing a student to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment, an Advanced Placement Examination, or a College Level Examination Program (CLEP). A student who is not enrolled in the course, or who has not completed the course, but attains a passing score on the corresponding EOC assessment, Advanced Placement Examination, or CLEP will be awarded credit. The student's passing scores on the EOC may be "banked" for the accumulation of high school credit. The school district shall permit a public school or home education student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment or examination.

Assignment to Higher Grade or Higher-Level Class: Students who meet academic performance criteria may be eligible for assignment to a higher-level class or grade. The assignment of a student to a higher-level class or grade which results in the student's skipping a prerequisite class or grade or part of a grade should be made on the basis of exceptionally high achievement by the student and evidence that the student will benefit more from the instructional program at the advanced class or grade level. The probable long-range academic, social, and emotional effect of the decision should be considered. The principal has the responsibility for assessing and recommending such assignments, but a child will not be accelerated without parental consent. [FM-2228](#) outlines criteria for promotion. It must be signed by a core academic area teacher, school counselor, school principal, region superintendent and parent in order to advance the student. Once [FM-2228](#) is completed and signed by all parties, the grade level change is a school level function that can be implemented through DSIS. This form must be maintained in the student's cumulative folder.

Middle School Acceleration Options

Students in grades 6, 7, and 8 may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study. Such courses are considered when computing grade point averages and rank in class. Up to six credits may be earned (with parental permission) in grades 6, 7, and/or 8, for courses taken, which may be applied toward the total credits needed for graduation, college admission, or for the Florida Bright Futures Scholarship requirements. The recommended courses are listed in the table below, *Recommended High School Courses for Middle School Students*. There are other options for courses that students may take through Florida Virtual School as explained on page 35. If a middle grades student wishes to enroll in more than six high school credits, then the request should be made in accordance with the ACCEL option, beginning on page 29 and in Appendix A, *ACCEL Options*. School counselors should advise students of the potential benefits and risks of taking multiple high school level

courses and monitor the high school courses taken at the middle school. During the time students are enrolled in designated high school courses, they are considered to be grade 9 students for those class periods. Students and their parents shall be informed that all high school credit courses taken in middle school will be included in their high school transcript. Factors to be considered in taking high school courses while in middle school include the impact on the students' GPA and subsequent rank in class, the possible lack of recognition by the National Collegiate Athletic Association (NCAA) for senior high school courses taken in a grade below grade 9, and the benefit of retaking a course in which skills have not been mastered. Courses taken will remain a part of a student's middle school record, as well as the student's senior high school record.

Recommended High School Courses for Middle School Students

High School Courses for Middle School Acceleration	Additional Information
Algebra 1 Honors, Pre-AICE Mathematics 1, or IB Middle Years Algebra 1	<ul style="list-style-type: none"> ▪ Courses offered by Florida Virtual School ▪ Credit is contingent upon earning a passing grade in which the EOC results constitute 30% of the final grade. ▪ Passing the Algebra 1 EOC is a graduation requirement.
Geometry Honors, Pre-AICE Mathematics 2, or IB Middle Years Geometry	<ul style="list-style-type: none"> ▪ Courses offered by Florida Virtual School ▪ Credit is contingent upon earning a passing grade in which the EOC results constitute 30% of the final grade.
Physical Science Honors, Pre-AICE Physical Science	<ul style="list-style-type: none"> ▪ Courses offered by Florida Virtual School. ▪ Must meet science lab requirements
Biology 1 Honors, Pre-AICE Biology, or IB Middle Years Biology	<ul style="list-style-type: none"> ▪ Courses offered by Florida Virtual School ▪ Credit is contingent upon earning a passing grade in which the EOC results constitute 30% of the final grade. ▪ Must meet science lab requirements
Any high school level Foreign Language 1 & above	<ul style="list-style-type: none"> ▪ Courses offered by Florida Virtual School.

High School Acceleration, Academic, and Career Planning Options

Per [Florida Statutes § 1003.02](#), at the beginning of each school year, each high school shall notify students in or entering high school and the student's parent of the opportunities and benefits through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and early admission; career and professional

academies; career-themed courses; the Career and Technical graduation pathway; work-based learning opportunities, including internships and preapprenticeship programs; foundational and soft skills credentialing programs as well as the availability of course offerings through Florida Virtual School courses; and options for early graduation under [Florida Statutes § 1003.4281](#), and provide students and parents with guidance on accessing and using Florida's online career planning and work-based learning coordination system and the contact information of a certified school counselor who can advise students and parents on those options.

Advanced Placement (AP): AP is an acceleration mechanism administered by the College Board providing for college level instruction in high school. Postsecondary credit for an AP course may be awarded to students who earn a minimum of a 3 on a 5-point scale on the corresponding AP exam. [[Florida Statutes § 1007.27\(5\)](#)]

Career and Technical Education: Any career and technical education course authorized for grades 13 or higher may be taken for credit by students in grades 9 - 12, based on the career objectives of the students. M-DCPS adheres to a policy of nondiscrimination in requirements for admission to and graduation from programs offered at postsecondary area technical centers operated by the district. The district will provide (on a case-by-case basis), waivers, accommodations, and reasonable substitutions in meeting the admission and graduation requirements for students with disabilities at postsecondary area technical centers.

Per [Florida Statutes § 1001.43](#), all district high schools are required to host a career fair, starting in the 2023-2024 school year, either individually on the campus of a high school or as a collaboration between multiple high schools and/or districts at an alternate location. The career fair must be during the school day, held on the campus of the high school or within reasonable driving distance (if not a joint career fair at an alternate location), cater to grades 11 and 12, and allow students to meet or interview with potential employers. The event may integrate Florida's online career planning and work-based learning system.

Career Pathway: Career Pathway is a senior high school transition initiative that allows students to obtain a sequential program of study which leads to a postsecondary career. Career Pathway students typically select general programs of study; show interest in career technical fields; earn an industry certification, earn articulated post-secondary credits at select institutions; transition on to a two-year certificate program; or pursue an associate or baccalaureate degree. The Career Pathway program of study provides students with skills and knowledge through a variety of curriculum choices and college credits. The list of authorized Career Pathway courses is included in the [M-DCPS Course Code Directory](#).

Credit by Examination: Credit by examination is a method by which postsecondary credit is earned based on the receipt of a specified minimum score on a nationally standardized general or subject area examination. These credits are not accepted by the NCAA for athletic eligibility. [[Florida Statutes § 1007.27\(5\)](#)]

Dual Enrollment: Dual Enrollment is an articulated acceleration mechanism open to eligible secondary students (grades 6-12) in Florida public schools. To enroll in dual enrollment academic courses, students must demonstrate a readiness to successfully complete college-level course work and have attained a qualifying grade point average. [[Florida Statutes § 1007.271](#)] In order to determine the high school equivalency and the high school credit awarded for postsecondary courses completed through dual enrollment, please refer to the most current FDOE [Dual Enrollment Course – High School Subject Area Equivalency List](#) and [Dual Enrollment Course - High School Area Equivalency List Career Dual Enrollment Credit](#). The district must weigh college-level and career dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses when grade point averages are calculated. The list of currently active and authorized courses for dual enrollment is found in the [M-DCPS Course Code Directory](#).

All secondary schools must follow the Dual Enrollment master scheduling protocols established by the Office of Information Technology Services (ITS) Systems Programming in order to ensure the capturing of Dual Enrollment data for students participating in both on school campus and off school campus dual enrollment courses. [School Board Policy 2271-Dual Enrollment Programs](#) outlines the District's policy.

Early Admission: Early admission is a form of dual enrollment through which eligible grade 12 students may enroll in a college or university on a full-time basis in courses that are creditable toward a high school diploma and the associate or baccalaureate degree. In order to be considered a full-time dual enrollment, early admission student, the student must meet the GPA and college entrance exam criteria and enroll in a minimum of twelve (12) college credit hours but may not enroll in more than fifteen (15) college credit hours per semester.

Early High School Graduation: Students may qualify for early graduation, fewer than eight semesters, as per [Florida Statutes § 1003.4281](#), if they meet specific requirements that include completing a minimum of 24 credits, achieving a cumulative grade point average of 2.0 on a 4.0 scale, and earning passing scores on all applicable state assessments meeting the graduation requirements set forth in [Florida Statutes § 1003.4282](#). Schools shall notify parents of students who are eligible to graduate early. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's graduating class, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's graduating class. A student who graduates early must comply with district school board

rules and policies regarding access to the school facilities and grounds during normal operating hours.

If eligible for a Florida Bright Futures Scholarship Program award under [Florida Statutes § 1009.538](#), a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation.

ACCEL Eighteen (18) Credit High School Graduation Option: As per [Florida Statutes § 1002.3105](#), an 18-credit graduation option is available for a student who meets the applicable grade 9 cohort graduation requirements for a standard high school diploma as per [Florida Statutes § 1003.4282](#). For the 18-credit graduation option requirements see below.

- **Students entering Grade 9 prior to the 2023-2024 school year:**
 - There are 3 elective credits instead of the 8 elective credits, and
 - Physical Education is not required.
- **Students entering Grade 9 in the 2023-2024 school year and thereafter:**
 - There are 2.5 elective credits instead of the 7.5 elective credits, and
 - Physical Education is not required.

Career and Technical Education (CTE) High School Graduation Pathway Option (18 credits): A student is eligible to complete an alternative pathway to earning a standard high school diploma through the CTE pathway option. Receipt of a standard high school diploma awarded through the CTE pathway option requires the student's successful completion of at least 18-credits. A student completing the CTE pathway option must earn:

- At least a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

In order for a student to meet the requirements of the CTE graduation pathway, he or she must meet the GPA requirement and:

For students entering Grade 9 prior to the 2023-2024 school:

- Complete 4 credits in English Language Arts (ELA), 4 credits in mathematics, 3 credits in science, 3 credits in social sciences;
- Complete 4 elective credits instead of 8
 - Complete 2 credits in career and technical education course. The courses must result in a program completion and an industry certification; and
 - Complete 2 credits in electives or work-based learning programs; Physical Education is not required. A student may include one-half credit of financial literacy in the two credits of electives.

- Fine Arts and Performing Arts, Speech and Debate, CTE or Practical Arts is not required.

For students entering Grade 9 in the 2023-2024 school and thereafter:

- Complete 4 credits in English Language Arts (ELA), 4 credits in mathematics, 3 credits in science, 3 credits in social sciences;
- Complete 3.5 elective credits instead of 7.5
 - Complete 2 credits in career and technical education course. The courses must result in a program completion and an industry certification; and
 - Complete 1.5 credits in electives or work-based learning programs; Physical Education is not required.
- Fine Arts and Performing Arts, Speech and Debate, CTE or Practical Arts is not required.

Florida Virtual School (FLVS): Secondary students are eligible to enroll in the FLVS on a part-time basis. The courses offered are teacher-facilitated and are available throughout the state. Courses are based upon the state academic standards or the requirements of The College Board. The courses have been assigned [Florida Course Code Directory \(FDOE Course Code Directory\)](#) numbers and generate full middle and/or high school credit upon successful completion. Schools may view student enrollment online at [FLVS's web site](#) through a school account. A complete list of courses is available through FLVS's web site. For high school courses that may be available to middle school students, refer to the list of senior high school courses that may be taken by students in middle school. Parents have the right to choose the FLVS option for their children. A student's full-time school may not deny access to courses offered by FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. School counselors should provide academic advisement to ensure that students select appropriate courses and understand all implications for graduation and postsecondary plans. These courses can be scheduled as part of or in addition to the student's regular school day.

International Baccalaureate, Advanced International Certificate of Education and International Studies Programs: The International Baccalaureate (IB) Diploma Program, the Advanced International Certificate of Education Program (AICE), and the International Studies (IS) are programs for which eligible high school students may earn postsecondary credits based on passing corresponding exams. In addition, successful completion of the IB curriculum or the AICE curriculum are two options to earn a Florida standard high school diploma.

K. Parental Notification

Communication between the school and the parent is essential and parental notification of student academic progress is a requirement as indicated in [Florida Statutes § 1008.25](#). For students from homes where a language other than English is spoken, every effort should be made for communication to take place in the parent's language. Guidance for communication with parents is provided in the following sections.

Written Notification to Parents: The parent or adult student must be notified in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. Parents should also be notified in writing when a student is receiving instruction in an accelerated class or grade placement to include courses taken with Florida Virtual School and/or other district-approved online courses. A copy of this notification should be placed in the cumulative record folder. An acknowledgment of the receipt of such notification should be obtained. Parents must also be provided with results from the state's FAST Progress Monitoring Assessments, available on the Florida Family Portal (<https://fl-familyportal.cambiumast.com/#/>) within two weeks of administration in accordance with [Florida Statutes § 1008.25](#).

Report card grades must clearly reflect the student's level of achievement. The parent must be able to assume that students earning satisfactory grades in the regular program are achieving within the range appropriate or acceptable for their grade or the course in which they are enrolled. Any exceptions must be made clear through comments entered on the report card. The parent of any child who is to be retained shall be requested to attend a conference with the principal or designee.

Interim Progress Reports: An interim progress report must be sent home by the teacher to the parent at any time during the grading period when it becomes evident that the student is performing unsatisfactorily in academics, conduct, or effort. Interim progress reports will be disseminated to all students at mid-grading period that will reflect earned grade/performance evaluation to this point. Prior to the end of the grading period, if the student shows a decline in performance, a second interim progress report will be issued. It is the teacher's responsibility to award a grade commensurate with the student's performance. Additionally, the teacher shall send an interim progress report to the parents of students whose performance shows a decline prior to the end of each grading period to inform the parents of their child's status. In order to minimize paperwork, the interim progress report shall be transmitted on a standardized checklist type form.

The interim progress report form will include a place for the teacher to indicate that a parent conference is requested. The signature of a middle or senior high school student on the progress report form will not by itself constitute a comprehensive attempt to achieve contact with the parent. When, in the teacher's judgment, a conference with the parent is necessary, further attempts by mail or telephone are encouraged. However, if

the parent does not respond to the request for a parent conference, it shall be the responsibility of school personnel to take, within reason, action to initiate a parent conference. If these actions fail, a conference cannot be forced upon the parent. The form will constitute verification of the original request.

Additionally, at the discretion of the teacher, the parent may be notified by a coded comment on the student report card that a teacher-parent conference is requested. Also, a teacher may issue an incomplete grade in place of the student's academic grade (which must still be reported to the principal) until such time as the parent responds to the request for the teacher-parent conference or until the student transfers or the course is completed.

When a parent has failed to respond to a previous request for a conference, a principal may elect to withhold issuing a report card for one grading period pending a conference with the parent.

Notification of Student Progress to Parents by Schools: Schools are to utilize a collaborative process to notify the parent when it is apparent that a student is not able to achieve at the minimum level expected of the grade. In cooperation with the parent, the teacher shall attempt to provide special assistance for the student. When students are from homes where a language other than English is spoken, such notification (written and oral), as well as important school documents, must be provided in the home language to the extent possible.

In order to assure consistency in reporting unsatisfactory progress to the parent, each school principal shall implement the following procedures:

- Each school will publish in its opening of school bulletin, school newspaper, student handbook, or other communiqués to parents and students the methods and procedures utilized to notify the parent of a student's unsatisfactory progress. The responsibility of the parent in this entire process should be specifically stated. Once the notification of unsatisfactory progress has been provided to the parent through interim reports during the grading period, it is incumbent upon the parent to contact school officials for further assessment of the student's performance.
- Teacher-parent conferences should take place when students are in need of academic improvement and when students are judged to possess unique academic potential. Teacher-parent conferences are recommended when students display a consistent pattern of disruption or demonstrate unacceptable academic achievement through failure to exert sufficient effort. Teachers shall afford the parent of every student an opportunity for a teacher-parent conference. Teacher-parent conferences must be conducted in the home language of the parents to the extent possible.

Notification to Parents of Students with Disabilities: Students with disabilities shall continue to receive the report card and a standardized interim progress report form that

is received by general education students. In addition, the ESE-EMS Status Report on Goals must be provided to the parent concurrent with the issuance of report cards. The report card provides parents with specific information regarding the students' mastery of the state academic standards. The ESE-EMS Status Report on Goals provides parents with specific information regarding the student's progress toward mastery of IEP goals.

Reading Deficiency in Grades K-3 and Parental Notification: Per the requirements in [Florida Statutes § 1008.25](#), the parent of any student in kindergarten through grade 3, who exhibits a substantial deficiency in reading or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be notified in writing of specific information related to the student's deficiency or the characteristics of dyslexia and the academic support provided by the school, as explained in the *Elementary Requirements* beginning on page 59 of this document.

Mathematics Deficiency in Grades K-4 and Parental Notification: Per [Florida Statutes § 1008.25](#), the parent of any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be notified in writing of specific information related to the student's deficiency in mathematics and after the initial notification, apprised at least monthly and in writing of the student's progress in response to the interventions as explained in the *Elementary Requirements* beginning on page 59 of this document.

Notification to Parents of the Requirements for a Standard High School Diploma: In accordance with [Florida Statutes § 1003.4282](#), school districts must notify students and parents, in writing, of the requirements for a standard high school diploma, available diplomas designations, and eligibility requirements for state scholarship programs and postsecondary admissions.

Notification to Parents of Students in Grades 9-12 for Students Not Meeting Requirements (FM 7186): At the end of each semester, the parent of each student in grades 9-12, who is enrolled in the four-year, 24-credit standard graduation program, who has a cumulative grade point average of less than 2.5 must be notified that the student is at risk of not meeting the requirements for graduation. This notice shall contain an explanation of the strategies that can be implemented to assist the student in meeting the grade point average required for graduation.

Notification to the parent may explain that while a GPA between 2.0 and 2.5 has in the past represented satisfactory student progress, new higher standards assessed by the statewide, standardized assessments may require that the student and the parent be informed that continued good work is necessary to ensure that high school graduation requirements are met. The notice must contain an explanation of the policies and

interventions the district has in place to assist the student in meeting the GPA requirement, which may include:

- grade forgiveness policies;
- academic advisement and counseling;
- volunteer and/or peer tutors; and
- school-sponsored help sessions.

Pursuant to district-adopted procedures, assessments of student achievement are required, as necessary, to accurately measure student progress and to report this progress to the parent. Student performance standards for each course in grades 9-12 for which credit toward high school graduation is awarded must correlate to the course requirements of state-adopted course descriptions. Teacher observations, classroom assignments, and examinations may be considered appropriate methods of assessing student mastery.

Notification to Parents of Students in Grades 9-12 Who Meet Early Graduation Requirements (FM 6911): Students may qualify for early graduation, fewer than eight semesters, as per [Florida Statutes § 1003.4281](#), if they meet specific requirements that include completing a minimum of 24 credits, achieving a cumulative grade point average of 2.0 on a 4.0 scale, and earning passing scores on all applicable state assessments meeting the graduation requirements set forth in [Florida Statutes § 1003.4282](#). Schools shall notify parents of students who are eligible to graduate early. Students who graduate early may continue to participate in school activities and graduation and will be included in class ranking, honors, and award determinations for their graduating class. A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award during the spring term following graduation if the student applies for the scholarship award no later than August 31 of the graduation year.

Notification to Parents of Students Entering High School of Career Planning Options: [Florida Statutes § 1003.02](#), requires that at the beginning of each school year, students in or entering high school and the students' parents must be notified in a language that is understandable to students and parents, of local career and professional academies; career-themed courses; and options to complete the Career and Technical Education (CTE) Pathway under [Florida Statutes § 1003.4282\(10\)](#); work-based learning opportunities, including internships, apprenticeships and pre-apprenticeship programs, foundational and soft-skill credentialing programs, including the Florida Ready to Work training and credentialing program under [Florida Statutes § 445.06](#). In addition, students and parents must yearly be given guidance on accessing and using Florida's online career planning and work-based learning coordination system and the contact information of a certified school counselor who can advise on these options.

L. Grading and Reporting Student Progress K-12

Kindergarten: Instructional staff should use such evaluative devices and techniques, as the electronic grade book, to communicate individual student growth and development without student comparison to the progress of others. Symbols stated in the Code of Development and parent conferences should serve as the primary means of communicating student progress and achievement of the standards for promotion. A student's developmental progress should reflect the teacher's most objective assessment of the student's social, emotional, and academic achievement.

Code of Development:

E = Excellent progress: Code "E" (90-100%) indicates that the kindergarten student has demonstrated mastery of instructional objectives appropriate for the kindergarten program. The student consistently performs at a level above that which is expected in the kindergarten program.

G = Good progress: Code "G" (80-89%) indicates that the kindergarten student has demonstrated above average mastery of instructional objectives appropriate for the kindergarten program. The student consistently performs at a high level in the kindergarten program.

S = Satisfactory progress (Progressing toward grade level expectations): Code "S" (70-79%) indicates that the kindergarten student has made satisfactory progress in mastering instructional objectives appropriate for the kindergarten program. The student is performing at a level which will permit him/her to successfully complete the essential objectives of the kindergarten program.

M = Minimal progress: Code "M" (60-69%) indicates that the kindergarten student has mastered the minimal instructional objectives for the kindergarten program. The student consistently performs at the lowest acceptable level in the kindergarten program.

U = Unsatisfactory progress: Code "U" (59% and below) indicates that the kindergarten student has not mastered the minimal instructional objectives for the kindergarten program. The student consistently performs below acceptable levels in the kindergarten program.

When a numerical equivalent to an assigned letter grade of "E," "G," "S," "M," or "U" is used, the following apply and shall be communicated to the student and his/her parents:

Grade	Numerical Value	Verbal Interpretation	Grade Point Value
E	90-100%	Outstanding progress	4

G	80-89%	Above average progress	3
S	70-79%	Average progress	2
M	60-69%	Lowest acceptable progress	1
U	0-59%	Failure	0

Grades 1–12: Instructional staff is to use such evaluative devices and techniques as may be needed to report individual achievement in relation to school goals, acceptance norms, and student potential. Student grades, unsatisfactory work notices, parent reports on state assessment and/or standardized testing, parent conferences, and adult student conferences should serve as the primary means of communicating student progress and achievement of the standards for promotion.

A student's academic grade should reflect the teacher's most objective assessment of the student's academic achievement. Students have the right to receive a conduct and an effort grade consistent with their overall behavior and effort.

Specific guidelines for grading student performance and for reporting student progress are provided below:

Academic Grades: Academic grades are to reflect the student's academic progress based on the standards for the grade level/course in which the student is enrolled. The grade must not be based upon the student's effort and/or conduct. The grade must provide for both students and parents a clear indication of each student's academic performance as compared with norms which would be appropriate for the grade or subject. As per [Florida Statutes § 1003.437](#), letter grades shall be used to measure student success in grade 6 through grade 12 courses with each letter grade corresponding to a specific percentile from zero to one hundred percent. The academic grades of "A," "B," "C," "D," "F," or "I" are not related to the student's effort, conduct, attendance or tardiness. The letter grade of "I" will be reserved for middle and senior high school use only. Grades in all subjects are to be based on the student's degree of mastery of the instructional objectives and competencies for the subject based on grade level standards. The determination of the specific grade a student receives must be based on the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period.

In grades 1-12, a common report card grading system is to be used. Academic grades for students shall be "A," "B," "C," "D," "F," or "I" (I for secondary only). A brief explanation of the grades used in grades 1-12 follows:

A --A grade of "A" (90-100%) indicates that the student has demonstrated outstanding progress in the subject and/or the skills area. The student consistently performs academically at a level which is considerably higher than that of the typical student in the same program or course. The student has mastered skills well above those required for

successful completion of the instructional program and has demonstrated an understanding of and an ability to utilize the content of the program effectively. An “A” student will have achieved and exceeded all of the instructional objectives and competencies established for the subject/course during the grading period.

B --A grade of “B” (80-89%) indicates that the student has demonstrated above average but not outstanding progress in the academic area. The student consistently performs at a level above that which is expected of the typical student in the same program or subject. The student has mastered content skills beyond those required for successful completion of the instructional program. The “B” student will be progressing at a rate that will enable him/her to have achieved virtually all of the instructional objectives and competencies established for the subject being graded.

C --A grade of “C” (70-79%) indicates average progress. The student performs at an average level in terms of mastery of skills/performance standards and/or content of the program. The student's rate of progress permits mastery of more than the minimal instructional objectives and competencies of the program.

D --A grade of “D” (60-69%) indicates the lowest acceptable progress in the mastery of skills and other course content and indicates that improvement is needed to achieve a satisfactory level of academic performance. The student's rate of progress is such that the minimal instructional objectives and competencies for the program will be mastered.

F --A grade of “F” (0-59%) indicates failure. Students functioning at this level are not mastering the minimal objectives and competencies required in the regular instructional program.

I --A grade of “I” (0) indicates performance insufficient to permit an evaluation. Secondary school students performing at this level may have their grade adjusted upon presentation of the required assignments. An incomplete grade for an annual or semester course must be resolved no later than two grading periods following the issuance of the incomplete grade. Extenuating circumstances may be approved by the principal.

When a numerical equivalent to an assigned letter grade of “A,” “B,” “C,” “D,” “F,” or “I” is used, the following apply and shall be communicated to students:

Grade	Numerical Value	Verbal Interpretation	Grade Point Value
A	90-100%	Outstanding progress	4
B	80-89%	Above average progress	3
C	70-79%	Average progress	2
D	60-69%	Lowest acceptable progress	1

F	0-59%	Failure	0
I	0	Incomplete (secondary only)	0

In grading students, these numerical or letter grades are to be averaged to determine a student's grade for a nine-week grading period. To determine an elementary student's course grade, the letter grades for each of the nine-week grading periods are averaged for a given subject. To determine a secondary student's course grade, the letter grades for the nine-week grading periods are averaged. If a teacher opts to provide an assessment at the end of nine-weeks, the value should not exceed five percent of the grade for annual courses or ten percent of the grade for semester courses.

In grades 1-12, when calculating the grade for a semester or annual course, the following grade point averages are to be used:

Grade	Grade Point Average Range
A	3.50 and above
B	2.50 - 3.49
C	1.50 - 2.49
D	1.00 - 1.49
F	0 - .99

Grading Students with Disabilities: Grading Students with Disabilities - Grades K-12. All teachers, regardless of a student's exceptionality, must assign grades utilizing the same report card as general education students.

The following statements apply to grading students with disabilities who are accessing the state academic standards whose IEP indicates that the student does not meet exemption criteria from state and district tests:

- Grades are to reflect the student's academic progress based on the state academic standards with the use of accommodations for the grade level/course in which the student is enrolled.
- The grade must not be based upon the student's IEP goals, effort or conduct.

