

Student Progression Plan 2025-2026

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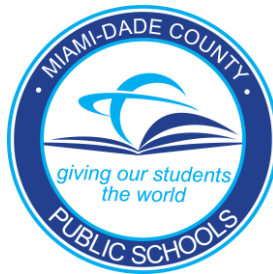
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Student Progression Plan
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Introduction

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 PreK-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 *2025-2026 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, Pre-Kindergarten through grade 12 and the adult high school credit program. 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 2025-2026 edition:

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

- Per [Florida Statutes § 683.196](#), establishes Holocaust Remembrance Day as January 27 of each year.
- Per [Florida Statutes § 1003.4205](#), requires districts that provide instruction during Disability History and Awareness Weeks to include specific topics by grade level.

- Per [Florida Statutes § 1003.4282](#):
 - Allows two years of marching band to satisfy either a physical education or performing arts credit, excluding personal fitness or adaptive physical education.
 - Removes the certificate of completion as a graduation option; IEP teams must now reconvene for Students with Disabilities who previously intended to earn this certificate; schools must provide these students with a new form developed by the Florida Department of Education.
 - Allows students to earn credit for both a required graduation course and an equivalent career education course.
 - Requires that the one-half credit in personal financial literacy and money management include instruction in the costs of postsecondary education, including cost of attendance, completion of the Free Application for Federal Student Aid, scholarships and grants, and student loans.
- Per [Florida Statutes § 1003.4321](#), allows Advanced International Certificate of Education (AICE) courses to satisfy the advanced course option to earn the Seal of Fine Arts.
- Per [Florida Statutes § 1003.453](#), requires districts to provide basic training in first aid and CPR once in middle school and once in high school, which must allow students to practice the psychomotor skills associated with performing CPR and include the use of an automated external defibrillator.
- Per [Florida Statutes § 1008.25](#), requires districts to notify parents of students with a substantial math deficiency in grades K-4 about the New Worlds Scholarship Accounts and the New Worlds Tutoring Program.

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 each 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.

Each school year, students in Voluntary Pre-Kindergarten 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	Computer-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
WIDA ACCESS for Kindergarten	English Language Proficiency	K, ELLs	WIDA	Paper-based
WIDA ACCESS Online		1-12, ELLs		Computer-Based
WIDA Alternate ACCESS		K-12, Eligible ELLs		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](#) (ESE P&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 [ESE P&P](#), to include the following:

- **Waiver of Statewide, Standardized Assessment Results for Students with Disabilities:** Per [Florida Statutes § 1008.22\(3\)\(d\)\(2\)](#), criteria for eligibility for an EOC waiver is explained in the [ESE P&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 private instructional personnel hired 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 [ESE P&P](#) and in Florida Board of Education Rule [6A-1.0943](#).
- **Child with Medical Complexity:** Pursuant to [Florida Statutes §1008.22\(12\)](#), 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, \(12\)\(b\)](#). The criteria for these exemptions are explained in the [ESE P&P](#).

Florida's Assessment for English Language Learners: The *WIDA Assessing Comprehension and Communication in English State-to-State (ACCESS)* is the annual summative English language proficiency assessment that is administered to all Kindergarten through 12th grade ELL 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. WIDA ACCESS monitors ELL students' progress in acquiring academic English. The WIDA ACCESS for Kindergarten is a paper-based test that will be individually administered to Kindergarten ELL students. While WIDA ACCESS Online is a computer adaptive test that will be administered to Grades 1-12 and WIDA Alternate ACCESS assessments for English Language Learners with significant cognitive disabilities in Grades K-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 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.

Voluntary Pre-Kindergarten Education Program 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 Pre-Kindergarten Education Program during that school year.

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 Pre-Kindergarten 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 Pre-Kindergarten 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 Voluntary Pre-Kindergarten Education Program must participate in the coordinated screening and progress monitoring program referenced in [Florida Statutes § 1008.25](#).

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](#).

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 placing 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. Per State Board of Education Rule [6A-1.0955](#), these records include all corresponding documentation and any additional information required by the Florida Model for Harm Prevention and Threat management related to the reporting, evaluation, intervention, and management of threat assessment evaluations and intervention services.

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, personalized 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 middle and high school students, please refer to Florida Board of Education Rule [6A-1.09941](#), F.A.C., *State Uniform Transfer of Students in Middle Grades and High School*, and additional information beginning on page 12. 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, 2025, 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	2025-2026	Grade
5	2020	Kindergarten
6	2019	1 st Grade
7	2018	2 nd Grade
8	2017	3 rd Grade
9	2016	4 th Grade
10	2015	5 th Grade
11	2014	6 th Grade
12	2013	7 th Grade
13	2012	8 th Grade
14	2011	9 th Grade
15	2010	10 th Grade
16	2009	11 th Grade
17	2008	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\(6\)](#), 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, a personalized education program, 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 Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 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 11.
- 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 11. 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 11. 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 Language Learners (ELLs) must be reviewed and approved by an ELL 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 11 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](#) (06-24) 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 ([ESE P&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 Entering 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](#) (06-24) 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 establish and maintain home education programs. The [Home Education website](#) is an important resource for families in Miami-Dade County who are interested in a home education program.

Per [Florida Statutes § 1002.41](#), a Home Education program is not a school district program and is registered with the school district for the purpose of complying with the state's attendance requirements under [Florida Statutes § 1003.21\(1\)](#). 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. M-DCPS is not authorized to award a regular high school diploma to home education students.

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.

Home Education students may enroll in a public school on a part-time basis, subject to space and availability according to the school's capacity. This option is also available to students receiving a Personalized Education Program (PEP) scholarship who wish to take courses in a public school if the student contracts for classes on a private pay basis.

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/academic intervention 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. A student's academic intervention plan must be consistent with the student's IEP per [Florida Statutes § 1003.53](#).

ELLs 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 [ESE P&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](#), prohibits social promotion or assignment 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 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 Language Learners (ELLs): Promotion for ELLs and ELLs with disabilities with **less than two years in the ESOL program, when feasible and as appropriate**, is to be based on the student's academic 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 ELLs 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. ELLs with disabilities follow the promotion and retention procedures established for non-disabled ELLs. IEP/ELL committees have an obligation to convene and review the students' progress and to make recommendations. Florida Statutes related to promotion supersede the authority of the IEP/ELL 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: 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](#). 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 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 academic 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 85.

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 Kindergarten through Grade 2 Students: Per [Florida Statutes § 1008.25](#), a student in kindergarten through grade 2 may be retained if the student does not meet satisfactory levels of performance in English Language Arts and mathematics as set by the district school board. Specific levels of performance for students in grades K-2 are found in the Elementary Requirements section of this document beginning on page 91.

Retention of Third Grade Students: 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 for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring a level 2 or higher on the statewide, standardized assessment for grade required under [Florida Statutes § 1008.22](#), 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 85.

The *Procedures Associated with Elementary Student Retention* document, found in Appendix B, delineates the actions and codes that are to be used for documenting an elementary student retention.

Retention of English Language Learners (ELLs) in the Elementary School Grades: Retention recommendations for ELLs, **regardless of time in the program and grade level**, require the review and recommendations of the ELL 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 ELL Committee recommendations, must be documented. It should not be solely based on diagnostic assessments that require proficiency in English.

Retention recommendations for ELLs 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.

ELLs 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](#). Promotion for ELLs in

third grade with less than two years in an ESOL program is to be based on good cause #1 as defined on page 86 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 ELLs are eligible for all other exemptions, including good cause #3, alternative assessments, and good cause #4, student portfolio. Promotion for ELLs 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 ELL Committee.

For the purpose of exemption from mandatory retention of third grade ELLs, 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 ELLs 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 ELL 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

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 Voluntary Pre-Kindergarten Education Program provider and public school must participate in the coordinated screening and progress monitoring system. A 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.

Per [Florida Statutes § 1008.25](#), any student identified with a substantial deficiency in reading (Voluntary Pre-Kindergarten through grade 3) or mathematics (Voluntary Pre-Kindergarten through grade 4), an individualized progress monitoring plan must be developed within 45 days after the results of the coordinated screening and progress monitoring system become available. The plan must, at a minimum, include:

1. The student's specific, identified reading or mathematics skill deficiency.
2. Goals and benchmarks for student growth in reading or mathematics.
3. A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress.
4. For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.
5. Strategies, resources, and materials that will be provided to the student's parent to support the student to make reading or mathematics progress.
6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

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 3-10: Progress Monitoring (PM) 1 and PM2
- Grades K-8: i-Ready Diagnostic Tests (Reading and Mathematics)
- FAST ELA Retakers, Grades 11-12
- Grades 6-12: NWEA MAP Growth Assessment and Code Placement Assessment, 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.

Interventions: Per [Florida Statutes § 1008.25](#), targeted instructional support for students with identified deficiencies in early literacy skills, English Language Arts, early mathematics skills, mathematics, science, and social studies, including students who have been referred to the school district from the Voluntary Pre-Kindergarten Education Program must be provided intervention.

Intensive Courses for Elementary Reading: Supplemental Instruction/Interventions (Tier 2) and Individualized Instruction/Interventions (Tier 3) courses are used to provide academic support to students who score below a Level 3 on the statewide, standardized assessments.

Voluntary Pre-Kindergarten Early Literacy and Elementary Reading Interventions

2025-2026 Pre-Kindergarten through Grade 5 Assessment/Curriculum Decision Trees

All Voluntary Pre-Kindergarten students who score below the 10th percentile on FAST: Star Early Literacy PM2 or PM3 will have an additional 15 minutes during the school day of targeted interventions using Waterford as demonstrated in the Tier 3 Intervention Decision Tree chart located on the following pages.

All Elementary/K-8 schools are required to schedule reading in a dedicated, uninterrupted block of time of at least 90 minutes duration daily to **all K-5 students**. The reading block **must** include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction to meet individual student needs. Refer to the 2025-2026 ELA Elementary Decision Trees below for placement into reading intervention. Assessment/Student Criteria is listed in priority order. **It is recommended that school sites review multiple student data points for placement into intervention for the 2025-2026 school year.**

Tier 2 Intervention						
Course Title: Basic Skills in Reading						
Grade	Assessment/ Student Criteria*		ESAP Program Codes	Course Title/ Course Number	Curriculum Connection/ Progress Monitoring	Time/ Frequency
K	2024-2025 Data Below the 25 th percentile on VPK FAST: Star Early Literacy (PM3)	2025-2026 Data i-Ready Diagnostic Assessment Reading Scale Score at or below 361; OR Below the 25 th percentile on FAST: Star Early Literacy (PM2)	Program 71 Standard Subjects Program 73 ESOL	Course Title: Basic Skills in Reading K-2 Course Number: 5010020B2	Reading Horizons Discovery K-3 in-program assessments i-Ready Growth Monitoring	150 minutes weekly
1	2024-2025 Data Below the 25 th percentile on FAST: Star Early Literacy (PM3)	2025-2026 Data Below the 25 th percentile on FAST: Star Early Literacy (PM1 or PM2); OR i-Ready Diagnostic Assessment Reading Scale Score: 347- 433	Program 71 Standard Subjects Program 73 ESOL	Course Title: Basic Skills in Reading K-2 Course Number: 5010020C2		
2	2024-2025 Data Below the 25 th percentile on FAST: Star Reading (PM3)	2025-2026 Data Below the 25 th percentile on FAST: Star Reading (PM1 or PM2); OR i-Ready Diagnostic Assessment Reading Scale Score: 419-488	Program 72 Standard Subjects Program 73 ESOL	Course Title: Basic Skills in Reading K-2 Course Number: 5010020D2		
3	2024-2025 Data Below the 25 th percentile on FAST: Star Reading (PM3)	2025-2026 Data i-Ready Diagnostic Assessment Reading	Program 72 Standard Subjects Program 73 ESOL	Course Title: Basic Skills in Reading 3-5 Course Number: 5010024E1		
						Certified Teacher

		Scale Score: 474-510					
4	2024-2025 Data Level 2 on FAST Reading <u>PM3 only</u>	2025-2026 Data i-Ready Diagnostic Assessment Reading Scale Score: 496-556	Program 72 Standard Subjects Program 73 ESOL	Course Title: Basic Skills in Reading 3-5 Course Number: 5010024F1	Reading Horizons Elevate 4-5 in-program assessments i-Ready Growth Monitoring		
5	2024-2025 Data Level 2 on FAST Reading <u>PM3 only</u>	2025-2026 Data i-Ready Diagnostic Assessment Reading Scale Score: 542-580	Program 72 Standard Subjects Program 73 ESOL	Course Title: Basic Skills in Reading 3-5 Course Number: 5010024G1			

Tier 2 NOTES:

- The parent of any student who exhibits a deficiency in reading must be notified immediately in writing that his or her child has been identified as having a 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 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 ESOL placement, please refer to the [K-5 ESOL Student Decision Tree](#) and WB#48044.
- For ESE student placement into intervention, please refer to the [ESE Intervention Scheduling Guide](#).

Tier 3 Intervention (in addition to Tier 2 Intervention) Course Title: Functional Reading Skills							
Grade	Assessment/ Student Criteria*		ESAP Program Codes	Course Title/ Course Number (Includes Tier 2 Intervention)	Time/ Frequency (Tier 2+Tier 3 minutes)	Curriculum Connection/ Progress Monitoring	Teacher Certification
K	2024-2025 Data 1. Below the 10 th percentile on VPK FAST: Star Early Literacy (PM3)	2025-2026 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 	<ul style="list-style-type: none"> • Reading Horizons Discovery K-3 in-program assessments • i-Ready Growth Monitoring 	Teacher must be reading endorsed or reading certified OR Instructional personnel pursuant to 1012.01(2).F.S. who possesses a literacy micro-credential.
1	2024-2025 Data 1. Below the 10 th percentile on FAST: Star Early Literacy (PM3)	2025-2026 Data 1. Retainees; OR 2. Below the 10 th percentile on FAST: Star Early Literacy (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	2024-2025 Data 1. Student taking Star Early Literacy; OR 2. Below the 10 th percentile on FAST: Star Early Literacy/ Reading (PM3)	2025-2026 Data 1. Retainee; OR 2. Student taking Star Early Literacy; OR 3. Below the 10 th percentile on FAST: Star Early Literacy/ Reading (PM1 or PM2); OR 4. i-Ready Diagnostic Assessment Reading Scale Score at or below 418	<ul style="list-style-type: none"> • Program 74 Standard Subjects • Program 75 ESOL • Program 59 Standard Subjects for Intensive Acceleration (IA) *NEW • Program 15 ESOL for Intensive Acceleration (IA) *NEW 	Course Title: Functional Reading Skills K-2 Standard Subjects & ESOL 5010022D1 5010022D4 (IA) *NEW	<ul style="list-style-type: none"> • 210 minutes weekly Tier 2=150 minutes + Tier 3=60 minutes • IA Course: 300 minutes weekly 		
3	2024-2025 Data 1. Below the 10 th percentile on FAST: Star Reading (PM3) 2. Level 1 on FAST Reading <u>PM3 only</u>	2025-2026 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 Standard Subjects for Intensive Acceleration (IA) • Program 15 ESOL for Intensive Acceleration (IA) 	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 		Teacher must be highly effective AND reading endorsed or reading certified for Tiers 1, 2, and 3
4	2024-2025 Data 1. Level 1 on FAST Reading <u>PM3 only</u>	2025-2026 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 Standard Subjects for Intensive Acceleration (IA) • Program 15 ESOL for Intensive Acceleration (IA) 	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 	<ul style="list-style-type: none"> • Reading Horizons Elevate 4-5 in-program assessment s • i-Ready Growth Monitoring 	Teacher <u>must</u> be reading endorsed OR Instructional personnel pursuant to 1012.01(2).F.S. who possesses a literacy micro-credential.
5	2024-2025 Data 1. Level 1 on FAST Reading <u>PM3 only</u>	2025-2026 Data 1. Retainee; OR 2. i-Ready Diagnostic Assessment Reading Scale Score at or below 541	<ul style="list-style-type: none"> • Program 74 Standard Subjects • Program 75 ESOL 	Course Title: Functional Reading Skills 3-5 Standard Subjects & ESOL 5010026G1	<ul style="list-style-type: none"> • 210 minutes weekly • Tier 2=150 minutes + Tier 3=60 minutes 		

Tier 3 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 immediately 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. 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.

