

Florida Atlantic University Schools

A.D. Henderson University School

Florida Atlantic University High School

Pupil Progression Plan

2006-2007

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Board Approved

June 19, 2006

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2006-2007
Pupil Progression Plan
Florida Atlantic University Schools
A. D. Henderson University School
And FAU High School
College of Education, Florida Atlantic University

I. PURPOSE AND PROCESS OF THE PUPIL PROGRESSION PLAN

- A. The Pupil Progression Plan is designed for and designated as the official guiding document to define the requirements and means for children to enter and matriculate from grade to grade. It also provides direction for grading scales, targeted academic support programs, and other related issues. The authority and requirements for such a plan are provided in s.1008.25 F.S.
- B. When such communications to parent(s) or guardian(s) are required, "formal notification" shall be written and shall be distributed to the parent(s) or guardian(s) by one of the following methods dependent upon circumstance at the discretion of the principal or director: 1. hand-delivered with joint signatures of receipt; or 2. certified mail, return receipt requested. As practical, a conference shall be held with the parent(s) or guardian(s) by the director, principal or designee, and others as necessary. Such a conference may coincide with the distribution of formal notification as provided above.
- C. This plan is applicable to the A. D. Henderson University School, FAU High School and any affiliated schools under the direction of the Advisory Board of the Florida Atlantic University Schools and is approved for the 2006-07 school year and beyond. It may be updated by special action of the Advisory Board and Dean of the College of Education as provided in Florida Statutes. This plan is to be reviewed annually and amended as approved by the Board and Dean. The plan is a legal document; required by Florida Statute (s. 1008.325 F.S.), approved by the Advisory Board and implemented for the welfare of the students to promote communication requirements, for parent(s), guardian(s), and others.

II. ENTRY INTO THE FLORIDA ATLANTIC UNIVERSITY SCHOOLS

- A. Florida Atlantic University Schools (FAUS) are university developmental research schools as defined in Section 1002.32, Florida Statutes and as such are required to maintain a demographically representative student population. To this end, the schools are required to select students from a pool of representative students and run a lottery as necessary by demographic groups as prescribed in the FAUS Admission Policies.
- B. Students entering the Florida Atlantic University Schools (FAUS) as original entrants to kindergarten from a non-public school or from an out-of-state school must provide the following documents:
1. Official documentation that the parent(s) or guardian(s) is a legal resident of Florida and if transferring, was a legal resident of the state in which the child was previously enrolled in school as defined by the Florida School Board of Education [SBER 6A-1.0985(3)(a)];
 2. An official letter or transcript from a proper school authority which shows record of attendance, academic information, and grade placement of student, as is appropriate [SBER 6A-1.0985(3)(b)];
 3. Evidence of date of birth (1003.22 Florida Statutes);
 4. Evidence of immunization against communicable disease (1003.22, Florida Statutes);
 5. Evidence of a medical examination (1003.22, Florida Statutes);
 6. Other such information as is specified in FAUS Board Policy 5.12, state administrative rule or state statute.
- C. FAUS elementary grades shall regularly assess the reading ability of each K-3 student. If any K-3 student exhibits a reading deficiency, the parent/guardian shall be immediately notified of the student's deficiency with a description and explanation of the exact nature of the student's difficulty in learning and lack of achievement in reading the parent/guardian shall be consulted in the development of a detailed academic improvement plan (AIP), as described in s. 1008.25(4)(b) and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected (s. 1002.20(11), Florida Statutes).
- D. A student must be five (5) years of age or older on or before September 1 to be eligible for kindergarten (1003.21, Florida Statutes).
- E. Any child who will be six (6) years old on or before September 1 of the school year and who has successfully completed kindergarten shall be admitted to the first grade (1003.21, Florida Statutes).

- F. Any K-1 student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida Public Schools may be admitted as provided in the FAUS Admission Policy upon presentation of the documents required in the above section B.3, 4, and 5 (SBER 6A-1.0985) and in accordance with the FAUS admission policies.
- G. Any K-1 student who transfers from an out-of-state non-public school and who does not meet regular age requirements for public schools within the state from which he/she is transferring and meets requirements of section B above (1003.21, Florida Statutes and SBER 6A-1.0985) and in accordance with the FAUS admission policies, may be admitted as provided in the FAUS policies.
- H. All K students will participate in the Florida Uniform Screening Process (FUSP) and any grade 1 student entering public school for the first time shall also participate in the FUSP.
- I. Grade placement of students coming from other schools including home education (“home schooling”) shall be made on the basis of report cards, transfer data, test information, and/or transcripts (subject to validation/interpretation if deemed necessary).
 - 1. If none of these data in Section I are available, the student shall be placed in the grade indicated by standardized test data for a probationary period pending receipt of substantiating data from the previous school attended or home education portfolio. Any student desiring to transfer from another school must have substantial proof of withdrawal from the sending school, or FAUS personnel must have oral or electronic confirmation of withdrawal information from the sending school pending written notification.
 - 2. If, after a reasonable amount of time and effort, substantiating data from the previous school attended are not received, the principal or his/her designee will evaluate the student’s competency in basic skills. The student will then be placed at an appropriate level.
 - 3. The principal is responsible for the initial placement of all students new to the school.
 - 4. Promotion and/or retention decisions will be made by the principal based on the best available information, which may include but not be limited to records, report card or an official letter from the previous school attended.
 - 5. Parent(s) or guardian(s) of students who previously have been home schooled must provide adequate records of their child’s home school experience. Failure to maintain such records may

result in the student not receiving credit for that time enrolled in home schooled setting.

6. If, after a reasonable length of time, it is the principal's professional judgment that the new student has been inappropriately assigned in a grade, the student may be placed in another grade after formal notification of the parent(s) or guardian(s). The reason for the placement will be documented and placed in the student's cumulative folder with a copy of the formal notification provided.

J. Assessment of Reading Proficiency

1. Students entering FAUS as new students shall be tested for reading proficiency as required by state statute, board policy or teacher recommendation.

III. GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT AND ADMINISTRATIVE PLACEMENT, GRADES K to 12

- A. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Under most circumstances, a student would be retained only once in the elementary grades and once in the middle school grades. However, on the recommendation of the principal and sustained by the director, a student may be retained a second or more times in the elementary or middle school grade groupings. This is of particular concern in the promotion from third to fourth grade in which the student's reading proficiency will be a primary determinate of progression. The student must demonstrate proficiency in reading, writing, mathematics, and science through mastery of state standards at each grade level and, meet a designated level of performance on statewide assessments (see Section IV beginning on page 14). The time required to complete the grades 9-12 will depend upon the student meeting course, credit, and other requirements for graduation.

1. Each student must participate in the statewide assessment tests. Any student not meeting the specified levels of performance for grade promotion in the areas of reading, writing, mathematics, or science must be provided with additional diagnostic assessment to determine the nature of the student's difficulties and areas of academic need.
2. Based upon the results of these assessments and/or teacher recommendation, students who are substantially deficient in reading, mathematics, science, and/or writing skills shall receive an academic improvement plan developed in consultation with the student's parent(s) or guardian(s) and implemented by the school.

3. This plan shall include intensive instruction based on the identification of the deficiency and the instructional strategies provided in the academic improvement plan. Remedial instruction provided during high school shall not be used in lieu of the English and mathematics credits required by the State of Florida and the FAUS. The student's proficiencies will be reassessed at the beginning of the following grade, and if any deficiency is still present, the student will be given additional intensive instruction until any deficiency has been remediated.
- B. The FAUS has established a Reading Enhancement and Acceleration Development (Read) Initiative to prevent the retention of grade 3 students, offer intensive accelerated reading instruction to grade 3 students who fail to meet standards for promotion to grade 4 and to support each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative:
1. Is provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools. The assessment measures phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 2. Is delivered during regular school hours in addition to the regular reading instruction.
 3. Is based on a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research and meets, at a minimum, the following specifications:
 - a. Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level;
 - b. Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension;
 - c. Provides scientifically based and reliable assessment;
 - d. Provides initial and ongoing analysis of each student's reading progress;
 - e. Implemented during regular school hours; and
 - f. Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects. The

comprehensive core reading programs on the state adopted list and used by FAUS meet this requirements.

- C. Any student in grades K-8 who has been retained may be reassigned at any time during the next school year, upon recommendation of the principal, in consultation with teacher(s), and sustained by the director, to the next higher grade, if the principal determines that the required criteria have been met and that the student will be able to benefit from instruction at the higher grade. Normally, this reassignment occurs at the end of a grading period if such assignment results in the student transferring to another school.
- D. Any third grade student who has not met the state requirements under s.1008.25(6)(b) F.S. to read at a level 2 or above to be promoted to the fourth grade, may be exempted from retention by the principal due to "good cause" as defined below:
1. Limited English Proficient (LEP) students with less than two (2) years of instruction in English for Speakers of Other Languages program;
 2. Students with disabilities whose Individualized Education Plan (IEP) indicates that participation in statewide assessment program is not appropriate, consistent with the requirements of the State Board of Education rule;
 3. Students who demonstrate an acceptable performance on an alternative Florida-approved standardized reading assessment; the alternative standardized assessment to be used is the grade 3 reading Norm Referenced Test (NRT) portion of the FCAT or the SAT-10 alternative assessment. The acceptable levels of performance on the alternative assessments for grade 3 for the 2006-2007 school year are:
 - a. To promote a student using the grade 3 reading NRT portion of the FCAT as an alternative assessment good cause exemption, the grade 3 student scoring at level 1 Reading FCAT must score at or above the 51st percentile on the grade 3 reading NRT portion of the FCAT.

OR

- b. To promote a student using the SAT-10 as an alternative assessment good cause exemption, the grade 3 student scoring at level 1 Reading FCAT must score at or above 51st percentile on a parallel form of the SAT-10. The SAT-

10 may only be administered one time. The alternative assessment may be administered for student promotion purposes is following the receipt of the grade 3 student reading FCAT scores or during the last two weeks of school, whichever occurs first.

4. Students who demonstrate through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least at level 2 performance on the FCAT; the student portfolio contents must:
 - a. Be selected by the student's teacher
 - b. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom
 - c. Include evidence that the benchmarks assessed by the grade 3 reading FCAT have been met. This includes multiple-choice items and passages that are approximately 60% literacy text and 40% information text and that are between 100-700 words using the FAUS adopted core reading curriculum that are aligned with the Sunshine State Standards or teacher-prepared assessment that are aligned with the Sunshine State Standards.
 - d. Be an organized collection of evidence of the student's mastery of the Sunshine State Standard Benchmarks for Language Arts that are assessed by the grade 3 reading FCAT (For each benchmark, there must be at least five examples of mastery as demonstrated by a grade of "C" or above.)
 - e. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.
5. Students with disabilities who participate in the FCAT and who have an Individualized Education Plan or Section 504 Plan that reflects that the student has received the intensive remedial reading as required in s 1008.25(4)(b), for more than two years but still demonstrates a deficiency in reading and was retained in kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received the extensive remediation in reading as demonstrated in s 1008.25(4)(b) for two 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 two years must be provided with intensive reading instruction including an altered instructional day based on an academic improvement plan that includes specialized diagnostic information and specific reading strategies for each student. The board shall require schools and teachers to implement reading strategies that research has shown to be successful in the improvement of reading for low performing readers.

