



STUDENT PROGRESSION PLAN

2008-2009

**DAVID L. OWENS
SUPERINTENDENT OF SCHOOLS**

SCHOOL DISTRICT OF CLAY COUNTY

**CAROL VALLENCOURT
CAROL STUDDARD
CHARLES VAN ZANT
WAYNE BOLLA
LISA GRAHAM**

**DISTRICT 1
DISTRICT 2
DISTRICT 3
DISTRICT 4
DISTRICT 5**

**CLAY COUNTY PUBLIC SCHOOLS
GREEN COVE SPRINGS, FL 32043**

STUDENT PROGRESSION PLAN

INTRODUCTION

The purpose of this document is to present to school personnel, parents, students, and other interested citizens the Board Rule and administrative procedures required to implement state legislative requirements.

Florida Statute 1008.25 states:

1. "Each district school board shall establish a comprehensive program for pupil progression which shall be based upon an evaluation of each pupil's performance standards approved by the state board."
2. The district program for student progression shall be based upon local goals and objectives which are compatible with the state's plan for education and which supplement the performance standards approved by the State Board of Education.
3. Each district comprehensive program for student progression shall reflect an effort to identify students at each grade level in grades 9 through 12 who have attained a cumulative grade point average of 2.5 or below. The program shall further include provisions for assisting such student to achieve the 2.0 cumulative grade point average required for graduation pursuant to S.1003.43
4. Each district shall incorporate the Sunshine State Standards into the Student Progression Plan. 6A-1.09401. Herein, standards referenced will refer to Sunshine State Standards.
5. It is the intent of the legislature that each student's progression from one grade to another be determined in part, upon proficiency in reading, writing, and mathematics. Each school district must establish policies which facilitate such proficiency and assure that each student and his or her parents or legal guardian be informed of that student's academic progress.

SUNSHINE STATE STANDARDS (6A-1.09401)

1. Standards to benchmark student achievement serve as guides to best practice for local curriculum designers to help schools implement school improvement strategies to raise student achievement. The benchmarked standards describe what students should know and be able to do at four

progression levels (grades prekindergarten-2, 3-5, 6-8, and 9-12) in the subjects of the arts, health/physical education, foreign languages, language arts, mathematics, science and social studies. Public schools shall provide appropriate instruction to assist students in the achievement of these standards. The following publications are hereby incorporated by reference and made a part of this rule:

- a. Sunshine State Standards - Language Arts, 1996
- b. Sunshine State Standards - Mathematics, 1996
- c. Sunshine State Standards - Science, 1996
- d. Sunshine State Standards - Social Studies, 1996
- e. Sunshine State Standards - Foreign Language, 1996
- f. Sunshine State Standards - The Arts, 1996, and
- g. Sunshine State Standards - Health/Physical Education, 1996

The Sunshine State Standards may be downloaded from the Clay County Schools web site www.clay.k12.fl.us

2. Each district school board shall incorporate the Sunshine Standards contained herein into the district Student Progression Plan.
3. The Sunshine State Standards shall serve as the basis for statewide assessments.

The Student Progression Plan is the Clay County official plan of instruction and assessment for students as they progress from one level of the curriculum to the next. The Student Progression Plan provides a standard of consistency for the instructional program, as well as the assessment and reporting of student's classroom performance as requested by the Clay County School Board, Florida Statutes and State Board of Education Administrative Rules.

It is intended that the grade placement of each pupil be made to serve the best interest of the pupil. Promotion, retention, or special assignment procedures contained in this Student Progression Plan are designed for this purpose - to assure that each student in the Clay County District Schools is placed in an instructional program in which the student can achieve academically.

GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT AND PLACEMENT, GRADES K-12.

1. Student promotion in the Clay County School District is based upon an evaluation of each student's achievement in terms of appropriate instructional goals. The basis for making the determination should be based on consideration of the following:

Progress tests, classroom assignments, daily observations, standardized tests, state assessment, mastery of Course Performance Standards, district competencies and objectives and other objectives data, as appropriate or required. Responsibility for determining each pupil's level of performance and ability to function academically, socially and emotionally at the next academic level, is that of the classroom teacher, subject to the review and final approval of the principal.

2. Students who do not satisfactorily achieve established objectives for the grade or course to which they are assigned, may be assigned to the same grade for the next school year or given alternative assignment. Student's level of proficiency in the areas of reading, writing, and mathematics must be reviewed and the student's progression must be based, in part, upon this proficiency. Science proficiency was added in 1999 with statewide measurement beginning in 2003. Students not meeting desired levels of proficiency as determined by the district and/or as evidenced by the results of state mandated tests are to be provided remedial instruction designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following: summer school course work or intensive skill development, extended day or school year services/academic tutoring, parent tutorial programs, mentoring, contracted academic services (previously approved), modified curriculum, exceptional education services, class size reduction, and suspension of other curriculum offerings in areas other than reading, writing, and mathematics or in those subjects specifically required for graduation in grades 9-12.

Retention of students must be considered if the student has been provided remedial instruction and upon reassessment falls below determined cutoff points on the district criteria for retention or on assessments as prescribed by the state. It is the intent of the school district that children should be retained as little as possible during the elementary and junior high school years. Students must not be retained without documentation that remediation was provided in a timely and comprehensive manner as documentation by either the student's Progress Plan or the student's IEP. Summer school, as an option, will be assessed annually as determined by state funding.

STATEWIDE STUDENT ASSESSMENT PROGRAM

1. All students must participate in statewide assessment tests at designated grade levels as required by S.1008.25 F.S. The primary purpose of the statewide assessment program is to provide information needed to improve the public schools by maximizing the learning gains of all students and to inform parents of the educational progress of their public school children. The program must be designed to:
 - a. Assess the annual learning gains of each student toward achieving the Sunshine State Standards appropriate for the student's grade level.
 - b. Provide data for making decisions regarding school accountability and recognition.
 - c. Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard high school diploma.
 - d. Assess how well educational goals and performance standards are met at the school, district, and state levels.
 - e. Provide information to aid in the evaluation and development of educational programs and policies.

2. The statewide program is designed to implement a statewide program of educational assessment that provides information for the improvement of the operation and management of the public schools. Pursuant to the statewide assessment program, the commissioner shall:
 - a. Submit to the state board a list that specifies student skills and competencies to which the goals for education specified in the state plan apply, including but not limited to, reading, writing, science, and mathematics. The skills and competencies must include problem-solving and higher-order skills as appropriate and shall be known as the Sunshine State Standards. The commissioner shall select such skills and competencies after receiving recommendations from educators, citizens, and members of the business community. The commission shall submit to the state board revisions to the list of student skills and competencies in order to maintain continuous progress toward improvements in student proficiency.
 - b. Develop and implement a uniform system of indicators to describe

the performance of public school students and characteristics of the public school districts and the public schools.

- c. Develop and implement a student achievement testing program as part of the statewide assessment program to be administered annually in grades 3 through 10 to measure reading, writing, science, and mathematics. The testing program must be designed so that:

The tests measure student skills and competencies adopted by the state board as specified in paragraph (1). The tests must measure and report student proficiency levels in reading, writing, and mathematics. Science proficiency must be measured statewide beginning in 2003. Other content areas may be included as directed by the commissioner.

The tests are criterion-referenced and include items that require the student to produce information or perform tasks in such a way that the skills and competencies he or she uses can be measured.

Each testing program, whether at the elementary, middle, or high school level, includes a test of writing in which students are required to produce writings which are then scored by appropriate methods.

A score is designated for each subject area tested, below which score a student's performance is deemed inadequate. The school districts shall provide appropriate remedial instruction to students who score below these levels.

GENERAL PROCEDURES FOR DROPOUT PREVENTION PROGRAMS AND ACADEMIC INTERVENTION PROGRAMS

A child who does not complete his or her education is greatly limited in obtaining gainful employment, achieving his or her full potential, and becoming a productive member of society. Therefore, it is the intent of the Clay County School System to develop and establish dropout prevention and academic intervention activities designed to meet the needs of students who do not perform well in traditional programs.

Dropout prevention and academic intervention programs may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, setting and learning activities, and/or diagnostic and assessment procedures in eligible students. The educational program shall provide services which support the program goals and lead to improved discipline. Student participation in such programs shall be for disruptive

students. Notwithstanding any other provision of law to the contrary, no student shall be identified as being eligible to receive services funded through the dropout prevention and academic intervention program based solely on the student being from a single-parent family.

Students in grades 1-12 shall be eligible for participation in these programs based upon the following criteria:

1. The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics, or writing.
2. The student has a pattern of excessive absenteeism or has been identified as a habitual truant.
3. The student has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the district code of student behavior that:
 - a. Interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or
 - b. Severely threatens the general welfare of students or others with whom the student comes into contact.

Each district may establish dropout prevention and academic intervention programs at the elementary, middle, junior high school, or high school level. Programs designed to eliminate patterns of excessive absenteeism or habitual truancy shall emphasize academic performance and may provide specific instruction in the areas of vocational education, preemployment training, and behavioral management. Such programs shall utilize instructional teaching methods appropriate to the specific needs of the student.

Each school district shall establish procedures for ensuring that teachers assigned to dropout prevention and academic intervention programs possess the affective, pedagogical, and content-related skills necessary to meet the needs of these students.

Each district providing a program for dropout prevention and academic intervention program pursuant to the provisions of this section shall maintain for each participating student records documenting the student's eligibility, the length of participation, the type of program to which the student was assigned or the

type of academic intervention services provided and an evaluation of the student's academic and behavioral performance while in the program. The school principal or his/her designee shall prior to placement in a dropout prevention and academic intervention or the provision of an academic service, provide written notice of placement or services by certified mail, return receipt request, to the student's parent, guardian, or legal custodian. The parent, guardian, or legal custodial of the student shall sign an acknowledgment of the notice of placement or service and return the signed acknowledgment to the principal within 3 days after receipt of the notice. The parents or guardians of student assigned to such a dropout prevention and academic intervention program shall be notified in writing and entitled to an administrative review of any action by school personnel relating to such placement.

ELEMENTARY EDUCATION

ELEMENTARY EDUCATION

TABLE OF CONTENTS

| | |
|---|----|
| Admission and Transfers | 12 |
| Admission and District Requirements | 12 |
| Transfer District Requirements..... | 14 |
| Elementary Instruction | 16 |
| Physical Education..... | 16 |
| Regular Program | 17 |
| Progress Monitoring Plan | 17 |
| Progress Monitoring Plan/Remediation Chart | 19 |
| Reading Deficiencies and Parental Notification..... | 20 |
| Attendance..... | 20 |
| Assessment..... | 21 |
| Exemptions of Students | 23 |
| Guidelines for Assessment Exemption of Students w/Disabilities..... | 23 |
| Reporting Pupil Progress | 23 |
| Report Cards | 24 |
| Computer Report Card Format | 24 |
| Honor Roll | 26 |
| Elementary Grade Placement..... | 26 |
| Multiple Birth Siblings/Classroom Placement | 26 |
| Promotion | 27 |
| Standards for Mid-Year Promotion/Grade 3..... | 28 |
| Determination Regarding Promotion | 29 |
| Students with Disabilities | 29 |
| Remediation..... | 30 |
| Remediation K-6 | 30 |
| Suspension of Curriculum..... | 30 |
| READ Initiative..... | 30 |
| Secondary School Reform | 31 |
| Retention..... | 31 |
| General Requirements..... | 31 |
| Mandatory Grade 3 Retention and Support | 32 |
| Intensive Acceleration Class (IAC)/Grade 3 | 34 |
| Exemption for Good Cause..... | 35 |
| Exemption for Good Cause/Grade 3..... | 35 |

| | |
|---|-----------|
| Principal’s Responsibility for Good Cause..... | 36 |
| Good Cause Promotion (K-2, 4-6)..... | 37 |
| Academic Tutoring and Summer Reading Camp | 38 |
| Definition | 38 |
| Student Eligibility for Academic Tutoring and Summer School..... | 39 |
| Required Program of Study K-6 | 39 |
| Special Programs Available | 39 |
| Title I Basic Reading and Mathematics | 39 |
| Voluntary PreKindergarten Program (VPK) | 40 |
| English Speakers of Other Languages (ESOL)..... | 40 |
| Dropout Prevention and Academic Intervention..... | 40 |
| Exceptional Student Education | 41 |
| Hospital/Homebound Program..... | 41 |

INSTRUCTIONAL PROGRAMS ELEMENTARY EDUCATION (K-6)

I. ADMISSION AND TRANSFER

A. ADMISSION AND DISTRICT REQUIREMENTS

1. Kindergarten (FS 1003.21)

Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year. **NO PROVISION FOR EARLY ADMISSION TO KINDERGARTEN EXISTS.**

2. First Grade (FS 1003.21)

Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed. Successful completion of kindergarten will be defined as:

- a. Enrollment in a public school; or
- b. Satisfactory completion in a nonpublic kindergarten program as evidenced by a report card or letter from the principal of the previous school or the Verification of Entrance to First Grade form verifying completion under Florida Statute 1003.21. **NO PROVISION FOR EARLY ADMISSION TO FIRST GRADE EXISTS.**

3. First Entry to the Clay County District Schools

Before admitting a student to Florida schools for the first time, the school must have documentation required by Florida Statutes and the Clay County School Board policy/procedures:

- a. Proof of date of birth for kindergarten and grade one students.(FS 1003.21) If an official birth certificate for the student cannot be obtained by the parent/guardian, the following may be accepted in the order set forth in Florida Statute 1003.21:
 - a duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;

- an insurance policy on the child's life that had been in force for at least two years;
- a bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
- a passport or certificate of arrival in the United States showing the age of the child;
- a transcript of record of age shown in the child's school record of at least four years prior to application, stating date of birth; or
- if none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician.

A homeless child, as defined by FS 1003.01, shall be given temporary exemption for 30 days.

- b. A certificate showing a school entry health examination performed within one year prior to enrollment. Exemptions will be granted on religious grounds upon receiving written request from parents or guardian stating objections to the examination. (FS 1003.22)
- c. A Florida Certificate of Immunization, DH680 form and DH681 (Religious Exemption) are the only acceptable immunization certificates for admittance grades PreK-12.
 - Children in Pre-Kindergarten programs are required to be immunized against: Measles, Mumps, Rubella, Diphtheria, Tetanus, Pertussis, Hepatitis B, Polio, *Haemophilus influenzae* type b, and Varicella.
 - All students entering Kindergarten (effective school year 2008-09, then each year an additional grade) must have a 2nd dose of Varicella vaccine.
 - All students entering or attending grades kindergarten through sixth are required to have a second dose of Measles vaccine (preferably MMR).
 - Prior to entering 7th grade students must have a Tetanus-diphtheria booster (Td or Tdap).