Intervention for English Language Learners (ELLs): To support English language acquisition and literacy development refer to the [2025-2026 K-5 ESOL Student Decision Tree](#). It is recommended that school sites review multiple student data points when determining placement into intervention. If the student is not responding to the suggested intervention, an ELL committee meeting must be convened to determine alternative strategies or referral to Response to Intervention.

Intensive Acceleration (IA) Course: Each school, when applicable, shall establish an intensive acceleration (IA) 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.

The Intensive Acceleration (IA) 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.

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 a Grade 4 Intensive Acceleration (IA) course to ameliorate the student's specific reading deficiency and close the achievement gap.

Intensive Acceleration Course (IA) for English Language Learners (ELLs): For ELL students, placement into an Intensive Acceleration (IA) course requires the appropriate ESAP code and is determined on an individual basis.

Middle School Foundational Skills in Mathematics and Intensive 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 Foundational Skills in Mathematics, and Intensive 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](#), the Credit Acceleration Program (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 following table, *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"> ▪ 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"> ▪ 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"> ▪ Must meet science lab requirements
Biology 1 Honors, Pre-AICE Biology, or IB Middle Years Biology	<ul style="list-style-type: none"> ▪ 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	

The courses shown in the chart above may be taken at the middle school or high school, or through virtual programs and course providers approved by the Florida Department of Education.

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, 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](#).

Career Dual Enrollment: Career dual enrollment is a specific form of dual enrollment in which students enroll in postsecondary courses that lead to an industry certification as identified in [Florida Statutes § 1008.44](#). Career dual enrollment also plays a significant role in determining Concentrator status in Florida's Perkins performance measures.

In a career dual enrollment program:

- Students must have a 2.0 unweighted GPA to be enrolled.
- Students are required to completed at least one (1) secondary aligned course and two (2) career dual enrollment courses or two (2) secondary aligned courses and one (1) career dual enrollment to be considered a Concentrator for CTE accountability purposes.
- Students cannot be enrolled in a career dual enrollment course if they are scheduled to graduate before the completion of the course.
- Students enrolled in a 450-clock hour or more program MUST complete an entry-level examination within the first six (6) weeks after admission into the program.
- The same program must be offered at the Adult Post-Secondary level.

By meeting these criteria, students will contribute to their future career pathway success.

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\(6\)](#)]

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; .5 credit personal financial literacy
- 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 be retained 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 ([Florida Department of Education Family Portal](#)) 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.

Notification to Parents of Students in the Voluntary Pre-Kindergarten Education Program of the New Worlds Scholarship Accounts: The parent of any student in a Voluntary Pre-Kindergarten Education Program must be notified in writing of the 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](#) when providing results from the standardized coordinated screening and progress monitoring pursuant to [Florida Statutes § 1008.25](#).

Notification to Parents of Students Exhibiting a Substantial Deficiency in Early Literacy Skills in the Voluntary Pre-Kindergarten Education Program: Per the requirements in [Florida Statutes § 1008.25](#), the parent of any student in a Voluntary Pre-Kindergarten Education Program provided by a public school who exhibits a substantial deficiency in early literacy skills based upon the results of the midyear or final administration of the coordinated screening and progress monitoring must be notified in writing of specific information related to the student's deficiency, the academic support provided by the school, and the student's eligibility for the Summer Bridge Program as explained in the *Voluntary Pre-Kindergarten Education Program Requirements* beginning on page 60 of this document.

Notification to Parents of Students in Grades K-2 of Retention: Per the requirements in [Florida Statutes § 1008.25](#), the parent of any student in kindergarten through grade 2, who exhibits a substantial deficiency in English Language Arts and mathematics and is retained must immediately be notified in writing. The school must apprise the parent of the retention plan, allow the opportunity for parental input on the retention decision, and provide information on the importance of students mastering early literacy and communication skills in order to be reading at or above grade level by the end of grade 3.

Notification to Parents of Students in Grades K-3 Exhibiting a Reading Deficiency: 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 80 of this document.

Notification to Parents of Students in Grades K-4 Exhibiting a Mathematics Deficiency:

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 83 of this document. Beginning in the 2025-2026 school year, districts are required to notify parents of students with a substantial mathematics deficiency in grades K–4 about their eligibility for the New Worlds Scholarship Accounts ([Florida Statutes § 1002.411](#)) and the New Worlds Tutoring Program ([Florida Statutes § 1008.366](#)).

Notification to Parents of Middle Grades (6-8) Students of the Career and Professional Academy Courses and Career-Themed Courses:

Per [Florida Statutes § 1003.4935](#), the district shall inform students and parents during course selection for middle school of the career and professional academy or career-themed course available within the district.

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](#); 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 ELL 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 ELL exceptional students are delineated on the chart, Grading English Language 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](#).

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](#)]

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 truancy child study team. 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. If a student subject to compulsory school attendance is responsive to truancy child study team interventions and has completed the necessary requirements to pass the current grade as indicated in this policy, the student may not be determined to be a habitual truant and shall be promoted.

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 may 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 Language Learners (ELLs)

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 ELLs will participate in the assessments for monitoring progress.

In order to ensure ELLs' progress toward meeting grade level expectation in all five areas of reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary), recently classified ELLs must be assessed following procedures stipulated in the District's [2025-2026 District Comprehensive Evidence-Based Reading Plan \(CERP\)](#) by the end of the first nine-weeks in an approved ESOL program.

Meeting Performance Standards: ELLs, including ELLs with disabilities following standard curriculum, are required to meet student performance standards for the appropriate grade level. However, ELLs 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 ELLs must participate in statewide and district assessment programs, e.g., statewide standardized assessments, EOC, Read 180, and ACCESS for ELLs, as applicable.

Grading of English Language Learner (ELL) Students

Kindergarten: ELLs will follow the same grading codes as non-ELLs. 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 for Schools with Dual Language Programs:** 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, 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.

ELLs, 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 ELLs 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 Language 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.

ELLs, 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 (ESOL):** 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.

- **World Language (Grades 2-5):** Letter grades of "A"- "F" that reflect the students' progress is to be given in oral communication, reading, and writing skills.

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 the Curriculum Content Home Language (CCHL) Paraprofessional. Principals are to make certain that teachers who are working with ELLs 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 ELLs' 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 ELLs' 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 ELLs are entitled to equal access to instruction in English which is equal in amount, sequence, and scope as that provided to non-ELLs. The Language Arts Through ESOL courses are grade level courses, not proficiency level courses.

ELLs 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, ELLs 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 ELLs, 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. ELL 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 ELLs 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 2025-2026 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. VOLUNTARY PRE-KINDERGARTEN SCHOOL REQUIREMENTS

A. Required Program of Study

The required program of study for Voluntary Pre-Kindergarten (VPK) students in Miami-Dade County Public Schools (M-DCPS) reflects State and local requirements and aligns to the Florida Early Learning Developmental Standards (FELDS).

The Voluntary Pre-Kindergarten Program is the largest Early Childhood Education program offered in Miami-Dade County. Voluntary Pre-Kindergarten provides each child an opportunity to perform better in school and throughout life by offering high-quality programs that include developmentally appropriate curricula focusing on early literacy skills, developmental standards, accountability, substantial instruction periods, and a class size of no more than 20 students with two qualified instructors. Voluntary Pre-Kindergarten is offered through multiple options such as Voluntary Pre-Kindergarten Title I, Voluntary Pre-Kindergarten Fee-Supported, Voluntary Pre-Kindergarten Head Start, and Voluntary Pre-Kindergarten Inclusion.

Students who turn four years of age by September 1 and reside in Florida are eligible to receive Voluntary Pre-Kindergarten services. Families with children born between February 2 and September 1 may postpone enrolling their four-year-old until the following year when their child is five. Parents apply for a Certificate of Eligibility (COE) through the state family portal, www.vpkhelp.org. The Certificate of Eligibility applications are managed and reviewed by the local Early Learning Coalition. State funding provides 540 instructional hours which translates to three hours per day for the 180 days of school. The program hours of Voluntary Pre-Kindergarten are from 8:20 AM to 11:20 AM daily. Miami-Dade Public Schools has prioritized early childhood education by expanding program hours through Title I federal funds and grant funds, such as Head Start.

B. Interventions for RTI/MTSS

Per [Florida Statutes § 1008.25](#), any student in a Voluntary Pre-Kindergarten Education Program, who exhibits a substantial deficiency in early literacy skills and/or early mathematics skills based on the results from the midyear or final administration of the coordinated screening and progress monitoring system must be provided intensive, explicit, systematic, and multisensory interventions immediately following the identification of the early literacy skills deficiency and/or early mathematics skills deficiency.

The Department of Early Childhood Programs follows the M-DCPS Multi-Tiered System of Supports (MTSS) framework. Specifically outlined in this framework are guidelines for differentiation of instruction for Voluntary Pre-Kindergarten students showing deficiencies in early literacy and/or early mathematics skills.

The early literacy skills intervention program must do all of the following:

- a. Provide explicit, direct instruction that is systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension, as applicable.
- b. Provide daily targeted small group reading interventions based on student need in phonological awareness, phonics, including decoding and encoding, sight words, vocabulary, or comprehension.
- c. Be implemented during regular school hours.

The early mathematics skills intervention program must do all of the following:

- a. Daily targeted small group mathematics intervention based on student need.
- b. Supplemental, evidence-based early mathematics skills 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 early literacy and/or early mathematics skills instruction must be monitored, and instruction must be adjusted based on the student's need.

C. Early Literacy Deficiency and Parental Notification

Per [Florida Statutes § 1008.25](#), a Voluntary Pre-Kindergarten Education Program student is deemed to exhibit a substantial deficiency in early literacy skills based upon the results of the midyear or final administration of the coordinated screening and progress monitoring. Per [Florida Statutes § 1002.68](#), each public school must provide a student's performance results from the coordinated screening and progress monitoring to the student's parents within 7 days after the administration of such coordinated screening and progress monitoring. Students exhibiting substantial deficiency in early literacy skills require immediate written notification of specific items to parents.

A Voluntary Pre-Kindergarten Education Program student who exhibits a substantial deficiency in early literacy skills based upon the results of the administration of the midyear or final coordinated screening and progress monitoring shall be referred to the local school district and may be eligible to receive instruction in early literacy skills before participating in kindergarten.

A Voluntary Pre-Kindergarten Education Program student who scores below the 10th percentile on Progress Monitoring (PM) 3 as set forth in Florida State Board of Education Rule 6M-8.620, F.A.C., or who has a non-participation status of "assessment inappropriate," "failed practice," or "non-English speaker" on the final administration

(PM3) of the coordinated screening and progress monitoring shall be referred to the local school district and is eligible to receive early literacy skill instructional support through a summer bridge program the summer before participating in kindergarten. The summer bridge program must meet requirements adopted by the department and shall consist of 4 hours of instruction per day for a minimum of 100 total hours. A student with an individual education plan who has been retained pursuant to [Florida Statutes § 1008.25\(2\)\(g\)](#) and has demonstrated a substantial deficiency in early literacy skills must receive instruction in early literacy skills.

The parent of any student in a Voluntary Pre-Kindergarten Education Program provided by a public school who exhibits a substantial deficiency in early literacy 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 early literacy 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 early literacy skills.
- 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 early literacy deficiency.
- That if the child's early literacy 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 early literacy. The read-at-home plan must provide access to parent resources that are made available in an electronic format, accessible online, and include:
 - Developmentally appropriate, evidence-based strategies and programming, including links to video training modules and opportunities to sign up for at-home early literacy tips delivered periodically via text and e-mail, which a parent can use to help improve his or her child's early literacy skills.
 - An overview of the types of assessments used to identify early literacy 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 section 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 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 17.
- Information about the student's eligibility for the Summer Bridge Program.
- 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. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the additional interventions or supports described in the initial notification.

D. Early Mathematics Skills Deficiency and Parental Notification

Per [Florida Statutes § 1008.25](#), any student in a Voluntary Pre-Kindergarten Education Program provided by a public school is deemed to exhibit a substantial deficiency in early mathematics skills based upon the results of the midyear or final administration of the coordinated screening and progress monitoring. Per [Florida Statutes § 1002.68](#), each public school must provide a student's performance results from the coordinated screening and progress monitoring to the student's parents within 7 days after the administration of such coordinated screening and progress monitoring. Students exhibiting substantial deficiency in early mathematics skills require immediate written notification of specific items to parents.

A Voluntary Pre-Kindergarten Education Program student who exhibits a substantial deficiency in early math skills based upon the results of the administration of the midyear or final coordinated screening and progress monitoring shall be referred to the local school district and may be eligible to receive intensive early mathematics skills interventions before participating in kindergarten.

Any student in a Voluntary Pre-Kindergarten Education Program identified as having a substantial deficiency in early mathematics skills must:

- Immediately following the identification of the early mathematics skills deficiency, be provided systematic and explicit mathematics instruction to address his or her specific deficiencies through either:
 - Daily targeted small group early mathematics skills intervention based on student need; or
 - Supplemental, evidence-based early mathematics skills 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 early mathematics skills instruction under bullet 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 early mathematics skills deficiency and initiate intensive early mathematics skills 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, Florida Statutes, 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 early mathematics skills proficiency of a student receiving additional early mathematics skills 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 early mathematics skills must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in early mathematics skills, 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 early mathematics skills deficiency.
- Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child succeed in early mathematics skills. The home-based plan must provide access to resources that are made available in an electronic format, accessible online, and include:
 - Developmentally appropriate, evidence-based strategies and programming, including links to video training modules and opportunities to sign up for family-guided home early mathematics skills activities delivered periodically via text and e-mail, which a parent can use to help improve his or her child's early mathematics skills.

- An overview of the types of assessments used to identify early mathematics skills 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.
- Information about the student's eligibility for the New Worlds Scholarship Accounts under [Florida Statutes § 1002.411](#) and the school district's tutoring services provided by the New Worlds Tutoring Program under Florida Statutes § 1008.366.

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. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the additional interventions or supports described in the initial notification.