7. Requests for good cause exemptions for students from mandatory retention shall also require that documentation be provided by the student's teacher to the principal, who must indicate that promotion is appropriate based on the student's academic record. Such documentation shall consist only of the existing academic improvement plan, individual education plan, if applicable, report card or student portfolio. The principal shall review and discuss such recommendations for retention or promotion with the teacher. If the principal determines the student should be promoted, the principal shall make the recommendation in writing to the director. The director shall accept or reject the principal's recommendation in writing.
- E. Any student other than a third grade student who has not met the FAUS criteria for promotion as provided in this Pupil Progression Plan may be exempted from retention by the principal for "good cause" as defined below:
1. A recommendation from the Individualized Education Plan (IEP) committee regarding Exceptional Student Education (ESE) grade placement;
 2. A recommendation from the Academic Improvement Plan (AIP), Limited English Proficiency (LEP) committee regarding LEP student grade placement, or 504 committee
 3. A recommendation from the 504 committee regarding student placement; or
 4. A recommendation based on documentation of a traumatic event or experience in a child's life.
- F. Each FAU school shall conduct a review of student academic improvement plans for all students who did not score above a level 1 on the reading portion of the FCAT and did not meet the criteria for one of the good cause exemptions outlined in s. 1008.25(6)(b). The review shall address additional supports and services needed to remediate the identified areas of reading deficiency. The school district shall require a student portfolio to be completed for each student. This portfolio must

contain evidence of mastery of benchmarks, other information to inform parents, as well as results of diagnostics and progress monitoring. Every retained third grade student who may qualify for a promotion for good cause must have the opportunity to have a portfolio. If a portfolio already exists for a student, it can continue to be used.

1. FAU will provide students who are retained in grade 3 due to a reading deficiency as evidenced by not scoring level 2 on the reading portion of the grade 3 FCAT (s. 1008.25(5)(b), F. S.), with intensive instructional services and supports to remediate the identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and the other strategies prescribed by the school district, which may include but are not limited to:
 - a. Small group instruction
 - b. Reduced teacher-student ratio
 - c. More frequent progress monitoring
 - d. Tutoring or mentoring
 - e. Transition classes containing 3rd and 4th grade students
 - f. Extended school day, week, or year
 - g. Summer reading camps
2. The principal shall provide written notification to the parent or guardian of any student who is retained grade 3 due to a reading deficiency as evidenced by scoring level 2 on the reading portion of the grade 3 FCAT (s. 1008.25(5)(b), F.S.), that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in s. 1008.25(6)(b), F.S. The notification must comply with the provisions of s. 1002.20(14), F.S. 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. FAUS requires the schools to implement the policy for the mid-year promotion of any student retained in grade 3 on the basis of the reading portion of the FCAT scores, (s. 1008.25(5)(b), F.S.), who can demonstrate that he/she is an independent reader, reading at or above grade level, and ready to be promoted to grade 4. The principal or his/her designee may use student reevaluation tools, such as subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at level 3 on the grade 3 FCAT, and apply standards that provide a reasonable expectation that the student's progress

across the curriculum as determined by the State Board of Education is sufficient to master appropriate fourth grade level reading skills and core subject content material. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read under s. 1008.25(5)(c) 7, F.S. Sufficiency in reading mastery alone shall not be used as the sole criteria for mid year promotion, but must be one component of a promotional decision by the principal.

4. The principal shall provide students who are retained under s.1008.25(5)(b), F.S, with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.
 5. The principal shall provide parents of students to be retained with at least one of the following instructional options in addition to requiring reading enhancement and acceleration strategies:
 - a. Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school
 - b. A “Read at Home” plan outlined in a parental contract and regular parent-guided home reading
 - c. A mentor or tutor with specialized reading training. The student must also demonstrate his readiness for performing the work of the next grade in other core subjects before receiving a mid-year promotion. The school is not required to pay for private tutors. Volunteers may be used.
- G. FAUS shall establish at each school, where applicable, an intensive acceleration class for retained grade 3 students who subsequently score at a level 1 on the reading portion of the reading level at least two grade levels in one school year. This option designed for a student who would be spending a third year in third grade. This option may provide sufficient acceleration for one or two grade level promotions in one year as documented by performance data and principal’s recommendation. For example, a retained third grader could be promoted from third grade to fifth grade. The intensive acceleration class must:
1. Be provided to any student in grade 3 who scores at level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year because of scoring at level 1 on the reading portion of the FCAT;

2. Demonstrate a reduced teacher-student ratio;
 3. Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Sunshine State Standards in other core areas;
 4. Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year
 5. Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist. This provision does not mandate the use of a speech and language pathologist;
 6. Include weekly progress monitoring measures to ensure progress is being made;
 7. Report to the Florida Department of Education, in the manner described by the department, the progress of students in the class at the end of the first semester;
 8. Report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school or district level; and
 9. Provide students who have been retained in grade 3 and have received intensive instructional services but still are not ready for grade promotion, as determined by the principal, the option of being placed in a transitional instructional setting. Such a setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency. The primary focus of the setting is what is being provided to help the student catch up, not where it is being provided.
- H. The FAUS must provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade to grade progression and high school graduation (s.1003.43 (11) (a), F.S.).
- I. If a student's disability is used as the justification for "good cause" promotion, the promotion must be based on the recommendation of an IEP or a 504 committee. The composition and operating procedures of

the IEP or a 504 committee are governed by Federal regulations and State Board of Education rules.

- J. Promotion of LEP students, who have not met district criteria for promotion, must be based on the recommendation of the AIP/LEP committee. The AIP/LEP committee is governed by State Board of Education rules and the FAUS LEP Plan.
- K. Students who enter FAUS in the eleventh or twelfth grade from out-of-state or from a foreign country's school shall not be required to spend additional time in FAUS in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.5 un-weighted grade point average and pass the grade 10 FCAT, specified in s. 1008.22(3), F.S., or an alternate assessment as specified in s. 10088.22(9), F.S.
 - 1. Students who have met all the requirements for the standard high school diploma except for passage of the grade 10 FCAT or an alternate assessment by the end of grade 12 must be provided the following learning opportunities:
 - a. Participation in an accelerated high school equivalency diploma preparation program during the summer.
 - b. Upon receipt of a certificate of completion, be allowed to take the College Placement Test and be admitted to remedial or credit courses at a state community college, as appropriate. Any student who has met all the requirements to receive a standard diploma except passing the graduation test and has received a certificate of completion is eligible to take the College Placement Test (CPT) and be admitted to remedial or credit courses at a state community college, as appropriate. The certificate of completion itself shall bear the designation of "CPT eligible" to assist community colleges in identifying these students during the admissions process.
 - c. Participation in an adult general education program as provided in s. 1004.93, F.S. for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the grade

10 FCAT an unlimited number of times in order to receive a standard high school diploma.

2. 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 for passage of the grade 10 FCAT or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the FCAT or alternate assessment and receive a standard high school diploma upon passage of the grade 10 FCAT or the alternate assessment. This section will be implemented to the extent funding is provided annually in the General Appropriations Act (s. 1003.433(1)-(3), F.S.).
- L. In each case of promotion based on good cause the student's report card must indicate "grade assignment by administrative action." Parent(s) or guardian(s) should be formally notified that their child is being administratively placed in the next higher grade, the major reason(s) for the placement, and the name of the principal who initiated the placement. A copy of this notification must be placed in the student's cumulative folder (official guidance record).
- M. The assignment of a student in grades K-8 to a higher grade which results in the student's skipping a grade, or part of a grade, should be made only on the basis of exceptionally high achievement by the student and evidence that the student will benefit more from the instructional program at the higher grade level. The probable long-range academic, social, and emotional effects of the decision shall be discussed with the parent(s) or guardian(s) by the principal and/or guidance counselor. The principal is responsible for recommending such assignments. A student will not be accelerated without faculty recommendation, principal approval, and parental or guardian consent. The student's report card should be noted to indicate, "accelerated grade placement." Parent(s) or guardian(s) should be formally notified that their child is receiving an accelerated grade placement to the next higher grade, the major reason(s) for the assignment, and the name of the principal who initiated the placement. A copy of this notification shall be placed in the student's cumulative folder.
- N. Any student who appears to be having difficulty in meeting promotion requirements shall be evaluated carefully by the teacher(s) and the Child Study Team. The Child Study Team shall include, but not be limited to the principal, guidance counselor, core teacher(s) and any appropriate specialist teachers.

- O. Any student who is retained shall receive counseling services and be referred to the Child Study Team. Such a student shall receive an Academic Improvement Plan (AIP) detailing an intensive program that is different from the previous year's program and takes into account the child's learning style.
- P. Any student who has been retained one year and is recommended for retention a second year or beyond shall be referred to a Child Study Team. The Child Study Team shall recommend appropriate alternative placement for such students. This team may request further evaluation by appropriate certified specialists, e.g., psychologists, speech/language clinicians, etc. Such a student shall receive an AIP detailing an intensive program that is different from the previous year's program and takes into account the child's learning style. Such placement requirements should be conducted within the administrative flexibility and school capacity of the FAUS. In the event that such alternative placements are not practicable under s.1002.32 F.S., the student shall be transferred to attend the appropriate home district by withdrawal of the admissions invitation and every reasonable effort shall be made to communicate the appropriate data and educational program requirements necessary for the child's academic success to the receiving district. Students placed in the next higher grade by administrative action should also be referred to the Child Study Team.
- Q. Limited English Proficient (LEP) students are required to meet the same standards for promotion/graduation as non-LEP students, except as provided herein. LEP students must receive Language Arts/English instruction through ESOL (English for Speakers of Other Languages). All teachers of LEP students must be trained in the use of ESOL strategies. Instructional strategies, materials, and testing must be appropriately modified and documented to meet LEP students' needs. Students must be served appropriately through the LEP Plan. Students cannot be retained based solely on English language proficiency.
- R. Most students with disabilities are required to meet the same standards for promotion and graduation as students without disabilities. Those students with an Individualized Education Plan (IEP) indicating that the disabling condition impacts their progress in the general curriculum to such an extent that special standards will be followed may be exempt from promotion requirements. Appropriate accommodations, specified on the IEP, must be provided for all students with disabilities. Retention decisions will take the IEP of each student into consideration.
- S. Standards for evaluating each student's performance in grades K-12 will include student mastery of the student performance standards (Sunshine

State Standards) and relevant course standards and grade level expectations approved by the State.