- d. All children entering, attending, or transferring to preschool in Florida must have completed the Hepatitis B series.
- e. Effective with the 2001-2002 school year, children entering, attending, or transferring to preschool and kindergarten in Florida schools will be required to have Varicella vaccine. In each subsequent year thereafter, the next highest grades are included. Varicella vaccine is not required if the child has documentation of history of varicella (chicken pox) disease.
- f. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of student.
- g. Social Security Number (District request)

B. TRANSFER DISTRICT REQUIREMENTS

Elementary grade placement of transfer students to the district shall be in accordance with the requirements as stated in FS 1003.21 and FS 1003.22 and will be subject to the following conditions:

1. In-State Transfers from Nonpublic Schools to Kindergarten

Students transferring from a nonpublic Florida Kindergarten to the Clay County District Schools must provide:

- a. Evidence of date of birth (five years of age on or before September 1)
- b. Proof of immunization
- c. Evidence of medical examination performed within the last twelve months and
- d. Social Security Number (District request)

2. In-State Transfers from Nonpublic Schools to First Grade

Pupils transferring from a nonpublic first grade must provide:

- a. Evidence of successful completion of kindergarten in a nonpublic Florida school
- b. Evidence of date of birth (six years of age on or before September 1)

- c. Evidence of medical examination performed within the last twelve months
- d. Proof of immunization and
- e. Social Security Number (District request)

3. **Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Nonpublic Schools**

Entry into kindergarten and first grade, by out-of-state transfer students, who do not meet regular age requirements for admission to Florida Public Schools, shall be based on **their previous state's age requirements for entrance into public schools** and shall be in accordance with Florida Administrative Rule 6A 1.0985.

Any student who transfers from an out-of-state public or nonpublic school shall be admitted upon presentation of the following data:

- a. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student
- b. Evidence of immunization against communicable diseases as required by FS 1003.22
- c. Evidence of date of birth in accordance with FS 1003.21
- d. Evidence of medical examination performed within the last twelve months and
- e. Social Security Number (District request)

4. **Home Education Program Entry or Reentry**

When a student is transferring into Clay County District Schools from a home education program, the child must meet all district and state entrance qualifications. Temporary grade placement will be based on the following variables:

- a. Age and maturity
- b. Academic skills and abilities
- c. Previous record in public and private schools and
- d. Evidence of work and achievement while in home education

Final grade placement will be determined by the principal at the end of four weeks.

5. Assigning Grades to Transferring Students

When students transfer from one school to another, the sending school is required to send all grades earned during the current grading period **regardless of days enrolled.** The Elementary Student Withdrawal Notice (MIS-12427) shall be used to report this information.

6. Assigning Report Card Grades

Receiving schools shall assign progress report grades when the student has been enrolled in the school fifteen (15) or more days. The primary responsibility for assigning grades rests with the teacher subject to approval by the principal.

In no way will an academic penalty be used for a “code of conduct” violation with the exception of cheating or plagiarism.

7. Conversion Chart

If a transfer student does not have numeric grades available, the following conversion chart can be used for averaging purposes:

| | | |
|----------|--------|--------|
| A+ = 100 | A = 95 | O = 95 |
| B+ = 89 | B = 85 | S = 80 |
| C+ = 79 | C = 75 | N = 75 |
| D+ = 69 | D = 65 | U = 59 |
| | F = 55 | |

II. ELEMENTARY INSTRUCTION

A. PHYSICAL EDUCATION

The 2008 Legislature passed Senate Bill 610 which requires each district school board to include the availability of one-on-one counseling to students regarding the benefits of physical education. K-6 students are required to have 150 minutes each week with at least 30 consecutive minutes on any day during which physical education instruction is conducted.

B. REGULAR PROGRAM

Each student in grades K-6 will receive regularly scheduled instruction based on the district adopted curricula. This will include language arts, mathematics, science/health, social studies, physical education, art and music. The instructional schedule should be at least five hours and thirty-five minutes. Flexibility in the designing of school schedules is permissible and may reflect the integration of content determined necessary to provide an appropriate instructional program. Suspension of the social studies curriculum is permissible for those students on a Progress Monitoring Plan, if necessary, to provide additional reading intervention with the exception of the 6th grade.

All students must meet state requirements concerning mastery of curriculum frameworks and student performance standards based on the Sunshine State Standards. Mastery is documented by passing grades as determined by the classroom teacher.

C. PROGRESS MONITORING PLAN (FS 1008.25)

The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a Progress Monitoring Plan designed to assist the student in meeting state and district expectations for proficiency in reading, writing, science and mathematics. If the student has been identified as having a deficiency in reading, the Progress Monitoring Plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. District school boards shall assist schools and teachers to implement research based reading activities that have shown to be successful in teaching reading to low-performing students.

Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan, **the student may be retained**. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

The Commissioner of Education has determined the following levels of performance for student progression: students who score at achievement below Level 3 on FCAT Sunshine State Standards in reading and mathematics in grades

3-6 will be required to receive remediation through a Progress Monitoring Plan. A student who has scored below Level 3 in reading and math must be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement: a federally required student plan such as an individual plan; a school wide system of progress monitoring for all students; or an individual progress monitoring plan. The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. Each Progress Monitoring Plan must include the provision of intensive remedial instruction in the areas of weakness. These strategies may include but not be limited to:

- a. summer school course work
- b. extended day services (before or after school tutoring)
- c. parent tutorial programs (if appropriate)
- d. contracted academic services (previously approved by the district)
- e. Exceptional Student Education
- f. suspension of curriculum other than reading, writing, and mathematics, and science
- g. intensive skills development programs

A review shall be conducted of Progress Monitoring Plan's for all retained third grade students who did not score above Level 1 on FCAT Reading and did not meet one of the Good Cause exemptions. The Plan must address additional supports and services needed to remediate the deficiency.

PROGRESS MONITORING PLAN/REMEDIATION

| | READING | MATHEMATICS | WRITING |
|--------------|--|--|--|
| Kindergarten | <ul style="list-style-type: none"> • Unsatisfactory on report card • <i>“High Risk”</i> - DIBELS • Teacher Recommendation | <ul style="list-style-type: none"> • Unsatisfactory on report card • Teacher Recommendation | <ul style="list-style-type: none"> • Unsatisfactory on report card • Teacher Recommendation |
| Grade 1 | <ul style="list-style-type: none"> • Reading below grade level • <i>“High Risk”</i> – DIBELS • Teacher Recommendation | <ul style="list-style-type: none"> • Working below grade level • Teacher Recommendation | <ul style="list-style-type: none"> • Unsatisfactory on report card • Teacher Recommendation |
| Grade 2 | <ul style="list-style-type: none"> • Reading below grade level • <i>“High Risk”</i> – DIBELS • Teacher Recommendation | <ul style="list-style-type: none"> • Working below grade level • Teacher Recommendation • | <ul style="list-style-type: none"> • Unsatisfactory on report card • Teacher Recommendation |
| Grade 3 | <ul style="list-style-type: none"> • Plan review required for retained readers • Level 1 and 2 – FCAT • Below Grade Level on report card • <i>“High Risk”</i> – DIBELS • Teacher Recommendation | <ul style="list-style-type: none"> • Level 1 and 2 – FCAT • Below Grade Level on report card • Teacher Recommendation | <ul style="list-style-type: none"> • Unsatisfactory on report card • Teacher Recommendation |
| Grade 4 | <ul style="list-style-type: none"> • Level 1 and 2 – FCAT • Below Grade Level on report card • Teacher Recommendation | <ul style="list-style-type: none"> • Level 1 and 2 – FCAT • Below Grade Level on report card • Teacher Recommendation | <ul style="list-style-type: none"> • Unsatisfactory on report card • Teacher Recommendation • Scores a 2 or below on district writing assessment pre-test |
| Grade 5 | <ul style="list-style-type: none"> • Level 1 and 2 – FCAT • Below Grade Level on report card • Teacher Recommendation | <ul style="list-style-type: none"> • Level 1 and 2 – FCAT • Below Grade Level on report card • Teacher Recommendation | <ul style="list-style-type: none"> • Unsatisfactory on report card • Teacher Recommendation • Scores a 2 or below on FCAT writing assessment |
| Grade 6 | <ul style="list-style-type: none"> • Level 1 and 2 – FCAT • Below Grade Level on report card • Teacher Recommendation | <ul style="list-style-type: none"> • Level 1 and 2 – FCAT • Below Grade Level on report card • Teacher Recommendation | <ul style="list-style-type: none"> • Unsatisfactory on report card • Teacher Recommendation • Scores a 2 or below on district writing assessment pre-test |

D. READING DEFICIENCIES AND PARENTAL NOTIFICATION (FS1008.2)

Students in kindergarten or grade 1, grade 2 or grade 3 who exhibit a substantial deficiency in reading must be given intensive reading instruction. The student's reading proficiency must be reassessed at the beginning of the next year, and intensive reading instruction must continue until the reading deficiency is remedied. If the student's reading deficiency is not remedied by the end of grade 3, as evidenced by scoring Level 2 or higher on the Florida Comprehensive Assessment Test (FCAT), the student must be retained.

The parent of any K-3 student who exhibits a substantial deficiency in reading, **must be notified in writing** of the following:

1. That his or her child has been identified as having a substantial deficiency in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for Good Cause.
5. Strategies parents can use to help their child succeed in reading proficiency.
6. District's specific criteria and policies for mid-year promotion.

E. ATTENDANCE

Florida Law requires all children between the ages of 6 and 18 attend school regularly.

Students with 5 or more unexcused absences in a month or 10 unexcused absences in 90 calendar days will be referred to the school's Attendance Team, and the school will set up a meeting with the parent or guardian to resolve the attendance problem. When a parent or guardian does not participate in activities requested by the school to improve school attendance, legal action may result in the filing of a Truancy Petition with the court or referral to the State Attorney's Office (F.S. 1003.24).

The following policies regarding attendance are in effect county-wide:

- Schools will contact a parent or guardian, wherever possible, to notify them of an absence.
 - Following an absence, a note must be received from the parent or guardian no later than the 3rd day following return to school. Notes will not be accepted after the 3rd day and the absences will be considered unexcused. If excused absences become excessive, medical documentation may be required by the principal to excuse further absences.
 - It is at the discretion of the principal whether absences for family emergencies or extended absences are considered excused or unexcused.
1. Absence by a student for twenty (20) or more days during the school year, ten (10) days per semester, or five (5) days for a calendar month, shall create a strong presumption that the student has failed those subjects or courses in which he/she is enrolled during that period. Such presumption may be overcome by effort or performance which satisfies the teacher(s) involved, that such student should receive other than a failing grade.
 2. A review committee representing the administration, the instructional staff, and guidance, appointed by the principal, will review each such case individually and will make recommendations to the principal who will make the final determination.
 3. Absence for Board approved religious holiday(s) will be addressed by the principal.
 4. Absences due to religious holidays must be reflected in the attendance record of the student as an **excused** absence. These excused absences for religious purposes do not count against the student for perfect attendance purposes.

Learnfare (formerly known as AFDC) requires children of cash assistance recipients to attend school regularly or they risk having their cash assistance reduced.

F. ASSESSMENT

Students in grades kindergarten through 6 are evaluated annually. All students, unless specifically exempted, must take all statewide and achievement tests at their appropriate grade level. Each student who does not meet specific levels of performance in reading, writing, science, and mathematics must be provided with additional diagnostic assessments to determine the nature of the student's

difficulty and academic needs. Test adaptations and modification of procedures, as necessary, for students in Exceptional Education and for students who have Limited English Proficiency, are provided through the Individual Education Plan (IEP) or the Limited English Proficiency Plan (LEP).

The elementary testing requirements are as follows:

Florida Kindergarten Readiness Screener (FLKRS) – (1002.9) All school districts are required to administer the statewide screening based upon the VPK standards to each kindergarten student in the school district within the first 30 days of each school year. Retained kindergarten students will not be screened. The Florida Kindergarten Readiness Screener consists of a subset of the Early Childhood Observation System (ECHOS) and two measures of Dynamic Indicators of Basic Literacy Skills (DIBELS). Teachers are encouraged to share the data from the FLKRS with parents when conferencing.

FCAT Writing – (Florida Comprehensive Assessment Test) – The FCAT Writing test is administered to all fourth grade students. Results are reported for either narrative or expository writing depending upon the prompt the student received during the testing situation. Students are compared to other fourth grade students within the state.

FCAT Reading With Performance Tasks – (Florida Comprehensive Assessment Test) – This test is administered to all fourth grade students. Students are compared to other fourth grade students within the state.

FCAT Mathematics With Performance Tasks – (Florida Comprehensive Assessment Test) – This test is administered to all fifth grade students. Students are compared to the fifth grade students within the state.

FCAT Mathematics Without Performance Tasks – (Florida Comprehensive Assessment Test) – This test is administered to all students in grades 3,4, and 6. Students are compared to other students within the state.

FCAT Reading Without Performance Tasks – (Florida Comprehensive Assessment Test) – This test is administered to all students in grades 3,5, and 6. Students are compared to other students within the state.

FCAT Science With Performance Tasks – (Florida Comprehensive Assessment Test) – This test is administered to all fifth grade students. Students are compared to other fifth grade students within the state.

Student performance on teacher developed commercially produced assessments determine grades on report cards. Required district achievement testing and statewide assessments do not impact the student's report card grade.

III. EXEMPTIONS OF STUDENTS WITH DISABILITIES

A. GUIDELINES FOR EXEMPTION OF STUDENTS WITH DISABILITIES

The general expectation of state and district assessment systems is that all students participate in assessment for accountability purposes. However, a student's disability may be such that state and district assessment systems may not be appropriate for that student. **This decision should be made at an Individual Education Plan (IEP) Review and should be guided by past performance of the student, and whether the student is pursuing a course of study to obtain a regular high school diploma. The decision to include or exclude should be documented on the IEP.** If exemption is the decision, then the rationale should also be included. These decisions should be made every year. Exemption may be permitted **only** when the following criteria are met:

- a. The student's demonstrated cognitive ability and behavior prevent the student from completing required course work and achieving Sunshine State Standards and Student Performance Standards even with appropriate and allowable course modifications.
- b. The student requires extensive direct instruction to accomplish the application and transfer of skills needed for domestic community living, leisure, and vocational activities.
- c. The student's inability to complete the required course work is not due to excessive or extended absences or the result of social, cultural, or economic differences.
- d. The student is unable to apply or use academic skills at a minimal competency level in the home, community or work site.
- e. Limited English Proficiency (LEP) students, who have been in an English Language Program for less than two years and fail to meet district expectations on the state assessments in reading and writing, shall be exempted for Good Cause from the mandatory retention.

IV. REPORTING PUPIL PROGRESS

Districts must annually report to the parent of each student the progress toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics, and 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, tests, district and state assessments, and other relevant information.

A. REPORT CARDS – FS 1003.33(1)

Student report cards will be issued every nine weeks. Incomplete work must be completed for a grade within two weeks of the last day of the grading period. This may not extend past the last day of school. Extensions for illness or incapacitating accident must be approved by the Principal.

Report cards will contain:

- The student’s academic performance in each class or course grades 1-6 based upon examinations as well as written papers, class participation, and other academic performance criteria (performance will be considered at grade level unless otherwise stated)
- The student’s conduct and behavior
- The student’s attendance, including absences and tardies

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

B. COMPUTER REPORT CARD FORMATS/K-6

Kindergarten

Writing Development, Reading Development, Mathematics, Science/Health, Social Studies, Social Development, Motor Skills, Music, Physical Education, and Art are evaluated by the teacher. In some cases Technology is also evaluated.