- The grade must provide, for both students and parents, a clear indication of each student's academic performance as compared with norms which would be appropriate for the grade or subject, with appropriate accommodations if indicated on the IEP or section 504 plan.
- No student with disabilities shall be denied the opportunity to earn above average grades because of the provision of accommodations that were deemed appropriate by an IEP/Section 504 team.
- Receiving appropriate accommodations does not ensure average/above average grades.
- Specific information regarding the student's progress toward mastery of the IEP goals is not integrated into the academic grade.

The following statements apply to grading students with significant cognitive disabilities who are accessing the Access Points and whose IEP states that the student meets exemption criteria from the statewide standardized assessment and state and district tests:

- Grades are to reflect the student's academic progress on the Access Points.
- The grade must not be based upon the student's effort or conduct.
- Specific information regarding the student's progress toward mastery of the IEP goals is not integrated into the academic grade.
- The grade must provide, for both students and parents, a clear indication of each student's academic performance.
- Specific information regarding a student's progress toward mastery of IEP goals must be provided to the parent four times a year, concurrent with the issuance of report cards using the ESE EMS Status Report of Goals.

Students with disabilities who are EL and are enrolled in basic courses, i.e., language arts, reading, mathematics, social science, and science taught by exceptional student teachers, shall be provided with appropriate second language strategies. Provisions for grading EL exceptional students are delineated on the chart, Grading English Learners with Disabilities. (See Appendix F)

Determining Final Academic Grades for Secondary Students: In authorized annual courses, the student's final grade shall be determined by the teacher as follows: 25 percent value for each of four nine-week grading periods, with a provision for teacher override. A teacher may administer an assessment at the end of each nine-week grading

period. The value of the assessment may not exceed 5 percent of the grade for each nine-week grading period. This equates to ten points required to pass an annual course using a 4.0 scale. In secondary courses with mandatory Florida End-of-Course (EOC) assessments, the EOC score must be included as 30% of the final course grade.

In order to pass an annual course, students in grades 9-12, must earn a minimum of 10 grade points, five of which must be earned in the second semester. Students in grades 6-8 must also earn a minimum of 10 grade points, but earning five points in the second semester does not apply. Teacher override (either up or down) can be used. A teacher exercising the override rule must have documentation for such a decision. See Appendix D for an explanation of teacher override. In secondary courses with mandatory Florida End-of-Course (EOC) assessments, the EOC score must be included as 30% of the final course grade.

Grade Forgiveness Policy for Secondary Grades/Attendance and Grading

In grades 6-12, teachers may override the final grade of a semester or an annual course on the electronic gradebook, thus overriding the computation of the grade point average. The grade forgiveness policy is addressed in [Florida Statutes § 1003.4282\(5\)](#).

Grade Forgiveness in Grades 9-12: For students in grades 9-12, the forgiveness policy for required courses is limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in another course. In either situation, when a student attempts forgiveness for a grade, only the new grade will be used to compute the student’s GPA, but the lower grade will remain on the student’s transcript and in the student’s permanent record. Any course not replaced according to this policy shall be included in the calculation of the cumulative grade point average required for graduation.

Grade Forgiveness in Middle Grades: The only exception to these forgiveness policies shall be made for a student in the middle grades who takes a high school course for high school credit and earns a grade of “C,” “D,” or “F.” In such case, the forgiveness policy must allow the replacement of the grade with a grade of “C” or higher, earned subsequently in the same course or comparable course. Any course not replaced according to this policy shall be included in the calculation of the cumulative grade point average required for graduation. [\[Florida Statutes § 1003.4282\(5\)\]](#)

Attendance and Grading: Students in grades 6-12 who have 10 or more unexcused absences in an annual course or five or more unexcused absences in a semester course will be subject to the withholding of passing final grade(s) (“A” – “D”), pending a student/parent-requested administrative screening and/or review of all absences by the attendance review committee. If all course objectives and competencies have been

appropriately mastered by the student, he/she may receive a passing final grade within acceptable grade definitions. For additional information, as well as how attendance affects the grades of K-5 students, refer to School Board Policy 5200, *Attendance*. Schools shall not exempt students from academic performance requirements, such as exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

Conduct Grades

Conduct grades are to be used to communicate clearly to both students and their parents the teacher's evaluation of a student's behavior and citizenship development. These grades are independent of academic and effort grades. The conduct grade must be consistent with the student's overall behavior in class and should not be based on a single criterion. The conduct grading system is as follows:

Kindergarten: Kindergarten conduct grades should be reported in the subject *Conduct* of the grade book on a weekly basis to be averaged each reporting period.

Code E indicates excellent conduct on the part of the student. The student consistently behaves in a manner acceptable for kindergarten-age children and in accordance with classroom, school, and district standards.

Code G indicates good conduct. The student's overall conduct is nondisruptive and meets established classroom, school, and district standards.

Code S indicates satisfactory conduct. The student's overall conduct is generally nondisruptive and within an acceptable range with regard to classroom, school, and district standards.

Code M indicates some improvement is needed. The student occasionally demonstrates unacceptable behavior for kindergarten-age children in accordance with classroom, school, and district standards.

Code U reflects student behavior which needs improvement. The student consistently behaves in a manner unacceptable for kindergarten-age children in accordance with classroom, school, and district standards.

Grades 1-12: Conduct Grade Codes and Descriptions

A -- A conduct grade of "A" reflects excellent behavior on the part of the student. The student consistently demonstrates outstanding behavior consistent with classroom, school, and district standards.

B -- A conduct grade of "B" reflects consistently good behavior. The student meets established standards for student conduct.

C -- A conduct grade of "C" reflects satisfactory behavior. The student's overall behavior is generally acceptable according to established standards of conduct.

D -- A conduct grade of "D" shows that improvement is needed in the student's overall behavior. The student does not consistently demonstrate behavior which is acceptable.

F -- A conduct grade of "F" reflects unsatisfactory behavior overall. The student regularly violates established classroom, school, or district standards of behavior.

Effort Grades

Effort grades are utilized to convey both to students and their parents the teacher's evaluation of a student's effort as related to the instructional program. These grades are independent of academic and conduct grades. In assigning an effort grade, the teacher must consider the student's potential, study habits, and attitude.

Kindergarten: The level of effort may be indicated through various comments on the report card.

Grades 1-12: Three numerical grades are used to reflect effort in grades 1-12.

1 -- An effort grade of "1" indicates outstanding effort on the part of the student. The student will, when necessary, complete a task again in order to improve the results. The student consistently attends to assigned tasks until completed and generally exerts maximum effort on all tasks. The student consistently works to the best of his/her ability.

2 -- An effort grade of "2" indicates satisfactory effort on the part of the student. All work is approached with an appropriate degree of seriousness. The student usually finishes assignments on time and usually stays on task. The student usually works at a level commensurate with his/her ability.

3 -- An effort grade of "3" reflects insufficient effort on the part of the student. Little attention is paid to completing assignments well and/or on time or to completing them in a manner commensurate with the student's ability.

Preparing Report Cards

All schools shall use a standard computer-generated report card appropriate for the school level as the primary means of reporting student progress. With the approval of the Regional Superintendent, schools may develop additional or supplementary reporting instruments which may be used in conjunction with the standard report card. Report cards are to be issued for all students, K-12, four times a year according to the schedule established in *Opening of Schools-Procedures and Schedules*.

In conjunction with the above requirements, the following guidelines should be adhered to:

- Report card grades are to provide the student and/or student's parent with an objective evaluation of the student's scholastic achievement, effort, and conduct, as well as the student's attendance, including absences and tardiness.
- Students' academic grades are to reflect their academic achievement. Students who receive passing grades on their report cards can be assumed to be working within a range acceptable for the grade or course.
- If a student in grades 1-5 is functioning below grade level in language arts/reading and/or mathematics, the student will receive the appropriate letter grade(s) and the teacher must enter Comment No. 21, "Working below grade level." Separate grades must be awarded by the teacher(s) for the subjects of language arts and reading. The assignment of the "Below Grade Level" indicator will be associated with language arts, reading, and mathematics. The appropriate letter grade for working below grade level in reading is "D" or "F."
- Students are to be advised of the grading criteria employed in the school and in each class prior to the beginning of the grading period. Students and their parents are also to be advised of district-wide standards for promotion and graduation as applied to the students' grade placement.
- For students with disabilities, accommodations and supports are to facilitate an accurate demonstration of what the student knows and can do. They should not provide the student with an unfair advantage or change the underlying skills of what is being measured. Furthermore, providing specially designed instruction, accommodations and support do not guarantee a student's success. However, they provide equal access to a Free Appropriate Public Education (FAPE).
- Grades in conduct and effort are to reflect objectively the student's progress independent of academic achievement. Standards for grading in these areas are to be explained to the students.
- CONDUCT implies the degree to which a student relates to others in socially acceptable ways; EFFORT implies the degree to which students have demonstrated a desire to learn or to engage in learning tasks which should lead to a mastery of educational goals.
- Students are to receive grades in all approved programs in the elementary school with the exception of students enrolled in Elementary Reading Intervention who will receive comment No. 23, "Intervention grade included in reading grade." If a student has not been enrolled in a program for a sufficient length of time for the

teacher to evaluate the student's performance, Comment No. 31, "Insufficient attendance for grade," should be entered on the report card.

- The final report card for the school year shall contain a statement indicating end-of-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior, attendance, and promotion or non-promotion.
- Students in full-time virtual school programs will not earn conduct or effort grades and will not receive comments on their report card.

Grade Change Procedures: M-DCPS has standardized procedures in the event that a teacher or a principal finds it necessary to change a student's grade. These procedures are to be followed by all schools and apply to all academic, effort, and conduct grades.

- The *M-DCPS Grade Change Request Form, Elementary Schools* (grades K-5), [FM-5650](#) and *Secondary Schools* (grades 6-12), [FM-6029](#), must be used for all grade changes. Specific procedures for initiating and processing requests for grade changes are delineated on the *M-DCPS Grade Change Request Form, elementary and secondary*.
- If the principal of a school finds it is necessary to change a student's grade in any subject at the end of a grading period, the principal shall consult with the teacher who issued the original grade, give reasons in writing for the necessary change to the teacher, and place a copy of the reasons in the student's cumulative record folder.
- If a change in grade is made, as described above, it shall be recorded as the principal's grade and not the teacher's grade. Students and their parents shall be notified of all such changes.

Report Card Comments: Teachers are to utilize the teacher comments section of the report card to enhance communication with the parent. Comments may be added, deleted, or modified at the discretion of the Superintendent, and/or designee.

Report card codes and comments are as follow:

CODE	COMMENT
01	Receiving bilingual instruction in this subject
02*	Language Arts/Reading grade received within the ESOL grade (ESOL Level 1 only)
03	Please arrange for a parent/teacher conference
04	Understands and accepts responsibility
05	Receiving instruction in English using ESOL strategies
06	Demonstrates qualities of a model student

07	Puts forth maximum effort; very cooperative
08	Requires close supervision
09	Requires special help in following directions
10	Needs improvement in classroom behavior
11	Absences/tardies have seriously affected progress
12	Possesses leadership qualities
13	Is very self-directed; can work independently
14	Fails to complete required assignments
15	Shows excellent class attitude
16	Much improvement shown this grading period
17	Well prepared for class
18	Does not participate
19	Unprepared for class
20**	Working below proficiency level in this class
21*	Working below grade level
22*	Working above grade level
23*	No grade given. Receiving intervention in Reading
24**	Credit withheld due to excessive unexcused absences
25	Dual language instruction is provided in this subject
26	No grade awarded due to student's alternate assignment
27**	Dual enrollment course grade will only be posted at the end of the semester
28	Not used
29	Grade withheld pending parent/teacher conference
30	Online course provided by Florida Virtual: Grade posted at semester end
31	Insufficient attendance for grade
32**	Summer school recommended
33***	Requires Progress Monitoring for this academic year
34	Not used
35**	Met community service requirement
36**	Demonstrates exemplary community service
37	Not used
38	Not used
39**	No grade received because of limitations in evaluating progress
40	Override comment 45
41	Receiving academic assistance in this subject
42	Needs to be supervised when completing homework
43*	Has progressed beyond this level of instruction
44*	Has not progressed to this level of instruction
45	Low academic performance could cause retention in this grade
46	No longer taking this subject
47	Requires assistance and/or prompting to complete tasks
48	Curriculum has been modified
49**	No final grade assigned due to limited time of enrollment
50	Grade earned at other location

Symbols	Report Card Comment Use
*	elementary grades only
**	secondary grades only
***	elementary and secondary: reading and mathematics only

Academic Recognition of High School Graduates: The following honor designations are used by Miami-Dade County Public Schools for academic recognition of high school graduates. The criteria for academic recognition are based on a weighted GPA.

- **Cum Laude:** the upper 15% of the graduating class, excluding the Summa and Magna Cum Laude students, using a weighted GPA or students who have a 4.0 GPA or higher.
- **Magna Cum Laude:** the upper 10% of the graduating class, excluding the Summa Cum Laude students, using a weighted GPA.
- **Summa Cum Laude:** the upper 5% of the graduating class using a weighted GPA.

M. Special Provisions for the Grading of English Learners

Monitoring of Academic Progress: All students who are not meeting grade level expectations should be monitored for academic progress by their teacher and in consultation with the parent.

- All ELs will participate in the assessments for monitoring progress.

In order to ensure ELs' progress toward meeting grade level expectation in all five areas of reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary), recently classified ELs must be assessed following procedures stipulated in the District's 2023-2024 Comprehensive Evidenced-Based Reading Plan by the end of the first nine-weeks in an approved ESOL program.

Meeting Performance Standards: ELs, including ELs with disabilities following standard curriculum, are required to meet student performance standards for the appropriate grade level. However, ELs who have been in an approved program for less than two complete school years are exempt from having to demonstrate the standards in English for accountability purposes. The statutory requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language.

Even though mastery of standards can be demonstrated in the student's home language during the first two years, all ELs must participate in statewide and district assessment programs, e.g., statewide standardized assessments, EOC, Read 180, and ACCESS for ELLs, as applicable.

Grading of EL Students

Kindergarten: ELs will follow the same grading codes as non-ELs. For all marking periods, the Code of Development specified in the report card should be followed, i.e., E - excellent progress; G - good progress; S - satisfactory progress; M - minimal progress; or U - unsatisfactory progress.

- **Language Arts/Reading/ESOL:** Grading is to reflect students' progress within Language Arts/Reading provided in accordance with their special language needs. For ESOL Level 1 students with less than two years in the ESOL program, Comment No. 02, "Language Arts/Reading grade received within the ESOL grade (ESOL Level 1 only)," must be on the report card with an actual letter grade of N/G.
- **Content (Mathematics, Social Science, and Science):** For ESOL Level 1 and Level 2 students receiving instruction in the Curriculum Content in the Home Language (CCHL), Comment No. 01, "Receiving bilingual instruction in this subject," is to be entered. Students who are receiving content area instruction in English using ESOL strategies from a regular classroom teacher must be given an evaluation that realistically reflects their achievement in this area, without interference from their lack of English proficiency. For such students, Comment No. 05, "Receiving instruction in English using ESOL strategies," is to be entered.
- **English for Speakers of Other Languages:** Letter grades of E, G, S, M or U are to be given which reflect the students' progress in vocabulary development and in oral communication (listening and speaking).

Some students (ESOL Levels 1-4) may receive part of their instruction from the regular classroom teacher and the ESOL resource teacher (push-in delivery model). The ESOL grade may reflect performance in some language components, while the language arts grade and/or Reading grade may reflect performance in other components that are provided to meet their special needs. This may require that more than one teacher grade the Language Arts/Reading/ESOL components.

- **Fine Arts and Physical Education:** The Code of Development specified in the report card, i.e., code E, G, S, M, or U is to be given when it reflects the students' progress as a result of instruction provided in such a way that the students' lack of command of the English language does not affect progress.
- **World Languages, i.e., Spanish, Haitian Creole:** The Code of Development specified in the report, i.e., code E, G, S, M, or U that reflects the students' progress

is to be given in oral communication, pre-reading, reading, and writing skills developed in the home language.

Grades 1-5:

- **Language Arts/Reading /ESOL:** For ESOL Level 1 students with less than two years in the ESOL program, comment Number 02, "Language Arts/Reading grade received within the ESOL grade" must be on the report card with an actual letter grade of N/G. The ESOL grade should reflect the students' performance in Language Arts/Reading/ESOL and is to be provided in accordance with the students' special language needs.

ESOL Level 1 students with more than two years in the ESOL program will receive both an ESOL and Reading/Language Arts grade. The ESOL grade should reflect progress in English language development, i.e., vocabulary, listening, and speaking. The Language Arts/Reading grade should reflect the student's academic progress based on the standards for the grade level/course in which the student is enrolled.

ELs, ESOL Levels 2- 4, in grades 1-5, receive an ESOL grade, as well as a reading grade and a language arts grade. The ESOL grade should reflect progress in English language development, i.e., vocabulary, listening, and speaking. The Language Arts/Reading grade should reflect the student's academic progress based on the standards for the grade level/course in which the student is enrolled. If ELs are not meeting grade level expectations in Reading, the teacher must enter Comment No. 21, "Working below grade level," and a grade of a "D" or "F" must be given in reading. (See Appendix F *Grading English Learners*.) Note that full-time virtual school students will not receive a separate ESOL grade.

If the regular classroom teacher assigns a letter grade of "A"-"F," the grade must reflect a level of performance consistent with the definition of these letter grades.

- **Content (Mathematics, Social Science, and Science):** For ESOL Levels 1 and 2 students receiving instruction in the Curriculum Content in the Home Language (CCHL), letter grades "A"-"F" with appropriate comments, if necessary, are to be given. Grades reflect the students' progress made in the students' home language. If the instruction is in the home language, then the assessment must be in the home language. Comment No. 01, "Receiving bilingual instruction in this subject," is to be entered.

ELs, ESOL Level 1-4 who are receiving instruction in English using ESOL strategies from a regular classroom teacher must be given a grade that realistically reflects their achievement in the content area without interference from their lack of English proficiency. For such students, Comment No. 05, "Receiving instruction in English using ESOL strategies," is entered.

Students in grades 1-5 who are functioning below grade level in the content area will receive the appropriate letter grade(s) and the teacher must enter Comment No. 21, "Working below grade level."

- **Fine Arts and Physical Education:** Letter grades of "A"- "F" are to be given which reflect the students' progress as a result of instruction provided in such a way that the students' lack of command of the English language does not affect progress.
- **English for Speakers of Other Languages:** Letter grades of "A"- "F" are to be given which reflect the students' progress in vocabulary development and in oral communication (listening and speaking).

For grades 1-5, ESOL Levels 1-4 some students may receive part of their instruction from the regular classroom teacher and the ESOL resource teacher. The ESOL grade may reflect performance in some language components, while the language arts grade and/or Reading grade may reflect performance in other components that are provided to meet their special needs. This may require that more than one teacher grade the Language Arts/Reading/ESOL components.

- **Home Language Arts (Spanish-S, Haitian-Creole Language Arts):** Letter grades of "A"- "F" are to be given which reflect the students' progress in oral communication, reading, and writing skills developed in the home language. On the report card, students whose home language is Spanish are graded under Home Language Arts/World Languages. Students whose home language is Haitian-Creole are graded under Home Language Arts. Students not participating, or with interrupted participation, in Home Language Arts are not to receive a letter grade. Instead, they should receive Comment No. 26 – "No grade awarded due to student's alternate assignment."

ELs in grades 1-5 who are functioning below grade level in home language arts, i. e., Spanish or Haitian-Creole, will receive the appropriate letter grade(s) and the teacher must enter Comment No. 21, "Working below grade level."

Grades 6-12

- **Language Arts/English Through ESOL Courses (State Required):** For the Language Arts Through ESOL (1,2,3) for grades 6-8, and English Through ESOL (1, 2, 3, and 4) for grades 9-12, letter grades of "A"- "F" are to be given which reflect the students' progress in meeting the course objectives. If the student is not meeting proficiency level expectations, the teacher must enter Comment No. 20, "Working below proficiency level in this class."
- **Developmental Language Arts Through ESOL (Required):** For M/J Developmental Language Arts Through ESOL in grades 6-8, the Developmental Language Arts Through ESOL in grades 9-12, letter grades of "A"- "F" are to be given, which reflect

the students' progress in all modalities of the language: listening, speaking, reading, and writing.

- **Other Courses:** In subject areas such as mathematics, science, and social science, students are given an appropriate letter grade of "A"-"F." If students are receiving instruction in their own language, Comment No. 01, "Receiving bilingual instruction in this subject", is to be entered. If students are receiving instruction in English using ESOL strategies, Comment No. 05, "Receiving instruction in English using ESOL strategies", is to be entered. If the student is not meeting proficiency level expectations, the teacher must enter Comment 20, "Working below proficiency level in this class".

Grades should be based on performance after instruction that is responsive to students' language needs; students' lack of command of the English language should not be the basis of the grade.

For ESOL Levels 1 and 2 students, when instruction in social science, science, and mathematics is provided primarily in English using ESOL strategies, it may not always be possible to evaluate the students' progress on the basis of course content mastered. When that occurs, the teacher should not enter a grade, but should enter Comment No. 39, "No grade received because of limitations in evaluating progress." If appropriate, the same procedure should be followed for the second and third grading periods, with the awarding of a letter grade being postponed until the last grading period. Even though grading may be postponed, there must be documentation, on a nine - week basis, toward achieving the requirements of the course. This option allows students to have a grade entered later and receive credit for the course when their English language proficiency permits an evaluation.

For students entering a Miami-Dade County public school after the third marking period and who have not met course requirements because of their late arrival, Comment No. 49, "No final grade assigned due to limited time of enrollment," should be entered in lieu of the final grade. When this option is used, students will not receive credit for that course, and it will have to be repeated.

The existence of these options in no way relieves the school of its responsibility to provide content area instruction in the home language when possible. This instruction may be provided by either placing ELs into bilingual curriculum courses (BCC), or by providing ELs the opportunity to seek assistance from the Home Language Assistance Program (HLAP). Principals are to make certain that teachers who are working with ELs are fully aware of the services available at the school site and fully understand and exercise the appropriate options in awarding grades.

Teachers and administrators at all levels are reminded that documentation of ELs' progress toward completion of the District's Student Progression Plan requirements must take place, whether such instruction is provided through ESOL strategies or through the home language, or some combination thereof. Inherent in this requirement is the assignment of letter grades or other alternative written documents assessing ELs' progress as set forth in this section, Special Provisions for English Language Learners, or other documentation as may be authorized by the School Board.

- **Grouping in ESOL:** As stipulated in Florida Board of Education Rule, [6A-6.0904](#), and in the 1990 League of United Latin American Citizens (LULAC) et al. v. State Board of Education [Consent Decree](#), all ELs are entitled to equal access to instruction in English which is equal in amount, sequence, and scope as that provided to non-ELs. The Language Arts Through ESOL courses are grade level courses, not proficiency level courses.

ELs in middle school are to be scheduled in the M/J Language Arts Through ESOL course by grade level and in the M/J Developmental Language Arts Through ESOL course by English proficiency level. In senior high school, ELs are to be scheduled in the English Through ESOL course by grade level and in the Developmental Language Arts Through ESOL course by English proficiency level. To support the academic achievement of ELs, schools should make every attempt to schedule the grade level course, not only by grade level, but also by ESOL language level. The goal is to provide grade level instruction that maximizes students' language abilities. All ESOL courses, which count as English credits, are described and listed in the [FDOE Course Code Directory](#) by grade level. As of the 2014-2015 school year and thereafter, EL students may not be scheduled into multiple grade combined Language Arts through ESOL (6-8) or English through ESOL (9-12).

The M/J Developmental Language Arts Through ESOL (6-8) and Developmental Language Arts Through ESOL (9-12) courses listed in the [FDOE Course Code Directory](#) are intended to address the language proficiency needs of ELs and, as such, students in various grades may be grouped in these courses. Only two consecutive language levels may be grouped together. However, it is recommended that newcomer ESOL Level 1 students be grouped alone if possible. For other proficiency levels, grouping should be as follows: ESOL Levels 1 and 2 or ESOL Levels 2 and 3 or ESOL Levels 3 and 4.

N. Special Provisions for Students with Disabilities (SWD)

Instructional Time: Students with disabilities must be provided the required instructional time for all subject areas and interventions, as that provided to their non-disabled peers.

Placement Decisions for Students with Disabilities: The general education setting should be the first consideration when determining placement for students with disabilities. To the maximum extent appropriate, core instruction should be delivered in the general education classroom to students with disabilities. Placement decisions must be individually made on the basis of each student's abilities and needs. These decisions should not be based on factors such as disabling condition or label, degree of disabling condition, availability of services or space, configuration of the service delivery system, or administrative convenience. Schools must provide evidence that the general education

classroom placement is not appropriate for the student, rather than other individuals (parents, teachers) having to demonstrate that the general education classroom is appropriate. The information contained in the IEP for each student should form the basis for the placement decision. (Refer to FDOE BEESS Technical Assistance Paper -[Least Restrictive Environment Considerations Related to Individual Education Plans](#))

Standard vs. Modified Curriculum: General education course code numbers must be used for students with disabilities who participate in statewide standardized assessments and do not meet exemption criteria. General education course codes must be used for core subjects.

7000 level core courses (7700, 7800, 7900) listed in the [FDOE Course Code Directory](#) are intended only for students with the most significant cognitive disabilities who are eligible under the Individuals with Disabilities Education Improvement Act (IDEA) and meet the Florida Alternate Assessment (FAA) criteria.

Elementary: A regular Elementary School Academic Program (ESAP) Code should be used when a student with disabilities accesses the general education curriculum in the general education classroom for all classes. General education courses should be reflected for courses taught in the general education classroom.

A special ESAP Code should be used when a student with disabilities has one or more classes taught by an ESE teacher. The courses taught in the separate/pullout setting should reflect the ESE ESAP program code numbers.

For further information related to course codes for students with disabilities please refer to the current Local Education Agency Implementation (LEA) Guide or the [Department of Exceptional Student Education 2023-2024 ESAP Codes](#).

Secondary: General education course codes must be used for students with disabilities who are accessing the state academic standards in a general education class and/or in a separate Exceptional class taught by an ESE teacher. The general education courses taught by an ESE Teacher in an ESE class must be hard-coded line 200. General education course codes used for students in general education classes taught by a general education teacher are not hard-coded line 200. For additional information please refer to the current Local Education Agency Implementation (LEA) Guide.