E. Monitoring Student Progress

The Florida Department of Education, in collaboration with the Office of Early Learning, procures and requires the use of a statewide, standardized coordinated screening and

progress monitoring system for the Voluntary Pre-Kindergarten Education Program and public schools. The system must:

1. Measure student progress in meeting the appropriate expectations in early literacy and early mathematics skills as required by [Florida Statutes § 1002.67\(1\)\(a\)](#) and [Florida Statutes § 1003.41](#) and identify the educational strengths and needs of students.
2. For students in the Voluntary Pre-Kindergarten Education Program through grade 3, measure student performance in oral language development, phonological and phonemic awareness, knowledge of print and letters, decoding, fluency, vocabulary, and comprehension, as applicable by grade level, and, at a minimum, provide interval level and norm-referenced data that measures equivalent levels of growth.
3. Be a valid, reliable, and developmentally appropriate computer-based direct instrument that provides screening and diagnostic capabilities for monitoring student progress; identifies students who have a substantial deficiency in early literacy skills or early mathematics skills, including identifying students with characteristics of dyslexia, dyscalculia, and other learning disorders; and informs instruction. Any student identified by the system as having characteristics of dyslexia or dyscalculia shall undergo further screening. The coordinated screening and progress monitoring system must be computer-adaptive.
4. Provide data for Voluntary Pre-Kindergarten Education Program accountability as required under [Florida Statutes § 1002.68](#).
5. Provide Voluntary Pre-Kindergarten Education Program providers, school districts, schools, teachers, and parents with data and resources that enhance differentiated instruction and parent communication.
6. Provide baseline data to the department of each student's readiness for kindergarten. The determination of kindergarten readiness must be based on the results of each student's initial progress monitoring assessment in kindergarten. The methodology for determining a student's readiness for kindergarten must be developed by the department and aligned to the methodology adopted pursuant to [Florida Statutes § 1002.68\(4\)](#).
7. Assess how well educational goals and curricular standards are met at the provider, school, district, and state levels and provide information to the department to aid in the development of educational programs, policies, and supports for providers, districts, and schools.

Private Voluntary Pre-Kindergarten Education Program providers and public schools must participate in the coordinated screening and progress monitoring system.

1. For students in the school-year Voluntary Pre-Kindergarten Education Program through grade 2, the coordinated screening and progress monitoring system must be administered at least three times within a school year, with the first administration occurring no later than the first 30 instructional days after a student's enrollment or the start of the school year, the second administration occurring midyear, and the third administration occurring within the last 30 days of the school year pursuant to state board rule. The state board may adopt alternate timeframes to address nontraditional school year calendars to ensure the coordinated screening and progress monitoring program is administered a minimum of three times within a year.
2. For students in the summer pre-kindergarten program, the coordinated screening and progress monitoring system must be administered two times, with the first administration occurring no later than the first 10 instructional days after a student's enrollment or the start of the summer prekindergarten program, and the final administration occurring within the last 10 days of the summer pre-kindergarten program pursuant to state board rule.

Per [Florida Statutes § 1008.25](#), any Voluntary Pre-Kindergarten student identified with a substantial deficiency in early literacy skills or early mathematics skills, an individualized progress monitoring plan must be developed within 45 days after the results of the coordinated screening and progress monitoring system become available. The plan must, at a minimum, include:

1. The student's specific, identified early literacy skills or early mathematics skills deficiency.
2. Goals and benchmarks for student growth in early literacy skills or early mathematics skills.
3. A description of the specific measures that will be used to evaluate and monitor the student's early literacy skills or early mathematics skills progress.
4. For a substantial early literacy skills, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.
5. Strategies, resources, and materials that will be provided to the student's parent to support the student to make early literacy skills or early mathematics skills progress.
6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

Please refer to the Progress Monitoring section in the *General Requirements*, page 21.

F. Retention of Students with Disabilities

Per [Florida Statutes § 1008.25](#), a parent of a student with disabilities who is enrolled in prekindergarten at the age of 4 and is fully funded through the Florida Education Finance Program is allowed to retain his or her child in consultation with the individual education plan team.

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 English Language Learners (ELLs) Spanish or Haitian Creole
Art	World Languages Grades 2-5
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 Supplemental Instruction/Interventions (Tier 2) in reading will be scheduled for a minimum of an additional 30 minutes daily during the school day as described in the [2025-2026 District Comprehensive Evidence-Based Reading Plan \(CERP\)](#).

- **English Language Learners (ELLs):** Required to have the same instructional time as non-ELLs 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** are provided by the ESOL Resource teacher for the entire 90-minute instructional block. The ESOL Resource teacher is responsible for assigning the Language Arts/Reading/ESOL grade.
- **Push-in services** are provided by the ESOL Resource Teacher for a portion of the instructional block, preferably during small group differentiated

instruction. The classroom teacher assigns the grade in collaboration with the ESOL Resource teacher.

- **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 Dual Language Programs, (BISO, EFL and IS) 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 Dual Language Programs, (BISO, EFL and IS) 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 Dual Language Programs, (BISO, EFL and IS) 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 Supplemental Instruction/Interventions (Tier 2) students in addition to instruction in the 90-minute reading block as defined by the [2025-2026 District Comprehensive Evidence-Based Reading Plan](#) (CERP). Tier 2 Interventions are standards-aligned; include accommodations (IEP, ESOL, or 504); provide systematic, explicit, small group teacher-led instruction matched to student need, targeting gaps in

learning to reduce barriers to students' ability to meet core instruction (Tier 1) expectations; provide multiple opportunities to practice the targeted skill(s) and receive feedback; and occur in addition to core instruction. Intensive, Individualized Instruction/Interventions (Tier 3) are in addition to Supplemental Instruction/Interventions (Tier 2) and are **required** for students which have been identified through the MTSS process based on the [2025-2026 K-5 Assessment/Curriculum Decision Trees](#). Intensive, Individualized Instruction/Interventions (Tier 3) are standards-aligned; include accommodations (IEP, ESOL, or 504); provide 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 occur in addition to core instruction and Supplemental Instruction/Interventions (Tier 2). Per [Florida Statutes § 1008.25](#), Intensive, Individualized Instruction/Interventions (Tier 3) must be provided 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](#). 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 statute, 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.

Intervention for English Language Learners (ELLs): To support English language acquisition and literacy development, refer to the [2025–2026 K–5 ESOL Student Decision Tree](#). It is recommended that school sites review multiple student data points when determining placement into intervention. If the student is not responding to the suggested intervention, an ELL committee must be convened to determine alternative strategies or consider a referral to Response to Intervention.

An Individual Educational Plan (IEP) Team can consider the provision of Home Language Arts for ELL students with disabilities by selecting the service “Home Language Arts” from the drop-down menu in the Programs for English Language Learners ELL with Disabilities section of the IEP. If the IEP Team determines that the ELL 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) is provided, when feasible, for ELLs at Levels 1–2 with less than two years. The following are the delivery models for CCHL teacher (6630):

- **Pull-out services** are provided by the CCHL teacher for the entire instructional block. The CCHL teacher is responsible for assigning the grade. (i.e., for mathematics it must be 60 consecutive, uninterrupted minutes).

- **Push-in services** are provided by the CCHL teacher for a portion of the instructional block. The classroom teacher assigns the grade in collaboration with the CCHL teacher.
- If the classroom teacher is linguistically qualified, CCHL (Mathematics, Science, Social Sciences) 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 ELL 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 ELL 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

- In grades K–1, EFL, BISO and IS schools should follow the requirements as outlined in the Dual Language Programs section of the Student Progression Plan (see below).

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 (EFL) programs must provide a minimum of 300 minutes per week of instruction in the target world language, focused on language arts, reading, and writing. This instructional time may be partially integrated into content areas such as mathematics, science, or social studies. **(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 Instruction for Elementary Grades

In addition to the aforementioned required subject areas that comprise the elementary grades program of study, required topics of instruction are also part of the curriculum, and they are embedded within elementary school courses. The required topics of instruction are in accordance with Florida Statutes and/or District requirements and reference to Florida Statutes and Board Policies are provided. **Note:** To see the full details for each topic listed in the chart below, click the link(s) in the "Florida Statutes" and/or "School Board Policy" column.

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented					
		K	1	2	3	4	5
The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society.	Florida Statutes § 1003.42	★	★	★	★	★	★
The month of September of each year is designated as "American Founder's Month."	Florida Statutes § 683.1455	★	★	★	★	★	★
The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.	Florida Statutes § 1003.42	★	★	★	★	★	★
Civic and Character Education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the	Florida Statutes § 1003.42 ; Florida Board of Education Rule 6A-1.094124 ; School Board Policy 2290	★	★	★	★	★	★

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented					
		K	1	2	3	4	5
uniform primary and general election ballot described in s. 101.151(9).							
Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Health Education that addresses concepts of community health, consumer health, environmental health and family life including injury prevention and safety, Internet safety, nutrition, personal health, prevention, and control of disease, substance use and abuse prevention, and prevention of child sexual abuse education, exploitation, and human trafficking.	Florida Statutes § 1003.42; School Board Policy 5530; School Board Policy 8462.01; Florida Board of Education Rule 6A-1.094124	★	★	★	★	★	★
Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including self-awareness and self-management, responsible decision-making, resiliency, relationship skills and conflict resolution, understanding and respecting other viewpoints and backgrounds.	Florida Statutes § 1003.42; Florida Board of Education Rule 6A-1.094124	★	★	★	★	★	★
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, including proper flag display and flag salute.	Florida Statutes § 1003.42; 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, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.	Florida Statutes § 1003.42	★	★	★	★	★	★
The history, meaning, significance, and effect of the provisions of the Constitution of the United States and	Florida Statutes § 1003.42	★	★	★	★	★	★

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented					
		K	1	2	3	4	5
amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.							
The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.	Florida Statutes § 1003.42	★	★	★	★	★	★
The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.	Florida Statutes § 1003.42	★	★	★	★	★	★
The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of antisemitism, as described in s. 1000.05(8), and the prevention of antisemitism.	Florida Statutes § 1003.42 ; Florida Statutes § 1000.05						★
The second week in November shall be designated as “Holocaust Education Week” in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.	Florida Statutes § 1003.42						★
Holocaust Remembrance Day – January 27	Florida Statutes § 683.196						★
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,	Florida Statutes § 1003.42	★	★	★	★	★	★

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented					
		K	1	2	3	4	5
and the civil rights movement to the present.							
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 Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.	Florida Statutes § 1003.42	★	★	★	★	★	★
United States Public Law designates September 11 of each year as Patriot Day.	United States Public Law 107-89	★	★	★	★	★	★
9/11 Heroes' Day, September 11 of each year shall be suitably observed in the public schools of the state as a day honoring those who perished in the September 11, 2001, attacks, including 2,763 people at the World Trade Center, 189 people at the Pentagon, and 44 people on United Airlines Flight 93, and the 25,000 people maimed or fatally injured on or after that date, and which shall be suitably observed by public exercise in the State Capitol and elsewhere as the Governor may designate.	Florida Statutes § 683.335	★	★	★	★	★	★
The history and importance of Veterans' Day and Memorial Day. Such instruction may include two 45-minute lessons that occur on or before the respective holidays.	Florida Statutes § 1003.42	★	★	★	★	★	★
"Victims of Communism Day," November 7 of each year shall be suitably observed in the public schools of the state as a day honoring the 100 million people who have fallen victim to communist regimes across the world and which shall be suitably observed by public exercise in the State Capitol and elsewhere as the Governor may designate.	Florida Statutes § 683.334	★	★	★	★	★	★
Beginning in the 2026-2027 school year, the history of communism.	Florida Statutes § 1003.42	★	★	★	★	★	★
The study of women's contribution to the United States.	Florida Statutes § 1003.42	★	★	★	★	★	★
Water safety W.H.A.L.E. Tales (Injury Prevention and Safety)	Florida Statutes § 1003.42	★	★	★	★	★	★
Digital Citizenship	School Board Policy 7540.03	★	★	★	★	★	★
Multicultural Education	School Board Policy 2225	★	★	★	★	★	★

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented					
		K	1	2	3	4	5
Bullying and Harassment Prevention Education	Florida Statutes § 1006.147; School Board Policy 5517.01	★	★	★	★	★	★
Sexting Prevention	School Board Policy 5136.02	★	★	★	★	★	★
Sun Safety Education	School Board Policy 5330.02	★	★	★	★	★	★
Disability History and Awareness Instruction	Florida Statutes § 1003.4205	★	★	★	★	★	★

★ **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 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 and the student must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia.

Students identified with a substantial reading deficiency must have an Individualized Progress Monitoring Plan ([IPMP Form 5218](#)) that is designed to address the student's specific reading deficiency and meets the requirements set forth in the statute. Students with qualifying disabilities covered by an Individual Education Plan (IEP) or 504 Plan under Section 504 of the Rehabilitation Act of 1973 are exempt from the requirement to have an IPMP, if the IEP or 504 Plan addresses the student's reading deficiency.

English Language Learners (ELLs) levels 1-4 who have been in the program for more than two years should follow the IPMP requirement, and their ELL Plan should be updated to reflect: "*ELL identified with a substantial deficiency in reading, receiving Tier 3 intervention, and requires an IPMP.*". ELLs who have been in the program for less than two years are exempt from the requirement to have an IPMP, as they are still in the process of acquiring the language.

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 [2025-2026 District Comprehensive Evidence-Based Reading Plan \(CERP\)](#).

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 reading deficiency and initiate intensive reading 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 dyslexia. 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.

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 are made available in an electronic format, accessible online, and 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 section 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 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 17.

- 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. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the additional interventions or supports described in the initial notification.

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 must:

- 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 bullet 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 are made available in an electronic format, accessible online, and 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.
- Information about the student's eligibility for the New Worlds Scholarship Accounts under [Florida Statutes § 1002.411](#) and the school district's tutoring services provided by the New Worlds Tutoring Program under Florida Statutes § 1008.366.

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. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the additional interventions or supports described in the initial notification.

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. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the additional interventions or supports described in the initial notification. 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. Students who demonstrate through a student portfolio that they are 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 shall be consistent with the following:

- Documentation shall be 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 ELL Plan if applicable, report card, or student portfolio.
- The school principal shall review and discuss such 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](#) 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](#) 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 17.

4. Provide retained third grade students, including students participating in the school district's summer reading camp per [Florida Statutes 1008.25](#) 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. ELL students that are not eligible for good cause #1 may participate based on ELL 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. Per [Florida Statutes § 1008.25](#), any

student identified with a substantial deficiency in reading (grades K-3) or mathematics (grades K-4), an individualized progress monitoring plan must be developed within 45 days after the results of the coordinated screening and progress monitoring system become available. The plan must, at a minimum, include:

1. The student's specific, identified reading or mathematics skill deficiency.
2. Goals and benchmarks for student growth in reading or mathematics.
3. A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress.
4. For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.
5. Strategies, resources, and materials that will be provided to the student's parent to support the student to make reading or mathematics progress.
6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

Please refer to the Progress Monitoring section in the *General Requirements*, page 21.

ELLs 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. ELLs 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 ELLs must be assessed following procedures stipulated in the 2024-2025 District 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 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); Grade 5 students enrolled in Sixth-grade Accelerated Mathematics courses will participate in the Grade 6 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 Retention Requirements and Parental Notification for Grades K-2: Per [Florida Statutes § 1008.25](#), any student in kindergarten through grade 2 not meeting the District's Specific Levels of Performance below may be retained. This will provide the student with additional time to master the District and state academic standards in ELA and mathematics that are required for success in the next higher grade.