- T. It is the intent of FAUS to implement full accountability in terms of student performance as specified in 1008.25, Florida Statutes. If state assessment results are not available for timely implementation of the Pupil Progression Plan, promotions will be determined based on the other promotional criteria as specified in the Pupil Progression Plan. These include, but are not limited to, the student's classroom work, teacher observation of student performance, and student performance on teacher-made tests and norm-referenced or other district assessments.
- U. Remedial and supplemental instructional resources shall be allocated first to students that are deficient in reading by the end of grade 3 and second to students failing to meet performance other levels required for promotion.

IV. PROMOTION FROM GRADES K to 5

A. In order to be promoted to the next higher grade within grades K-5, students must meet the following requirements for the grade in which they are enrolled:

1. Kindergarten to Grade 1

Students must demonstrate progress in reading, language, writing, mathematics, science, and social studies as described in the Grade Level Expectations based on the Sunshine State Standards. Consideration will also be given to social growth and work habits.

2. Grade 1 to Grade 2 and Grade 2 to Grade 3

Students must receive passing grades in the areas of language arts (reading, language, and writing) and mathematics through mastery of the Grade Level Expectations based on the Sunshine State Standards. Students must also have achieved a composite score above the 34th percentile on a national norm-referenced achievement test (NRT) as administered each year.

3. Grade 3 to Grade 4

Students must receive passing grades in the areas of language arts (reading, language, and writing), mathematics, and science through mastery of the Grade Level Expectations based on the Sunshine State Standards. Students must also have achieved a composite score above the 34th percentile on a national norm-referenced achievement test (NRT) or the FCAT scores as administered each year and scored at or above level 2 on the FCAT reading

assessment or be exempted for good cause as provided in this Pupil Progression Plan.

4. Grade 4 to Grade 5

Students must receive annual passing (60%) grades in the areas of language arts (reading, language, and writing), mathematics, and science through mastery of the Grade Level Expectations based on the Sunshine State Standards. Students must also score:

- a. Above the 34th percentile on the FCAT mathematics NRT and
- b. Above the 34th percentile on the FCAT reading NRT and
- c. At Level 3 or above on the FCAT reading and math assessments and
- d. A 3.0 or above on the statewide writing assessment (Florida Writes) or be exempted for good cause as provided in this Pupil Progression Plan.

5. Grade 5 to Grade 6

Students must receive annual passing (60%) grades in the areas of language arts (reading, language, and writing), mathematics, and science through mastery of the Grade Level Expectations based on the Sunshine State Standards. Students must also score:

- a. Above the 34th percentile on the FCAT mathematics NRT and
- b. Above the 34th percentile on the FCAT reading NRT and
- c. Above the 34th percentile on the FCAT science NRT and
- d. At Level 3 or above on the FCAT mathematics, reading and science assessments or be exempted for good cause as provided in the Pupil Progression Plan.

V. PROMOTION FROM GRADE 6 TO GRADE 9

- A. In order to be promoted to the next higher grade within grades 6-9, a student must meet the following requirements for the grade in which he/she is enrolled:

1. Grade 6 to Grade 7

Students must pass 5 of 7 courses including language arts, math, science, and social studies. "Pass" is defined as an annual average of 60% or better or an annual un-weighted grade point average (GPA of 1.0 in a course which demonstrates sufficient

mastery of the Grade Level Expectations based on the Sunshine State Standards (SSS) to be promoted. A student must also score:

- a. Above the 34th percentile on the FCAT mathematics NRT and
- b. Above the 34th percentile on the FCAT reading NRT and
- c. At Level 3 or above on the FCAT reading assessment and
- d. At Level 3 or above on the FCAT math assessment
- e. In the case students do not score at or above the 34th percentile on the FCAT mathematics or reading NRT, or level 3 or better, the students must attend summer school or an approved program as designated and approved in writing by the principal.

2. Grade 7 to Grade 8

A student must pass 5 of 7 courses including language arts, math, science, and social studies "Pass" is defined as an annual average of 60% or better or an annual un-weighted grade point average (GPA) if 1.0 in a course which demonstrates sufficient mastery of the Grade Level Expectations based on the Sunshine State Standards (SSS). Students must also score:

- a. Above the 34th percentile on the FCAT mathematics NRT and
- b. above the 34th percentile on the FCAT reading NRT
- c. At Level 3 or above on the FCAT reading assessment and
- d. At Level 3 or above on the FCAT math assessment
- e. In the case students do not score at or above the 34th percentile on the FCAT mathematics or reading NRT, or level 3 or better on the FCAT reading or mathematics assessment, or have failed to pass the grade appropriate language arts, math, science or social studies course(s), the students must attend summer school or an approved program as designated and approved in writing by the principal.

3. Grade 8 to Grade 9

Students must pass 5 of 7 courses including language arts, math, science and social studies. "Pass" is defined as an annual average of 60% or better or an annual un-weighted grade point average (GPA) of 1.0 in a course which demonstrates sufficient mastery of the Grade Level Expectations based on the Sunshine State Standards (SSS). Students must also score:

- a. Above the 34th percentile on the FCAT mathematics NRT and
- b. Above the 34th percentile on the FCAT reading NRT and
- c. At Level 3 or above on the FCAT reading assessment and

- d. At Level 3 or above on the FCAT math assessment and
- e. A 3.0 or above on the statewide writing assessment (Florida Writes)
- f. In the case students do not score at or above the 34th percentile on the FCAT mathematics or reading NRT, or at level 3 or better on the FCAT reading or mathematics assessment, or a 3.0 or principal.

Students who are required to attend summer school as a condition of promotion or administrative placement and who do not complete summer school successfully shall be retained. "Successfully" is defined as earning a grade of "D" or better in the summer school course or completing the required competencies at demonstrated mastery level as agreed to a documented at the initiation of the summer remediation. Promotion does not indicate invitation, acceptance or continuation of individual students into the FAU High School Program; however, students who have completed the 8th grade program at FAUS shall have priority if they possess similar qualifications to other applicants.

VI. PROMOTION WITHIN GRADES 9 to 12

Florida Atlantic University extends a special relationship to FAU High students through the FAUS-FAU Articulation Agreement. The university policies governing admittance to and continuance of dual enrollment courses is governed by university policy. Dual enrollment provides an opportunity for students to earn high school graduation credit and college credit simultaneously. Courses eligible for dual enrollment must be a minimum of three college credits; courses with two or more college credits with a 1.0 credit lab are acceptable. Early admission students may enroll in one or two credit hour courses if required by the postsecondary institution. All college courses to be taken by high school students must receive approval from the students' principals. . The articulation Agreement contains a statewide list of dual enrollment courses that must be accepted for high school credit by all school districts. The list provides a guarantee that certain dual enrollment courses will meet high school graduation requirements in specific subject areas; all other dual enrollment courses on the list are guaranteed high school elective credit. This list is NOT all-inclusive and DOES NOT prohibit the offering of other dual enrollment courses, if agreed upon by the school district and the colleges. FAU High students are exempt from the payment of registration and laboratory fees. Students must earn at least a "C" in all college work attempted to remain in the program and shall complete a minimum of 12-15 credit hours of university course work each semester after completing the ninth grade.

1. **Grade 9 to Grade 10**

To be eligible for promotion from Grade 9 “Pre Collegiate” to Grade 10 “Collegiate”, high school students must;

- a. Earn at least six (6) high school credits with a cumulative un-weighted annual GPA of at least 3.0. The credits earned must include at least one (1) in English, one (1) in science, one (1) in a foreign language, one (1) in mathematics and one (1) in another academic elective. Students should also complete one (1) credit of physical education and/or Life Management Skills;
- b. Complete their freshman year with a minimum of 4 credit hours of university work each semester with a university grade of “C” or better;
- c. Score above the 60th percentile on the FCAT reading NRT and score above the 60th percentile on the FCAT math NRT. In the event that students do not achieve an FCAT scale score of 300 or above on the Sunshine State Standards reading or math section of the FCAT, students must attend summer school or an approved programs as designated and approved in writing by the principal;
- d. Complete with a course grade of “C” or above any modified dual enrollment college course work attempted;
- e. Satisfy any university course prerequisites for future university course work in grade 10;
- f. Receive the approval of the principal or his or her designee;
- g. Pass all sections of the CPT or equivalent with a minimum score of 83 in Reading Comprehension, 83 in Sentence Skills and 72 in Elementary Algebra*;

**FAU’s Testing and Evaluation Office offers Accuplacer College Placement Test (CPT). Student appointments can be arranged by FAU High personnel. Results need to be submitted with the semester registration forms by due date provided by the FAU High School. Students after receiving additional academic remediation and on the approval of the principal or his/her designee may be permitted more than one administration of the CPT to achieve satisfactory scores.*

2. **Grade 10 to 11 (Collegiate)**

To be eligible for promotion from grade 10 to grade 11, a student must have accumulated at least twelve (12) high school credits, including two (2) credits in English, one (1) credit in science, two (2) credits in mathematics, and one (1) in social studies. In addition, a student must have a cumulative un-weighted GPA of at least 2.6. At least a total of 20 hours of dual enrollment university coursework must have been completed with an University grade of “C” or higher. A student must also score;

- a. Above the 60th percentile on the FCAT mathematics NRT and
- b. Above the 60th percentile on the FCAT reading NRT and
- c. 300 or above on the FCAT SSS reading assessment and
- d. 300 or above on the FCAT SSS math assessment and
- e. A 4.0 or above on the statewide writing assessment (Florida Writes)
- f. In the case where a student does not score at or above on the required scores on the FCAT, the student must attend summer school or an approved program as designated and approved in writing by the principal; and
- g. Maintain eligibility as a student under the Articulation Agreement and University Policy.

Additionally, each FAUS high school student in grades 10, 11 and 12 that has not completed PSY2930, College Transition, shall complete the course successfully during the first semester in which that student is enrolled in multiple university courses. This course has two required components:

- (1) A 4 day pre-university class component; and,
- (2) An ongoing (4-month) weekly meeting or assignment component. In 2006-2007 the course component 1 will run from August 15-18, 2006 and component 2 will run from August 19 – December 8, 2006. The course syllabus will provide additional information.

