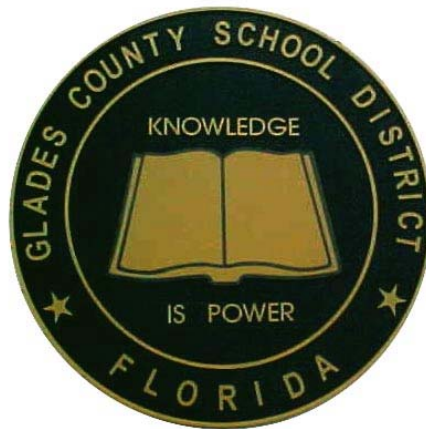


The School District of Glades County, Florida

Student Progression Plan

2008-2009



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THE SCHOOL DISTRICT OF GLADES COUNTY
STUDENT PROGRESSION PLAN
2007 – 2008

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THE SCHOOL DISTRICT OF GLADES COUNTY STUDENT PROGRESSION PLAN

INTRODUCTION

The purpose of this document is to describe the administrative procedures necessary to implement student progression in Glades County. The plan incorporates specific standards and procedures for promotion from grade to grade, earning of high school credit and graduation requirements as recommended by the Superintendent of Schools and adopted by The School Board of Glades County.

General Authority for the provision of this plan is given in Section 1008.F.S.

Student progression in Glades County Schools shall be based on evaluation of each student's achievement in relation to district performance standards for each grade level. Evaluation shall be based on the following criteria: achievement tests, classroom assignments, daily observations, portfolios, performance assessments, standardized tests, state assessment tests and other pertinent data. The classroom teacher has the primary responsibility for certifying whether or not a pupil has demonstrated a level of performance and ability to function academically, socially, physically, and emotionally at the next grade level. The principal shall have the responsibility of approving placement recommendations of the classroom teacher. The superintendent has final authority on all decisions. (S.1008.25(2)(a)-(b), F.S.)

ALLOCATION OF RESOURCES

The Glades County School District will allocate remedial and supplemental instructional resources to students in the following priority:

- Students who are deficient in reading by the end of grade 3, and
 - Students who fail to meet performance levels required for promotion consistent with the district's school board plan for student progression
- (S. 1008.25(3)(a-b), F.S.)

PROMOTION

Promotion through the grades will be determined by considering level of achievement, demonstration of performance relating to Sunshine State Standards, district and state assessments, grades, and other information available.

Social Promotion Elimination and Mandatory Retention Exemptions for Good Cause S. 1008.25(6), F.S.

No student can be assigned to a grade level based solely on age or other factors that constitute social promotion. *Explanatory Note:* Social promotion occurs when student is promoted based on factors other than the student achieving the district and state levels of performance for student progression. A student fails to meet the state portion of levels of performance for student progression when the student fails to achieve the required levels in reading, writing, mathematics, or science on the Florida Comprehensive Assessment Test of Sunshine State Standards. Students with disabilities must meet the state or district levels of performance for student progression unless the disabling condition prevents the student from attaining the required levels of performance in the regular curriculum in pursuit of a standard diploma. In such cases, promotion will be based on the student meeting the goals and objectives on the individual educational plan. Retention of English Language Learners (ELL) must be determined by a school's LEP committee, except in the case of mandatory retention for reading deficiencies in grade 3.) (S.1008.25.(6)(a), F.S.)

When determining whether a student is exempt from retention, the following good cause categories will be reviewed to determine if an exemption is appropriate:

- ELLs who have had less than two years of instruction in an English for Speakers of Other Language program;
- Students with disabilities whose Individual Education Plan (IEP) indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rule;
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;
- Students who demonstrate, through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on FCAT;
- Students with disabilities who participate in FCAT and who have an IEP or a 504 Plan that reflects that they have received intensive remediation in reading for more than two years but still demonstrate a deficiency in reading and were previously retained in grades K-2;
- Third-grade students provided intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in K-3 for a total of two years. (If promoted under this exemption, intensive reading instruction must include an altered instructional day that includes specialized diagnostic information and specific reading strategies). Intensive reading instruction for students promoted for good cause must include and altered instructional day based upon an academic plan that includes specialized diagnostic information and specific reading strategies for each student. The Glades County School Board will assist schools and teachers in the implementation of reading strategies that research has shown to be successful in improving reading among low performing readers. (S. 1008.25(6)(b), F.S.)

Requests for good cause exemptions from the mandatory retention for students with continuing reading deficiencies in grade 3 must be consistent with the following:

- Documentation must be submitted by the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. (Such documentation can consist only of the existing IEP, report card, student portfolio, or alternative assessment).
- The principal must review and discuss the recommendation with the teacher and determine promotion or retention. If the principal determines that the student should be promoted, the principal must make the recommendation in writing to the superintendent. The superintendent must accept or reject the principal's recommendation in writing.

(S. 1008.25(6)(c), F.S.)

SUNSHINE STATE STANDARDS

Sunshine State Standards have been established for the following subject areas: The Arts, Foreign Languages, Health and Physical Education, Language Arts, and Social Studies. It is expected that all students will demonstrate performance for each of the standards at levels determined appropriate by the district.

NEXT GENERATION SUNSHINE STATE STANDARDS (SB 1908)

Next Generation Sunshine State Standards have been established for the following subject areas: Mathematics and Science. It is expected that all students will demonstrate performance for each of the standards at levels determined appropriate by the district.

ASSESSMENT AND REMEDIATION

Each student must participate in the Statewide Assessment Program: (Sections 1008.22, 1008.22(1), 1008.34, and 1001.11, F.S.)

Florida Comprehensive Assessment Test (FCAT)

State developed and administered to grades 3-10. Each student must either pass the grade 10 FCAT or attain ACT or SAT scores concordant with the FCAT passing scores. In order to receive a standard high school diploma. A student is required to take the grade 10 FCAT a total of 3 times without earning a passing score in order to use the scores on an alternative assessment.

Alternative Assessment Test

An alternative assessment test can be administered to selected students with disabilities who are receiving student exceptional educational services.

Progress Monitoring

Each student who does not meet specific levels of performance as determined by the district school board in the areas of reading, writing, mathematics and science for each grade level, or

who does not meet specific levels of performance as determined by the Commissioner of Education on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school in which the student is enrolled, in consultation with the student's parent or legal guardian, must develop and implement a progress monitoring plan designed to assist the student in meeting state and district expectations for proficiency.

- If a student in any grade has been identified as having a reading deficiency, the student must receive progress monitoring
 - in the student's specific areas of deficiency;
 - the desired level of performance in these area;
 - the instructional and support services to be provided to meet the desired level of performance.
- Schools must also provide frequent monitoring of the student's progress in meeting the desired levels of performance
- The District must assist schools and teachers in implementing research-based reading activities that have been shown to be successful in teaching reading to low-performing students. (S. 1008.25(4)(b) ,F.S.)
- Upon subsequent evaluation, if the documented deficiency has not been corrected the student may be retained.
- Each student who does not meet minimum performance expectation defined by the Commissioner for the statewide assessment tests in reading, writing, science and mathematics must continue to be provided with remedial or supplemental instruction until expectations are met or the student graduates or is not subject to compulsory attendance. (S. 1008.25(4)(c), F.S.)
- Each student who does not meet state or district levels of performance for student progression in reading, writing, science, and mathematics for each grade level must be provided with additional diagnostic assessments to determine the nature of the students difficulty and areas of academic need. (S. 1008.25(4)(a), F.S.)

GENERAL PROCEDURES FOR STUDENT PROGRESSION AND GRADE PLACEMENT

It is expected that students who are receiving regular diplomas through the Glades County Schools can make satisfactory progress through the grades and achieve a level of academic proficiency which will enable them to benefit from instruction at the next grade level. Therefore, this Student Progression Plan for Glades County Schools, which implements School Board Policy and establishes procedures to be followed, has been developed to provide each student with the maximum opportunity to succeed in school.

DISCLOSURE AT SCHOOL REGISTRATION

At initial school registration, students are required upon enrolling in a district school to note previous school expulsions, arrests resulting in a charge, and juvenile justice actions. (S. 1006.07(1)(b), F.S.)

ACCELERATED PROMOTION FOR K-8 STUDENTS

Accelerated promotion to the next highest-grade level is designed for students with exceptionally high achievement who may benefit more from acceleration than working at the normal grade level. Accelerated promotion of a student may be recommended by the classroom teacher, parent, or Child Study Team to the principal. If applicable, both the sending and receiving principals must be consulted and must give approval.

STUDENT RECORDS

Cumulative records shall reflect promotion, retention, placement for good cause, accelerated promotion, exceptional student education, or other special placement. The Federal Family Rights and Privacy Act of 1974 protects the accuracy and privacy of student education records and guarantees parental access to these records. This Act affords parents and students over 18 years of age (“eligible Students”) certain rights including the right to inspect and review student’s educational records (34 CFR Part 99 – Family Educational Rights and Privacy, Final Rule).

ANNUAL REPORT OF SCHOOLS

The district school board must annually publish in the local newspaper and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year: (S. 1008.25(8)(b), F.S.)

- Policies/procedures on retention/promotion
- Number/percent of students in grades 3-10 scoring at Levels 1 and 2 on FCAT reading by grade
- Number/percent of retained 3-10 grade students by grade
- Number of third grade students promoted for good cause by each category
- Revision to policy on retention/promotion from prior year

ANNUAL REPORTS TO PARENTS

The school board must annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student’s results on each statewide assessment tests. The evaluation of each student’s progress must be based on the student’s classroom work, observations, test, district and state assessments, and other relevant information. Progress reporting must be

provided to the parent in writing in a format adopted by the district school board. *Explanatory Note:* No one test with a single administration should determine promotion or retention. The preponderance of evidence from evaluations should be used to determine if a student is ready for the work of the next grade.) (S. 1008.25(8)(a), F.S.)

READING DEFICIENCY AND PARENTAL NOTIFICATION (K-3)

Reading Deficiency

Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grades 1, 2, or 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency.

The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction immediately following the identification of the reading deficiency. (S. 1008.25(5)(a), F.S.)

Parental Notification

The parent of any student in K-3 who exhibits a substantial deficiency in reading must be notified in writing of the following: (S. 1008.25(5)(c), F.S.)

- that the child has a substantial reading deficiency
- a description of current and proposed supplemental instructional services provided to the child to remediate the reading deficiency
- that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause. (S. 1008.25(5)(b), F.S.)
- strategies for parents to use in helping their child succeed.