- = Appropriate Progress
- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory – Below Grade Level
- / = Not Evaluated
- X = Area of Concern

- O = Outstanding
- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory

EVERY GRADING PERIOD, THE TEACHER WILL INDICATE WHETHER THE STUDENT IS WORKING ON (ON GRADE LEVEL), OR BL (BELOW GRADE LEVEL) FOR ALL CORE ACADEMIC SUBJECTS.

C. HONOR ROLL (GRADES 3-6 ONLY)

To be eligible for the Honor Roll in grades 3-6, students must be working on grade level. Principals are encouraged to institute alternative methods to recognize the achievement of students who earn all “A’s” and/or “A’s and B’s” but are not working on grade level.

1. For “A” Honor Roll:

All “A’s” are required in Reading, Language Arts, Math, Science/Health, and Social Studies. Resource grades (Art, Music, Physical Education, and Technology) of Outstanding and/or Satisfactory are also required to remain on the Honor Roll. Conduct grades do not count toward Honor Roll.

2. For “A/B” Honor Roll:

Grades of “A” or “B” are required in Reading, Language Arts, Math, Science/Health and Social Studies. Resource grades (Art, Music, Physical Education, and Technology) of Outstanding and/or Satisfactory are also required to remain on the Honor Roll. Conduct grades do not count toward the Honor Roll.

V. ELEMENTARY GRADE PLACEMENT K-6

School personnel should utilize available resources to achieve parental understanding and cooperation regarding grade placement. **The final decision for promotion or retention is the responsibility of the building Principal.**

A. MULTIPLE BIRTH SIBLINGS/CLASSROOM PLACEMENT (s.1003.06, F.S.)

The parent of multiple birth siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. The request must be made no later than 5 days before the first day of each school year or 5 days after the first day of attendance of students during the school year if the students are enrolled in the school after the school

year commences. The school may recommend the appropriate classroom placement for the siblings and may provide professional educational advice to assist the parent with the decision regarding appropriate classroom placement. A school is not required to place multiple birth siblings in the same classroom if factual evidence of performance shows proof that the siblings should be separated or if the request would require the school district to add an additional class to the grade level of the siblings. Further, at the end of the first grading period following the multiple birth siblings' enrollment in the school, if the principal of the school, in consultation with the teacher of each classroom in which the siblings are placed, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings. A parent may appeal the principal's decision in the manner provided by school district policy. During an appeal, the multiple birth siblings must remain in the classroom chosen by the parent. This does not affect the right or obligation involving placement decisions pertaining to students with disabilities under state law or the Individuals with Disabilities Education Act. It also does not affect the right of a school district, principal, or teacher to remove a student from a classroom pursuant to school district discipline policies.

B. PROMOTION

Promotion is based on mastery performance standards approved by the State Board of Education according to Florida Statute 1003.41 for Pre-K through 12. Progression from one grade to the other is determined in part by proficiency in reading, writing, science, and mathematics at each grade level as defined in the Sunshine State Standards. This also includes proficiency in statewide assessments below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account student learning style.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion (FS 1008.25). Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression. A student fails to meet the state portion of the levels of performance for student progression when the student fails to achieve the required levels in reading, writing, mathematics, or science on the Florida Comprehensive Assessment Test of Sunshine State Standards.

1. Promotion, assignment, or retention normally will occur at the end of the school year or at the end of summer school, if it is available. The primary responsibility for determining each student's performance and ability to function academically, socially, and emotionally in the next grade is that of the classroom teacher subject to review and final approval of the principal. The principal may consider a recommendation for promotion if Good Cause guidelines are met in K-5.

2. Students in grade 6 must earn a promotion credit in Language Arts, Math, Science, and Social Studies to be promoted to 7th grade. To earn a promotion credit a student must earn a “D” or better on grade level in the subject area. A student may earn only 1 promotion credit in Summer School remediation.

C. **STANDARDS FOR MID-YEAR PROMOTION OF RETAINED THIRD GRADERS – RULE 6A-1.094222**

Mid-year promotion of retained third grade students must occur during the **first** semester of the academic year.

- a. To be eligible, a student must demonstrate that he/she:
 - 1) is a successful and independent reader as demonstrated by reading at or above third grade level; **and**
 - 2) has progressed sufficiently to master appropriate fourth grade reading skills; **and**
 - 3) has at least a “C” average in reading, math, science, and social studies at the third grade level.
- b. The student must be able to demonstrate that he/she has the ability to perform satisfactorily at a fourth grade reading level consistent with the month of promotion to fourth grade as presented in the Scope and Sequence of the district’s adopted core reading program. Evidence of demonstration of mastery will be:
 - 1) successful completion of a portfolio that meets state criteria in Rule 6A-1.094222; **or**
 - 2) a score of 45% or higher on a nationally normed reading comprehensive test selected by the district, which is consistent with the month of promotion to fourth grade.
- c. To promote a student by portfolio, there must be evidence of mastery of the third grade Sunshine State Standard Benchmarks for Language Arts **and** beginning mastery for fourth grade Language Arts. The portfolio **must** meet the following requirements:
 - 1) be selected by the student’s teacher;
 - 2) be an accurate picture of the student’s ability and include only student work that has been independently produced in the classroom;

- 3) include evidence of mastery of the benchmarks assessed by the grade 3 Reading FCAT;
 - 4) include evidence of beginning mastery of grade 4 Benchmarks that are assessed by the grade 4 Reading FCAT. This includes multiple choice, short response, and extend response items and passages that are approximately 50% literary text and 50% information text, and are between 100-900 words with an average of 375 words. Such evidence could include chapter or unit tests from the districts adopted core curriculum or teacher prepared assessments that are aligned with the Sunshine State Standards. **For each benchmark, there must be two examples of mastery as demonstrated by a grade of “C” or better;** and
 - 5) be signed by the teacher and the principal as an accurate assessment of the required reading skills.
- d. The Progress Monitoring Plan for any retained third grade student, who has been promoted mid-year to fourth grade, **must** continue to be implemented for the entire academic year.

D. DETERMINATION REGARDING PROMOTION

The basis for making the determination regarding promotion should reflect student performance according to:

- a. the Florida Sunshine State Standards
- b. the student’s ability to function with materials considered to be “on grade level”
- c. teacher judgment
- d. tests
- e. student’s classroom work
- f. observation
- g. standardized and required statewide assessments
- h. other objective data

E. STUDENTS WITH DISABILITIES

Students with disabilities must meet the state or district levels of performance for student progression unless the disabling condition prevents the student from attaining the required levels of performance in the regular curriculum in pursuit of a standard diploma. In such cases, promotion will be based on the student meeting the goals and objectives on the Individual Education Plan. See Good Cause regarding mandatory grade 3 retention if applicable.

VI. REMEDIATION

A. REMEDIATION K-6

1. If a teacher recommends remediation because a student is exhibiting substantial reading difficulty, the student must receive intensive reading instruction. This must occur immediately following the identification of the reading deficiency. The student must be assessed by locally determined assessment or based on teacher recommendation at the beginning of the grade following the intensive reading instruction. The student must continue to be given reading instruction until the deficiency is remedied.
2. Any student who does not meet the district levels of performance in reading, writing, science, and mathematics or who does not meet the specific levels of performance on statewide assessments as determined by the Commissioner of Education, must be provided remediation through:
 - a. additional diagnostic assessments, determined by the district, to identify the nature of the student's difficulty and areas of academic need; and
 - b. implementation of an individual Progress Monitoring Plan developed, in conjunction with a parent or guardian, that is designed to assist the student in meeting state and district expectations of proficiency.

B. SUSPENSION OF CURRICULUM

Suspension of the Social Studies curriculum is permissible if substantial reading difficulties are documented on the student's Progress Monitoring Plan in grades K-5. The instructional time must then be dedicated to providing additional reading support.

C. READ INITIATIVE (FS 1008.25)

Districts shall establish a Reading Enhancement and Acceleration Development (READ) Initiative in order to prevent retention and to offer intensive accelerated reading instruction to grade 3 or grade 3+ students who failed to meet standards for promotion to grade 4, and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ initiative shall: be provided to all K-3 students at risk of retention as identified by an assessment system that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension; be provided during regular school hours in addition to the regular reading instruction; and use a state-identified reading curriculum.

**D. SECONDARY SCHOOL REFORM (TO INCLUDE SIXTH GRADE)
(FS 1003.4156)**

Beginning with students entering grade 6 in 2006-2007, a student must successfully complete courses in English, Mathematics, Social Studies, and Science. Students who score Level 1 or Level 2 on FCAT Reading must complete an intensive reading course the following year. Students who score Level 1 or 2 on FCAT Math must receive remediation the next year. Students scoring below Level 3 on FCAT Reading or Math will have a Progress Monitoring Plan developed with the student's parent or guardian. The Progress Monitoring Plan must: identify educational goals and intermediate benchmarks for student in the content area; be based upon academic performance data and the identification of the student's strengths and weaknesses; include academic intervention strategies with frequent progress monitoring; provide innovative methods to promote the student's advancement which may include flexible scheduling, tutoring, focus on core curricula, online instruction, an alternative learning environment, and other interventions that have been shown to accelerate the learning process. The plan must include tools for parents to monitor student progress and communicate with the teachers.

VII. RETENTION

A. GENERAL REQUIREMENTS:

Students failing to achieve district levels of expectation, **must** receive remediation. If, after remediation, they are still deficient, they **may** be retained.

Recommended Steps For Retention Consideration

- a. Identify potential students and verify whether the students are receiving support services through an active Progress Monitoring Plan or Individual Education Plan or 504 Plan.
- b. In consultation with the principal, teachers will notify parents **prior** to the last nine weeks of the school year.
- c. Students who have difficulty meeting promotion requirements should be evaluated for retention by the professional team (administrator, teacher, counselor). Consideration should be given for a referral to the Response to Intervention Team, Child Study Team, and/or counseling.

No one test with a single administration should determine promotion or retention. The preponderance of evidence from evaluations should determine if a student is ready for the work of the next grade level.

The state board has adopted rules to prescribe limited circumstances in which a student may be promoted without meeting the specific assessment performance level prescribed by the district's Student Progression Plan. Such rules specifically address the promotion of the students with Limited English Proficiency and students with disabilities. Refer to exemption for Good Cause regarding grade 3 students.

The school district must consider an appropriate alternative placement for a student who has been retained two (2) or more years.

Students in grades K-6 being considered for retention may be recommended for academic tutoring or summer school, if available. Student participation in these support services does not automatically result in promotion or retention. The principal of the student's assigned school makes the final decision regarding promotion or retention.

B. MANDATORY GRADE 3 RETENTION AND SUPPORT (FS 1008.25)

- a. It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.
- b. If the student's reading deficiency is not remedied by the end of the grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained unless he/she is exempt from mandatory retention for Good Cause.
- c. **The grade 3 probes from the Diagnostic Indicators of Basic Early Literacy (DIBELS) and the Progress Monitoring and Reporting Network (PMRN) will be required for these grade 3 retained readers.**
- d. If a grade 3 student transfers after the administration of the Florida Comprehensive Assessment Test, it is up to the district to assess the student's reading proficiency at the end of the year to determine if the student needs to repeat the third grade. The assessment, identified by the state, is the SAT-10. The student must score 45% or higher to be eligible for promotion unless Good Cause is applicable. A portfolio may also be presented to the principal. See "Good Cause" #4.

- e. Retention of Limited English Proficient (LEP) students must be determined by a school's LEP Committee, except in the case of mandatory retention for reading deficiencies in grade 3. See "Good Cause" #1.
- f. The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of: that deficiency, a description of the current services and proposed supplemental instructional services and supports; that the child will be retained unless he or she meets one of the Good Cause exemptions; the strategies for parents to use in helping their child succeed in reading proficiency; that the FCAT is not the sole determiner of promotion; and the district's specific criteria and policies for mid-year promotion.
- g. Each school district shall conduct a review of Progress Monitoring Plans for all retained third grade students who did not score above Level 1 on the FCAT Reading and did not meet one of the Good Cause exemptions, and shall address additional supports and services needed to remediate the deficiency.
- h. Third grade students who are retained must be provided intensive interventions in reading to ameliorate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include: effective instructional practices; participation in the district's summer reading camp; and appropriate teaching methodologies.
- i. Each school district shall provide written notification to the parent of any third grade student who is retained that his or her child has not met requirement for promotion and the reasons the child is not eligible for a Good Cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child.
- j. The school district shall require a student portfolio to be completed for each retained third grade student.
- k. Retained third grade students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies, which may include, but are not limited to: small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing 3rd and 4th grade students; extended school day, week, or year; and/or summer reading camps.

- l. Districts shall provide retained third grade students with at least one of the following instructional options: supplemental tutoring in research-based reading services; a “Read at Home” plan outlined in a parental contract, including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading; and/or a mentor or tutor with specialized reading training.
- m. Retained third grade students who have received intensive instructional services but are still not ready for grade promotion must be offered 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.

C. INTENSIVE ACCELERATED CLASS (IAC)/GRADE 3

District shall establish at each applicable school an Intensive Acceleration Class (IAC) provided to any student in grade 3 who scored at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year. The IAC must: have a reduced teacher-student ratio; provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas; use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year; provide research-based intensive language and vocabulary instruction, including use of a speech language therapist, and a weekly progress monitoring measures.

- a. District shall provide retained third grade students with a high performing teacher as determined by student performance data and above-satisfactory performance appraisals.
- b. Districts shall report on the progress of students in the Intensive Acceleration Class (IAC) to the Department of Education at the end of the first semester. To implement this requirement, the administration of the grade three probes from the Diagnostic Indicators of Basic Early Literacy Skills (DIBELS) along with the Progress Monitoring and Reporting Network (PMRN) will be required for these students.
- c. District shall implement a policy for the mid-year promotion of any retained third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Reevaluating any retained third grade student may include 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 2 on the grade 3 FCAT as determined by the State Board. See Mid-Year Promotion.

VIII. EXEMPTION FOR GOOD CAUSE

A. EXEMPTIONS FOR GOOD CAUSE GRADE 3

The district school board may only exempt students from mandatory retention in grade 3 for Good Cause. Good Cause exemptions shall be limited to the following:

1. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program.
2. Students with disabilities whose Individual Education Plan indicates that participation in FCAT is not appropriate.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. On January 21, 2003, the board determined that standardized assessment to be used in grade 3 reading is the SAT-10 alternative assessment.

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 the 45th percentile on a parallel form of the SAT-10. The SAT-10 may only be administered **ONE** time. The earliest the alternative assessment may be administered is following the receipt of the grade 3 student's Reading FCAT scores or during the last two weeks of school, whichever occurs first, for student promotion purposes.