3. **Grade 11 to 12**

To be eligible for promotion from grade 11 to grade 12, a student must have accumulated at least 20 high school credits and have an

un-weighted cumulative GPA of at least 2.7. At least 30 hours of dual enrollment university coursework must have been completed with the grade of “C” or higher. The required high school credits earned must include at least three (3) in English, three (3) in science, three (3) in mathematics, two (2) in social studies, one (1) in fine or practical arts, and two(2) in foreign language. Students must also:

- a. Receive a passing score science on the 11th grade FCAT. Students who are unsuccessful must attend a remedial program approved by the principal before attempting to retake the test.
- b. Continue to be eligible under the FAU dual enrollment criteria (above)

Promotions may be granted by the principal in January for students with sufficient credits, test scores, and GPA requirements.

VII. GRADUATION REQUIREMENTS

- A. In order to graduate from high school, FAUS students must complete all high school graduation requirements as prescribed by the Florida Statutes and the FAUS Pupil Progression Plan 2006-07 or the year of high school entry at FAUS. FAUS high school students in grades 10, 11, and 12 are to be registered for and shall complete an average minimum of 12-15 credit hours of university work each semester with university grade of “C” or better. Students who enroll in grade 9 must earn a passing score on the mathematics and reading portions of the grade 10 FCAT to graduate. Students who enroll at grade 9 must also earn a passing score on all parts of the College Placement Test (CPT) or College Entrance Test (ACT/SAT) as a condition of promotion to grades 10, 11, and 12 unless a current Individual Education Plan (IEP) documents an inability for an individual student to perform after appropriate testing accommodations are made. The principal shall so document and exempt that student with the approval of the Director. The high school shall provide opportunities for remediation and such opportunities shall be documented by the principal. In no event shall the provisions set forth in this document supersede university dual enrollment policy or applicable articulation agreements.
- B. The director or designee shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at post-secondary

educational institutions. Students who enter the 9th grade in 2004-2005 and thereafter select one of the three high school graduation options:

1. Four-Year Standard 32 Credit Program
 2. Three-Year Standard College Preparatory
 3. Three-Year Career Preparatory Program
 - a. Students pursuing accelerated three-year high school graduation options college or career preparatory programs, are required to earn passing scores on the FCAT as defined in s. 1008.22(3)(c) and achieve a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent, in the course required by the chosen accelerated 2.5 high school graduation option.
- C. Full credit equals a minimum of 135 hours of instruction in a course that contains student performance standards. One full credit means a minimum of 135 hours of bona fide instruction designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the district school board. Districts may offer courses of more than 135 hours for credit. School districts may determine the hours of attendance by students to receive a credit or half credit. (Explanatory Note: A student may be awarded credit for less than 135 hours of instruction if he or she has demonstrated mastery of the course requirements and Sunshine State Standards as provided by the school district student progress plan. This clarification includes awarding credit for courses taken in summer school, through performance-based instruction, block scheduling, or course modifications that combine courses. The district school board must establish policies for these non-traditional programs and must verify student achievement of the course requirements in accordance with the state high school grading system. If a school combines two courses for multiple credit during a single instructional period, it is recommended that the combination be approved by the school board after analysis of the course modifications and assurance that the course requirements and appropriate Sunshine State Standards for each of the courses integrated are included in the combination and that the combined course is taught by instructors with appropriate certification. Refer to DPS Memorandum03-087, Definition of Credit, June 5, 2003.)

1. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment that satisfy the requirements of the district's inter-institutional articulation agreement according to s. 1003.235, F.S. and that equal one.
2. The full credit of the equivalent high school course is identified in s.1007.271(6), F.S.
3. The hourly requirements for one-half credit are one half of the requirements specified in (1)(a).
4. FAUS maintains one-half credit earned system that includes courses provided on a full year basis.
5. One-half credit shall be awarded if the student successfully completes either the first 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 in each half would result in a passing grade. The student must successfully meet additional school board requirements, such as a class attendance, homework, participation, and other indicators of performance.
6. The FAUS grading system and interpretation of the letter grades for high school courses is as follows;

<u>Percentages:</u>	<u>Grade Point Average:</u>	<u>Value:</u>	<u>Definition:</u>
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure

7. The university's grading policy is outlined in the FAU policies and the FAUS-FAU Articulation Agreement. In general however, the university uses +/plus or -/minus for grades and calculates the GPA using those values.
8. FAUS has adopted a weighted grading system (Honor Points) for the purposes of class ranking. The system awards weights to specific courses taken at the high school or university levels. Students transferring grades and courses from another high school will be assigned the FAUS course honor point weights for purposes of class ranking, transcripts, state reporting, etc. The weights are computed based on the following values as provided in FAUS Board Policy 4.0:

- a. Regular courses are assigned the regular values displayed in VI.C.6 above
 - b. Honors, gifted and International Baccalaureate courses are weighted at 1.25 times the regular value;
 - c. Advanced Placement courses are weighted at 1.50 times the regular value, if the student takes the AP exam for that course and scores a 3 or above. Students who elect not to take the exam or score below the 3 level receive a weight of 1.25 times the regular value;
 - d. Dual enrollment courses for which the student earns a grade of “C” or better shall receive points based on the level of the course taken. University courses numbered at the 1000 and 2000 levels are weighted at 1.50 times the regular value. University courses numbered at the 3000 and above levels are weighted at 1.75 times the regular value.
9. Student academic probation and dismissal from the FAU High Program is triggered by one or both of the following events;
- a. Lack of sufficient course work successfully completed; and/or,
 - b. Lack of sufficiently high GPA in individual courses as well as sufficient cumulative GPA for promotion or graduation. At the time final grades are available which necessitate academic action on the part of FAUS, the first step will be to issue an official letter of probation for the following semester. If the student on probation does not earn sufficient credit hours or grade points to be considered in “good standing” as defined by this Pupil Progression Plan or the Registrar of the university, the principal shall recommend that the student be dismissed from the program and an office letter to that effect will be issued to the parent(s) or guardian(s).

D. Graduation Acceleration Options

1. At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses (s. 1003.02(1)(i),F.S.).

2. Prior to selecting an accelerated graduation program described in 1003.429(1)(b) or (1)(c), F.S., the following requirements must be met:
 - a. Designated school personnel shall meet with the student and student's parent to give an explanation of the relative requirements, advantages, and disadvantages of each graduation option.
 - b. The student shall submit to the high school principal and guidance counselor a signed parental consent to enter the 3-year accelerated graduation program.
 - c. The student shall have achieved at least an FCAT reading achievement of 3, an FCAT mathematics achievement level of 3, and an FCAT Writing score of 3 on the most recent assessments taken by the student.
3. FAUS shall provide each student in grades 6-9 and their parents with information concerning the three-year and four-year high school graduation options listed in s. 1003.429(1), F.S. including the respective curriculum requirements for those options, so that the students and their parents may select the postsecondary education or career plan that best fits their needs. The information shall include a timeframe for achieving each graduation option.
4. Selection of one of the graduation options listed in s 1003.429(1) F.S. must be completed by the student prior to the end of grade 9 and is exclusively up to the student and parent, subject to the requirements in s 1003.429(2) F.S. Each district school board shall establish policies for extending deadlines to the end of a student's first semester of grade 10 for a student who entered a Florida public school after grade 9 upon transfer from a private school or another state or who was prevented from choosing a graduation option due to illness during grade 9. If the student and parent fail to select a graduation option, the student shall be considered to have selected the 24 general requirements for high school graduation specified in s. 1003.429(1)(a) F.S.
5. FAUS has established requirements for accelerated three-year high school graduation options as provided for the requirements in s. 1003.429(1)(b), F.S., three-year standard college preparatory program and in s. 1003.429, F.S., three-year career preparatory program.

6. Students pursuing accelerated three-year high school graduation options, college or career preparatory programs specified in s. 1003.429(1)(b) or (1)(c), F.S., are required to:
 - a. Earn passing scores on the FCAT as defined in s. 1008.22(3), F.S., or scores on a standardized test that are concordant with passing scores on the FACT as defined in s. 1008.22(9), F.S.
 - b. Achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale, or its equivalent in the courses required for the college preparatory accelerated three-year high school graduation option specified in s. 1003.429(1) or
 - c. Achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale, or its equivalent, in the courses required for the career preparatory accelerated three-year high school graduation option stated in s. 1003.429(1)(c), F.S. (Explanatory Note: The GPA for a three-year graduation plan is calculated on the specific eighteen credits required to graduate.)
 - d. Receive a weighted or un-weighted grade that earns at least 3.0 points, or its equivalent, to earn course credit towards the 18 credits required for the college preparatory accelerated three-year program stated in s. 1003.429(1)(c), F.S. (Explanatory Note: Students must earn a “B” or better if the district does not weight the course and the weighted equivalent of a “B” or better if the district weights the course in each course that applies toward graduation).
 - e. Receive a weighted or un-weighted grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the 18 credits required for the career preparatory accelerated three-year high school graduation option stated in s. 1003.429(1)(c), F.S. Weighted grades referred to in s.1003.429(6)(b)-(d), F.S., shall be applied to those courses specifically listed or identified by the department as rigorous pursuant to s. 1009.53(3), F.S. or weighted by the district school board for class ranking purposes. (Explanatory Note: Students who select the career preparatory program must earn a “C” or better if the district does not weight the course and the weighted equivalent of a “C” or better if the district weights the course in each course that applies toward graduation).