Parental Notification-Retained Third Graders

Beginning with the 2004-2005 school year,

- the district must provide written notification to the parent of any third grade student retained because of the state's FCAT reading requirement:
 - that the child has not met the proficiency level required for promotion
 - the reasons the child is not eligible for a good cause exemption. (S. 1008.25(7)(b), F.S.)
- the notification must comply with the new provisions of s. 1002.20(14), F.S., and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

MIDDLE SCHOOL PARENT NOTIFICATION OF STUDENTS AT- RISK

Parents of students who are at risk of being retained in the current grade will be notified at the end of the first semester.

HIGH SCHOOL PARENT NOTIFICATION OF STUDENTS WITH AT-RISK GPA

Parents of students who have a cumulative GPA of less than .5 above the cumulative GPA required for graduation at the end of each semester in grades 9, 10, 11 and 12 shall be notified that the student is at-risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement. (S. 1003.43(5)(e)2, F.S.)

HIGH SCHOOL PARENT NOTIFICATION AT GRADE 10

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 requirements that the student is not currently meeting, the specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements, and the right of the student to change to the four-year program set forth in s. 1003.43, F.S. (S.1003.429(7)(a)-(c), F.S.)

HIGH SCHOOL PARENT NOTIFICATION OF GRADUATION OPTIONS

The district school board shall provide each student in grades 6-9 and their parents with information concerning the three-year and four-year high school graduation options listed in s. 1003.429(1), F.S., including the respective curriculum requirements for those options, so that the students and their parents may select the postsecondary education or career plan that best fits their needs. The information shall include a timeframe for achieving each graduation option. (S. 1003.429(3), F.S.)

ADJUDICATION OF GRADES

Classroom Grades

The classroom teacher has the responsibility for assessing and grading each student's performance. The decision should be based on the following:

- examination
- classroom assignments
- daily observations
- homework
- subject area tests
- other objective data.

Teachers shall maintain documentation for each student's grades at all times. The teacher's grade book is the official document. This documentation will include a minimum of one grade per week. Students and parents are strongly encouraged to review grades annually. Changes in a student's grade may be made by the principal to correct the grade only when the need for such

change can be justified as a result of an error in computation, transposing and/or recording of grades. Teachers shall be notified of such changes.

TRANSFER STUDENTS

The grade placement of students transferring from other countries, states, counties or private schools will be determined by the principal or designee of the receiving school. All evidence of work shall be based upon an official transcript or record authenticated by the proper school authority. If numerical grades are not available from the previous school attended, the following conversion will be used:

A-95	D-65
B-85	F-59
C-75	

All ESE students transferring from private schools or out-of-county programs will be evaluated and staffed according to Special Programs and Procedures for Exceptional Student Education.

If a transfer/new student brings in grades from a previous school, then those grades are to be averaged into the grades earned in Glades County schools.

If a transfer/new student does not bring in grades from a previous school (For example, he/she has been attending a school on a block schedule) and has not been in attendance for at least twenty days in the grading period, then the student will not be given a grade for that nine weeks. However, students enrolled in courses for credit may be awarded credit if they demonstrate mastery of performance standards for the course.

ESOL STUDENT STANDARDS (SB Rule 6A-6.0901(6), 6A-6.0902.1.2, 6A-6.09083)

Students classified as ELL shall be evaluated on the progress they make in accordance with the District's Student Progression Plan. An individual ELL Plan is required yearly for each student, stating goals and objectives developed according to the student's English proficiency skills and level. Lack of English language skills is not a basis for retention at any grade, including kindergarten.

COMPULSORY ATTENDANCE

All children who have attained the age of six years or who will have attained the age of six years by February 1 of any school year or who are older than six years of age but who have not attained the age of sixteen years are required to attend school regularly during the entire school term (S. 1003.21(1)(a), F.S.)

Regular attendance may be achieved by any of the following:

- attendance in a public school supported by public funds;

- attendance in a parochial, religious or denominational school;
- attendance in a private school supported by tuition or endowments; or
- attendance in a home education program as defined in s.1002.41, F.S.

A student and parent/guardian have the primary responsibility for acceptable attendance. Further, students have the responsibility for completing teacher assigned make-up work following an absence. A student who has excessive absences may receive a passing grade and/or high school credit only after demonstrating mastery of performance standards as designated by the teacher and verified by the school principal.

GRADES K-5

ENTRANCE TO PUBLIC SCHOOL

The following items must be provided to the school before the child can enter:

- Evidence of the child's birth date (birth certificate or other acceptable evidence as per Section 1003.21(4) F.S.) and
- A certificate of immunization against communicable diseases (students who are transferring from a Florida public school will have 30 days to produce an immunization certificate). Proof of two doses of measles vaccine (preferably MMR) will be required and enforced for all children entering kindergarten.(S. 1003.22(4), F.S.)
- Evidence of a physical examination within the last 12 months (A 30-day waiver may be granted for the physical examination in grades 1 - 5).

New students who do not meet entrance criteria will not be eligible to attend school until all entrance requirements are met (Sections 1003.21, and 1003.22, F.S.).

Kindergarten Entrance

In addition, to enter kindergarten the child must have attained the age of five on or before September 1 of the year in which he/she seeks entrance to public school. A student who transfers from a Florida private kindergarten to the Glades County Public School kindergarten must meet the age requirements (Section 1003.21(1)(a)2 F.S.).

First Grade Entrance

In addition, to enter first grade a child must have attained the age of six on or before September 1 of the first grade year and have been enrolled in a kindergarten program for all or part of the previous school year and have satisfactory completion of the requirements for kindergarten. A student who transfers from a Florida private school to the Glades County Public School's first grade must meet the age requirements and have satisfactory completion of the requirements for kindergarten. (Section 1003.21(1)(b) F.S.).

Under Age Out-of-State Transfer to Kindergarten and First Grade

In addition, entry by an out-of-state transfer student who does not meet regular age requirements for admission to Florida public school kindergarten and first grade shall be in accordance with Florida Administrative Rule 6A-1.985:

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

- Any student who transfers from an out-of- state nonpublic school may be admitted if the student meets the age requirements for public schools within the state from which the student is transferring.
- In order to be admitted to Florida schools, such a student meeting the entrance age may be transferred from another state if their parents have been legal residents of that state. Rule 6A-1.0985, Entry into Kindergarten and First Grade by Out-of-State Transfer Students, Florida Administrative Code states (1) Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to

Florida public schools shall be (2) Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or (3) In order to be admitted to Florida schools, such a student transferring from an (a) Official documentation that the parent(s) or guardian(s) was a legal resident(s) of (b) An official letter or transcript from proper school authority which shows record (c) Evidence of immunization against communicable diseases required in Section 1002.22, F.S. (d) Evidence of date of birth in accordance with Section 1003.21, F.S. (e) Evidence of a medical examination completed within the last twelve (12) months in accordance with s.1003.22, F.S. (S. 1003.21(2)(a) F.S.)

Placement Procedures for New Students

Elementary grade placement of all transfer students including those enrolled in home education programs shall be on a temporary basis until evidence of student achievement is made available to the receiving school. The principal will make the final placement decision based on academic testing and/or daily classroom performance. The basis for assignment shall be discussed in advance with the parent or guardian of each student placed at a level other than the grade level indicated by the student's previous placement. If numerical grades are not available from the previous school attended, the following conversion will be used:

A – 95	D – 65
B – 85	F – 59
C – 75	

All ESE students transferring from private schools or out-of-county programs will be evaluated and staffed according to Special Programs and Procedures for Exceptional Student Education.

CURRICULUM

The curriculum is based on the Sunshine State Standards in language arts, mathematics, science, social studies, the arts, and health, and P.E. These subjects will be provided according to a regular schedule developed by the school staff and approved by the Superintendent. The content may be presented through an integrated approach.

Members of the instructional staff of Glades County schools shall teach efficiently using books and materials required and including the following prescribed courses of study: (S. 1003.42(2), F.S.)

- The content of the Declaration of Independence and how it forms the philosophical foundation of our government (SS.C.1, C.2, K-5)
- The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers (SS.C.1,C.2, K-5)
- The essentials of the United States Constitution and how it provides the structure of our government (SS.C.1, C.2, K-5)
- Flag education, including proper flag display and flag salute. (SS.C.1, C.2, K-5)

- The elements of civil government shall include the primary functions of and interrelationship between the Federal Government, the state, and its counties, municipalities, school districts, and special districts (SS.C.1, C.2, K-5)
- The History of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and the other groups of 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 purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions (SS.A.6.2, 3-5)
- The history of African Americans, including the history of African peoples before the political conflicts that lead to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society (SS.A.6.2, 3-5)
- The elementary principles of agriculture
- The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind (H.E.A.1, K-5)
- Kindness to animals (SS.G.2. Pre K-2)
- The history of the state (SS.A.6, 3-5)
- The conservation of the natural resources (SC.B.2, 3-5) (SC.D.2, K-5)
- Comprehensive health education that addresses concepts of community health; consumer health; and environmental health; family life including an awareness of the benefits of 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. (HE.A. 1, K-5)
- 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
- The study of Hispanic contributions to the United States (SS.A.5, 3-5)
- The study of women's contributions to the United States (SS.A.5, 3-5)
- A character-development program, similar to Character First or Character Counts. Such a program must be secular in nature. 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. (H.E.B.3, H.E.C. 1)
- 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 Veteran's Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable. (SS.A.4, K-5)
- Celebrate Freedom Week is required to be recognized in the public schools each September and requiring a portion of the Declaration of Independence to be recited daily by students during that week. (Section 1003.421(1), F.S.)

The following exceptions will be made:

- Any student whose parent or guardian make a written request to the school principal shall be exempted from the teaching of reproductive health or disease, including HIV/AIDS, its symptoms, development, and treatment and/or from the recitation of the Declaration of Independence. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health shall not interfere with the local determination of an appropriate curriculum which reflects local values and concerns. (Sections 1003.42(3) and 1003.421(4),F.S.)
- Physical education requirements may be waived for a student by the principal upon receipt of a doctor's written recommendation. Such a waiver must be applied for and renewed annually.

Students eligible for English for Speakers of Other Languages (ESOL) services shall be instructed in accordance with the district's approved LEP Plan.

Exceptional Student Education will be provided for eligible students.

Title I services (basic and migrant) will be provided for eligible students.

ASSESSMENT

Kindergarten School Readiness Uniform Screening

Beginning with the 2002-2003 school year, Glades County schools are required to administer the Florida Kindergarten Readiness Screening (FLKRS) to each kindergarten student in the district school system upon the student's entry into kindergarten. Children who enter public school for the first time in first grade must be administered the school readiness uniform screening adopted for use in first grade. (S.1008.21, F.S.)