4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT. On January 21, 2003, the board determined minimum Student Portfolio Guidelines. To be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, 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% literary text and 40% information text, and that are between 100-700 words with an average of 350 words. Such evidence could include chapter or unit tests from the district's/school's

adopted core reading curriculum that are aligned with the Sunshine State Standards or teacher-prepared assessments 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, and (e) be signed by the teacher and the principal as an accurate assessment of the required reading skills. These guidelines are to be considered *minimum* guidelines, with the expectation that school districts would have the flexibility to set portfolio standards that may exceed the guidelines adopted.

5. Students with disabilities who participate in the FCAT **and** who have an Individual Education Plan or a Section 504 Plan **that** reflects that the student has received the intensive remediation in reading for **more than two years** but still demonstrates a deficiency in reading and was previously retained in K,1, 2, or 3.
6. Students who have received the intensive remediation in reading **for two or more years**, but still demonstrate a deficiency in reading **and** who were previously retained in K-3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day based upon a Progress Monitoring Plan that included specialized diagnostic information and specific reading strategies for each student. The District School Board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.

B. PRINCIPAL'S RESPONSIBILITY – GOOD CAUSE (FS 1008.25)

Requests for Good Cause exemptions for students from the mandatory retention requirement shall be made consistent with the following:

1. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing Progress Monitoring Plan, Individual Educational Plan, if applicable, report card, and student portfolio.
2. The school principal shall review and discuss such recommendations with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. Documentation and recommendation will be forwarded to Director of

Elementary Education for review for the office of superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

C. GOOD CAUSE PROMOTION FOR GRADES OTHER THAN THIRD GRADE

School personnel should utilize available resources to achieve parental understanding and cooperation regarding grade placement. The final decision is the responsibility of the principal.

- a. A student may be considered for promotion, by the principal, to the next higher grade with the exception of mandatory retention for third grade. The following Good Cause reasons shall be the determining factor when making this decision for promotion.
 1. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program who have previously been retained at least one year in the grade grouping and are on a Progress Monitoring Plan.
 2. Students with disabilities whose Individual Education Plan indicates that participation in State/District standardized testing is not appropriate.
 3. Students receiving intensive reading instruction for two or more years, mandatory retention in grade 3 and at least one additional year of retention but still has deficiency in reading. If promoted under this exemption, intensive reading instruction must be provided the next year to include an altered instructional day based on a Progress Monitoring Plan that includes specialized diagnostic information and specific reading strategies.

Request for Good Cause Exemption from retention for any student (K-2 or 4-6) with continuing reading deficiencies must be consistent with the following:

- Documentation must be submitted by the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student's academic record. Such documentation can consist of the existing PMP, IEP, report card, student portfolio, or alternate testing and evaluations.
- The principal must review and discuss the recommendation with the teacher(s), counselor and psychologist and determine promotion or retention. If the principal determines that the child is to be promoted, with Good Cause, he/she will sign the report card and indicate

promoted. A statement will be added to the report card stating the data on which promotion is based.

*For third grade students see Section on Mandatory Retention in Grade 3.

- b. A student may be assigned by the principal, to the same grade grouping (K-3 or 4-6) even if the student has previously been retained in that grade grouping. Parents will be notified, in writing, of this placement.
- c. Any student may be assigned at any time during the school year to a lower grade if the principal determines standards have not been met and the student will benefit from the placement. Parents will be notified of the special assignment, and it will be documented in the student's record.
- d. Districts shall implement a policy for the mid-year promotion of any retained third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Reevaluating any retained third grade student may include 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 2 on the grade 3 FCAT as determined by the State Board. See Mid-Year Promotion.
- e. The placement of a student to a higher grade which results in advancing a grade, or part of a grade, should be based on evidence that the child will benefit from the instructional program in the advance grade. Parents will be notified of the placement, and it will be documented in the student's record.
- f. The principal should receive input from the Exceptional Student Education student's Individual Education Plan regarding the appropriateness of placement.

IX. ACADEMIC TUTORING AND SUMMER READING CAMP

A. DEFINITION

The definition for summer school includes academic tutoring programs during the regular school term. Elementary schools, within the district, may provide academic tutoring and Summer Reading Camp. The purpose of the academic tutoring program is to provide support for the students at risk of academic failure during the school term instead of waiting until the summer to provide remedial instruction.

The principal's approval to recommend the student for academic tutoring or Summer Reading Camp should be made on the basis of the student's need to meet the district and state's levels of performance in reading and writing. Grade 3 students who score Level 1 on the FCAT Reading will be first priority for Summer Reading Camp.

B. STUDENT ELIGIBILITY FOR ACADEMIC TUTORING AND SUMMER SCHOOL

1. Basic Education students, who were enrolled in Clay County Schools in the previous year, will qualify if they have a current Progress Monitoring Plan or who meet individual school criteria for eligibility in the tutoring program as a student at risk of failure. Students in grade 3, who have been mandatorily retained will be given priority for Summer Reading Camp, for the purpose of remediation.
2. Exceptional Student Education (ESE) students may qualify if they meet the following criteria:
 - a. Full-time ESE students with Summer School included in the Individual Education Plan (IEP).
 - b. Part-time ESE students (moderately handicapped, i.e. Emotionally Handicapped, Specific Learning Disabilities), Hearing Impaired, Visually Impaired, Educable Mentally Handicapped may qualify depending on summer school needs identified in their IEP.
3. English for Speakers of Other Languages (ESOL) students are eligible.

X. REQUIRED PROGRAM OF STUDY K-6

The required program of study for elementary students in Clay County District Schools reflects state and local requirements for Elementary Education, including but not limited to, the Sunshine State Standards.

XI. SPECIAL PROGRAMS AVAILABLE

A. TITLE I BASIC READING AND MATHEMATICS

Title I is a federally funded program designed to supplement basic education in grades K-6 for reading and mathematics.

Qualified students are eligible to receive services provided they:

1. reside in a Title I eligible attendance zone; and

2. meet entry level school based criteria; or
3. reside in a delinquent or neglected center appearing on the state eligibility list.

B. VOLUNTARY PREKINDERGARTEN PROGRAM (VPK)

The free Voluntary PreKindergarten Program will be offered at selected school sites during the summer and during the regular school year. Parents must provide transportation. In order to be eligible, the parent/guardian must:

1. provide a certificate of eligibility from Episcopal Children's Services.
2. provide a registered birth certificate indicating the child will be four years old on or before September 1st of the year of participation in VPK. They must be eligible to enter Kindergarten in the Fall following VPK.
3. provide a physical dated within one year of the school entry date. Exemptions will be granted on religious grounds upon receiving written request from parents/guardian stating objections to the examination (FS 1003.22). A homeless child as defined by FS 1003.01, shall be given temporary exemption for 30 days.
4. provide a valid DH 680 Florida Certificate of Immunization. This is the only document schools are permitted to accept as proof of immunization.
5. provide a Social Security Number (District request).

C. ENGLISH SPEAKERS OF OTHER LANGUAGES (ESOL)

The ESOL Program is designed to meet the communication and academic needs of students whose native language is other than English. The students will receive comprehensive instruction through ESOL strategies, based on curriculum frameworks and curriculum guides. ESOL students, who have been in the program for two years or less, are not bound by the mandatory retention requirements for statewide assessments.

D. DROPOUT PREVENTION AND ACADEMIC INTERVENTION PROGRAMS

Educational Dropout Prevention and Academic Intervention Programs are available, at designated school sites, to eligible students in grades 1-12 as described under FS 1003.153. These voluntary programs are designed to give support to eligible students through an alternative learning environment. Specific strategies are developed to meet individual needs of students targeting academic advancement, self esteem, and social skills.

E. EXCEPTIONAL STUDENT EDUCATION

Programs are available to eligible disabled students (3-21 years of age) as described in the Special Programs and Procedures for Exceptional Children document which is approved by the Florida Department of Education and the School Board of Clay County. Referrals to the Child Study Team may be initiated by school personnel or parents. Special provisions regarding exemption from required statewide assessment are addressed in the student's Individual Educational Plan. Gifted education, for qualified students, is available K-12.

F. HOSPITAL/HOMEBOUND

This program is available to K-12 students and PreK Exceptional Student Education students who are physically or emotionally too ill to attend school. These students may continue their academic instruction in the home or in the hospital. Eligibility is determined by an attending physician or psychiatrist certifying that the student is non-contagious and expected to be in a home/hospital program for fifteen (15) school days or longer, or has a chronic condition requiring extended absence.

SECONDARY EDUCATION

SECONDARY EDUCATION

TABLE OF CONTENTS

| | |
|--|----|
| Attendance..... | 43 |
| Bright Futures Scholarship Program | 45 |
| Calculating Grades and Grade Point Average..... | 45 |
| Correspondence Courses..... | 46 |
| Course Sequencing..... | 46 |
| Course Substitution | 47 |
| Dual Enrollment/Early Admissions/Advanced Placement..... | 48 |
| Florida Academic Scholar Award | 48 |
| Florida Virtual School | 49 |
| Foreign Exchange Student Guidelines | 49 |
| Forgiveness | 51 |
| Grading Scale | 51 |
| Graduation Exercises..... | 52 |
| Graduation Options | 52 |
| HIV/AIDS | 58 |
| Home Education..... | 58 |
| Interim Reports..... | 59 |
| Interscholastic Participation | 59 |
| Level I Courses..... | 59 |
| Multiple Birth Siblings/Classroom Placement | 60 |
| Offense Against Intellectual Property..... | 60 |
| Performance Standards..... | 61 |
| Physical Education | 61 |
| Promotion/Retention and Administrative Placement..... | 61 |
| Remediation..... | 66 |
| Schedule Changes..... | 66 |
| Semester Exams | 67 |
| Special Considerations..... | 67 |
| Summer School..... | 68 |
| Testing..... | 68 |
| Transferring Student..... | 68 |
| Uniform Transfer of High School Credits | 69 |
| Weighted Grades..... | 70 |

ATTENDANCE

Since a strong assumption can be made that a student with excessive absences is a high risk category for failure, the following guidelines and procedures will apply. If a student is absent for more than twenty (20) days during the school year, 10 days for semester courses, or 5 days for a calendar month, he/she may be subject to failure. A review committee may be appointed by the principal if they feel that additional information is necessary. If a committee is appointed, it will review each case individually and make recommendations to the principal, who will in turn make the final disposition as to the student's academic status due to non attendance. All decisions must be based upon sound academic reasoning and the student's ability to do the work necessary to complete the course. Excessive absences serve as a flag to alert school personnel that a problem may develop or exist.

Excused absences are: religious instruction/holiday, sickness, injury or other insurmountable condition, or absence due to participation in an academic class or program or as otherwise excused by the principal. Students who have excused absences must be allowed to make up missed work. If a student has excessive absences, then he/she must demonstrate mastery of the student performance standards in order to be eligible to earn credit. (Students must also meet all other requirements to earn credit, such as teacher tests, passing average in course, etc.) A passing grade on a semester exam for a semester course, or passing average on the two semester exams for a year course may be used as a determination of mastery of student performance standards.

Students who are absent with an excused absence on the day that a paper, project, test or other major assignment is due will be allowed to turn in the assignment or take the test/examination without academic penalty. Work assigned prior to the absence will be due immediately upon return. Work assigned during the absence will be due in the amount of time equal to the number of days absent. For unexcused absences, including out of school suspension, work assigned or tests that cover instruction prior to the unexcused absence must be taken and graded for credit. Work assigned and due during the time of an unexcused absence may be accepted for credit at the discretion of the teacher. In all cases the student is responsible for arranging with the teacher the turning in or making up work.

In no way will an academic penalty be used for a "code of conduct" violation.

BRIGHT FUTURES SCHOLARSHIP PROGRAM

Bright Futures Scholarship Program establishes a lottery-funded scholarship to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in an eligible Florida public or private post-secondary educational institution within three years of high school graduation. If a student enlists directly into the military after graduation, the three-year period begins upon date of separation from active duty. The Bright Futures Scholarship Program is the umbrella program for state-funded scholarships based on academic achievement in high school that were formerly provided through such programs as the Florida Academic Scholars and Gold Seal Programs.

As the Bright Futures Scholarship Program continues to undergo revisions, specific details for meeting requirements are available in the local high schools. Please contact the Guidance Office for eligibility requirements, program details, course requirements, and other general information.

CALCULATING GRADES AND GRADE POINT AVERAGE

Semester grades will be averaged by multiplying each quarter numeric grade by 4.5, adding the semester exam, and dividing by 10. For semester courses, final averages of 60 and above equal one-half credit.

Year courses are computed by semesters. Quality points are assigned by each semester average. (A = 4, B = 3, C = 2, D = 1, F = 0)

The school district shall maintain a one-half credit earned system including full year courses with credits posted after each semester. For year courses, if a student fails one semester but passes the other with a high enough grade to average a passing grade for the year, the student will receive a full credit.

The primary responsibility for assigning grades rests with the teacher subject to approval by the principal.

GRADE POINT AVERAGE

In calculating GPA for graduation, all courses taken must be used in determining the final GPA.

At the end of each semester, the parent or guardian of each student in grades 9-12 who has a cumulative GPA of less than 2.5 shall be notified that the student is at risk of not meeting the requirements of graduation. The notice shall explain policies in place to assist the student in meeting the GPA requirements. All GPA's will be calculated to five (5) positions and rounded to four (4) to obtain the official grade point.

CORRESPONDENCE COURSES

Credit by correspondence course shall not be accepted unless transferred in as part of an official transcript from another accredited school out of district. Credit used for this type of course through a state or regionally accredited school is required to be accepted at face value. Acceptable accreditation is prescribed by Southern Association Standards or Florida State Board of Education Administrative Rules.

COURSE SEQUENCING/JUNIOR HIGH SCHOOL

Students are generally required to enroll in a full year of mathematics, language arts, science, social studies, and physical education in grades 7 and 8.

Students in grade 7 will have Life Science and Geography; grade 8 will have Earth Science and U.S. History. Social Studies at the junior high/middle school will include Florida History including the content of the Declaration of Independence and its relationship to our government, the federalist papers, and the U.S. Constitution. Social Studies classes are required to provide instruction in the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. This instruction must occur on or before Veterans' Day and Memorial Day.

Students may choose from the applied technology, art and music areas for their electives.

Critical thinking skills will be stressed in academic classes.

Seventh and eighth grade students may enroll in high school credit earning courses. This enables these students to earn high school credit as well as eighth grade promotional credit. Courses approved for high school credit are: Algebra I, Algebra I Honors, and Foreign Language (if offered). All credit earning courses will become part of the student's official transcript and shall be included in the calculation of the GPA required for graduation.

COURSE SUBSTITUTION

Applied Technology – a student in grades 9 through 12 who enrolls in and satisfactorily completes a job preparatory program may substitute credit for a portion of the required four credits in English, or three credits in Mathematics or Science as provided for in the State Course Code Directory. Applied Technology shall not exceed two credits in each subject area, and if used in one subject area, may not be used as a substitute for any other subject area.

Basic Ed Course Substitution for Practical Arts – The practical arts requirement may be fulfilled by any eligible post secondary course in the Vocational Section of the Course Code Directory, or by substituting one of the Basic Ed Computer courses on a curriculum equivalency basis.