Career and Technical Education Courses: Students with exceptionalities may be enrolled in general or specialized career and technical courses. Selected career and technical education courses for students with disabilities may be used to satisfy the practical arts requirement for obtaining a standard diploma. Modifications to basic career and technical courses shall not include modifications to the curriculum frameworks or student performance standards. Occupational completion points (OCPs) and modified

occupational completion points (MOCPS) will no longer be used as performance measures. However, students with more significant disabilities may continue to access CTE courses with modifications. Modifications to curriculum outcomes should only be considered after all appropriate accommodations have been implemented.

The courses listed under *Career and Technical Education for Students with Disabilities* are designed to meet the specialized career and technical skill needs of students with disabilities. These courses integrate select program standards from Career and Technical Education Programs. The particular outcomes and student performance standards, which the secondary student must master to earn credit, must be specified on an individual basis. These courses are appropriate when it has been determined that accommodations are not sufficient for the successful mastery of general career and technical courses. When modifying vocational courses, the particular outcomes and student performance standards that a student must master to earn credit must be specified on the student individual educational plan (IEP).

When the program is offered at the secondary level, a student may earn multiple credits. Multiple credits may be earned sequentially or simultaneously. A student earns one (1) credit when the student performance standards stated on the IEP are mastered. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan (Transition IEP).

Instructional Grouping for Students with Disabilities (SWD): Under the IDEA Act, students with disabilities are required to have a free appropriate public education (FAPE) and as such are entitled to equal access to instruction which is equal in amount, scope and sequence as that provided to non-disabled students. Unless a school groups non-SWDs into multi-grade combinations in the same course/class, SWDs may not be grouped in this manner. Students with disabilities in a pull-out/resource model should have no more than two consecutive grade levels and one subject area within a single instructional block in order to ensure fidelity of instruction in core curriculum.

O. Establishment of Increased Requirements

Individual schools may establish requirements greater than the prescribed District requirements, subject to the approval of the Regional Superintendent, the Chief Academic Officer and the Superintendent of Schools, or designee. An increase in academic requirements shall not apply to students at the time of the increase. In each instance, the school shall establish school-level procedures for waiving such requirements for students with a demonstrated educational need.

II. ELEMENTARY SCHOOL REQUIREMENTS

A. Required Program of Study

The required program of study for elementary school grades in M-DCPS reflects State and District requirements, including the state academic standards for elementary education, as contained in the *M-DCPS District Pacing Guides*. The following subject areas of study **are required** for the elementary programs offered in each grade, K-5:

Language Arts/Reading/ESOL	Music
Mathematics	Physical Education
Science	Safety Education
Social Sciences	Curriculum Content in Home Language (CCHL) for (ELs) Spanish or Haitian Creole
Art	World Languages
Health	

English Language Arts/Reading/ESOL: In grades K-5, 90 minutes of consecutive, uninterrupted, daily instruction in language arts/reading (**Required**). Students in need of Tier 2 Intervention in reading will be scheduled for a minimum of an additional 30 minutes daily during the school day as described in the District's 2023-2024 K-12 Comprehensive Evidence-Based Reading Plan.

- **ELs:** ELs are required to have the same instructional time as non-ELs for language arts/reading. Teachers providing any portion of the Language Arts/ESOL instruction must have appropriate certification and required training, i.e., ESOL endorsement.

The following are delivery models for ESOL:

- Pull-out services for the entire instructional block (must comply with School Board Policy 5410, Student Progression Plan instructional requirements) and ESOL Resource teacher provides the grade.
- Push-in services for a portion of the instructional block.

- **Students with Disabilities:** Students with disabilities are required to have the same instructional time (90 minutes of uninterrupted daily instruction) in reading/language arts only within a single instructional setting. Other subjects may not be taught during the reading/language arts instructional time/block.
 - Students with disabilities who are following the state academic standards must be enrolled in general education courses.
 - Students with disabilities who are following the Access Points (modified curriculum) must be enrolled in access courses (7000 level) regardless of the educational placement.
 - The general education classroom must be the first placement consideration for scheduling and providing access to these courses for students with disabilities.

Writing: In grades K-5, 150 minutes of weekly writing instruction with a minimum of 30-minute instructional blocks **(Required)**.

- Students with disabilities are required to have the same instructional time as their non-disabled peers.
- For Extended Foreign Language and Dual Language Programs, a portion of the instruction may be delivered in the target world language, e.g., French, Spanish.

Mathematics: In grades K-5, 60 minutes of consecutive, and uninterrupted, daily instruction in mathematics **(Required)**.

- Students with disabilities are required to have the same instructional time as their non-disabled peers.
- For Dual Language Programs, (BISO, EFL and IS) a portion of the instruction may be delivered in the target world language, e. g., French, Spanish.

Science: In grades K-1, 60 minutes per week of science instruction **(Required)**. In grades 2-5, 150 minutes per week of science instruction **(Required)**. This instruction **must** include a block of scientific investigations using the inquiry approach (science lab) once a week.

- Students with disabilities are required to have the same instructional time as their non-disabled peers.

- For Extended Foreign Language and Dual Language Programs, a portion of the instruction may be delivered in the target world language, e. g., French, Spanish.

Social Sciences: In grades K-1, 60 minutes per week of social science instruction **(Required)**. In grades 2-5, 120 minutes per week of social science instruction **(Required)**.

- Students with disabilities are required to have the same instructional time as their non-disabled peers.
- For Extended Foreign Language and Dual Language Programs, a portion of the instruction may be delivered in the target world language, e. g., French, Spanish.

Art: In grades K-1 art instruction will be provided by the classroom teacher through an interdisciplinary model that integrates art throughout the core subject areas of mathematics, language arts, science, and social science **(Required)**. If time is available in the art specialist's schedule, K-1 art instruction will be provided through a collaboration model between the art specialist and the classroom teacher. In grades 2-5/6, 60 minutes a week of art instruction provided by the art education teacher **(Required)**.

Music: In grades K-1, music instruction will be provided by the classroom teacher through an interdisciplinary model that integrates music throughout the core subject areas of mathematics, language arts, science, and social science **(Required)**. If time is available in the music specialist's schedule, K-1 music instruction will be provided through a collaboration model between the music specialist and the classroom teacher. In grades 2-5/6, 60 minutes of music instruction provided by the music education teacher every week **(Required)**.

Physical Education: ([Florida Statutes § 1003.455](#)) In grades K-1, 150 minutes of weekly instruction of physical education provided by a teacher, 30 minutes daily **(Required)**. In grades 2-5/6, 150 minutes of weekly instruction of physical education provided by the physical education teacher, 30 minutes daily **(Required)**

Interventions for RTI/MTSS: In grades K-5, a minimum of 30 minutes of uninterrupted daily intervention is **required** for Tier 2 students in addition to instruction in the 90-minute reading block as defined by the 2023-2024 K-12 Comprehensive Evidence-Based Reading Plan. Tier 2 intervention is standards-aligned; includes accommodations (IEP, ESOL, or 504); provides systematic, explicit, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and

receive feedback; and occurs in addition to core instruction. Tier 3 intervention is in addition to Tier 2 intervention and is **required** for students which have been identified through the MTSS process based on the elementary reading [2023-2024 K-5 Assessment/Curriculum Decision Trees](#). Tier 3 intervention is standards-aligned; includes accommodations (IEP, ESOL, or 504); provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. Per [Florida Statutes § 1008.25](#), Tier 3 intervention must be provided by a teacher who is certified or endorsed in reading. Based on RTI/MTSS, time requirements for these students, including students with disabilities, may be modified in art, music, and social science. A minimum of 30 minutes of instruction each for art and music and 60 minutes for social science per week must be provided. For physical education, per statutory language, time requirements may be modified for students requiring intervention in Tiers 2 and 3 with a minimum of 60 minutes of instruction required per week.

Home Language Arts (HLA): (Spanish and Haitian-Creole) - In grades K-5, 150 minutes weekly of Home Language Arts for all ELs (**Required**). For intervention purposes, HLA is the appropriate intervention for ESOL Level 1 and 2 of **two years or less**. If a student is not making appropriate progress, an EL committee must be convened to determine alternative strategies or referral to Response to Intervention (RTI). Please refer to the [EL Student Intervention Decision Tree](#).

An Individual Educational Plan (IEP) Team can consider the provision of Home Language Arts for EL students with disabilities by selecting the service “Home Language Arts” from the drop-down menu in the Programs for English Language Learners EL with Disabilities section of the IEP. If the IEP Team determines that the EL SWD will not be receiving Home Language Arts, the conference notes must be documented with this decision.

Curriculum Content in the Home Language: (Spanish and Haitian-Creole) In grades K-5, Curriculum Content in the Home Language (CCHL) for ELs, Levels 1 and 2, with less than two years in ESOL based on ESOL program entry date must be provided. The following are delivery models for CCHL:

- Pull-out services for the entire instructional block (must comply with SPP instructional requirements) and CCHL teacher provides the grade. (i.e. for mathematics it must be 60 consecutive, uninterrupted minutes).
- Push-in services for a portion of the instructional block.
- If classroom teacher is linguistically qualified, CCHL (Mathematics, Science, Social Studies) support may be provided by the classroom teacher.

An Individual Educational Plan (IEP) Team can consider the provision of Curriculum Content in the Home Language (CCHL) for EL students with disabilities by selecting the

service “Curriculum Content in the Home Language” from the drop-down menu in the Programs for English Language Learners EL with Disabilities section of the IEP.

Pathways for Bi-Literacy in Elementary Education

- **World Languages-Spanish:**

- In grades 2-5, 150 minutes weekly of World Languages. **(Required)**

Time requirements are as follows:

3 – 50-minute sessions or

2 – 60-minute sessions and 1 – 30-minute session

For grades K & 1 (EL only), 30 minutes daily

Dual Language Programs

- **Bilingual School Organization (BISO) PreK-8:** BISO schools offer a school-wide dual language program model. This program serves those students who are especially interested in developing their bilingual and bi-literate proficiency in English and one other language. BISO schools follow an instructional schedule where 60% of the day is devoted to instruction in or through English and 40% of the day is devoted to instruction in or through the language other than English. The time for instruction in the several areas of study follows the norms established for all elementary schools with the addition of sixty minutes daily for language arts in the language other than English. Instruction in the curriculum content areas is delivered in or through both languages. Upper academy students at K-8 Centers and middle school students pursue language and literature courses in the language of choice and take an additional course of Humanities instructed in the language other than English. Time requirements are as follows:
 - 300 minutes weekly of instruction of language arts/reading/writing in the target world language and additional instruction of two core subject areas in the target world language. **(Required)**
- **Extended Foreign Language (EFL) PreK-8:** The EFL program offers a school within a school approach to world language education. The goal of the program is to offer students the opportunity to become proficient in speaking, reading, and writing in English and one other language. At the elementary level the program is designed for a group of students at each grade level who, after participation in the program for one school year, are enrolled in the subsequent grade level with the ultimate goal of creating a K-5 continuum.

NOTE: Kindergarten is the entry point for the EFL Program. (Acceptance or Denial Parental Choice letter must be kept in student's cumulative folder).

All schools implementing Extended Foreign Language programs must provide a minimum of 300 minutes of language arts/reading/writing instruction weekly in the target world language. The two options are:

- Model A - 300 minutes weekly of instruction of language arts/reading/writing in the target world language. **(Required)**
- Model B - 300 minutes weekly of instruction in target language and 150 minutes in content area in the target language. **(Required)**
- **International Studies (IS) Program K-12:** In the IS program, students pursue an academic curriculum with an international focus that addresses rigorous standards of both US and European Union (EU) educational system. At the elementary level the program is delivered in an extended day model. In addition to the study of standard subject areas in English, students receive up to three hours of instruction in the language of choice. At the secondary level students pursue studies in literature, mathematics, and the social sciences in the target language and are encouraged to work at the highest levels in Honors and Advanced Placement (AP) courses in English. Time requirements are as follows:
 - 300 minutes weekly of instruction of language arts/reading/writing in the target world language and additional instruction of two core subject areas in the target world language. **(Required)**

B. Virtual or Blended Instructional Programs

K-5 students enrolled in virtual or blended instruction programs may have modifications to non-core instructional design and presentation. All schedules for these students will comply with Florida Statutes as adopted for the school year. Non-core will be defined, for these purposes, as anything that is not mathematics, English language arts, reading, science, and social science.

C. Required Topics of Study for Elementary Grades

In addition to the aforementioned required subject areas that comprise the elementary grades program of study, several topics are also part of the curriculum, and they are embedded within elementary school courses. The topics are in accordance with Florida Statutes and/or District requirements and reference to Florida Statutes and Board Policies are provided.

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented					
		K	1	2	3	4	5
The history of African Americans	Florida Statutes § 1003.42	★	★	★	★	★	★
American Founder's Month	Florida Statutes § 683.1455	★	★	★	★	★	★
The history of Asian Americans and Pacific Islanders	Florida Statutes § 1003.42	★	★	★	★	★	★
Civic and Character Education	Florida Statutes § 1003.42, Florida Board of Education Rule 6A-1.094124 and School Board Policy 2290	★	★	★	★	★	★
Health Education that addresses concepts of community health, consumer health, environmental health and family life including injury prevention and safety, nutrition, personal health, prevention, and control of disease	Florida Statutes § 1003.42	★	★	★	★	★	★
The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body	Florida Statutes § 1003.42	★	★	★	★	★	★
The conservation of natural resources	Florida Statutes § 1003.42					★	
The nature and importance of free enterprise to the United States economy	Florida Statutes § 1003.42	★	★	★	★	★	★
The elementary principles of agriculture	Florida Statutes § 1003.42.					★	
Flag Education	Florida Statutes § 1003.42 and School Board Policy 8810	★	★	★	★	★	★
The study of Hispanic contributions to the United States	Florida Statutes § 1003.42	★	★	★	★	★	★
The history and content of the Declaration of Independence and the history, meaning, significance of the Constitution of the United States	Florida Statutes § 1003.42	★	★	★	★	★	★
The arguments in support of adopting our republican form of government	Florida Statutes § 1003.42	★	★	★	★	★	★
The elements of civil government	Florida Statutes § 1003.42	★	★	★	★	★	★

The history of the Holocaust (1933-1945)	Florida Statutes § 1003.42 Florida Statutes § 1000.05(7)	★	★	★	★	★	★
The history of the State (Florida)	Florida Statutes § 1003.42					★	
The history of the United States, including the period of discovery, early colonies, the War for independence, the Civil War, the expansion of the U.S. to its present boundaries, the world wars, and the civil rights movement to the present	Florida Statutes § 1003.42	★	★	★	★	★	★
Kindness to Animals	Florida Statutes § 1003.42				★	★	★
Pedestrian and Bicycle Safety (Injury Prevention and Safety)	Florida Statutes § 1003.42	★	★	★	★	★	★
To encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide	Florida Statutes § 1003.42	★	★	★	★	★	★
The study of women's contribution to the United States	Florida Statutes § 1003.42	★	★	★	★	★	★
Substance Use and Abuse Prevention Education	Florida Statutes § 1003.42 and School Board Policy 5530	★	★	★	★	★	★
Child Abuse, Exploitation, Child Trafficking Prevention Education	Florida Statutes § 1003.42 School Board Policy 8462.01	★	★	★	★	★	★
Water safety W.H.A.L.E. Tales (Injury Prevention and Safety)	Florida Statutes § 1003.42	★	★	★	★	★	★
Digital Citizenship/Internet Safety	Florida Statutes § 1003.42 and School Board Policy 7540.03	★	★	★	★	★	★
Multicultural Education	School Board Policy 2225	★	★	★	★	★	★
Bullying and Harassment Prevention Education	Florida Statutes § 1006.147 and School Board Policy 5517.01	★	★	★	★	★	★
Sexting Prevention	School Board Policy 5136.02	★	★	★	★	★	★
Sun Safety Education	School Board Policy 5330.02	★	★	★	★	★	★

★ **Social Sciences**

★ **Physical Education and Health Literacy**

★ **Science**

★ **Student Services**

Instruction and supporting materials on the topics enumerated in this section must be consistent with the principles of individual freedom outlined in [Florida Statutes § 1003.42\(3\)](#).

D. Reading Deficiency and Parental Notification

Per [Florida Statutes § 1008.25](#), the parent of any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be notified in writing and given additional targeted reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be monitored and the intervention must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. For strategies to assist students in grades K-3 with reading deficiencies, see the 2023-2024 K-12 Comprehensive Evidenced-Based Reading Plan.

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under [Florida Statutes § 1008.22](#), for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under [Florida Statutes § 1008.22](#), for grade 3, the student must be retained.

The parent of any student, who exhibits a substantial deficiency in reading, as described above, must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in reading including a description and explanation, in terms understandable to the parent, of the exact nature of the students' difficulty in learning and lack of achievement in reading.
- A description of the current services that are provided to the child.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
- 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.
- Strategies, including multisensory strategies and programming, through a read-at-home plan the parent can use in helping his or her child succeed in reading. The read-at-home plan must provide access to parent resources that include:
 - Developmentally appropriate, evidence-based strategies and programming, including links to video training modules and opportunities to sign up for at-home reading tips delivered periodically via text and e-mail, which a parent can use to help improve his or her child's literacy skills.

- An overview of the types of assessments used to identify reading deficiencies and what those assessments measure or do not measure, the frequency with which the assessments are administered, and the requirements for interventions and supports that districts must provide to students who do not make adequate academic progress.
- An overview of the process for initiating and conducting evaluations for exceptional education eligibility. The overview must include an explanation that a diagnosis of a medical condition alone is not sufficient to establish exceptional education eligibility but may be used to document how that condition relates to the student's eligibility determination and may be disclosed in an eligible student's individual education plan when necessary to inform school personnel responsible for implementing the plan.
- Characteristics of conditions associated with learning disorders, including dyslexia, dysgraphia, dyscalculia, and developmental aphasia.
- A list of resources that support informed parent involvement in decision making processes for students who have difficulty in learning.

Upon the request of a parent, resources meeting the requirements of this paragraph must be provided to the parent in a hardcopy format.

- That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
- The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's state academic standards for English Language Arts. M-DCPS administers the [Grade 3 Reading Student Portfolio](#) to compile evidence of students' reading mastery, which may be used in promotion decisions for grade three students who may score at Level 1 on the third grade FAST ELA.
- The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level. The M-DCPS midyear promotion policy is explained in the *General Requirements* section beginning on page 18.
- Information about the student's eligibility for the New Worlds Reading Initiative under [Florida Statutes § 1003.485](#) and the New Worlds Scholarship Accounts

under [Florida Statutes § 1002.411](#) and information on parent training modules and other reading engagement resources available through the initiative.

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

E. Mathematics Deficiency and Parental Notification

Per [Florida Statutes § 1008.25](#), any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must¹:

- Immediately following the identification of the mathematics deficiency, be provided systematic and explicit mathematics instruction to address his or her specific deficiencies through either:
 - Daily targeted small group mathematics intervention based on student need; or
 - Supplemental, evidence-based mathematics interventions before or after school, or both delivered by a highly qualified teacher of mathematics or a trained tutor.
- The performance of a student receiving mathematics instruction under subparagraph 1, must be monitored, and instruction must be adjusted based on the student's need.
- A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify the student as having a substantial mathematics deficiency and initiate intensive mathematics interventions. In addition, a school may not wait until an evaluation conducted pursuant to [Florida Statutes § 1003.57](#) is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyscalculia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.

- The mathematics proficiency of a student receiving additional mathematics supports must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized Mathematics assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 4 has a substantial deficiency in mathematics.

The parent of a student who exhibits a substantial deficiency in mathematics must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.
- A description of the current services that are provided to the child.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency.
- Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child succeed in mathematics. The home-based plan must provide access to resources that include:
 - Developmentally appropriate, evidence-based strategies and programming, including links to video training modules and opportunities to sign up for family-guided home mathematics activities delivered periodically via text and e-mail, which a parent can use to help improve his or her child's mathematics skills.
 - An overview of the types of assessments used to identify mathematics deficiencies and what those assessments measure or do not measure, the frequency with which the assessments are administered, and the requirements for interventions and supports that districts must provide to a student who does not make adequate academic progress.
 - An overview of the process for initiating and conducting evaluations for exceptional education eligibility. The overview must include an explanation that a diagnosis of a medical condition alone is not sufficient to establish exceptional education eligibility but may be used to document how that condition relates to the student's eligibility determination and may be disclosed in an eligible student's individual education plan when necessary to inform school personnel responsible for implementing the plan.

- Characteristics of conditions associated with learning disorders, including dyslexia, dysgraphia, dyscalculia, and developmental aphasia.
- A list of resources that support informed parent involvement in decision making processes for a student who has difficulty in learning.

Upon the request of a parent, resources meeting the requirements of this section must be provided to the parent in a hardcopy format.

After the initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

F. Good Cause Exemptions for Grade 3 Students

A student who does not score a Level 2 or higher on the statewide, standardized English Language Arts Assessment for grade 3 must be retained unless good cause is met.

The School Board may only exempt students from mandatory retention, as provided in [Florida Statutes § 1008.25\(5\)\(b\)](#), for good cause. A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. Good cause exemptions are 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 (ESOL) program based on the initial date of entry into a school in the United States. (DEUSS).
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of [Florida Statutes § 1008.212](#).
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.

4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment. The [M-DCPS Grade 3 Reading Student Portfolio](#) is in place for all grade three students.
5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an Individual Education Plan (IEP) or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in prekindergarten, kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.

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

Grade 3 students who are eligible for promotion due to having met good cause criteria may still be retained at the recommendation of the principal with review by Regional Center staff.

A student who is promoted to grade 4 with a good cause exemption shall be provided intervention that includes specialized diagnostic information and specific reading strategies to meet the needs of each student promoted. The district shall assist schools and teachers with the implementation of reading strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties.

Request for Good Cause Exemptions for Third Grade Students: Request for good cause exemptions from mandatory retention requirements must include the following:

- Documentation submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. Documentation shall only consist of the existing progress monitoring plan, Individual Educational Plan (IEP) if applicable, or EL Plan if applicable, report card, or student portfolio and;
- The school principal shall review and discuss the recommendation with the teacher and make the determination as to whether the student should be

promoted or retained. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the Superintendent, or designee. The Superintendent, or designee, shall accept or reject the principal's recommendation in writing.

G. Successful Progression for Retained Third Grade Students

Per [Florida Statutes § 1008.25](#), third grade students who did not score a Level 2 or higher on the statewide, standardized English Language Arts assessment and were retained in grade 3 must be provided intensive intervention in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the school district's summer reading camp, and 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.

Each school district shall:

1. Provide third grade students who were retained because they did not score a Level 2 or higher on the statewide, standardized English Language Arts assessment with intensive instructional services and supports to remediate the identified areas of reading deficiency. This includes participation in the school district's summer reading camp and a minimum of 90 minutes of daily, uninterrupted, evidenced-based, explicit, systematic and multisensory reading instruction grounded in the science of reading, in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district. This instruction may include:
 - a. Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block.
 - b. Targeted small group instruction.
 - c. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.
 - d. Reduced teacher-student ratios.
 - e. More frequent progress monitoring of the reading skills of each student throughout the school year and adjustment of instruction according to student need.
 - f. Tutoring or mentoring.
 - g. Transition classes containing 3rd and 4th grade students.
 - h. Extended school day, week, or year.
 - i. Before or after school, or both , supplemental evidence-based reading interventions grounded in the science of reading delivered by a teacher who is certified or endorsed in reading and is rated highly effective as determined

by the teacher's performance evaluation under [Florida Statutes § 1012.34](#).

2. Provide written notification to the parent of a student who is retained that his or her child has not met the achievement level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification must comply with [Florida Statutes § 1008.25\(5\)\(c\)](#) and [Florida Statutes § 1002.20](#) , 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.
3. Implement a policy for the midyear promotion of a retained third grade student under [Florida Statutes § 1008.25\(5\)\(b\)](#) who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading or, upon implementation of English Language Arts assessments, performing at or above grade level in English Language Arts. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the Florida Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the Florida Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills. Additional information about midyear promotion of third grade students is outlined in the *General Requirements* section of this document on page 18.
4. Provide retained third grade students, including students participating in the school district's summer reading camp per [Florida Statutes 1008.25\(8\)\(a\)\(2\)](#) with a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under [Florida Statutes § 1012.34](#).
5. Establish at each school, when applicable, an Intensive Reading Acceleration Course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. Information regarding the M-DCPS Intensive Reading Acceleration Course is explained in the *General Requirements* section beginning on page 26. EL students that are not eligible for good cause #1 may participate based on EL committee recommendations. The Intensive Reading Acceleration Course must provide the following:
 - a. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 state academic standards in other core subject areas through context-rich texts.
 - b. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.
 - c. Targeted small group instruction.
 - d. Reduced teacher-student ratios.

- e. The use of explicit, systematic, and multisensory reading interventions grounded in the science of reading, including intensive language, phonics, and vocabulary instruction, and use of speech-language therapist, if necessary, that have proven results in accelerating student reading achievement within the same school year.
- f. A read-at-home plan.

H. Student Performance Expectations and Monitoring Student Progress

Assessment, Evaluation, and Monitoring of Student Progress: A student's progress toward meeting the state academic standards in reading, writing, mathematics, science, and social sciences must be assessed in order to monitor student progress and provide appropriate instructional programs and/or interventions. The criteria for evaluating student performance and the specific levels of performance for each grade and content area must be considered in this process. The evaluation of each student's progress must be based upon classroom work; progress monitoring assessments; District, school, and classroom tests; and other relevant information. Please refer to the Progress Monitoring section in the *General Requirements*, page 22.

ELs who are not meeting District and/or State student performance levels in language arts/reading/ESOL, and/or mathematics and have participated in the ESOL program for more than two consecutive years, must be involved in the schoolwide system for progress monitoring. ELs who have participated in the ESOL program for less than two years are to participate in the progress monitoring assessments for monitoring progress only. Reading proficiency of recently classified ELs must be assessed following procedures stipulated in the District's K-12 Comprehensive Evidence-Based Reading Plan by the end of the first nine-weeks in an approved ESOL program.

For students with disabilities, the Individual Educational Plan (IEP) will constitute involvement in the schoolwide system for progress monitoring.

Specific Levels of Performance in K-5: Each student in grades K-5 must meet specific levels of performance in reading, writing, mathematics, science, and social sciences for progression from one grade to another. If a student fails to meet specific levels of performance on District and State assessments, as specified in the table *Student Performance Standards and Performance Levels, Grades K- 5* on the following chart and/or if the teacher judges that the student is not proficient, the student must be provided with appropriate interventions, and student progress must be monitored, per the statewide system of progress monitoring.

