

Student Progression Plan

Florida School for the Deaf & the Blind

St. Augustine, Florida

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Student Progression K-Adult

According to Florida Statute **1008.25**, each school board will establish a comprehensive program for student progression that will be based upon an evaluation of each student's performance, including how well the student masters the performance standards approved by the state board.

The Florida School for the Deaf and the Blind (FSDB) Student Progression Plan establishes procedures to achieve parent understanding, cooperation and acceptance of the student's placement. School attendance procedures as described in the FSDB's Attendance Policy are considered a part of the Student Progression Plan.

The FSDB program for student progression is based upon goals and objectives that are compatible with the state's plan for education.

All procedures listed in the Student Progression Plan are subject to change because of FSDB board or school administrative action. Students and parents will be notified when such changes occur.

To ensure their total and continuous development, students will be placed in programs and levels best suited to meet their academic needs, with consideration given to their social, emotional and physical development.

Decisions regarding student promotion, retention and special placement are primarily the responsibility of the individual school's professional staff. This plan and the procedures for its implementation reflect clearly that promotion is based on student achievement.

FSDB and state regulations place the responsibility for decisions regarding student placement with the principal and the Individual Education Plan (I.E.P.) Team.

The Florida School for the Deaf and the Blind Board of Trustees shall allocate remedial resources to students in the following priority:

Students who are deficient in reading by the end of grade 3.

Students who fail to meet performance levels required for promotion consistent with the FSDB plan for student progression.

It is the responsibility of the Board of Trustees and FSDB administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences; of students to assume responsibility for learning, being at school and in class, and to engage in instruction; of parents for their children's attendance and for promoting an interest in learning and ensuring their children's proper conduct while at school; of the principal for required records and reports; of teachers for providing effective instruction and remediation and documenting instruction in and students' mastery of the Sunshine State Standards.

FSDB is committed to the implementation of a Response to Instruction/Intervention framework to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. FSDB will provide high quality instruction/intervention matched to student needs and use learning rate and level of performance to inform instructional decisions-including decisions regarding promotion, acceleration, retention, and remediation. Response to Instruction/Intervention is “data-based decision making” process applied to education. A four-step problem-solving method and the systematic use of assessment data-at the school, grade, class , and individual level-will guide decisions about the allocation of resources and intensity of instruction/interventions needed to improve learning and/or behavior.

Required Instruction and Assessment

Instruction

The requirements for instruction are designed to conform to the vision, mission and objectives of The Florida School for the Deaf and the Blind. The procedures herein are consistent with Florida Statute and recognize the unique characteristics and needs of FSDB’s students.

Based on State Standards

Instruction that complies with the State Board of Education adopted Student Performance Standards shall be offered in each school. These standards are incorporated into appropriate courses in all subject areas in grades K-Adult and are the basis for curriculum, instruction and evaluation of student performance in the district.

Equity in Classroom Instruction and Extra-Curricular Activities

Provisions shall be made for all students to participate fully in classroom instruction and extra-curricular activities. No student shall be denied participation because of age, sex, race, handicap, religion, national origin, or for any other reason not related to his or her individual capabilities.

F.S. 1003.42 Required Instruction K-12

1) FSDB shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the FSDB Board of Trustees, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

- (a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited

government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.

- To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, as determined by each school district, which instruction shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence.

- To emphasize the importance of this week, at the beginning of each school day or in homeroom, during the last full week of September, public school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."

- Student recitation of this statement shall serve to reaffirm the American ideals of individual liberty.

- Upon written request by a student's parent, the student must be excused from the recitation of the Declaration of Independence. **F. S. 1003.421**

(b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.

(c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

(d) Flag education, including proper flag display and flag salute.

(e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.

(f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

(g) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of

human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.

(i) The elementary principles of agriculture.

(j) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

(k) Kindness to animals.

(l) The history of the state.

(m) The conservation of natural resources.

(n) Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal health; prevention and control of disease; and substance use and abuse.

(o) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.

(p) The study of Hispanic contributions to the United States.

(q) The study of women's contributions to the United States.

(r) The nature and importance of free enterprise to the United States economy.

(s) A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

(t) In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable. The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection.

(3) Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized

by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

(4) Instruction to expand each student's knowledge, understanding and awareness of individuals with disabilities, the history of disabilities and the disability rights movement (s. 1003.4205, F.S)

Assessment

State Assessments

Each student shall participate in the required statewide assessment tests unless exempted by statute. Any student who does not meet minimum state expectations on state assessments shall receive and continue remedial instruction until the expectations are met as documented by demonstrating mastery, passing the state assessment tests and graduating from high school.

Any student who does not meet the standard level of performance in reading, writing, mathematics or science, or who does not meet the specific levels of performance on statewide assessments as determined by the Commissioner of Education, shall be provided remediation through their IEP.

Assessment of Exceptional Student Education (ESE) Students

FSDB students pursuing a regular education diploma must participate in state and district assessments. If students are to receive accommodations, then the accommodations must be listed in the student's Individual Education Plan (IEP). Lists of accommodations allowed are listed in the procedures manual for the specific assessment. Students who will not participate in the state and district assessments must have a statement in the IEP as to why they are unable to participate. The alternative assessment(s) that will be utilized in place of the state and district assessments must be listed in the IEP.

Assessment of Limited English Proficient (LEP) Students

In general, all LEP students participate in the statewide assessment. However, LEP students served less than one year may be exempted from statewide assessments by a majority decision of an LEP Committee on an individual student basis.

Alternative assessments shall be used with LEP students individually exempted from state assessments. As part of the No Child Left Behind legislation, all LEP students shall be assessed annually in reading, writing, listening and speaking.

Workforce Preparation Assessment

Before a student graduates from high school, schools shall assess the students' preparation to enter the workforce and provide the student and the student's parent or guardian with the results of the assessment.

Florida Kindergarten Readiness Screening

Each kindergarten student, as appropriate, at FSDB shall participate in the Florida Kindergarten Readiness Screening System within the first 30 days of each school year.

Promotion and Retention

General Comments

It is the intent of the Legislature that student progression from one grade to another be determined, in part, upon proficiency in reading, writing, science and mathematics. Students in grades K, 1 and 2 must make satisfactory Sunshine State Standards benchmark progress in reading to be promoted. The principal and staff of each school, working through the I.E.P Team determine promotion and retention of a student unless it conflicts with the Student Progression Plan.

Promotion in grades 3-8 is based on satisfactory student performance in reading, writing, mathematics and science and other requirements as set forth by FSDB or the state. Students who do not make satisfactory benchmark progress may be retained until mastery of the Sunshine State Standards is demonstrated. Students in grade 3 face a mandatory retention for reading if their Reading FCAT Sunshine State Standards test is Level 1 and they do not qualify for one of the six good cause exemptions. Please see specific section on 3rd grade retention.

Students who score at Level I on FCAT Sunshine State Standards tests in reading in grades 4-10 and mathematics at grades 3-10 shall receive remediation through their Individual Educational Plan or be retained. Grade 3 students retained based on a Reading FCAT Level 1 score, or grade 3 students promoted for good cause, must have an Individual Educational Plan that includes goals and objectives for reading. Promotion in grades 9-12 is based on satisfactory completion of credit requirements as outlined in the FSDB handbook.

In limited circumstances, a student may be promoted without meeting the specific assessment performance levels prescribed by FSDB and the state. Promotion may be recommended by a principal working with the I.E.P Team if the student is able to demonstrate success with the Sunshine State Standards or the Sunshine State Standards Access Points through alternative assessments with the evidence indicating that the student's achievement is equivalent to the designated levels of performance for student progression. This provision, however, does not apply to grade 3 students who score Level 1 on the Reading FCAT.

There are three options if a student does not meet FSDB or state promotion standards. Those options are as follows:

- Remediate before the beginning of the next school year and promote based on the student's demonstrated mastery of appropriate grade level expectations/standards
- Promote and remediate in a program that takes into account a student's unique academic needs and learning style
- Retain in a different program that takes into account a student's unique

academic needs and learning style

The FSDB shall review the progress monitoring plans, within the I.E.P., for all retained third graders. Additional intensive supports and services to remediate areas of reading deficiency shall be addressed and provided, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include reduced ratios, small group instruction, frequent progress monitoring, tutoring, extended school hours, summer reading camp, and other recommended strategies. A portfolio of work for each student will be maintained. Those students who qualify for good cause exemption through the portfolio must be given the opportunity to have a portfolio.

Beginning in 2004-05, the parent notice of retention for a third grade student due to reading deficiency, must state the reason for retention and the reasons why the child is not eligible for good cause exemption. A description of the proposed interventions and supports for the child to remediate the reading deficiency must be included. Students who are retained will be assigned to high-performing teachers as determined by student performance data and above satisfactory performance appraisals.

Beginning in 2004-05, parents of retained third grade students will be provided with one of the following: tutoring beyond regular school hours in scientifically research-based reading services; a "Read at Home" plan outlined in a parent contract including guided home readings and participation in Families Building Better Readers Workshops; or, a mentor or tutor with specialized reading training.

Beginning in 2004-05, a Reading Enhancement and Acceleration Development (READ) Initiative will be implemented by the FSDB with the focus of preventing retention of grade 3 students and to offer intensive accelerated reading instruction to retained grade 3 students and to each K-3 student identified with a reading deficiency as assessed in the five reading components of phonological awareness, phonics, vocabulary, comprehension and fluency. These services are to be provided within the school day in addition to the regular reading instruction. A state approved reading curriculum reviewed by the Florida Center for Reading Research, as appropriate for use with hearing impaired or visually impaired students, must be provided that meet the specifications as stated in statute. For those children who will be retained in grade 3 for more than one time, the school, where applicable, will provide an intensive acceleration class/services to increase a child's reading level by two grade levels in one school year. This effort will meet the specified requirements of statute for curriculum, goals, instruction, monitoring, setting and time use. The core curriculum will include, but not be limited to, the Scott Foresman *Reading Street series*. Intervention and supplementary programs will include, but not be limited to, *Soar to Success*, *100 Book challenge*, and *Visual Phonics*. The Intensive language and vocabulary program will include, but not be limited to, *SRA Building Vocabulary Skills* as well as the use of a speech-language therapist. Reporting to the Department of Education on student progress will occur at the end of the first semester. A report to the State Board of Education will also be completed on the interventions and support used by the district for students who have been given intensive reading instructional services and

who have been retained in grade 3 and still are not passing the FCAT Reading. A transitional instructional setting may be designed for the student to experience and master grade 4 standards while receiving remediation in the areas of reading deficiency.

Mid-year promotion is an option to any grade 3 student who has been retained due to scoring a Level 1 on FCAT Reading who can demonstrate that he or she is a successful and independent reader at or above grade level and is ready to be promoted to grade 4. 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 (1008.25(7)(b)4 F.S.).

Promotion and Retention of Exceptional Student Education Students in K-8

FSDB students in grades K-8 who follow the regular education curriculum shall parallel the requirements for promotion and retention based on the recommendations of the IEP team.