Reading Assessment K-3

Each elementary school will regularly assess the reading ability of each K-3 student. If any K-3 student exhibits a reading deficiency, the parent will be immediately notified of the student's deficiency with a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading and will be informed that the student will be given intensive reading instruction until the deficiency is corrected.(S. 1002.20(11), F.S.)

Grading

The indication of a soft grade in no way implies that this subject will not be taught. The subject will be taught but with less emphasis placed on tests and evaluation and more emphasis on participation.

GRADING CHART FOR ELEMENTARY SUBJECTS						
SUBJECT	K	1ST	2ND	3RD	4 TH	5TH
MATH	SOFT	HARD	HARD	HARD	HARD	HARD
READING	SOFT	HARD	HARD	HARD	HARD	HARD
LANGUAGE ARTS	SOFT	HARD	HARD	HARD	HARD	HARD
COMPOSITION	SOFT	SOFT	SOFT	SOFT	SOFT	SOFT
SOCIAL STUDIES	SOFT	SOFT	SOFT	HARD	HARD	HARD
SCIENCE	SOFT	SOFT	SOFT	HARD	HARD	HARD
HEALTH	SOFT	SOFT	SOFT	SOFT	SOFT	SOFT
P. E.	SOFT	SOFT	SOFT	SOFT	SOFT	SOFT
MUSIC	SOFT	SOFT	SOFT	SOFT	SOFT	SOFT
CONDUCT	SOFT	SOFT	SOFT	SOFT	SOFT	SOFT

Hard Grades

Grades 1 – 5

A	90-100	Excellent
B	80 - 89	Above Average
C	70 - 79	Average
D	60 - 69	Below Average
F	0 - 59	Failing

Soft Grades

Grades K-5

S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

All grades .5 and above shall be rounded up to the next whole number.

For grades Kindergarten and 1st grade

S – 80-100

N – 70-79

U – 0-69

NG (No Grade) for less than 20 days enrollment in the district.

Grades for a student placed full time in an exceptional student education (ESE) program other than speech/language, occupational therapy and physical therapy shall be assigned by the ESE teacher for the subject areas in which the student is served. Grades shall be based on the student's mastery of the curriculum requirements indicated in the student's Individual Education Plan (IEP). The IEP shall address specific educational objectives for the student in the subject area(s) in which he/she is served. Modifications for ESE students must be included on IEPs. All regular education teachers must review IEPs annually.

PROMOTION

Promotion in Kindergarten is based on an evaluation of each student's achievement in reading and mathematics. For promotion in grades 1-5 a student must have a passing grade in reading and mathematics. A student who does not receive a passing grade in science and writing may be promoted, however, he/she will be provided with remedial or supplemental instruction at the next grade level. (S.1008.25(1), F.S.)

The basis of promotion should include teacher judgment, teacher-made and text-related tests, classroom assignments, and daily observations. The initial responsibility for determining each student's level of performance and ability to function academically, at the next grade level is that of the classroom teacher; however, the final decision as to grade placement is the responsibility of the principal.

For promotion to first grade, kindergarten students must demonstrate 90% accuracy in letter recognition (upper and lower case) and letter sounds. Kindergarten students must also show 80% mastery of grade appropriate sight words.

Additionally, in Grade 3, all students including ESE students required to take the FCAT and English Language Learners with more than 2 years of instruction in English must score level 2 or higher on the Grade 3 Reading portion of the Florida Comprehensive Assessment Test (FCAT), to be promoted.

ESE students identified as emotionally disabled, mentally disabled, hearing impaired/deaf, physically disabled or specific learning disabled will be promoted based on the recommendation of the ESE teacher and regular classroom teacher, as appropriate, after evaluating the student's progress. This review/evaluation will include the student's Brigance Inventory, Individual Education Plan, and when appropriate, mastery of regular education promotion requirements.

English Language Learners (ELLs) must meet the same criteria as non-ELL students for promotion. These students will be provided with assistance using ESOL strategies until proficiency in English is achieved.

Alternatives to Promotion for Elementary Students

Students who do not satisfactorily achieve state and district standards for the grade level to which they are assigned shall either be:

- remediated before the beginning of the next school year and promoted;
- promoted and remediated during the following school year with more intensive intervention and remediation strategies;
- retained and remediated in a different program;
- assigned exceptional student education placement. Referrals to the Director of Exceptional Student Education shall be considered when retention and/or other remedial programs are not helping a student who has constant difficulty meeting state and district standards for promotion. Referrals to a psychologist for special placement shall not be initiated without parental approval. Parental refusal to approve a referral may be

addressed by the school principal through due process procedures of the Florida Statutes. The district procedure shall be followed when referring a student for possible assignment to exceptional student education. If a placement in exceptional student education is being considered, the responsibility for a recommendation will be assigned to a staffing committee convened by the Exceptional Student Education Department. The staffing committee's recommendation is subject to review and approval by the Director of Exceptional Student Education. The staffing committee shall include representatives from the school involved, Student Services, and Exceptional Student Education Department. Parents shall be invited to participate in the deliberations of the staffing committee, and parental consent is required for a placement in exceptional student education. Parental refusal to accept a placement recommendation of the staffing committee may be addressed by the school principal through the due process procedures of Florida Law.

K-3 READ Initiative – Reading Enhancement and Acceleration Development Initiative

The focus of K-3 READ Initiative is to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to: (S. 1008.25(7)(b)7, F.S.)

- grade 3 students who failed to meet standards for promotion to grade 4
- each K-3 student who is assessed as exhibiting a reading deficiency

The Glades County School District READ Initiative will

- be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools that measures phonemic awareness, phonics, fluency, vocabulary and comprehension.
- be provided during regular school hours in addition to the regular reading instruction
- provide state identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, as a minimum, the following specifications:
 - assists students with a reading deficiency in developing the ability to read at grade level
 - provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension
 - provides scientifically based and reliable assessment
 - provides initial and ongoing analysis of each student's reading progress
 - is implemented during regular school hours
 - provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

Successful Progression for Retained Third-Grade Readers S. 1008.25(7)(a)

Retained students will be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment.

This intensive intervention will include:

- effective instructional strategies
- participation in summer reading camp

- appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level and ready for promotion to the next grade

Beginning with school year 2006-2007, Glades County School District will

- implement a school wide progress monitoring system that will include required federal plans for third grade students who did not score above Level 1 on the reading FCAT and did not meet the criteria for one of the good cause exemptions.
- address additional supports and services needed to remediate the identified areas of reading deficiency.

The Glades County School District will

- complete a student portfolio for each such student
- provide students who are retained with intensive instructional services and support to remediate identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted scientifically research-based reading instruction and other strategies prescribed by the school district, which may include, but are not limited to:
 - small group instruction
 - reduced teacher-student ratios
 - more frequent progress monitoring
 - tutoring or mentoring
 - transition classes containing 3rd and 4th grade students
 - extended school day, week or year
 - summer reading camps

Students who are retained in third grade will be provided with a high performing teacher as determined by student performance data and above-satisfactory performance appraisals.

In addition to required reading enhancement and acceleration strategies, the Glades County School District will provide parents of students to be retained with at least one of the following instructional options:

- supplemental tutoring in scientifically research-based reading service in addition to the regular reading block, including tutoring before and/or after school
- a “Read at Home” plan outlined in a parental contract including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading
- a mentor or tutor with specialized reading training

Intensive Acceleration Class for Retained Third Graders S. 1008.25(7)(b)8, F.S.

The Glades County School District will establish at each school, where applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score at Level 1 on FCAT reading. The focus of the Intensive Acceleration Class is to increase a child’s reading level at least two grade levels in one school year.

The Intensive Acceleration Class will

- be provided to any student in grade 3 who scores at Level 1 on FCAT Reading and who was retained in grade 3 the prior year because of scoring at Level 1 on FCAT Reading
- have a reduced teacher-student ratio
- provide uninterrupted reading instruction for the majority of student contact time each day
- incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas using a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year
- provide intensive language and vocabulary instruction using a scientifically research-based program
- include weekly progress monitoring measures to ensure progress is being made

Transitional Instructional Setting for Retained Third Graders

The Glades County School District will provide a student who has been retained in grade 3 and who has received intensive instructional services, but is still not ready for grade promotion as determined by the school district, the option of being placed in a transitional instructional setting. Such setting must specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency. (S. 1008.25(7)(b)10, F.S.)

Mid-year Promotion for Retained Third Graders S. 1008.25(7)(b)4, F.S.

Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

Tools that the Glades County School District may use in reevaluating any student retained will include:

- subsequent assessments in core curriculum and Reading First
- alternative assessments as recommended by the State Department of Education portfolio reviews, in accordance with the rules of the State Board of Education

Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT. The State Board of Education will adopt standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate 4th grade level reading skills.

The Glades County School District will comply with rules for mid-year promotion as established by the State Department of Education.

RETENTION

Any student who does not meet the requirements for promotion may be retained. Student retention is viewed as one procedure that may allow students additional time to master skills before being faced with more advanced work.

Any grade 3 student scoring Level 1 on the Reading Portion of the Florida Comprehensive Assessment Test (FCAT) must be retained, unless exempted from mandatory retention for good cause.

No student may be retained due to Limited English Proficiency.

ALTERNATIVE PLACEMENT S. 1008.25(2)(c), F.S.

The district will provide appropriate alternative placement for a student who has been retained two or more years. The nature of the alternative placement is determined by the school district.

SUMMER SCHOOL

Eligibility for membership in a program scheduled for more than 180 days shall be limited to the following students:

- Students who have not met the proficiency requirements for promotion and are recommended for retention.
- Students who have been identified as needing remediation in the areas of reading, writing, and/or mathematics.
- Kindergarten through fifth grade students who have not mastered the essential reading or mathematics skills as outlined in the Sunshine State Standards.

A report card will be sent to parents using the same grading scale as that used during the regular school year.

GRADES 6-8

CURRICULUM

The requirements are as follows:

Language Arts	3 years or the equivalent
Math	3 years or the equivalent
Science	3 years or the equivalent
Social Studies	3 years or the equivalent
Reading	3 years or the equivalent
Physical Education	3 years or the equivalent
Health	the equivalent of 9 weeks instruction for each grade
Band/Music	May be substituted for another course with the guidance and instructor approval
Elective	3 years or the equivalent

Algebra I will be offered as a regular part of the 8th grade curriculum.

Exceptions to the above requirements may be made if requested by the principal and approved by the Superintendent.

Students cannot be enrolled in more than the equivalent of four semesters of exploratory vocational education (agribusiness, home economics, and technology education) during grades 7 and 8 (S. 1011.62(1)(k), F.S.)