Student Performance Standards and Performance Levels, Grades K- 5

Subjects	Grades	Performance Standards and Performance Levels
Reading	K	<ul style="list-style-type: none"> FAST Star Early Literacy/Star Reading PM3 percentile score at or above the 25th percentile
Reading	1 and 2	<ul style="list-style-type: none"> FAST Star Reading PM3 percentile score at or above the 25th percentile
Reading	3	<ul style="list-style-type: none"> Grade 3 statewide, standardized ELA assessment (FAST PM3) Achievement Level 2 or higher; or Mastery of benchmarks on the Grade 3 Reading Student Portfolio Passing score on a Florida Board of Education approved alternative assessment; ITBS (at or above the 50th percentile) or i-Ready (at or above the 50th percentile).
Reading	4 and 5	<ul style="list-style-type: none"> Statewide, standardized ELA assessment (FAST PM3) Achievement Level 3 or higher;
Mathematics	K-2	<ul style="list-style-type: none"> FAST Star Mathematics PM3 percentile score at or above the 25th percentile
Mathematics	3-5	<ul style="list-style-type: none"> Statewide, standardized Mathematics assessment (FAST PM3) Achievement Level 3 or higher (grades 3-5 only). Students enrolled in Grade 4 Accelerated Mathematics courses will participate in the Grade 5 statewide, standardized Mathematics assessment (FAST, PM3, Achievement Level 3 or higher);
Science	5	<ul style="list-style-type: none"> Statewide, standardized Science assessment Achievement Level 3 or higher (grade 5 only)

Specific Levels of Performance for Grade 3 Reading: The specific levels of performance on the state academic standards in reading for grade 3 must be attained by the end of grade 3 for promotion to grade 4. Only the statewide, standardized ELA assessment (FAST ELA PM3), the [Grade 3 Reading Student Portfolio](#), or an approved alternative assessment, may be considered for determining student proficiency. However, District assessments as delineated in the K-12 Comprehensive Evidenced Based Reading Plan and other relevant academic information can and should be considered in the identification of the specific reading deficiencies, in designing the appropriate instructional interventions, and to monitor student progress.

Grade 3 students must score at Level 2 or higher on the FAST ELA PM3 to be promoted to grade 4 unless exempt from mandatory retention for good cause. (Refer to good cause exemptions beginning on page 71 and to specific procedures for retention in the *General Requirements* section beginning on page 19). The levels of performance for the [Grade 3 Reading Student Portfolio](#) and the alternative assessments listed in the chart below for

grade 3 reading have been set by the state as two of the good cause exemptions (Good Cause # 3 and # 4).

Measures Used for Grade 3 Promotion

Assessment	Passing Score
Grade 3 Statewide Standardized English Language Arts Assessment - Florida Assessment of Student Thinking - (FAST PM3)	Level 2 or above
Grade 3 Reading Student Portfolio	70% Mastery of each Benchmark
<i>Alternative Standardized Reading Assessments (ASRA)- end of year</i>	
i-Ready Diagnostic #3	50th Percentile or higher
Iowa Test of Basic Skills	50th Percentile or higher
<i>Alternative Assessment for Grade 3 Promotion - summer</i>	
Iowa Test of Basic Skills	50th Percentile or higher
<i>Mid-Year Grade 3 Promotion</i>	
FAST PM1	Level 2 or above

III. MIDDLE GRADES REQUIREMENTS

A. Required Program of Study

Required Courses for Students in Middle Grades: The required program of study for middle grades students in M-DCPS reflects State and District requirements, including the state academic standards for middle grades education, as contained in the *M-DCPS District Pacing Guides*. This program of study includes the required courses in mathematics, English/language arts/ESOL, social sciences, science, physical education, and career and education planning, as well as a range of exploratory/elective areas, including but not limited to music, art, theatre, dance, foreign language, and career and technical education.

Students with disabilities who are following the state academic standards must be enrolled in general education courses. The general education classroom must be the first placement consideration for scheduling and providing access to these courses for students with disabilities.

Students with disabilities who are following the Access Points (modified curriculum) must be enrolled in access courses (7000 level) regardless of the educational placement.

Students with disabilities who have reached the age of 12 or grade 7, whichever comes first, must be included in a Transition IEP meeting to discuss resources along with secondary and post-secondary options.

Computer Science: M-DCPS students are provided opportunities for learning computer science. Such courses are integrated into middle and senior high schools, including combination schools in which any of grades 6 through 8 are taught.

Required Participation in State EOC Assessments: Note that all students must participate in Florida EOCs if they are enrolled in the corresponding courses (Algebra 1, Biology, Civics, and Geometry). The results must constitute 30% of the student's final course grade unless a Student with a Disability (SWD) has an EOC Waiver through the IEP. Students who did not take a required Florida EOC when enrolled and received a "NG" instead of a final grade in the course, must take the assessment and have the EOC score included to receive a final grade in the course.

As per [Florida Statutes § 1003.4156](#), *General requirements for middle grades promotion*, in order for a student to be promoted to high school from eighth grade, the student must successfully complete the following courses:

- **English Language Arts (ELA):** Three middle grades or higher-level courses.

- **Mathematics: Three middle grades or higher-level courses.**
 - **EOC/High School Credit:** Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student's performance on the statewide, standardized EOC assessment.
 - **Algebra 1:** To earn high school credit for Algebra 1, a middle grades student must take the statewide, standardized Algebra 1 EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course. A middle grades student is not required to earn a passing score on the Algebra 1 EOC assessment in order to earn high school credit or be promoted to high school. However, students must pass the Algebra 1 EOC assessment (or obtain a comparative score on an approved assessment) in order to earn a standard high school diploma.
 - **Geometry:** To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.
- **Social Sciences: Three middle grades courses.**
 - **Civics Course Requirement:** At least a one-semester civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. Middle grades students must pass the Civics course in order to be promoted to grade 9. Each student's performance on the statewide, standardized EOC assessment in civics education constitutes 30% of the student's final course grade.
 - **Civics course requirement for incoming transfer students:** A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social sciences or two year-long courses in social sciences that include coverage of civics education.
- **Science: Three middle grades or higher-level courses.**
 - **EOC/High School Credit:** Successful completion of a high school level Biology course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under [Florida Statutes § 1008.22](#).

However, to earn high school credit for a Biology 1 course, a middle grades student must take the statewide, standardized Biology 1 EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.

- **Career and Education Planning:** Per [Florida Statutes § 1003.4156](#), students are required to complete **one course** of the [District](#) and [State-Approved](#) Courses in 6th, 7th, or 8th grade. Student enrolled in the career and education planning course must use Florida's online career planning and work-based learning coordination system.
- The Career and Education Planning course must result in a completed personalized academic and career plan for the student, that may be revised yearly as the student progresses through middle and high school; must include information on the career and technical education graduation pathway option and work-based learning opportunities, must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under [Florida Statutes § 445.07](#). The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements to earn a high school diploma designation ([Florida Statutes § 1003.4285](#)); the details of how to earn an accelerated high school diploma under the CTE Graduation Pathway [[Florida Statutes § 1003.4282\(10\)](#)]; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school, including Advanced Placement courses, the International Baccalaureate Program, the Advanced International Certificate of Education Program, dual enrollment (including career dual enrollment), and career education courses, including career-themed courses, internships, preapprenticeship and apprenticeship programs, and course sequences that lead to an industry certification (pursuant to [Florida Statutes § 1003.492](#) or [Florida Statutes § 1008.44](#)).

Physical Education: Per [Florida Statutes § 1003.455](#), one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. The requirement shall be waived for a student who meets one of the following criteria:

- The student is enrolled or required to enroll in a remedial course; or
- The student's parent requests in writing to the school that the student enroll in another course from among those courses offered as options by the school district; or

- The student's parent indicates in writing to the school that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Parents are to be notified of the waiver options before scheduling students in physical education. Students may elect additional physical education courses.

Summary of Required Middle Grades Courses: The following table summarizes the general requirements for courses at the middle grades:

Grade	ELA ✖	Math	Social Sciences	Science	Physical Ed.	Electives	Totals
6 ▲	1 ♦	1 *	1	1	.5	1.5	6
7 ▲	1 ♦	1 *	1	1	.5	1.5	6
8 ▲	1 ♦	1 *	1	1	.5	1.5	6

- ♦ Students scoring at Levels 1 and Level 2 on the statewide, standardized assessment for ELA may be enrolled in an intensive reading course in lieu of an elective course.
- * Students scoring at Levels 1 and Level 2 on the statewide, standardized assessment for Mathematics may be enrolled in a foundational skills mathematics course in lieu of an elective course.
- ✖ M/J Language Arts Through ESOL is a required course for all ELs. ELs scoring at Levels 1 and 2 on the most recent administration of the statewide, standardized ELA assessment are to be enrolled in a second ESOL course, M/J Developmental Language Through ESOL course.
- ▲ Students are required to complete one course of the District and State Approved courses which incorporates career and education planning and includes the development of a personalized academic and career plan. This promotion requirement is to be completed in grade 6, 7 or 8.

B. Promotion, Retention and Academic Support for Students

In considering the promotion or retention of students, teachers and administrators must consider all available data including standardized test results, progress tests, daily assignments, teacher observation, and other objective information. The student's mastery of the course content in which he/she is enrolled, as determined by the teacher, is a further condition for passing the course. Teachers should continually observe and carefully assess each student's performance throughout the school year to determine if expected achievement levels are being met. Under no circumstances should student performance be judged solely on the basis of a test(s).

Promotion: Students in Grades 6 and 7, who pass four (4) or five (5) courses at each grade level, including language arts or mathematics, are to be placed in the next grade level and double blocked in the regular school year or enrolled in alternative models.

Retention: Students who pass less than 4 courses are retained in the same grade. Interventions must be continued, and progress must be monitored as specified in the schoolwide system of progress monitoring. Prior to a recommendation for a second retention, a student is to be referred to a SST for consideration of placement in an alternative program or initiation of the comprehensive SST collaboration process.

The table below outlines the promotion and placement requirements for middle grades student progression.

Summary of Promotion and Placement Requirements for Middle Grades Students

End of Grade	Courses Passed	Status
6	All Courses Passed	Promoted to Grade 7 Regular 7 th Grade Student
6	4-5 Courses Passed Must pass language arts* or mathematics and at least 3 other courses	Promoted to Grade 7 Placed in grade 7 and scheduled to repeat courses not passed, as appropriate.
6	Less than 4 Courses Passed in Grade 6	Retained in Grade 6
7	12 Cumulative Courses Passed 6 courses passed in grade 6 and 6 courses passed in grade 7	Promoted to Grade 8 Regular 8 th grade student
7	8-12 Cumulative Courses Passed 4 courses passed in grade 6 including language arts*, mathematics, science, and social sciences. and 4-5 courses passed in grade 7 including 7 th grade language arts* or mathematics, science or social sciences, and a course which incorporates career and educational planning.	Promoted to Grade 8 Placed in grade 8 and scheduled to repeat courses not passed, as appropriate.
7	7-8 Cumulative Courses Passed	Retained in Grade 7

8	15-18 Cumulative Courses Passed Must pass 3 courses each in language arts*, mathematics, science, and social sciences including a course which incorporates career and educational planning and 3 additional courses. The student must also have completed his/her personalized academic and career plan.	Promoted to Grade 9
8	14 or Fewer Cumulative Courses Passed	Retained in Grade 8

* M/J Language Arts Through ESOL as appropriate

English Learners and Elective Courses: For ELs scoring at Levels 1 and 2 on the most recent administration of the statewide standardized assessment in ELA, only one elective course is allowed since the second elective is the required M/J Developmental Language Arts through ESOL.

Grade Forgiveness Policy: The grade forgiveness policy for students in grades 6-8 is explained under the *General Requirements* section, page 45.

Semester System: There are mechanisms which make it possible for students to benefit from the advantages of a semester system without the disadvantages of major rescheduling at midyear or midyear promotions. (See Appendix D)

Middle School Course Recovery Options: Students in grades 6 - 8 may retake failed courses by means of the following middle school course recovery options:

- Students in grades 7 or 8 who have failed a language arts, mathematics, science, or social sciences course are eligible to retake the course in a modified time frame. A student can be promoted to the next grade level, where, in addition to taking the current grade level language arts, mathematics, science, or social sciences course, the student will take the failed course in a concentrated one semester format. The middle school course recovery option can be delivered in either a computer-based or traditional classroom instructional model or a combination thereof.
- Modified/flexible student schedules during the regular school day or placement in alternative models developed by schools to meet these criteria, e.g., Early Bird, Extended School Day.

Academic Support for Middle School Students for English Language Arts and Mathematics: Students who do not achieve a Level 3 or above on statewide, standardized assessments in ELA, mathematics and Algebra 1 must be evaluated to determine the nature of students' difficulties and areas of academic need and be provided academic supports to improve the students' performance. The Florida Department of Education authorizes school districts to establish local policy regarding instructional support, remediation and course enrollment that are in the best interest of students. As such, M-DCPS provides academic support through Intensive Reading and Foundational Skills Mathematics courses for secondary school students because students must pass both the statewide, standardized Grade 10 FAST. ELA and the Algebra 1 EOC to graduate from high school. These courses, approved for use in the [FDOE Course Code Directory](#), are in addition to the regular language arts and mathematics courses and are offered as electives.

Parental Opt-Out Procedure for Intensive Reading Classes: A parent may request that their child not participate in the Intensive Reading courses in secondary schools. While it is not the recommendation of the District to remove students from the Intensive Reading courses given the State's graduation requirement of passing the Grade 10 FAST ELA, the Office of Academics and Transformation has a "Parental Opt-Out" Procedure. The Opt-Out Procedure applies to selected secondary students who meet academic grade and test score criteria. If a parent/ guardian of a student who meets the Opt-Out criteria initiates a request to remove their child from the Intensive Reading course, the school shall follow instructions, as delineated in Weekly Briefing 40233, which include having the parent meet with the school's Reading Leadership Team and sign the District's release form (Weekly Briefing 40235) acknowledging the District's recommendation. The parental request should be made directly to the principal who must also sign the District release form. The original, signed copy of the letter should be maintained in the student's cumulative folder. Questions from school sites about this Parental Opt-Out Procedure may be addressed with the M-DCPS Department of Secondary English Language Arts at (305) 995-3122.

C. Required Topics of Study for Middle Grades

In addition to the aforementioned required subject areas that comprise the middle grades program of study, several topics are also part of the curriculum, and they are embedded within various authorized middle school courses. The topics are in accordance with Florida Statutes and/or District requirements and reference to Florida Statutes and Board Policies are provided.

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented		
		6	7	8
The history of African Americans	Florida Statutes § 1003.42	★	★	★
American Founder's Month	Florida Statutes § 683.1455	★	★	★
The history of Asian Americans and Pacific Islanders	Florida Statutes § 1003.42	★	★	★
Civic and Character Education	Florida Statutes § 1003.42, Florida Board of Education Rule 6A-1.094124 and School Board Policy 2290	★	★	★
Health education that addresses concepts of community health, consumer health, environmental health and family life including injury prevention and safety, nutrition, personal health, prevention, and control of disease	Florida Statutes § 1003.42	★	★	★
The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body	Florida Statutes § 1003.42	★	★	★
The nature and importance of free enterprise to the United States economy	Florida Statutes § 1003.42	★	★	★
Flag Education	Florida Statutes § 1003.42 and School Board Policy 8810	★	★	★
The study of Hispanic contributions to the United States	Florida Statutes § 1003.42	★	★	★
The history and content of the Declaration of Independence and the history, meaning, significance of the Constitution of the United States	Florida Statutes § 1003.42	★	★	★
The arguments in support of adopting our republican form of government	Florida Statutes § 1003.42	★	★	★
The elements of civil government	Florida Statutes § 1003.42	★	★	★
The history of the United States, including the period of discovery, early colonies, the War for independence, the Civil War, the expansion of the U.S. to its present boundaries, the world wars, and the civil rights movement to the present	Florida Statutes § 1003.42	★	★	★

The history of the Holocaust (1933-1945)	Florida Statutes § 1003.42 Florida Statutes § 1000.05(7)	★	★	★
Resiliency Education: Civic and Character Education and Life Skills Education	Florida Statutes § 1003.42 and Florida Board of Education Rule 6A-1.094124	★	★	★
Kindness to animals	Florida Statutes § 1003.42	★	★	★
The conservation of natural resources	Florida Statutes § 1003.42	★	★	★
The elementary principles of agriculture	Florida Statutes § 1003.42	★	★	★
The history of the State (Florida)	Florida Statutes § 1003.42	★	★	
To encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide	Florida Statutes § 1003.42	★	★	★
The study of women's contribution to the United States	Florida Statutes § 1003.42	★	★	★
Substance Use and Abuse Prevention Education	Florida Statutes § 1003.42 School Board Policy 5530	★	★	★
Reproductive Health and Disease Education/Awareness of the benefits of sexual abstinence	Florida Statutes § 1003.42, 1003.46 and School Board Policy 2417	★	★	★
Digital Citizenship/Internet Safety	Florida Statutes § 1003.42 and School Board Policy 7540.03	★	★	★
Multicultural Education	School Board Policy 2225	★	★	★
Teen dating violence and abuse prevention	Florida Statutes § 1003.42 and School Board Policy 5517.03		★	★
The social, emotional, and physical effects of social media	Florida Statutes § 1003.42	★	★	★
Bullying and Harassment Prevention Education	Florida Statutes § 1006.147 and School Board Policy 5517.01	★	★	★
Sexting Prevention	School Board Policy 5136.02	★	★	★
Child Abuse, Exploitation, and Child Trafficking Prevention Education	Florida Statutes § 1003.42 School Board Policy 8462.01	★	★	★
Sun Safety Education	School Board Policy 5330.02	★	★	★

★ **Social Sciences**

★ **Physical Education and Health Literacy**

★ **Science**

★ **Student Services**

Instruction and supporting materials on the topics enumerated in this section must be consistent with the principles of individual freedom outlined in [Florida Statutes § 1003.42\(3\)](#).

D. Student Performance Expectations and Monitoring Student Progress

Specific Levels of Performance in Grades 6-8: Each student in grades 6-8 must meet specific levels of performance in reading, writing, mathematics, science, and social sciences for progression from one grade to another. If a student fails to meet specific levels of performance on District and State assessments, as specified in the table *Student Performance Standards and Performance Levels, Grades 6-8* on the following chart and/or if the teacher judges that the student is not proficient, the student must be provided with appropriate interventions, and student progress must be monitored, per the statewide system of progress monitoring.

Student Performance Standards and Performance Levels, Grades 6-8

Subjects	Grades	Performance Standards and Performance Levels
Reading	6-8	<ul style="list-style-type: none">Statewide, standardized ELA assessment (FAST PM3) Achievement Level 3 or higher;
Mathematics	6-8	<ul style="list-style-type: none">Statewide, standardized Mathematics assessment (FASTPM3) Achievement Level 3 or higher;Students enrolled in Grade 7 Accelerated Mathematics courses will participate in the Grade 8 statewide, standardized Mathematics assessment (FAST PM3, Achievement Level 3 or higher);Middle grade students enrolled in Algebra 1 or Biology will participate in the appropriate End-of-Course assessment instead of the grade-level statewide standardized Mathematics assessment (Achievement Level 3 or higher);
Science	8	<ul style="list-style-type: none">Statewide, standardized Science assessment Achievement Level 3 or higher;

		<ul style="list-style-type: none"> Grade 8 students enrolled in Biology 1 will participate in the Biology End-of-Course assessment instead of the Grade 8 statewide standardized Science assessment (Achievement Level 3 or higher)
Social Studies	7	<ul style="list-style-type: none"> Students enrolled in Civics (Grade 7) will participate in the Civics End-of-Course assessment (Achievement Level 3 or higher).

E. Acceleration for High Achievement

Middle grades students may enroll in selected senior high school courses for the purpose of pursuing a more challenging curriculum. Students should be encouraged to enroll in accelerated/honors mathematics and science courses whenever appropriate. Accelerating in mathematics and science offers students the opportunity to take higher level mathematics and science courses in senior high school. Students should begin this sequence early in order to follow a path leading to the successful completion of four credits of high school mathematics and a minimum of three credits of high school science. Note that middle grades students enrolled in Algebra 1 Honors must pass the EOC assessment to earn a standard high school diploma. For explanations on the acceleration options, see ***Acceleration for High Achievement, General Requirements*** section beginning on page 29 of this document. Students may also fulfill their online course requirement for graduation during middle school.

IV. SENIOR HIGH SCHOOL REQUIREMENTS

Miami-Dade County Public Schools is committed to educating students to reach their highest academic potential. The District's goal of student achievement encompasses measuring students' success, in part, by ensuring that students graduate and enter higher education and/or the workforce with the skills and knowledge necessary to be lifelong learners and global citizens of the 21st century.

A. Planning for High School and Postsecondary Experiences

Students entering the ninth grade and their parents should be active participants in planning a high school program that will assist students in reaching their goals for the future. The wide range of courses and programs available in senior high schools will enable students, simultaneously, to prepare for college admission and learn skills for employment immediately after graduation, if they plan effectively.

Notification Requirements: The school district must notify students and parents, in writing, at the beginning of each school year of the requirements for a standard high school diploma; available diploma designations; eligibility requirements for state scholarship programs; opportunities and benefits of accelerated options; eligibility requirements for postsecondary admissions; available local and career and professional academies; career-themed courses; options to complete the Career and Technical Education (CTE) Graduation Pathway; work-based learning opportunities including internships, apprenticeships, and pre-apprenticeship programs, foundational and soft skills credentialing programs, and the Florida Ready to Work training and credentialing program; and provide those students and parents guidance on accessing and using Florida's online career planning and work-based learning coordination system and the contact information of a certified school counselor who can advise student and parents on those options as per [Florida Statutes § 1003.4282\(2\)\(10\)](#), [Florida Statutes § 1003.02](#), and [Florida Statutes § 445.06](#)

Counseling and Advisement: High school students should meet with the school counselor for advisement to ensure that they are on the right path to meet graduation requirements and to make the most of the years in high school and beyond. Students are to be counseled regarding increases in the graduation requirements well in advance of the time such changes impact them. Additionally, students in a standard four-year graduation program, who have attained a cumulative GPA of 2.5 or below, are to be identified and provided assistance, e.g., counseling, academic review, forgiveness policy, credit recovery options, schedule adjustments, and/or tutoring, to help them in achieving and maintaining a GPA that meets or exceeds the requirements for graduation.

Students should be encouraged to enroll in honors, Advanced Placement, and dual enrollment courses, as appropriate. Students should start the sequence of courses early in order to enable them to take the higher-level courses. Students should not be restricted from taking multiple numbers of these courses; however, it is a school-level responsibility to advise and caution students regarding an excessive workload.

Opportunities that will assist students in preparing for life after high school graduation include:

- enrolling in career academy and/or magnet programs;
- attaining industry certifications in Career Technical Education (CTE) programs of study, [Florida Statutes § 1003.493](#);
- earning college or post-secondary technical education credit upon completing select CTE programs;
- attending career fairs to learn about employment opportunities and trends and to explore occupations of interest to them;
- learning more about their interests and aptitudes by completing interest and aptitude inventories;
- maintaining a personalized academic and career plan that allows them to reflect on what they have accomplished and plan for the future;
- using software or internet-based computer guidance programs to explore career and college choices and establish personal plans for future course work;
- participating in college readiness courses, designed in conjunction with Florida college faculty;
- participating in work-based learning experiences such as job shadowing internships and on-the-job training experiences to increase awareness of the skills and tasks involved;
- developing a plan for those involved in special education program to facilitate the smooth transition to postsecondary activities; and
- transition planning for students with disabilities beginning at age 14, or younger, if appropriate, to focus on the student's anticipated course of study in secondary school.

B. High School Graduation Diploma Options, Designations and Certificates

Diploma Options

Florida students entering high school may select from four options to earn a standard high school diploma. The required credits may be earned through equivalent, applied, or integrated courses or career education courses. All of these graduation paths include opportunities to enroll in rigorous courses designed to prepare students for their future academic and career goals. The options are as follow:

- 24-credit standard diploma
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option, (Refer to the *High School Acceleration Options* beginning on page 29 for more information)
- [Career and Technical Education \(CTE\) Graduation Pathway Option](#)
- [International Baccalaureate](#) (IB) Diploma curriculum
- [Advanced International Certificate of Education](#) (AICE) curriculum

The State's high school graduation requirements, including requirements for students with disabilities, are specified in these sections of Florida Statutes:

- *Requirements for a standard high school diploma*, [Florida Statutes § 1003.4282](#),
- *Standard high school diploma designations*, [Florida Statutes § 1003.4285](#)
- *Academically Challenging Curriculum to Enhance Learning (ACCEL) Options*, [Florida Statutes § 1002.3105](#)

Standard Diploma: Beginning with students entering grade 9 in the 2013-2014 school year, receipt of a standard high school diploma requires:

- Successful completion of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum;
- Earning a cumulative grade point average (GPA) of 2.0 on a 4.0 scale, and
- Attaining passing scores on required statewide, standardized assessments or concordant scores, as applicable

The required credits may be earned through equivalent, applied, or integrated courses or career education courses as defined in [Florida Statutes § 1003.01\(4\)](#), including work-related internships approved by the Florida Board of Education and identified in the course code directory.

For students entering Grade 9 prior to the 2023-2024 school year, a student is eligible to complete an alternative pathway to earn a standard high school diploma through the **Career and Technical Education (CTE) graduation pathway** by:

- Earning at least 18 credits.
- Earning a cumulative grade point average (GPA) of a 2.0 on a 4.0 scale.
- Earning 4 credits for English Language Arts (ELA), 4 credits in mathematics, 3 credits in science, and 3 credits in social sciences.
- Earning 4 elective credits instead of 8
 - Complete 2 credits in career and technical education courses. The courses must result in a program completion and an industry certification; and
 - Complete 2 credits in electives or work-based learning programs; Physical Education is not required. A student may include one-half credit of financial literacy in the two credits of electives.
- Fine Arts and Performing Arts, Speech and Debate, CTE or Practical Arts is not required.