7. If at the end of grade 10, a student does not meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the parent(s)/guardian(s) of the following;
 - a. The requirements that the student is not currently meeting.
 - b. The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements.
 - c. The right of the student to change his/her course of study to the four-year program set forth in s. 1003.43, F.S.
 8. Students who select one of the accelerated three-year graduation option shall automatically move to the four-year program stated in s. 1003.43, F.S. if the student:
 - a. Exercises his or her right to change to the four-year program;
 - b. Fails to earn five credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10:
 - c. Does not achieve a score of 3 or higher on the grade 10 FCAT writing assessment;
 - d. by the end of grade 11 does not meet the requirements of subsections 1003.429(1), and (6), F.S.
- E. Four-Year Standard FAU High School 32 Credit Program (s. 1003.42, F.S.)
1. The Standard Graduation/Diploma Plan requires students to earn a minimum of 32 credits in grades 9-12 as follows:
 - a. Four credits in English with major concentration in composition and literature;
 - b. Four credits in mathematics including one credit in Algebra I and a series of higher level mathematics courses;
 - c. Four credits in science, three of which must have a laboratory component. Agriscience Foundations I, the core course in secondary Agriscience and Natural Resource programs, counts as one of the science credits;

- d. One credit in American History;
- e. One credit in World History, including a comparative study of the history doctrines, and objectives of all major political systems;
- f. One-half credit in Economics, including a comparative study of the history, doctrines, and objectives of all major economic systems;
- g. At least one credit in American Government, including study of the Constitution of the United States, the study of Florida government, including the State Constitution, the three branches of state government, and municipal and county government;
- h. One credit in practical arts career and technical education or exploratory career and technical education of any career and technical education course as defined in s.1003.01, F.S. may be taken to satisfy the high school graduation requirement for one credit in practical arts or exploratory career and technical education;
- i. One credit in performing arts to be selected from music, dance, drama, painting, or sculpture. A course in any art form, in addition to painting or sculpture, that requires manual dexterity, or a course in speech and debate may be taken to satisfy the high school graduation requirement for one credit in performing arts: or Career and technical education and (b) performing fine arts. Such credit for practical arts career and technical education or exploratory career and technical education for performing fine arts must be made available in the 9th grade and students must be scheduled into a 9th grade course as a priority;
- j. One half credit in life management skills to include consumer education, positive emotional development, marriage, and relationship skill-based education, nutrition, parenting skill, prevention of human immunodeficiency virus infection and acquired immune deficiency syndrome and other sexually transmissible diseases, benefits of sexual abstinence and consequences of teenage pregnancy, information and instruction on breast cancer detection and breast self-examination, cardiopulmonary resuscitation, drug education, and the hazards of smoking;

- k. One credit in Physical Education to include assessment, improvement, and maintenance of personal fitness. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement if the student makes a “ C “ or better on a competency test on the personal fitness developed by the Florida Department of Education. Completion of one semester with a grade of “ C “ or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a Reserve Officer Training Corps. (R.O.T.C.) class a significant component of which is drills shall satisfy a one-half-credit requirement in physical education. This one-half credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under Individualized Education Plan (IEP) or Section 504 plan;
 - l. Thirteen elective credits.
2. The school may award maximum of one-half elective credit in social studies for student completion of non-paid voluntary community or school service work.
 3. Students must complete a minimum of 100 hours of service in either category. Credit may not be earned for service provided as a result of court action. The school board shall develop guidelines regarding the awarding of student volunteer credit. School principals are responsible for approving specific volunteer activities and certifying the achievement of the activities by the student.
 4. Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit.
 5. 100 Cumulative hours of service or volunteer hours approved by the principal or designee shall be documented and required for graduation.
 6. FAUS may require specifically modified courses or programs of study to accommodate exceptional students meeting graduation requirements through one of the following strategies:
 - a. Assignment of the exceptional student to an exceptional class for a basic course with the same student performance

standards as those for non-exceptional students; or assignment of the exceptional student to a basic education class for instruction, which is modified, to accommodate the students' exceptionality.

- b. FAUS shall determine which course(s) is/are modified to accommodate the students' exceptionality.
 - c. FAUS shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's Individualized Education Plan.
7. FAUS is a district school board is authorized under state statute to establish requirements for high school graduation in excess of the state's minimum requirements. An increase in academic credit or minimum grade point average requirements shall not apply to students in grades 9-12 at the time of the increase. Any increase in academic credit or minimum grade point average requirements shall not apply to a student who earns credit toward the graduation requirements for equivalent courses taken through dual enrollment.
- a. Earning a passing score on the FCAT (grade 10) as defined in s.1008.22(3)(c), F.S., or scores on a standardized test are concordant with passing scores on the FCAT as defined in s.1008.22(9),F.S. The passing score on the 10th grade FCAT is designated in administrative rule by the State Board of Education.

F. To graduate, students must earn a minimum of 32 credits as follows:

- 1. English – 4 credits to include major concentrations in composition and literature.
- 2. Mathematics – 4 credits to include Algebra 1 or its equivalent or higher mathematics course for students who mastered Algebra 1 prior to high school, Algebra II, and Geometry. It is highly recommended that all other students be enrolled in a math class their senior year.
- 3. Science – 4 credits to include biology, chemistry, and physics.
- 4. American History – 1 credit.

5. World History – 1 credit to include a comparative study of the history, doctrines, and objectives of all major political systems and holocaust education.
 6. Economics – 0.5 credit to include the study of the U.S. Constitution and the Florida Government including the study of the State Constitution, the three branches of state government, and municipal and county government.
 7. Physical Education – 1 credit: Personal Fitness, Adaptive Physical Education IEP or 504 Plan are the only options that may be used to satisfy a half credit of this requirement with the following exceptions:
 - a. One credit of physical education is required. Student may fulfill this requirement by either taking the personal fitness course and any other 0.5 credit physical education course or by participating in two full seasons of junior varsity or varsity sports and passing a competency test on personal fitness with a score of “C” or better.
 - b. Students enrolled in an official band course (I-VI) and who regularly practice and perform marching activities during a full marching band season as part of the class or as an extracurricular activity, or completing with a grade of “C” or better one semester, shall have the option of satisfying one-half of the one credit requirements of physical education. This option does not relieve the student from taking one-half credit personal fitness course. There shall be no requirement to pass a personal fitness competency test. This option shall not provide any credits toward graduation.
 8. Life Management Skills – 0.5 credits.
 9. Performing Fine Arts – 1 credit (any course in music, dance, drama, painting or sculpture, or a course in speech or debate).
 10. Practical Arts/Career Development – 1 credit (0.5 credits if the student entered grade 9 prior to 2004-05).
 11. Foreign Language – 2 credits in the same language.
 12. Elective – 13 credits (Recommend 4 credits in Social Studies).
- G. Three – Year Standard College Preparatory Program

1. FAUS shall offer a three-year college preparatory program requiring successful completion of a minimum of 18 high school or equivalent in dual enrollment coursework academic credits in grades 9 through 12. At least 6 of the 18 credits required for completion of this program must be received in classes that are honors, dual enrollment, advanced placement, International Baccalaureate, Advanced International Certificate of Education, specifically listed or identified by the Department of Education as rigorous pursuant to s. 1009.531(3), F.S, or weighted by FAUS for class ranking purposes. (Explanatory Note: The Department of Education identifies rigorous courses as those listed as level 3 in the Florida Course Code Directory and Instructional Personnel Assignments that meet the course distribution requirements for state university admissions. The 18 primary credits required for completion of this program shall be distributed as follows:
 - a. Four credits in English with major concentration in composition and literature.
 - b. Three credits in mathematics at Algebra I level or higher from the list of courses that qualify for state university admission.
 - c. Three credits in natural science, two of which must have laboratory component.
 - d. Three credits in social sciences, which must include one credit in American History, one credit in World History, one-half credit in American Government, and one-half credit in economics.
 - e. Two credits in the same second language unless that student is a native speaker of or can otherwise demonstrate competency in another language, the student may replace the language requirement with two credits in other academic courses.

H. Three-Year Career Preparatory Programs

1. The three-year career preparatory program requires successful completion of a minimum of 18 high school academic credits in grades through 12 or the equivalent dual enrollment coursework. The 18 primary credit requirements include four credits in English,

with major concentration in composition and literature; three credits in mathematics, one of which must be Algebra I; three credits in natural science, two of which must have a laboratory component; three credits in social sciences; two credits in the same language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses; and three credits in electives.

- a. GPA: Graduates must have a 2.5 un-weighted cumulative grade point average on 4.0 scale for courses required for graduation.
- b. Community Service: Graduates must have completed and documented a minimum of 100 hours of community service, which is not used to satisfy coursework requirements
- c. Monetary Requirements: A student must have completed all monetary obligations to the school at least 72 hours prior to the start of the graduation ceremony in order to “walk” at the graduation ceremony.
- d. Timing Exception: All courses required herein for graduation must be taken in grades 9-12; however, when authorized by the Course Code Directory approved by the State Board of Education, a student enrolled in the eighth grade who has met the requirements for entrance to a high school course may take a high school course for graduation credit. Such students are to be classified as ninth graders for that portion of the school day for which they are enrolled in the 9-12 courses. The only high school credits to be awarded in middle school will be for Algebra I, Foreign Languages, and Personal Fitness.
- e. Florida Virtual School: The FAUS shall provide students with access to enroll in courses available through the Florida Virtual School (FLVS) and award credit for successful completion of such courses. Access shall be available during or immediately after the normal school day and through summer school if funded. Students shall not take a FLVS course if the same or similar courses are offered by the school during the regular school day. (s. 1001.42(21), F.S).

- f. Credit Exceptions: A student entering FAUS from a high school system whose graduation credit requirement and/or school day is different than FAUS may be placed in a grade by the principal. An individually prescribed program designed for completion of credits will be developed with a priority placed on courses required for graduation that would permit the student to graduate at a normal time.
- g. Distance Correspondence: A Distance Correspondence course may be accepted for FAUS credit if the course has received prior approval based on the course syllabus by the principal or designee and is not offered by FAU High School or FAU. All costs related to such coursework and documentation of successful completion is the responsibility of the respective student.

I. Certification of Completion

1. The Director or designee shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.
2. Any student who meets all FAUS graduation requirements but has not passed the FCAT requirements or the college Placement Test may be awarded a Certificate of Completion; however any student who is entitled to a Certificate of Completion may, as an alternative, elect to remain in the secondary school on either a full-time or part-time basis for up to one (1) additional year and receive special instruction designed to remedy his identified deficiencies.
3. Other Requirements for Graduation:
 - GPA: Graduates must have a 2.5 un-weighted cumulative grade point average on 4.0 scale for courses required for graduation.
 - Community Service: Graduates must have completed and documented a minimum of 100 hours of community service, which is not used to satisfy coursework requirements.
 - Monetary Requirements: A student must have completed all monetary obligations to the school at least 72 hours prior to the start of the graduation ceremony in order to “walk” at the graduation ceremony.

4. Course Credit Options:

- a. Timing Exception: All courses required for graduation must be taken in grades 9-12; however, when authorized by the Course Code Directory approved by the State Board of Education, a student enrolled in the eighth grade who has met the requirements for entrance to a high school course may take a high school course for graduation credit. Such students are to be classified as ninth graders for that portion of the school day for which they are enrolled in the 9-12 courses. The only high school credits to be awarded in middle school will be for Algebra I, Foreign Languages and Personal Fitness.
- b. Florida Virtual School: The FAUS shall provide students with access to enroll in courses available through the Florida Virtual School (FLVS) and award credit for successful completion of such courses. Access shall be available during or immediately after the normal school day and through summer school if funded. Students shall not take a FLVS) course if the same or similar courses are offered by the school during the regular school day. (s. 1001.42(21), F.S).
- c. Credit Exceptions: A student entering FAUS from a high school system whose graduation credit requirement and/or school day is different than FAUS may be placed in a grade by the principal. An individually prescribed program designed for completion of credits will be developed with a priority placed on courses required for graduation that would permit the student to graduate at a normal time.
- d. Distance Correspondence: A Distance Correspondence course may be accepted for FAUS credit if the course has received prior approval based on the course syllabus by the principal or designee and is not offered by FAU High School or FAU. All costs related to such coursework and documentation of successful completion is the responsibility of the respective student.
- e. Summer School: Any student who has passed the FCAT requirements, but who has not met FAUS requirements may attend summer school or return to regular school to complete requirements for a high school diploma.