Beginning with students entering grade 6, in the 2006-2007 school year, the promotion standards will require students to complete:

- 3 courses in English
- 3 courses in math (all middle schools must offer to offer at least one high school level mathematics course for which a student may earn high school credit)
- 3 courses in science
- 3 courses in social studies
- 1 course meeting the career and education planning requirements in the 7th or 8th grade. (All students during the 7th or 8th grade through the use of the Florida Academic Counseling and Tracking for Students (FACTS.org) online advising system must complete a personalized academic and career plan) (S.1003.4156(1)(a)5, F.S.)

For each year in which a student scores at Level 1 on the FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs.

Middle School Program of Study

The curriculum is based on the Sunshine State Standards in language arts, mathematics, science, social studies, the arts, and health and P.E. These subjects will be provided according to a regular schedule developed by the school staff and approved by the Superintendent. The content may be presented through an integrated approach.

Members of the instructional staff of Glades County schools shall teach efficiently using books and materials required and including the following prescribed courses of study: (S. 1003.42(2), F.S.)

- 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 it forms the philosophical foundation of our government (SS.C.1, C.2, 6-8)
- The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers (SS.C.1,C.2, 6-8)
- The essentials of the United States Constitution and how it provides the structure of our government (SS.C.1,C.2, 6-8)
- Flag education, including proper flag display and flag salute (SS.C.1,C.2, 6-8)
- The elements of civil government shall include the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts(SS.C.1,C.2,6-8)
- 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.
- The History of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups of Nazi Germany, a watershed event in the history of humanity, an understanding of the ramifications of prejudice, and racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions (SS.A.5, 6-8)
- The history of African Americans, including the history of African people 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. (SS.A.4,A.5, 6-8)
- The elementary principles of agriculture. (6-8)
- The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind. (H.E.A.1, 6-8)
- The history of the state (SS.A.6, 6-8)

- The conservation of the natural resources (SC.C.2, 6-8)
- Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life; including an awareness of the benefits of abstinence as the expected standards 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. (HE.A.1, HE.A.2, HE.B.1, 6-8)
- Such additional materials, subjects, courses, or fields of such grades as are prescribed by law or by rules of the Secretary of Education and the school board in fulfilling the requirements of law
- The study of Hispanic contributions to the United States (SS.A.3, 6-8)
- The study of women's contributions to the United States (SS.A.3, 6-8)
- The nature and importance of free enterprise to the United State's economy
- A character-development program, similar to Character First or Character Counts. Such a program must be secular in nature. 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. (H.E.B.3, 6-8, H.E.C. 1, 6-8)
- 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 Veteran's Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable. (SS.A.5, 6-8)
- Celebrate Freedom Week is required to be recognized in the public schools each September and requiring a portion of the Declaration of Independence to be recited daily by students during that week. (Section1003.421(1), F.S.)

The following exceptions will be made:

- Any student whose parent or guardian makes a written request to the school principal shall be exempted from the teaching of reproductive health or 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 shall not interfere with the local determination of an appropriate curriculum which reflects local values and concerns. (Section 1003.42(3), F.S.)
- Upon written request by a student's parent, the student must be excused from the recitation of the Declaration of Independence. (Section 1003.421(4), F.S.)
- Exceptional Student Education services will be provided for eligible students.
- At the middle grades, the gifted courses elective may be substituted for a core curriculum course and become part of the promotion requirements.

Accelerated Programs

Based on diagnostic evidence and with prior counseling, a 6th, 7th, or 8th grade student may take a course listed in the high school Course of Study, provided scheduling is possible. Such courses will meet all 9-12 requirements. Credit toward high school graduation will be awarded upon successful completion of these courses. Middle school students taking high school courses for high school credit who get a grade of “C”, “D”, or “F” must have their grade replaced with a “C” or higher in a comparable course. Upon notification, students may have this credit deleted from their transcript.(Section 1003.43(5)(e)1, F.S.)

Florida Virtual School On-Line Instruction

An agreement between Glades County Schools and the Florida Virtual School (FLVS) provides on-line instruction for students. Course credits and grades earned through FLVS are based upon successful completion of the course.(S.1001.42(21), F.S.)

GRADING

Year long grades shall be a numerical average of the four nine week percentage grades. Nine weeks grades will be expressed on the district report card with the following equivalencies:

<u>Grade</u>	<u>Percent Value</u>	<u>Grade Point</u>	<u>Definition</u>
A	90-100	4	outstanding progress
B	80-89	3	above average progress
C	70-79	2	average progress
D	60-69	1	lowest acceptable progress
F	0-59	0	failure
I	0	0	incomplete (all incomplete grades will be changed to final grades within ten days.)

All grades .5 and above shall be rounded up to the next whole number.

NG (No Grade) for less than 20 days enrollment in the district.

PROMOTION

In order to be promoted to the next grade level, a student must pass language arts, reading, science, mathematics and social studies. Promotion from a school composed of middle grades 6-8 requires that a student must successfully complete academic courses as follows:

1. Three middle school or higher courses in English
2. Three middle school courses or higher in mathematics
3. Three middle school courses or higher in social studies, one semester of which must include the study of state and federal government and civics education
4. Three middle school or higher courses in science

5. One course in career and education planning to be completed in 7th or 8th grade meeting the requirements of S. 1003.4156, F.S.

English Language Learners (ELL) will meet the same criteria as other students for promotion. They shall be instructed in language arts, reading, mathematics, social studies, and science using the district's approved LEP Plan.

Students in full-time Specific Learning Disability, Emotional Behavior Disorder, Intellectually Disabled, Hearing Impaired/Deaf, and Physically Disabled Programs will be promoted when the student has reached the instructional goals established in his/her Individual Educational Plan. Promotion of students with disabilities who are receiving ESE services and pursuing regular student performance standards will be based on promotion requirements for non-disabled students and modifications specified in their Individual Educational Plan. The final decision as to grade replacement is the responsibility of the principal with input from the IEP committee.

Alternatives to Promotion in Grades 6-8

Students who do not satisfactorily achieve state and district standards for the grade level to which they are assigned shall either be

- remediated before the beginning of the next school year and promoted;
- promoted and remediated during the following school year with more intensive intervention and remediation strategies;
- retained and remediated in different programs;
- assigned exceptional student education placement. Referrals to the Director of Exceptional Student Education shall be considered when retention and/or other remedial programs are not helping a student who has constant difficulty meeting state and district standards for promotion. Referrals to a psychologist for special placement shall not be initiated without parental approval. Parental refusal to approve a referral may be addressed by the school principal through due process procedures of the Florida Statutes. The district procedure shall be followed when referring a student for possible assignment to exceptional student education. If a placement in exceptional student education is being considered, the responsibility for a recommendation will be assigned to a staffing committee convened by the Exceptional Student Education Department. The staffing committee's recommendation is subject to review and approval by the Director of Exceptional Student Education. The staffing committee shall include representatives from the school involved, Student Services, and the Exceptional Student Education Department. Parents shall be invited to participate in the deliberation of the staffing committee, and parental consent is required for a placement in exceptional student education. Parental refusal to accept a placement recommendation of the staffing committee may be addressed by the school principal through the due process procedures of Florida law.

A student may be exempt from retention for “good cause”. The Glades County School board has developed the following guidelines for principals to follow in determining “good cause” to exempt a student from retention.

- ESE placement or Section 504 Plan
- ESOL placement
- Demonstration of an acceptable level of performance on an alternative standardized assessment

Retention decisions must be based on more than a single test score.

RETENTION

Students who do not achieve expected outcomes for the grade to which they are assigned may be retained in the same grade for the next school year and may be assigned to a different program if eligible.

ALTERNATIVE PLACEMENT S. 1008.25(2)(c), F.S.

The district will provide appropriate alternative placement for a student who has been retained two or more years. The nature of the alternative placement is determined by the school district.

SUMMER SCHOOL

To attend summer school, a student must meet one of the following eligibility criteria:

- A student who has been retained may retake a course which will lead to promotion following successful completion.
- A student identified as an ESE student may enroll in ESE courses.

A student who has received a D or lower in reading, language arts, science, mathematics or social studies may attend for remediation. Special programs may be offered as approved by the Superintendent. A summer school report card will be issued using the same grading procedures as established during the regular school year. The grade will be added to the permanent record.

A middle school student may take courses through PASS (Portable Assisted Study Sequence) to repeat a failed course, or to raise GPA. Completion of PASS courses will be taken into consideration when determining promotion or retention of middle school students.

GRADES 9-12

MASTERY OF DISTRICT PERFORMANCE STANDARDS

Mastery of district identified performance standards is a condition for high school graduation. Students shall satisfactorily master 60% of course student performance standards for a program before credit will be awarded. Specific performance standards for all high school courses are listed in the course descriptions document. Assessment of student mastery shall be by one or more of the following:

- teacher made exams
- teacher observations
- checklists
- products and projects with established criteria
- criterion referenced tests
- classroom assignments
- homework assignments
- portfolio assessment

Documentation will be the responsibility of the classroom teacher.

TRANSFER STUDENTS

Students who enter a Florida public school at the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the students has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 FCAT required in Section 1009.22(3)F.S. or an alternate assessment as described in Section 1008.22(9)F.S. (Section 1003.433.F.S.)

HIGH SCHOOL PROGRAM OF STUDY

State Mandated Programs

The curriculum is based on the Sunshine State Standards in language arts, mathematics, science, social studies, the arts, foreign languages, and health and P.E. These subjects will be provided according to a regular schedule developed by the school staff and approved by the Superintendent. The content may be presented through an integrated approach.

Members of the instructional staff of Glades County schools shall teach efficiently using books and materials required and including the following prescribed courses of study: (S. 1003.42(2), F.S.)

- 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 (SS.C.1,C.2, 9-12)

- 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
- The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers (SS.C.1,C.2, 9-12)
- Flag education, including proper flag display and flag salute (SS.C.1, C.2, 9-12)
- 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 (SS.C.1, C.2, 9-12)
- 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.
- 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 (SS.A.5, 9-12)
- The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society (SS.A.4, A.5, 9-12)
- The elementary principles of agriculture (9-12)
- The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind. (HE.A.1, 9-12)
- The conservation of the natural resources (SC.G.2, 9-12)
- 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. (HE.A.1, A.2, B.1, 9-12)
- The study of Hispanic contributions to the United States (SS.A.3, 9-12)
- The study of women's contributions to the United States (SS.A.3, 9-12)
- The nature and importance of free enterprises to the United State's economy
- A character-development program, similar to Character First or Character Counts. Such a program must be secular in nature. 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 (HEB.1, 9-12)

- 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 Veteran's Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable. (SS.A.5, 9-12)
- 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 three 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, principals and teachers shall conduct an oral recitation by students of a portion of the Declaration of Independence (HB 885) (S.1003.421(1)(2),F.S.)