M-DCPS Specific Levels of Performance for Grades K-2 Retention

K-2 Performance Standards Retention Requirements

[Florida Statutes 1008.25](#) requires that each school district establish retention requirements for students in kindergarten through grade 2 based upon each student's performance in English Language Arts (ELA) and mathematics.

Note: Students being considered for retention should be part of the Multi-Tiered Systems of Support (MTSS) process. For more details, refer to the [MTSS Manual](#).

Refer to [Appendix B](#) of the Student Progression Plan to access all procedures related to Elementary School Retention.

A sample parental notification letter regarding potential retention is available through the following link:

[Sample Parental Notification Letter](#)

Grade	English Language Arts	Mathematics
Kindergarten	<ul style="list-style-type: none"> Initial assessment measure, student is scoring below the 10th percentile on FAST: Star Early Literacy PM 2* Assessment and The student has not met satisfactory achievement with on grade-level benchmarks throughout the school year as evidenced through academic grades in reading and language arts – Notification is sent regarding possible retention. Subsequent determinant assessment measure, student is scoring below the 10th percentile on FAST: Star Early Literacy PM 3* Assessment- Possible retention notification is sent, and a conference is held with the parent. 	<ul style="list-style-type: none"> Initial assessment measure, student is scoring below the 10th percentile on FAST: Star Mathematics PM 2* Assessment and The student has not met satisfactory achievement with on grade-level benchmarks throughout the school year as evidenced through academic grades in mathematics – Notification is sent regarding possible retention. <p>Subsequent determinant assessment measure, student is scoring below the 10th percentile on FAST: Star Mathematics PM 3* Assessment- Possible retention notification is sent, and a conference is held with the parent.</p>
First	<ul style="list-style-type: none"> Initial assessment measure, student is scoring below the 10th percentile on FAST: Star Early Literacy PM 2* Assessment and The student has not met satisfactory achievement with on grade-level benchmarks throughout the school year as evidenced through academic grades in reading and language arts - Notification is sent regarding possible retention. Subsequent determinant assessment measure, student is scoring below the 	<ul style="list-style-type: none"> Initial assessment measure, student is scoring below the 10th percentile on FAST: Star Mathematics PM 2* Assessment and The student has not met satisfactory achievement with on grade-level benchmarks throughout the school year as evidenced through academic grades in mathematics – Notification is sent regarding possible retention. Subsequent determinant assessment measure, student is scoring below the 10th percentile on FAST: Star

	10th percentile on FAST: Star Reading PM 3* Assessment- Possible retention notification is sent, and a conference is held with the parent.	Mathematics PM 3* Assessment- Possible retention notification is sent, and a conference is held with the parent.
Second	<ul style="list-style-type: none"> Initial assessment measure, student is scoring below the 10th percentile on FAST: Star Reading OR is administered FAST: Star Early Literacy¹ PM 2* Assessment and The student has not met satisfactory achievement with on grade-level benchmarks throughout the school year as evidenced through academic grades in reading and language arts - Notification is sent regarding possible retention. Subsequent determinant assessment measure, student is scoring below the 10th percentile on FAST: Star Reading OR is administered FAST: Star Early Literacy¹ PM 3* Assessment – Possible retention notification is sent, and a conference is held with the parent. 	<ul style="list-style-type: none"> Initial assessment measure, student is scoring below the 10th percentile on FAST: Star Mathematics PM 2* Assessment and The student has not met satisfactory achievement with on grade-level benchmarks throughout the school year as evidenced through academic grades in mathematics – Notification is sent regarding possible retention. Subsequent determinant assessment measure, student is scoring below the 10th percentile on FAST: Star Mathematics PM 3* Assessment- Possible retention notification is sent, and a conference is held with the parent.

¹The STAR Early Literacy should only be administered if the student does not pass the practice items after two attempts.

* School sites should consider multiple student data points when making retention decisions.

Retention of K-2 ELL Students: Retention recommendations for English Language Learners (ELLs) in grades K-2 who have participated in the ESOL program for two years or less must be reviewed by the Department of Bilingual Education and World Languages. These recommendations must include documentation indicating no progress in reading, writing, and mathematics in either English or the student's home language, as reflected by report card grades. The retention of ELLs, regardless of their time in the ESOL program, requires review and recommendations from the ELL Committee. (Student Progression Plan, p. 19; 2025-2028 District ELL Plan, p. 20)

Retention of K-2 ESE Students: Decisions on retaining a student are made outside of the scope of Exceptional Student Education. Special Education is a service that students receive. As such, if a recommendation is being made to retain a Student with a Disability (SWD), the M-Team must review the student's Individualized Education Plan (IEP) to ensure that the established goals across educational domains are appropriate and meaningful for the student based on their current level of performance. In addition, a review of the student's accommodations must take place and revisions made as needed. The M-Team must also consider conducting a Re-Evaluation (RT) team meeting to rule out any contributing factors to the child's lack of progress as it relates to a suspicion of further disability.

The parent of any student in grades K-2, who exhibits a substantial deficiency in reading, as described by the specific level of performance for retention as described above, must be notified in writing of the retention and 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 are made available in an electronic format, accessible online, and 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 section 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 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 17.
- 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. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the additional interventions or supports described in the initial notification.

The parent of any student in grades K-2, who exhibits a substantial deficiency in mathematics, as described by the District's specific level of performance for retention as described above, must be notified in writing of the retention and 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 parent resources that are made available in an electronic format, accessible online, and 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.
 - Information about the student's eligibility for the New Worlds Scholarship Accounts under [Florida Statutes § 1002.411](#) and the school district's tutoring

services provided by the New Worlds Tutoring Program under Florida Statutes § 1008.366.

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. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the additional interventions or supports described in the initial notification.

The *Procedures Associated with Elementary Student Retention* document, found in [Appendix B](#), delineates the actions and codes that are to be used for documenting an elementary student retention.

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 District Comprehensive Evidence-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 85 and to specific procedures for retention in the *General Requirements* section beginning on page 18). 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 (ELA) Reading Assessment - Florida Assessment of Student Thinking - (FAST PM3)	Level 2 or above
Grade 3 Reading Student Portfolio	70% Mastery of each Benchmark
Alternative Standardized Reading Assessments (ASRA)- end of year	
i-Ready Diagnostic #3	50th Percentile or higher
Iowa Test of Basic Skills	50th Percentile or higher
Summer Grade 3 Promotion	
Summer Grade 3 FAST ELA Reading	Level 2 or above
Mid-Year Grade 3 Promotion	
Grade 3 FAST ELA Reading 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: 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. When scheduling students into Computer Science courses please adhere to the [M-DCPS Course Code Directory](#).

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 a school that includes grades 6, 7, 8, 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:** One of these courses must be 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, a personalized education program, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three 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. Students enrolled in the career and education planning course, when available, 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 ([Florida Statutes § 1003.4282](#)) and work-based learning opportunities, must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Commerce'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.



Beginning in the 2025-2026 school year:

- Per [Florida Statutes § 1003.453](#), school districts must provide basic training in first aid, including cardiopulmonary resuscitation, once in middle school in a physical education or health class and once in high school in a physical education or health class. Instruction in the use of cardiopulmonary resuscitation must:
 - (a) Allow students to practice the psychomotor skills associated with performing cardiopulmonary resuscitation; and
 - (b) Include the use of an automated external defibrillator.
- The Physical Education course 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;
 - 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 ELLs. ELLs 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. Career and Technical Education

Career and Professional Academy Courses and Career-themed Courses: Per [Florida Statutes § 1003.4935](#), students who complete a middle school career and professional academy or a career-themed course must have the opportunity to earn an industry certificate and high school credit and participate in career planning, job shadowing, and business leadership development activities. The district shall inform students and parents during course selection for middle school of the career and professional academy or career-themed courses available within the district.

Each middle grades career and professional academy or career-themed course must be aligned with at least one high school career and professional academy or career-themed course offered in the district and maintain partnerships with local business and industry and economic development boards. Middle grades career and professional academies and career-themed courses must:

- a) Lead to careers in occupations aligned to the CAPE Industry Certification Funding List approved under rules adopted by the State Board of Education;
- b) Integrate content from core subject areas;
- c) Integrate career and professional academy or career-themed course content with intensive reading, English Language Arts, and mathematics pursuant to [Florida Statutes § 1003.4282](#);
- d) Coordinate with high schools to maximize opportunities for middle grades students to earn high school credit;
- e) Provide access to virtual instruction courses provided by virtual education providers legislatively authorized to provide part-time instruction to middle grades students. The virtual instruction courses must be aligned to state curriculum standards for middle grades career and professional academy courses or career-themed courses, with priority given to students who have required course deficits;
- f) Provide instruction from highly skilled professionals who hold industry certificates in the career area in which they teach;

- g) Offer externships; and
- h) Provide personalized student advisement that includes a parent-participation component.

Career and Technical Student Organizations (CTSO): [Florida Statutes § 1003.4282](#), enables a student to receive work-based learning credit or credit in electives for completing a threshold level of demonstrable participation **(minimum 135-hours, outside of regular class time)** in extracurricular activities associated with career and technical student organizations. These CTSO experiences and activities must provide the opportunity for students to apply academic and technical content to career experiences. Work-based learning credit or credit in electives for extracurricular activities or supervised agricultural experiences may not be limited by grade level. **For students pursuing a standard diploma through the career and technical education pathway option under [Florida Statutes § 1003.4282](#), the high school credit will satisfy one credit of work-based learning.**

C. 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 Language Learners (ELLs) and Elective Courses: For ELLs 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 46.

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 policies 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 48331, which include having the parent meet with the school's Literacy Leadership Team and sign the District's release form found in Weekly Briefing 48332 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.

D. Required Topics of Instruction for Middle Grades

In addition to the aforementioned required subject areas that comprise the middle grades program of study, required topics of instruction are also part of the curriculum, and they are embedded within various authorized middle school courses. The required topics of instruction are in accordance with Florida Statutes and/or District requirements, and reference to Florida Statutes and Board Policies are provided. **Note:** To see the full details for each topic listed in the chart below, click the link(s) in the "Florida Statutes" and/or "School Board Policy" column.

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented		
		6	7	8
The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society.	Florida Statutes § 1003.42	★	★	★
The month of September of each year is designated as "American Founder's Month."	Florida Statutes § 683.1455	★	★	★
The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American	Florida Statutes § 1003.42	★ ★	★ ★	★ ★

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented		
		6	7	8
society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.				
Civic and Character Education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in s. 101.151(9).	Florida Statutes § 1003.42 ; Florida Board of Education Rule 6A-1.094124 ; School Board Policy 2290	★	★	★
Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Health education that addresses concepts of community health, consumer health, environmental health and family life including injury prevention and safety, Internet safety, nutrition, personal health, prevention, and control of disease, substance use and abuse prevention, and prevention of child sexual abuse education, exploitation, and human trafficking.	Florida Statutes § 1003.42 ; School Board Policy 5530 ; School Board Policy 8462.01 ; Florida Board of Education Rule 6A-1.094124	★ ★	★ ★	★ ★
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, including proper flag display and flag salute.	Florida Statutes § 1003.42 ; 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, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.	Florida Statutes § 1003.42	★	★	★
The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.	Florida Statutes § 1003.42	★	★	★
The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.	Florida Statutes § 1003.42	★	★	★
The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state,	Florida Statutes § 1003.42	★	★	★

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented		
		6	7	8
and its counties, municipalities, school districts, and special districts.				
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), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of antisemitism, as described in s. 1000.05(8), and the prevention of antisemitism.	Florida Statutes § 1003.42 ; Florida Statutes § 1000.05	★	★	★
The second week in November shall be designated as “Holocaust Education Week” in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.	Florida Statutes § 1003.42	★	★	★
Holocaust Remembrance Day – January 27	Florida Statutes § 683.196	★	★	★
Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Life Skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including self-awareness and self-management, responsible decision-making, resiliency, relationship skills and conflict resolution, understanding and respecting other viewpoints and backgrounds.	Florida Statutes § 1003.42 ; 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	★	★	

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented		
		6	7	8
To encourage patriotism, the sacrifices that Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.	Florida Statutes § 1003.42	★	★	★
The history and importance of Veterans' Day and Memorial Day. Such instruction may include two 45-minute lessons that occur on or before the respective holidays.	Florida Statutes § 1003.42	★	★	★
"Victims of Communism Day," November 7 of each year shall be suitably observed in the public schools of the state as a day honoring the 100 million people who have fallen victim to communist regimes across the world and which shall be suitably observed by public exercise in the State Capitol and elsewhere as the Governor may designate.	Florida Statutes § 683.334	★	★	★
Beginning in the 2026-2027 school year, the history of communism.	Florida Statutes § 1003.42	★	★	★
United States Public Law designates September 11 of each year as Patriot Day	United States Public Law 107-89	★	★	★
9/11 Heroes' Day, September 11 of each year shall be suitably observed in the public schools of the state as a day honoring those who perished in the September 11, 2001, attacks, including 2,763 people at the World Trade Center, 189 people at the Pentagon, and 44 people on United Airlines Flight 93, and the 25,000 people maimed or fatally injured on or after that date, and which shall be suitably observed by public exercise in the State Capitol and elsewhere as the Governor may designate.	Florida Statutes § 683.335	★	★	★
The study of women's contribution to the United States.	Florida Statutes § 1003.42	★	★	★
Reproductive Health and Disease Education/Awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.	Florida Statutes § 1003.42 ; Florida Statutes § 1003.46 ; School Board Policy 2417	★	★	★
Digital Citizenship	School Board Policy 7540.03	★	★	★
Multicultural Education	School Board Policy 2225	★	★	★
Teen dating violence and abuse prevention, this component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.	Florida Statutes § 1003.42 ; School Board Policy 5517.03		★	★
The social, emotional, and physical effects of social media, this component must include, but	Florida Statutes § 1003.42	★	★	★

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented		
		6	7	8
need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet.				
Bullying and Harassment Prevention Education	Florida Statutes § 1006.147; School Board Policy 5517.01	★	★	★
Sexting Prevention	School Board Policy 5136.02	★	★	★
Sun Safety Education	School Board Policy 5330.02	★	★	★
Disability History and Awareness Instruction	Florida Statutes § 1003.4205	★	★	★

 **Social Sciences**
 **Physical Education and Health Literacy**
 **Science**
 **Student Services**
 **English Language Arts**

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\(3\)](#).

E. 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 Geometry 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; Grade 8 students enrolled in Biology 1 will participate in the Biology 1 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).

F. 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.

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](#), [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, [Florida Statutes § 1001.43](#);
- 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 a 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.

Eligible students should be informed about adult secondary and postsecondary education options available in or near the school district, and the Graduation Alternative To Education Program (GATE), established under [Florida Statutes § 1004.933](#), which offers a unique opportunity for students who want to leave high school to get back on track. Designed for students aged 16 to 21, the GATE provides a pathway to earn valuable career education credentials while also completing a standard high school diploma or its equivalent.