5. The school shall provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade to grade progression and high school graduation.

6. Articulated Acceleration Mechanisms for Students with a Disability:

a. A student with a disability, as defined in s. 1007.02(2), for whom the Individualized Education Plan (IEP) committee determines that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable accommodations, must have the FCAT requirements of s. 1003.43(5)(a) F.S waived for the purpose of receiving a standard high school diploma if the student

1) Completes the minimum number of credits and other requirements specified in s. 1003.43 and (4) F.S.

2) Does not meet the requirements of s. 1003.43(5)(a), F.S after one opportunity in tenth grade and one opportunity in eleventh grade.

b. Postsecondary education and meaningful careers for students with disabilities. This is known by the popular name the "Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act." For the purposes of this act, the term "student with a disability" means any student who is documented as having mental retardation; a hearing impairment, including deafness; a speech or language impairment; including visual impairment; a serious emotional disturbance, including a emotional handicap; orthopedic impairment; autism; a traumatic brain injury; or a specific learning disability, including but not limited to dyslexia, dyscalculia, or developmental aphasia.

J. Post Secondary articulated acceleration:

1. Articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students or increase the depth of study available for a particular subject. This shall include but not be limited to dual enrollment, early admission, advanced placement, credit by examination, and the International Baccalaureate Program, and

the Advanced International Certificate of Education Program. Credit earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.

2. Home Education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination.
3. Early admission shall be in the form of dual enrollment through which eligible secondary students enroll in a postsecondary institution in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students enrolled are exempt from the payment of registration, matriculation, and lab fees.
4. Advanced placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit from an AP course shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees.
5. Credit by examination shall be the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.
6. The International Baccalaureate (IB) Program is the curriculum whereby students are enrolled in a program of studies offered through the IB Program administered by the IB Office. The State Board of Education has established rules that specify the cutoff scores and IB Examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination.
7. The Advanced International Certificate of Education Program is the enrollment of eligible secondary students in a program of studies offered through the Advanced International Certificate of Education Program administered by the University of Cambridge Local Examinations Syndicate. The community college or university that accepts these students for admission determines

the specific course for which the student receives credit. Students shall be exempt from the payment of any fees.

8. Any student who earns 9 or more credits from one or more of the acceleration mechanisms provided for in this section is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.

K. Articulation Agreement:

1. The director of FAUS and articulation officer of FAU and other postsecondary Institutions shall develop a comprehensive inter-institutional articulation agreement for FAUS.
2. The district's inter-institutional articulation agreement must be completed prior to fall registration of each year. The agreement must include the following minimum requirements:
 - a. A ratification of all existing articulation agreements.
 - b. Courses and programs available to eligible dual enrollment students. Eligibility criteria for student participation in dual enrollment programs are the process by which students and their parents exercise their option to participate in an articulated acceleration program
 - c. High school credits earned for completion of each dual enrollment course.
 - d. Postsecondary courses that meet criteria for inclusion in the district articulated acceleration program to be counted toward meeting graduation requirements of s. 1003.43, F.S
 - e. Eligibility criteria for student participation in dual enrollment courses and programs.
 - f. Institutional responsibilities regarding student screening prior to enrollment and monitoring student performance.
 - g. Identify the instructional quality criteria dual enrollment courses and programs are to be judged.
 - h. Delineate institutional responsibilities for assuming the cost of dual enrollment courses and programs including responsibilities for student instructional materials.

- i. Responsibility for providing student transportation if the dual enrollment is conducted at a facility other than high school campus.
 - j. Process for converting college credit hours earned through dual enrollment and early admission programs to high school credit based on mastery of course outcomes.
 - k. The State Board of Education rules for dual enrollment programs involving requirements for high school graduation. The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward a career and technical certificate or an associate or baccalaureate degree.
3. Students may take courses during school hours, after school hours and during the summer term.
 4. Students enrolled are exempt from the payment of registration, matriculation, and lab fees. Please note instructional time for dual enrollment may exceed 900 hours; however, the school district may report the student for a maximum of 1.0 FTE.
 5. Vocational preparation instruction, college preparatory instruction, and Physical Education courses that focus on skill rather than the intellectual attributes of the activity are ineligible for inclusion in the dual enrollment program.
 6. The Department of Education's adopted guidelines to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. Student qualifications must:
 - a. Demonstrate readiness for vocational-level course work if the student is to be enrolled in vocational courses.
 - b. Specify a 3.0 un-weighted GPA for college credit dual enrollment courses.
 - c. Specify a 2.0 un-weighted GPA for vocational certificate dual enrollment courses.
 7. Vocational dual enrollment shall be a curricular option for secondary students to pursue in order to earn a series of elective credits toward high school diploma.

8. The FAUS, community college, and state university may conduct advanced placement instruction within dual enrollment courses.
9. Students enrolled in a joint dual enrollment and advanced placement course may be funded by either dual enrollment or advanced placement formula specified in s. 1001.62, F.S; however, no student shall be funded through both a dual enrollment and advanced placement program. The school board shall utilize the funding formula that more closely approximates to cost of the course.
10. Postsecondary credit for a joint dual enrollment and advanced placement course shall be awarded as either dual enrollment or advanced placement credit, based on student preference. An award of advanced placement credit must be limited to students who score a minimum of 3 on a 5-point scale on the Advanced Placement Examination. No student shall claim double credit based on the completion of a single joint dual enrollment and advanced placement course, nor shall any student be required to complete the Advanced Placement Examination.

VIII. GENERAL CURRICULUM PROVISIONS

A. Required Program of Studies

1. Grades K-5 (Elementary Grades)

- a. The following areas of study are required at each grade level K-
 - Art
 - Comprehensive Health Education to include Human Growth and Development/Alcohol and Substance Abuse Prevention
 - Language Arts (Handwriting, Language, Listening, Reading, Speaking, Spelling, Writing)
 - Mathematics
 - Music
 - Physical Education
 - Science
 - Social Studies
- b. Areas of study will include State Board approved Sunshine State Standards.

- c. Areas of study will incorporate multi-cultural education, personal development, technology, and critical thinking components.

2. Grades 6-8 (Middle Grades)

- a. This section provides added focus and rigor to academics in the middle grades. Using reading as the foundation, all middle grade students shall receive rigorous academic instruction through challenging curricula delivered by highly qualified teachers, supported by, engaged and informed parents.
- b. Beginning with the 2004-2005 school year, each Public school serving middle grade students, including charter schools, with fewer than 75 percent of its students reading at or above grade level in grade 6, grade 7, or grade 8 as measured by a student scoring at level 3 or above on the FCAT during the prior school year, must incorporate by October 1st a rigorous reading requirement for reading and language arts programs as the primary component of its school improvement plan. The Department of Education (DOE) shall annually provide to FAUS board by June 30 a list of schools that are required to incorporate a rigorous reading requirement as the primary component of the school's improvement plan. The DOE shall provide technical assistance to district's and school administrators required to implement the rigorous reading requirement.
 - The purpose of the rigorous reading requirement is to assist each student who is not reading at or above grade level to do so before entering high school. The rigorous reading requirement shall include for low-performing student population specific areas that address phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in those areas; and the instructional and support services to be provided to meet the desired levels of performance. The school shall use research-based reading activities that have been shown to be successful in teaching reading to low-performing students.
 - If an FAUS school is required to implement the rigorous reading requirement it must provide quarterly reports to the director on the progress of students toward increased reading achievement.

- The results of implementation of a school’s rigorous reading requirement shall be used as part of the annual evaluation of the school’s instructional personnel and school administrators as required in s. 1012.34, F.S.
- c. The following are the minimum areas of study required for grades 6-8:

English/Language Arts/Reading	3 years
Mathematics	3 years
Science	3 years
Social Studies	3 years
Physical Education	Regularly Scheduled
Electives (Music,Art,Vocational/Career,Comprehensive Health Education, etc.)	Regularly scheduled

- d. All areas of study will incorporate technology and critical thinking skill components. Human growth and development, as well as alcohol and substance abuse prevention will be integrated into the comprehensive health education program. Areas of study will include State Board approved Sunshine State Standards.
3. Students identified as, “at risk of non-promotion” shall have a personalized middle school success plan which must:
- Identify educational goals and intermediate benchmarks for the student in the core curriculum areas which will prepare the student for high school;
 - Be based on academic performance data and an identification of the student’s strengths and weaknesses;
 - Include academic intervention strategies with frequent progress monitoring;
 - Provide innovative methods to promote the students’ advancement which may include but not be limited to flexible scheduling, tutoring, focus on core curricula, online instruction, an alternative learning environment, or other interventions that have been shown to accelerate the learning process; and
 - Be incorporated into any individual student plan required by federal or state law, including the academic improvement plan required. 1008.25, F.S, an Individualized Education Plan (IEP), for a student with disabilities, a Section 504 plan or an ESOL plan.

4. Grades 9-12 – See Graduation Requirements Section VI.

B. The FAU High Guarantee

1. Florida Atlantic University Schools have pledged to provide all students with school and community-based learning experiences utilizing high standards and expectations. All graduates will leave FAU High School college-ready. In order to accomplish this challenge, the following innovations will be implemented:
 - a. Yearly tests provides to ascertain student strengths and weaknesses.
 - b. Testing beyond the state required tests for all high school students at grades 10, 11, and 12:

10th graders must take the PSAT and have passed the CPT.
11th graders must take the ACT/SAT.
12th graders must take the ACT/SAT.

All high school students are encouraged to take the ACT and/or SAT once or twice each year. The FAU high school will pay for one admission of the ACT/SAT per year and for up to two advanced placement (AP) exams per year for every student in grades 10, 11, and 12.

- c. Research-based instructional strategies used.
- d. Computer technology skills emphasized in core areas.
- e. Strong University, Community College, Community and Business Partnerships to enhance and extend the academic and career curriculum.
- f. Curriculum integration / interdisciplinary supported strategies.

IX. Summer School

1. Contingent upon state funding support, an academic summer school will be provided for students in grades K-5 in accordance with the provisions set forth in the Florida Statutes, the State Board of Education Rules and the promotional requirements set forth in Section IV herein. At the end of summer school, the final determination regarding promotion or retention will be made by the principal. All students must be recommended for and approved by the principal for summer school. Students not attending summer school as recommended by the principal will

not be promoted unless alternate remediation has been approved in advance by the principal, and evidence of satisfactory progress is presented to the principal prior to the start of the school year.