Students may be granted up to one elective credit toward graduation for successful completion of military basic training (pass-fail) during the summer between the 11th and 12th grades provided the student is officially enrolled in one of the approved National Guard or military reserve sponsored “Split Training Option” programs. Credit would be granted under the appropriate Junior R.O.T.C. course listing in the “State Course Code Directory” or other courses specifically designed to cover this program that may be added to the “Directory” by the DOE.

Applied Mathematics I and II or Algebra IA and IB taken sequentially are authorized to equate to one unit of Algebra I. Principles of Technology I and Principles of Technology II may be substituted for up to 1 credit in Physics, but not in addition to Physics I.

Local schools with approval by the Superintendent may offer course substitutions as provided for in the State Course Code Directory. Example, NJROTC program allowance for course substitution as follows: NJROTC I-substitution P.E. elective (not Personal Fitness); NJROTC II-substitution Life Management Skills; NJROTC III-completion of three year program substitution Physical Science; NJROTC IV-Practical Arts.

Local schools, with approval of the Superintendent, may modify course delivery procedures to include extensive student involvement in field interpretations and studies outside the regular classroom. In all cases total classroom and “field” time will equal the number of contract hours required to earn credit as well as providing for demonstrated mastery of student performance standards for each course. In the case of courses under the District Dropout Prevention Plan, course modifications as allowed by SBE Rule and performance based programs will be allowed for credit.

DUAL ENROLLMENT/EARLY ADMISSIONS/ADVANCED PLACEMENT

At the beginning of each school year schools shall notify parents of students in or entering high school of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Dual Enrollment, and Florida Virtual School courses. *Students wishing to take examinations for the programs listed above must have successfully completed the courses for which the exams are given.*

Dual Enrollment – Seniors and gifted underclassmen who qualify for dual enrollment may take certain college classes from specified institutions and receive high school and college credit. These classes have no tuition fees. Please contact your high school guidance office for eligibility requirements and specified information. (3 semester hours = ½ credit, 6 semester hours = 1 credit) These courses may be taken both on and off the high school campus for credit. Courses taken on the college campus may be taken during the day or evening. Students may be released for the courses from the high school campus since these courses would be considered part of their daily schedule.

Early Admissions – Seniors and gifted underclassmen who qualify for early admission are full-time students in a college or university and receive both high school and college credit. These students are entitled under rule and law to all rights and privileges allowed for all seniors included, but not limited to, participation in class activities (i.e. grad night, prom, etc.) rank in class, and eligibility for class valedictorian or salutatorian.

FLORIDA ACADEMIC SCHOLAR AWARD

A student must complete a program of community service work, as approved by the district school board or administrators of a nonpublic school, which shall include a minimum of 75 hours of service work and require the student to identify a social problem that interests him or her, develop a plan for his or her personal involvement in addressing the problem, and, through papers or other presentations, evaluate and reflect upon his or her experience. (1009.534 Florida Statutes)

Community service work hours for Florida Academic Scholar Award **shall not be accepted** for the following:

- Service hours for pay or high school credit
- Service hours completed during school hours
- Service hours completed within the immediate family or family owned business

- Service hours without prior approval by parent/guardian and principal or designee
- Service hours not verified by an agency on their letterhead
- Service hours completed as a member of a religious youth group or church unless the hours are spent addressing an identified social problem (examples may include: Habitat for humanity, working with a community-wide summer Vacation Bible School, etc.)

NOTE: All 75 community service hours do not have to be completed under one identified social problem. However, each identified social problem requires a separate, completed and approved Community Service Proposal **before** community service hours begin. FS 1009.534(1b)

FLORIDA VIRTUAL SCHOOL

- As a choice option for students enrolled in grades 9-12, Clay County shall not deny access to FLVS courses assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age or that the desired FLVS course is not offered at the student's school.
- FLVS will offer 75 courses during the school year, including honors courses and 11 Advanced Placement (AP) courses. FLVS course grades are accepted for credit and are transferable. Florida Virtual School is accredited by the Southern Association of Colleges and Schools and courses are NCAA approved.

FOREIGN EXCHANGE STUDENT GUIDELINES

Effective with the 1998-1999 school year only those organizations operating international exchange programs at the high school level that are members in good standing of the "Council on Standards for International Educational Travel" (CSIET) will be allowed to place students in Clay County Public Schools. At no time will the number of exchange students allowed in a high school exceed one-fourth of one percent of the total school population, or (5) students, whichever is more. This provision may be waived with approval of the Superintendent of Schools or their designee upon the written request of the school principal. It is up to the school principal to determine the number of students allowed from each sponsoring organization, but unless requested, current federal regulations limit the number per organization to five (5). All organizations or host

families must have foreign exchange students registered with their respective schools no later than five (5) calendar weeks prior to the start of school for students each year.

Under the standards prescribed by CSIET written acceptance from the school principal or their designee is required prior to confirming assignment of a student to a host family. It is also required that the school be provided with specific information about any student. This information includes academic records translated into English, the number of years completed prior to arrival and the years required in the home country to complete secondary school. Also required is the level of the student's English language proficiency, appropriate background information, and expectations regarding school experience. Exchange students must not have completed more than 11 years of primary and secondary education exclusive of kindergarten. They will be classified as seniors and must successfully complete (pass) a minimum of six subjects in order to participate in graduation. All students will be required to take American History, English III (American Literature) American Government, Economics, and a minimum of three electives. Drivers Education will not be allowed as a course for exchange students. The only exception to the required course study will be if the home country required a specific curriculum for a student in a specific grade and the local school can reasonably meet the student's course needs. Written documentation of this requirement must be included as part of the student's records.

Exchange students will not receive a regular certificate of completion or a regular diploma. They will be awarded a special certificate certifying that they successfully completed the course of study for exchange students as prescribed by the Clay County School Board. These students will not take the FCAT or other test that may be prescribed by the Department of Education since they will not be awarded a regular diploma.

Foreign exchange students will be limited to year long programs unless space is available on a semester basis. Any program less than a full year will require approval by the school principal.

Foreign students seeking entry into Clay County high schools through immigration status require an F-1 Visa. To get an F-1 Visa through the immigration department, the student must have an I-20 issued by the school district. The School District of Clay County is no longer authorized to issue I-20's; therefore, the foreign student can only enter Clay schools via an accepted foreign exchange student program.

FORGIVENESS “D” AND “F”

Students in grades 9-12 may retake a course in which they earned a “D” or “F”. The higher grade earned will be used in computing their GPA. (This is to allow a student whose GPA is less than 2.0 to improve in order to achieve promotion).

The grade for forgiveness policy for required courses is limited to replacing the grade “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course. Elective courses may replace the grade of “D” or “F” with a grade of “C” or higher in any elective course. Year-long electives will replace year-long electives; semester electives will replace semester electives. Junior High students taking high school credit earning courses may forgive grades of “C”, “D”, or “F”.

GRADING SCALE

Florida Grading Scale for Grades 6/7-12 (Beginning 2001-2002)

| | | | | | | | |
|---|------------------------|--------|---------------------|---|----------------------------|-------|------------------------|
| A | Outstanding Progress | 90-100 | 4 grade point value | D | Lowest Acceptable Progress | 60-69 | 1 grade point value |
| B | Above Average Progress | 80-89 | 3 grade point value | F | Failure | 0-59 | Zero grade point value |
| C | Average Progress | 70-79 | 2 grade point value | I | Incomplete | | Zero grade point value |

Students moving into Clay County shall have letter grades converted to numeric grades for averaging purposes. If a student cannot produce documentation, or if numeric grades cannot be obtained, the following will be used:

| | | | |
|----------|--------|--------|---|
| A+ - 100 | A - 95 | S - 80 | *If the student has not enrolled in school, use a zero for a numeric grade. |
| B+ - 89 | B - 85 | N - 75 | |
| C+ - 79 | C - 75 | U - 59 | |
| D+ - 69 | D - 65 | | |
| | F - 55 | | |

GRADUATION EXERCISES

Students who meet the requirements for a standard or special diploma shall be eligible to participate in graduation exercises unless district or local school rules dealing with discipline or rules relative to graduation exercise participation are violated. Any violation is subject to review by the school principal for determination of outcome.

Students, who fail to meet the minimum credits as prescribed by the Clay County School Board, even though they have passed the FCAT, shall not participate in graduation exercises and shall not receive a certificate of completion.

Students eligible for a certificate of completion shall participate in graduation exercises.

During all phases of graduation exercises, including rehearsals, baccalaureate and commencement, students participating will not be differentiated as to diploma or certificate of completion except as noted in programs used during scheduled exercises. Any reference made relative to the certification of students exiting high school during graduation exercises shall be limited to certification of the entire class. An example of wording or a statement that would be acceptable for use in the exercises would be “seniors of the class of (year) are certified as graduates or have completed their high school course of study as prescribed by the Clay County School Board and the State of Florida.” Certificate of Completion – Students who meet all credit requirements for graduation, but fail to meet FCAT mastery or the required GPA for graduation may be awarded a certificate of completion. Basic education students or students served under Section 504 of the Rehabilitation Act of 1973 who receive a certificate of completion, or are eligible to receive a certificate of completion, may return to school for one additional year to meet all graduation requirements and receive a regular high school diploma. The awarding of a Certificate of Completion is limited to students choosing the 24-credit option. A student who has not completed all requirements for the three year option, including earning passing scores on the FCAT and achieving the required grade point average, must be required to meet the 24-credit option and must attend high school for a fourth year.

GRADUATION OPTIONS

The 2003 Legislature amended several laws related to high school graduation requirements. The purpose of these amendments is to provide students with accelerated high school graduation options, align the number of university admission credits with these accelerated options, and modify the general requirements for high school

graduation. Beginning with the 2003-2004 school year, high school students will have three options for high school graduation.

Successful completion of any of the three options will result in the awarding of a standard diploma.

The two new options require credits, but concentrate on more academic courses than the current four-year, 24-credit graduation option. Both of the new options require students to remain in high school full time for three years and reduces the number of elective courses. The college preparatory program also requires higher-level math courses than are currently required and two years in the same foreign language.

To enter the 18-credit options students and parents must meet with school personnel to receive an explanation of the relative requirements, advantages and disadvantages of each graduation option. The student shall submit to the high school principal and guidance counselor a signed parental consent to enter either 3-year option. The student must have received a reading, writing, and math level 3 score on the most recent FCAT assessments in order to be eligible for the accelerated options. Graduation options may not be changed after the students completes 9th grade. If the student and parent fail to select a graduation option, the student shall be considered to have selected the 4-year 24-credit option.

Students selected for the International Baccalaureate program are committing to a four-year program. Should students exit the program prior to completion, they shall be placed in the 4-year, 24-credit option.

The three graduation options are simply options. The selection of a high school graduation option is the exclusive right of the student and his or her parents. They should be encouraged to consider the benefits of other acceleration opportunities, such as dual enrollment, advanced placement, early admission, and the International Baccalaureate. Advanced courseware in high school continues to be the best predictor of student success after high school. Students and parents are encouraged to discuss these plans with the school counselor on a regular basis during 6th through 10th grades.

A student choosing the three-year graduation program must attend high school as a full-time student for three years. Students on the 24-credit option must carry a full 6-period schedule except for students in an OJT/work release program.

Beginning with students entering their first year of high school in the 2007-2008 school year, graduation requires:

1. The successful completion of a minimum of 24 credits, or
2. An International Baccalaureate Curriculum, or
3. **An Advanced International Certificate of Education Curriculum.**

The 24 credits may be earned through applied, integrated, and combined courses approved by the Department of Education and shall be distributed as follows:

For students who started 9th grade in 2007-2008:

- 16 core curriculum credits:
 - Four (4) credits in English, with a major concentration in composition, **reading for information**, and literature.
 - **Four (4) credits in mathematics**, one of which must be Algebra I, a series equivalent to Algebra I, or a high-level Mathematic course. **School districts are encouraged to set specific goals to increase enrollments in, and successful completion of, Geometry and Algebra II.**
 - **Three (3) credits in Science, two (2) of which have to be a lab component**
 - Three (3) credits in Social Studies as follows: one (1) credit in American History; one (1) credit in World History; one-half credit in Economics; and one-half credit in American Government.
 - **One (1) credit in Fine Arts (may include Speech and Debate) or Practical Arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination.**
 - One (1) credit in Physical Education **to include integration of health.**
 - **Eight (8) credits in majors, minors, or electives:**
 - **Four (4) credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the student as part of the education plan. Students may revise major areas of interest each year as part of annual course registration processes and should update their education plan to reflect such revisions.**
 - **Four (4) credits in elective courses selected by the student as part of the education plan. These credits may be combined to allow for a second major area of interest, a minor area of**

interest, elective courses, intensive reading or mathematics intervention courses, or credit recovery courses.

- **Four (4) credits in elective courses selected by the student as part of the education plan. These credits may be combined to allow for a second major area of interest, a minor area of interest, elective courses, intensive reading or mathematics intervention courses, or credit recovery courses.**
 - **Minor areas of interest are composed of three (3) credits selected by the student as part of the education plan and approved by the district.**
 - **Elective courses are selected by the student in order to pursue a complete education program and to meet eligibility requirements for scholarships.**
 - **For each year in which a student scores at Level 1 on FCAT reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs.**
 - **For each year in which a student scores Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the Department for inclusion in the Course Code Directory.**
 - **Credit recovery courses shall be offered so that students can simultaneously earn an elective credit and the recovered credit.**

**4-YEAR, 24 CREDIT OPTION
For Students Who Started 9th Grade Prior to 2007**

| | |
|--|---------------------|
| <ul style="list-style-type: none"> Beginning in 1998-99 10th grade students must pass the Florida Comprehensive Assessment Test (FCAT) to receive a standard diploma. | |
| ENGLISH | 4.0 credits |
| MATH | 3.0 credits |
| <ul style="list-style-type: none"> Students entering 9th grade in 1997-98 and beyond must pass Algebra I or its equivalent or a higher math in order to graduate | |
| SCIENCE | 3.0 credits |
| SOCIAL STUDIES | |
| 10 TH Grade - World History | 1.0 credit |
| 11 th Grade - American History | 1.0 credit |
| 12 th Grade - American Government | 0.5 credit |
| Economics | 0.5 credit |
| LIFE MANAGEMENT | 0.5 credit |
| PERSONAL FITNESS | 0.5 credit |
| <ul style="list-style-type: none"> Students must have 1.0 credit of P.E. in order to graduate. One-half of this credit must be Personal Fitness. The other 0.5 credit can be any other physical education class. Students involved in marching band or ROTC activities may satisfy .5 of the P.E. requirement provided they receive a "C" or better in the class. This does not satisfy the Personal Fitness requirement. | |
| FINE ARTS (No credits in Vocational) | 1.0 credit |
| OR PRACTICAL VOCATIONAL ARTS (No credits in Fine Arts) | 1.0 credit |
| OR PRACTICAL ARTS | 0.5 credit |
| OR FINE ARTS | 0.5 credit |
| ELECTIVES | 8.5 credits |
| TOTAL | 24.0 Credits |