Through the GATE program, students can enroll in a Career and Technical Education (CTE) program and an Adult Secondary Education (ASE) program simultaneously. Eligible Adult Secondary Education (ASE) programs include Adult High School or GED® Preparation. Participants will work towards earning both a high school diploma and a credential from a Career Education Program on the Master Credential list in their chosen career field.

Students have up to three years to complete the GATE program, making it an accessible and flexible option for those looking to re-engage with their education and secure a brighter future. For more information please refer to the [Graduation Alternative To Traditional Education \(GATE\) Program](#) at the [Adult Education](#) website.

B. High School Graduation Diploma Options, Designations and Certificates

Diploma Options

Florida students entering high school may select from five options to earn a standard high school diploma. Pursuant to [Florida Statutes § 1003.4282](#), students are allowed to earn credit in both the equivalent, applied, or integrated courses or career education courses and courses required for high school graduation. 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](#); and
- Academically Challenging Curriculum to Enhance Learning (ACCEL) Options, [Florida Statutes § 1002.3105](#)

Standard Diploma: 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 before 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** ([Form 4886](#)) 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) including the statewide grade 10 Reading assessment or the grade 10 ELA assessment, or earn a concordant score, 4 credits in mathematics including the statewide Algebra I EOC assessment, or earn a comparative score, 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. The courses must result in a program completion and an industry certification.
 - Complete 2 credits in electives or work-based learning programs; Physical Education is not required. A student may include one-half credit of personal 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) including the statewide grade 10 Reading assessment or the grade 10 ELA assessment, or earn a concordant score, 4 credits in mathematics including the statewide Algebra I EOC assessment, or earn a comparative score, 3 credits in science, and 3 credits in social sciences, .5 credit in personal financial literacy.
- Earning 3.5 elective credits instead of 7
 - Complete 2 credits in career and technical education. . The courses must result in a program completion and an industry certification.
 - 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.

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 by the end of the first semester of the senior year;
- 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 less than a "C."

Diploma and Certificate Options for Students with Disabilities: Per [Florida Statutes § 1003.4282 \(8\)](#), beginning with students entering grade 9 in the 2014-2015 school year, students with disabilities, in collaboration with the individual education plan (IEP) team during the transition planning process pursuant to [Florida Statutes § 1003.5716](#), must declare intent to graduate from high school with a standard high school diploma by meeting the same graduation requirements as all students. By January 1, 2026, the Florida Department of Education must create a document for students who cannot earn a standard high school diploma that describes their options and school districts must provide this documentation to those students, including students with disabilities, along with their transcripts. If a student's IEP references earning a certificate of completion, it must be revised at the annual IEP review.

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

- 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.

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 Industry, 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; 1 credit in Statistics or an equally rigorous mathematics course; 1 credit in Chemistry or Physics; a course equally rigorous to Chemistry or Physics; 2 credits in the same Foreign 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 the Florida Department of Education's [Equally Rigorous Courses for Scholar Designation](#) for a list of State courses that have been identified as equally rigorous to Algebra II.

- **Industry Scholar Diploma Designation:**

- 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.

Criteria for Eligibility: The Gold Seal of Biliteracy or the Silver Seal of Biliteracy must be awarded to a high school student who has earned a standard high school diploma and who has satisfied one of the following criteria for eligibility for each designation.

- 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 (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale and Level 4 or higher on the statewide, standardized Grade 10 English Language Arts (ELA) Florida Standard Assessment (FSA), or earned a score or performance level on any of the examinations approved by the state, or (for languages which are not tested on the nationally recognized examinations) demonstrated language proficiency through maintenance of a portfolio of language performance at the Intermediate Mid-level or higher based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for that language [\[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 (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale, or earn a score or performance level on any of the examinations approved by the state, or (for languages which are not tested on the nationally recognized examinations) demonstrated language proficiency through maintenance of a portfolio of language performance at the Advanced Low

level or higher based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for that language [[Florida Statutes § 1003.432 \(8\)\(b\)](#)].

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](#).

Florida Seal of Fine Arts Program [[Florida Statutes 1003.4321](#)]:

The Florida Seal of Fine Arts Program recognizes high school graduates who have met exemplary benchmarks in fine arts. The purpose is to encourage students to develop an exemplary level of proficiency in the performing or visual arts.

The Florida Seal of Fine Arts is awarded to a high school student who earns a standard high school diploma; successfully completes at least three year-long courses in dance, music, theatre or the visual arts with a grade of “A” or higher in each course or earns three sequential course credits in such courses with a grade of “A” or higher in each course; and meets two of the following requirements:

- Successfully completed a fine arts International Baccalaureate (IB), an Advanced International Certificate of Education (AICE), Advanced Placement (AP), dual enrollment or honors course in the subjects listed in the paragraph above with a grade of “B” or higher.
- Participated in a district or statewide organization’s juried event as a selected student participant for two or more years.
- Recorded at least 25 volunteer hours of arts-related community service in their community and presents a comprehensive presentation on their experiences.
- Met the requirements of a portfolio-based program identifying the student as an exemplary fine arts practitioner.
- Received district, state or national recognition for creating and submitting an original work of art. The term “work of art” means a musical or theatrical composition, visual artwork, or choreographed routine or performance.

For more information on graduation requirements, diploma designations, and graduation awards, visit diplomapathways.dadeschools.net.

Certificates

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 /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 4 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 the [M-DCPS list of 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 134 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 1, 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 the [M-DCPS list of 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 Studies:** 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 1 year of related technical instruction for an apprenticeship registered

with the Florida Department of Education under [F.S. Chapter 446](#) or a preapprenticeship program registered with the Florida Department of Education under Chapter 446 Florida Statutes 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. Beginning in the 2025-2026 school year per [Florida Statutes § 1003.4282](#), completion of two years of marching band satisfies the one-credit requirement in physical education or the one-credit requirement in performing arts.

- **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 2 years of marching band shall satisfy the one-credit requirement in physical education or the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. 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.

Beginning in the 2025-2026 school year:

- Per [Florida Statutes § 1003.453](#), school districts must provide basic training in first aid, including cardiopulmonary resuscitation, once in middle school in a physical education or health class and once in high school in a physical education or health class. Instruction in the use of cardiopulmonary resuscitation must:
 - (a) Allow students to practice the psychomotor skills associated with performing cardiopulmonary resuscitation; and
 - (b) Include the use of an automated external defibrillator.

- Per [Florida Statutes § 1003.4282](#), completion of two years of marching band satisfies the one-credit requirement in physical education or the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.
- **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 the [M-DCPS list of 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 134 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 the [M-DCPS list of 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 1 year of related technical instruction for an apprenticeship registered with the Florida Department of Education under [F.S. Chapter 446](#) or a preapprenticeship program registered with the Florida Department of Education under Chapter 446 Florida Statutes 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. Beginning in the 2025-2026 school year per [Florida Statutes § 1003.4282](#), completion of two years of marching band satisfies the one-credit requirement in physical education or the one-credit requirement in performing arts.

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 2 years of marching band shall satisfy the one-credit requirement in physical education or the one-credit

requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. 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.

Beginning in the 2025-2026 school year:

- Per [Florida Statutes § 1003.453](#), school districts must provide basic training in first aid, including cardiopulmonary resuscitation, once in middle school in a physical education or health class and once in high school in a physical education or health class. Instruction in the use of cardiopulmonary resuscitation must:
 - (a) Allow students to practice the psychomotor skills associated with performing cardiopulmonary resuscitation; and
 - (b) Include the use of an automated external defibrillator.
- Per [Florida Statutes § 1003.4282](#), completion of two years of marching band satisfies the one-credit requirement in physical education or the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.
- **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 and Money Management:

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. Beginning with the 2025–2026 school year, the course must also include instruction on the costs of postsecondary education, including cost of attendance, completion of the Free Application for Federal Student Aid (FAFSA), scholarships and grants, and student loans.

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 WIDA ACCESS Online 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 WIDA Alternate ACCESS, 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 ELLs 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\(8\)\(c\)](#), 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 on the following pages show the concordant and comparative scores students may use to satisfy assessment graduation requirements.

Grade 10 ELA Concordant Scores

Available for students who entered grade 9 in 2022–23 and beyond:	
SAT Reading and Writing section ¹	490
PSAT/NMSQT Reading and Writing section ¹	470
PSAT 10 English and Writing section	470
ACT English and Reading subject test (averaged) ^{2, 3}	18
PreACT Secure English and Reading subject test (averaged) ^{2, 3}	18
CLT Grammar/Writing and Verbal Reasoning subject test (sum) ³	39
CLT10 Grammar/Writing and Verbal Reasoning subject test (sum) ³	39
Available for students who entered grade 9 between the 2020–21 and 2022–23 school years ⁴ :	
SAT EBRW/Reading and Writing ¹	480
ACT English and Reading subtests (averaged) ^{2, 3}	18
CLT Verbal Reasoning and Grammar/Writing sections sum ³	36

¹ The combined score for the SAT or PSAT/NMSQT Reading and Writing sections or the SAT EBRW must come from the same administration of the Reading and Writing subtests. EBRW was updated to RW with the transition to digital SAT.

² 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.

³ The scores from the English and Reading subject tests on the ACT and PreACT and the Verbal Reasoning and Grammar/Writing subject tests on the CLT and CLT10 are not required to come from the same test administration.

⁴ Students who entered grade 9 in 2023–24 through 2024–25 school years may use these scores to meet their assessment graduation requirements if they received the score prior to the new concordant/comparative scores becoming effective.

Algebra 1 EOC Comparative Scores¹

Available for students who entered grade 9 in 2022–23 and beyond:	
SAT Math	420
PSAT/NMSQT Math	430
PSAT 10 Math	430
ACT Math	16
PreACT Secure Math	16
CLT Quantitative Reasoning	14
CLT10 Quantitative Reasoning	14
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2020–21 and 2022–23 school years ² :	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
CLT Quantitative Reasoning section	11
Geometry EOC	Level 3

¹ Students eligible for the alternate passing score of 401 on B.E.S.T. Geometry may use it as a comparative score for graduation.

² Students who entered grade 9 in 2023–24 through 2024–25 school years may use these scores, in addition to the scores specified for their cohort, to meet their assessment graduation requirements if they received the score prior to the new concordant/comparative scores becoming effective.

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 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) NWEA MAP Growth and Code Assessment at or above the 'Proficient' performance standard proficiency band (MAP Percentile score of 72 or above) in any of the three designated assessment periods.
- Accessing Comprehension and Communication in English State-to-State for English Language Learners (WIDA ACCESS Online) Composite Overall Proficiency Level of 4.0 or greater AND Reading domain Proficiency Level of 4.0 or greater.
- A Lexile score of 1076 or above on the Achieve3000 LevelSet in any of the three designated assessment periods.

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 at or above the 'Proficient' performance standard proficiency band (MAP Percentile score of 72 or above) on the Houghton Mifflin Harcourt (HMH) NWEA MAP Growth and Code Assessment, OR a Lexile score of 1076 or above on the Achieve3000 LevelSet in any of the three designated assessment periods, OR by scoring a 4.0 or above on both the WIDA ACCESS Online 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 <li style="text-align: center;">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 <li style="text-align: center;">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: 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 to 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 48331, which include having the parent meet with the school's Literacy Leadership Team and sign the District's release form (Weekly Briefing 48332) 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 46 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.









Out of State or Out of Country 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 pages 13-14.

G. Required Topics of Instruction for Senior High School

In addition to the aforementioned required courses that comprise the high school graduation requirements, required topics of instruction are also part of the curriculum, and they are embedded within various authorized high school courses. The required topics of instruction are in accordance with Florida Statutes and/or District requirements and reference to Florida Statutes and Board Policies are provided. **Note:** To see the full details for each topic listed in the chart below, click the link(s) in the "Florida Statutes" and/or "School Board Policy" column.

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented			
		9	10	11	12
The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society.	Florida Statutes § 1003.42	★	★	★	★
The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.	Florida Statutes § 1003.42	★	★	★	★
The month of September of each year is designated as "American Founders' Month."	Florida Statutes § 683.1455	★	★	★	★
Civic and Character Education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in s. 101.151(9).	Florida Statutes § 1003.42 ; Florida Board of Education Rule 6A-1.094124 ; School Board Policy 2290 ; School Board Policy 5724	★	★	★	★

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented			
		9	10	11	12
Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Health education that addresses concepts of community health, consumer health, environmental health and family life including injury prevention and safety, Internet safety nutrition, personal health, prevention, and control of disease, substance use and abuse prevention, and prevention of child sexual abuse education, exploitation, and human trafficking.	Florida Statutes § 1003.42 ; Florida Board of Education Rule 6A-1.094124 ; School Board Policy 8462.01 ; School Board Policy 5530	 	 	 	 
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, including proper flag display and flag salute.	Florida Statutes § 1003.42 ; 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, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.	Florida Statutes § 1003.42				
The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.	Florida Statutes § 1003.42				
The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.	Florida Statutes § 1003.42				
The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.	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				

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented			
		9	10	11	12
The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of antisemitism, as described in s. 1000.05(8), and the prevention of antisemitism.	Florida Statutes § 1003.42 ; Florida Statutes § 1000.05			★	★
The second week in November shall be designated as “Holocaust Education Week” in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.	Florida Statutes § 1003.42	★	★	★	★
Holocaust Remembrance Day – January 27	Florida Statutes § 683.196	★	★	★	★
The history of the State (Florida).	Florida Statutes § 1003.42			★	★
To encourage patriotism, the sacrifices that Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.	Florida Statutes § 1003.42	★	★	★	★
The history and importance of Veterans’ Day and Memorial Day. Such instruction may include two 45-minute lessons that occur on or before the respective holidays.	Florida Statutes § 1003.42	★	★	★	★
“Victims of Communism Day,” November 7 of each year shall be suitably observed in the public schools of the state as a day honoring the 100 million people who have fallen victim to communist regimes across the world and which shall be suitably observed by public exercise in the State Capitol and elsewhere as the Governor may designate. High school students enrolled in the United States Government class required by s. 1003.4282(3)(d) must receive at least 45 minutes of instruction on “Victims of Communism Day” to include topics such as Mao Zedong and the Cultural Revolution, Joseph Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot	Florida Statutes § 683.334	★	★	★	★

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented			
		9	10	11	12
and the Khmer Rouge, and Nicolás Maduro and the Chavismo movement, and how victims suffered under these regimes through poverty, starvation, migration, systemic lethal violence, and suppression of speech.					
Beginning in the 2026-2027 school year, the history of communism.	Florida Statutes § 1003.42				
United States Public Law designates September 11 of each year as Patriot Day.	United States Public Law 107-89	★	★	★	★
9/11 Heroes' Day, September 11 of each year shall be suitably observed in the public schools of the state as a day honoring those who perished in the September 11, 2001, attacks, including 2,763 people at the World Trade Center, 189 people at the Pentagon, and 44 people on United Airlines Flight 93, and the 25,000 people maimed or fatally injured on or after that date, and which shall be suitably observed by public exercise in the State Capitol and elsewhere as the Governor may designate.	Florida Statutes § 1003.42	★	★	★	★
The study of women's contributions to the United States.	Florida Statutes § 1003.42	★	★	★	★
Reproductive Health and Disease Education/Awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.	Florida Statutes § 1003.42 ; Florida Statutes § 1003.46 ; School Board Policy 2417	★	★		
Digital Citizenship	School Board Policy 7540.03	★	★	★	★
Multicultural Education	School Board Policy 2225	★	★	★	★
Teen dating violence and abuse prevention, this component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.	Florida Statutes § 1003.42 ; School Board Policy 5517.03	★	★		
The social, emotional, and physical effects of social media, this component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior,	Florida Statutes § 1003.42	★	★	★	★

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented			
		9	10	11	12
and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet.					
Bullying and Harassment Prevention Education	Florida Statutes § 1006.147; 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	★	★	★	★
Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Life Skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including self-awareness and self-management, responsible decision-making, resiliency, relationship skills and conflict resolution, understanding and respecting other viewpoints and backgrounds.	Florida Statutes § 1003.42; Florida Board of Education Rule 6A-1.094124	★ ★	★ ★	★ ★	★ ★
Develop Leadership Skills, interpersonal skills, organization skills, and research skills; creating a résumé, including a digital résumé; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.	Florida Statutes § 1003.42 ★	★	★	★	★
Sun Safety Education	School Board Policy 5330.02	★	★	★	★
Disability History and Awareness Instruction	Florida Statutes § 1003.4205	★	★	★	★

★ **Social Sciences**

★ **Physical Education and Health Literacy**

★ **Science**

★ **Student Services**

English and/or CTE

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\(3\)](#).