Students in grades K-8 who require a modified or different curriculum and/or learning environment will strive toward acquisition of student performance standards as specified in the student's IEP. Promotion/retention shall be based on the recommendation of the IEP team.

Promotion

Social Promotion/Administrative Placement

Florida law prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion or administrative assignment - placement at the next grade level without the regard for student mastery of the appropriate Sunshine State Standards. A student fails to meet the state portion of the levels of performance for student progression when the student fails to achieve the required level on the Florida Comprehensive Assessment Test of the Sunshine State Standards.

Promotion of Students with Disabilities

Students with disabilities shall be promoted based on Section 1008, F.S., unless the student is following the Sunshine State Standards Access Points and does not take the state assessment (FCAT). The student's progress, as assessed through the Florida Alternative Assessment and progression toward the access points, should be the guide to assist in determining promotion.

Promotion by Acceleration in Grades K-8

When outstanding abilities and skills are demonstrated, a student may be considered for accelerated grade placement. The student must also demonstrate physical, social and emotional maturity. In each acceleration case considered, the recommendation shall be communicated to the student's parent(s)/guardian(s) in an IEP conference with the principal (or designee), and a written confirmation of the decision shall be furnished to the parent(s)/guardian(s).

Articulated Acceleration in Grades 9-12

Articulated acceleration will serve to either shorten the length of time necessary for a student to complete the requirements associated with a post-secondary degree or to increase the depth of study available for a particular subject. This shall include, but shall not be limited to, the following:

- Dual enrollment (DE) courses (if available at the local high school)
- Online/virtual courses

Accelerated High School Graduation Options

Beginning with the 2004-2005 school year, all students scheduled to graduate in 2005 and thereafter may select one of the following three high school graduation options:

- Completion of the general requirements for high school graduation with a standard diploma pursuant to s. 1003.43

OR

- Completion of a 3-year standard college preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. The 18 credits shall be primary requirements and shall be distributed as follows:

1. Four credits in English, with major concentration in composition and literature
2. Three credits in mathematics at the Algebra I level or higher from the list of courses that qualify for state university admission
3. Three credits in natural science, two of which must have a laboratory component
4. Three credits in social sciences
5. Two credits in the same second language unless the student is a native speaker of, or can otherwise demonstrate competency in, a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses
6. Three credits in electives

OR

- Completion of a 3-year career preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. The 18 credits shall be primary requirements and shall be distributed as follows:

1. Four credits in English, with major concentration in composition and literature
2. Three credits in mathematics, one of which must be Algebra I
3. Three credits in natural science, two of which must have a laboratory component
4. Three credits in social sciences
5. Two credits in the same second language unless the student is a native

speaker of, or can otherwise demonstrate competency in, a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses.

6. Three credits in electives

Beginning with the 2004-2005 school year, the FSDB shall provide each student in grades 6 through 12 and their parents with the 3-year and 4-year high school graduation options for the students and parents to select the postsecondary education or career plan that best fits their needs. The options shall include a time frame for achieving each graduation option. If at the end of grade 10, a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the parent of the following:

- The requirements that the student is not currently meeting
- The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements
- The right of the student to change to the four-year program set forth in s. 1003.43, FS

Selection of one of the graduation options is exclusively up to the student and parent. If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements for high school graduation with a standard 24 credit diploma.

The FSDB Board of Trustees shall not establish requirements for accelerated 3-year high school graduation options in excess of the requirements stated in statute.

Students pursuing accelerated 3-year high school graduation options are required to do the following:

- Earn passing scores on the FCAT
- Achieve a cumulative grade point average of 3.0 on a 4.0 scale in the courses required by the chosen accelerated 3-year high school graduation option

Accelerated High School Graduation Program Selection Requirements

Prior to selecting an accelerated graduation program, the following requirements must be met:

- Designated school personnel shall meet with the student and student's parent to give an explanation of the relative requirements, advantages, and disadvantages of each graduation option.

The student shall submit to the high school principal and guidance counselor a signed parental consent to enter the 3-year accelerated graduation program.

- The student shall have achieved at least an FCAT reading achievement level of 3, an FCAT mathematics achievement level of 3, and FCAT writing score of 3 on the most recent assessments taken by the student.

Promotion of Limited English Proficient (LEP) Students in K-8

Promotion of an LEP student is based on satisfactory student performance in reading, writing, mathematics and other requirements as set by FSDB and the state. LEP students not meeting FSDB promotion criteria due to their limited English proficiency may be recommended for promotion by the I.E.P Team which will meet jointly with the LEP Committee. The student's parent(s)/guardian(s) shall be invited to attend.

The academic progress and benchmark mastery of an LEP student in reading, writing and mathematics, and on requirements set forth by the FSDB and the State of Florida, are determined through appropriate accommodations to formal and informal assessments and on modifications to instruction provided to the LEP student.

Promotion of Late-in-the-Year Transfer Students

The promotion of students transferring into FSDB during the last grading period shall be determined primarily by the grades and records received from the sending school.

Promotion of Students in Grades K-2

Promotion in grades K-2 is based primarily on progress in reading. Students' reading progress toward grade level reading achievement is determined by appropriate assessments, both teacher-made and commercial, and teacher judgment.

Promotion of Students in Grades 3-5

Students in Grades 3-5 may be promoted upon demonstrated mastery of grade level expectations in at least three of the four core academic subjects - language arts, mathematics, science and social studies. An exception is the mandatory retention in grade 3 for reading (a third grader scoring at Level 1 on the Sunshine State Standards section of the Reading FCAT). The principal and staff of each department, working through the IEP Team, shall determine promotion or retention of a student.

In grade 5, students must demonstrate mastery of grade level expectations in language arts and mathematics and at least one other core subject (science or social studies) to be promoted.

In instances where curriculum has been suspended in certain core academic subjects to allow for intensive remediation in reading and/or mathematics, the principal makes the determination for promotion based on demonstrated student mastery of appropriate benchmarks.

Good cause promotion exemptions may be used in grades 4 and 5 by the IEP

Team, with the principal's approval.

Promotion of Middle School Students

Promotion may occur when a student demonstrates that acceptable skills have been acquired in the subjects enrolled.

Grade-Level Classification Requirements:

Classification for 6th Grade

- Promotion from 5th grade

Classification for 7th Grade

- Successful completion of four (4) core 6th grade academics (language arts, mathematics, science, social studies).

Classification for 8th Grade

- Successful completion of four (4) core 6th grade academics (language arts, mathematics, science, social studies).
- Successful completion of four (4) core 7th grade academics (language arts, mathematics, science, social studies).

Student grade level classification at the end of the first semester will determine which grade level Florida Comprehensive Assessment Test (FCAT) is administered

The principal or designee may recommend promotion for a student in grades 6-8 not passing the grade level course in language arts and/or mathematics if the student demonstrates mastery of language arts/reading and mathematics by achieving a score of level 3 or above on the FCAT in reading and/or in mathematics.

In instances where curriculum has been suspended in certain core academic subjects to allow for intensive remediation in reading and/or mathematics, the principal or designee makes the determination for promotion based on demonstrated student mastery of appropriate benchmarks.

For students entering 6th grade in 2006-2007 and thereafter, the middle school promotion requirements are:

3 middle school or higher, year-long courses in English;
3 middle school or higher, year-long courses in Mathematics;
3 middle school or higher, year-long courses in Science
3 middle school or higher, year-long courses in social studies;
One course in career and education planning to be completed in 7th or 8th grade. The

course may be taught by any member of the instructional staff; must include career exploration using CHOICES for the 21st Century or a comparable cost-effective program; must include educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Accelerated middle school students may earn credit toward high school graduation under the following conditions:

High School courses offered at the middle school level must meet the standards approved for the high school courses. High school credit will be awarded to students who earn a C or above.

Courses are offered for the same number of hours of instruction as currently offered at the high school, follow the Sunshine State Standards.

Students at the middle school level authorized to take courses from the Florida Virtual High School will earn credit which will be transferred to their high school record .

Middle school students who score at Level 1 on FCAT Reading will be enrolled in and complete an intensive reading course the following year. Level 2 readers will be placed in either an intensive reading course or a content area course in which reading strategies are delivered after diagnosis of reading needs. Reading intervention placement and progress monitoring three times per year must occur following the guidelines established in State Board Rule 6A-6.054, FAC.

Content of Remedial Instruction All remedial instruction shall include effective, research-based standards-driven instruction. Intensive instruction in reading shall be continued until a student's reading deficiency is remediated and shall include the following components:

- Diagnosis/prescription targeted to specific skill development
- Variety of opportunities for repetitions (repeated exposures)
- Smaller chunks of text or content
- Guided and independent reading practice
- Skill development and practice integrated into all activities
- Frequent monitoring
- Criterion-based evaluation of success

Middle school students scoring a Level 1 or Level 2 on FCAT Mathematics will receive remediation the following year. This remediation may be integrated into the student's required mathematics course.

Middle schools will hold a parent meeting in the evening or weekend to inform parents about the school's curriculum and activities.

Good cause promotion exemptions may be used in grades 6-8 by the IEP Team with the principal's approval.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. An appropriate alternative placement determined by the FSDB must be provided for a student who has been retained two or more years.

Progress Monitoring Plans

Schools must develop and implement a progress monitoring plan for each student who fails to meet certain performance levels, including scoring below Level 3 in FCAT Reading or Mathematics. A student who is not meeting the FSDB or state requirements for proficiency in reading and math shall 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 education plan (IEP)
- A school-wide system of progress monitoring for all students; or
- An individual progress monitoring plan.

Parental Notice and Annual Reporting of Progress

Progress of the student toward achieving state and FSDB expectations for proficiency in reading, writing, science and mathematics and the student's results on each statewide assessment test must be reported annually in writing to the parents or guardian of each student. The report will be developed by the school and is adopted by the FSDB Board of Trustees in the approval of this Student Progression Plan. The evaluation of this progress must be based on:

- classroom work
- observations
- tests
- district and state assessments
- other relevant information

The parents or guardians of a student not making adequate progress toward promotion must be notified in writing at the beginning of the third grading period and given an opportunity to review the student's I.E.P.

The Board of Trustees will annually publish and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:

Provisions of the law relating to public school student progression and the FSDB's policies and procedures on student retention and promotion, by grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the FCAT Reading will be reported, by grade, the number and percentage of all students in grades 3-10 will be reported, information on the total number of grade 3 students who were promoted for good cause, by each category of good cause. Any revisions to FSDB board policy on retention and promotion from the prior year will be reported.

Promotion of High School Students

Promotion of high school students is dependent on the awarding of credit. To be classified a sophomore, students must have a minimum of six credits. To be classified a junior, students must have a minimum of thirteen credits; to be classified a senior, students must have a minimum of nineteen credits. Specific courses are required in the credit requirements. Please refer to **Grade Placement Within High School**.

Midyear Promotion of Retained High School Students

High schools may promote retained students from grade 9 to grade 10, grade 10 to grade 11, grade 11 to grade 12 at the end of the first semester upon documentation of the awarding of required make-up credits.