***The following policy for promotion is in effect 1997 - 1998 and beyond**

| | |
|---------------------------|---|
| From grade 9 to grade 10 | 6 credits & 2.0 GPA |
| From grade 10 to grade 11 | 12 credits & 2.0 GPA |
| From grade 11 to grade 12 | 18 credits & 2.0 GPA |
| Graduation | 24 credits & 2.0 GPA & Passing FCAT scores. |

****In order to stay on track for promotion and graduation a student must earn six (6) credits a year or he/she will be required to make up credits outside of school.**



Florida Department of Education

FLORIDA HIGH SCHOOL GRADUATION OPTIONS For Students Who Started 9th Grade Prior to 2007

Beginning with the 2003-2004 school year, all students to graduate in 2004 and thereafter may select one of the three graduation options listed below. Student are encouraged to consider their postsecondary education or career plan goals when selecting an option. For more information, please contact your school counselor.

| Courses | General Requirements for High School Graduation (4-year) | Standard College Preparatory Program (3-year)* | Career Preparatory Program (3-year) |
|--|---|--|---|
| English | 4 credits (major concentration in composition and literature) | 4 credits (major concentration in composition and literature) | 4 credits (major concentration in composition and literature) |
| Mathematics | 3 credits (one of which must be Algebra I or its equivalent) | 3 credits at the Algebra I level or above from the list of courses that qualify for state university admission | 3 credits (one of which must be Algebra I) |
| Science | 3 credits (two must have a laboratory component) | 3 credits in natural science (two must have a laboratory component) | 3 credits in natural science (two must have a laboratory component) |
| Social Studies | 1 credit world history 1 credit American history 1/2 credit American government 1/2 credit economics | 1 credit world history 1 credit American history 1/2 credit American government 1/2 credit economics | 1 credit world history 1 credit American history 1/2 credit American government 1/2 credit economics |
| • Foreign Language | not required for high school graduation required for admission into state universities | 2 credits or demonstrated proficiency in same second language | |
| • Practical Arts/Performing Fine Arts | 1 credit practical arts career education or exploratory career education <u>or</u> 1 credit performing fine arts <u>or</u> 1/2 credit in practical arts and 1/2 credit in performing fine arts | *At least 6 of the 18 credits must be earned in Dual Enrollment or Advanced Placement courses as listed in the State Course Code Directory | 3 credits in a vocational or career technical program |
| • Life Management Skills | 1/2 credit | | |
| • Physical Education | 1 credit (including 1/2 credit of Personal Fitness and 1/2 credit physical education elective) | | |
| • Electives | 8 1/2 credits | 3 credits | 2 credits |
| Total | 24 credits | 18 credits | 18 credits |
| State Assessment Requirements | earn passing scores on the FCAT (grade 10) | earn passing scores on the FCAT (grade 10) | earn passing scores on the FCAT (grade 10) |
| Grade Point Average Requirements (GPA) | earn a cumulative unweighted GPA of 2.0 on a 4.0 scale | earn cumulative weighted GPA of 3.5 on a 4.0 scale | earn a cumulative weighted GPA of 3.0 on a 4.0 scale. |

HIV/AIDS

All students are given instruction in computer literacy, metrics, consumer education, effects of alcohol and drugs, the importance of kindness to animals, conservation of natural resources, child abuse, and an opportunity to enroll in driver's education.

At grade 7 and 8, instruction will be given through science courses in: 1) personal hygiene, 2) substance abuse, 3) human sexuality, and 4) AIDS/HIV, communicable diseases as per state law. It is the responsibility of each school to schedule delivery of these requirements during the school year.

Updated and factual School Board adopted curricula related to human sexuality, Human Immunodeficiency Virus infection, Acquired Immune Deficiency Syndrome (AIDS), and other sexually transmitted diseases shall be integrated into health and science courses for junior high, life management skills courses, family living, and other appropriate courses for high school. Instruction shall address human reproduction, fetal development, pregnancy prevention along with causes, transmission, and prevention through materials approved by the School Board. Instruction in reproductive health, interpersonal skills, and parenting to reduce teenage pregnancy and to promote healthy behavior for all students K-12 shall be taught in accordance with current Florida Statutes.

A student shall be exempt from these instructional activities provided his/her parent(s) or legal guardian files a written request with the school principal.

The Superintendent, or designee, shall review curriculum frameworks which are prepared and distributed by the Florida Department of Education and related to Acquired Immune Deficiency Syndrome (AIDS) education. If the curriculum frameworks are inconsistent with locally determined curriculum for AIDS education or are not reflective of local values and concerns, the Superintendent shall advise the School Board and provide recommendations for instructional activities.

HOME EDUCATION

“Home Education Program” is defined in F.S. 1002.41

Clay County secondary schools are accredited by the Southern Association of Colleges and Schools. A student seeking to enter or re-enter a Clay County public school from a home educating program or a non-accredited school must meet all entrance requirements (state and district) that any other student must meet. The student will be enrolled at the appropriate grade level based on validated academic performance.

All transfer work from a home education or non-accredited program will be posted on a pass-fail basis and will not be utilized in GPA calculation unless the grade is validated by the student taking an approved exam.

F.S. 1006.15 allows home schooled students to participate in interscholastic extra curricular activities of their attendance zoned school. The home education student must meet the same requirements of grades, residency and behavior as required of other students. They must be permitted to enroll in curricular classes that are required of the extra-curricular activity (Example: ROTC, Band).

The student standards for participation in interscholastic extracurricular activities begin with the student's first semester of the 9th grade.

Home schooled students are not eligible to participate in social activities such as dances, homecoming court/prom, class officer, Grad Night, Baccalaureate, Commencement or other activities as determined by the principal. Should home schooled students wish to graduate from a high school, they must re-enroll for their entire senior year, earn the necessary credits and GPA as well as FCAT requirements or alternate assessment requirements. Students must complete the entire 11th and 12th grade years to be eligible for Bright Futures Scholarship consideration as a home schooled student.

INTERIM REPORTS

Parents or adult students must be notified in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. An acknowledgment of such notification should be obtained, if possible.

INTERSCHOLASTIC PARTICIPATION

Students must have a cumulative 2.0 GPA on a 4.0 scale to participate in interscholastic activities. Students who fall below the 2.0 requirement will remain ineligible for the entire next semester.

Summer school subjects shall be included in the calculation of grade point average of the previous semester for participation in extracurricular activities during the first semester of each school year.

Seventh grade students shall be eligible for participating during the first semester provided they were regularly promoted from the sixth grade.

LEVEL I COURSES

Credit for Level I courses shall not be granted toward high school graduation except by approval based on the district policy. Students may only be enrolled in Level I courses, if after review of their academic records, standardized test scores and teacher evaluation, it can be determined that a more rigorous course of study would be inappropriate for the student. Any student placed in a Level I course must have a Progress Monitoring Plan which outlines the deficiency and strategies to address the deficiencies. All student performance plan must be signed by the principal, the

guidance counselor, and the parent/guardian of the student or the student if the student is 18 years of age or older. Remedial courses in grades 9-12 shall be counted as elective credits.

MULTIPLE BIRTH SIBLINGS/CLASSROOM PLACEMENT

CREATES: s.1003.06, F.S.

EFFECTIVE: July 1, 2008

The parent of multiple birth siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. The request must be made no later than 5 days before the first day of each school year or 5 days after the first day of attendance of students during the school year if the students are enrolled in the school after the school year commences. The school may recommend the appropriate classroom placement for the siblings and may provide professional educational advice to assist the parent with the decision regarding appropriate classroom placement. A school is not required to place multiple birth siblings in the same classroom if factual evidence of performance shows proof that the siblings should be separated or if the request would require the school district to add an additional class to the grade level of the siblings. Further, at the end of the first grading period following the multiple birth siblings' enrollment in the school, if the principal of the school, in consultation with the teacher of each classroom in which the siblings are placed, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings. A parent may appeal the principal's decision in the manner provided by school district policy. During an appeal, the multiple birth siblings must remain in the classroom chosen by the parent. This does not affect the right or obligation involving placement decisions pertaining to students with disabilities under state law or the Individuals with Disabilities Education Act. It also does not affect the right of a school district, principal, or teacher to remove a student from a classroom pursuant to school district discipline policies.

OFFENSES AGAINST INTELLECTUAL PROPERTY

Florida Statute provides that:

Whoever willfully, knowingly, and without authorization modifies data, programs, or supporting documentation residing or existing internal or external to a computer, computer system, or computer network commits an offense against intellectual property.

Except as otherwise provided in this subsection, an offense against intellectual property is a felony of the third degree.

If the offense is committed for the purpose of devising or executing any scheme or artifice to defraud or to obtain any property, then the offender is guilty of a felony of the second degree.

PERFORMANCE STANDARDS

Clay County shall use the DOE prepared student performance standards (Sunshine State Standards) as the approved curriculum for Secondary Education, including updates and changes as received from DOE. No courses shall be offered which is not state approved unless a special course is piloted under state guidelines and with Board approval.

PHYSICAL EDUCATION

The 2008 Legislature passed Senate Bill 610 requiring each district school board to include the availability of one-on-one counseling to students regarding the benefits of physical education.

Beginning in 2009-10 the equivalent of one class period per day of physical education for one semester of each year for students enrolled in grades 6-8 will occur. Waiver options will be made available at that time.

PROMOTION AND RETENTION

Pupil promotion in Clay County Public Schools is based upon an evaluation of each pupil's achievement in terms of appropriate instructional goals. The basis for making the determination will be based on consideration of the following progress tests, classroom assignments, daily observation, standardized tests, state assessment, mastery of Course Performance Standards, district competencies and objectives and other appropriate objective data. The primary responsibility for determining each pupil's grade level is that of the classroom teacher, subject to review and final approval of the principal.

Minimum district-wide standards for promotion are established in this Student Progression Plan. The average pupil should perform well above these standards. Meeting the minimum standards does not automatically result in pupil promotion. Consideration may be given to other factors such as general progress, attendance, sense of responsibility, mental and physical health, maturity, work habits and attitudes.

Students who do not satisfactorily achieve established objectives for the grade or course which they are assigned, may be assigned to the same grade for the next school year or given an alternative assignment. Student's level of proficiency in the areas of reading, writing, science, and mathematics must be reviewed and the student's progression must be based, in part, upon this proficiency. Students not meeting desired levels of proficiency as determined by the district and/or as evidenced by the results of state mandated tests are to be provided remedial instruction based upon a Progress Monitoring Plan designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following: summer school course work or intensive skills development; extended day or school year services/academic tutoring; parent tutorial programs; mentoring; contracted academic services (previously approved); modified curriculum; exceptional education services; class size reduction; and suspension of other

curriculum offerings in areas other than reading, writing, English and mathematics, or in those subjects specifically required for graduation.

Retention of students must be considered if the student has failed to master approved performance standards and has been provided remedial instruction and upon reassessment falls below determined cutoff points on a district measure of assessment or on the state assessments in reading, writing, science and mathematics. A student may also be retained within an intensive program that is different from the previous year's program and takes into account the student's learning style. Children should be retained as little as possible. Students must not be retained without documentation that remediation was provided in a timely and comprehensive manner as documented by either the student's Progress Monitoring Plan or the student's IEP. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Upon subsequent evaluation, if the documented deficiency has not been corrected in accordance with the Progress Monitoring Plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance. An appropriate alternative placement must be considered for a student who has been retained two or more years.

Each district must annually report to the parent or legal guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, and mathematics. The district must report to the parent or legal guardian the student's results on each statewide test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent or legal guardian in writing in a format adopted by the district school board.

In general, students legally placed in Exceptional Student Education programs for the handicapped are included in the procedures outlined in this Student Progression Plan. Special consideration must also be given to the handicapped student's overall welfare, progress within the special program, and the actual and anticipated effect of the student's ESE placement on his progress in the regular program when applying these procedures to the handicapped. Handicapped student's Individual Education Plans, with input, from parents, serve as the basic documentary evidence for decisions regarding retention and promotion. The IEP, along with implementation plans, teacher assessment, and/or teacher observation services as documentation of mastery of minimum student performance.

READING, WRITING, AND MATEMATICS END-OF-YEAR STUDENT EVALUATION

| GRADES 7-12 | | | | | | |
|---------------------------|---------------|--|---------------------|--|---|--|
| Student Performance Level | | FACTORS TO CONSIDER WHEN DECISION MAKING | | | DECISIONS FOR NEXT YEAR | |
| | | FCAT Mathematics, Science & Reading | WRITING FCAT WRITES | CLASSROOM PERFORMANCE | REMEDIATION REQUIRED NEXT YEAR? | REMEDIATION OPTIONS |
| Above Grade Level | | Level 4 or 5 Mathematics Reading | 5.0-6.0 | Teacher Judgment Writing Samples Optional Reading Tests Mathematics Series Assessment Results Classroom Grades LEP Students Only-English Language Development | No | <u>COURSE OPTIONS</u> Intensive Mathematics Intensive Reading <u>OTHER OPTIONS</u> (If preferred) Tutorial: Before school, after school or Saturday, Summer School, Adult Ed, Contracted Academic Services, Exceptional Student Education Services Referral, Computer Labs, FCAT Explorer Other Strategies |
| At Grade Level | | Level 3 Mathematics Reading | 3.0-4.5 | | No | |
| BELOW GRADE LEVEL | Minimally | Level 2 Mathematics Reading | Less than 3 | | Optional: Write a Progress Monitoring Plan OR Closely Monitor | |
| | Substantially | Level 1 Mathematics Reading | Less than 3 | Yes: Write a Progress Monitoring | | |
| | | | | Performance based on IEP Goals and Objectives Report Card Grades | | |

Under most circumstances, students will complete grade groupings within these time frames; however, the principal may authorize that a student be retained a second time in any one of the grade groupings. In grades 9-12, a basic education student who has remained in school on a continuous basis and has not attained the age of 21 years, may be allowed to remain enrolled with the recommendation of the principal and approval of the Superintendent or his or her designee.

Administrative Placement

Any pupil who has been retained may be assigned at any time during the next school year to the next higher grade if the principal determines standards have been met and that the student will be able to benefit from instruction at the higher grade. Normally, this assignment occurs at the end of semester, if such an assignment results in the child transferring to another school. In no case shall the transfer be initiated until the principal of the receiving school has been notified. If the receiving principal questions the transfer, the two principals should meet to discuss any questions or concerns. If requested by either principal, district review may be used to determine proper placement of the student in question.

School personnel should utilize all resources to achieve parent understanding and cooperation regarding a student's grade placement. The final decision as to grade placement, however, is the responsibility of the principal.

The assignment of a pupil to a higher grade which results in the student skipping a grade or part of a grade should be made on the basis of exceptionally high achievement by the pupil and evidence that the pupil will benefit more from the instructional program at the advanced level.

The probable long range academic, social and emotional effect of the decision should be considered. The principal has the responsibility of making such assignments with the approval of the Superintendent. A child will not be accelerated without parental consent.