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.

Career and Technical Student Organizations (CTSO): [Florida Statutes § 1003.4282](#), enables a student to receive work-based learning credit or credit in electives for completing a threshold level of demonstrable participation (**minimum 135-hours, outside of regular class time**) in extracurricular activities associated with career and technical student organizations(CTSOs). These CTSO experiences and activities must provide the opportunity for students to apply academic and technical content to career experiences. Work-based learning credit or credit in electives for extracurricular activities or supervised agricultural experiences may not be limited by grade level. **For students pursuing a standard diploma through the career and technical education pathway option under [Florida Statutes § 1003.4282](#), the high school credit will satisfy one credit of work-based learning.**

Community Service: A community service project, which is described in [Community Service Requirement Implementation Instructions Senior High School](#), 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 Requirement Implementation Instructions Senior High School](#). 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*, and 2431, *Interscholastic Athletics*. The term “extracurricular” means 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: 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: 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 12 are taught. When scheduling students into Computer Science courses please adhere to the [M-DCPS Course Code Directory](#).

Course Code Directory: Any course listed in the current [FDOE Course Code Directory](#), or the [M-DCPS Course Code Directory](#) 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 four 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. During the 2024-2025 school year, the district will offer up to three courses from the adult education high school credit program. Thereafter, during the 2025-2026 school year, the district will offer a maximum of four courses. 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 Board of Governors Regulations linked below:

- [6.001 General Admissions](#)
- [6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen](#)

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 [48](#) technical colleges and [28](#) state colleges 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® 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 plus ID and test fees.

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:

Graduation Assessment Requirements and Passing Score by School Year

Grade 10 ELA				
School Year When Students Entered Grade 9	Assessment	Passing Score	Score Scale	Score Scale Range
2022-2023 and beyond	FAST ELA Reading	247	B.E.S.T.	179-308
2021-2022 ²	FAST ELA Reading	246 ¹	B.E.S.T.	179-308
Algebra 1				
First Participation in Algebra 1	Assessment	Passing Score	Score Scale	Score Scale Range
Winter 2023 and beyond	B.E.S.T. Algebra 1 EOC	400	B.E.S.T.	325-475
Winter 2022-Fall 2023	B.E.S.T. Algebra 1 EOC	398 ¹	B.E.S.T.	325-475

¹ The Alternate Passing Scores (APS) on the B.E.S.T. scale are 246 for the Grade 10 ELA Reading and 398 for B.E.S.T. Algebra 1.

² Students who entered grade 9 prior to the 2021-22 school year are also eligible for the alternate passing score.

Alternate Passing Scores

The following table provides the alternate passing scores for FAST and B.E.S.T. assessments. Students whose graduation requirements were for the Florida Standards Assessments (FSA) (or prior) are eligible to use an alternate passing score linked to the passing score on the FSA assessment (including concordant/comparative scores) for the purpose of meeting an assessment graduation requirement.

FAST/B.E.S.T. Alternate Passing Scores

Assessment	Graduation/Assessment Requirement	Alternate Passing Score	Score Scale
FAST Grade 10 ELA Reading	FSA or prior	246	B.E.S.T.
B.E.S.T. Algebra 1	FSA or prior	398	B.E.S.T.
B.E.S.T. Geometry ¹	FSA or prior	401	B.E.S.T.

¹Earning a passing score on the Geometry EOC is not required for graduation but may be used as a comparative score for the Algebra

1 EOC graduation requirement.

Concordant and Comparative Scores

A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in [Rule 6A-1.09422](#), F.A.C. Tables below show the concordant and comparative scores students may use to satisfy assessment graduation requirements.

Grade 10 ELA Concordant Scores

Available for students who entered grade 9 in 2022–23 and beyond:	
SAT Reading and Writing section ¹	490
PSAT/NMSQT Reading and Writing section ¹	470
PSAT 10 English and Writing section	470
ACT English and Reading subject test (averaged) ^{2, 3}	18
PreACT Secure English and Reading subject test (averaged) ^{2, 3}	18
CLT Grammar/Writing and Verbal Reasoning subject test (sum) ³	39
CLT10 Grammar/Writing and Verbal Reasoning subject test (sum) ³	39
Available for students who entered grade 9 between the 2020–21 and 2022–23 school years ⁴ :	
SAT EBRW/Reading and Writing ¹	480
ACT English and Reading subtests (averaged) ^{2, 3}	18
CLT Verbal Reasoning and Grammar/Writing sections sum ³	36

¹ The combined score for the SAT or PSAT/NMSQT Reading and Writing sections or the SAT EBRW must come from the same administration of the Reading and Writing subtests. EBRW was updated to RW with the transition to digital SAT.

² 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.

³ The scores from the English and Reading subject tests on the ACT and PreACT and the Verbal Reasoning and Grammar/Writing subject tests on the CLT and CLT10 are not required to come from the same test administration.

⁴ Students may meet their assessment graduation requirements if they received the score prior to the new concordant scores becoming effective on August 19, 2025.

Algebra 1 EOC Comparative Scores¹

Available for students who entered grade 9 in 2022–23 and beyond:	
SAT Math	420
PSAT/NMSQT Math	430
PSAT 10 Math	430
ACT Math	16
PreACT Secure Math	16

CLT Quantitative Reasoning	14
CLT10 Quantitative Reasoning	14
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2020–21 and 2022–23 school years²:	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
CLT Quantitative Reasoning section	11
Geometry EOC Level	Level 3

¹ Students eligible for the alternate passing score of 401 on B.E.S.T. Geometry may use it as a comparative score for graduation.

² Students may meet their assessment graduation requirements if they received the score prior to the new comparative scores becoming effective on August 19, 2025.

As a result of the COVID pandemic, Florida Department of Education [Emergency Order No. 2020-EO-01](#) and [Emergency Order No. 2021-EO-02](#) established that graduation test requirements were waived for students scheduled to graduate in Spring 2020 and Spring 2021.

Previous Concordant and Comparative scores that were available for earlier cohorts of students have been removed because they are no longer authorized in Florida Department of Education State Board Rule. The only scores available to adult students who have yet to meet an assessment graduation requirement are listed in the graduation requirements chart for Florida's Statewide Assessments linked below.

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. GED® Program: [Florida Statutes § 1003.435](#) requires notifying each candidate for high school equivalency diplomas of adult secondary and postsecondary education options available in or near the school district, including the Graduation Alternative to Traditional Education (GATE) Program under [Florida Statutes § 1004.933](#). The candidate must also be informed of the eligibility requirements and any minimum academic requirements for each available option.

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](#).

D. GED® Underage Waiver Policy: Per the requirements of [Florida Statutes § 1003.435](#), individuals aged sixteen (16) and seventeen (17) years of age must terminate school enrollment prior to taking the 2014 GED® Test. Effective November 1, 2024, the parent or legal guardian of the individual aged sixteen (16) and seventeen (17) years of age must submit a signed and notarized [Underage Testing Form](#) and proof of withdrawal from school to the High School Equivalency Diploma Program office via email at GEDAgeWaiver@fldoe.org before the individual can schedule a sub-test of the 2014 GED® Test.

The individual will be notified by GED® when they are cleared to take the 2014 GED® test. Test scores, and any diplomas based on such scores, that are earned by someone under the age of eighteen (18) not in conformance with this rule will be invalidated.

E. 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.

F. Graduation Alternative to Traditional Education (GATE) Program: The GATE Program established under [Florida Statutes § 1004.933](#), is an alternative pathway to education and workforce opportunities for students who have withdrawn from high school

prior to graduation to affirm the unequivocal value of a standard high school diploma as the primary education credential by which students access higher education and workforce opportunities. The GATE program serves to expand opportunities for students to complete high school courses and earn a standard high school diploma.

Parental consent is required for a student under 18 years of age to withdraw from high school prior to graduation.

When a student withdraws from high school prior to graduation, the student has not received the full value of a taxpayer-funded pre-K-12 education and therefore lacks the education credential essential to gainful employment and future educational opportunities. The GATE Program intends to provide an alternative pathway program, waiving tuition and fees for the program for participating students who have not earned a standard high school diploma.

Payment Waiver:

Notwithstanding any other provision of state law, an institution shall waive 100 percent of the registration, tuition, laboratory, and examination fees for a student participating in the GATE Program. A waiver provided under this section after a student's first term shall be provided after state aid is applied.

Instructional materials assigned for use under the GATE Program must be made available to GATE Program students free of charge.

An institution may not require payment by students of instructional materials costs eligible for reimbursement.

To be eligible for participation in the GATE Program, a student must:

1. Not have earned a standard high school diploma or a high school equivalency diploma before enrolling in the GATE Program;
2. Have been withdrawn from high school;
3. Be a resident of this state as defined in [s. 1009.21\(1\)](#);
4. Be 16 to 21 years of age at the time of initial enrollment, provided that a student who is 16 or 17 years of age has withdrawn from school enrollment pursuant to the requirements and safeguards in [s. 1003.21\(1\)\(c\)](#);
5. Select the adult secondary education program and career education program of his or her choice at the time of admission to the GATE Program, provided that the career education program is included on the Master Credentials List under [s. 445.004\(4\)](#). The student may not change the requested pathway after enrollment, except that, if necessary for the student, the student may enroll in an adult basic education program prior to enrolling in the adult secondary education program;
6. Maintain a 2.0 GPA for career and technical education coursework; and
7. Notwithstanding [s. 1003.435\(4\)](#), complete the programs within 3 years after his or her initial enrollment unless the institution determines that an extension is warranted due to extenuating circumstances.

Subject to the availability of funds, a student who meets the requirements of eligibility and is enrolled in the GATE Program is eligible to receive the stipend specified in s. [1009.895\(3\)](#).

The district will not impose additional criteria to determine a student's eligibility to receive a waiver as described in [Florida Statutes § 1004.933](#).

In keeping with the requirements of State Board Rule 6A.6.0200, students who are eligible for the GATE program, may access the student application and enrollment form at <https://api.dadeschools.net/wmsfiles/61/pdfs/3999.pdf>.

Upon receipt of the student's application and enrollment form, the technical college will review the application against the GATE program eligibility criteria and collaborate with the student to identify and select an eligible CTE program. Additionally, the GATE student will receive correspondence pertaining to programs for which eligibility was not met.

If there are extenuating circumstances warranting an extension on the three-year enrollment limit, the GATE student should contact the Director of their Technical College in writing to request the extension along with supporting documentation when available.

Each Technical College will make information available to parents, local workforce boards and other stakeholders through their web pages. Additionally, GATE Program Informational flyers will be delivered to and made available to High Schools and local workforce boards.

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](#)

Pursuant to [Florida Statutes 1002.3105](#), F.S. school districts are required to implement the following ACCEL Options for eligible students: whole-grade promotion and midyear promotion; and subject-matter acceleration resulting in the promotion or acceleration taking place within the same school or to a new school; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under [Florida Statutes 1003.4295](#), 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.

Student Eligibility and Procedures for implementation of ACCEL Options:

Minimum student eligibility requirements to be considered by the principal 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
- M-DCPS requires [FM-7488](#)* to be completed for all students participating in an ACCEL option. The form must be signed by the student, parent, and 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

Procedures Associated with Elementary School Retention

PROCEDURES 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/>.



Asesoramiento Académico

Estudiantes que ingresan al noveno grado en 2023-2024 y después

Lo que los estudiantes y padres necesitan saber

¿Qué opciones conducen a un diploma estándar?

Finalización exitosa de una de las siguientes opciones:

- 24 créditos
- Currículo de Certificado Internacional Avanzado de Educación (AICE)
- Currículo de Bachillerato Internacional (IB)
- 18 créditos de Currículo Académicamente Desafiante para Mejorar el Aprendizaje (ACCEL)
- Vía de Educación Profesional y Técnica (CTE) (consulte la sección [s.] [1003.4282](#), Estatutos de Florida [E.F.])

¿Cuáles son los requisitos de evaluación estatal?

Los estudiantes deben aprobar las siguientes evaluaciones estatales:

- Artes del lenguaje inglés (ELA) de grado 10 o una puntuación concordante
- Fin de curso (EOC) de Álgebra 1 o una puntuación comparativa

El equipo del Plan Educativo Individual (IEP) otorga una exención de los resultados de la evaluación para los estudiantes con discapacidades. Además, los estudiantes que han estado inscritos en un programa de inglés para hablantes de otros idiomas (ESOL) durante menos de dos años pueden cumplir con el requisito de ELA de grado 10 al demostrar satisfactoriamente las expectativas de las evaluaciones formativas del nivel de grado.

Consulte los [Requisitos de graduación para las evaluaciones estatales de Florida](#) para obtener puntuaciones concordantes y comparativas.

Los estudiantes matriculados en los siguientes cursos deberán participar en la evaluación EOC correspondiente, que constituye el 30 por ciento de la calificación final del curso:

- Álgebra 1
- Geometría
- Biología
- Historia de EE. UU.

*Nota especial: El treinta por ciento no se aplica si no está inscrito en el curso pero aprobó el EOC (Programa de Aceleración de Créditos [CAP]). (Consulte s. [1008.22](#), E.F.)

¿Cuál es la diferencia entre la opción ACCEL de 18 créditos y la opción de 24 créditos?

- 2.5 créditos optativos en vez de 7.5
- Educación Física no es requerido

¿Cuál es la diferencia entre la opción de CTE Pathway y la opción de 24 créditos?