Midyear Promotion of Junior to Senior Status

A junior who is enrolled in a 24-credit diploma program shall be moved to senior status at the end of first semester if enrolled in the necessary coursework to graduate in the spring.

Retention

Retention decisions must be based on more than a single test score. Retention, except for grade 3 where there is a mandatory retention for reading, is based on unsatisfactory student performance in reading, writing, mathematics and/or science and/or failure to meet other requirements as set forth by the FSDB or State of Florida. Retention may occur when the school's instructional staff determines that the student demonstrates the need for additional time to attain appropriate academic knowledge and skills in order to meet required district and/or state performance standards.

Students who score at Level 1 on FCAT Sunshine State Standards tests in reading in grades 3-10 and mathematics at grades 3-10 shall receive appropriate remediation through their Individual Education Plan (IEP) or be retained. Grade 3 students retained based on an FCAT Reading Level 1 score, or grade 3 students promoted for good cause, must have a progress monitoring plan for reading.

A student who is retained must be provided with instructional experiences different from those in the previous year's program, taking into consideration the student's individual learning needs and learning styles.

Only in exceptional cases will a student be assigned to any one grade more than two consecutive years.

Guidelines for Retention in Grades K-8

The following guidelines are established to assist the Individual Education Plan in making retention decisions at the elementary level:

1. The student's insufficient progress in meeting the state performance standards and benchmarks supports a retention decision.
2. The student's needs in the areas of physical, social and emotional development support a retention decision.
3. Alternative remediation strategies and/or programs that have been utilized and support a retention decision.

Retention Notification

Parents shall be notified **in writing** when it is apparent that the student may need to be retained. Documentation shall be kept and an acknowledgment of such notification shall be obtained. Ongoing communication with the parents shall be maintained.

Mandatory Retention for Reading in Grade 3

A third (3rd) grade student scoring at Level 1 on the Sunshine State Standards section of the Reading FCAT must be retained unless exempted from retention for good cause. The **good cause exemption criteria** are as follows:

1. Limited English Proficient (LEP) students who have had less than two (2) years of instruction in an English for Speakers of Other Languages (ESOL) program
2. Students with disabilities whose I.E.P.s indicate that participation in the statewide assessment program is inappropriate
3. Students who demonstrate an acceptable level of performance (grade level) on an alternative standardized reading assessment approved by the State Board of Education
4. Students whose portfolios indicate they are reading on grade level as evidenced by mastery of the Sunshine State Standards in reading equal to at least a Level 2 on the FCAT
5. Students with disabilities who participate in the FCAT and who have an IEP that reflects the student has received intensive remediation in reading for two (2) or more years but still demonstrates a deficiency in reading AND was previously retained
6. Third grade students who have received intensive remediation in reading for two or more years but still have a deficiency in reading AND were previously retained in K, 1st, 2nd, or 3rd. grade for a total of two years. Note: If promoted under this exemption, intensive reading instruction must include an altered instructional

day based on an Individualized Educational Plan that includes specialized diagnostic information and specific reading strategies that reflect a student's learning style.

Good Cause Exemption #3 - Alternative Assessment - Explanation for Use

The alternative standardized assessment to be used is the grade 3 SAT-9 Reading Comprehension. To promote a student using the grade 3 alternative assessment good cause exemption, the grade 3 student scoring at Level 1 Reading FCAT must score at or above the 51st percentile on the grade SAT-9 Reading Comprehension Subtest. The parallel form of the SAT-9 maybe administered only once. The earliest the alternative assessment may be administered is following the receipt of the grade 3 reading FCAT scores or during the last two weeks of school, whichever occurs first. Schools may also opt to administer the parallel form of the SAT-9 after the completion of an extended year learning session for the grade 3 students.

Good Cause Exemption #4 - Portfolio Documentation -Explanation for Use

To be accepted for meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio must meet the following requirements:

- Be selected by the student's teacher
- Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom
- 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.
- 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 demonstrations of mastery.

Requests for good cause exemptions for students from the mandatory retention requirement must include the following:

- Documentation submitted from the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. Documentation consists of the existing academic improvement plan; individual education plan, if applicable; report card; and student portfolio.
- Discussion with the teacher by the principal to review the recommendation and make the determination if the student should be promoted or retained. If the school principal determines the student should be promoted, the principal must submit the recommendation in writing to the FSDB's president.
- The president shall accept or reject the principal's recommendation in writing.

There are no other good cause exemptions beyond the six listed above. For instance, there is no good cause exemption for extenuating circumstances (family tragedy or

similar event) for third graders faced with the mandatory retention.

If a student is promoted to 4th grade based on one of the good cause exemptions, that student's file shall be labeled "promotion for good cause" rather than "promoted."

Retention of Grade 3 Students Transferring Late in the Year

Schools shall assess the reading proficiency of any 3rd grade student transferring to FSDB to determine if remediation is appropriate. If the student enters after the administration of the FCAT, it is up to the school to assess the student's reading proficiency at the end of the year to determine if the student needs to repeat 3rd grade. If a student transfers in time to take the FCAT, the Reading FCAT score will be used in determining the student's retention or promotion.

Retention of Exceptional Student Education (ESE) Students

FSDB students who are pursuing a regular education diploma are affected by the same guidelines for retention as are students in regular education. ESE students may be exempted from the mandatory 3rd grade retention for good cause as outlined in statute, and good cause exemptions may be made on behalf of ESE students in other grades.

ESE students who are pursuing a special diploma follow the guidelines established by the Sunshine State Standards Access Points.

Retention of Limited English Proficient (LEP) Students

Retention of LEP students is based on unsatisfactory performance in reading, writing and mathematics as determined by the I.E.P Team, in conjunction with the LEP Committee.

Placements

Placements Within a School

Whenever grade level placement of a student involves movement within FSDB, the processing of that movement shall be the responsibility of the Individual Educational Team.

Placement of Limited English Proficient (LEP) Students

Limited English Proficient (LEP) students shall be placed in an appropriate program designed to provide ESOL instruction in English and ESOL instruction in the basic subject areas of mathematics, science, social studies and computer literacy.

Criteria to be utilized in making appropriate placement decisions include:

1. Academic performance and progress of a student based on formal and/or alternative assessments in English and/or the student's native language
2. Progress, attendance and retention reports
3. Number of years the student has been enrolled in the ESOL Program
4. Student's English proficiency level

Enrollment Criteria:

Students may be eligible for enrollment under the following conditions:

Meet eligibility requirements for FSDB exceptional students as defined in Rule 6D-3..2, FAC.

Provide proof of immunization

Provide certification of a school entry health examination

Evidence of date of birth

.Elementary School Placement

Mandatory School Attendance

Students who will reach their 6th birthday on or before February 1st are required to attend school for the entire school year.

Responsibility for Placement in Grades K-5

State law places the responsibility for the placement of students with the school.

Parents may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement.

Parents cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students

Students shall be placed in a specific class or grade on a temporary basis pending receipt of all required elements. If records that arrive after initial placement indicate a student should have been placed in a different class, grade or program, the principal shall make the determination of appropriate placement based on all factors.

Kindergarten Initial Placement

Prior to placement in Kindergarten, children are required to be five years of age on or before September 1 of the school year and provide all of the following:

1. Evidence of residence
2. Evidence of immunization
3. Evidence of date of birth
4. Evidence of medical examination completed within the last twelve months
5. Evidence of hearing or vision loss as defined in FSDB admission and enrollment requirements.

A kindergarten student who transfers from an out-of-state school, who does not meet age requirements for admission to Florida public schools, must satisfy the following:

1. Meet age requirements for public schools within the state from which the student is transferring
2. Have academic credit that is acceptable under the rules of FSDB and
3. Provide all of the following:
 - Official documentation that the parent(s)/guardian(s) had
 - resident status in the state in which the student was previously enrolled
 - in school

- Official school records which show attendance, academic information
- and grade placement
- Evidence of residence
- Evidence of immunization
- Evidence of date of birth
- Evidence of medical examination completed within the last twelve months
- Evidence of hearing or vision loss as defined in FSDB admission and enrollment requirements.

Grade 1 Initial Placement

Prior to placement in first grade, students are required to meet the following criteria:

1. Be six years of age on or before September 1 of the school year
2. Have satisfactorily completed a public school kindergarten
- or
3. Have satisfactorily completed a non-public kindergarten program and provide evidence such as the following:
 - Report card or transcript reflective of the child's satisfactory completion of kindergarten
 - Letter from the principal or director of the school certifying the child's satisfactory completion of a kindergarten program

A first grade student who transfers from an out-of-state school, who does not meet age requirements for Florida public schools, must satisfy the following:

1. Meet age requirements for public schools within the state from which the student is transferring
2. Have academic credit that is acceptable under the rules of the FSDB's Board
3. Provide all of the following:
 - Official documentation that the parent(s) or guardian(s) had resident status in the state in which the child was previously enrolled in school
 - Official school records which show attendance, academic information and grade placement
 - Evidence of residence
 - Evidence of immunization
 - Evidence of date of birth
 - Evidence of medical examination completed within the last twelve months
 - Evidence of hearing or vision loss as defined in FSDB admission and enrollment requirements.

Grades 2-5 Initial Placement

The grade placement of any grade student transferring from out-of-state into grades 2-5 shall be determined by the principal (or designee) of the receiving school. The student must satisfy the following:

1. Meet age requirement for public schools within the state from which the student is transferring
2. Have academic credit that is acceptable under the rules of the FSDB

and

3. Provide all of the following:

- Official documentation that the parent(s) or guardian(s) had resident status in the state in which the child was previously enrolled in school
- Official school records which show attendance, academic information and grade placement
- Evidence of residence
- Evidence of immunization
- Evidence of date of birth
- Evidence of medical examination completed within the last twelve months
- Evidence of hearing or vision loss as defined in FSDB admission and enrollment requirements.

Middle School Placement

Placement that facilitates optimum learning for each student shall be determined by established principles of growth and development, by the academic and career interests of the student and by acquisition of subject area skills and competencies.

Responsibility for Placement in Grades 6-8

State law places the responsibility for the placement of students with the school.

Parents may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement.

Parents cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students.

Placement from Accredited Schools in Grades 6-8

Students enrolling in grades 6-8 from accredited public, private or charter schools shall be placed in a grade consistent with the recommendation of the sending school and the support information provided that documents student progress and mastery of standards.

High School Placement

Responsibility for Placement

State law places the responsibility for the placement of students with the school .

Parents may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement.

Parents cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students.

Grade Placement Within High School

Students shall be considered as freshmen, sophomores, juniors, seniors and fifth year seniors based on the credits listed below. This placement is determined with 24 credits

being required for graduation.

- (1) To be on schedule to graduate in four years, a second year student (sophomore) must have a minimum of 6 credits including 1 English credit (may not be an English elective credit) and 1 mathematics credit.
- (2) A student shall be classified as a junior with a minimum of 13 credits which should include 2 English credits, 1 math credit, 1 science credit and 1 social studies credit.
- (3) A student shall be classified as a senior with a minimum of 19 credits which should include 3 English credits, 2 math credits, 2 science credits and 2 social studies credits. The student must also be enrolled in English 4.
- 4) Students not reaching graduation status in four years shall be provided the opportunity of a fifth year to meet the FSDB's graduation requirements. Remediation shall be provided to assist the student to pass the state required tests.