All students who appear to be having difficulty meeting promotion requirements should be evaluated carefully by the professional staff to consider the need for a referral to an Exceptional Student program. Students who are to be retained must receive counseling services and may be recommended for evaluation by specialists if the principal and teacher feel such a referral would benefit the child.

Any child in middle or junior high school who has been retained one year, and is recommended for retention a second year, is to be referred for an evaluation by appropriate specialists, psychologists, etc.

Promotion occurs at the end of the school year, or if necessary, at the end of summer school.

Promotion and Placement Within the Junior High School Grades Seven Through Eight

In order to be promoted to the next higher grade within the junior high, a student must successfully complete language arts, mathematics, science, and social studies and a total of five subjects. Existing state student performance standards shall be the basis for each course.

Appropriate procedures shall be followed by the classroom teacher to continuously and carefully observe student performance throughout the school year to determine if expected achievement levels and/or course performance standards are being met. Under no circumstances should student performance be judged solely on the basis of a single test.

Promotion to next grade shall be based upon a student making adequate progress and demonstrating an appropriate level of achievement of the essential concepts in the fundamental instructional areas. The areas of reading, writing, mathematics, and science must be assessed with the use of district performance measures, testing, teacher observation, classroom assignments and state assessment measures. Remediation measures must be taken and documented in the student's Progress Monitoring Plan. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Promotion and Placement in the High School

In order for a student to be promoted from one grade to the next within the high school, a student must earn at least the following number of credits:

| | | | | |
|------------------|-------------|-----|-----|---------------------|
| 9 th | 6 credits | 2.0 | GPA | |
| 10 th | 12 credits | 2.0 | GPA | |
| 11 th | 18 credits | 2.0 | GPA | |
| 12 th | *24 credits | 2.0 | GPA | (See section below) |

Required Minimal Grade Point Average

For students entering high school in the 1997-98 school year, and each year thereafter, a cumulative minimal grade point average of 2.0 on a 4.0 scale will be required to meet the graduation requirements. All credit-earning courses taken in grades 7-12 will count in the GPA calculation except those courses to which the forgiveness policy has been applied.

Student Performance Standards Requirements

Students who enroll in grade 9 in the fall of 2006 and thereafter, must earn passing score on the grade 10 assessment test, the Florida Comprehensive Assessment Test (FCAT). Such students must earn a passing score in reading, writing, and mathematics to qualify

for a regular high school diploma. Upon recommendation of the commissioner, the state board shall designate a passing score for each part of the grade 10 assessment test. In establishing passing scores, the state board shall consider any possible negative impact of the test on minority students.

Participation in the testing program is mandatory for all students, except as otherwise prescribed by the commissioner. The commissioner shall recommend rules to the state board for the provision of test adaptations and modifications of procedures as necessary for students in exceptional education programs and for students who have limited English proficiency.

REMEDICATION

Remedial services in communication and mathematics are available in all Clay County's secondary schools through the regular or Dropout Prevention Program. The first priority of service is to those students who fail to pass the FCAT. For those students who have not taken the FCAT, priority will be based upon the greatest need beginning with the first percentile and progressing to the 24th percentile on standardized tests in reading and math.

Students who score at achievement Level 1 on FCAT Sunshine State Standards in reading and math in grades 3-10 will be required to receive remediation through an Progress Monitoring Plan in Intensive Reading and/or Intensive Math courses.

SCHEDULE CHANGES

When changing student's schedules after the first ten days of school, leveling must be within the same specific subject, such as Algebra I Honors to Algebra I, or English II to English II Skills. (This does not mean Algebra to General Math.) Grades earned will be transferred as part of the leveling process. Any withdrawals after the first quarter would require a withdraw F/0 for the 2nd grading period and the semester exam. Students who withdrew F from a course may enter a semester course at semester change time if space is available, otherwise enroll in study hall.

In the case where a student has been improperly placed in a class, and this has been verified by the teacher, then movement to another more appropriate subject area class is in order with the approval of the principal. This should take place before the end of the first grading period so the student may be placed in an appropriate replacement class. Current grades should be transferred to average in with grades earned in the new course. If inappropriate placement is determined prior to the end of the first interim reporting period, and no appropriate class is available for reassignment except a study hall, then the grade given the student for the course would be withdrawn "Passing." The grade would then be posted as no credit as we do with course forgiveness.

SEMESTER EXAMS

All students in grade 9-12 shall take semester exams. The School Board approved exam exemption procedures for seniors as follows:

1. Exam exemptions are limited to seniors only. This is a “senior privilege.”
2. All seniors with a 1st semester average of “B” or better and a “B” average or better for 3rd and 4th quarters averaged together, in year long courses only, will be exempt from taking those exams given at the end of the second semester. Semester only courses are not exempt at any time.
3. Attendance is not a consideration under these procedures.
4. Exam values are the same for the current school year.

SPECIAL CONSIDERATIONS

Junior High – Students with exceptional ability may be enrolled in credit earning courses at the high school with the approval of the school principals and the parent. The parent shall assume the responsibility for transporting the student between schools. Such enrollment must be limited to courses which are congruent with the beginning or ending of the school day, and not with both. Student’s grades and credits shall be awarded as received by the school where the student is regularly enrolled.

Special Classes/Programs – The district will employ special programs designed to assist students in meeting the necessary credits and the 2.0 GPA required for graduation. Appropriate approaches not already covered in this plan will include, but shall not be limited to, special counseling tutorial programs, help and/or homework sessions, skills classes and special assistance to obtain a high school equivalency diploma when all requirements for graduation have been met except for the attainment of a 2.0 cumulative GPA.

Students who are 16 years of age or older, who may benefit from taking courses through the Adult High School Program, may be approved to enroll in one or more courses in order to make up subjects they have failed for “forgiveness.” These courses cannot duplicate subjects currently being taken in the regular day school program, and generally, students will be allowed to take only one course at a time. Additional courses may be taken at the same time with approval of the school principal and the Adult Education administrator. Seniors will be given first priority for co-enrollment in the Adult High School Program. Students who have left school for more than one school year and wish to return to continue their education will be referred to the Adult Education Program.

SUMMER SCHOOL

Summer school is an extension of the school year for students who attended Clay County Public Schools this year. Students who did not attend Clay County Public Schools are not eligible for the summer program. Students may earn up to one full credit during the summer regardless of the vehicle(s) used to acquire that credit.

Junior High School - Students who have failed one subject, or ESE students with IEP recommendations may take one (1) course in summer school to be promoted. They may not miss more than two (2) days if the program is run on a regular six weeks summer schedule unless extenuating circumstances are approved by the principal in an appeal. If a reduced summer program of five weeks or less is run, students may not miss more than one day. Three tardies will equate to one absence.

High School - Students (9-12) may take one-half (1/2) or (1) credit. They may not miss more than one (1) day each semester. Three tardies will equate to one absence. Extenuating circumstances may be appealed to the principal. High school students may take courses they have failed or earned a “D” if needed to raise GPA to 2.0. Courses for new credit will be limited and determined on an annual basis by the district.

Summer programs by other districts which assign credit may be reviewed by Clay County staff to determine appropriateness of assigning local credit. Prior approval should be received before attempting summer courses at other schools.

TESTING

Students will be required to pass the 10th grade Florida Comprehensive Assessment Test (FCAT) in order to graduate with a regular diploma.

TRANSFERRING STUDENT

Students transferring from one school to another shall have the grade assigned by the departing school if registered for 36 or more days, by the receiving school if registered there for 10 or more days. If a student is transferring to a school in another school district at a time near the end of the school year and the school they are transferring to is already “out” for the year, it will be the responsibility of our “sending school” to use good judgment for the benefit of the student involved. Usually no more than 20 school days should apply. The student’s grades should be closed out and credit posted. The principal has the authority to waive exams.

Transfer Credit Policies and Guidelines – A school **must** accept and classify transfer credits earned through traditional sources that are accredited by a recognized or state accrediting agency without further validation.

- Traditional sources are defined to be public and nonpublic comprehensive secondary and middle school and vocational-technical institutions.

- Recognized regional accrediting agencies include the Southern Association of Colleges and schools, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Association of Schools, and Colleges, and the Western Association of Colleges and Schools.
- In the State of Florida the following accrediting agencies are recognized: National Council on Private School Accreditation (NCPSA) member agencies; the Florida Council on Independent Schools (FCIS); and the Florida Association of Christian Colleges and Schools (FACCS).

NOTE: NCPSA member agencies are the following:

Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities
 Association of Christian Schools International
 Association of Christian Teachers and Schools, Assemblies of God
 Association of Independent Schools of Florida
 Association of Waldorf Schools of North Florida
 Christian Schools International
 Christian Schools of Florida
 Florida Association of Christian Colleges and Schools
 International Christian Accrediting Association
 Kentucky Nonpublic Schools Commission
 Montessori School Accreditation Commission
 National Christian School Association
 National Independent Private School Association

UNIFORM TRANSFER OF HIGH SCHOOL CREDITS

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida’s public schools. The procedures shall be as follows:

- (1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school’s accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.
- (2) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.

- (3) Alternative Validation Procedure – If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
- (a) Portfolio evaluation by the Superintendent or Designee;
 - (b) Written recommendation by a Florida certified teacher selected by the parent and approved by the Principal;
 - (c) Demonstrated performance in courses taken through Dual Enrollment or at other republic or private accredited schools;
 - (d) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - (e) Demonstrated proficiencies on the FCAT; or
 - (f) Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(d) and (e) of this rule if required.

Specific Authority 1003.25(3) FS.

WEIGHTED GRADES

Weighted courses earn additional quality points toward G.P.A. calculation. The traditional 4.0 scale A = 4, B = 3, C = 2, D = 1, F = 0 points is used for athletic eligibility promotion, Bright Futures, etc. Rank in class is the primary purpose for utilizing a weighted grading scale. Weighted courses include: Level 3 academic courses, academic Dual Enrollment/IB and A.P. courses, all Honors level courses, Foreign Language year 3 and above, Chemistry II, Physics II and Gifted Studies. Weighted courses generate an additional quality point for every grade letter with the exception of a failing grade. A = 5, B = 4, C = 3, D = 2, F = 0.

Incoming transfer students from accredited schools shall have their courses that were taken at the sending school use the sending school's procedures regarding the weighting of grades (i.e. incoming records taken at face value).

EXCEPTIONAL STUDENT EDUCATION

EXCEPTIONAL STUDENT EDUCATION

TABLE OF CONTENTS

| | | |
|-------------|--|-----------|
| I. | GRADUATION REQUIREMENTS FOR EXCEPTIONAL STUDENTS & TYPES OF DIPLOMAS..... | 73 |
| | A. STANDARD DIPLOMA | 74 |
| | 1. Eligibility..... | 74 |
| | 2. Requirements | 74 |
| | 3. Accommodations..... | 74 |
| | B. SPECIAL DIPLOMA OVERVIEW | 75 |
| | 1. Eligibility | 75 |
| | 2. Credit Requirements | 76 |
| | C. OPTION I: SPECIAL DIPLOMA REQUIREMENTS..... | 76 |
| | 1. Mild to Moderate | 76 |
| | 2. Moderate to Severe | 77 |
| | 3. Performance Standard Requirements..... | 77 |
| | a. Independent Level | 78 |
| | b. Supported Level | 78 |
| | c. Participatory Level | 78 |
| | D. OPTION II: SPECIAL DIPLOMA REQUIREMENTS | 79 |
| II. | TYPES OF DIPLOMAS..... | 80 |
| | 1. Certificate of Completion | 80 |
| | 2. Special Certificate of Completion | 80 |
| III. | SPECIAL CONSIDERATIONS..... | 81 |
| | A. CLASS AND ASSESSMENT ACCOMMODATION | 81 |
| | B. ELECTIVE CREDITS | 83 |
| | C. PROMOTION | 83 |
| | 1. Special Diploma Option I | 83 |
| | 2. Special Diploma Option II | 83 |

I. GRADUATION REQUIREMENTS FOR EXCEPTIONAL STUDENTS & TYPES OF DIPLOMAS

In compliance with SBER 6A-1.095, FAC (Requirements for High School Diploma) and SBER 61-1.0996, FAC (Graduation Requirements for Certain Exceptional Students), an exceptional student may exit high school with one of the following diplomas:

- Standard Diploma
- Special Diploma

If an exceptional student does not fulfill criteria for a diploma, he/she may exit high school with one of the following certificates:

- Certificate of Completion
- Special Certificate of Completion

The selection of a diploma option must take place at an Individual Educational Plan (IEP) conference during the student's eighth grade school year or during the school year prior to the student's becoming age 16, whichever comes first. Since the selection of a diploma option will have a significant impact upon the exceptional student's high school curriculum, parents must be provided an opportunity to be involved in the decision-making process. Parents must be informed about course/credit requirements and other requirements for each diploma option. The diploma option selected at the IEP conference must be noted on the IEP. At each annual IEP conference thereafter, the academic performance of the student in relation to the diploma option selected shall be addressed and the diploma recommendation reviewed. Copies of each IEP shall be given to the parents.

The diploma option decision is not irrevocable. Any exceptional student shall, upon written request, be afforded the opportunity to meet all requirements for a standard high school diploma. Following such written request, an IEP review must be scheduled and parents must be informed of the impact of this decision on courses, credits, student performance standards, the Statewide Assessment Program, and the time required to complete the requirements. The parents' written request must be dated and maintained in the student's cumulative file and noted on the IEP. Additionally, school personnel may recommend a change in the student's diploma goal, based on documentation of the student's progress and status in his present course of study. In these cases, parents must be informed, via the IEP review process, of the reasons for and impact of the proposed changes. Any changes in the diploma option shall be indicated on the IEP, a copy of which shall be provided to the parents.

A. STANDARD DIPLOMA

1. Eligibility

All exceptional students may be given the opportunity to meet the requirements for a standard diploma. **Exceptional students exclusively in programs for the Visually-Impaired, Speech Impaired, Gifted or Homebound or Hospitalized must pursue a standard diploma.**

2. Requirements

The standard diploma will be awarded to any student who has satisfactorily completed the high **school** program and has met all local and state requirements for graduation. The standard diploma will be awarded to students who have:

- a. Earn a passing grade on the state 10th grade assessment test. Currently, this is the Florida Comprehensive Assessment Test (FCAT).
- b. Successfully completed the required credit in grades 9-12. Exceptional students must earn required credits in district approved basic education courses listed in the Course Code Directory in order to meet the credit requirements for a standard diploma. Exceptional students may meet the elective credit requirements by earning credits in basic, vocational or exceptional student education courses.
- c. Attain the same cumulative grade point average required in the regular education section of Progression Through the Grades.

Elective credit toward a standard diploma may be earned in any Exceptional Student Education course listed in the current Course Directory.

3. Accommodations

Accommodation to basic education courses shall be made as needed to assure students the opportunity to meet high school graduation requirements for a standard diploma. Accommodations to vocational courses and programs of study shall be made to assure exceptional students the opportunity to meet requirements for a standard or special diploma.

Accommodations to basic courses shall not include modifications to the curriculum frameworks or student performance standards. For basic courses, either of the following strategies shall be used in implementing this requirement:

- Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional Clay County students pursuant to this Student Progression Plan; or
- Assignment of the exceptional student to a basic education class for instruction in which accommodations are made for the student's exceptionality.