- Se requieren al menos 18 créditos
- 3.5 créditos optativos en vez de 7.5
 - 2 créditos en cursos CTE, deben resultar en la finalización del programa y el certificado de industria
 - 1.5 créditos en programas de aprendizaje basados en el trabajo; no se requiere Educación Física
- No se requieren Bellas Artes y Artes Escénicas, Discurso y Debate, CTE, o Artes Prácticas

Requisitos del diploma estándar de 24 créditos

Disponible para todos los estudiantes, incluidos los estudiantes con discapacidades

4 créditos de ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honores, colocación avanzada (AP), AICE, IB e inscripción doble pueden satisfacer este requisito
4 créditos de Matemáticas*
<ul style="list-style-type: none"> • Uno de los cuales debe ser Álgebra 1 y uno del cual debe ser Geometría • Certificados de industria que conducen a créditos universitarios pueden sustituir hasta dos créditos de matemáticas (excepto Álgebra 1 y Geometría) ** • Un crédito de informática*** identificado puede sustituir hasta un crédito de matemáticas (excepto Álgebra 1 y Geometría)
3 créditos de Ciencias*
<ul style="list-style-type: none"> • Uno de los cuales debe ser Biología, dos de los cuales deben ser cursos de ciencias igualmente rigurosos • Dos de los tres créditos del curso requeridos deben tener un componente de laboratorio • Los certificados de industria que conducen a créditos universitarios pueden sustituir hasta un crédito de ciencias (excepto Biología)** • Un crédito de informática*** identificado puede sustituir hasta un crédito de ciencias (excepto Biología)
3 créditos de Estudios Sociales
<ul style="list-style-type: none"> • 1 crédito en Historia Mundial • 1 crédito en Historia de EE. UU. • 0.5 crédito en Gobierno de los Estados Unidos • 0.5 crédito en Economía
0.5 crédito de Educación financiera personal****
1 crédito en Bellas Artes y Artes Escénicas, Discurso y Debate, Educación Profesional y Técnica, o Artes Prácticas*
1 crédito de Educación Física *
<ul style="list-style-type: none"> • Incluirá la integración de la salud
7.5 créditos optativos
<p>Los estudiantes deben obtener un promedio de calificaciones (GPA) no ponderado de 2.0 en una escala de 4.0 para todos los años del grupo y aprobar evaluaciones estandarizadas a nivel estatal.</p>

*Los cursos elegibles se especifican en el [Directorio de los códigos de créditos de Florida](#).

**Los certificados de industria para los cuales existe un acuerdo de articulación de créditos universitarios a nivel estatal aprobado por la Junta de Educación del Estado puede sustituir por los créditos de matemáticas y ciencias.

*** Un crédito de informática no se puede utilizar para sustituir un crédito de matemáticas y ciencias.

**** Este requisito se agregó para los estudiantes que ingresan al noveno grado en 2023-2024 y después.

Asesoramiento Académico
Estudiantes que ingresan al noveno grado en 2023-2024 y después
Lo que los estudiantes y padres necesitan saber



Designación del diploma académico

Además de cumplir con los requisitos de s. [1003.4282](#), E.F., un estudiante debe cumplir con los siguientes requisitos:

- Obtener 1 crédito en Álgebra 2 o en un curso igualmente riguroso
- Aprobar el EOC de Geometría
- Obtener 1 crédito en Estadística o un curso de matemáticas igualmente riguroso
- Aprobar el EOC++ de Biología 1
- Obtener 1 crédito en Química o Física
- Obtener 1 crédito en un curso igualmente riguroso a Química o Física
- Aprobar el EOC++ de Historia de EE. UU.
- Obtener 2 créditos en el mismo idioma mundial
- Obtener al menos 1 crédito en un curso AP, IB, AICE o de inscripción doble

*Nota especial: Un estudiante está exento de la evaluación EOC de Biología 1 o Historia de EE. UU. si está matriculado en un curso AP, IB, o AICE Biología 1 o Historia de EE. UU.; toma la evaluación respectiva AP, IB o AICE; y obtiene en crédito universitario mínimo.

Designación de diploma académico de industria

- Cumplir con los requisitos del diploma estándar de escuela secundaria
- Obtener uno o más certificados de industria de la lista establecida (según s. [1003.492](#), E.F.)

¿Que es CAP?

CAP permite al estudiante obtener créditos de escuela secundaria si aprueba un examen AP, un Programa de evaluación de nivel universitario (CLEP) o una evaluación de curso a nivel estatal sin estar inscrito en el curso. Los cursos incluyen:

- Álgebra 1
- Geometría
- Biología
- Historia de EE.UU.

¿Cuáles son las opciones de graduación adicionales para estudiantes con discapacidades?

Los estudiantes, en colaboración con los padres y el equipo del IEP pueden elegir dos opciones de diploma estándar adicionales disponibles solo para estudiantes con discapacidades. Ambos permiten a los estudiantes sustituir un curso CTE con contenido relacionado por un crédito en ELA 4, matemáticas, ciencias y estudios sociales (excluyendo Álgebra 1, Geometría, Biología 1 e Historia de EE. UU.). Las dos opciones son las siguientes:

- Los estudiantes con una discapacidad cognitiva más significativa pueden obtener créditos a través de cursos de acceso y ser evaluados mediante una evaluación alternativa.
- Los estudiantes matriculados en la opción académica y laboral deben obtener al menos 0.5 crédito a través de un empleo remunerado además de cumplir con los requisitos de graduación del diploma

Sistema Universitario Estatal

La admisión a las instituciones del [Sistema Universitario Estatal](#) (SUS) de Florida es competitivo. Los futuros estudiantes deben completar un curso de estudio riguroso en la escuela secundaria y solicitar a más de una universidad para aumentar sus posibilidades de ser aceptado. Para poder ingresar a una de las universidades públicas de Florida, un estudiante que ingresa a la universidad por primera vez debe cumplir con los siguientes requisitos mínimos (el crédito obtenido por un certificado de industria no cuenta para la admisión al SUS):

- Graduación de la escuela secundaria con un diploma estándar, un GPA mínimo de 2.5 y puntuación de exámenes de admisión que cumplen con puntajes mínimos de los exámenes de preparación para la universidad según el Reglamento 6.008 de la Junta de Gobernadores (BOG)
- 16 créditos de cursos académicos de preparación universitaria aprobados según el Reglamento 6.002 de BOG
- 4 Inglés (3 con escritura sustancial)
- 4 Matemáticas (Álgebra nivel 1 y superior)
- 3 Ciencias Naturales (2 con laboratorio sustancial)
- 3 Ciencias Sociales
- 2 Idioma Mundial (consecutivos, en el mismo idioma u otros equivalentes)
- 2 optativos aprobados

El Florida College System

Los 28 colegios del [Florida College System](#) sirven a más de 650,000 estudiantes. Los colegios ofrecen credenciales de fuerza laboral asequibles y apilables incluyendo programas de certificación, título de Asociado en Ciencias y título de Asociado en Artes, que se transfieren a un programa de licenciatura. Todos los colegios también ofrecen programas de licenciatura para la fuerza laboral en áreas de alta demanda. Todas las instituciones del Florida College System tienen admisiones de puertas abiertas para los estudiantes que obtuvieron un diploma estándar de escuela secundaria o un diploma equivalente, o que obtuvieron créditos universitarios.

Colegios y Centros Profesionales y Técnicos

Florida también ofrece a los estudiantes 49 colegios o centros profesionales y técnicos acreditados en todo el estado, que brindan la educación y certificación necesarias para trabajar en una carrera particular o campo técnico. Los programas son flexibles para los estudiantes y brindan educación y formación específica de la industria para una amplia variedad de profesiones.

[Educación Profesional, Técnica y para Adultos](#)

[Instituciones postsecundarias del distrito](#)

estándar.

¿Dónde se encuentra la información sobre ayuda financiera?

La Oficina de Asistencia Financiera Estudiantil del Departamento de Educación de Florida administra una variedad de subvenciones y becas para educación postsecundaria financiadas por el estado.

[Oficina de Asistencia Financiera Estudiantil](#)

Para obtener información más detallada sobre los requisitos de graduación, visite la página web del Departamento de Educación de Florida en <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.

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

Academic Advisement
Students Entering Grade 9 Prior to 2023-2024
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/>.

Asesoramiento Académico

Estudiantes que ingresan al noveno grado antes de 2023-2024

Lo que los estudiantes y padres necesitan saber

¿Qué opciones conducen a un diploma estándar?

Finalización exitosa de una de las siguientes opciones:

- 24 créditos
- Currículo de Certificado Internacional Avanzado de Educación (AICE)
- Currículo de Bachillerato Internacional (IB)
- 18 créditos de Currículo Académicamente Desafiante para Mejorar el Aprendizaje (ACCEL)
- Vía de Educación Profesional y Técnica (CTE)

(consulte la sección [s.] [1003.4282](#), Estatutos de Florida [E.F.])

¿Cuáles son los requisitos de evaluación estatal?

Los estudiantes deben aprobar las siguientes evaluaciones estatales:

- Artes del lenguaje inglés (ELA) de grado 10 o una puntuación concordante
- Fin de curso (EOC) de Álgebra 1 o una puntuación comparativa

El equipo del Plan Educativo Individual (IEP) otorga una exención de los resultados de la evaluación para los estudiantes con discapacidades. Además, los estudiantes que han estado inscritos en un programa de inglés para hablantes de otros idiomas (ESOL) durante menos de dos años pueden cumplir con el requisito de ELA de grado 10 al demostrar satisfactoriamente las expectativas de las evaluaciones formativas del nivel de grado.

Consulte los [Requisitos de graduación para las evaluaciones estatales de Florida](#) para obtener puntuaciones concordantes y comparativas.

Los estudiantes matriculados en los siguientes cursos deberán participar en la evaluación EOC correspondiente, que constituye el 30 por ciento de la calificación final del curso*:

- Álgebra 1
- Geometría
- Biología
- Historia de EE. UU.

* Nota especial: El treinta por ciento no se aplica si no está inscrito en el curso pero aprobó el EOC (Programa de Aceleración de Créditos [CAP]). (Consulte s. [1008.22](#), E.F.)

¿Cuál es la diferencia entre la opción ACCEL de 18 créditos y la opción de 24 créditos?

- 3 créditos optativos en vez de 8
- Educación Física no es requerido

¿Cuál es la diferencia entre la opción de CTE Pathway y la opción de 24 créditos?

- Se requieren al menos 18 créditos
- 4 créditos optativos en vez de 8
 - 2 créditos en cursos CTE, deben resultar en la finalización del programa y el certificado de industria
 - 1.5 créditos en programas de aprendizaje basados en el trabajo; no se requiere Educación Física
- No se requieren Bellas Artes y Artes Escénicas, Discurso y Debate, CTE, o Artes Prácticas

Requisitos del diploma estándar de 24 créditos

Disponible para todos los estudiantes, incluyendo estudiantes con discapacidades

4 créditos de ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honores, colocación avanzada (AP), AICE, IB e inscripción doble pueden satisfacer este requisito
4 créditos de Matemáticas*
<ul style="list-style-type: none"> • Uno de los cuales debe ser Álgebra 1 y uno del cual debe ser Geometría • Certificados de industria que conducen a créditos universitarios pueden sustituir hasta dos créditos de matemáticas (excepto por Álgebra 1 y Geometría) ** • Un crédito de informática *** identificado puede sustituir hasta un crédito de matemáticas (excepto por Álgebra 1 y Geometría)
3 créditos de Ciencias*
<ul style="list-style-type: none"> • Uno de los cuales debe ser Biología, dos de los cuales deben ser cursos de ciencias igualmente rigurosos • Dos de los tres créditos del curso requeridos deben tener un componente de laboratorio • Los certificados de industria que conducen a créditos universitarios pueden sustituir hasta un crédito de ciencias (excepto Biología) ** • Un crédito de informática *** identificado puede sustituir hasta un crédito de ciencias (excepto Biología)
3 créditos de Estudios Sociales
<ul style="list-style-type: none"> • 1 crédito en Historia Mundial • 1 crédito en Historia de EE. UU. • 0.5 crédito en Gobierno de los Estados Unidos • 0.5 crédito en Economía
1 crédito en Bellas Artes y Artes Escénicas, Discurso y Debate, Educación Profesional y Técnica, o Artes Prácticas *
1 crédito de Educación Física *
<ul style="list-style-type: none"> • Incluirá la integración de la salud
8 créditos optativos
<p>Los estudiantes deben obtener un promedio de calificaciones (GPA) no ponderado de 2.0 en una escala de 4.0 para todos los años del grupo y aprobar evaluaciones estandarizadas a nivel estatal.</p>

* Los cursos elegibles se especifican en el Directorio de los códigos de créditos de Florida.

** Los certificados de industria para los cuales existe un acuerdo de articulación de créditos universitarios a nivel estatal aprobado por la Junta de Educación del Estado puede sustituir por los créditos de matemáticas y ciencias.

*** Un crédito de informática no se puede utilizar para sustituir un crédito de matemáticas y ciencias.

Asesoramiento Académico
Estudiantes que ingresan al noveno grado antes de 2023-2024
Lo que los estudiantes y los padres necesitan saber



Designación del diploma académico

Además de los requisitos de s. [1003.4282](#), E.F., un estudiante debe cumplir con los siguientes requisitos:

- Obtener 1 crédito en Álgebra 2 o en un curso igualmente riguroso
- Aprobar el EOC de Geometría
- Obtener 1 crédito en Estadística o un curso de matemáticas igualmente riguroso
- Aprobar el EOC++ de Biología 1
- Obtener 1 crédito en Química o Física
- Obtener 1 crédito en un curso igualmente riguroso a Química o Física
- Aprobar el EOC++ de Historia de EE. UU.
- Obtener 2 créditos en el mismo idioma mundial
- Obtener al menos 1 crédito en un curso AP, IB, AICE o de inscripción doble

**** Nota especial:** Un estudiante está exento de la evaluación EOC de Biología 1 o Historia de EE. UU. si está matriculado en un curso AP, IB, o AICE Biología 1 o Historia de EE. UU.; toma la evaluación respectiva AP, IB o AICE; y obtiene en crédito universitario mínimo.

Designación de diploma académico de industria

- Cumplir con los requisitos del diploma estándar de escuela secundaria
- Obtener uno o más certificados de industria de la lista establecida (según s. [1003.492](#), E.F.)

¿Que es CAP?

CAP permite al estudiante obtener créditos de escuela secundaria si aprueba un examen AP, un Programa de evaluación de nivel universitario (CLEP) o una evaluación de curso a nivel estatal sin estar inscrito en el curso. Los cursos incluyen:

- Álgebra 1
- Geometría
- Biología
- Historia de EE. UU.

¿Cuáles son las opciones de graduación adicionales para estudiantes con discapacidades?

Los estudiantes, en colaboración con los padres y el equipo del IEP pueden elegir dos opciones de diploma estándar adicionales disponibles solo para estudiantes con discapacidades. Ambos permiten a los estudiantes sustituir un curso CTE con contenido relacionado por un crédito en ELA 4, matemáticas, ciencias y estudios sociales (excluyendo Álgebra 1, Geometría, Biología 1 e Historia de EE. UU.). Las dos opciones son las siguientes:

- Los estudiantes con una discapacidad cognitiva más significativa pueden obtener créditos a través de cursos de acceso y ser evaluados mediante una evaluación alternativa.
- Los estudiantes matriculados en la opción académica y laboral deben obtener al menos 0.5 crédito a través de un empleo remunerado además de cumplir con los requisitos de graduación del diploma estándar.