Grade Placement for Students Enrolled in a Three-Year Graduation Program

Students enrolled in either three-year 18 credit college or career prep diploma program shall be considered freshman, sophomores, and juniors according to the same criteria that apply to students seeking a four-year diploma. Students in either of the 18 credit diploma programs, who have 17 or more credits at mid-year of their third year of high school, shall move to senior status with all senior rights and privileges.

Reporting Procedures

Report Cards

Report cards provide the student and the student's parents with an objective evaluation of scholastic achievement with indicators of progress. The basis for determining grades should reflect teacher judgment based on the following: tests, classroom assignments, daily observation and other quantitative and qualitative data.

All schools shall use an approved report card as the primary means of reporting student progress. Report cards shall be issued at the end of each grading period. Grades shall be issued to all students in attendance. Students transferring into the FSDB after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school. Report cards shall be issued on uniform dates as adopted annually on the official school calendar. Report cards shall clearly depict the student's conduct, behavior and attendance, including absences and tardiness. The final report card for the 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 non-promotion.

Parent Notification of High School GPA Less Than 2.5

A student's report card is the parent's official notification of the student's grades and cumulative GPA. Parents of students in grades 9-12 shall be notified each semester if the GPA is less than .5 above the cumulative GPA required for graduation. The policies the FSDB has in place to assist the students in meeting the GPA requirement are stated in

FSDB's student handbook.

Students Working on Grade Level in Grades K-8

Report card grades must clearly reflect the student's level of achievement. Parents must be able to assume that students earning satisfactory grades in the general program are achieving within the range appropriate or acceptable for the grade or course in which they are enrolled.

Students Working Below Grade Level in Grades K-8

Students with modified educational programs are eligible for modified progress reporting. Satisfactory grades in individualized/continuous progress or modified programs must indicate that the student is working satisfactorily in a program **below** the range acceptable for the grade or course.

Interim Progress Reports

Interim progress reports shall be issued to all students in grades K-12 at the midpoint of each regularly established grading period on uniform dates as adopted annually on the official school calendar. Interim reports may be done via parent conferences as well as through traditional forms.

Grading

The following grading scale is used by all departments (elementary, middle and high school) at FSDB. The weighting of courses occurs at the high school level only.

Elementary schools use letter grades for reporting purposes; middle and high schools use letter grades, or both letter and number grades, in some instances.

Grading Scale Unweighted/Weighted Grading System

Grades Descriptor Unweighted-Weighted Value (HS only)

A = 90 -100 Outstanding Progress 4 points 5 points

B = 80 - 89 Above Average Progress 3 points 4 points

C = 70 - 79 Average Progress 2 points 3 points

D = 60 - 69 Lowest Acceptable Progress 1 point 2 points

F = 0 - 59 Failure 0 points 0 points

Scores generated from tests and data from other forms of assessment, including rubrics and portfolios, should be combined to evaluate student progress.

Right to Make Up Work for Excused Absences

Students who have excused absences from instructional time are guaranteed the right to make up work at full credit and to demonstrate mastery of such student performance standards as may have been introduced and/or measured during their excused absence. Such demonstration of mastery of student performance standards shall take place within a reasonable period of time as specified by the teacher. Absence from instructional time shall also be considered excused if that absence is part of an approved school program.

Right to Make Up Work for Unexcused Absences

If a student has an unexcused absence, it is the responsibility of the student to complete all work and turn it in to the appropriate teacher(s). A student shall have one day to complete the work for each day the student is absent (unexcused) and may earn up to only 50% credit. Procedures to make up work for unexcused absences are detailed in the Student Handbook.

High School Awards and Honors

Honor Graduates Criteria

If FSDB chooses to delineate honor graduates, the following criteria shall be used:

- Students with a weighted grade point average of 3.5000 or above graduate *With Honors*.

Valedictorian and Salutatorian Awards

If FSDB decides to award Valedictorian and Salutatorian status, the follow criteria must be met:

- Senior class rank (Valedictorian & Salutatorian inclusive) shall be based on a 5.0 weighted grade point average on all courses taken for high school credit. Calculations of GPAs for valedictorian and salutatorian shall be made at the conclusion of the seventh semester.
- A high school transfer student shall be given one quality point for any course acceptable for transfer credit if that credit is deemed comparable to courses in FSDB that receive quality points. The courses that carry weight on the grade point average should be labeled on the transfer student record as honors, dual enrollment, advanced, advanced placement, accelerated, or some other description that denotes an honors level class. The principal or designee shall make the determination as to which transfer courses qualify for quality points.
- A student who transfers to FSDB during the last two years prior to graduation is not eligible to be named sole Valedictorian or Salutatorian. However, that student is eligible to be Co-Valedictorian or Co-Salutatorian based on the following criteria:

Co-Valedictorian

If ranked first in the senior class based on the cumulative weighted GPA, figures at the end of the 1st. semester of the senior year, the student would be named Co-Valedictorian along with the second ranked student. The third ranked student would be named Salutatorian.

Co-Salutatorian

If ranked second in the senior class, the transfer student would be named Co-Salutatorian along with the third ranked student.

A student must complete four full semesters in FSDB to be eligible to be named sole Valedictorian or Salutatorian. A new student who registers before school starts for his/her junior year would be eligible for sole Valedictorian/Salutatorian.

However, if a student transfers to FSDB during his/her Junior or Senior year, he/she would fall under the above criteria for Co-Valedictorian or Co-Salutatorian.

Remediation

Each student who does not meet specific levels of performance in reading, writing, science and mathematics for each grade, as determined by the FSDB or the state, shall be provided with additional diagnostic instruments to determine the nature of the student's difficulty and areas of academic need.

Immediate intensive remediation focused on student deficiencies shall be provided. The student's proficiency shall be reassessed by FSDB adopted assessment, or based on teacher recommendation, at the beginning of the grade following the intensive instruction, and the student shall continue to be given intensive instruction until the deficiency is remedied.

If a student in any grade K-12 has been identified as having a deficiency in reading, his/her Individual Educational Plan (IEP) must identify the specific areas of deficiency (as appropriate) in phonemic awareness, phonics, fluency, comprehension and/or 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 provide frequent monitoring of the student's progress in meeting the desired levels of performance.

Parent notification shall be documented when a student is being remediated and is being considered for retention. School personnel shall use available resources to achieve parent understanding and cooperation regarding a student's remediation, Individual Educational Plan and possible retention.

Remedial instruction during high school **may not** be in lieu of English and mathematics credits taken for graduation. When Intensive Reading (Course # 1000410) or Intensive Mathematics (Course # 1200400) is used for remediation, it is counted as an elective. Students taking any such courses must be enrolled in required courses in English and mathematics as appropriate.

Reading Deficiency in Grades K-3

It is FSDB's goal that every student read at or above grade level. Any student who demonstrates a substantial deficiency in reading, based on teacher observation or local or state assessments conducted in grade K-3, shall be provided intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency shall be reassessed using the FSDB designated assessment(s) at the beginning of the grade following the intensive reading instruction. Each student shall continue to receive intensive reading instruction until the deficiency is remediated.

Parent Notification of Reading Deficiency and Remediation Plan

The parent of any student in grades K-3 who exhibits a substantial reading deficiency

shall be notified in writing of the following:

- That the student has been identified as having a substantial reading deficiency
- A description of the current services being provided to the child
- A description of the proposed supplemental instructional services and supports for the student that are designed to remediate the identified area of reading deficiency
- That if the student's reading deficiency is not remediated by the end of grade 3, the student shall be retained unless exempted from mandatory retention for good cause

Parent Refusal for Remediation through an Individual Educational Plan

The school has the authority and responsibility to advise a student's course of study. The school is held accountable for the student's success and may implement a plan for remediation through the student's IEP.

Elementary School Program

Each elementary school student shall be placed in classes appropriate to his or her developmental level and mastery of the Sunshine State Standards or the Sunshine State Standards Access Points. The course of study in elementary school includes instruction in the four core academic areas of language arts, mathematics, science and social studies. Elementary students also receive instruction in music or art, physical education and health, media/library skills and technology. All instruction is centered on the benchmarks of the Next Generation Sunshine State Standards. Individual learning styles, interests and talents help determine students' learning paths while in elementary school. Career awareness is provided at all elementary schools.

Reading Instruction

Daily Uninterrupted Elementary Reading Block Instruction

Each elementary school shall provide all students a **minimum** of 90 minute of daily, uninterrupted, scientifically research-based reading instruction using the district adopted Comprehensive Core Reading Program (CCRP). The daily uninterrupted reading block shall follow the DOE template which includes a combination of large and small group instruction, guided and independent reading, and specific skill instruction based on student needs.

Instruction in the Comprehensive Core Reading Program

All K-5 students shall participate in initial instruction (ii) using the Comprehensive Core Reading Program (CCRP). The CCRP curriculum shall be scaffolded to meet the needs of every student. During differentiated instruction, initial instruction shall be reinforced through remediation, acceleration, or enhancement. Students whose Individual Education Plan (IEPs) indicate that the CCRP is not appropriate shall receive instruction using other scientifically research-based reading materials and specified in the student's IEP based on the rigorous reading requirements.

Physical Education Requirements

“Physical education” means the development or maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.

Elementary students will receive 150 minutes of physical education each week. Continuous and rigorous activity will be provided in periods of not less than 30 minutes. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to s. 1010.305. Such instruction may be provided by any instructional personnel as defined in s. 1012.01(2), regardless of certification, who are designated by the school principal. Each district school board is encouraged to provide 150 minutes of physical education each week for students in kindergarten through grade 5.

Replacement of Elementary School Courses

Course replacements for elementary school students will be made on a case-by-case basis upon petition to the school principal. Upon completion of a possible replacement course for a previously failed elementary school course, students/parents/guardians shall supply documentation. The school principal, upon receipt and verification of the required documentation of mastery, shall approve the replacement course, and the student's record shall be amended to reflect the replacement grade.

In the event of insufficient verification evidence, the grade for the course failed shall remain.

Middle School Program

Each middle school student shall be scheduled into specific courses appropriate to his or her developmental level and mastery of the Next Generation Sunshine State Standards or the Sunshine State Standards Access Points.

Typically a student's schedule includes the following courses:

Sixth Grade

Language Arts
Science/Health
Mathematics
Social Studies

Seventh

Language Arts
Science/Health
Mathematics
Social Studies

Grade Eighth Grade

Language Arts
Science/Health
Mathematics
Social Studies

The equivalent of one year of physical education in Grades 6-8

Electives as appropriate

High School Credit in Middle School

Middle school students may be appropriately enrolled in high school credit-earning

courses. Such courses may be offered during the school. Typical courses include Algebra I. Middle school students earning high school credit shall simultaneously be credited with meeting the requirements for the appropriate corresponding pre-9th grade courses.

