AGENDA
District Advisory Council
K.C. Wright ,600 SE 3rd Ave., Ft. Lauderdale, FL
February 8, 2017; 6:30 p.m. – 8:30 p.m. Boardroom
http://browarddistrictadvisory.ch2v.com/

Welcome

Pledge

Topics:
Marty Kiar – Broward County Property Appraiser, (Broward County Commissioner 2012-2016, Vice Mayor 2014-2015, Mayor 2015-2016; Florida House of Representatives 2006-2012)

Dr. Valerie Wanza Chief Officer – OSPA

Ralph Aiello – Policy 6000.1

Discussion Topics:
      i.   classes being housed in auditorium: Shortage of subs, sending teachers to a training?
     ii.   AP teachers waiver against the makeup policy
    iii.   Edmodo assignments given on Friday due by midnight Sunday night
    iv.   Mental health policy after child has been Baker Acted.

Office of Service Quality (OSPA)
      Scott Jarvis – Update
      Donna Boruch – Update
Parent Engagement - Nadia Clarke - Update

Reports – 2 minutes (Written Reports or Draft minutes of meetings may be submitted by March 7th, 2017)

North Area	South Area	Central Area	Gifted Advisory
Attendance	PCIT	Title I	BTU
ESE Advisory	Promise Program	Code of Conduct	Wellness
Facilities Task Force	Others		

Unfinished Business – Status: **Motion was tabled 10.14.2015** - *Whereas the month of April continues to be dominated with ongoing state mandated student assessments and with the knowledge that regular attendance at school plays a critical role in a student's academic success.*
We move that the School Board of Broward County change the participation date of "Take Our Daughters & Sons to Work Day" to a more convenient day after the state testing window. ***Moved to take off table by Jackie Cespedes, seconded by Carolyn Krohn.***
New Business
- Reminder: Upcoming elections process for DAC, Areas and School Advisory Forums.
- Nomination Committee
- Area Representative training May 10th. Discussion on Area Chairs & Representative what does the membership see as areas for training.

Public Comments - 2 minutes
Next Meetings April 5, May 10.
Adjourn

1002.3105 Academically Challenging Curriculum to Enhance Learning (ACCEL) options.—

(1) ACCEL OPTIONS.—

(a) Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.

(b) At a minimum, each school must offer the following ACCEL options: whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under s. 1003.4295. Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; rigorous industry certifications that are articulated to college credit and approved pursuant to ss.1003.492 and 1008.44; work-related internships or apprenticeships; curriculum compacting; advanced-content instruction; and telescoping curriculum.

(2) ELIGIBILITY AND PROCEDURAL REQUIREMENTS.—

(a) *Principal determined eligibility requirements.—*

1. Each principal must establish student eligibility requirements for virtual instruction in higher grade level subjects. Each principal must also establish student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school.

2. If a school offers enriched STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, advanced-content instruction, telescoping curriculum, or an alternative ACCEL option established by the principal, the principal must establish student eligibility requirements.

(b) *School district determined eligibility and procedural requirements.—*A school district must establish student eligibility requirements and procedural requirements for any whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school. Student eligibility requirements and procedural requirements established by the school district must be included in the school district's comprehensive student progression plan under s. 1008.25.

(3) STUDENT ELIGIBILITY CONSIDERATIONS.—When establishing student eligibility requirements, principals and school districts must consider, at a minimum:

(a) The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to s. 1008.22.

(b) The student's grade point average.

(c) The student's attendance and conduct record.

(d) Recommendations from one or more of the student's teachers in core-curricula courses as defined in s. 1003.01(14)(a)-(e).

(e) A recommendation from a certified school counselor if one is assigned to the school in which the student is enrolled.

(4) ACCEL REQUIREMENTS.—

(a) Each principal must inform parents and students of the ACCEL options available at the school and the student eligibility requirements for the ACCEL options established pursuant to paragraph (2)(a).

(b)1.   Each principal must establish a process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; or an alternative ACCEL option established by the principal. If the parent selects one of these ACCEL options and the student meets the eligibility requirements established by the principal pursuant to paragraph (2)(a), the student must be provided the opportunity to participate in the ACCEL option.

2.   Each school district must establish a process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school. If the parent selects one of these ACCEL options and the student meets the eligibility and procedural requirements set forth in the district's comprehensive student progression plan, as required under paragraph (2)(b), the student must be provided the opportunity to participate in the ACCEL option.

(c)   If a student participates in an ACCEL option pursuant to the parental request under subparagraph (b)1., a performance contract must be executed by the student, the parent, and the principal. At a minimum, the performance contract must require compliance with:

1.   Minimum student attendance requirements.

2.   Minimum student conduct requirements.

3.   ACCEL option requirements established by the principal, which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.

(d)   If a principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract, pursuant to paragraph (c), is not required when a principal initiates participation but may be used at the discretion of the principal.

(5)   AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who meets the applicable grade 9 cohort graduation requirements of s. 1003.4282(3)(a)-(e) or s. 1003.4282(9)(a)1.-5., (b)1.-5., (c)1.-5., or (d)1.-5., earns three credits in electives, and earns a cumulative grade point average (GPA) of 2.0 on a 4.0 scale shall be awarded a standard high school diploma in a form prescribed by the State Board of Education.

History.—s. 1, ch. 2012-191; s. 4, ch. 2013-27; s. 3, ch. 2013-89; s. 22, ch. 2014-39; s. 92, ch. 2016-10.

Academic Advisement Flyers - What Students and Parents Need to Know

- Students Entering Grade Nine in the 2016-2017 School Year (PDF)
    - Students Entering Grade Nine in the 2016-2017 School Year – Spanish (PDF)
    - Students Entering Grade Nine in the 2016-2017 School Year – Haitian-Creole (PDF)