2. Contingent upon state funding support, Middle School students (grades 6-8) who do not satisfactorily achieve FAUS requirements for promotion may be given the opportunity to be promoted by achieving those requirements during a summer school program. A maximum of two promotion deficiencies (two “courses”) can be remediated during summer school with prior approval of the principal. Students who have not performed at the promotional standard levels set forth in Section V must attend summer school. The Child Study Team will assign students an appropriate course of study for summer school. Students who have not met promotional requirements by the end of the summer program will be retained and provided with an Academic Improvement Plan (AIP). Students who are required to attend summer school as a condition of promotion or administrative placement and do not complete summer school successfully must be retained.
3. Contingent upon state funding support, high school student participation in summer school will be for the purpose of promotion, grade forgiveness or acceleration. Students who have not performed at the promotional standards levels set forth in Section VI herein must attend summer school. Students who are required to attend summer school as a condition of promotion or administrative placement and do not complete successfully must be retained. Each semester course must be established for a minimum of 68 hours. A student must be in attendance for 68 hours in order to receive a ½ credit for the course, or complete a “teacher of record” prescribed set of competencies, fulfilling course requirements. Dual enrollment course work over the summer is permitted at FAU with the approval of the guidance counselor and principal.

X. GRADING POLICIES AND PRACTICES

A. Report Cards

1. FAUS requires the regular issuance of student report cards for all elementary, middle, and high school students. These report cards shall grade:
 - a. The student’s academic performance in each class or course grades K through 12 based on a variety of assessments

such as written papers, class participation, and other academic performance criteria;

- b. The student's conduct and behavior; and
- c. The student's attendance, including absences and tardiness.

- 2. The final report card for a school year shall contain a statement indicating end-of-the year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

B. Academic Performance and Attendance:

FAUS shall not exempt students from academic performance requirements, such as final exam, 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.

C. Elementary (Grade Levels K-5)

Two methods are used to communicate a student's progress with parent(s) or guardian(s). Parent or guardian conferences are held at least once per semester for children not progressing or as requested by parents. Report cards are sent to the home(s) of the parent(s) or guardian(s) at the end of each nine-week period with a written mid-term progress report being sent home mid-way through (any or the) nine-week grading period. Grading is based on the philosophy that children grow and develop at different rates. The curriculum is based on developmentally appropriate practices for elementary age children. The criteria for evaluating performance are as follows:

- 1. Social skills and work and study habits are important aspects of the primary curriculum. These behaviors must be introduced, practiced, and internalized. The expected behaviors will be formally and informally observed by supervising teachers, instructional assistants, counselors, the principal, and other professionals. These observations will be shared with parent(s) or guardian(s) through conferences, report cards, and progress reports.
- 2. There is an expectation that a measurable amount of learning must take place. Learning rates vary with individual children. Grading scales are provided for the core areas of reading, language arts (writing, spelling), math, social science, social

studies, and the elective areas of art, music, physical education, swimming, foreign language, media and computers.

- a. The grading scales for performance evaluation in relation to the Sunshine State Standards and Grade Level Expectations for Kindergarten through 5th grade are as follows:

3 = Performing on or above grade level

After skills/concepts/processes have been introduced and the student has had adequate time to practice, the student who demonstrates understanding and is performing at the appropriate level for the grade will be marked with this indicator.

2 = Experiencing difficulty with grade level work

After skills/concepts/processes have been introduced and the student has had adequate time to practice, the student who demonstrates marginal understanding or is performing slightly below what is expected for the grade level will be marked with this indicator.

1 = Performing below grade level

After skills/concepts/processes have been introduced and the student has had adequate time to practice, the student who demonstrates little understanding or is performing markedly below what the appropriate grade level will be marked with this indicator.

The standards code related to grade level expectations are as follows:

X = Student meeting standards

O = Not assessed this marking period

= Needs development

Children in grades 3-5 will receive the following marking codes indicating the quality of work on assessments in addition to the performance levels and standards codes previously state:

90% - 100% = A (Outstanding)

The student has learned and can use at least 90% of the skills/concepts/processes taught on his/her instructional level during the nine weeks and daily work consistently meets high quality standards.

80% - 89% = B (Above average)

The student has learned and can use at least 80% of the skills/concepts/processes taught on his/her instructional level during the nine weeks and daily work consistently meets above average/acceptable standards.

70% - 79% = C (Average)

The student has learned and can use at least 70% of the skills/concepts/processes taught on his/her instructional level during the nine weeks and daily work consistently meets acceptable standards.

60% - 69% = D (Below Average)

The student has learned and can use at least 60% of the skills/concepts/processes taught on his/her instructional level during the nine weeks and daily work consistently does not meet acceptable standards most of the time.

59% and below = F Failure to meet grade level requirements)

The student has learned less than 60% of the skills/concepts/processes taught on his/her instructional level during the nine weeks or daily work consistently does not meet acceptable standards most of the time.

D. Citizenship and Work/Study Habits

Indicators for student work habits, social development and emotional growth are provided to parents on the report cards each grading period using a two point scale (X/*). Students who consistently demonstrate acceptable behaviors receive an X. An indicator of * (asterisk) is given to any student who demonstrates behaviors that are areas of concern.

1. The FAUS elementary program places a strong emphasis on developing appropriate social, emotional, and citizenship skills in each and every student. Students are expected to consistently:
 - Shows respect for others
 - Follows school rules/routines/directions
 - Resolves conflicts appropriately

2. Students are also expected to practice good work and study skills by demonstrating the following:
 - Participates in class discussions
 - Uses and organizes resources appropriately
 - Uses time constructively.
 - Works independently
 - Completes assignments
 - Turns in completed homework

E. Conference Alert/Progress

1. Parent(s) or guardian(s) of all K-5 students shall receive a conference alert if there are concerns about the student's social/academic/developmental progress. The classroom teacher shall document notification.
2. If during the second semester, it becomes evident that a student is in danger of being retained, a parent/guardian conference with the teacher should be held as early as possible. For those parent(s) or guardian(s) who are unable to attend a conference, or for whom phone contact has been impossible, formal notification of the possible retention shall be sent home, and reasonable attempts to schedule a conference shall be made and documented. Parent(s) or guardian(s) will be afforded the opportunity for a conference with the teacher or team at a mutually agreed time upon the request of the parent(s) or guardian(s). Retention shall not occur without such a conference, unless specifically recommended by the principal and sustained by the Director.
3. The classroom teacher will be responsible for maintaining documentation demonstrating actual notification or attempts to notify the parent(s) or guardian(s).
4. Teachers are required to submit their standards, rules, and/or regulations for establishing a grade in their classes to the principal within two weeks after classes begin, as well as provide them in written form to the class and/or parent(s) or guardian(s) of the students they are instructing. Teachers are also required to provide the principal and their students with their course syllabus, outcomes, etc. within the first two weeks of school or after any changes are made in their policies.

F. Middle School Grade Levels 6-8

1. The grading scale below is used to reflect student achievement of the Florida Atlantic University Schools prescribed course performance standards that also reflect the State of Florida's Sunshine State Standards and the Grade Level Expectations.

Grade	Point Avg.	Value	Definition
A	90-100	4.0	Outstanding Progress
B	80-89	3.0	Above Average Progress
C	70-79	2.0	Average Progress
D	60-69	1.0	Lowest Acceptable Progress
F	0-59	0.0	Failure Progress

2. All students will receive a progress report at the mid-point of the nine-week grading period. The report card is given to the student and the student is charged with delivering the mid-term report to his/her parent(s) or guardian(s). The school will keep a duplicate copy of the report; however, failure to advise the parent of a student's academic progress will not be grounds for modifying the student's grade(s). Grade reports for a student who has not been in attendance for 5 consecutive school days after report cards or mid-term reports have been distributed will be mailed to that student's current address on file.
3. Teachers are required to submit their standards, rules, and/or regulations for establishing a grade in their classes to the principal within two weeks after classes begin, as well as provide them in written form to the class and/or parents of the students they are instructing. Teachers are also required to provide the principal and their students with their course syllabus, outcomes, etc. within the first two weeks of school or after any changes are made in their policies.
4. In the case of incomplete grades, a student with an excused absence will have the same number of days to make up the missed work as the number of days absent. Incomplete grades shall be reported as an "I" on the report card. Grades of "Incomplete" will convert to an "F" if all necessary student work or assessment is not completed two (2) weeks after the end of the marking period (quarter of semester) or the students return to the school.

5. If a student DOES NOT make up the work assigned within a two-week period of time, he/she should receive a grade of “F” for the missed work or any unfinished portion thereof, unless specifically approved by the principal.

G. High School (Grade Levels 9-12)

1. Course credit will be awarded on a semester basis. One-half (½) credit is given for passing a semester’s work in a course.
 - a. Students designated at the beginning of the school year must be enrolled in a full school day, except as specifically defined for individual seniors by the principal or his/her designee.
 - b. The courses may include dual-enrollment off-campus courses or distance courses.
 - c. Exceptions to these requirements may be granted in unusual circumstances by the principal. Permission is required in writing and a full explanation of the circumstances submitted.

2. The grading system used in the high school and the interpretation of the letter grades are as follows:

Grade	Point Avg.	Value	Definition
A	90-100	4.0	Outstanding progress
B	80-89	3.0	Above Average Progress
C	70-79	2.0	Average Progress
D	60-69	1.0	Lowest Acceptable Progress
F	0-59	0.0	Failure Progress
I	Incomplete		

3. In the case of incomplete grades, a student with an excused absence will have the same number of days to make up the missed work as the number of days absent. Incomplete grades shall be reported as an “I” on the report card.

4. If a student DOES NOT make up the work assigned within a two-week period of time, he/she should receive a grade of “F” for the missed work or any unfinished portion thereof, unless specifically approved by the principal. All Incompletes (I’s) will become F’s at the end of the next grading period.

5. Conference Alert/Progress
 - a. Parent(s) or guardian(s) of all grades 6 - 9 students shall receive a conference alert if there are concerns about the student's appropriate academic or behavioral progress. The classroom teacher(s) shall document notification.
 - b. If during the second semester, it becomes evident that a student is in danger of being retained, a parent/guardian conference with the appropriate teacher(s) should be held as early as possible. For those parent(s) or guardian(s) who are unable to attend a conference, or for whom phone contact has been impossible, formal notification of the possible retention shall be sent home, and reasonable attempts to schedule a conference shall be made and documented. Parent(s) or guardian(s) will be afforded the opportunity for a conference with the teacher(s) or team at a mutually agreed time upon the request of the parent(s) or guardian(s). Retention shall not occur without such a conference, unless specifically recommended by the principal and sustained by the Director.
 - c. The teacher(s) will be responsible for maintaining documentation demonstrating actual notification or attempts to notify the parent(s) or guardian(s).
6. Students earning less than a "C" in a university or college dual enrollment course or completing successfully less than 12 undergraduate credit hours in either the fall or spring semesters shall be placed on academic probation for the subsequent semester and officially notified in writing by the principal or his/her designee. If the student is unable to earn the required 12 credit hours and maintain a "C" or above in all courses attempted during the subsequent semester, the student will be released from the FAU High School, directed to his/her home district high school and officially notified about the dismissal in writing by the principal or designee
7. As required by FHSA By-Laws 19.6.1 and 19.7.1, FAUS requires its students to meet all requirements as stated in order to be eligible to participate in interscholastic and extracurricular activities.
8. Any student receiving a D or F in an elective high school course may repeat a course. Students in dual enrollment courses who wish to repeat a university course are governed by university policy.