High School Courses Taken Prior to Grade 9

High school level courses taken below the 9th grade may be used to satisfy high school graduation requirements and Academic Scholars Award requirements. Restrictions on FSDB grade forgiveness policies do not apply to students below the 9th grade taking high school courses for credit. Any high school course taken prior to 9th grade may be retaken regardless of the grade earned. Students shall use the higher of the two grades to determine GPA.

Assignment to Remedial Classes in Middle School

Middle School students with Level 1 FCAT scores in reading and/or math may be assigned to Intensive Reading or Intensive Mathematics classes as necessary in lieu of an elective. Parents shall be notified of the student's need to master Sunshine State Standards in reading or math as the reason for placement in the class(es).

Replacement of Middle School Courses

Course replacements for middle school students shall be made on a case-by-case basis upon petition to the school principal. Upon completion of a possible replacement course for a previously failed middle school course, students/parents/guardians must supply documentation consisting of the following items:

- Documentation of mastery of the appropriate Grade Level Expectations and benchmarks of the Sunshine State Standards for the replacement course
- A portfolio of work representative of the content of the course
- The principal, upon receipt and verification of the required documentation of mastery, shall approve the replacement course, and the student's record shall be amended to reflect the replacement grade.
- In the event of insufficient verification evidence, the grade for the course failed shall remain.

High School Program - Grades 9-12

Determination of Mastery of Student Performance Standards/Sunshine State Standards

When determining the mastery of Sunshine State Standards for high school credit, it is the intent of the FSDB to do the following:

1. Utilize student performance standards that
 - Embed clear and precise statements of what the learner is expected to accomplish by the end of the prescribed learning period
 - Reflect the essential knowledge, skills, concepts or behaviors contained in the district approved course descriptions
2. Measure student performance standards on a regular, continuous basis. Such

measurements may be made through the use of teacher observations, classroom assignments and examinations.

3. Employ varied instructional strategies, course modifications and modification of methods of evaluation to accommodate those students in alternative education programs

Academic Exemptions Based on Attendance

Students shall not be exempted from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or part to provide an exemption from any academic performance required.

Students Enrolled in College Courses for College Credit Only

Students enrolled in post-secondary instruction not creditable toward a high school diploma shall be required to assume the cost of instructional materials and fees.

Enrollment in Sequential Courses

Subject area courses that depend on sequential information are to be taken in sequential order. In such courses, a student who fails to pass may not be allowed to enroll in the next higher course level until the failed course has been successfully remediated in an approved program, by retaking the course during the regular school year or in another traditional or virtual/online school. If a situation of hardship or illness exists which prevents a student from taking a course in sequence, the principal, or designee, may grant an exception.

Enrollment in Virtual Courses

Placement/Acceleration in Florida Virtual School (FLVS)

As stipulated by the Florida K-20 Education Code (s.1002.20), parents have the right to choose educational options such as Florida Virtual School for their children. A student's full-time school may not deny access to courses offered by FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. The FSDB shall provide students with access to enroll in courses available through the FLVS and shall award credit for successful completion of such courses. Access shall be available to students during or after the normal school day and through summer school enrollment. Schools may not deny placement in a FLVS course offered even if the school offers the same course.

High School Credit Issues

Definition of High School Credit

A credit for high school graduation is defined in statute as a minimum of 135 hours of instruction during the 180 day school year in a designated course which contains student performance standards, or the equivalent of six semester hours of college credit. One-half credit is defined as one-half of these requirements. Courses taught in a block must contain a minimum 120 hours of bona fide instruction in a designated course of study

A student may be awarded credit for less than 135 hours (single periods) or 120 hours (block periods) of instruction if he or she has demonstrated mastery of the course requirements and Sunshine State Standards as provided by the Student Progression Plan. This includes awarding credit for courses taken in summer school, through performance-based instruction, block scheduling or course modifications that combine courses. Certain dual enrollment courses offered in a one semester time frame carry one full high school credit. For a complete list, please refer to <http://www.sjrcc.cc.fl.us/>

Awarding of Credit for Limited English Proficient (LEP) Students

Limited English Proficient (LEP) students shall be given credit towards fulfilling graduation requirements in English for each English for Speakers of Other Languages (ESOL) English course completed satisfactorily. Credit shall also be given towards fulfilling graduation requirements for each basic subject area course completed satisfactorily through ESOL instruction.

Qualifications and Restrictions for Earning Credit

Florida Statute requires FSDB to maintain a one-half (.5) credit earned system; full year courses will reflect two .5 credit awards. A full course of study may be completed in one semester. A student enrolled in a full-year course will receive one-half (.5) credit if the student successfully completes either the first or second half of the course but fails the other half and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full year course will receive full credit if the student successfully completes either the first or the second half of the course but fails to successfully complete the other half and the averaging of the numerical grades in each half results in a passing grade. Students must successfully meet additional school requirements, such as class attendance, homework, participation and other indicators of performance.

Exclusions for Earning Credit

No student may be granted credit toward high school graduation for enrollment in the following programs or courses:

- More than a total of nine (9) elective credits in remedial programs
- More than one credit in exploratory career education
- More than three (3) credits in practical arts family and consumer science courses
- Any Level I course unless the student's assessment indicates a more rigorous course would be inappropriate, in which case a written assessment of the need must be included in the IEP or Student Performance Plan and be signed by the principal, guidance counselor, and the parent/legal guardian if the student is not 18 years or older

Credit for Remedial and Compensatory Courses

Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit.

Honors Credit Used in Calculating Weighted Grade Point Average

Honors/ weighted credit (quality point of 1.0) shall be awarded for the following courses offered in FSDB:

1. Honors courses identified in the Master Schedule
2. Dual Enrollment (DE) courses
3. Advanced Placement (AP) courses

College/Career and Technical Dual Enrollment Credit

Annually, FSDB updates its interinstitutional articulation agreements between the local school district and St. Johns River Community College. FSDB students participate in dual enrollment through the St. Johns County School District or the St. Johns River Community College. There are no dual enrollment classes on the campus of FSDB. The articulation agreements includes, but are not limited to, the following items:

The courses and programs eligible for dual enrollment credit

- Eligibility criteria for student participation
- Institutional responsibilities regarding student screening prior to enrolling
- Institutional responsibilities for monitoring student performance
- Process for converting college credit hours earned through dual enrollment and early admission programs to high school credit based on mastery of course outcomes

Declaration of Type of Credit for Joint Dual Enrollment and AP Courses

Post-secondary credit for a joint dual enrollment and advanced placement (AP) courses shall be awarded as either dual enrollment or advanced credit based on **student** preference. No student or school shall claim double credit for both dual enrollment and advanced placement.

Credit for High School Courses Taken Prior to Grade 9

High school level courses taken below the 9th grade may be used to satisfy high school graduation requirements and Florida Academic Scholars Award requirements.

Restrictions on FSDB grade forgiveness policies do not apply to students below the 9th grade taking high school courses for credit. Any high school course taken prior to 9th grade may be retaken regardless of the grade earned. Students shall use the higher of the two grades to determine GPA.

Grade Forgiveness

State law requires a cumulative 2.0 GPA to graduate. Beginning with the entering ninth (9th) graders in the 2000-2001 year and each year thereafter, forgiveness policies for **required** courses will be limited to replacing a grade of "D" or "F", or their equivalent, with a grade of "C" or higher, or its equivalent, earned subsequently in the **same** or **comparable** course. (FS 1003.43)

Forgiveness policies for **elective** courses will be limited to replacing a grade of "D" or "F", or their equivalent, with a grade of "C" or higher, or its equivalent, earned subsequently in the **same**, a **comparable** or **another** course. Any course credit not replaced according to the FSDB's forgiveness policy will be included in the calculation

of the cumulative GPA required for graduation.

Dual Enrollment, Advanced Placement and Acceleration Information

Dual Enrollment Qualifications

The dual enrollment program is defined as enrollment of an eligible secondary student in a postsecondary course, or courses, creditable toward a vocational certificate (**AS**) or an associate (**AA**) or a baccalaureate degree (**BA** or **BS**).

Dual enrollment courses may be taken during school hours, after school hours and during the summer term. A student must be granted credit toward high school graduation requirements for courses taken through dual enrollment.

Parents of students in or entering high school will be notified of the opportunity and benefits of advanced placement, dual enrollment and Florida Virtual School courses during their child's IEP meeting.

Student Materials for Dual Enrollment Courses

Students enrolled through a district high school are exempt from the payment of registration, matriculation and lab fees. Materials assigned for use within dual enrollment courses shall be made available to dual enrollment students free of charge.

All secondary schools students are informed of dual enrollment as an education option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. This will be done at the student's IEP meeting.

Advanced Placement

Advanced placement (**AP**) is the enrollment of an eligible secondary student in an Advanced Placement course offered by the College Board. Post-secondary credit for an AP course may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam.

AP students are exempt from the payment of any fees associated with taking an AP course. No student shall be required to complete an Advanced Placement Examination.

Major Area of Interest Career Academies/Career Education:

Beginning with grade 9 students in 2007-2008 school year, each student must declare a Major Area of Interest (**MAI**). A major area of interest includes four (4) credits in a common area 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 student's education plan. A student must earn a total of four (4) credits in a major area of interest. One (1) of these credits may be earned in a practicum. When a student is selecting a major area of interest, educators providing academic advisement shall review the student's transcript and advise the student to help ensure that the student is on track to meet the requirements for the Florida Bright Futures Scholarship program and the 18

units' course distribution requirements for state university system (SUS) admission, if applicable, based on the student's desired postsecondary education goals.

The purposes of a major area of interest are to provide students:

- Opportunities to earn additional credit toward college or technical school or beginning certification in an occupation. opportunities to learn more in areas that students might be considering as future professions or lifetime skills.
- Opportunities to receive credit and recognition for high level accomplishment outside of the school day for a supervised activity directly related to the major area of interest.
- Opportunities to increase the relevance of the high school experience through more in depth study in an area that students find engaging.
- Opportunities to increase the value of elective classes.
- Opportunities to increase the value of the high school diploma.

High school majors focus on the student's interests. They are broader than college majors, and once students choose a major area of interest in high school, they are not locked into that as a permanent decision. Unlike a college major that is the major area of study required for the degree in a specific area, a high school major area of interest is part of the eight (8) high school credits that are **not** part of the identified core courses that students must take for completion of high school.

The high school major area of interest is a means by which a student can explore areas of interest each year as part of annual course registration processes, without penalty.

A student does not have to complete a major area of interest to graduate but does have to be enrolled in a major area of interest each year. In addition to the sixteen (16) core curriculum credits, students must complete eight (8) additional credits. These credits may be in any combination of majors, minors or electives.

Minor areas of interest are composed of three credits selected by the students as part of his/her academic and career plan.