The following exceptions will be made:

- Any student whose parents or guardian makes a written request to the school principal shall be exempted from the teaching of reproductive health or disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of the exemption. Course description for comprehensive health shall not interfere with the local determination of an appropriate curriculum which reflects local values and concerns. (Section 1003.42(3), F.S.).
- Upon written request by a student's parent, the student must be excused from the recitation of the Declaration of Independence. (Section 1003.421(4),F.S.)

HIGH SCHOOL GRADING SYSTEM S. 1003.437,F.S.

The system and interpretation for grading shall be as follows:

Grade	Percent	Value	Definition
A	90-100	4	Outstanding progress
B	80-89	3	Above average progress
C	70-79	2	Average progress
D	60-69	1	Lowest acceptable progress
F	0-59	0	Failure
I	0	0	Incomplete (All incomplete grades will be changed to final grades within ten days.)

All grades .5 and above shall be rounded up to the next whole number.

NG (No Grade) for less than 20 days enrollment in the district.

Semester Grades

Semester grades shall be averaged using the following process:

The two nine-week percentage grades and the semester exam percentage grade will be averaged to determine the semester grade. Semester exams must count a minimum of 10% of final grade but may not exceed 20% of final grade.

Semester Exams

Semester exams will be required of all students. Exams may take the form of criterion referenced tests, teacher made tests, projects, performances, or presentations. Other performance measurement systems may be used as approved by the school principal.

- Semester exams will not be given before the scheduled exam week. (Note: A district school board may decrease the minimum number of days of instruction by up to four days for twelfth grade students for purposes of graduation without proportionate reduction in funding.) A waiver may be granted if requested by the principal and approved by the superintendent.
- Exemption of semester exams will be at the discretion of the board.

Minimum Attendance Requirements

All students in grades 9-11 are required to be enrolled for seven (7) periods each day. Seniors who have passed the FCAT, have a cumulative G.P.A. of 2.0 or above at the end of their junior year, and are able to meet their graduation course requirements in six (6) periods or less, may have the privilege of attending school for only six (6) periods a day. (S. 1000.01, F.S.)

WEIGHTED GRADE SYSTEM S.1003.437

The regular district grade point weighting system is based upon the following values: A = 4 points, B = 3 points, C = 2 points, and D = 1 point. These values are used in the determination of student grade point averages. Certain specified advanced level courses are designated to be given weighted grade point values as a reward for more rigorous course requirements and to encourage able students to undertake more challenging programs.

Advanced placement courses, all state level III courses, the third, fourth, and fifth year of foreign languages, and Dual Enrollment courses taken will be given weighted credit. The high school guidance counselor can provide further information.

- Semester letter grades will be converted to grade points with an additional point for weighted classes (A = 5 points, B = 4 points, C = 3 points, D = 2 points).
- The grade weighting system for Glades County Schools is used to determine cumulative GPA, class rank, and some in-school programs. (Colleges, universities, and scholarship programs use their own criteria for calculating GPA for college admission and scholarship selection.)
- Pass(P) and Fail(FL) grades will not be used in GPA calculations.

GRADE POINT AVERAGE CALCULATION (GPA)

A student must earn a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent, in order to graduate.(S. 1003.43(5)(c), F.S. and S.1003.43(5)d, F.S.)

Students in grades 9-12 who have cumulative grade point averages below the required 2.0 level for graduation will be identified and receive counseling and assistance toward meeting this requirement. (S.1008.25 F.S.)

SENIOR RANKING PROCEDURES S. 1003.437

At the end of the first semester of the senior year, the rank in class shall be determined for each senior student earning a standard diploma. The following procedures shall apply:

- All grades earned for credit through the first semester of the senior year shall be used in determining rank.
- Semester letter grades will be converted to grade points with an additional point for honor classes.

A = 4 + 1 honor point

B = 3 + 1 honor point

C = 2 + 1 honor point

D = 1 + 1 honor point

F = 0

- Grade points will be averaged to the nearest thousandth.

In order to be considered for valedictorian or salutatorian a student must have earned his/her last four semesters of credit from Moore Haven Jr.-Sr. High School and have completed a minimum of 24 credits.

The valedictorian will be the highest ranked senior(s) who meets the criteria stated in the above. The salutatorian will be the second highest ranked senior(s) who meets the criteria. In case of a tie for either position, the recognition will be equally shared.

CREDIT ACCUMULATION AND CLASS PLACEMENT

Students may select one of three high school graduation options. (S. 1003.429(1), F.S.)

Option A: Four Year 24 Credit Graduation

GRADE	CREDITS
9	0 - 5.5 credits
10	6.0 - 11.5 credits
A freshman may be reclassified as a sophomore, if at the end of the 1 st semester he/she has 9.5 credits.	
11	12.0-16.5 credits
A sophomore may be reclassified as a junior, if at the end of the 1 st semester he/she has 15.5 credits.	
12	17 credits and up
A junior may be reclassified as a senior, if at the end of 1 st semester he/she has 20.5 credits.	
Graduation	24 credits

Option B: Three-Year Standard College Preparatory Program **Option C: Three-Year Career Preparatory Program**

GRADE	CREDITS
9	0 - 5.5 credits
10	6.0 - 11.5 credits
A freshman may be reclassified as a sophomore, if at the end of the 1 st semester he/she has 9.5 credits.	
11/12	11 credits and up
A sophomore or junior may be reclassified as a senior, if at the end of the 1 st semester he/she has 14.5 credits.	

EARNING HIGH SCHOOL CREDIT

One full credit for high school graduation is defined as:

- a minimum of 135 hours of instruction in a designated course which contains student performance standards. The hourly requirement for one-half credit is defined to be one-half the requirement for a full credit. A student may receive credit without meeting the minimal hourly requirement if he can demonstrate mastery of performance standards. This includes awarding credit for courses taken in summer school, through performance-based instruction, block scheduling, or course modifications that combine courses. (S. 1003.436(1)(a), F.S.)
- an equivalent college course credit as determined by the State Board of Education specified in Section 1003.436(1)(b), F.S.
- remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit (S.1003.43(2), F.S.)

A student enrolled in a full-year course will receive one-half 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 second half of the course but fails to successfully complete the other half and the averaging of the grades in each half results in a passing grade as provided in 1003.436(2) F.S.

Other Credit Issues

- Volunteer Credit
 - Any course listed in the Florida State Course Code Directory, using currently adopted curriculum frameworks, may contain a component of volunteer community services as appropriate. (S. 1003.43(3), F.S.)
 - A student may earn a maximum of one-half credit in social studies and one-half credit elective for student completion of non-paid voluntary community or school service work. Students must complete a minimum of 75 hours of service in either category. Credit may not be earned for service provided as a result of court action. The principal is responsible for approving specific volunteer activities. (S. 1003.43(1)(k), F.S.)
- If any student in grades 9-12 receives a grade of D or F in a required course, he/she may retake the same course at any level for the purpose of improving a grade. A grade of D or F in an elective course may be replaced with a grade of C or higher by retaking the same or comparable course or another course. When this occurs, the district is prohibited from purging the original grade from the student's transcript (S. 1003.43(5)(e)1, F.S.)
- A student in grades 9-12 who passes a course but retakes the same course to earn a higher grade may not use the grade earned the first time the student took the course for elective credit. A course may be used only once for credit.
- A student in a performance based credit program (grades 9-12) may earn more than seven credits in a school year through an approved course modification designed to modify time or integrate performance standards. To earn credit in this program, students must satisfactorily master 60% of student performance standards for the course.

- No student may be granted credit toward high school graduation for enrollment in the following program or courses:
 - More than a total of 9 elective credits in remedial programs
 - More than one credit in exploratory vocational courses
 - More than three credits in practical arts, family and consumer sciences classes
 - More than a total of nine elective credits in remedial programs
 - More than one credit in exploratory vocational career education courses
 - More than three credits in practical arts family and consumer science classes
 - Any level 1 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 signed by the principal, guidance counselor, and the parent if the student is not 18 years or older. (Explanatory note: a statement as to appropriateness of a level 1 course placed in the student's cumulative folder will meet the requirement relating to a student progression plan.) (S. 1003.43(7), F.S.)

Additional Provisions for Earning Course Credits

Adult Education

A maximum of four credits earned in adult programs may be applied to graduation requirements for a day school program. The same standards for course content and performance that apply to the credits earned in the regular assigned school apply to credits earned in adult education or dual enrolled programs at the Vocational Technical Centers. The principal or designee shall approve adult education subjects taken for day school credit.

Summer School

Students may enroll and earn credits in any courses which will count as credit toward graduation. Courses may be made available if sufficient enrollment is indicated. In addition, students may retake a course in which they have earned a D or F for the purpose of meeting the 2.0 GPA requirements for graduation.

A high school migrant student can use extended day/year programs to take courses through PASS (Portable Assisted Study Sequence) to repeat a failed course, to accrue missing credits that are the result of the family's migratory lifestyle, or to replace any current grade earned that is necessary to raise GPA.

Transfer of Credits

Course credit may be transferred from other schools or agencies with the following conditions:

- Courses and credits at another school, community college or university offered for acceptance shall be based on an official transcript authenticated by the proper school authority.

- Courses and credits earned through traditional sources that are accredited by a regional accrediting association shall be accepted at face value without further validation.
- Courses and credits earned through alternative delivery systems that are accredited by a regional accrediting association may be accepted, subject to validation by the school administration.
- All transferring students must pass the Florida Comprehensive Assessment Test.
- Students entering school from a foreign nation, a non-accredited public or private school, correspondence course study program, or a home education school, and who are not able to provide a valid transcript or original report cards, shall identify and describe all courses taken in previous years. This description and appropriate achievement or subject level tests, where available, shall be utilized to determine credit and/or grade placement. The principal shall be responsible for making the decision to award credit from a non-accredited school for courses which were passed by the student.
- Foreign Exchange Program students may be accepted into the high school for the cross-cultural experience only; they shall not be eligible for graduation or be awarded a high school diploma. Students will receive a valid transcript of their work while in the district. Students have the option of accepting the grade earned in the course work or receiving a pass/fail designation for the course work. (Pass/fail designation prohibits student eligibility for all interscholastic competition.)
- Students who have a high school diploma from their home country shall not be eligible for enrollment in the Pre-K through 12th grade program. These students will be directed to the local college/university.