The appropriate accommodations shall be determined on the basis of the assessed needs of the student and shall be reflected in his/her IEP.

When accommodations are made to vocational courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's IEP.

Any or all of the following accommodations to the basic or vocational education courses are authorized as appropriate for exceptional students who are pursuing standard diploma credit:

- Variations in instructional methodology;
- Accommodations to test administration procedures in order to accommodate the students' handicaps, as provided in State Board Rule;
- Use of special communication systems;
- An increase or decrease in instructional time (i.e., student may be enrolled in a course for more than one period and more than one year provided the content and standards represent different student outcomes as specified on the IEP.)

B. SPECIAL DIPLOMA OVERVIEW

1. Eligibility

The following exceptional student may be given the opportunity to seek a special diploma:

- Intellectual Disabilities (Independent, Supportive and Participatory Level)
- Specific Learning Disabled
- Orthopedic Impairment, Other Health Impairment and Traumatic Brain Injury

- Hearing Impaired
- Language Impaired
- Emotional or Behavioral Disabilities
- Dual Sensory-Impaired
- Autism Spectrum Disorder

If an exceptional student is pursuing a special diploma, it must be so indicated on the current IEP.

Exceptional students enrolled exclusively in programs for the Visually-Impaired, Speech Impaired, Gifted or Homebound or Hospitalized are not eligible for a special diploma.

2. Credit Requirements

To be awarded a special diploma upon graduation from high school, the exceptional student must complete the course/credit requirements and demonstrate mastery of the applicable ESE student performance standards by either:

- a. completion of the credit requirements for a standard diploma as prescribed in this document, or
- b. completion of the credit requirements for a special diploma as prescribed in this document. Exact credit requirements applicable to a standard shall be determined by the student’s IEP Committee.

C. OPTION I: SPECIAL DIPLOMA REQUIREMENTS

1. Mild to Moderate

Specific Learning Disabled, Hearing-Impaired, Emotional or Behavioral Disabilities, Traumatic Brain Injury (TBI), Other Health Impairment (OHI), Orthopedic Impairment (OI), Language Impaired, selected Intellectual Disabilities and any other handicapped condition as stated by SBER 6A-1.0996, FAC (Graduation Requirements for Certain Exceptional Students) and determined by IEP Committee:

| | |
|-----------------------------------|-----------|
| Language Arts | 3 Credits |
| Mathematics | 3 Credits |
| Social Studies | 1 Credit |
| Science/Health | 1 Credit |
| Life Management or Life Skills | .5 Credit |
| Physical Education | .5 Credit |
| Electives/Vocational | 9 Credits |

TOTAL = 18 Credits

Credit requirements in any subject area may be waived in order to allow more credits to be earned in any other subject area as determined by the IEP Committee. **The student must be at least 17 years of age, and have participated in at least 4 years of high school, or be age 19 prior to the beginning of the next school year.**

2. Moderate to Severe

Intellectual Disabilities, and any other handicapping condition as stated by SBER 6A-1.0996, FAC (Graduation Requirements for Certain Exceptional Students) and determined by IEP Committee:

| | | |
|------------------------------------|----|---------|
| Academic Skills | 3 | Credits |
| Communication Skills | 3 | Credits |
| Personal Home Living Skills | 2 | Credits |
| Leisure and Recreation Skills | 1 | Credit |
| Community and Social Living Skills | 1 | Credit |
| Vocational/Electives | 8 | Credits |
| TOTAL = | 18 | Credits |

Credit requirements in any subject area may be waived in order to allow more credits to be earned in any other subject area as determined by the IEP Committee.

NOTE: Course/Credit requirements for Intellectual Disabilities, Dual Sensory-Impaired, and Autism Spectrum Disorders students shall be consistent with course/credit requirements noted in either (a) or (b) above. The specific set of requirements applicable to the student shall be designated by the IEP Committee.

3. Performance Standard Requirements:

For Students Entering 9th Grade in 2007-2008 or Thereafter

The Sunshine State Standards Access Points 2007-2008 for Special Diploma, will take effect for all students entering the 9th grade during the 2007- 2008 school year. The Access Points consist of subject, strands, standards, benchmarks, sample performance objectives, correlation to Standards, and performance/functional level.

The new Standards are divided into four content areas:

1. Language Arts
2. Mathematics

- 3. **Science**
- 4. **Social Studies (pending review)**

Within these content areas there are three performance/functional levels:

a. Independent Level –

At this level students are generally considered to be capable of meeting their own needs and working and living successfully in their communities as adults without overt support from others. Students functioning at the Independent Level can realistically be expected to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.

b. Supported Level –

At this level students are generally considered to be capable of achieving supported independence in adulthood. Students functioning at the Supported Level will require supervision and support throughout their lives, but they can learn many skills to maximize their independence. Students functioning at the Supported Level can realistically be expected to perform the behaviors identified for each benchmark with assistive or adaptive aids, supervision or prompting.

NOTES: **Assistive or Adaptive Aids** are materials designed to help the student perform the target behavior without the intervention of another individual at the time the student is participating in the activity. These aids (e.g. list of instructions, cue cards, calendars, alarms) may have been developed especially for the student. **Supervision** refers to when the student is watched by another person or has another person in the immediate vicinity that makes sure the student is performing as expected. The supervision might include occasional prompts or corrections. Prompts refer to verbal or physical cues from another person that encourages the student to continue effort, perform a specific behavior, or correct a mistake. Once the student is given the cue, he or she continues with the activity and does not require step-by-step instructions.

c. Participatory Level –

Students functioning at the Participatory Level are generally considered to have significant cognitive and physical limitations that preclude their ability to generalize or transfer their learning. These students will be dependent on others for most, if not all, of their daily needs as adults. Extensive ongoing support systems are necessary to enable students to participate in all areas of life. The focus is for students to participate to the maximum extent possible in tasks and activities of daily living.

Students are expected to participate at a level consistent with their own capabilities. Expectations for performance must take into consideration the student's physical and/or mental limitations.

NOTES: “**Maximum extent possible**” is individually determined for each student based on input from parents, teachers and therapist. **Participation at a Level consistent with Own Capability** means that the student is not expected to perform independently of his or her physical and mental capabilities and will not allow independent performance. A student may receive any form of assistance necessary ranging from prompting to full physical manipulation. **Regular Participation and Interaction** refers to the fact that the student participates in the activity and interacts with others with a frequency that is typical of non-disabled age-mates. **Work or Volunteer Activities** refers to activities that are performed outside the domestic environment and lead to marketable goods or services. If these activities were not/are not performed by the student, they would need to be performed by another individual (i.e. they are not activities designed solely to keep the student occupied.)

Determining the specific benchmarks within each strand and the functional level(s) applicable to a student shall be the responsibility of the IEP Committee.

D. OPTION II: SPECIAL DIPLOMA REQUIREMENTS

The following specific course/credit requirements must be met by any Intellectual Disabilities, Specific Learning Disabled, Emotional/Behavioral Disabilities, Hearing Impaired, Other Health Impairment, Orthopedic Impairment, Traumatic Brain Injury, Language Impaired, Autism Spectrum Disorder or Dual Sensory Impaired student, and any other handicapping condition as stated by SBER 6A-1.0996 FAC C. Graduation requirements for certain ESE students seeking a special diploma as determined by IEP Committee based on mastery of employment and community competencies:

1. A minimum of 12 high school credits, types of courses to be decided upon by the IEP Committee.
2. In addition to course/credit requirements noted above, the following requirements must also be met, in lieu of Student Performance Standards mastery, by an exceptional student seeking a Special Diploma under Option II:
 - a. The student must be at least 17 years of age at the time the Diploma is granted.

- b. The student must be satisfactorily employed full-time in the same community-based job for at least one semester during his/her senior year.

OR

The student must be placed in supported competitive employment for at least 12 hours per week and paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act for at least one semester during his/her senior year.

- c. The student has achieved all the annual goals and short-term objectives which were specified on the IEP related to the employment and community competencies.
- d. The student has mastered the employment and community competencies specified in a training plan. The training plan shall be developed and signed by the student, parent, teacher and employer prior to placement in employment and shall identify the following:
- the expected employment and community competencies;
 - the criteria for determining and certifying mastery of the competencies;
 - the work schedule and the minimum number of hours to be worked per week;
 - a description of the supervision to be provided by school district staff.

II. TYPES OF DIPLOMAS

1. Certificate of Completion

According to statute, a student who has met all requirements for graduation with a standard diploma, except for passing the Statewide Assessment Program, shall be awarded a Certificate of Completion.

2. Special Certificate of Completion

The special certificate of completion is awarded to the exceptional student who meets the annual credit requirements as specified for a special diploma (Option I or II), but fails to master the specified state minimum student performance standards appropriate to the student's exceptionality or fails to display mastery of employment and community competencies (Option II).

III. SPECIAL CONSIDERATIONS

The awarding of a special diploma or certificate of completion to any eligible exceptional education student does not prevent a student with disabilities from pursuing a regular diploma. A student with disabilities may continue to pursue a regular diploma until his/her 22nd birthday.

NOTE: This includes the opportunity to participate in the FCAT as well as courses to assist with skill acquisition necessary for the FCAT. In this instance, an IEP/staffing committee would need to convene to determine eligibility for readmission (if a student had been dismissed) into ESE and/or to develop an IEP.

NOTE: Students working toward a Special Diploma and meeting the Alternate Assessment criteria listed on the IEP will participate in the Florida Alternate Assessment.

A. **CLASS AND ASSESSMENT ACCOMMODATIONS**

Classroom and Formal Test Accommodations for Exceptional Students State Board Rule 6A-6.0312(d) authorizes all of the following modification procedures for classroom and district test administration. **Teachers are to use appropriate testing accommodations, identified on the IEP, for an exceptional education student in all situations.** State Board Rule 6A-1.0943 permits the following test accommodations for any exceptional student with an active IEP, except students classified solely as Gifted.

1. **Flexible Setting**

Students may take the test individually or in a small group setting, under a proctor's supervision.

2. **Flexible Scheduling**

Students may take the test during several brief sessions, so long as all testing is completed during the regular assessment period.

3. **Recording of Answers**

Students may mark answers in the test booklet, type answers by machine, or indicate the selected answers to the proctor. The proctor will then transcribe the student's responses on to machine-scored answer folders.

4. Mechanical Aids

The student may use a magnifying device, a pointer, a non-calibrated ruler or template, or other similar device to assist in maintaining visual attention to the test booklet. An abacus and a Braille writer may be used. Use of electronic calculators, including talking calculator, is prohibited.

5. Revised Format

The student may be tested by one or more of the following three methods specifically developed by the Department of Education:

a. Visual Reading

The student may be tested with materials which are in enlarged print or may be tested with regular print materials enlarged through mechanical or electronic means. Enlarged materials shall be provided only for students who meet the eligibility criteria for visually-impaired programs specified in Rule 6A-03014, FAC.

b. Tactile Reading

The student may be tested with materials which have been transformed to Braille code or tested by using devices which permit optical to tactile transformations. Test items which have no real-world application for the non-sighted person will be deleted from the tactile forms authorized or provided by the Department of Education and shall be deleted from the requirements of Rules 6A-1.0941 and 6A-1.0942, FAC.

c. Auditory or Sign Language Presentation

The test administrator may sign, provide oral interpretation or read to the student the following portions of the test:

- all mathematics items
- all writing items
- all oral reading items
- all directions

The reading items must be read by the student using visual or tactile means.

NOTE: Test administrators should be told to follow the testing procedures outlined in their manuals and not to give special assistance (other than stated above) to any student.

B. ELECTIVE CREDITS

For a Special Diploma, students may earn any number of elective credits for remedial course work in an appropriate ESE course.

C. PROMOTION

Credit and Promotional Requirements, outlined under Promotion and Placement in Senior High School (Basic Education), do not apply to students seeking a Special Diploma. The student’s IEP Committee will provide input regarding the student’s promotion. Promotion is based upon the student’s ability to earn the required number of credits for each grade level.

| | |
|---|---|
| 1. Special Diploma Option I | 18 credits are the minimum Number required to graduate |
| <ul style="list-style-type: none"> • 5 credits to be promoted to 10th grade average - No specific grade point • 10 credits to be promoted to 11th grade average - No specific grade point • 14 credits to be promoted to 12th grade average - No specific grade point • 18 credits to graduate average - No specific grade point | |

All other requirements for Special Diploma Option I must also be met as delineated in the Pupil Progression Plan

| | |
|---|---|
| 2. Special Diploma Option II | 12 credits are the minimum number required to graduate |
| <ul style="list-style-type: none"> • 3 credits to be promoted to 10th grade average - No specific grade point • 6 credits to be promoted to 11th grade average - No specific grade point • 9 credits to be promoted to 12th grade average - No specific grade point • 12 credits to graduate average - No specific grade point | |

All other requirements for a Special Diploma Option II must also be met

Caution should be used when determining when a student should be promoted to the 12th grade. The IEP Committee should make the final decision as to when a student should be formally recognized as a Senior, and participate in Senior activities and graduation.

ADULT EDUCATION

ADULT EDUCATION
TABLE OF CONTENTS

Graduation Requirements – Adult High School Credit Program 87
Adult High School Diploma Requirement 87

GRADUATION REQUIREMENTS FOR THE ADULT HIGH SCHOOL CREDIT PROGRAM

ADULT HIGH SCHOOL DIPLOMA

The following sequence of graduation requirements are necessary for graduation from the Adult High School Credit Program. Additionally, each student must complete each course with at least 80% mastery, have a 2.0 GPA and pass the FCAT.

| | |
|------------------------|-----|
| Language Arts | 4 |
| Mathematics | 3 |
| Science | 3 |
| Social Studies | 3 |
| Physical Education | 0 |
| Fine Arts | ½ |
| Practical Arts | ½ |
| Life Management Skills | ½ |
| Electives | 9 ½ |
| TOTAL | 24 |

EXPLANATION OF EACH AREA:

1. Language Arts

The course which fulfills the required four credits should have the word “English” in the course title (English I,II,III,IV). They place major emphasis on literature and composition.

2. Mathematics

No specific course requirements apply.

3. *Science

No specific course requirements apply. The lab requirement has been waived for Adult Education students.

4. Social Studies

The Social Studies requirements include 1 credit in American History, 1 credit in World History (which includes the 30 hours of AVC), ½ credit in Economics, and ½ credit in American Government.

5. **Fine Arts

The ½ credit in fine arts can be any course in drama, music, art, or dance in which manual dexterity is required.

6. **Practical Arts

The ½ credit in Life Management Skills will be required.

7. Life Management Skills

A ½ credit in Life Management Skills will be required.

8. Electives

Credit in the elective area fluctuate yearly to accommodate the total credits to be earned for the particular school year.

Special Note:

With appropriate documentation, adults can receive up to two elective credits for successful military experience.

* Applies to Adult Education only.

** One (1) credit in either Fine Arts or Practical Arts will also meet this requirement.