School-to-Work Transition

All schools – elementary, middle, and high - shall document the manner in which they have prepared students to enter the workforce, including information regarding the provision of accurate, timely career and curricular counseling to students. This information shall include a delineation of available career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to enable students to pursue any postsecondary instruction required to enter that career. Schools shall also delineate school procedures for identifying individual student interests and aptitudes which enable students to make informed decisions about the curriculum that best addresses their individual interests and aptitudes while preparing them to enroll in postsecondary education and enter the workforce. Beginning in grade 6, this information shall include recommended high school coursework that prepares students for success in college-level work. The information shall be made known to parents and students annually through inclusion in the school's handbook, manual, or similar documents or other communications regularly provided to parents and students

Diploma Tracks and Graduation Requirements

High School Individualized Learning Paths

Each student shall be assigned to courses appropriate to his/her developmental level, interests and academic path.

Standard Diploma

The Standard Diploma is a 24 credit general diploma designed for a variety of students with differing academic abilities. The general diploma prepares, and may qualify, the student for a variety of post high school opportunities, including entry level or apprentice jobs, admission to a vocational or technical school, or admission to a community college. A student who meets all requirements prescribed in subsections (1), (4), and (5) of s.1003.43(10)(a), F.S. shall be awarded a standard diploma in a form prescribed by the state board.

Graduation Programs for Students who entered High School in: 2003-2004, 2004-2005, 2005-2006 or 2006-2007

Four-Year Standard 24 Credit Graduation Program This program is designed for a variety of students with differing academic abilities. The standard diploma prepares, and may qualify, the student for a variety of post high school opportunities, including a military career, entry-level or apprentice jobs, admission to a vocational or technical school, admission to a community college, or admission to a four-year college or university.

Completion requirements:

Earned GPA of 2.0 unweighted (The earned GPA of 2.0 unweighted must be based on all courses taken, except courses forgiven under state and district forgiveness policies.) Schools may attach a Florida Gold Seal endorsement to a standard diploma. Passing score on the 10th grade FCAT or passing score on a standardized test that is concordant with passing scores on the FCAT.

24 Credits in the following subject areas

- **4 credits in English** with a major concentration in composition and literature.
- **3 credits in mathematics** including one credit in Algebra I or its equivalent or a higher level math class.
- **3 credits in science:** two of which must include a laboratory component; Agriscience Foundations I, the core course in secondary Agriscience and Natural Resources programs, may count as one of the science credits.
- **3 credits in social studies:** (1.0 credit in American history, 1.0 credit in world history including a comparative study of the history, doctrines, and objectives of all major

political systems, .5 credit in economics including a comparative study of the history, doctrines, and objectives of all major economic systems. and .5 credit in American government including a study of the Constitution of the United States, a study of Florida government and the State Constitution, the three branches of state government and municipal and county government.

- **1 credit** in practical arts career education or exploratory career education. Any career and technical education course as defined in statute may be taken to satisfy the high school graduation requirement for 1 credit in practical arts or exploratory career and technical education.

- **1 credit** in performing fine arts to be selected from music, dance, drama, painting or sculpture. A course in any art form, in addition to painting or sculpture, that requires manual dexterity, or a course in speech and debate, may be taken to satisfy the high school graduation requirement for one credit in performing fine arts **OR .5 credit** each in practical arts career education or exploratory career education **AND** performing fine arts. Such credit for practical arts career education or exploratory career education or for performing fine arts shall be made available in the grade 9, and students must be scheduled into a grade 9 course as a priority.

- **.5 credit** in life management skills, to include consumer education, positive emotional development, marriage and relationship skill-based education, nutrition, parenting skills, prevention of human immunodeficiency virus infection and acquired immune deficiency syndrome and other sexually transmissible diseases, benefits of sexual abstinence and consequences of teenage pregnancy, information and instruction on breast cancer detection and breast self-examination, cardiopulmonary resuscitation, drug education and the hazards of smoking

- **1 credit Physical Education**, to include assessment, improvement, and maintenance of personal fitness. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of “C” or better. Completion of one semester with a grade of “C” or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a ROTC class with a significant component of drills shall satisfy a .5 requirement in physical education. This .5 credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.

- **8.5 credits in electives:** Any course listed in the Course Code Directory that is appropriate for grades 9 and above may fulfill elective credit. Schools may award a maximum of one-half credit in Voluntary School/Community Service (2104330) and one-half elective credit for student completion of non-paid voluntary community or school service work. Students choosing this option must complete a minimum of 75 hours of service in order to earn the one-half credit in either category. Credit may not be earned for service provided as a result of court action.

A course designated in the Course Code Directory as grade 9 through grade 12 that is taken below the 9th grade may be used to satisfy high school graduation requirements or Bright Futures award requirements.

College- Ready Graduation Program This program is a four-year 24 credit program that prepares students seeking postsecondary education. Requirements include the following:

- **Earned GPA of 2.0 unweighted** (The earned GPA of 2.0 unweighted must be based on all courses taken, except courses forgiven under state and district forgiveness policies.)
- **Passing score on the 10th grade FCAT or passing score on a standardized test that is concordant with passing scores on the FCAT.**

24 credits including those delineated in the four-year 24 Credit Standard Graduation Program with the following exception.

- 3 credits of mathematics: Algebra 1 plus two other math courses that qualify for university admission; three (3) math credits must be earned in grades 9-12.
- 2 credits in the same second language
- 6.5 credits in elective

Accelerated High School Graduation Program Selection Requirements

Prior to selecting an accelerated graduation program, the following requirements must be met:

The student shall have achieved at least a score of 3 on both the FCAT reading and math assessments.

Three-Year 18 Credit Graduation Programs General Comments Two accelerated graduation programs are available for eligible and interested students. These are the **three-year 18 Credit Standard College Preparatory Graduation Program and the three-year 18 Credit Career Preparatory Graduation Program**. There are specific requirements for entrance and maintenance in these two acceleration programs. Students selecting one of the three-year 18 credits programs shall be treated equally with students graduating via the minimum 24-credit general high school graduation program in all ways, including eligibility for valedictorian, salutatorian, Talented 20, and Bright Futures. Students enrolled in either three-year 18 credit graduation program shall not be excluded from activities traditionally provided for graduating students during their anticipated graduation year.. Schools shall not establish requirements for accelerated three-year high school graduation programs in excess of the requirements in statute. Students who choose a three-year graduation program may still qualify for acceleration programs (e.g., Advanced Placement, dual enrollment, International Baccalaureate) and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admissions requirements for those programs and scholarships. Students who choose a three-year

graduation program can participate in the National Merit Scholarship Program if they take the PSAT/NMSQT in either the next-to-last year or the last year they are enrolled in high school. Those who take the PSAT/NMSWT in their last year of high school will be entering competition for awards to be offered as they are completing their first year of college. Students who plan to apply to an out-of-state or private in-state college or university and who are interested in one of the three-year graduation programs should contact those institutions as early as possible for specific admissions requirements. Students who choose the three-year program, complete the 18 credits, earn a cumulative weighted GPA (with individual course credit GPA requirements), and pass the FCAT must graduate at the end of the three years. They cannot remain in school for a fourth year. Students will lose a year of potential athletics eligibility by opting for a three-year program. Issues such as continued eligibility for high school athletics or other extracurricular activities should be taken in to consideration when making the decision.

Selection of a three-year 18 Credit Graduation Program Selection of an accelerated high school graduation program must be completed by a student prior to the end of grade 9 and is entirely up to the student and parent/guardian. In the event a grade 9 student is unable to select a three-year 18 credit graduation program prior to the end of grade 9 due to illness, the school shall extend the deadline for choice of a graduation program to the end of the student's first semester in grade 10. A student who enters a district high school after grade 9 upon transfer from a private school or another state must select a three-year 18 credit graduation program prior to the end of the student's first semester in grade 10.

Students who fail to make a selection of a three-year 18 credit graduation program by the required dates shall be considered to have selected the four-year 24 credit graduation program.

Automatic Change from three-year four-year Graduation Program A student who selected one of the three-year 18 credit graduation options shall automatically move to a four-year program if one or more of the following occur:

- The student exercises his/her right to change to a four-year program
- The student fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10
- The student does not meet the GPA, credit, assessment and course grade requirements at the end of grade 11 required in the three-year 18 credit program in which he/she is enrolled.

Attendance Requirements for three-year 18 Credit Graduation Programs A student choosing one of the three-year 18 credit graduation programs must attend high school as a full-time student for three full school years, which may include summer school.

Special Diploma Students and three-year 18 Credit Graduation Programs Students working toward a special diploma may not opt for either three-year 18 credit graduation

program. There is no provision for a three-year special diploma for students with disabilities since these students are entitled to remain in school through age 22 or graduate with a standard diploma.

If requirements for either three-year 18 credit graduation program are not met, students must then meet the requirements for a 24 credit diploma. There is no provision for a Certificate of Completion under either of the three-year 18 credit graduation programs.

Three-Year 18 Credit Standard College Preparatory Graduation Program The three-year 18 credit College Preparatory Program prepares students seeking postsecondary education. Prior to selecting an 18 credit graduation program, the following requirements must be met:

- Designated school personnel shall meet with each student and the student's parent/guardian to provide an explanation of the relative requirements, advantages, and disadvantages of this graduation option.
- The student shall submit to the high school principal and guidance counselor a signed parental consent to enter a three-year accelerated graduation program.
- The student shall have achieved at least a score of 3 on both the FCAT reading and math assessments.

Selection of an accelerated high school graduation program must be completed by a student prior to the end of grade 9 and is exclusively up to the student and parent/guardian. Requirements for maintenance in the program include the following:

- Cumulative weighted GPA of 3.0 on a 4.0 scale in the 18 required credits
- Weighted or unweighted grade in each required course of at least 3.0 on a 4.0 scale For example, a student must earn a "B" or better in each unweighted course or a "C" or better in each weighted course.
- Passing score on the grade 10 FCAT or scores on the ACT or SAT that are concordant with passing scores on the FCAT

Credit Requirements:

- Successful completion of a minimum 18 academic credits in grades 9 through 12
- A minimum of 6 of the 18 credits required received in classes that are dual enrollment, advanced placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE)
- All 18 credits required for this program, including 3 electives that satisfy the course distribution requirements for state university admission
- The 18 primary credits for this program shall be distributed as follows:
 - 4 credits in English with major concentration in composition and literature

- 3 credits in mathematics at the Algebra 1 level or higher from the list of courses that qualify for State university admission
- 3 credits in natural science, two of which must have a lab component
- 3 credits in social studies (1.0 credit in American history, 1.0 credit in world history, .5 credit in American government, .5 credit in economics)
- 2 credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English (Upon demonstration of competency in another language, the student may replace the language requirement with two credits in other academic courses.)
- 3 credits in electives

Three-Year 18 Credit Career Preparatory Graduation Program

The three-year 18 Credit Career Preparatory Graduation Program prepares students seeking postsecondary education.

• Prior to selecting an 18 credit graduation program, the following requirements must be met:

- Designated school personnel shall meet with each student and the student's parent/guardian to provide an explanation of the relative requirements, advantages, and disadvantages of this graduation option.
- The student shall submit to the high school principal and guidance counselor a signed parental consent to enter a three-year accelerated graduation program.
- The student shall have achieved at least a score of 3 on both the FCAT reading and math assessments.