Correspondence Course Credit

A student who is enrolled in and attending classes full-time at the district high school may earn two credits toward graduation by successfully completing high school correspondence courses approved by a national and/or regional accrediting agency. The following criteria must be met before credit through correspondence may be counted toward the 24 credits necessary for graduation:

- Credit will be accepted according to the district approved guidelines for transfer of credits.
- The correspondence course(s) must meet state course code directory, state curriculum frameworks and state performance standards, and must be approved by a national or regional accrediting agency. (Correspondence courses listed by the University of Florida meet this accreditation standard.)
- The student must have prior approval from the principal to register for correspondence work.
- All fees for the correspondence credit course will be the responsibility of the student.
- Final exams will be proctored by school personnel and forwarded to proper agency for correspondence credit.

GRADUATION FROM HIGH SCHOOL

Under Florida statutes, a student completing the high school program may earn one of the following:

Standard Diploma

- A standard diploma will be awarded when a student has successfully completed the graduation requirements as required by s.1003.43(10)(a) F.S. and as set forth by the Glades County School Board.
 - The student must earn credits as outlined by the high school graduation requirements.
 - Section 1008.22 (5) F.S., requires that students earn passing scores on the Florida Comprehensive Assessment Test (FCAT) in reading, and mathematics to qualify for a standard high school diploma, except as provided in Section 1003.43 (11)(b).
 - The student must earn a cumulative GPA of at least 2.0.
- A student eligible for and officially placed in an exceptional student education high school program may be awarded credit toward a standard diploma under the following conditions:
 - completion of a course with regular education students; or
 - completion of a course in an ESE class that covers content, intended outcomes and student performance standards which are being used in a regular education course (S. 1003.43(4)(a), F.S.)

If a student completes all requirements for graduation prior to the end of the year, he/she may exit the high school program at that time and may be awarded a diploma of graduation with his/her regular class or at a time convenient to the principal.

Students who enter a Florida public school at the eleventh or twelfth grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 FCAT, specified in s. 1008.22(3), F.S., or an alternate assessment as specified in s. 1008.22(9), F.S. (S. 1003.433(1) F.S.)

A dependent child of a member of the United States Armed Forces who enters a public school at the twelfth grade from out of state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the grade 10 FCAT shall satisfy the assessment requirement for a standard high school diploma provided in s. 1003.43(5)(s), F.S. For purposes of this section approved alternative assessments are the SAT and the ACT. (S. 1008.221, F.S.)

Certificate of Completion S. 1003.43(10)(b), F.S.

- A certificate of completion will be granted to a student after a minimum of at least twelve years of education (excluding kindergarten) when a student has successfully completed

the district requirements and credits for graduation, but has failed to pass the Florida Comprehensive Assessment Test.

- Any student who is otherwise entitled to a certificate of completion may elect to remain in the secondary school either as a full-time student or as a part-time student for up to one additional year and receive special instruction designed to remedy the identified deficiencies. A standard diploma may be issued if the identified deficiencies are met within the one year period.

Special Diploma S. 1003.438

- State Board Rule 6A-1.0966, FAC, graduation requirements for certain ESE students, allows school districts to adopt alternative methods of awarding a Special Diploma. Nothing contained in this rule shall be construed to limit or restrict the right of an exceptional student to a standard diploma.
- The Individual Education Plan (IEP) committee, which includes parents and school staff, will determine whether the student is pursuing a course of study leading toward a standard or special diploma. This determination will be documented on the IEP developed during the student's eighth grade year, or the IEP developed during the year prior to the student's 14th birthday, whichever occurs first. This diploma decision must be reviewed annually.
- A Special Diploma is awarded when a student, classified as educable mentally disabled, trainable mentally disabled, hearing impaired/deaf, specific learning disabled, physically disabled (whose ability to communicate orally or in writing is seriously impaired), emotionally disabled or profoundly disabled, has successfully completed the graduation requirements as set forth in the Glades County School Board Student Progression Plan and has met the State Performance Standards applicable for that exceptionality. Reference is made to the High School Program of Studies for assisting in the selection of course titles.
- Credit will be awarded towards a special diploma under the following conditions:
 - Completion of an ESE class that covers intended outcomes and student performance standards specifically designed and identified for a special diploma.
 - All ESE students must complete a minimum of twenty-four credits in a planned program of instruction, with the following specific requirements:
 - 4 credits – Language Arts/Reading
 - 3 credits – Math
 - 2 credits – Science/Health
 - 2 credits – Social Studies/History
 - 1 credit – P.E.
 - ½ credit – Life Management Skills
 - 11 ½ credits – Electives
- When a student transfers from a special diploma course of study to a course of study for a standard diploma, all special diploma course credits may be used as elective credit for a standard diploma.
 - Credit will be assigned for 60% mastery of Individual Education Plan (IEP) objectives for each assigned course for each year. However, the student may earn more than twenty-four credits and still be served up to age twenty-two.

- Courses designed for a special diploma award multiple credits. These courses may be repeated for additional credit to meet graduation requirements.
- An ESE student who receives a special diploma or certificate of completion may choose to return to school and work for a standard diploma up to age 22.

Special Certificate of Completion S. 1003.438, F.S.

- A special certificate of completion will be granted a student who is classified as educable mentally disabled, trainable mentally disabled, hearing impaired/deaf, specific learning disabled, physically disabled (whose ability to communicate orally or in writing is seriously impaired), or emotionally disabled. The student must have completed a minimum of at least twelve years of education (excluding kindergarten), successfully completed the district requirements and credits for graduation, but failed to achieve the special state minimum graduation requirements applicable for that exceptionality.
- Profoundly disabled (PROF) students shall be awarded a special certificate of completion after meeting the district requirements. The profoundly disabled student must earn at least twenty-four credits. Reference is made to the High School Program of Studies for assisting in the selection of course titles.
- A course credit will be assigned for 60% mastery of Individual Education Plan (IEP) objectives for each assigned course for each year. However, the student may earn more than twenty-four credits and still be served up to age twenty-two.

Graduation by Examination S. 1003.435, F.S.

The following requirements shall govern eligibility of candidates to take the GED Tests:

- A person who is not currently enrolled in an elementary or secondary school shall:
 - Be at least eighteen years of age at the time of application (However, persons who are at least sixteen years of age may be permitted to take the tests upon submission of a statement of justification signed by the superintendent or designee.)
 - Submit an application to an approved testing center on a form adopted in Rule 6A-1.001.FAC, which provides essential personal and educational data
 - Reside in that state at the time application is made
- A candidate who is currently enrolled in a secondary school shall:
 - Be at least sixteen years of age at the time of application
 - Complete career planning conferences as defined in Rule 6A-6.71(9), FAC, with the parent or guardian in attendance if the student is under eighteen (18) years of age
 - Submit an application to an approved testing center on a form adopted in Rule 6A-1.011, FAC. (This form shall include the approval signature of the parent or guardian of any student under eighteen (18) years of age.)
- Upon successful completion of the GED Tests as prescribed herein, a candidate shall be awarded a State of Florida High School diploma and shall be considered a high school graduate. A district may also award a district diploma to the successful candidate.

- A candidate who has achieved the minimum scores as set by the State Department of Education will be awarded a State of Florida High School diploma. A candidate who does not achieve the minimum scores on the initial testing may retake the test at a subsequent testing session up to three times in a calendar.
- Each applicant shall pay all required fees. However, the school board or agency administering the testing center may authorize a waiver on a uniform or on an individual basis of all or any portion of the fees prescribed therein.
- Special assistance pursuant to s.1003.435, F.S. to obtain a high school equivalency diploma may be given when all requirements for graduation are completed *except* for the required cumulative grade point average. (S. 1003.43(5)(e)3, F.S.)

Continuation of High School Education

Students may choose to continue their high school education through attendance in summer school or the following school year to receive remediation for retaking and passing the FCAT. These activities may include computer assisted instruction, tutoring, FCAT Explorer, adult education, work study programs, and mentoring.

Participation in the GED Exit Option Model

This option is available for high school students who are at risk of not graduating with their peer group. These programs are usually provided by local high schools and require students to be enrolled in high school courses while preparing for the General Education Development (GED) Tests. Students who earn passing scores on the FCAT and the GED Tests are awarded a standard high school diploma. Students who pass only the GED Tests are awarded a State of Florida diploma. Students with disabilities may be offered the opportunity to request accommodations for taking the GED Tests, including nonstandard editions (audiocassette, Braille, large print and, Spanish). More information regarding this option is available from the guidance counselor.

Participation in the GED Preparatory Program

The GED Tests provide students with the opportunity to earn a high school diploma and earn a State of Florida High School diploma. This opportunity is available at local community colleges, technical centers, and adult education programs.

Accelerated Graduation Requirements

Prior to selecting an accelerated graduation program described in 1003.429(1)(b) or (1)(c), F.S., 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 a passing score on the grade 10 FCAT in reading and mathematics. (S. 1003.429(2), F.S.)

The selection of one of the graduation options listed in s. 1003.429(1), F.S. must be completed by the student prior to the end of grade 9 and is exclusively up to the student and parent, subject

to the requirements in s. 1003.429(2), F.S. This deadline may be extended to the end of a student's first semester of grade 10 for a student who entered a Florida public school after grade 9 upon transfer from a private school or another state or who was prevented from choosing a graduation option due to illness during grade 9. If the student and parent fail to select a graduation option, the student shall be considered to have selected the 24 general requirements for high school graduation specified in s. 1003.429(1)(a), F.S. (S. 1003.429(4), F.S.)

COURSE CREDIT REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Students who entered grade 9 in the 2004-2005 school year and thereafter may select one of the three high school graduation options: (S. 1003.429(1), F.S.)

Only students who meet the requirements for a Glades County diploma or certificate of completion are eligible to participate in graduation ceremonies.

***Florida High School Graduation Options**
For students entering ninth grade in 2003-2004 school year

Students who entered grade 9 in 2003-2004 will have three options for high school graduation. The chart below depicts these options.