For students entering Grade 9 in the 2023-2024 school year and thereafter, a student is eligible to complete an alternative pathway to earn a standard high school diploma through the Career and Technical Education (CTE) graduation pathway by:

- Earning at least 18 credits.
- Earning a cumulative grade point average (GPA) of a 2.0 on a 4.0 scale.
- Earning 4 credits for English Language Arts (ELA), 4 credits in mathematics, 3 credits in science, and 3 credits in social sciences.
- Earning 3.5 elective credits instead of 7
 - Complete 2 credits in career and technical education courses. The courses must result in a program completion and an industry certification; and
 - Complete 1.5 credits in work-based learning programs; Physical Education is not required.
- Fine Arts and Performing Arts, Speech and Debate, CTE or Practical Arts is not required.

International Baccalaureate Curriculum/Advanced International Certificate of Education Curriculum: Students who complete an [International Baccalaureate](#) (IB) or [Advanced International Certificate of Education](#) (AICE) curriculum, take the required IB or AICE exams and meet state assessment requirements, shall receive a standard diploma, and may be eligible for the International Baccalaureate diploma from the International Baccalaureate Organization or an Advanced International Certificate of Education diploma from Cambridge International Examinations.

Superintendent's Diploma of Distinction: In addition to the State's high school diploma options, M-DCPS offers students the opportunity to obtain the Superintendent's Diploma of Distinction. This diploma is awarded to students who meet the requirements of the standard diploma and:

- Complete an academically rigorous program of study, including at least four honors, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), International Studies (IS), and/or dual enrollment courses;
- Complete a 75-hour community service project; and
- Earn a 3.5 weighted GPA by the end of the first semester of the senior year with no final grades reflected on the transcript less than a "C."

Diploma and Certificate Options for Students with Disabilities: Per [Florida Statutes § 1003.4282 \(10\)](#), beginning with students entering grade 9 in the 2014-2015 school year, students with disabilities must declare intent to graduate from high school with either a standard high school diploma by meeting the same graduation requirements as all students or to obtain a certificate of completion.

The supporting Florida Board of Education Rule, [6A-1.09961](#), that became effective December 23, 2014, describes two high school graduation options available only to students with disabilities.

- Standard Diploma via Access Courses
- Standard Diploma via Academic and Employment-based Courses

Special Diploma (Only for Cohorts 2013-14 and prior):

- Students who graduated with a special diploma or who otherwise left the public school system without earning a standard high school diploma may return to public school to work toward a standard diploma until their 22nd birthday, as described in Florida Board of Education Rule [6A-1.09963](#).
- Students who entered grade nine before the 2014-2015 school year and whose Individual Educational Plan (IEP), as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma. Cohort 2013-2014 is the last cohort eligible to continue earning a special diploma.
- The IEP team, which includes the parent and the student, can determine, in alignment with post-secondary goals that the best option for the student is to change to a standard diploma via access course path. However, because these students did not begin to pursue a standard diploma in 9th grade, they may need additional time to complete all of the required coursework for the selected diploma. **Once the student makes such a change, a special diploma is no longer an option.**
- A review of a student's course credit history/transcript must be conducted for each student changing diploma options in order to identify the courses that the student needs to be enrolled in to meet the graduation requirements of the selected diploma.
- Parents or the student, if he or she is 18 years old and rights have transferred to him or her, must give consent to any change to the high school graduation option specified in the student's IEP. Any waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to [Florida Statutes § 1008.22\(3\)\(d\)2](#), must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in [Florida Statutes § 1003.572](#).

Standard Diploma via Access Courses Cohorts 2014-2015 and Beyond:

- Effective July 1, 2015, beginning with the 2014-2015 ninth grade cohorts, all students with disabilities will work toward a standard diploma.
- Students must demonstrate proficiency on the Grade 10 Florida Alternate Assessment (FAA) in English Language Arts and Access EOC in Access Algebra I.

- For students who do not score proficiently on the FAA and/or Access EOCs, a portfolio of quantifiable evidence of achievement is required for the IEP Team to review for waiver consideration with parental consent.

A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:

- Has an Individual Education Plan that prescribes special education, transition planning, transition services, or related services through age 21; and
- Is enrolled in accelerated college credit instruction pursuant to [Florida Statutes § 1007.27](#), industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.

A student with a disability who receives a certificate of completion and has an individual education plan that prescribes special education, transition planning, transition services, or related services through 21 years of age may continue to receive the specified instruction and services.

Any waiver of the statewide, standardized assessment requirements by the Individual Education Plan team, pursuant to [Florida Statutes § 1008.22\(3\)\(c\)](#), must be approved by the parent or student at age of maturity and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in [Florida Statutes § 1003.572](#)

Diploma Designations

As per [Florida Statutes § 1003.4285](#), students may earn one or both of the additional diploma designations, Scholar and/or Merit, on their standard high school diploma if they meet requirements. The following designations are in addition to the 24-credit program requirements:

- **Scholar Diploma Designation:** Students Entering Grade 9 in the **2014-2015 School Year and Thereafter:**
 - EOCs: Pass the Geometry, Biology 1*, and U.S. History* EOCs.
 - Earn 1 credit each in the following courses: Algebra II or an equally rigorous course; Statistics or an equally rigorous mathematics course; Chemistry or Physics; a course equally rigorous to Chemistry or Physics; 2 credits in the same World Language, and at least 1 credit in an AP, IB, AICE, or dual enrollment course.
 - *A student is exempt from the Biology I or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student earns the minimum score to earn college credit on the respective AP, IB or AICE assessment.

- Please refer to Weekly Briefing #25899 for a list of District/State courses that have been identified as equally rigorous to Algebra II.
- **Industry Scholar Diploma Designation:** Students Entering Grade 9 in the **2011-2012 School Year and Thereafter:**
 - Meets the standard high school diploma requirements, and
 - Attain one or more [industry certifications](#) from the list established per [Florida Statutes § 1003.492](#).

Students with Disabilities and Scholar and/or Industry Scholar Designations: A student with a disability is eligible for a Scholar and/or Industry Scholar diploma designation and the student should have access to enroll in the required courses or programs. The Student's IEP must include a statement of intent to pursue a standard high school diploma and a Scholar and/or Industry Scholar designation, as determined by the student's parent or student at the age of maturity.

Florida Seal of Biliteracy Program: [\[Florida Statutes § 1003.432\]](#)

The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English by the award of a silver or gold seal on a standard high school diploma.

- The **Florida Gold Seal of Biliteracy** - Awarded to students who attained a high level of competency in listening, speaking, reading and writing in one or more foreign languages, in addition to English, earned four foreign language credits in the same foreign language with a 3.0 GPA or higher on a 4.0 scale and Level 4 or higher on the statewide, standardized Grade 10 English Language Arts (ELA) assessment, or earn a score or performance level on any of the examinations approved by the state, or demonstrated language proficiency through maintenance of a portfolio of language performance [\[Florida Statutes § 1003.432 \(8\)\(b\)\]](#).
- The **Florida Silver Seal of Biliteracy** - Awarded to students who attained a high level of competency in listening, speaking, reading and writing in one or more foreign languages, in addition to English, and earned four foreign language credits in the same foreign language with a 3.0 GPA or higher on a 4.0 scale, or earn a score or performance level on any of the examinations approved by the state, or demonstrated language proficiency through maintenance of a portfolio of language performance [\[Florida Statutes § 1003.432 \(8\)\(b\)\]](#).

For languages which are not tested on the nationally recognized examinations, students may demonstrate language proficiency through maintenance of a portfolio of language performance, at the Advanced Low level or higher based on the ACTFL Proficiency Guidelines of 2012 in the modes of communication appropriate for that language.

Please Note:

Requirements for the criteria for the award of credit ([Florida Board Rule 6A-1.09951](#)).

A high school student who did not enroll in, or complete, foreign language courses, shall be awarded four (4) foreign language high school course credits, upon attaining at least the minimum score or performance level on any of the state approved examinations under the Silver Seal designation. Information on the specific examinations can be found at [diplomapathways.dadeschools.net](#).

For more information on graduation requirements, diploma designations, and graduation awards, visit [diplomapathways.dadeschools.net](#).

Certificates

Certificate of Completion: As per [Florida Statutes § 1003.4282 \(6\)\(c\)](#), a student who earns the required 24 credits or the required 18 credits (ACCEL Option) but fails to pass the required graduation assessments or achieve a 2.0 GPA, shall be awarded a certificate of completion in a form prescribed by the Florida Board of Education. A student who is otherwise entitled to a certificate of completion may elect to remain in high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

Students who receive a certificate of completion from a senior high school and subsequently pass the applicable graduation test in an adult education program should be given their diplomas by the senior high school.

CPT-Eligible Certificate of Completion: Pursuant to [Florida Statutes § 1003.433 \(2\)\(b\)](#), students who earn the 24 required credits and achieve a GPA of 2.0 or higher, but do not pass the graduation test(s), are eligible to receive the College Placement Test (CPT)-Eligible Certificate of Completion.

Students who receive a CPT-Eligible Certificate of Completion may enroll directly into a Florida community college or postsecondary career and technical education program. Based upon the score the student receives on the CPT, the student may enroll in remedial or credit courses at the community college.

International Studies Certificate: Students who complete an International Studies (IS) curriculum and meet high school graduation requirements, shall receive a standard diploma, and may be eligible for a Certificate from the designated country of study.

C. Graduation Requirements for High School Students

The required program of study for senior high school students in M-DCPS reflects State and District requirements, including the state academic standards for high school education, as contained in the *M-DCPS District Pacing Guides*. This program of study includes the required courses in mathematics, English/language arts/ESOL, social sciences, science, physical education, and career exploration as well as a range of exploratory/elective areas, including but not limited to music, visual arts, theatre arts, dance, foreign language, and career and technical education.

Graduation requirements are listed per [Florida Statutes § 1003.4282](#), *Requirements for a standard high school diploma*. In addition to meeting the requisite courses/credits and passing the statewide, standardized assessments for graduation, students must earn a cumulative GPA of 2.0 on a 4.0 scale to graduate.

For additional information regarding statewide, standardized assessments refer to the *Student Assessment Program* section beginning on page 5 of this document. Note: that all students must participate in Florida EOCs if they are enrolled in the corresponding courses (Algebra 1, Biology, Civics, Geometry, and US History), and the results must constitute 30% of the student's final course grade. Students who did not take a required Florida EOC when enrolled and received a "NG" instead of a final grade in the course, must take the assessment and have the EOC score included to receive a grade in the course.

Graduation requirements for students entering Grade 9 prior to the 2023-2024 school year include the following:

- **Four (4) Credits in English Language Arts (ELA):** The four credits must be in ELA I, II, III, and IV. ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.
Graduation Test Requirement: A student must pass the statewide, standardized Grade 10 ELA assessment, or earn a concordant score, in order to earn a standard high school diploma.
- **Four (4) Credits in Mathematics:** One of which must be Algebra 1 and one of which must be Geometry.
 - A student may earn two mathematics credits by successfully completing Algebra 1 through two full-year courses (Algebra 1A and Algebra 1B). A certified school counselor or the principal's designee must advise the student that admission to state university may require the student to earn 3 additional mathematics credits that are at least as rigorous as Algebra 1.
 - Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry). However, students who take approved industry certifications to meet high school diploma requirements in mathematics and science may not be eligible for standard State University System (SUS) admissions nor meet NCAA requirements for

participation in intercollegiate athletics. A certified school counselor or the principal's designee must advise the student that admission to a state university may require the student to earn 3 additional mathematics credits that are at least as rigorous as Algebra 1.

- A student who earns a computer science credit may substitute the credit for up to one credit of the mathematics requirement, with the exception of Algebra 1 and Geometry, if the commissioner identifies the computer science credit as being equivalent in rigor to the mathematics credit. ***An identified computer science credit may not be used to substitute for both a mathematics and a science credit.*** A student who earns an industry certification in 3D rapid prototype printing may satisfy up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor to the mathematics credit or credits.
- Please refer to Weekly Briefing #26233 for a list of District/State Computer Science courses that have been identified as substitutions for mathematics. Note: AP Computer Science Principles is the only Computer Science course that is accepted by Florida Bright Futures Requirement for elective credit. Note: AP Computer Science Principles is the only Computer Science course that is accepted by Florida Bright Futures Requirement for elective credit.

Graduation Test Requirement and EOC: A student must pass the Algebra 1 EOC assessment and the results constitute 30% of the final course grade or earn a comparative score on the designated assessment (refer to page 106 for comparative assessment scores) to earn a standard high school diploma unless a Student with a Disability (SWD) has an EOC Waiver through the IEP. Students must participate in the Geometry EOC and the results constitute 30% of the student's final course grade. *Special note: 30% not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

- **Three (3) credits in Science:** One of which must be Biology 1, two of which must be equally rigorous science courses. Two of the three required credits must have a laboratory component.
 - An industry certification that leads to college credit may substitute for up to one science credit (except for Biology 1).
 - A student who earns a computer science credit may substitute the credit for up to one credit of the science requirement, with the exception of Biology I, if the commissioner identifies the computer science credit as being equivalent in rigor to the science credit. ***An identified computer science credit may not be used to substitute for both a mathematics and a science credit.*** However, students who take approved industry certifications to meet high school diploma requirements in mathematics and science may not be eligible for standard State University System (SUS) admissions nor meet NCAA requirements for participation in intercollegiate athletics. The computer science course should be submitted to NCAA by the high school for review in the appropriate core area for eligibility.
 - Please refer to Weekly Briefing #26233 for a list of District/State Computer Science courses that have been identified as substitutions for science. Note:

AP Computer Science Principles is the only Computer Science course that is accepted by Florida Bright Futures Requirement for elective credit.

EOC Requirement: Students must participate in the Biology 1 EOC assessment and the results constitute 30% of the final course grade unless a Student with a Disability (SWD) has an EOC Waiver through the IEP. *Special note: 30% not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

- **Three (3) Credits in Social Sciences:** One (1) credit in World History; one (1) credit in U.S. History; .5 credit in U.S. Government; and .5 credit in Economics .
 - **EOC Requirement:** Students enrolled in U.S. History must participate in U.S. History EOC assessment and the results constitute 30% of the final course grade unless a Student with a Disability (SWD) has an EOC Waiver through the IEP. *Special note: 30% not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).
 - **Civic Literacy Assessment Requirement:** Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to Florida Statutes 1007.25(5). Students earning a passing score on the Civic Literacy Assessment are exempt from taking the Postsecondary Civic Literacy Assessment required by Florida Statutes § 1007.25(5). The Postsecondary Civic Literacy Assessment is an undergraduate degree requirement for students initially entering a Florida College System institution or state university to demonstrate competency in civic literacy.
- **One (1) Credit in Fine or Performing Arts, Speech and Debate, or Career and Technical Education:** A practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination satisfies the one credit requirement in fine or performing arts, speech and debate, or career and technical education. Eligible practical arts courses are identified in the [FDOE Course Code Directory](#). Per [Florida Statutes § 1003.4282](#), a student who earns credit upon completion of an apprenticeship or pre-apprenticeship program registered with the Florida Department of Education under [F.S. Chapter 446](#) may use such credit to satisfy the graduation requirements for one (1) credit in fine or performing arts, speech and debate, or career and technical or one (1) elective credit.
- **One (1) Credit in Physical Education:** Physical education must include the integration of health. Students must take .5 credit in Personal Fitness and .5 credit in any elective Physical Education course listed in the [M-DCPS Course Code Directory](#).

Participation in an interscholastic sport ([FM 7155](#) and [FM 7691](#)) at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education. A district school board 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 IEP or 504 plan.

- **Eight (8) Elective Credits:** School districts must develop and offer coordinated electives so that a student may develop knowledge and skills in his or her area of interest, such as electives with a STEM or liberal arts focus. Such electives must include opportunities for students to earn college credit, including industry-certified career education programs or series of career-themed courses that result in industry certification or articulate into the award of college credit, or career education courses for which there is a statewide or local articulation agreement and which lead to college credit. Per [Florida Statutes § 1003.4282](#), a student who earns credit upon completion of an apprenticeship or pre-apprenticeship program registered with the Florida Department of Education under [F.S. Chapter 446](#) may use such credit to satisfy the graduation requirements for (1) elective credit.

Graduation requirements for students entering Grade 9 in the 2023-2024 school year and thereafter include the following:

- **Four (4) Credits in English Language Arts (ELA):** The four credits must be in ELA I, II, III, and IV. ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.
Graduation Test Requirement: A student must pass the statewide, standardized Grade 10 ELA assessment, or earn a concordant score, in order to earn a standard high school diploma.
- **Four (4) Credits in Mathematics:** One of which must be Algebra 1 and one of which must be Geometry.
 - A student may earn two mathematics credits by successfully completing Algebra 1 through two full-year courses (Algebra 1A and Algebra 1B). A certified school counselor or the principal's designee must advise the student that admission to state university may require the student to earn 3 additional mathematics credits that are at least as rigorous as Algebra 1.
 - Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry). However, students who take approved industry certifications to meet high school diploma requirements in mathematics and science may not be eligible for standard State University System (SUS) admissions nor meet NCAA requirements for participation in intercollegiate athletics. A certified school counselor or the principal's designee must advise the student that admission to a state university

may require the student to earn 3 additional mathematics credits that are at least as rigorous as Algebra 1.

- A student who earns a computer science credit may substitute the credit for up to one credit of the mathematics requirement, with the exception of Algebra 1 and Geometry, if the commissioner identifies the computer science credit as being equivalent in rigor to the mathematics credit. ***An identified computer science credit may not be used to substitute for both a mathematics and a science credit.*** A student who earns an industry certification in 3D rapid prototype printing may satisfy up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor to the mathematics credit or credits.
- Please refer to Weekly Briefing #26233 for a list of District/State Computer Science courses that have been identified as substitutions for mathematics. Note: AP Computer Science Principles is the only Computer Science course that is accepted by Florida Bright Futures Requirement for elective credit. Note: AP Computer Science Principles is the only Computer Science course that is accepted by Florida Bright Futures Requirement for elective credit.

Graduation Test Requirement and EOC: A student must pass the Algebra 1 EOC assessment and the results constitute 30% of the final course grade or earn a comparative score on the designated assessment (refer to page 106 for comparative assessment scores) to earn a standard high school diploma unless a Student with a Disability (SWD) has an EOC Waiver through the IEP. Students must participate in the Geometry EOC and the results constitute 30% of the student's final course grade. *Special note: 30% not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

- **Three (3) credits in Science:** One of which must be Biology 1, two of which must be equally rigorous science courses. Two of the three required credits must have a laboratory component.
 - An industry certification that leads to college credit may substitute for up to one science credit (except for Biology 1).
 - A student who earns a computer science credit may substitute the credit for up to one credit of the science requirement, with the exception of Biology I, if the commissioner identifies the computer science credit as being equivalent in rigor to the science credit. ***An identified computer science credit may not be used to substitute for both a mathematics and a science credit.*** However, students who take approved industry certifications to meet high school diploma requirements in mathematics and science may not be eligible for standard State University System (SUS) admissions nor meet NCAA requirements for participation in intercollegiate athletics. The computer science course should be submitted to NCAA by the high school for review in the appropriate core area for eligibility.
 - Please refer to Weekly Briefing #26233 for a list of District/State Computer Science courses that have been identified as substitutions for science. Note: AP Computer Science Principles is the only Computer Science course that is accepted by Florida Bright Futures Requirement for elective credit.

EOC Requirement: Students must participate in the Biology 1 EOC assessment and the results constitute 30% of the final course grade unless a Student with a Disability (SWD) has an EOC Waiver through the IEP. *Special note: 30% not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

- **Three (3) Credits in Social Sciences:** One (1) credit in World History; one (1) credit in U.S. History; .5 credit in U.S. Government; and .5 credit in Economics .
 - **EOC Requirement:** Students enrolled in U.S. History must participate in U.S. History EOC assessment and the results constitute 30% of the final course grade unless a Student with a Disability (SWD) has an EOC Waiver through the IEP. *Special note: 30% not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).
 - **Civic Literacy Assessment Requirement:** Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to Florida Statutes 1007.25(5). Students earning a passing score on the Civic Literacy Assessment are exempt from taking the Postsecondary Civic Literacy Assessment required by Florida Statutes § 1007.25(5). The Postsecondary Civic Literacy Assessment is an undergraduate degree requirement for students initially entering a Florida College System institution or state university to demonstrate competency in civic literacy.
- **One (1) Credit in Fine or Performing Arts, Speech and Debate, or Career and Technical Education:** A practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination satisfies the one credit requirement in fine or performing arts, speech and debate, or career and technical education. Eligible practical arts courses are identified in the [FDOE Course Code Directory](#). Per [Florida Statutes § 1003.4282](#), a student who earns credit upon completion of an apprenticeship or pre-apprenticeship program registered with the Florida Department of Education under [F.S. Chapter 446](#) may use such credit to satisfy the graduation requirements for one (1) credit in fine or performing arts, speech and debate, or career and technical education or one (1) elective credit.
- **One (1) Credit in Physical Education:** Physical education must include the integration of health. Students must take .5 credit in Personal Fitness and .5 credit in any elective Physical Education course listed in the [M-DCPS Course Code Directory](#).

Participation in an interscholastic sport ([FM 7155](#) and [FM 7691](#)) at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education. A district school board 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 IEP or 504 plan.

- **Seven and one-half (7.5) Elective Credits:** School districts must develop and offer coordinated electives so that a student may develop knowledge and skills in his or her area of interest, such as electives with a STEM or liberal arts focus. Such electives must include opportunities for students to earn college credit, including industry-certified career education programs or series of career-themed courses that result in industry certification or articulate into the award of college credit, or career education courses for which there is a statewide or local articulation agreement and which lead to college credit. Per Florida Statutes § 1003.4282, a student who earns credit upon completion of an apprenticeship or pre-apprenticeship program registered with the Florida Department of Education under [F.S. Chapter 446](#) may use such credit to satisfy the graduation requirements for (1) elective credit.
- **One-half (.5) Credit in Personal Financial Literacy:** Beginning with students entering grade 9 in the 2023-2024 school year and thereafter, each student must earn one-half credit in personal financial literacy and money management.

The State's Florida High School Graduation chart, found in Appendix C, summarizes the graduation requirements and other information.

D. Students with Disabilities: Statewide, Standardized Assessments and Course Accommodations

Test Exemptions for Students with Disabilities: Participation in the statewide, standardized assessment programs is mandatory for all students, including students with disabilities. This includes statewide standardized assessments, such as the FAST, and Florida EOCs for all enrolled students; and ACCESS for ELLs for all eligible ESOL students, including students with disabilities. The decision regarding whether a student will be exempted or tested with or without accommodations is made by the student's IEP team and recorded on the IEP. Students with disabilities who are exempt from the regular standards will be assessed through the Florida Alternate Assessment (FAA) and Alternate ACCESS for ELLs, as documented on the IEP.

Students with disabilities are required to take applicable EOC tests one time, after which assessment results may be waived for the purpose of determining the student's course grade and credit if the IEP committee determines an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations.

All students with disabilities, including ELs with disabilities and students placed exclusively in programs for the Speech Impaired, Homebound or Hospitalized, or Visually Impaired, must participate in statewide, standardized assessments.

In many instances, students with disabilities will require accommodations and support in order to demonstrate proficiency on state or district assessments. These accommodations and support should also be used during classroom instruction and for classroom testing purposes, as documented on the IEP. The document provided by the Florida Department of Education, [Bureau of Exceptional Education and Student Services \(BEESS\)](#), [Accommodations: Assisting Students with Disabilities \(2018\)](#), lists appropriate accommodations for students with disabilities.

Testing Accommodations for Students with Disabilities: The IEP or Section 504 plan team makes decisions about accommodations for an individual student with a disability when they evaluate the impact of the student's disability and need for accommodations in classroom instruction and assessment activities. The following guidelines indicate that accommodations:

- It should be based on objective data.
- Facilitate an accurate demonstration of what the student knows or can do.
- Do not provide the student with an unfair advantage or interfere with the validity of the test.
- The same accommodations are used by the student in classroom instruction and for assessments.
- Are necessary for enabling the student to demonstrate knowledge, ability, skill or mastery.
- Are permitted by the testing protocol for each specific district and/or state assessment.

Parental Rights Regarding the Statewide Standardized Assessments for Students with Disabilities: State mandates for Florida public schools regarding student assessment and accommodations indicate that parents must:

- be notified and provided with information regarding the implication of non-participation, should their child not participate in the assessment;
- be informed when their child is being provided with accommodations in the classroom that are not permitted on state assessments;
- sign consent in order for their child to receive accommodations in the classroom that would not be permitted on state assessments;
- acknowledge in writing that they understand the implications of their child receiving accommodations in the classroom that are not permitted on state assessments; and
- be informed of the potential impact on their child's ability to meet expected proficiency levels in reading, writing, and math when students are provided with accommodations in the classroom that are not permitted on state assessments.

These regulations must be addressed at every IEP meeting.

Waivers for Statewide, Standardized Graduation Tests for Students with Disabilities: Legislation provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments. A student with a disability, as defined in [Florida Statutes § 1007.02](#), for whom the Individual Education Plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript. IEP teams are to complete the waiver for statewide, standardized assessment on the ESE-EMS system.

In order to be considered for the waiver from the statewide, standardized assessment graduation test requirement, the student must:

- be identified as a student with a disability, as defined in [Florida Statutes § 1007.02](#);
- have an IEP;
- have been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression;
- have taken the Grade 10 statewide, standardized assessment with appropriate allowable accommodations at least once in grade 10; and
- be progressing toward meeting the State's credit/course and 2.0 cumulative GPA requirements and any other district requirements for graduation with a standard diploma.

Certain students with disabilities will be eligible for waivers for EOC assessments after they have taken an assessment at least once. The decision regarding the waiver of the EOC results must be made by the IEP team and documented on the *Waiver of End of Course (EOC) Assessment Results Requirements for Students with Disabilities*, on the District's ESE/EMS platform. The team may convene at any time after the student has taken the assessment at least once and it has been determined that the student failed to earn a passing score on an EOC assessment. The EOC assessment results can be waived if the student meets all of the following criteria:

- be identified as a student with a disability,
- have an active IEP,
- have taken the EOC assessment with appropriate allowable accommodations at least once,
- have demonstrated, as determined by the IEP team, achievement of the course standards (must earn course credit by passing the course).

The EOC waiver does not apply to students who are determined eligible solely for the Hospital/Homebound program or to students with only a 504 plan.

For certain students with disabilities, an IEP Team, under specific circumstances and/or conditions, may request through the Superintendent of Schools to the Commissioner of Education for an exemption from the graduation test requirement for students with disabilities seeking a standard diploma.