Selection of an accelerated high school graduation program must be completed by a student prior to the end of grade 9 and is exclusively up to the student and parent/guardian.

• Requirements for maintenance in the program include the following:

- Cumulative weighted GPA of 3.5 on a 4.0 scale in the 18 required credits
- Weighted or unweighted grade in each required course of at least a 2.0 on a 4.0 scale (For example, a student must earn a "C" or better in an unweighted course or a "D" or better in a weighted course.)
- Passing score on the grade 10 FCAT or scores on the ACT or SAT that are concordant with passing scores on the FCAT

Students who fail to meet either requirement automatically revert to the four-year 24 Credit Program.

Credit Requirements

Successful completion of a minimum 18 academic credits in grades 9 through 12

The 18 primary credits for this program shall be distributed as follows:

- 4 credits in English with major concentration in composition and literature
- 3 credits in mathematics, one of which must be Algebra I or its equivalent.
- 3 credits in natural science, two of which must have a lab component
- 3 credits in social studies (1.0 credit in American history, 1.0 credit in world history, .5 credit in American government, .5 credit in economics)
- 3 credits in a single vocational or career education program sequence, three credits in career and technical certificate dual enrollment courses or five credits in vocational or career education courses
- 2 credits in electives unless five credits are earned in vocational or career education courses (cited above)

Graduation Programs for Grade 9 Students Beginning in 2007-2008 School Year

Beginning with students entering their first year of high school in 2007-2008, each student will be required to identify a major area of interest (MAI) that includes four of the eight credits that are in addition to the 16 core curriculum credits required to graduate. The four major area of interest courses may be in the arts, advanced academic studies or career preparation. The remaining four elective credits may be used for a second major area of interest, a minor, or other elective classes.

Students may not opt out of choosing a major. They may, however, change their Major Area of Interest with no penalty. Students who choose one of the three-year 18 credit options graduation programs are not required to identify a major area of interest (MAI).

Four-Year Standard 24 Credit Graduation Program (beginning in school year 2007-2008 for entering grade 9 students)

This program is designed for a variety of students with differing academic abilities. The standard diploma prepares, and may qualify, the student for a variety of post high school opportunities, including a military career, entry-level or apprentice jobs, admission to a vocational or technical school, admission to a community college, or admission to a four-year college or university.

Completion requirements:

Earned GPA of 2.0 unweighted (The earned GPA of 2.0 unweighted must be based on all courses taken, except courses forgiven under state and district forgiveness policies.) Schools may attach a Florida Gold Seal Career endorsement to a standard diploma. Passing score on the 10th grade FCAT or passing score on a standardized test that is concordant with passing scores on the FCAT.

24 Credits in the following subject areas:

- **4 credits in English** with a major concentration in composition, reading for information and literature
- **4 credits in mathematics** including one credit in Algebra I or its equivalent or a higher level math class
- **3 credits in science:** two of which must include a laboratory component
- **3 credits in social studies:** (1.0 credit in American history, 1.0 credit in world

history including a comparative study of the history, doctrines, and objectives of all major political systems, .5 credit in economics (including a comparative study of the history, doctrines, and objectives of all major economic systems), and .5 credit in American government (including a study of the Constitution of the United States, a study of Florida government and the State Constitution, the three branches of state government and municipal and county government)

- **1 credit in fine arts or performing arts**, which may include speech and debate. The fine arts requirement is a full credit. The courses that will meet this requirement are those coded as Performing and Fine Arts (PF) credits in the course Code Directory. A student may take two (2) half credit courses to fulfill this requirement

- **1 credit Physical Education, to include the integration of health** using the Health Opportunities through Physical Education (HOPE) course. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of “C” or better. The competency test on personal fitness must be developed by the Department of Education. A district school board may not require that the one credit in physical education be taken during the 9th grade year. Completion of one semester with a grade of “C” or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.

- 4 credits in a major area of interest (MAI)
- 4 credits in another major, minor, or electives

College-Ready Graduation Program (beginning in school year 2007-2008 for entering grade 9 students) This FSDB program is a four-year 24 credit program that prepares students seeking postsecondary education. Requirements include the following:

Earned GPA of 2.0 unweighted (The earned GPA of 2.0 unweighted must be based on all courses taken, except courses forgiven under state and district forgiveness policies.) Passing score on the 10th grade FCAT/alternate assessment as designated by the Florida Department of Education or passing score on a standardized test that is concordant with passing scores on the FCAT. (Please refer to the Assessment section for listing of concordant scores.)

24 credits including those delineated in the four-year 24 Credit Standard Graduation Program with the following exception.

- 4 credits of mathematics: must include algebra 1 plus two other math courses that qualify for university admission; three (3) math credits must be earned in grades 9-12.
- 2 credits in the same second language
- 4 credits in a major area of interest (MAI)
- 2 electives

Accelerated High School Graduation Program Selection Requirements Prior to selecting an accelerated graduation program, the following requirements must be met: The student shall have achieved at least a score of 3 on both the FCAT reading and math assessments.

Three-Year 18 Credit Graduation Programs

General Comments Two accelerated graduation programs are available for eligible and interested students. These are the three-year 18 Credit Standard College Preparatory Graduation Program and the three-year 18 Credit Career Preparatory Graduation Program. There are specific requirements for entrance and maintenance in these two acceleration programs. Students selecting one of the three-year 18 credits programs shall be treated equally with students graduating via the minimum 24-credit general high school graduation program in all ways, including eligibility for valedictorian, salutatorian, Talented 20, and Bright Futures.. Students enrolled in either three-year 18 credit graduation program shall not be excluded from activities traditionally provided for graduating students during their anticipated graduation year. Schools shall not establish requirements for accelerated three-year high school graduation programs in excess of the requirements in statute. Students who choose a three-year graduation program may still qualify for acceleration programs and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admissions requirements for those programs and scholarships. Students who choose a three-year graduation program can participate in the National Merit Scholarship Program if they take the PSAT/NMSQT in either the next-to-last year or the last year they are enrolled in high school. Those who take the PSAT/NMSWT in their last year of high school will be entering competition for awards to be offered as they are completing their first year of college. Students who plan to apply to an out-of-state or private in-state college or university and who are interested in one of the three-year graduation programs should contact those institutions as early as possible for specific admissions requirements. Students who choose the three-year program, complete the 18 credits, earn a cumulative weighted GPA (with individual course credit GPA requirements), and pass the FCAT must graduate at the end of the three years. They cannot remain in school for a fourth year. Students will lose a year of potential athletics eligibility by opting for a three-year program. Issues such as continued eligibility for high school athletics or other extracurricular activities should be taken in to consideration when making the decision.

Selection of a Three-Year 18 Credit Graduation Program Selection of an accelerated high school graduation program must be completed by a student prior to the end of grade

9 and is entirely up to the student and parent/guardian. In the event a grade 9 student is unable to select a three-year 18 credit graduation program prior to the end of grade 9 due to illness, the school shall extend the deadline for choice of a graduation program to the end of the student's first semester in grade 10. A student who enters a district high school after grade 9 upon transfer from a private school or another state must select a three-year 18 credit graduation program prior to the end of the student's first semester in grade 10. Students who fail to make a selection of a three-year 18 credit graduation program by the required dates shall be considered to have selected the four-year 24 credit graduation program.

Automatic Change from Three-Year to a Four-Year Graduation Program A student who selected one of the three-year 18 credit graduation options shall automatically move to a four-year program if one or more of the following occur:

- The student exercises his/her right to change to a four-year program
- The student fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10
- The student does not meet the GPA, credit, assessment and course grade requirements at the end of grade 11 required in the three-year 18 credit program in which he/she is enrolled.

Attendance Requirements for Three-Year 18 Credit Graduation Programs

A student choosing one of the three-year 18 credit graduation programs must attend high school as a full-time student for three full school years, which may include summer school.

Three-Year 18 Credit Standard College Preparatory Graduation Program The three-year 18 credit College Preparatory Program prepares students seeking postsecondary education.

Prior to selecting an 18 credit graduation program, the following requirements must be met:

- Designated school personnel shall meet with each student and the student’s parent/guardian to provide an explanation of the relative requirements, advantages, and disadvantages of this graduation option.
- The student shall submit to the high school principal and guidance counselor a signed parental consent to enter a three-year accelerated graduation program.
- The student shall have achieved at least a score of 3 on both the FCAT reading and math assessments.

Selection of an accelerated high school graduation program must be completed by a student prior to the end of grade 9 and is exclusively up to the student and parent/guardian. Requirements for maintenance in the program include the following:

- Cumulative weighted GPA of 3.5 on a 4.0 scale in the 18 required credits
- Weighted or unweighted grade in each required course of at least 3.0 on a 4.0 scale For example, a student must earn a “B” or better in each unweighted course or a “C” or better in each weighted course.
- Passing score on the grade 10 FCAT or scores on the ACT or SAT that are concordant with passing scores on the FCAT.

Credit Requirements:

- Successful completion of a minimum 18 academic credits in grades 9 through 12
- A minimum of 6 of the 18 credits required must be received in classes that are, dual enrollment, advanced placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE).
- All 18 credits required for this program including 3 electives must satisfy the course distribution requirements for state university admission.
- The 18 primary credits for this program shall be distributed as follows:
 - 4 credits in English with major concentration in composition and literature
 - 3 credits in mathematics at the Algebra 1 level or higher from the list of courses that qualify for State university admission
 - 3 credits in natural science, two of which must have a lab component
 - 3 credits in social studies (1.0 credit in American history, 1.0 credit in world history, .5 credit in American government, .5 credit in economics)
 - 2 credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English (Upon demonstration of competency in another language, the student may replace the language requirement with two credits in other academic courses.)
 - 3 credits in electives

Students who fail to meet requirements at the end of the school year automatically revert to the four-year 24 Credit Program.

Three-Year 18 Credit Career Preparatory Graduation Program

The three-year 18 Credit Career Preparatory Graduation Program prepares students seeking postsecondary education. Prior to selecting an 18 credit graduation program, the following requirements must be met:

- Designated school personnel shall meet with each student and the student's parent/guardian to provide an explanation of the relative requirements, advantages, and disadvantages of this graduation option.
- The student shall submit to the high school principal and guidance counselor a signed parental consent to enter a three-year accelerated graduation program.
- The student shall have achieved at least a score of 3 on both the FCAT reading and math assessments.

Selection of an accelerated high school graduation program must be completed by a

student prior to the end of grade 9 and is exclusively up to the student and parent/guardian. Requirements for maintenance in the program include the following:

- Cumulative weighted GPA of 3.0 on a 4.0 scale in the 18 required credits
- Weighted or unweighted grade in each required course of at least a 2.0 on a 4.0 scale. For example a student must earn a “C” or better in an unweighted course or a “D” or better in a weighted course.
- Passing score on the grade 10 FCAT or scores on the ACT or SAT that are concordant with passing scores on the FCAT.