** Any student who selected an accelerated graduation program before July 1, 2004, may continue that program, and all statutory program requirements that were applicable when the student made the program choice shall remain applicable to the student as long as the student continues that program.*

Requirements	General Requirements For High School Graduation (4-year)	Standard College Preparatory Program (3-year)	Career Preparatory Program (3-year)
English	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	3 credits (<i>one of which must be Algebra I or its equivalent</i>)	3 credits at the Algebra I level or above from the list of courses that qualify for state university admissions)	3 credits (<i>one of which must be Algebra I or its equivalent</i>)
Science	3 credits two of which must have a laboratory component	3 credits two of which must have a laboratory component	3 credits two of which must have a laboratory component
Social Studies	1 credit World History 1 credit American History ½ credit American Government ½ credit Economics	3 credits	3 credits
Foreign Language	Not required for high school graduation, but required for state university system admission.	2 credits in the same language or demonstrated proficiency in a second language.**	2 credits in the same language or demonstrated proficiency in a second language.**
Practical Arts/ Performing Arts	1 credit practical arts career education or exploratory career education <u>or</u> 1 credit performing fine arts <u>or</u> ½ credit in practical arts and ½ credit in performing fine arts		
Life Management Skills	½ credit		
Physical Education	1 credit to include ½ credit personal fitness and ½ credit physical education elective		
Electives	8.5 credits	3 credits	3 credits
TOTAL	24 credits	18 credits	18 credits
State Assessment Requirements	Earn a passing score on the FCAT (grade 10)	Earn a passing score on the FCAT (grade 10)	Earn a passing score on the FCAT (grade 10)

Grade Point Average (G.P.A.)	Earn a cumulative G.P.A. of 2.0 on a 4.0 scale	Earn a cumulative G.P.A. of 2.0 on a 4.0 scale	Earn a cumulative G.P.A. of 2.0 on a 4.0 scale
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***Student's proficiency requirement will be met by earning at least the following scores on the CLEP test; French 52; German 63; Spanish 54. If a student's proficiency is in a language for which there is no test available to determine proficiency, a transcript documenting formal education equal to two years of high school coursework in that language in another country may be used.*

Florida High School Graduation Options
For students entering ninth grade in 2004-2005 school year

Requirements	General Requirements For High School Graduation (4-year)	Standard College Preparatory Program (3-year) *	Career Preparatory Program (3-year)
English	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	3 credits (<i>one of which must be Algebra I or its equivalent</i>)	3 credits at the Algebra I level or above from the list of courses that qualify for state university admissions <i>Algebra Ia & Ib or Applied Math I & II will count as <u>one</u> credit for Algebra I equivalency. Students are required to complete two additional math credits)</i>	3 credits (<i>one of which must be Algebra I or its equivalent; Algebra Ia & Ib or Applied Math I & II will count as <u>two</u> credits. Students will be required to take one additional math credit</i>)
Science	3 credits in natural science, two of which must have a laboratory component	3 credits in natural science, two of which must have a laboratory component	3 credits in natural science, two of which must have a laboratory component
Social Studies	1 credit World History 1 credit American History ½ credit American Government ½ credit Economics	1 credit World History 1 credit American History ½ credit American Gov. ½ credit Economics	1 credit World History 1 credit American History ½ credit American Gov. ½ credit Economics
Foreign Language	Not required for high school graduation but required for state university system admission	2 credits in the same language or demonstrated proficiency in a second language.*	Not required
Practical Arts/ Performing Arts	1 credit practical arts career education or exploratory career education <u>or</u> 1 credit performing fine arts <u>or</u> ½ credit in practical arts and ½ credit in performing fine arts		3 credits in single vocational/career ed. program <u>or</u> 3 credits in single career/technical certificate dual enrollment <u>or</u> 5 credits in vocational or career ed (3 of which in single program)
Life Management Skills	½ credit		
Physical Education	1 credit (including ½ credit of Personal Fitness and ½ credit physical education elective)		
Electives	8.5 credits	3 credits (must meet SUS admission requirements)	2 credits unless 5 credits earned above
TOTAL	24 credits	18 credits (<i>including 6 credits in classes that are International Baccalaureate (IB), AICE, dual enrollment, advanced</i>)	18 credits

		<i>placement or specifically listed as rigorous by the Department of Education)</i>	
State Assessment Requirements	Earn a passing score on the FCAT (grade 10)	Earn a passing score on the FCAT (grade 10)	Earn a passing score on the FCAT (grade 10)
Grade Point Average (G.P.A.)	Earn a cumulative G.P.A. of 2.0 on a 4.0 scale	Earn a cumulative G.P.A. of 3.5 **on a 4.0 scale in the courses required for the college preparatory program and earn weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits.	Earn a cumulative G.P.A. of 3.0 on a 4.0 scale in the courses required for the career preparatory program and earn at least a 2.0 points or its equivalent in each of the 18 required credits.

Florida High School Graduation Options*
For students entering ninth grade in 2007-2008 school year and thereafter (Section 1003.428 F.S.)

Requirements	General Requirements For High School Graduation (4-year)	Standard College Preparatory Program (3 Years)	Career Preparatory Program (3-year)
English	4 credits (with major concentration in composition, reading for information and literature)	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits (<i>one of which must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course. Students are encouraged to complete geometry and Algebra II</i>)	3 credits at the Algebra I level or above from the list of courses that qualify for state university admissions <i>Algebra Ia & Ib or Applied Math I & II will count as <u>one</u> credit for Algebra I equivalency. Students are required to complete two additional math credits)</i>	3 credits (<i>one of which must be Algebra I or its equivalent; Algebra Ia & Ib or Applied Math I & II will count as <u>two</u> credits. Students will be required to take one additional math credit</i>)
Science	3 credits in natural science, two of which must have a laboratory component	3 credits in natural science, two of which must have a laboratory component	3 credits in natural science, two of which must have a laboratory component
Foreign Language	Not required for high school graduation; required for admission into state universities.	2 credits in the same language or demonstrated proficiency in a second language.**	
Social Studies	1 credit World History 1 credit American History ½ credit American Government ½ credit Economics	1 credit World History 1 credit American History ½ credit American Government ½ credit Economics	1 credit World History 1 credit American History ½ credit American Government ½ credit Economics
Practical Arts/ Fine Arts	1 credit in fine arts		3 credits in single vocational/career ed. program <u>or</u> 3 credits in single career/technical certificate dual enrollment <u>or</u> 5 credits in vocational or career ed (3 of which in single program)
Physical Education	1 credit in physical education to include		

	integration of health		
<i>Electives</i>	8 credits in majors, minors or electives	3 credits (must meet SUS admission requirements)	2 credits unless 5 credits earned above
<i>TOTAL</i>	24 credits	18 credits (<i>including 6 credits in classes that are International Baccalaureate (IB), AICE, dual enrollment, advanced placement or specifically listed as rigorous by the Department of Education</i>)	18 credits
<i>State Assessment Requirements</i>	Earn a passing score on the FCAT (grade 10)	Earn a passing score on the FCAT (grade 10)	Earn a passing score on the FCAT (grade 10)
<i>Grade Point Average (G.P.A.)</i>	Earn a cumulative G.P.A. of 2.0 on a 4.0 scale	Earn a cumulative G.P.A. of 3.5 on a 4.0 scale in the courses required for the college preparatory program and earn weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits.	Earn a cumulative G.P.A. of 3.0 on a 4.0 scale in the courses required for the career preparatory program and earn at least a 2.0 points or its equivalent in each of the 18 required credits

For each year in which a student scores at Level 1 on the FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs.

Students participating in interscholastic sports at the junior varsity or varsity level for 2 years who pass the Florida Department of Education developed test in personal fitness are exempt from the one-credit PE requirement. Students completing one semester of marching band, physical activity class with marching band activities, or dance shall satisfy the personal fitness requirement or adaptive PE under an IEP or 504 plan.

Beginning with students entering high school in the 2007-2008 school year, graduation requirements include enrollment in a major area of interest, comprised of four (4) credits (Section 1003.428, Florida Statutes).

A student who selected one of the accelerated three year graduation options shall automatically move to the four year program stated in s. 1003.43 if the student:

- Exercises his/her right to change to the four year program
- Fails to earn five credits by the end of grade 9 or fails to earn eleven credits by the end of grade 10
- Does not achieve a score of 3 or higher on the FCAT 10 writing assessment
- By the end of grade 11 does not meet the requirements of subsections 1003.429(1), and (6). (S. 1003.429 (8)(a)-(d), F.S.)

Course Modifications

The district shall modify basic and vocational courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma (SBR 6A-6.0312).

- For exceptional students obtaining a standard diploma, the curriculum frameworks for student performance standards will be maintained with instructional modifications provided as defined by the student's Individual Education Plan.
- When modifying courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's Individual Education Plan.
- Modifications to basic or vocational courses may include, but are not limited to, any of the following:
 - instructional time may be increased or decreased
 - instructional methodology may be varied
 - special communications systems may be used by the teacher or the student
 - classroom and district test administration procedures and other evaluation procedures may be modified as specified in Rule 6A-1.0943, FAC, to accommodate the student's disability

- alternate instructional materials may be used
- When modifying courses for exceptional students, the district shall use one of the following strategies:
 - assignment of the exceptional student to a basic education class for instruction which is modified to accommodate the student's exceptionality
 - assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students in the District Student Progression Plan
 - assignment of the exceptional student to an exceptional education class designed to meet the student's needs as defined by the Individual Education Plan
- The district shall determine which of these strategies to employ based on assessment of the student's needs and shall reflect this decision in the student's Individual Education Plan.
- When courses are modified to incorporate a range of performance standards, students may be awarded multiple credits for mastery of duplicate performance standards. (S. 1003.436,(1)(a) F.S.)

Before the student graduates from high school, the school shall assess the student's preparation to enter the workforce and provide the student and the student's parent with the results of the assessment. The Department of Education has determined that since FCAT assesses certain Education Goal 3 standards, which were developed from a U.S. Secretary of Labor's report on necessary skills for the workforce (SCANS), the FCAT can serve as this assessment. (S. 1006.02(4), F.S.)

ARTICULATED ACCELERATION MECHANISMS S. 1007.27

Articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students or increase the depth of study available for a particular subject. This shall include but not be limited to dual enrollment, early admission, advanced placement, and credit by examination. Credit earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration. (S.1007.27, F.S.)

Any student earning nine or more credits in the following programs are exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term:

Early Admission Program (S. 1007.27(5), F.S.)

- Early Admission shall be a form of Dual Enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis (twelve or more hours). The Early Admission Program allows a student to enter college following completion of

grade eleven, substituting two semesters of college for the fourth year of high school, and counting college credits toward high school graduation. The student is responsible for making application and must meet all entrance requirements as stated by the college involved. The high school record shall contain notations covering the work accomplished while in college and the grades assigned.

The applicant shall:

- Submit a high school transcript which indicates the applicant has completed grade 11 with at least a 3.0 cumulative grade point average on all high school work
- Submit a written approval and recommendation from the high school principal
- Submit a written request from a parent or guardian for the student to be enrolled as an Early Admission student (This request must include a statement that the parent understands and concurs with the conditions of admission and with all college regulations.)
- Declare his/her willingness to abide by all general admission requirements and college regulations
- Declare his/her willingness to comply with the State Board of Education regulations that require the student to (a) complete two college semesters with at least a normal class load (12 hours each semester); (b) maintain a "C" average in college courses; (c) complete remaining courses for student to meet high school graduation requirements

Advanced Placement (S. 1007.27(6), F.S.)

Eligible secondary students may enroll in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course shall be awarded to students who score a minimum of three on a five point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees. In order to enroll in an Advanced Placement course, students must receive principal, teacher, and/or counselor approval.