Sistema Universitario Estatal

La admisión a las instituciones del [Sistema Universitario Estatal](#) (SUS) de Florida es competitivo. Los futuros estudiantes deben completar un curso de estudio riguroso en la escuela secundaria y solicitar a más de una universidad para aumentar sus posibilidades de ser aceptado. Para poder ingresar a una de las universidades públicas de Florida, un estudiante que ingresa a la universidad por primera vez debe cumplir con los siguientes requisitos mínimos (el crédito obtenido por un certificado de industria no cuenta para la admisión al SUS):

- Graduación de la escuela secundaria con un diploma estándar, un GPA mínimo de 2.5 y puntuación de exámenes de admisión que cumplen con puntajes mínimos de los exámenes de preparación para la universidad según el Reglamento 6.008 de la Junta de Gobernadores (BOG)
- 16 créditos de cursos académicos de preparación universitaria aprobados según el Reglamento 6.002 de BOG
- 4 Inglés (3 con escritura sustancial)
- 4 Matemáticas (Álgebra nivel 1 y superior)
- 3 Ciencias Naturales (2 con laboratorio sustancial)
- 3 Ciencias Sociales
- 2 Idioma Mundial (consecutivos, en el mismo idioma u otros equivalentes)
- 2 optativos aprobados

El Florida College System

Los 28 colegios del [Florida College System](#) sirven a más de 650,000 estudiantes. Los colegios ofrecen credenciales de fuerza laboral asequibles y apilables incluyendo programas de certificación, título de Asociado en Ciencias y título de Asociado en Artes, que se transfieren a un programa de licenciatura. Todos los colegios también ofrecen programas de licenciatura para la fuerza laboral en áreas de alta demanda. Todas las instituciones del Florida College System tienen admisiones de puertas abiertas para estudiantes que obtuvieron un diploma estándar de escuela secundaria o un diploma equivalente, o que obtuvieron créditos universitarios.

Colegios y Centros Profesionales y Técnicos

Florida también ofrece a los estudiantes 49 colegios o centros profesionales y técnicos acreditados en todo el estado, que brindan la educación y certificación necesarias para trabajar en una carrera particular o campo técnico. Los programas son flexibles para los estudiantes y brindan educación y formación específica de la industria para una amplia variedad de profesiones.

[Educación Profesional, Técnica y para Adultos](#)
[Instituciones postsecundarias del distrito](#)

¿Dónde se encuentra la información sobre ayuda financiera?

La Oficina de Asistencia Financiera Estudiantil del Departamento de Educación de Florida administra una variedad de subvenciones y becas para educación postsecundaria financiadas por el estado.

[Oficina de Asistencia Financiera Estudiantil](#)

Para obtener información más detallada sobre los requisitos de graduación visite la página web del Departamento de Educación de Florida en <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.

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 consistent with [Florida Statutes § 1003.436](#), 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 Language Learners (ELLs) With Disabilities

Department of Exceptional Student Education
GRADING ENGLISH LANGUAGE LEARNERS (ELLs) 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 ELLs with disabilities being provided instruction in general education,**

Department of Exceptional Student Education (ESE)
GRADING ENGLISH LANGUAGE LEARNERS (ELLs) 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

* ELLs 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 Language Learners

Department of Bilingual Education and World Languages
Grading of English Language 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, II, III, IV 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: ESOL Level I students in grades K–5, who have been in the U.S. for less than two years based on their DEUSS dates, receive scaffolded instruction and grades aligned to grade-level standards, supported by ESOL resources. 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.

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 Language Learners

Grades 6-8

M/J Language Arts (1,2,3) Through ESOL Grades: A - F Comments: 20	Mathematics, Science, Social Sciences, and Computer Literacy
M/J Developmental Language Arts Through ESOL (ESOL I-IV) 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 Language Learners

Grades 9-12

English (I, II, III, IV) Through ESOL Grades: A - F Comments: 20	Mathematics, Science, Social Sciences, and Computer Literacy
Developmental Language Arts Through ESOL (ESOL I-IV) 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 submissions is located in 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 G

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

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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.

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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](#), 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 Language Learners (ELL) Plan
Authority	Florida Statutes § 1008.25	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 Language 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	ELL Plan may be combined with an IEP
Plan Element	Schoolwide System of Progress Monitoring	Individual Education Plan (IEP)	Section 504 Plan	English Language Learners (ELL) 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 ELL 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](#), states that, "A student with a disability, as defined in [Florida Statutes § 1007.02](#), for whom the Individual Education Plan (IEP) committee determines the statewide, standardized assessments under [that] 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. The statement of waiver shall be limited to a statement that performance on an assessment was waived for the purpose of receiving a course grade or a standard 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 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, as amended - prohibits discrimination on the basis of race, color, and national origin, including actual or perceived shared ancestry or ethnic characteristics, or citizenship or residency in a country with a dominant religion or distinct religious identity.

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

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex. 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, as amended (ADEA) - 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 the 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 qualified students with disabilities.

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, color, sex, gender, national origin, religion, marital status, or disability in public education.

Florida Civil Rights Act of 1992 - secures all individuals within the state freedom from discrimination because of race, color, religion, sex, pregnancy, 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 38 U.S.C. § 4312 (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 discrimination against students, employees, or applicants on the basis of age, citizenship status, color, disability, ethnic or national origin, FMLA, gender, gender identity, genetic information, linguistic preference, marital status, political beliefs, pregnancy, race, religion, sexual harassment, sexual orientation, social and family background, and any other legally prohibited basis. Retaliation for engaging in a protected civil rights activity is also prohibited.

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

Office of Civil Rights Compliance (CRC)
District Director/Title IX Coordinator
155 NE 15th Street, Suite P104E
Miami, Florida 33132
Phone: (305) 995-1580 TDD: (305) 995-2400
Email: crc@dadeschools.net
Website: <https://tinyurl.com/MDCPS-CRC>

For additional information on Section 504 of the Rehabilitation Act of 1973 or any other student disability concerns contact:

Department of Exceptional Student Education
1501 NE 2nd Ave, Suite 407
Miami, Florida 33132
Phone: (305) 995-2037 TDD: (305) 995-2400
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Política Antidiscriminatoria

La Junta Escolar del Condado Miami-Dade, Florida, se adhiere a una política de no discriminación en el empleo y en los programas y actividades educativos y se esfuerza afirmativamente por brindar igualdad de oportunidades para todos, tal y como se exige según:

Title VI of the Civil Rights Act of 1964, as amended (El Título VI de la Ley de Derechos Civiles de 1964, según enmendada) - prohíbe la discriminación por motivos de raza, color y origen nacional, con inclusión de la ascendencia compartida o características étnicas reales o percibidas, o la ciudadanía o residencia en un país con una religión dominante o una identidad religiosa distintiva.

Title VII of the Civil Rights Act of 1964 as amended (El Título VII de la Ley de Derechos Civiles de 1964, según enmendada) - prohíbe la discriminación en el empleo por motivos de raza, color, religión, sexo y origen nacional.

Education Amendments of 1972 (El Título IX de las Enmiendas Educativas de 1972) - prohíbe la discriminación por motivos de sexo. M-DCPS no discrimina por motivos de sexo en ningún programa o actividad educativa que opere según lo exige el Título IX. M-DCPS tampoco discrimina por motivos de sexo en las admisiones o el empleo.

Age Discrimination Act of 1975, as amended (Ley de Discriminación por Edad de 1975, según enmendada) - prohíbe la discriminación basada en la edad en programas o actividades.

Age Discrimination in Employment Act of 1967, as amended (ADEA) (Ley de Discriminación por Edad en el Empleo de 1967, según enmendada) - prohíbe la discriminación por motivos de edad con respecto a personas que tengan al menos 40 años.

Equal Pay Act of 1963, as amended (La Ley de Igualdad Salarial de 1963, según enmendada) - prohíbe la discriminación de género en el pago de salarios a mujeres y hombres que realizan un trabajo sustancialmente igual en el mismo establecimiento.

Rehabilitation Act of 1973 (La Sección 504 de la Ley de Rehabilitación de 1973) - prohíbe la discriminación contra estudiantes calificados con discapacidades.

Americans with Disabilities Act of 1990, ADA (Ley Para Estadounidenses con Discapacidades de 1990) - prohíbe la discriminación contra personas con discapacidades en el empleo, el servicio público, las instalaciones públicas y las telecomunicaciones.

Family and Medical Leave Act of 1993, (FMLA) (La Ley de Licencia Médica y Familiar de 1993) - exige que los empleadores cubiertos proporcionen hasta 12 semanas de licencia no remunerada y con protección laboral a los empleados elegibles por ciertas razones familiares y médicas.

Pregnancy Discrimination Act of 1978 (La Ley sobre Discriminación por Embarazo de 1978) - prohíbe la discriminación en el empleo por motivos de embarazo, parto o afecciones médicas relacionadas.

Florida Educational Equity Act (FEEA) (Ley de Equidad Educativa de Florida) - prohíbe la discriminación por motivos de raza, color, sexo, género, origen nacional, religión, estado civil o discapacidad en la educación pública.

Florida Civil Rights Act of 1992 (Ley de Derechos Civiles de Florida de 1992) - garantiza a todas las personas dentro del estado el derecho de ser libre de la discriminación por motivos de raza, color, religión, sexo, embarazo, origen nacional, edad, discapacidad o estado civil.

Genetic Information Nondiscrimination Act of 2008 (GINA) (Título II de la Ley de No Discriminación por Información Genética de 2008) - prohíbe la discriminación contra empleados o solicitantes de empleo debido a la información genética.

Boy Scouts of America Equal Access Act of 2002 (Ley de Igualdad de Acceso de los Boy Scouts of America de 2002) - ninguna escuela pública negará la igualdad de acceso o una oportunidad justa para que los grupos se reúnan en las instalaciones escolares o en las instalaciones escolares antes o después del horario escolar, ni discriminará a ningún grupo oficialmente afiliado a los Boy Scouts of America o cualquier otro grupo juvenil o comunitario enumerado en el Título 36 a modo de sociedad patriótica.

Los veteranos reciben derechos de reempleo de acuerdo con 38 USC § 4312 (Ley Federal) y la Sección 295.07 (Estatutos de Florida), que estipulan preferencias categóricas para el empleo.

Además:

Las Políticas de la Junta Escolar (School Board Policies) 1362, 3362, 4362 y 5517: prohíben el acoso y la discriminación contra estudiantes, empleados o solicitantes de empleo por motivos de edad, estado de ciudadanía, color, discapacidad, origen étnico o nacional, FMLA, género, identidad de género, información genética, preferencia lingüística, estado civil, creencias políticas, embarazo, raza, religión, acoso sexual, orientación sexual, antecedentes sociales y familiares y por cualquier otra razón legalmente prohibida. También están prohibidas las represalias por participar en una actividad protegida en relación con los derechos civiles.

Para obtener información adicional sobre el Título IX o si tiene alguna otra inquietud sobre discriminación/acoso, comuníquese con el Subsecretario de Derechos Civiles del Departamento de Educación (U.S. Department of Education Assistant Secretary for Civil Rights):

Office of Civil Rights Compliance (CRC)
District Director/Title IX Coordinator
155 NE 15th Street, Suite P104E
Miami, Florida 33132
Teléfono: (305) 995-1580 TDD: (305) 995-2400
Correo electrónico: crc@dadeschools.net
Sitio web : <https://tinyurl.com/MDCPS-CRC>

Para obtener información adicional sobre la Sección 504 de la Ley de Rehabilitación de 1973 o cualquier otra inquietud relacionada con la discapacidad de los estudiantes, comuníquese con:

Department of Exceptional Student Education
1501 NE 2nd Ave, Suite 407
Teléfono: (305) 995-2037 TDD: (305) 995-2400
Correo electrónico: ese@dadeschools.net
Sitio web: <https://ese.dadeschools.net>

Règ Kont Diskriminasyon

Komisyon Konsèy Lekòl Miami-Dade County, Florid aplike règleman kont diskriminasyon nan anplwa ak pwogram/aktivite edikasyonèl li yo, e li fè efò pozitif pou ofri opòtinite egal pou tout moun jan lwa yo mande sa, lè li:

Title VI of the Civil Rights Act of 1964, as amended (Akò 1964 sou Dwa Sivil 'Title VI, jan yo amande li) - entèdi diskriminasyon sou baz ras, koulè, ak orijin nasyonal, ki gen ladan karakteristik reyèl oswa aparant yon moun genyen, ki sanble avèk zansèt li oswa yon gwoup etnik, oubyen sitwayèn oswa rezidans li nan yon peyi ki gen yon relijyon dominan oswa li genyen yon idantite relijiye ki distenge li.

Title VII of the Civil Rights Act of 1964, as amended (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 sa. MDCPS pa diskrimine tou sou baz sèks nan kesyon admisyon oubyen anplwa.

Age Discrimination Act of 1975, as amended (Akò 1975 Kont Diskriminasyon sou Laj, jan yo amande li) - entèdi diskriminasyon baze sou laj nan pwogram oswa aktivite li yo.

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

The Equal Pay Act of 1963, as amended (Akò 1963 sou Egalite nan Salè, jan yo amande li) – entèdi diskriminasyon nan salè pou fi ak gason ki ap fè esansyèlman menm travay la nan menm etablisman an.

Section 504 of the Rehabilitation Act of 1973 (Seksyon 504 Akò 1973 sou Revabiliteasyon) – entèdi diskriminasyon kont elèv kalifye 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 anplwaye ki anba akò sa a bay jiska 12 semèn vakanans 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 nan edikasyon piblik.

Florida Civil Rights Act of 1992 (Akò 1992 sou Dwa Sivil nan Florid) – bay asirans pou tout moun anndan eta a gen libète kont diskriminasyon akòz ras, koulè, relijyon, sèks, gwosès, 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 konsènan Enfòmasyon Jenetik) – entèdi diskriminasyon kont anplwaye ak moun ki ap aplike pou travay akòz enfòmasyon jenetik.

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

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

Anplis:

Règ Komisyon Konsèy Lekòl 1362, 3362, 4362, ak 5517 - Entèdi arasman e/oubyen diskriminasyon kont elèv, anplwaye, oubyen moun ki ap aplike pou travay sou baz laj, kondisyon sitwayèn, koulè, andikap, etnisite oubyen orijin nasyonal, FMLA, sèks fi/gason, idantite fi/gason, enfòmasyon jenetik, preferans lengwistik, sitiyasyon marital, opinion politik, gwosès, ras, relijyon, arasman seksyèl, oryantasyon seksyèl, ran sosyal ak istwa famiyal, oubyen nenpòt lòt baz lalwa entèdi. Yo entèdi tou vanjans kont moun ki angaje l nan aktivite dwa sivil lalwa pwoteje.

Pou plis enfòmasyon sou 'Title IX' oubyen nenpòt lòt kesyon sou diskriminasyon/arasman, kontakte 'U.S. Department of Education Office for Civil Rights' oubyen:

Office of Civil Rights Compliance (CRC)
District Director/Title IX Coordinator
155 NE 15th Street, Suite P104E
Miami, Florida 33132
Telefòn: (305) 995-1580 TDD: (305) 995-2400
Imèl: crc@dadeschools.net
Sit Entènèt: <https://tinyurl.com/MDCPS-CRC>

Pou plis enfòmasyon sou Seksyon 504 Lwa Reyabiliteasyon 1973 oswa nenpòt lòt pwoblèm elèv andikape kontakte:

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