Credit Requirements

- Successful completion of a minimum 18 academic credits in grades 9 through 12
- The 18 primary credits for this program shall be distributed as follows:
 - 4 credits in English with major concentration in composition and literature
 - 3 credits in mathematics, one of which must be Algebra I (Please refer to *High School Credit* section for a list of courses that fulfill the Algebra I requirement.)
 - 3 credits in natural science, two of which must have a lab component
 - 3 credits in social studies (1.0 credit in American history, 1.0 credit in world history, .5 credit in American government, .5 credit in economics)
 - 3 credits in a single vocational or career education program sequence, three credits in career and technical certificate dual enrollment courses or five credits in vocational or career education courses
 - 2 credits in electives unless five credits are earned in vocational or career education courses (cited above)

If requirements for either three-year 18 credit graduation program are not met, students must then meet the requirements for a 24 or 26 credit diploma. There is no provision for a Certificate of Completion under either of the three-year 18 credit graduation programs.

Students who fail to meet these requirements at the end of the school year automatically revert to the four-year 24 Credit Program.

Certificate of Completion

Students who are unable to meet graduation requirements for a diploma may receive a Certificate of Completion. A Certificate of Completion is not a diploma. It certifies that the student attended high school but did not meet all graduation requirements for a diploma. A Certificate of Completion shall be awarded to any student who satisfies the credit requirements for graduation but lacks one or more of the following requirements

for graduation with a regular diploma:

- Passing score on the state assessment test required for high school graduation
- Cumulative grade point average (GPA) of 2.0 or higher

A student who receives a Certificate of Completion may elect to remain in high school as a full-time or part-time student until the age of 22 and receive instruction to remedy the deficiency(ies). A student who has received a Certificate of Completion, who subsequently meets the requirements for a standard diploma, shall be awarded a standard diploma.

Diploma Options and Graduation Requirements

Exceptional Student Education

General Information

An exceptional education student is not restricted or limited to a diploma option. Exceptional education students shall be afforded the opportunity to fully meet all standard graduation requirements and qualify for a standard diploma. Parents of exceptional students shall be informed of the requirements for obtaining a standard diploma and other diploma options available. Diploma options should be discussed and agreed upon. This discussion should occur during a Transition IEP meeting prior to the student turning 14. When determining diploma options, it is important to think about the desired post-high school outcomes. Particular types of diplomas or certificates of completion have a direct impact on what post graduation opportunities are available to students.

Students with disabilities who have not earned a standard diploma or GED may stay in school until they are 22 years old. This also applies to students with disabilities who have been awarded a special diploma, certificate of completion or special certificate of completion before they turned 22. FSDB is required to offer services until the student is 22 years old or until the student earns a standard diploma or GED.

Standard Diploma for Exceptional Student Education (ESE) Students

Exceptional education students must meet the same requirements for a standard diploma as required by the school district for non-disabled students. Accommodations may be provided for basic courses and tests to meet the needs of students with disabilities. Accommodations change the way a student learns, but not what the student is expected to learn. The transition IEP team determines appropriate accommodations.

According to the Enhanced New Needed opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) ACT, s. 1007.02, F.S., an exceptional student who is attempting a standard diploma may be granted an FCAT Waiver if the IEP committee determines that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable accommodations and if the student completes the minimum number of credits and other requirements specified in s.

1003.43(1) and (4), F.S. and does not meet the requirements of s. 1003.43(5)(a) after one opportunity in grade 10 and one opportunity in grade 11.

**Special Diploma Options
for Exceptional Student Education (ESE) Students**

Special diploma options offer choices to students with disabilities who are not able to meet the requirements for a standard diploma. There are two special diploma options available for students with disabilities:

- Special Diploma Option 1
- Special Diploma Option 2

Special diplomas are available to FSDB students who have been properly identified as deaf or hard-of-hearing or dual sensory impaired. Students who are identified solely as visually impaired are not eligible for a special diploma. To be eligible, they must also have another identified disability.

**Special Diploma Option 1
for Exceptional Student Education (ESE) Students**

To earn a Special Diploma Option 1, students must earn the same number of course credits as for a regular diploma (24 credits). The course credits may be earned by taking exceptional student education (ESE) classes and/or basic (regular academic) or career and technical education classes.

In order to graduate with a Special Diploma Option 1, a student must:
GRADUATION REQUIREMENTS:

SPECIAL DIPLOMA

COURSE	CREDITS
Language Arts	4
Mathematics	3
Life Management	0.5
Social Studies	3
Science	2
Physical Education	0.5
Electives	11
TOTAL # CREDITS	24

Option 1: Students must master the appropriate Next Generation Sunshine State Standards Access Points, complete 24 credits and have a cumulative GPA of 2.0.

** Students are encouraged to earn as many as 32 credits, however a minimum of 24 credits, plus mastery of the appropriate Next Generation Sunshine State Standards Access Points as required for ESE students is needed for graduation with a Special Diploma.

If the student and the IEP team is in doubt as to which diploma option to choose, a standard diploma decision should be opted for first, as credits earned working toward a

standard diploma can count toward fulfilling the academic course requirements of a special diploma. However, academic credits earned toward a special diploma can only count for electives if the student switches to a standard diploma.

The awarding of a Special Diploma or Special Certificate of Completion does not prevent a student with disabilities from pursuing a Standard Diploma until the student reaches the age of 22.

Special Diploma Option 2 for Exceptional Student Education (ESE) Students

Requirements for Special Diploma Option 2 are based on mastery of a set of competencies developed for each individual student related to employment and community living. These competencies are specified in the student's employment and community competencies training plan.

This diploma option is not based on course credits or mastery of the state-developed Student Performance Standards or the Next Generation Sunshine State Standards Access Points . In order to graduate with a Special Diploma Option 2, a student must:

- Be successfully employed in the community for a minimum period of one semester, at or above minimum wage
- Achieve all annual goals and short-term objectives related to employment and community competencies in the transition individual educational plan (TIEP)
- Demonstrate mastery of competencies in his or her employment and community competencies training plan. This plan should also include the criteria to use for determining and certifying mastery of the competencies, the student's work schedule and a description of the supervision to be provided by school district staff
- Be at least 17 years old
- Have completed 10 credits toward a special diploma

Certificates of Completion for Exceptional Student Education (ESE) Students

Students who are unable to meet graduation requirements for a diploma may receive a certificate of completion. A certificate of completion is not a diploma. It certifies that the student attended high school but did not meet all graduation requirements for a diploma.

Two types of Certificates of Completion are available for ESE students:

• Regular Certificate of Completion

Given to any student pursuing a standard diploma who passes the required courses in high school but fails to pass the required state test, or achieve the required grade point average. Students with disabilities who are eligible for a Regular Certificate of Completion have the option of graduating with a Special Diploma Option 1 instead.

- **Special Certificate of Completion**

Available to any student with disabilities who is unable to meet all of the graduation requirements for a special diploma. The Special Certificate of Completion certifies that the student passed the required ESE courses in high school but failed to master the Student Performance Standards for Exceptional Student Education or the Sunshine State Standards for Special Diploma.

Florida Bright Futures Scholarship Program Requirements

The Bright Futures Program currently consists of the three awards listed below. Each award has its own academic eligibility requirements, award amounts and duration. The requirements for Florida Bright Futures Scholarships change on a yearly basis. Additional, up-to-date information can be obtained by logging on to <http://www.firn.edu/doe/brfutures/gsvrequire.htm>

**Criteria for Florida Academic Scholars Award
Grade Point Average (GPA)**

Weighting for more challenging higher level courses is prescribed by law as .25 per course per semester or .50 per course per year

3.5 Weighted GPA using the credits listed below, combined with the test scores and community service hours listed below Note: GPAs are not rounded.

Required Credits

Courses must include 15 credits of college preparatory academic courses.

- 4 English (3 with substantial writing)
- 3 mathematics (Algebra I and above)
- 3 natural sciences (2 with substantial lab)
- 3 social science
- 2 world language (in the same language)
- May use up to 4 additional credits from courses in the academic areas listed above and/or AP or IB fine arts courses to raise the GPA

Community Service:

75 hours, as approved by FSDB or private school

Test Scores

- Best composite score required by DOE on the SAT or ACT
- Subsections of the SAT or ACT from different test dates may be used to meet the test criteria.
- For spring eligibility evaluations, test dates through the end of January will be admissible.
- For summer eligibility evaluations, test dates through the end of June will be admissible.

Other Ways to Qualify

The other ways to qualify listed below must also meet the community service hours requirement.

- National Merit or Achievement Scholars and Finalists
- National Hispanic Scholars

- Early Admissions with best composite score required by DOE on the SAT or ACT and a 3.5 weighted GPA in curriculum courses completed

Criteria for Florida Medallion Scholars Award

Grade Point Average (GPA)

Weighting for more challenging higher level courses is prescribed by law as .25 per course per semester or .50 per course per year

3.0 weighted GPA using the credits and test score listed below

Note: GPAs are not rounded.

Required Credits

Courses must include 15 credits of college preparatory academic courses.

- 4 English (3 with substantial writing)
- 3 mathematics (Algebra I and above)
- 3 natural sciences (2 with substantial lab)
- 3 social science
- 2 world language (in the same language)
- May use up to 4 additional credits from courses in the academic areas listed above and/or AP or IB fine arts courses to raise the GPA

Community Service

No requirement

Test Scores

- Best composite score required by DOE on the SAT or ACT
- Subsections of the SAT or ACT from different test dates may be used to meet the test criteria.
- For spring eligibility evaluations, test dates through the end of January will be admissible.
- For summer eligibility evaluations, test dates through the end of June will be admissible.

Other Ways to Qualify

- National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 75 hours of community service
- Early Admissions with best composite score required by DOE on the SAT or ACT and a 3.0 weighted GPA in curriculum courses completed

Criteria for Florida Gold Seal Vocational Scholars Award

Grade Point Average (GPA)

Weighting for more challenging higher level courses is prescribed by law as .25 per course per semester or .50 per course per year

3.0 weighted GPA using the 15 core credits required for high school graduation (listed below) **and** a 3.5 unweighted GPA in a minimum of 3 vocational credits in one vocational program, and test scores listed below Note: GPAs are not rounded.

Required Credits

Credits must be in the 15 core credits required for high school graduation.

- 4 English
- 3 mathematics
- 3 natural science
- 3 social science (Am. Hist., World Hist., Am. Govt. and Economics)
- 1 practical arts; OR 1 performing arts; OR 1/2 credit in each
- .5 life management skills
- .5 personal fitness*
- Plus a minimum of 3 vocational job-preparatory or technology education program credits in one vocational program.

*Beginning with 2003 graduates, an additional .5 credit of Physical Education will be required.

Community Service

No requirement

Test Scores

CPT: Reading 83

Sentence Skills 83

Algebra 72

OR

SAT: scores set by DOE

OR

ACT: scores set by DOE

(1) Students must earn the minimum score on each subsection of the CPT, SAT or ACT.

(2) For spring eligibility evaluations, test dates through the end of January will be admissible.

(3) For summer eligibility evaluations, test dates through the end of June will be admissible.

(4) Subsections of the SAT, ACT, or CPT from different test dates may be used to meet the test criteria.