Course Accommodations: Course accommodations for students with disabilities which shall be available, based upon assessment of student need, and specified on the student's IEP in both basic (general education) and special education courses include but are not limited to:

- an increase or decrease in instructional time;
- variations of instructional strategies;
- teacher instruction or student response through special communication systems;
- accommodation of content where specific sensory or motor functioning is severely impaired; and
- accommodation of test administration procedures and other evaluation systems to accommodate the student's disability permitted by the testing protocol for each specific district and/or state assessment.

M-DCPS provides students with disabilities with certain adaptations to basic education or CTE courses and programs of study to ensure students with disabilities the opportunity to meet graduation requirements for a standard diploma. Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When adapting CTE courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's IEP. Allowable adaptations to basic or CTE courses may include any of the following:

- the instructional time may be increased or decreased;
- instructional methodology/strategies may be varied;
- special communications systems may be used by the teacher or the student; and
- classroom and district test administration procedures and other evaluation procedures may be adapted to accommodate the student's disability.

The time required to complete grades 9-12 will depend upon the time necessary for the student to earn the required number of credits for the selected diploma option and fulfill other requirements for graduation. Promotion is based upon the same criteria as that of the general education population. Students with disabilities may remain in school until they meet graduation requirements. A student with a disability who has completed the requirements for a standard diploma may defer the diploma and get services, such as dual enrollment, until they are 21.

The potential to defer receipt of a standard high school diploma applies to any student with a disability, as long as the requirements of [Florida Statutes § 1003.4282\(10\)\(c\)](#), are met.

E. Concordant and Comparative Scores for the Statewide, Standardized Graduation Assessments

All grade 10 students must take the statewide, standardized Grade 10 FAST ELA assessment and students enrolled in Algebra 1 must take the Florida EOC in Algebra 1. However, a student who does not receive a passing score on either assessment may apply a concordant/comparative score achieved on a designated college readiness assessment to meet the high school graduation test requirements per [Florida Statutes § 1003.4282](#). The tables below show the concordant and comparative scores students may use to satisfy assessment graduation requirements.

Grade 10 ELA Concordant Scores¹

Available for students who entered grade 9 in 2020-2021 and beyond:	
SAT Evidence-Based Reading and Writing (EBRW) ²	480
ACT English and Reading subtests (averaged) ³	18
CLT Verbal Reasoning and Grammar/Writing sections ⁴	36
Available for students who entered grade 9 between the 2010-11 and 2019-20 school year ⁵ :	
SAT EBRW ²	430
SAT Reading Subtest ⁶	24
ACT Reading	19
ACT English and Reading subtests (averaged) ³	18

¹ Students whose graduation requirement is the Grade 10 FAST ELA Reading Assessment may use concordant scores aligned to the FSA Grade 10 ELA Assessment (those listed for all students who entered grade 9 in 2010–11 and beyond) until the State Board of Education adopts concordant scores aligned to the Grade 10 FAST ELA Reading Assessment.

² Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

³ If the average of the two subject test scores results in a decimal of 0.5 or higher, the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

⁴ The scores from the Grammar/Writing and Verbal Reasoning subject tests that are used to calculate the sum are not required to come from the same test administration.

⁵ Any students, including those using accelerated or career pathway graduation options, and adult students, who are eligible to graduate during the 2022–23 school year, may also use these scores.

⁶ Administered in March 2016 or beyond.

Algebra 1 EOC Comparative Scores

Available for students who entered grade 9 in 2020-21 and beyond:	
PSAT/NMSQT Math ¹	430
SAT Math ²	420
ACT Math	16
CLT Quantitative Reasoning section	11
Geometry EOC ³	Level 3
Available for students who entered grade 9 between the 2011–12 and 2019–20 school years ⁴ :	
PERT Mathematics	114
PSAT/NMSQT Math1	430
SAT Math 2	420
ACT Math	16
Geometry EOC ³	Level 3
Available for students who entered grade 9 between the 2011–12 and 2018–19 school years:	
PERT Mathematics	97

¹ Administered in 2015 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

² Administered in March 2016 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

³ Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by Rule 6A-1.09422(6)-(7), F.A.C., may use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the Scholar Diploma Designation section below for eligibility criteria.

⁴ Any students, including those using accelerated or career pathway graduation options, and adult students, that are eligible to graduate during the 2022–23 school year, may also use these scores.

Additional information regarding Concordant and Comparative Scores for High Graduation Tests can be accessed at:

[Graduation Requirements for Florida's Statewide Assessments](#)

Alternative Assessment Graduation Pathways for ESOL Students: [Florida Statutes § 1003.433\(3\)\(b\)](#) provides an alternative graduation pathway beginning with the 2022-2023 school year for students enrolled in an ESOL program for less than two years and have met all requirements for the standard high school diploma with the exception of passing the statewide, standardized grade 10 English Language Arts assessment. Eligible ELL students must have entered an English for Speakers of Other Languages (ESOL) Program on or after August 1st of the school year in which the student enters

Grade 11 (not to exceed two calendar years). The following alternative measures may be applied for eligible students:

- Houghton Mifflin Harcourt (HMH) Reading Inventory (RI) scores at or above the 'Proficient' performance standard proficiency band (Lexile score of 1080 or above) on any of the diagnostic assessments.
- Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) Reading domain score AND Composite score of a "4".
- As such, an eligible ELL student with less than two years in the ESOL program would meet ELA Grade 10 graduation test criteria by scoring EITHER a Lexile score of 1080 or above on the HMH Reading Inventory OR by scoring a 4.0 or above on both the ACCESS for ELLs Composite score and the Reading domain score.

F. Senior High School Placement, Grade Promotion and Academic Support

Each student is required to have mastered the appropriate state standards, which are incorporated in the *M-DCPS District Pacing Guides* in order to be eligible for graduation from M-DCPS. The following table provides the senior high school promotion and retention requirements for students, including SWD: Florida Statutes § 1003.42 and 1008.22, beginning with the 2022-2023 school year, students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except the passage of any assessment required for graduation or alternate assessment, may meet the requirement to pass the statewide, standardized grade 10 English Language Arts assessment by satisfactorily demonstrating grade-level expectations on formative assessments, in accordance with [Board Rule 6A-1.09422, F.A.C.](#)

Summary of Promotion and Placement Requirements for Senior High School Students

End of Grade	Minimum Cumulative Total Of Credits For the Four-Year, 24 Credit Standard Program
9	4 credits, which will include one ELA or one mathematics

10	9 credits, which will include: <ul style="list-style-type: none"> • two ELA, one mathematics, and one science OR • one ELA, two mathematics and one science
11	16 credits, which will include: <ul style="list-style-type: none"> • three ELA, two mathematics, and two science OR • two ELA, three mathematics and two science
12	24 credits required for graduation

Students with disabilities (SWD): SWD who are following the state academic standards must be enrolled in general education courses. SWD who are following the Access Points (modified curriculum) must be enrolled in access courses (7000 level) regardless of educational placement. The general education classroom must be the first placement consideration for scheduling and providing access to these courses for students with disabilities.

Students with Disabilities who have reached the age of 14 or the first day of ninth grade, whichever comes first, must be included in a Transition IEP meeting to discuss resources along with secondary and post-secondary options. At that time, a description must be developed that includes a course of study for the student (courses, credits, GPA, community service, and assessments) to assist them in reaching their post-secondary goals. Furthermore, the IEP must include a statement of intent to pursue a standard high school diploma and a Scholar or Industry Scholar designation as determined by the parent.

Academic Support for High School Students for English Language Arts and Mathematics: Beginning with the 2015-2016 school year, the Florida Legislature amended [Florida Statutes § 1003.4282](#), deleting the requirement for high school students who score at Level 1 or Level 2 on the statewide, standardized ELA and/or Algebra 1 EOC to be enrolled in a remedial course or a content area course in which remediation strategies are incorporated. However, students who do not achieve a Level 3 or above on statewide, standardized assessments in ELA, mathematics and Algebra 1 must be evaluated to determine the nature of students' difficulties and areas of academic need and be provided academic supports to improve the students' performance. The Florida Department of Education authorizes school districts to establish local policy regarding instructional support, remediation and course enrollment that are in the best interest of students. As such, M-DCPS provides academic support through Intensive Reading and Intensive Mathematics courses for secondary school students because students must pass both assessments graduate high school. These courses, approved for use in the [FDOE Course Code Directory](#), are in addition to the regular language arts and mathematics courses and are offered as electives.

Parental Opt-Out Procedure for Intensive Reading Classes: A parent may request that their child not participate in the Intensive Reading courses in secondary schools. While it is not the recommendation of the District to remove students from the Intensive Reading courses given the State's graduation requirement of passing the Grade 10 ELA FAST, the Office of Academics and Transformation has a "Parental Opt-Out" Procedure. The Opt-Out Procedure applies to selected secondary students who meet academic grade and test score criteria. If a parent/ guardian of a student who meets the Opt-Out criteria initiates a request to remove their child from the Intensive Reading course, the school shall follow instructions, as delineated in Weekly Briefing 40233, which include having the parent meet with the school's Reading Leadership Team and sign the District's release form (Weekly Briefing 40235) acknowledging the District's recommendation. The parental request should be made directly to the principal who must also sign the District release form. The original, signed copy of the letter should be maintained in the student's cumulative folder. Questions from school sites about this Parental Opt-Out Procedure may be addressed with the M-DCPS Department of Secondary English Language Arts at 305-995-3122.

Grade Forgiveness Policy ([FM 7688](#)): The grade forgiveness policy for students in grades 9-12 is explained under the *General Requirements* section of this document beginning on page 45 of this document.

Semester System ([FM 7689](#)): There are mechanisms which make it possible for students to benefit from the advantages of a semester system without the disadvantages of major rescheduling at midyear or midyear promotions. These are outlined on [Florida Statutes § 1003.436](#), and in Appendix D.

Transfer Students in 11th or 12th grade ([FM 7690](#)): Procedures regarding students who enter a Florida public school at the 11th or 12th grade from out of state or out of country are explained in the *General Requirements* section of this document on page 16.

G. Required Topics of Study for Senior High School

In addition to the aforementioned required courses that comprise the high school graduation requirements, several topics are also part of the curriculum, and they are embedded within various authorized high school courses. The topics are in accordance with Florida Statutes and/or District requirements and reference to Florida Statutes and Board Policies are provided.

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented			
		9	10	11	12
The history of African Americans	Florida Statutes § 1003.42	★	★	★	★
The history of Asian Americans and Pacific Islanders	Florida Statutes § 1003.42	★	★	★	★
American Founders' Month	Florida Statutes § 683.1455	★	★	★	★
Civic and Character Education	Florida Statutes § 1003.42, Florida Board of Education Rule 6A-1.094124 and School Board Policy 2290	★	★	★	★
Health education that addresses concepts of community health, consumer health, environmental health and family life including injury prevention and safety, nutrition, personal health, prevention, and control of disease	Florida Statutes § 1003.42	★	★		
The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body	Florida Statutes § 1003.42	★	★		
The nature and importance of free enterprise to the United States economy	Florida Statutes § 1003.42	★	★	★	★
Flag Education	Florida Statutes § 1003.42 and School Board Policy 8810	★	★	★	★
The study of Hispanic contributions to the United States	Florida Statutes § 1003.42	★	★	★	★
The history and content of the Declaration of Independence and the history, meaning, significance of the Constitution of the United States	Florida Statutes § 1003.42	★	★	★	★
The arguments in support of adopting our republican form of government	Florida Statutes § 1003.42	★	★	★	★
The elements of civil government	Florida Statutes § 1003.42	★	★	★	★
The history of the United States, including the period of discovery, early colonies, the War for independence, the Civil War, the expansion of the U.S. to its present boundaries, the world wars, and the civil rights movement to the present	Florida Statutes § 1003.42			★	
The history of the Holocaust (1933-1945)	Florida Statutes § 1003.42 Florida Statutes § 1000.05(7)	★	★	★	★
The history of the State (Florida)	Florida Statutes § 1003.42			★	★
To encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide	Florida Statutes § 1003.42	★	★	★	★
The study of women's contributions to the United States	Florida Statutes § 1003.42	★	★	★	★
Substance Use and Abuse Prevention Education	Florida Statutes § 1003.42 School Board Policy 5530	★	★	★	★

Reproductive Health and Disease Education/Awareness of the benefits of sexual abstinence	Florida Statutes § 1003.42, 1003.46 and School Board Policy 2417	★	★		
Digital Citizenship/Internet Safety	Florida Statutes § 1003.42 and School Board Policy 7540.03	★	★	★	★
Multicultural Education	School Board Policy 2225	★	★	★	★
Teen dating violence and abuse prevention	Florida Statutes § 1006.48 and School Board Policy 5517.03	★	★		
The social, emotional, and physical effects of social media	Florida Statutes § 1003.42	★	★	★	★
Bullying and Harassment Prevention Education	Florida Statutes § 1006.147 and School Board Policy 5517.01	★	★	★	★
Sexting Prevention	School Board Policy 5136.02	★	★	★	★
Kindness to Animals	Florida Statutes § 1003.42	★	★	★	★
The conservation of natural resources	Florida Statutes § 1003.42	★	★	★	★
The elementary principles of agriculture	Florida Statutes § 1003.42	★	★	★	★
Voter Education and Registration	Florida Statutes § 1003.42, and School Board Policy 5724			★	★
Resiliency Education: Civic and Character Education and Life Skills Education	Florida Statutes § 1003.42 and Florida Board of Education Rule 6A-1.094124	★	★	★	★
Child Abuse, Exploitation, and Child Trafficking Prevention Education	Florida Statutes § 1003.42 School Board Policy 8462.01	★	★	★	★
Sun Safety Education	School Board Policy 5330.02	★	★	★	★

★ **Social Sciences**

★ **Physical Education and Health Literacy**

★ **Science**

★ **Student Services**

Instruction and supporting materials on the topics enumerated in this section must be consistent with the principles of individual freedom outlined in [Florida Statute § 1003.42\(3\)](#).

H. Scheduling of Students

Each student in senior high school must be scheduled for a minimum of six annual credits per year. Florida Virtual School (FLVS) courses and dual enrollment courses can be applied toward the six annual credits per year requirement. Additionally, a senior needing five credits or less to graduate may be scheduled for only five periods upon approval by the principal and Regional Superintendent, or designee. The approval of the parent is also required. This requirement may be waived for a student with disabilities if a shortened

school day has been included in the student's IEP and if the resultant schedule is in accordance with relevant Florida Statutes and Florida Board of Education (FBE) rules.

Grades earned through FLVS will be entered into the student's permanent record. Students may not withdraw from a course in progress and enroll in the same or equivalent course through FLVS except for extenuating circumstances.

I. Definition of "Credit"

High School Credit: As per [Florida Statutes § 1003.436](#), for the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards.

The "one-half credit earned system" allows for students to receive one-half credit for courses provided on a full-year basis. The hourly requirements for one-half credit are one-half the requirements for a full credit. A student enrolled in a full-year course shall receive one-half credit if the student:

- successfully completes half of a full-year course (either the first or the second half);
- fails to successfully complete the other half of the course; and
- the averaging of the grades obtained in each half would not result in a passing grade.

A student attending a school-sponsored and approved activity directly related to the student's academic program shall be considered as present for instruction.

Credits in High Schools with Block Scheduling: One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements.

J. Additional Information regarding High School and Graduation

Acceleration Provisions: M-DCPS provides for the accelerated coursework that allows students to pursue a more challenging program of study. These acceleration options are explained in the *General Requirements* section of this document beginning on page 29.

Community Service: A community service project, which is described in [Community Service Implementation Guidelines](#), incorporated by reference in this School Board Policy 5410 *Student Progression Plan*, is required for graduation for those students who select a four-year, 24-credit standard program. The school must approve and verify that the student's community service complies with the requirements specified in the [Community Service Implementation Guidelines](#). In the implementation of the project, the student is to identify a social problem of interest, develop a plan for personal involvement in addressing the problem, and, through papers or presentations, evaluate and reflect upon the experience. No specific numbers of hours are required for graduation. A community service project is not a graduation requirement for students enrolled in the 18-credit ACCEL option. However, it should be noted that the [Florida Bright Futures Scholarship Program](#) requires volunteer service hours, paid work hours, or total combined hours as part of the eligibility requirements for the Florida Academic Scholars Award, the Florida Medallion Scholars Award and the Florida Gold Seal Vocational Scholars Award. Beginning with high school students graduating in the 2022-2023 academic year and thereafter, students may complete 100 hours of paid work, as approved by the School Board to satisfy the volunteer community service hour requirement for any award in the Florida Bright Futures Scholarship Program. Additionally, students should seek advisement regarding community service requirements for certain diploma options, such as the Superintendent's Diploma of Distinction, AICE, and IB, from their school counselor.

Interscholastic Extracurricular Eligibility: Guidelines for student participation in extracurricular activities, as per [Florida Statutes § 1006.15](#), are delineated in School Board Policy 5845, *Student Activities*. The term "extracurricular" refers to any school-authorized or education-related activity occurring during or outside the regular instructional school day. Student eligibility requirements and rules for participation in interscholastic extracurricular athletics and activities are explained in the District's Student Activities Guidelines. Any student who participates in extracurricular athletics and activities must have a completed, signed *Contract for Student Participation in Interscholastic Competition or Performances*, [FM-7155](#).

Science Courses: College-bound students should strongly consider taking four years of science, to include chemistry and/or physics, along with the required Biology 1 course, in order to remain competitive with their national and international peers.

Computer Science: M-DCPS students are provided opportunities for learning computer science. Such courses are integrated into middle and senior high schools, including combination schools in which any of grades 6 through 8 are taught.

Course Code Directory: Any course listed in the current [FDOE Course Code Directory](#), or the [District's Course Code Directory](#)/Curriculum Bulletin-1(CB-1) which is appropriate for grades 9 or above may fulfill an elective credit for graduation except Study Hall and

other courses identified as noncredit (NC), Adult Basic Education, and GED Preparation. In selecting their electives, students shall consider a specific career course plan.

Adult Education Program Credit: A student who is eligible may, with prior written approval of the high school principal and acceptance into the adult education high school credit program, earn two courses per school year from the adult education program to apply toward graduation requirements for a high school diploma. The form *Credit Certification for Adult Education* [FM-4269](#) should be used for this purpose. Students can only take courses in the adult education program previously failed in the day school program. It should be noted that adult education high school courses taken through the regular adult education program may not be recognized by the National Collegiate Athletic Association (NCAA) as meeting eligibility requirements to participate in college athletics.

Senior high school students may not withdraw from a senior high school class and enroll in the same or equivalent class for graduation credit through adult education in the same academic year except for extenuating circumstances and only by permission of the principal.

A *Credit Certification for Adult Education* form, [FM-4269](#), should be completed for each student who will transfer credits earned in an adult education program to his/her high school transcript. This form should also be used when the student is no longer enrolled in senior high school but will use the adult education credit(s) to earn his/her diploma.

Establishment of Increased Graduation Requirements by Senior High Schools: Individual senior high schools may not establish graduation requirements greater than the prescribed State requirements for students enrolled in the four-year, 24-credit standard program, subject to the approval of the Regional Superintendent, the Chief Academic Officer and the Superintendent of Schools, or designee.

K. State University System, Florida College System and Career and Technical Colleges and Centers

State University System (SUS) Entrance Requirements: Admission into Florida's [State University System](#) is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma
- A minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors Regulation (BOG) 6.008

- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
 - 4 English (3 with substantial writing)
 - 4 Mathematics (Algebra 1 level and higher)
 - 3 Natural Science (2 with substantial lab)
 - 3 Social Sciences
 - 2 World Language (sequential, in the same language or other equivalents) (Appendix J)
- 2 approved electives

Additional information is available at the [State University System of Florida](#).

Florida College System: Florida's College System includes 28 state colleges that have a general open-door admissions policy for students who have a high school diploma or GED®. These institutions offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who have earned a standard high school diploma, an equivalent diploma or have successfully earned college credit or an equivalent diploma or earned college credit. Additional information is available at [The Florida College System](#).

Career and Technical Colleges and Centers: Florida also offers students [49](#) accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations. Additional information is available at [Career, Adult and Technical Education](#) and [District Postsecondary Institutions](#).

L. Florida Bright Futures Scholarship Program

The Florida Department of Education's Office of Student Financial Assistance oversees the [Florida Bright Futures Scholarship Program](#). In addition to providing information about this program, this website facilitates application to the program for interested students.

Program Description: The Florida Bright Futures Scholarship Program, as per [Florida Statutes § 1009.53](#), is created to establish a lottery-funded scholarship program to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in a degree program, certificate program, or applied technology program at an eligible Florida public or private postsecondary education institution within 3 years of graduation from high school. The Bright Futures Scholarship Program consists of four types of awards: the Florida Academic Scholarship, the Florida Medallion Scholarship, the Florida Gold Seal CAPE Scholarship, and the Florida Gold Seal Vocational Scholarship. Each award has specific eligibility requirements and award criteria, which are outlined in the [Bright Futures Student Handbook Chapter 1, Chapter 2, and Chapter 3](#).

Application Process: Students must apply for the scholarship by submitting the *Florida Financial Aid Application (FFAA)* beginning October 1 of their senior year and by no later than August 31 after high school graduation. All eligibility requirements must be met by high school graduation, however scores of ACT®/CLT®/SAT®/PERT tests taken through August 31 are accepted for evaluation purposes.

After submitting the FFAA, the student is responsible for tracking the application and award status online and keeping the Office of Student Financial Assistance (OSFA) informed of any demographic or institutional changes and ensuring that funding for an academic year is accurate by contacting their institution's financial aid office.

V. THE ADULT HIGH SCHOOL CREDIT PROGRAM

A. Standard High School Diploma for Adult Education Students

An adult student in an adult general education program as provided under [Florida Statutes § 1004.93](#), shall be awarded a standard high school diploma if the student meets the requirements of this section or [Florida Statutes § 1002.3105](#). Grades 9-12 (or equivalent) students in adult high school credit programs must meet essentially the same standards for graduation as those in the four-year, 24-credit standard program. Students who do not receive a specific exemption will be assessed a block tuition rate of \$30 per term.

For high school graduation course/credit requirements and statewide, standardized assessments for graduation, see *Graduation Requirements for High School Students*. For students graduating from the adult education program, refer to the table that follows:

School Year Enrolled in Grade 9	Passing Reading Scores	Passing Mathematics Scores
1998-99 through 2006-07	HSCT 700 or FCAT ¹ Reading 300 ACT 15 SAT (EBRW) 410 SAT Reading 22	HSCT 700 or FCAT ¹ Reading 300 ACT 15 SAT 340
2007-08 2008-09	FCAT ¹ Reading 300 ACT 18 SAT (EBRW) 420 SAT Reading 23	FCAT ¹ Mathematics 300 ACT 15 SAT 340
2009-10	FCAT 2.0 ¹ Reading Level 3 (241 APS) ACT 18 SAT (EBRW) 420 SAT Reading 23	FCAT ¹ Mathematics 300 ACT 15 SAT 340
2010-11	FCAT 2.0 ¹ Reading Level 3 (245) SAT EBRW ² 430 SAT Reading ⁴ 24 ACT Reading 19 ACT Eng & Reading (avg) ³ 18	n/a
2011-12	FCAT 2.0 ¹ Reading Level 3 (245) SAT EBRW ² 430 SAT Reading ⁴ 24 ACT Reading 19 ACT Eng & Reading (avg) ³ 18	NGSSS ¹ Level 3 (399) FSA ⁹ Algebra 1 Level 3 (497, 489 APS) FSA ⁹ Geometry Level 3 (499, 492 APS) PERT 97 PSAT/NMSQT ⁸ Mathematics 430 SAT Math ⁹ 420 ACT Mathematics 16
2012-13	FCAT 2.0 ¹ Reading Level 3 (245) SAT EBRW ² 430 SAT Reading ⁴ 24 ACT Reading 19 ACT Eng & Reading (avg) ³ 18	NGSSS ¹ Level 3 (399) FSA ⁹ Algebra 1 Level 3 (497, 489 APS) FSA ⁹ Geometry Level 3 (499, 492 APS) PERT 97 PSAT/NMSQT ⁸ Mathematics 430 SAT Math ⁹ 420 ACT Mathematics 16

2013-14	FSA ELA Level 3 (APS 349) SAT EBRW ² 430 SAT Reading ⁴ 24 ACT Reading 19 ACT Eng & Reading (avg) ³ 18	NGSSS ¹ Level 3 (399) FSA ⁹ Algebra 1 Level 3 (497, 489 APS) FSA ⁹ Geometry Level 3 (499, 492 APS) PERT 97 PSAT/NMSQT ⁸ Mathematics 430 SAT Math ⁹ 420 ACT Mathematics 16
2014-15	FSA ELA Level 3 (350) SAT EBRW ² 430 SAT Reading ⁴ 24 ACT Reading 19 ACT Eng & Reading (avg) ³ 18	NGSSS ¹ Level 3 (399) FSA ⁹ Algebra 1 Level 3 (497, 489 APS) FSA ⁹ Geometry Level 3 (499, 492 APS) PERT 97 PSAT/NMSQT ⁸ Mathematics 430 SAT Math ⁹ 420 ACT Mathematics 16
2015-16	FSA ELA Level 3 (350) SAT EBRW ² 430 SAT Reading ⁴ 24 ACT Reading 19 ACT Eng & Reading (avg) ³ 18	NGSSS ¹ Level 3 (399) FSA ⁹ Algebra 1 Level 3 (497, 489 APS) FSA ⁹ Geometry Level 3 (499, 492 APS) PERT 97 PSAT/NMSQT ⁸ Mathematics 430 SAT Math ⁹ 420 ACT Mathematics 16
2016-17 2017-18 2018-19	FSA ELA Level 3 (350) SAT EBRW ² 430 SAT Reading ⁴ 24 ACT Reading 19 ACT Eng & Reading (avg) ³ 18	FSA ⁹ Algebra 1 Level 3 (497, 489 APS) FSA ⁹ Geometry Level 3 (499, 492 APS) PERT 97 PSAT/NMSQT ⁸ Mathematics 430 SAT Math ⁹ 420 ACT Mathematics 16
2019-20	FSA ELA Level 3 (350) SAT EBRW ² 430 SAT Reading ⁴ 24 ACT Reading 19 ACT Eng and Reading ³ 18	FSA ⁹ Algebra 1 Level 3 (497, 489 APS) FSA ⁹ Geometry Level 3 (499, 492 APS) PERT 114 PSAT/NMSQT ⁸ Mathematics 430 SAT Math ⁹ 420 ACT Mathematics 16
2020-21	FSA ELA Level 3 (350) SAT EBRW ² 480 ACT Eng & Reading (avg) ³ 18 CLT ⁶ Verbal Reading & Gram/Writ (sum) 36	FSA ⁹ Algebra 1 Level 3 (497, 489 APS) FSA ⁹ Geometry Level 3 (499, 492 APS) PSAT/NMSQT ⁸ Mathematics 430 SAT Math ⁹ 420 ACT Mathematics 16 CLT Quantitative Reasoning 11
2021-22	FAST ELA Level 3 (FSA 350) FSA ELA Level 3 (350) SAT EBRW ² 480 ACT Eng & Reading (avg) ³ 18 CLT ⁶ Verbal Reading & Gram/Writ (sum) 36	FSA ⁹ Algebra 1 Level 3 (497, 489 APS) FSA ⁹ Geometry Level 3 (499, 492 APS) PSAT/NMSQT ⁸ Mathematics 430 SAT Math ⁹ 420 ACT Mathematics 16 CLT Quantitative Reasoning 11