Only the higher semester grade earned will be used in computing the student's grade point average; however, the transcript will display both course attempts and grades earned. No additional credit will be awarded for a repeated course that was previously passed.

9. Teachers are required to submit their standards, rules, and/or regulations for establishing a grade in their classes to the principal within two weeks after classes begin, as well as provide them in written form to the class and/or parents of the students they are instructing. Teachers are also required to provide the principal and their students with their course syllabus, outcomes, etc. within the first two weeks of school or after any changes are made in their policies.
10. Class Ranking and Graduation with Honors. Class ranking and "cum laude" designation will be determined using a 4.0 cumulative un-weighted scale for all courses for which high school credit has been awarded. At the end of the 7th semester, students with a cumulative GPA of 3.9 to 4.0 will receive Summa Cum Laude designation; 3.8 to 3.89 Magna Cum Laude designations; and 3.7 to 3.79 Cum Laude designation.
11. The Board has established a grade weighting system to be used for information purposes on the report card, transcript and class rank.
12. Pass-Fail Grades. An earned grade of "P" (Pass) will have no point value assigned.

H. Remediation (Grade levels K-12)

1. Any student not meeting the specified levels of performance for grade promotion in the areas of reading, writing, and mathematics, as determined by Section 1008.25(4) Florida Statutes, or additional criteria established by the FAUS, will be provided with existing standardized test results (FCAT, SAT-10, etc) or specialized subject area assessments to determine the nature of the student's difficulty and areas of academic need and will receive remediation through an Academic Improvement Plan (AIP).
2. Any student performing at the following performance level on state assessments will receive remediation through an AIP, which may include summer school, special classes, or extended day or year classes:
 - a. Scores below 3.5 in writing at the 4th, 8th, and 10th grade as measured by Florida Writes.

- b. Scores at or below achievement Level 2 on the 4th and 8th grade FCAT reading assessment.
 - c. Scores at or below achievement Level 2 on the 5th and 8th grade FCAT math assessment.
 - d. Scores at or below the 34th percentile on a nationally norm-referenced achievement test in reading or mathematics or who does not achieve the reading, writing, or mathematics benchmarks on his/her grade level.
 - e. Scores below 300 in 9th and 10th grade FCAT reading and math.
3. The FAUS Dropout Prevention Program has 3 components: (1) Counseling, Individual and small group counseling for middle school students and parents/guardians may be required by the principal. The child study team as provided in Section III N. of this document may also be convened by the principal at his/her discussion. (2) Child study team, and (3) AIP intervention.
4. The school will develop and implement, in consultation with the student's parent(s) or guardian(s), an AIP designed to assist the student in meeting state and board expectations in reading, writing, mathematics and science. Each AIP must include the provision for intensive remedial instruction in the areas of weakness through strategies considered appropriate by the school administration, counselor(s), and teacher(s) not limited to one or more of the following as appropriate:
- a. Summer school course work
 - b. Extended day/week services
 - c. Tutorial services
 - d. Title I services
 - e. Contracted academic services
 - f. Exceptional Student Education services
 - g. Suspension of curriculum other than reading, writing, and mathematics
 - h. Computer-assisted diagnostics and instructional support
 - i. Planned reading program
 - j. Group or individual remedial instruction
 - k. Other activities/strategies determined by the school
5. Each student who earns a failing grade in an academic class can complete a teacher prescribed curriculum in summer school to receive credit for the course, provided it is practicable for the deficiency to be remediated and suitable documentation of quality completion is provided.

6. Reading, writing, and mathematics proficiency will be reassessed by locally determined assessment no later than the beginning of the next grade level following the remedial instruction.
7. The student will continue to receive remediation until the criteria for promotion is reached. Faculty will confer with the principal regarding the need, mechanism, and duration of the remediation.
8. No remedial courses may be used to meet the required course requirements and no more than four remedial or compensatory credits may be applied toward the required number of graduation credits unless approved through an Individual Education Plan Committee. Courses that provide parallel performance standards but alternate instructional strategies are not considered remedial or compensatory.
9. Teachers in the Middle School (Grades 6-8) will be responsible for reviewing the academic progress of all their students. Students identified as low performing based on their academic progress in core subjects, norm-referenced test scores, FCAT scores, or other evaluation tools will be scheduled for intense remediation.

I. Records, Reports, and Monitoring

1. A record of all promotions, retentions, remedial placements, and/or other types of special placement will be placed in the student's cumulative folder.
2. Student performance and progress in all grade levels will be reported to parent(s) or guardian(s) through periodic report cards, mid-term progress reports and standardized assessments. The parent(s) or guardian(s) is/are encouraged to arrange for a conference(s) with teachers and school officials as necessary at all grade levels.
3. If it becomes evident during the second semester that a student is in danger of being retained, the parent(s) or guardian(s) will receive a communication regarding a parent/teacher conference and/or written notification of their child's possible retention.

J. Completion Ceremony / Graduation Ceremony

To participate in the Middle School commencement ceremony or high school graduation, a student must have met all of the requirements by the date established to determine promotional eligibility, and be in good academic and behavioral standing. All financial obligations must be met 72 hours prior to the ceremony. Students not in "good standing"

or having outstanding financial obligations shall not be permitted to “walk” at the middle school commencement ceremony or the high school graduation. In the event of a sustained medical event and at the principal’s discretion, the principal may recommend to the director that a particular student be allowed to participate in the ceremony who has not satisfactorily completed all requirements. The director’s decision on the recommendation is final. It is important for each student to recognize that participation in the completion ceremony is an important privilege, but one that can be withdrawn by inappropriate conduct or other situations affecting “good standing.” A student attending FAUS as a part of a recognized foreign exchange program may receive special dispensation at the recommendation of the principal.

K. Exceptional Student Education and Section 504/ADA Provisions

1. Courses may be modified for either an exceptional student or student who qualifies as disabled under Section 504/ADA access to a standard diploma. Modifications to basic and/or vocational courses will not modify the curriculum frameworks. Modifications as specified on the student’s Individualized Education Plan (IEP) may include a variety of options (refer to student’s IEP for further details), but are not limited to any or all of the following modifications:
 - a. Instructional time
 - b. Instructional methodology
 - c. Use of a Special Communications system by the teacher and/or student
 - d. Test administration procedures and other evaluation procedures to accommodate the student’s disability in accordance with applicable Federal and State Laws and State Board of Education Rules. Decisions about exemptions for modifications are made in the annual Individualized Education Plan (IEP) conference and recorded on the student’s Individualized Education Plan (IEP). Modifications as specified on the student’s IEP might include flexible setting, extended time, the recording of answers, revised format, and mechanical aids as appropriate to the test.
2. Exceptional Education Students receiving a standard diploma must meet the same graduation and promotion requirements as all other students as outlined previously for the majority population.
3. A student may meet the definition of “disabled” under 504/ADA and not meet the criteria for placement in the Exceptional Student Education program. Appropriate modifications will be provided and recorded on the student’s Section 504/ADA Accommodation Plan.

4. Section 504/ADA eligible students who do not meet ESE requirements have the same rights of modification during a test administration. Decisions about exemptions for modifications are made and recorded on the Accommodation Plan as described in the FAUS Section 504/ADA Plan.

L. Definition of Credits (Grades 9-12)

1. A student, upon having received instruction in a designated high school course of study for a minimum of 70 hours for a one-half credit class and 135 hours for a one credit class and upon receiving passing grades (according to written grading standards including mastery of approved course performance standards and the State Board approved Sunshine State Standards) will be granted credit for such course(s). FAUS will provide opportunities to students to make up missed instructional time for high school course work for excused absences within reasonable timeframes determined by the subject area teacher but not exceeding two weeks, unless specifically approved by the principal. In the event the student has not been in instruction for a minimum of 70 hours for a ½ credit course or 135 hours for a one-credit course, the student may still be awarded credit if mastery of at least 70% of the state course frameworks, course performance standards and teacher's written grading standards was demonstrated as documented by the teacher and other criteria.
2. A student may replace a grade of D or F in an elective course by retaking that course or by taking a different course. If the course is a required course and the student has earned a grade of D or F, the student must retake the same course or take a comparable course to replace the grade.
3. Each High School academic team, under the direction of the principal, will develop and certify honors courses and requirements. Teachers, after team review, with the principal's approval, may choose to offer honors or advanced placement course credit on a student-by-student basis. Honors and advanced placement courses (AP) may also be delivered as a directed independent study, but in the case of AP, no AP credit will be given if the student does not reasonably prepare for and attempt the specific AP exam represented by the courses

XI. PARENTAL AND PUBLIC NOTIFICATION

1. Notification K-3 parents regarding reading deficiency
2. Notification Diploma
3. Options and Consequences
 - a. The Director shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.
4. Public Notice
 - a. The school shall annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each statewide assessment test. The evaluation of each student's progress must be based on the student's classroom work, observations, test, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the school. The preponderance of evidence from evaluations should be used to determine if a student is ready for the work of the next grade.
 - b. The school must annually publish in the local newspaper and report in writing to the State Board of Education by September 1st of each year the following information on the prior school year:
 - i. The provisions of the law relating to public school student progression and the district school board's policies and procedures on student retention and promotion
 - ii. By grade, the number and percentage of all student in grades 3-10 performing at levels 1 and 2 on the reading portion of the FCAT
 - iii. By grade, the number and percentage of all students in grade 3-10
 - iv. Any revisions to the district school board's policy on retention and promotion from the prior year.

5. Parent(s), guardian(s), or adult students should be notified in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. Parent(s), guardian(s), or adult students should also be notified in writing at any time during the school year when it is apparent that the student may fail for the year. At the end of each semester, a child's parent or guardian must be sent a certified mail notification of risk of failure. The opportunity for a conference with the teacher, principal, and Child study team is available to any parent(s), guardian(s), or adult student. Notification to the parent or adult student as specified herein shall be deemed to be directory only, and the failure to so notify the parent or adult student shall not negate or invalidate the retention or promotion action taken.