2022-2023	FAST ELA Level 3 (TBD) SAT EBRW ² 480 ACT Eng & Reading (avg) ³ 18 CLT ⁶ Verbal Reading & Gram/Writ (sum) 36	BEST ⁷ Algebra 1 Level 3 (FSA 497) BEST ⁷ Geometry Level 3 (FSA 499) FSA ⁹ Algebra 1 Level 3 (497, 489 APS) FSA ⁹ Geometry Level 3 (499, 492 APS) PSAT/NMSQT ⁸ Mathematics 430 SAT Math ⁹ 420 ACT Mathematics 16 CLT Quantitative Reasoning 11
2023-24	BEST ⁵ ELA Level 3 (TBD) SAT EBRW ² 480 ACT Eng & Reading (avg) ³ 18 CLT ⁶ Verbal Reading & Gram/Writ (sum) 36	BEST ⁷ Algebra 1 Level 3 (FSA 497) BEST ⁷ Geometry Level 3 (TBD) FSA ⁹ Algebra 1 Level 3 (497, 489 APS) FSA ⁹ Geometry Level 3 (499, 492 APS) PSAT/NMSQT ⁸ Mathematics 430 SAT Math ⁹ 420 ACT Mathematics 16 CLT Quantitative Reasoning 11
¹ HSCT, FCAT and FCAT 2.0 Reading and Mathematics Retake, and NGSSS Algebra 1 are no longer offered. Students may earn concordant/comparative scores on the ACT, SAT, PSAT, or PERT, as shown above, or earn a passing score on the currently available state assessment.		
² Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.		
³ The average of the English and Reading subtests. If the average of the two subjects test scores results in a decimal (.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.		
⁴ Administered in March 2016 or beyond. Students who entered grade 9 prior to 2019-20 may also use a concordant score of 430 on the SAT Critical Reading if administered prior to March 2016.		
⁵ Students whose graduation requirement is the Grade 10 FAST ELA Reading Assessment may use concordant scores aligned to the FSA Grade 10 ELA Assessment until the State Board of Education adopts concordant scores aligned to the FAST.		
⁶ The scores from the Grammar/Writing and Verbal Reasoning subject tests that are used to calculate the sum are not required to come from the same test administration.		
⁷ Students whose assessment graduation requirement is the B.E.S.T. Algebra 1 EOC Assessment may use comparative scores aligned to the FSA Algebra 1 EOC or Geometry EOC Assessment until the State Board of Education adopts BEST concordant scores.		
⁸ Administered in 2015 or beyond. Students who entered grade 9 in 2010-11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Mathematics if it was earned prior to 2015.		
⁹ Administered in March 2016 or beyond. Students who entered grade 9 in 2010-11 and beyond may also use a comparative score of 380 on SAT Mathematics if it was earned prior to March 2016.		
⁹ Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by Rule 6A-1.09422(6)-(7), F.A.C. , may use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the Scholar Diploma Designation section in the document linked below for eligibility criteria.		
<p>Notes. Students who were scheduled to graduate in 2002 or earlier (entered 9th grade prior to 1998-99) and did not pass the HSCT (Reading 700; Mathematics 700) will need to enroll in an adult education program to meet the current grade 12 cohort's graduation requirements.</p> <p>As of June 28, 2018, students may use either the initially established concordant/comparative scores, or newly established scores on the ACT, SAT, and PSAT/NMSQT to meet the Grade 10 Reading/ELA and Algebra 1 EOC graduation requirement; these options have been combined in the table above. These scores may be applied retroactively.</p> <p>As a result of the COVID pandemic, FDOE Emergency Orders 2020-EO-01 and 2021-EO-01 established that graduation test requirements were waived for students scheduled to graduate in Spring 2020 and 2021.</p>		

Additional information regarding Concordant and Comparative Scores for High Graduation Test can be accessed at:

[Graduation Requirements for Florida's Statewide Assessments](#)

The one credit in physical education is not required and may be substituted with elective credit, keeping the total credits required for graduation the same. Any course listed within the [FDOE Course Code Directory](#) in the areas of art, theatre arts, dance, music, speech, or identified CTE courses may be taken by adult secondary education students to satisfy the one required credit in performing arts. However, beginning with the 2009-2010 school year and beyond, adult high school students may enroll in any approved elective course in lieu of the one required performing arts credit. The science lab component may be waived when facilities are not available. The community service graduation requirement is encouraged, but it is not a requirement to earn a standard diploma.

To obtain a standard adult high school diploma, a student must earn the required 24 credits and pass the required statewide, standardized assessments or attain concordant and/ or comparative scores. A cumulative GPA of 2.0 on a 4.0 scale is required for all adult high school students. Instructional credits and additional provisions as applied toward a diploma in this program are defined as follows:

- Credits are earned by successful completion of course requirements and attainment of a satisfactory grade on an end-of-course exam.
- One annual credit is the equivalent of two semester credits.
- Students may be assigned to a high school basic skills class as determined by assessment. This class may not be offered as a part of an adult basic education program. A student shall earn only elective credit toward graduation for high school remedial language arts and high school remedial mathematics classes. A maximum of two such credits may be earned.
- The courses or subjects specified below are the minimum required for graduation through the adult education program.
- Students who entered adult high school in 2014-2015 and beyond will need one course within the 24-credit program to be completed through online learning.
- Eligible adult high school program students who had previously earned passing HSCT scores may apply these scores toward the graduation requirement.
- Students who entered adult high school in 2012-2013 and forward will be required to take the respective EOC assessment when taking the Algebra 1, Biology 1, Geometry, and US History course and the results constitute 30% of the final course grade.

B. 18 Credit ACCEL Option: The 18 Credit (ACCEL) Option for Adult High School graduation requirements are as follows:

- 14 core courses required for standard diploma
- 4 elective credits
- Physical education is not required (adult students are exempt).
- Online course is not required.
- All other graduation requirements for a 24-credit standard diploma must be met.

C. Certificate of Completion: A student who earns the required 24 credits, or the required 18 credits under [Florida Statutes § 1002.3105\(5\)](#), but fails to pass the assessments required under [Florida Statutes § 1008.22\(3\)](#), or achieve a 2.0 GPA shall be awarded a certificate of completion in a form prescribed by the Florida Board of Education. However, a student who is otherwise entitled to a certificate of completion may elect to remain in high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

D. GED® Program: Upon successful completion of the official GED® Test, a candidate shall be awarded a State of Florida High School Diploma and shall be considered a high school graduate. For specific information regarding the GED® program, please refer to the [Adult Education](#) website.

E. GED® Underage Waiver Policy: Florida statutes allows underage GED testing for 16 and 17 year olds under extraordinary circumstances based on rules set by the school district in which an individual lives or goes to school.

In Miami-Dade County Public Schools, specific procedures have been established for students in this age group to follow in order to schedule and take the GED® Test.

Below are the steps students in this age group should follow:

- **Obtain an Approved Waiver Form:** If you are between the ages of 16 and 17, you must have an approved Underage Waiver Form to be eligible to schedule the GED® Test.
- **Eligibility for the Underage Waiver:** An underage waiver will be granted to students who meet one or more of the following criteria:
 - Have withdrawn from their K-12 program.

- Are enrolled in a Juvenile Justice (DJJ) Education Program.
- Are enrolled in the Performance-Based Exit Option Model.
- **Complete the Student Profile:** Students must visit www.GED.com and complete the student profile.
- **Registration:** After completing the student profile, the student must visit one of the M-DCPS adult centers or technical colleges to register for the GED® Test and initiate the testing process.
- **Contact Hotline for Assistance:** If the student has any questions or needs assistance, please call the M-DCPS hotline at 305-558-8000 to find a convenient location.
- **Request for GED® Age Waiver Form:** Students are required to complete the Request for GED® Age Waiver form (FM-4563), which must be signed by the parent or guardian.
- **Take Required Tests:** Students will need to take two tests that are required, the TABE and GED Ready®: The Official Practice Test in a proctored environment at one of our schools.
- **Additional Support:** If a student does not achieve the required scores on The GED Ready®, it is recommended that they enroll in a GED® preparation course to receive instruction in the appropriate areas.
- **Important Note:** Any GED® subtests taken on the operational test before the approval of the Florida GED® Testing Program Underage Waiver Form will be invalidated for underage testers.
- **Appeals:** For appeals, please contact the Office of Postsecondary Career and Technical Education at 305-995-1734.
- **Questions and Approvals:** For any inquiries or concerns related to the underage waiver process and approval contact Anthenisia Jackson, Instructional Supervisor, Office of Postsecondary Career and Technical Education at 305-579-0311.

F. Performance-Based Exit Option Model: Currently enrolled high school students at risk of dropping out or of not graduating with their cohort group are eligible to take the GED® Test. If students pass the GED® Test along with other applicable state graduation tests, they are eligible to graduate receiving a State of Florida High School Performance-Based Exit Option Model. Students must meet the following eligibility criteria to access this alternate graduation option:

- are 16 years old and currently enrolled in a PK-12 program;
- are enrolled in courses that meet the high school graduation requirements;
- are over-age for grade, behind in credits, below the 2.0 GPA, and are in jeopardy of not graduating with their cohort group;
- have demonstrated a probability for success on the GED® Test as documented by the GED® Ready, the Official Practice Test (OPT);
- have passed the applicable graduation tests or earned an applicable concordant score along with other applicable state graduation tests;
- have maintained enrollment through their prescribed graduation date;
- have not graduated before the commencement date of the class with whom they entered kindergarten; and
- achieved a minimum 9th grade reading level as documented by an assessment to determine grade level proficiency.

Students with disabilities will continue to be eligible for FAPE until the end of the school year in which the student turns 22 years of age, if they have not earned a standard diploma, even if they have earned a GED® credential. The only exception includes students with disabilities who successfully utilize the Performance-Based Exit Option Model.

APPENDIX A

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

[Florida Statutes § 1002.3105](#)

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options,

[Florida Statutes § 1002.3105](#)

The Florida Legislature enacted 1002.3105, F.S. for implementation beginning with the 2012-2013 school year. School districts are required to implement the following ACCEL Options for eligible students: whole-grade promotion, midyear promotion, and subject-matter acceleration resulting in the promotion or acceleration taking place within the same school or to a new school; and virtual instruction in higher grade level subjects. Additionally, as per 1003.4295 F.S., students may participate in the Credit Acceleration Program, which allows students to take End-of-Course (EOC) Examinations, Advanced Placement (AP) or CLEP exams and receive credit for the corresponding high school course(s) if students pass the EOC, AP, and/or CLEP exams. Additional ACCEL Options specified in [Florida Statutes § 1002.3105](#) may be offered by principals at individual schools.

Procedures for implementation of ACCEL Options:

Minimum student eligibility requirements to be considered for participation in ACCEL Options:

- The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to [Florida Statutes § 1008.22](#), reflecting above grade level performance on content standards;
- A student's grade point average should be a 3.0 (unweighted) or above in the core academic subjects of mathematics, science, language arts/reading, and social sciences;
- The student's attendance and conduct record must comply with School Board Policy 5200, *Student Attendance*. A student's conduct record should reflect a 3.0 grade point average for eligibility in an ACCEL Option School Board Policy 5500, *Student Conduct and Discipline and the Code of Student Conduct, Elementary and Secondary*, provide guidance for schools;
- Letter(s) of recommendation from one or more of the student's teachers in core curriculum courses (language arts/reading, mathematics, science and/or social sciences); and
- A letter of recommendation from a school counselor at the student's school.

Parent notification of ACCEL Options and procedures for parents to request consideration for students to participate in ACCEL Options:

- Parents requesting that their child be considered to participate in an ACCEL Option should contact the school counselor or a school administrator;
- Students must meet the minimum eligibility criteria to be considered for ACCEL participation;
- High school students must meet high school graduation criteria including earning required credits to be eligible for graduation;
- In the event of a grade promotion in grades K-8, [FM-2228](#)* should be completed and processed at the school; and
- A student performance contract is required by [Florida Statutes § 1002.3105 \(3\)\(c\)](#), if participation in an ACCEL Option results from a parental request. M-DCPS [FM-7488](#)* is to be used for this purpose. The contract must be signed by the student, parent, and principal. The contract is not required if student participation is initiated by the principal but may be used at the discretion of the principal.

*Form 2228 and Form 7488 must be maintained in the student's cumulative folder along with other documentation to include teacher and counselor letters of recommendation, assessment results, and any other information that supports the acceleration or promotion.

APPENDIX B

Activities Associated with Elementary School Retention

ACTIVITIES ASSOCIATED WITH ELEMENTARY SCHOOL STUDENT RETENTION

1. Prior to First Retention

Code

P-1 - Parent Conference - Possible Retention: In this conference, the administrator and/or teacher shall discuss with the student and his/her parent the lack of progress in academic achievement and/or the deficiencies exhibited by the student which will impede success at the next level and the steps to be taken by all those concerned for the student to succeed. If a parent conference is not possible, every effort shall be made to communicate the purpose and the content of the retention prevention plan with the parent through the use of other strategies, e.g., home visits by the school social worker or written communication.

CA - Conference - Teacher/Student: During this session, the teacher shall discuss with the student the specific reasons for retention, e.g., failure to demonstrate mastery of basic skills, insufficient progress in academic achievement, lack of readiness for the next level of instruction, and/or absenteeism. Refer to the actions required by the retention prevention plan.

A9 - Conference - Principal/Teacher - Possible Retention: When it has been determined that a student is functioning at an unsatisfactory level and, therefore, is in danger of being retained, the principal shall meet with the teacher to review instructional materials in relation to the student's reading level, the instructional methodology being used, the teacher/student relationship, and any other variable that may affect the student's progress.

I-4 - Individual Counseling - Possible Retention: A student who is functioning at an unsatisfactory level and is, therefore, in danger of being retained, shall be the recipient of counseling services on a periodic basis. This includes a review of the student's academic growth and emotional/physical well-being in order to determine whether the student needs additional services, e.g., tutoring, alternative education, and/or referral to another agency. These services may be provided by the school counselor or other qualified staff member.

D-3 - Developmental Group Counseling: A student who is functioning at an unsatisfactory level and is, therefore, in danger of being retained, shall be involved in group counseling sessions specifically designed to develop skills for improving academic progress, e.g., study skills, goal setting, decision making, and/or self-concept. These services may be provided by the school counselor or other qualified staff member.

2. Prior to Second Retention

Code

P-1 - Parent Conference - Possible Retention: In this conference, the administrator and/or teacher shall discuss with the student and his/her parent the lack of progress in academic achievement and/or the deficiencies exhibited by the student which will impede success at the next level and the steps to be taken by all those concerned for the student to succeed. It is the intent that a parent conference takes place. However, if a parent conference is not possible, every effort shall be made to communicate with the parent through the use of other strategies, e.g., home visits by the school social worker or written communication. During the conference, the student's academic intervention(s) identified as part of the schoolwide system of progress monitoring must be reviewed and revised as needed.

CA - Conference - Teacher/Student: During this session, the teacher shall discuss with the student the specific reasons for retention, e.g., failure to demonstrate mastery of basic skills, insufficient progress in academic achievement, lack of readiness for the next level of instruction, and/or absenteeism. Refer to the procedures necessary for achieving success and the actions required by the retention prevention plan.

CR - Counseling - Retained Student: The retained student shall be involved in individual or group counseling activities specifically designed to address the needs of the retained students, e.g., study skills, decision making, and/or self-concept. These services may be provided by the school counselor or other qualified staff member.

A-8 - Academic Review - Retained Student: The principal or assistant principal shall meet with the retained student's teachers to assure that the student is involved in an appropriate instructional program, e.g., tutorial programs, alternative education, extended school day, peer tutoring, referral for consideration of Exceptional Student Education, and/or Saturday school.

3. A student is not to be retained a third time in grades 2-5 except on special recommendation of the principal and written approval by the Regional Superintendent.

SUMMARY OF INTERVENTION STRATEGIES

Intervention Strategies	Prior to First Retention	Prior to Second Retention
CA Teacher/Student Conference	✓	✓
A9 Principal Teacher Conference	✓	
I-4 Individual Counseling	✓	
D-3 Developmental Group Counseling	✓	
P-1 Parent Conference – Possible Retention	✓	✓
CR Counseling Retained Student		✓
A-8 Academic Review		✓

Note:

1. Documentation of DSIS intervention strategies is required for students in programs for Speech/Language Impaired and Gifted.

APPENDIX C

Senior High School Standard Diploma Requirements

**Academic Advisement – What Students and Parents Need to Know:
Students Entering Grade 9 in 2023-2024 and Thereafter**

**Academic Advisement – What Students and Parents Need to Know:
Students Entering Grade 9 Prior to 2023-2024**

Academic Advisement Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] [1003.4282](#), Florida Statutes [F.S.])

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

- Algebra 1
- Geometry
- Biology
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. [1008.22](#), F.S.)

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 2.5 elective credits instead of 7.5
- Physical Education is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
 - 2 credits in CTE courses, must result in a program completion and industry certification
 - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ** • An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science*
<ul style="list-style-type: none"> • One of which must be Biology, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)** • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
0.5 Credit in Personal Financial Literacy****
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
7.5 Elective Credits
<p>Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.</p>

*Eligible courses are specified in the [Florida Course Code Directory](#).

**[Industry certifications](#) for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

***A computer science credit may not be used to substitute for both a mathematics and science credit.

****This requirement was added for students entering grade nine 2023-2024 and thereafter.

Academic Advisement

Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know



Scholar Diploma Designation

In addition to the requirements of s. [1003.4282](#), F.S., a student must satisfy the following requirements:

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

***Special note: A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum college credit.

Industry Scholar Diploma Designation

- Meet standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What is CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology
- U.S. History

What are the additional graduation options for students with disabilities?

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

Admission into Florida's [State University System](#) (SUS) institutions is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

Florida College System

The 28 colleges of the [Florida College System](#) serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or earned college credit.

Career and Technical Colleges and Centers

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

[Career, Adult and Technical Education District Postsecondary Institutions](#)

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.



Academic Advisement Students Entering Grade 9 Prior to 2023-2024

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

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

(See section [s.] [1003.4282](#), Florida Statutes [F.S.])

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

- Algebra 1
- Geometry
- Biology
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]).
(See s. [1008.22](#), F.S.)

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in a program completion and industry certification
 - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ** • An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science*
<ul style="list-style-type: none"> • One of which must be Biology, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)** • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
8 Elective Credits
<p>Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.</p>

*Eligible courses are specified in the Florida Course Code Directory.

**Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

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Academic Advisement
Students Entering Grade 9 Prior to 2023-2024
What Students and Parents Need to Know



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- Earn 2 credits in the same World Language
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Where is information on financial aid located?

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[Office of Student Financial Assistance](#)

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APPENDIX D

Elements of the Semester System

ELEMENTS OF THE SEMESTER SYSTEM

A modified semester system provides educational benefits to M-DCPS secondary students, especially those at risk of dropping out of school. The school system's modified semester system is in compliance with [Florida Statutes § 1003.436\(2\)](#), which partially states: "In awarding credit for high school graduation, each school district shall maintain a one-half credit earned system which shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade."

Personnel in M-DCPS strongly believe that continuous effort, resulting in academic achievement, is essential to progressive scholastic growth. As a result, M-DCPS submitted a waiver to the Florida Department of Education to permit a teacher to override a passing end-of-year grade for an annual course for students who do not earn a minimum of five (5) grade points in the second semester. The waiver was granted; it enables teachers to override a passing end-of-year grade for an annual course by awarding a failing grade despite the fact that the average for the year in an annual course yields a passing grade.

When a student receives credit for an annual course as the result of averaging a failing semester and a passing semester, that student must also meet additional requirements, such as class attendance, homework, participation, and other indicators of performance. Where appropriate, the teacher may continue to use an override or the "incomplete" grade entry.

Advantages of a Modified Semester System

1. Students who fail a course do not have to repeat a 180-day course to receive credit. Under a modified semester system, however, there is no need to develop two master schedules per year and to reschedule all classes during the second half of the school year.
2. The availability of semester courses provides the flexibility necessary to assist students who are having difficulties with certain subjects or with school in general.
3. Flexible promotion schedules benefit students who need either longer or shorter lengths of time to master the basic curriculum. For example, by relaxing entry requirements to the ninth and to the tenth grade, at-risk students are able to receive a more appropriate curriculum but are still responsible for high school completion requirements.
4. Increased opportunities for the advanced student make acceleration possible.
5. Utilization of the state system of course codes (and the district computerized curriculum bulletin) allow semester credit to be granted for partial completion of a course which has been designated as an annual course by the state.
6. The district computerized system permits a teacher to override computer-average grades in all cases except in assigning the grade of "F." This means that a student who is failing a course can demonstrate mastery of course standards and be awarded a passing grade, even though a strict numerical average might not yield one. This eliminates the problem that results when students who are failing a course feel there is no point in trying harder since the final, strictly derived average would still be below passing.
7. The enhancement of various bilingual programs makes it possible for students with limited English proficiency to stay current in subject matter in the home language while learning English. This helps to prevent failure and "out-of-phase" schedules.

8. A student who has amassed sufficient credits to graduate can begin post-secondary experiences at the end of the first semester of the final year. Students can still participate in the graduation ceremony at the conclusion of the school year.
9. Special programs and procedures designed to help at-risk students allow for promotion and scheduling flexibility to meet individual needs. Examples of these are: the forgiveness policy for "D" and "F" grades; adult education; special education strategies, which can be used to help special students meet promotional requirements; and expanded opportunities for students to take adult courses to assist with graduation requirements.

Basic Features of the Modified Semester Plan

The basic features of the modified semester plan are:

1. Student course schedules are developed on a yearly basis.
2. When it is beneficial to students, semester credit is awarded for partial completion of an annual course.
3. When it is in the student's best interest, a student who is failing a course is moved to another related course at a lower level and, subsequently, can receive full credit in the second course upon successful completion.
4. Alternative scheduling mechanisms and programs are formally encouraged.

APPENDIX E

Department of Exceptional Student Education (ESE) Grading English Learners (ELs) With Disabilities

Department of Exceptional Student Education
GRADING ENGLISH LEARNERS (ELs) WITH DISABILITIES
Grades K-5

Grades	ESOL**	Language Arts/ Reading	Mathematics, Science, Social Sciences	Fine Arts and Physical Education	Home Language Art (World Language Spanish/Haitian Creole Language Arts)
Kindergarten	Levels I, II, III, IV Grade: E, G, S, M, U Comment: None	Reading/Language Arts Level I Grade: None required if student receiving ESOL in General Education Comment: 02 Level I Grade: E, G, S, M, U Required if student receiving ESOL in ESE Program. Comment: 05 Levels II, III, and IV Grade: E, G, S, M, U Comment: 05	Levels I and II receiving instruction in the home language (CCHL) Grade: E, G, S, M, U Comment: 01 Levels I, II, III and IV receiving instruction in English using ESOL strategies (CCE/ESOL) Grade: E, G, S, M, U Comment: 05	Levels I, II, III, IV Grade: E, G, S, M, U Comment: None	Levels I, II, III, IV Grade: E, G, S, M, U Comment: None
Grades: 1-5	Levels I, II, III, IV Grade: A-F Comment: None	Levels I, II, III, and IV Grade: A-F Comment: 05 Level I Grade: None required if student receiving ESOL in General Education Comment: 02 Level I Grade: A-F Required if student receiving ESOL in ESE Program. Comment: 05	Levels I and II receiving instruction in the home language (CCHL) Grade: A-F Comment: 01 Levels I, II, III and IV receiving instruction in English using ESOL strategies (CCE/ESOL) Grade: A-F Comment: 05	Levels I, II, III, IV Grade: A-F Comment: None	Levels I, II, III, IV Grade: A-F Comment: None

Comment Codes:

01: Receiving bilingual instruction in this subject.

02: Language Arts/Reading grade received within the ESOL grade

05: Receiving instruction in English using ESOL strategies.

**** For ELs with disabilities being provided instruction in general education,**

Department of Exceptional Student Education (ESE)
GRADING ENGLISH LEARNERS (ELs) WITH DISABILITIES
Grades 6-8

*M/J Language Arts (1, 2, 3) Through ESOL And *M/J Developmental Language Arts Through ESOL Level (I-IV)	ESE Reading /Language Arts	**Mathematics, Science, Social Sciences, and, Computer Literacy
Grades: A – F Comments: None	ESOL Levels I-IV Grades: A-F Comment: 05	Grades: A – F ESOL Level I, II, II, and IV: Comment: 01 - If instruction is in the home language 05 – If instruction is in English, using ESOL Strategies

Grades 9-12

*English (1, 2, 3) Through ESOL And *Developmental Language Arts Through ESOL (Reading) Level (1-4)	ESE Reading /English	**Mathematics, Science, Social Sciences, and, Computer Literacy
Grades: A – F Comments: None	ESOL Levels I-IV Grades: A-F Comment: 05	Grades: A – F ESOL Level I, II, II, and IV: Comment: 01 - If instruction is in the home language 05 – If instruction is in English, using ESOL Strategies

* ELs with disabilities must be enrolled in ESOL courses if being provided instruction in the general education program.

** General Education and/or Exceptional Student Education courses (e.g., 7000) ; or being taught in general education or ESE Varying Exceptionalities class.

Comment Codes:

01: Receiving bilingual instruction in this subject.

05: Receiving instruction in English using ESOL strategies.

49: No final grade assigned due to limited time of enrollment.

APPENDIX F

Department of Bilingual Education and World Languages Grading of English Learners

Department of Bilingual Education and World Languages
Grading of English Learners: Grades K-5

Grades	ESOL vocabulary, listening, speaking	Language Arts spelling, grammar, writing	Reading (phonics, phonemic awareness, comprehension)	Mathematics, Science, Social Sciences	Fine Arts and Physical Education	World Language/Home Language Arts (Spanish/Haitian - Creole)
Kindergarten	Levels I, II, III, IV Grade: E, G, S, M, or U Comment: None required	Level I* (see comment) Comment: 02 Levels II, III, IV Grade: E, G, S, M, U Comment: None required *This comment applies to new students with < 2 years in ESOL.	Level I* (see comment) Comment: 02 Levels II, III, IV Grade: E, G, S, M, U Comment: None required *This comment applies to new students with < 2 years in ESOL.	Levels I and II receiving Instruction in the home language (CCHL) Grade: E, G, S, M, U Comment: 01 Levels I, II, III, IV receiving Instruction in English using ESOL strategies (CCE/ESOL) Grade: E, G, S, M, U Comment: 05	Levels I, II, III, IV Grade: E, G, S, M, U Comment: None required	Levels I, II, III, IV Grade: E, G, S, M, U Comment: None required
Grades 1- 5	Levels I, II, III, IV ESOL Grade: A-F Comment: None required LA Grade: A-F Comment: None required	Level I* (see comment) Comment: 02 Levels II, III, IV Grade: A - F Comment: None required *This comment applies to new students with < 2 years in ESOL.	Level I* (see comment) Comment: 02 Levels II, III, IV Grade: A-F Comment: 21 For Reading , bubble comment #21 to indicate "below grade level." A grade of "D" or "F" must be given in Reading if student is not meeting grade level standards. *This comment applies to new students with < 2 years in ESOL.	Levels I and II receiving Instruction in the home language (CCHL) Grade: A-F Comment: 01 Levels I, II, III, IV receiving Instruction in English using ESOL strategies (CCE/ESOL) Grade: A-F Comment: 05 If appropriate, for Mathematics, bubble comment #21 to indicate "below grade level."	Levels I, II, III, IV Grade: A-F Comment: None required	Levels I, II, III, IV Grade: A-F Comment: None required A grade of "D" or "F" must be given if student is not meeting grade level standards.

Comment: NEWCOMER ESOL Level I students, less than two years based on their DEUSS dates, in grades K-5 receive instruction and grades based on grade-level instruction with scaffolded instruction using the ELL resources, instructional PowerPoints and strategies based on the WIDA ELD CAN-DO Key Uses in in Reading, Language Arts and ESOL. They receive "Comment 02" in Reading and Language Arts with an N/G on the report card at the end of each nine-week grading period. The ESOL grade is a combination of the

ESOL, Language Arts and Reading grades.

Comment codes:
01: Receiving bilingual instruction in this subject. (CCHL)
02: Language Arts/Reading grade received within the ESOL grade.
05: Receiving instruction in English using ESOL strategies
21: Working below grade level

GRADE	GRADE	NUMERICAL VALUE	VERBAL INTERPRETATION	GRADE POINT VALUE
E	A	90 - 100%	Outstanding progress	4
G	B	80 - 89%	Above average progress	3
S	C	70 - 79%	Average progress	2
M	D	60 - 69%	Lowest acceptable progress	1
U	F	0 - 59%	Failure	0

Department of Bilingual Education and World Languages Grading of English Learners

Grades 6-8

M/J Language Arts (1,2,3) Through ESOL and M/J Developmental Language Arts Through ESOL (ESOL I-IV)	Mathematics, Science, Social Sciences, and Computer Literacy
Grades: A - F Comments: None required	Grades: A-F Level I and II Student's Comments: <div style="text-align: right;"> 01 05 20 39 49 </div> Level III and IV Student's Comments: <div style="text-align: right;"> 05 49 </div>

Comment Codes:

01: Receiving bilingual instruction in this subject. (BCC)

05: Receiving instruction in English using ESOL strategies. (CCE/ESOL)

20: Working below proficiency level.

39: No grade received because of limitations in evaluating process. (Awarding of a letter grade may be postponed until the last grading period; however, there must be documentation, on a nine-week basis, towards achieving the requirements of the course.)

49: No final grade assigned due to limited time of enrollment. (When this comment is used, students will not receive credit for that course and it will have to be repeated.)

Department of Bilingual Education and World Languages Grading of English Learners

Grades 9-12

English (I, II, III, IV) Through ESOL and Developmental Language Arts Through ESOL (ESOL I-IV)	Mathematics, Science, Social Sciences, and Computer Literacy
Grades: A - F Comments: None required	Grades: A-F Level I and II Student's Comments: 01 05 20 39 49 Level III and IV Student's Comments: 05 49

Comment Codes:

- 01: Receiving bilingual instruction in this subject. (BCC)
05: Receiving instruction in English using ESOL strategies. (CCE/ESOL)
20: Working below proficiency level.
39: No grade received because of limitations in evaluating process. (Awarding of a letter grade may be postponed until the last grading period; however, there must be documentation, on a nine-week basis, towards achieving the requirements of the course.)
49: No final grade assigned due to limited time of enrollment. (When this comment is used, students will not receive credit for that course and it will have to be repeated.)

APPENDIX G

Admission and Graduation Requirements for Students with Disabilities at Post-Secondary Career Technical Centers - Guidelines

Admission and Graduation Requirements for Students with Disabilities at Post-Secondary Career Technical Centers - Guidelines

M-DCPS adheres to a policy of nondiscrimination in requirements for admission to and graduation from programs offered at post-secondary career technical centers operated by the District. The District will provide on a case-by-case basis, waivers, accommodations, and reasonable substitutions in meeting the admission and graduation requirements for students with disabilities.

I. GENERAL PROCEDURES

A. Eligibility

To identify persons eligible for waivers, accommodations, and reasonable substitutions due to hearing and vision impairment, dyslexia, or other specific learning disability:

Each career technical center will designate a qualified counselor to serve as the primary contact point for persons seeking waivers, accommodations, and reasonable substitutions. In order to identify qualified persons, all students will be advised of the opportunity to identify a disabling condition that requires special consideration in order to request waivers, accommodations, and reasonable substitutions. In addition, they will be asked to supply documentation to verify the disabling condition. All of this information will be maintained in confidence.

B. Identification of Waivers, Accommodations, and Reasonable Substitutions

To identify waivers, accommodations, and reasonable substitutions as criteria for admission to the institution, admission to a program of study, entry to upper division, or graduation related to each disability:

M-DCPS adheres to a policy of open admission to career technical centers. The district will establish a committee to periodically review various program requirements and identify potential barriers related to specific disabling conditions.

In-service training for the career technical center faculty and staff will be provided to assist in identifying the need for waivers, accommodations, reasonable substitutions, and in implementing procedures to support M-DCPS policy.

C. Communications

To make designated waivers, exemptions, accommodations, and reasonable substitutions known to affected persons:

The existence of a mechanism for waivers, exemptions, accommodations, and reasonable substitutions will be printed in *M-DCPS Course Code Directory*, Weekly Briefing ID# 5772, student handbooks, and faculty handbooks.

D. Process

To make waiver, accommodation, and reasonable substitution decisions on an individual basis:

Following enrollment in any program or course offered at a post-secondary career technical center, a student may request a waiver, accommodation, or a reasonable substitution. The teacher will evaluate the request to determine need.

All teacher decisions regarding waivers, accommodations, and reasonable substitutions will be forwarded to and maintained by the designated counselor.

E. Appeal

To appeal a denial of a waiver, accommodation, and reasonable substitution or to appeal a determination of ineligibility:

A student may appeal the denial of a waiver, accommodation, and reasonable substitution by submitting a request to the designated counselor who will forward it to a school level committee composed of an administrator, counselor, teacher, and department chairperson.

If an appeal is denied at the career technical center it will be submitted to a district review committee composed of administrators representing the Offices of School Operations, Career Technical Education, and Civil Rights Compliance to assure that the student has been afforded due process. The decision of the district review committee is final.

II. RECORD KEEPING

Each request for a waiver, exemption, accommodation, and reasonable substitution will be maintained in the student's permanent record. Records will also be maintained on all decisions regarding requests, approvals, denials, and appeals.

APPENDIX H

Waiver of World Language Credit for Same Second Language Proficiency

World Language Credit Requirement Through Demonstration of Proficiency

Pursuant to [Florida Statutes § 1003.4285](#), in order to earn the Scholar designation, a student must complete two credits in the same foreign language. As authorized by the Florida Department of Education, if a student is a native speaker of a language other than English and can demonstrate proficiency, a student may substitute up to two academic credits for the two required credits in the same foreign language. The transcripts of students who demonstrate proficiency in a language other than English should indicate course number 0791920, *World Language Waiver*, which represents the waiver of the world language credit requirement through demonstration of proficiency. Districts may document proficiency through a variety of methods, including:

- Exit tests or assessments used in IB, AP, or AICE programs
- Language placement tests used by the modern languages department at the local college or state university
- Use of a commercially-developed language proficiency test, such as the College Level Examination Program (CLEP), in languages other than English, the Oral Proficiency Interview designed by the American Council on Education, or the SAT II (formerly Achievement Test) designed by the College Board.

Per [Florida Statutes § 1007.2615\(2\)\(b\)](#), students taking American Sign Language for foreign-language credit must be advised prior to enrollment in such course that state universities and postsecondary institutions outside of Florida may not accept such credits as satisfying foreign-language requirements.

APPENDIX I

Comparison of Individual Student Plans

Comparison of Individual Student Plans

Plan Element	Schoolwide System of Progress Monitoring	Individual Education Plan (IEP)	Section 504 Plan	English Learners (EL) Plan
Authority	Florida Statutes § 1008.25(4)	Individuals with Disabilities Education Act and Florida Board of Education Rule 6A-6.03028, F.A.C.	Section 504 of the Rehabilitation Act of 1973	Consent Decree, <i>LULAC et. al. v. State Board of Education</i> (1990)
Purpose	To assist the student in meeting state and district expectations for proficiency for promotion in reading, writing, mathematics, and science.	To address the unique educational needs of a student with a disability to ensure a free and appropriate public education. To provide specialized instruction and/or related services.	To provide students with disabilities with equal opportunity to benefit from educational programs, services, or activities as is provided their nondisabled peers.	To ensure the provision of appropriate services to students with limited English proficiency and to monitor the progress made by such students.
Target Audience/ Student Eligibility	Students who do not meet specific levels of performance as determined by the M-DCPS School Board in reading and mathematics for each grade level, or who do not meet specific levels of performance as determined by the Commissioner of Education on statewide assessments at selected grade levels.	Students who meet the eligibility requirements under IDEA and Florida Board of Education Rules must have an IEP developed and implemented, per receipt of parental consent for placement.	Students with a current physical or mental impairment, which substantially limits one or more major life activities. The need for a Section 504 Plan is a separate consideration.	Students identified through a home language survey and oral/aural (listening/speaking) and reading/writing (grades 3-12) assessments to be limited English proficient Students identified through a home language survey and oral/aural (listening/speaking) assessments in grades K-2 to be limited English proficient.
Goals	Identification of the desired level of performance in area(s) of deficiency in reading, specifically in the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary.	Identification of measurable annual goals to address the student's priority educational needs.	n/a	Develop as effectively and efficiently as possible each child's English language proficiency and academic potential. Ensure equal access to programming and comprehensible instruction.

Plan Element	Schoolwide System of Progress Monitoring	Individual Education Plan (IEP)	Section 504 Plan	Limited English Proficient (LEP) Student Plan
Basis	<p>Identify the student's specific area(s) of deficiency in reading, specifically in the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary.</p> <p>Identify the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.</p>	Identify present levels of educational performance (effects of the disability) including strengths of the student and how the disability affects progress in the general education curriculum.	Determination of necessary accommodations and/or related services based on the individual needs of the student	Identification of eligible students through a home language survey and subsequent oral/aural and reading/writing (grades 4-12 only) assessments.
Monitoring	Schools must also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance.	Statement of how progress toward annual goals will be measured. Annual goals must be measured quarterly, and the results provided to the parent. A reevaluation meeting must be conducted every three years.	<p>Annual 504 Plans are strongly recommended, and accommodations and/or related services should be reviewed. Periodic re-evaluations are required.</p> <p>For students who are receiving nursing services as part of their 504 Plan, an annual update of the 504 Plan is required.</p>	Until reclassification as English proficient using same or comparable assessment, procedures, or standards as at entry; also, two years post-exit.
Parent Involvement	Schools are to advise parents when students are not meeting levels of performance for the academic grade through various means of communication to include conferences, report card comments, progress reports, telephone calls and others.	Parents are integral members of the student's IEP team; documentation is required demonstrating that the parent was afforded the opportunity to participate through the Notification of Meeting and the IEP. Parent input is documented on the IEP and agreement or disagreement with the IEP is entered. Parents are offered a copy of their Procedural Safeguards at each IEP meeting.	Parents are not required by law to be members of the 504 Committee, although best practice dictates that they be involved in the evaluation placement process, and development of the 504 Plan, where applicable. Federal law requires schools to provide parents information regarding the procedural protection provision.	Parent involvement shall be promoted by the establishment of Parent Leadership Councils at the school or district level in addition to the training and promotion of parents of English Learners on other advisory councils in the district.

Service Delivery	Identification and provision of the instructional and support services to be provided to meet the desired levels of performance.	Identification and delivery of specialized instruction and related services, accommodations, and/or modifications in the least restrictive setting.	Individualized based on the student's required accommodations and/or modifications and/or related services.	Intensive English language instruction and instruction in basic subject that are comprehensible and equal to that provided to English proficient students in scope, sequence, etc.
Combinations	n/a	n/a	n/a	EL Plan may be combined with an IEP
Plan Element	Schoolwide System of Progress Monitoring	Individual Education Plan (IEP)	Section 504 Plan	English Learners (EL) Plan
Other Requirements	<p>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.</p> <p>Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.</p>	An IEP may suffice for the progress monitoring process, however, students eligible for an IEP may also participate in the schoolwide system of progress monitoring if they are experiencing academic difficulties.	There are no specific requirements for the content of a Section 504 plan; the plan identifies services, accommodations and/or related services to be provided. Students eligible for a Section 504 plan may also participate in the schoolwide system of progress monitoring if they are experiencing academic difficulties.	The EL Plan may be included in or attached to an existing student's plan, e. g., IEP, or may be a separate document for a given student or students.
FDOE Contacts	School Improvement (850)245-0422	ESE Program Development (850)245-0475	Student Support Services (850)245-7851	Student Achievement Through Language Acquisition (850)245-0417

APPENDIX J

End of Course Assessment Waiver For Students with Disabilities

End of Course Assessment Waiver for Students with Disabilities

[Florida Statutes §1008.22\(3\)\(c\)\(2\)](#), states that, "A student with a disability, as defined in [Florida Statutes § 1007.02](#), for whom the Individual Education Plan (IEP) committee determines that an end of course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end of course assessment results waived for the purpose of receiving a course grade and a high school diploma, as applicable."

At present, there are EOC Exams for Algebra 1, Biology 1, Geometry, U.S. History, and Civics. The EOC assessment results can be waived if the student meets all of the following criteria:

1. Be identified as a student with a disability.
2. Have an active IEP
3. Have taken the EOC assessment with appropriate allowable accommodations at least once
4. Have demonstrated, as determined by the IEP team, achievement of the course standards (must earn course credit by passing the course)

If an EOC exam waiver is granted, the final course grade will be recalculated at the school site so that the grade does not reflect performance on the EOC exam.

The EOC waiver does not apply to students who are determined eligible solely for the Hospital/Homebound program or to students with only a 504 plan. The Waiver of End of Course (EOC) Assessment Results Requirements for Students with Disabilities is available is through ESE EMS.

Parents or students at the age of maturity must approve any waiver of the statewide, standardized assessment requirements by the Individual Educational Plan (IEP) team. The waiver is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in [Florida Statutes § 1003.572](#).

Anti-Discrimination Policy

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.

Age Discrimination Act of 1975 - prohibits discrimination based on age in programs or activities.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40 years old.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information.

Boy Scouts of America Equal Access Act of 2002 – No public school shall deny equal access to, or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 (as a patriotic society).

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, sex/gender, gender identification, social and family background, linguistic preference, pregnancy, citizenship status, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

For additional information about Title IX or any other discrimination/harassment concerns, contact the U.S. Department of Education Asst. Secretary for Civil Rights or:

Office of Civil Rights Compliance (CRC)
Executive Director/Title IX Coordinator
155 N.E. 15th Street, Suite P104E
Miami, Florida 33132

Phone: (305) 995-1580 TDD: (305) 995-2400

Email: crc@dadeschools.net Website: <https://hrdadeschools.net/civilrights>

Política Antidiscriminatoria

La Junta Escolar del Condado Miami-Dade, Florida se adhiere a una política antidiscriminatoria en el empleo y en programas / actividades educativas y se esfuerza de manera afirmativa por proporcionar oportunidades equitativas a todos según lo requiere:

Título VI de la Ley de Derechos Civiles del 1964 – prohíbe la discriminación por motivo de raza, color, religión u origen nacional.

Título VII de la Ley de Derechos Civiles del 1964 en su forma enmendada – prohíbe la discriminación en el lugar de empleo por motivo de raza, color, religión, género u origen nacional.

Título IX de las Enmiendas de la Educación del 1972 – prohíbe la discriminación por motivo de género. Las M-DCPS no discriminan por motivo de género en ningún programa o actividad de educación que opera según requiere el Título IX. Las M-DCPS tampoco discriminan por motivo de género en admisiones o empleo.

Ley de Discriminación por motivo de Edad del 1975 – prohíbe la discriminación por motivo de edad en programas o actividades.

Ley de Discriminación por motivo de Edad en el Lugar de Empleo del 1967 (ADEA) en su forma enmendada – prohíbe la discriminación por motivo de edad con respecto a las personas que tienen por lo menos 40 años de edad.

Ley de Igualdad Salarial del 1963 en su forma enmendada – prohíbe la discriminación por motivo de género en el pago de salarios a mujeres y hombres que realicen labores de considerable igualdad en el mismo establecimiento.

Sección 504 de la Ley de Rehabilitación del 1973 – prohíbe la discriminación de los discapacitados.

Ley de Estadounidenses con Discapacidades del 1990 (ADA) – prohíbe la discriminación contra personas con discapacidades en lugares de empleo, servicios públicos, acomodación pública y telecomunicaciones.

La Ley de Ausencia Familiar y Médica del 1993 (FMLA) – requiere que los empleadores cubiertos proporcionen hasta 12 semanas de baja sin pago con protección de empleo para empleados “elegibles” por ciertos motivos familiares y médicos.

Ley de Discriminación por Embarazo del 1978 – prohíbe la discriminación en lugares de empleo por motivo de embarazo, parto o condiciones médicas relacionadas.

Ley de Equidad en la Educación de la Florida (FEEA) – prohíbe la discriminación contra estudiantes o empleados por motivo de raza, género, origen nacional, estado civil o discapacidad.

Ley de Derechos Civiles de la Florida del 1992 – a toda persona dentro del estado, le garantiza la libertad de ser discriminado por motivo de raza, color, religión, sexo, origen nacional, edad, discapacidad o estado civil.

Título II de la Ley de No Discriminación por Información Genética del 2008 (GINA) – prohíbe la discriminación contra empleados o solicitantes por motivo de información genética.

Ley de Acceso Equitativo para los Boy Scouts of America del 2002 – ninguna escuela pública debe negarse a ofrecer acceso equitativo o igualdad de oportunidad justa para que los grupos se reúnan en los planteles escolares o edificios escolares antes o después de las horas de clases, ni tampoco discriminar contra cualquier grupo de afiliación oficial con los Boy Scouts of America o cualquier otro grupo juvenil o comunitario enumerado en el Título 36 (como sociedad patriótica).

A los **veteranos** se les proporciona derechos de reempleo de acuerdo al P.L. 93-508 (Ley Federal) y Sección 295.07 (Estatutos de la Florida), que estipulan preferencias categóricas para el empleo.

Además:

Las Políticas de la Junta Escolar 1362, 3362, 4362 y 5517 – Prohíben el acoso y/o la discriminación contra estudiantes, empleados o solicitantes por motivo de sexo, raza, color, origen étnico u origen nacional, religión, estado civil, discapacidad, información genética, edad, creencia política, orientación sexual, género, identificación de género, origen social y familiar, preferencia lingüística, embarazo, estado de ciudadanía y cualquier otro motivo prohibido por ley. La represalia por participar en una actividad que esté protegida también es prohibida.

Para más información sobre el Título IX o cualquier otra inquietud concerniente a la discriminación / el acoso, comuníquese con el Secretario Adj. para Derechos Civiles (Asst. Secretary for Civil Rights) del Departamento de Educación de los EE. UU. (U.S. Department of Education):

Office of Civil Rights Compliance (CRC)
Oficina del Cumplimiento de Derechos Civiles
Executive Director/Title IX Coordinator
Director Ejecutivo / Coordinador de Título IX
155 N.E. 15th Street, Suite P104E
Miami, Florida 33132

Teléfono: (305) 995-1580 TDD: (305) 995-2400

Correo electrónico: crc@dadeschools.net Sitio web: <https://hrdadeschools.net/civilrights>

Règ Kont Diskriminasyon

Komisyon Konsèy Lekòl Miami-Dade County, Florid aplike règ kont diskriminasyon nan anplwa ak pwogram/aktivite edikasyonèl e li fè efò pozitif pou ofri opòtinite egal pou tout moun nan:

“Title VI of the Civil Rights Act of 1964” (Akò 1964 sou Dwa Sivil “Title VI”) - entèdi diskriminasyon sou baz ras, koulè, relijyon, oubyen orijin nasyonal.

“Title VII of the Civil Rights Act of 1964” (Akò 1964 sou Dwa Sivil “Title VII” jan yo amande li) – entèdi diskriminasyon nan anplwa sou baz ras, koulè, relijyon, sèks (fi/gason) oubyen orijin nasyonal.

“Title IX of the Education Amendments of 1972” (Amandman 1972 nan Edikasyon “Title IX”) - entèdi diskriminasyon sou baz sèks (fi/gason). M-DCPS pa diskrimine sou baz sèks nan kèlkeswa pwogram edikasyon oubyen aktivite li opere jan Title IX mande l. M-DCPS pa diskrimine tou sou baz sèks nan admisyon oubyen anplwa.

“Age Discrimination Act of 1975” (Akò 1975 Kont Diskriminasyon sou Laj) - entèdi diskriminasyon baze sou laj nan pwogram oubyen aktivite.

“Age Discrimination in Employment Act of 1967 (ADEA)” (Akò 1967 Kont Diskriminasyon sou Laj nan Anplwa) jan yo mande li - entèdi diskriminasyon sou baz laj nan sa ki konsène moun ki gen omwen 40 an.

“The Equal Pay Act of 1963” (Akò 1963 sou Egalite nan Salè) jan yo amande li – entèdi diskriminasyon kont sèks (fi/gason) nan salè pou fi ak gason ki ap pèfòme sibstansyèlman travay egal nan menm etablisman an.

“Section 504 of the Rehabilitation Act of 1973” (Seksyon 504 Akò 1973 sou Reyabilitasyon) – entèdi diskriminasyon kont moun ki gen andikap.

“Americans with Disabilities Act of 1990 (ADA)” (Akò 1990 sou Ameriken ki gen Andikap) – entèdi diskriminasyon kont moun ki gen andikap nan anplwa, sèvis leta, akomodasyon piblik ak telekomunikasyon.

“The Family and Medical Leave Act of 1993 (FMLA)” (Akò 1993 sou Vakans Medikal ak Fanmi) – mande pou anplwayè ki anba akò sa a bay jiska 12 semèn vankans san peye pou pwoteksyon travay pou anplwaye ki elijib pou sèten rezon famiyal ak medikal.

“The Pregnancy Discrimination Act of 1978” (Akò 1978 Kont Diskriminasyon nan Gwosès) – Entèdi diskriminasyon nan anplwa sou baz gwosès, akouchman, oubyen kondisyon medikal ki gen rapò ak sa.

“Florida Educational Equity Act (FEEA)” (Akò sou Egalite nan Edikasyon nan Florid) – entèdi diskriminasyon sou baz ras, sèks (fi/gason), orijin nasyonal, kondisyon marital, oubyen andikap kont yon elèv oubyen yon anplwaye.

“Florida Civil Rights Act of 1992” (Akò 1992 sou Dwa Sivil nan Florid) – asire pou tout moun anndan eta a gen libète kont diskriminasyon akòz ras, koulè, relijyon, sèks, orijin nasyonal, laj, andikap, oubyen kondisyon marital.

“Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA)” (Akò 2008 “Title II” sou Absans Diskriminasyon nan Enfòmasyon Jenetik) - entèdi diskriminasyon kont anplwaye ak aplikan akòz enfòmasyon jenetik.

“Boy Scouts of America Equal Access Act of 2002” (Akò 2002 sou Aksè Egal pou Eskout Gason nan Amerik la) – Okenn lekòl leta pa dwe anpeche aksè egal, oubyen yon opòtinite rezonab pou gwoup rankontre sou pwopriyete lekòl oubyen nan etablisman lekòl anvan oubyen aprè lè lekòl, oubyen fè diskriminasyon kont kèlkeswa gwoup ki afilye ofisyèlman avèk ‘Boy Scouts of America’, oubyen nenpòt gwoup jèn oubyen gwoup kominotè ki sou lis ‘Title 36’ (kòm yon sosyete patriyotik).

Veteran gen dwa pou rejwenn anplwa ann akò avèk P.L. 93-508 (Lwa Federal) ak Seksyon 295.07 (Lwa Florid), ki ensiste sou preferans kategorik pou anplwa.

Anplis:

Règ Komisyon Konsèy Lekòl 1362, 3362, 4362, ak 5517 - Entèdi arasman e/oubyen diskriminasyon kont elèv anplwaye, oubyen aplikan sou baz sèks, ras, koulè, etnisite oubyen orijin nasyonal, relijyon, sitiyaasyon marital, andikap, enfòmasyon jenetik, laj, opinyon politik, oryantasyon seksyèl, sèks fi/gason, idantifikasyon seksyèl, ran sosyal ak istwa famiyal, preferans lengwistik, gwosès, kondisyon sitwayènte oubyen nenpòt lòt baz lalwa entèdi.

Pou plis enfòmasyon sou “Title IX” oubyen nenpòt lòt kesyon sou diskriminasyon/arasman kontakte Asistan Sekretè pou Dwa Sivil Depatman Edikasyon oubyen:

Office of Civil Rights Compliance (CRC)
Executive Director/Title IX Coordinator
155 N.E. 15th Street, Suite P104E
Miami, Florida 33132

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