Advanced Placement Courses Within Dual Enrollment Courses

The school district, community college, and state university may conduct advanced placement instruction within dual enrollment courses. (S. 1007.272(1), F.S.) Postsecondary credit for a joint dual enrollment and advanced placement course shall be awarded as either dual enrollment or advanced placement credit, based on student preference. An award of advanced placement credit must be limited to students who score a minimum of 3 on a 5-point scale on the Advanced Placement Examination. No student shall claim double credit based on the completion of a single joint dual enrollment and advanced placement course, nor shall any student be required to complete the Advanced Placement Examination. (S. 1007.272(3), F.S.)

Home Education (S. 1007.27(4), F.S.)

Home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination.

Credit by Examination (S. 1007.27(7), F.S.)

Credit by examination shall be the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.

The State Board of Education shall conduct a review of the extent to which the acceleration mechanisms authorized by this section are currently utilized by school districts and public postsecondary educational institutions and shall permit a report to the Governor and the Legislature.(S. 1007.27(11)(a), F.S.)

DUAL ENROLLMENT PROGRAMS Section 1007.271 (1)-(4), F.S.

Dual College Enrollment 1007.235, F.S.

Dual enrollment is the enrollment of an eligible secondary student in a postsecondary institution on part-time basis (eleven hours or less). An articulation agreement between Glades County Schools and Edison Community College provides advanced instruction for those pupils who demonstrate a readiness to engage in post-secondary academic work. In this program, students may earn credit toward both a high school diploma and an associate or baccalaureate degree. Dual enrollment credits shall be converted to high school credits as specified in Section (Sections 1000.21, 1007.24, 1007.25, 1007.271, and 1008.345 FS) For each approved dual enrollment class a student's secondary schedule may be reduced by one class period. Students may take courses during school hours, after school hours, and during the summer term. Students enrolled are exempt from the payment of registration tuition, and lab fees. Student qualifications for dual enrollment courses must meet the requirements of the interinstitutional articulation agreement.

Vocational-preparation instruction, college preparatory instruction, and physical education courses that focus on the physical education of a skill rather than the intellectual attributes of the activity are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

Vocational dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma.

Dual Enrollment Course Weighting Section 1007.271(16), F.S.

College-level dual enrollment courses will be weighted the same as honors courses and advanced placement courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

Other Accelerated Mechanisms S. 1007.27

Non-School Calendar Education Experience

During summer vacation or other time when school is not in session, educational opportunities arise which may be of lifelong benefit to the student. Under certain circumstances a student might be able to receive up to one credit per year for such experiences. Numerous accredited post secondary institutions offer "Summer Camp" experiences in academic subjects. The intent of this program is to allow students to earn high school credit as a result of the participation. The following procedures/rules must be followed:

- Student must be in grades 9-12 and enrolled in Moore Haven Jr.-Sr. High School
- Student must apply for credit request prior to undertaking this experience (The high school principal must approve this request.)
- Evidence of course work to be pursued, contact hours and extra work required must be documented. (Credit earned will not be calculated in the grade point average.)
- Student/family is responsible for all costs
- Evidence of completion of educational experience must be presented to the high school principal within 60 days of completion for consideration
- Credit will be considered only for successful completion of program with college course program objectives consistent with applicable Florida Course State Framework or performance objectives
- Applicant may be required to present evidence of post secondary schools' accreditation

Florida Virtual School On-Line Instruction S. 1001.42(21)

An agreement between Glades County Schools and The Florida Virtual School (FLVS) provides on-line instruction for those students seeking credit toward high school graduation. Course

- credits and grades earned through FLVS are based upon successful completion of the course.

Performance Based Credit Program (PBC)

- The Performance Based Credit Program is designed to help students gain credits, raise their GPA and pass the FCAT and/or GED. Course credits and grades earned within the PBC program are based upon student performance and mastery of course standards as defined by the Sunshine State Standards and the Florida Course Descriptions, not on time spent on standards acquisition.
- To be considered for the program, students must meet one of the following criteria:
 - Retrieval - student has previously dropped out of school
 - Has previously been retained
 - GPA below 2.0
 - Failed FCAT
 - Other reasons as approved by the principal

Grading procedure: All students taking a Performance Based Credit (PBC) class will be issued progress updates, final grades, and credit as follows:

- Interim reports will reflect progress update, indicating the number of modules completed, and the number of modules available in the specific course assigned.
- Final grades will be submitted to the guidance counselor, using the PBC completion form, upon the successful completion of all modules with mastery assessment grades of at least 70% or higher.
- Once PBC completion forms have been received by the guidance office, final grades and credit earned will be entered directly into the student's academic history. (Note: Nine week grades and semester grades will not appear on the nine-week report cards. Semester grades will appear on the academic history and transcript.)

EXCEPTIONAL STUDENT EDUCATION (ESE)

ENTRANCE REQUIREMENTS

Pre-kindergarten Children with Disabilities

Any child upon his/her third birthday may be referred to the Director of Exceptional Student Education to determine if he/she meets criteria for placement as specified in Glades County's Special Programs and Procedures for Exceptional Students (S. P. & P.). The Individual Educational Plan (IEP) committee will determine appropriate services for preschool students with disabilities.

Kindergarten

Any child who has reached the age of five years on or before September 1 of a school year, may be admitted to the ESE program any time during the year if they meet eligibility criteria as specified in Glades County's Special Programs and Procedures.

PLACEMENT PROCEDURES FOR NEW PRE-K-12 STUDENTS

All students with disabilities who receive Exceptional Student Education services who transfer from private schools or out-of-county programs will be evaluated and staffed according to the Special Programs and Procedures document for Exceptional Student Education.

PROMOTION/RETENTION

Promotion for students with disabilities in Grades K-12 Pursuing Regular Student Performance Standards

Promotion of students with disabilities who are receiving Exceptional Student Education services and pursuing regular student performance standards will be based on promotion requirements of non-disabled students and accommodation specified in their IEP. The final decision as to grade placement is the responsibility of the principal with input from the IEP committee.

Promotion for Disabled Students Receiving Exceptional Student Education Pursuing Special State Student Performance Standards in Grades K-12.

Consideration of Promotion for students who are pursuing Special Student Performance Standards will be made on the basis of the following criteria:

Mastery of IEP Objectives

Classroom Performance

Results of Standardized Testing and/or Alternative Assessment

Students with disabilities who are receiving Exceptional Student Education services will be educated with students who are non-disabled to the maximum extent appropriate (Authority F.C.R. 300.550). Students with disabilities must meet the school district's proficiency levels unless the student's IEP indicates that the disabling condition impacts the student's progress in the general curriculum. The student's status with regard to mastery of the Sunshine State Standards or Special Student Performance Standards should be discussed with parents at each Individual Educational Plan (IEP) meeting. The type of standards the student is attempting to master and the relationship to future diploma options (i.e., Standard or Special Diploma) should be discussed with parents at each IEP meeting.

A student who is currently enrolled in or is being placed in an approved special program may be promoted for good cause. The recommendation for good cause promotion must contain documentation from the Guidance Department or Child Study Committee supporting the rationale for the student's exemption from retention.

GRADING

Grades for student receiving Exceptional Student Education services other than Speech/Language and Gifted shall be assigned by the Exceptional Student Education teacher for the subject areas in which the student is served. Grades shall be based on the student's mastery of the curriculum requirements indicated in the student's Individual Educational Plan (IEP). The IEP shall address specific educational objectives for the student in the subject area(s) being served.

The regular education teacher shall evaluate student performance and assign the student's grade for any subject(s) in which the student is enrolled in the regular education program. The regular education teacher shall use the regular education program requirements in determining the grade(s) taking the student's documented disability and accommodations into consideration.

ANNUAL STUDENT PROGRESS

Parents of students with disabilities receiving services from Exceptional Student Education programs will receive a report on the progress of their child toward achieving the goals established in their Individual Educational Plan (IEP) at least as often as parents of non-disabled students receive progress reports (i.e., no later than the fifth week of each grading period and at the nine-week report card distribution).

ASSESSMENT

For select students with disabilities who are receiving Exceptional Student Education services, it may be more meaningful and appropriate if they participate in a method of alternative assessment. The decision to include or exclude a student with disabilities in state and district testing shall be made by the Individual Educational Plan (IEP) Team based on the guidelines as follows (Exemption may be permitted only when all of the following criteria are met):

- The student's demonstrated cognitive ability and behavior prevents them from completing required course work and achieving the Sunshine State Standards even with appropriate allowable course modifications.
- The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.
- The student's inability to complete the required course work is not due to excessive or extended absences or the result of social, cultural, or economic differences. The student is unable to apply or use academic skills at a minimal competency level in the home, community, or work site.

For students of high school age an additional criterion must also be met:

- The student is unable to complete the standard diploma program even with the allowable course modifications and adaptations.

Determining Appropriate Modifications for Students with Disabilities

Determination of appropriate modifications/accommodations in assessment situations for students with disabilities shall be based on the individual needs of each student, and decisions shall be made at IEP meetings and are recorded on the IEP. It is appropriate to orient students to testing format and procedures near test time. Guidelines to consider are as follows:

- Modification or accommodation should facilitate an accurate demonstration of what the student knows or can do.
- Modifications or accommodation should not provide the student with an unfair advantage or interfere with the validity of the test.
- Modifications or accommodation must be the same or nearly the same as adaptations used by the student in completing classroom activities.
- Modifications or accommodation must be necessary for enabling the student to demonstrate knowledge, ability, skill or mastery.

Testing Modifications and Accommodations for Students with Disabilities in Statewide and District Assessments

Rule 6A-1.0943, FAC, provides the basis for modification to Glades County's assessment system for students with disabilities. In addition, the test administration manual for each statewide assessment provides a listing of allowable modifications that can be used for students with disabilities. Such modifications include:

- Flexible Scheduling - Students may take a session of the test during several brief periods, within one school day; however, a session of the test must be completed within one school day and cannot exceed the total time allowed for that session.
- Flexible Setting - Students may take the test individually, or in a small group setting, under the proctor's supervision. Some students may require a flexible setting to accommodate special lighting, furniture, equipment or acoustic needs. Other students may need calming background music, freedom to move about as needed, or a space that is comfortable to them.
- Flexible Timing - Some students may need extended/additional time to complete the testing process; however, a session of the test must be completed within one school day.
- Flexible Responding (Recording of Answers) - Students may provide an oral response, a signed response, a response on a word processor, or a response on a braille writer. If an oral response is given by the student, the proctor must ask the student to indicate the punctuation when appropriate. Oral responses, signed responses, and responses provided on a word processor must be transcribed. This modification may require a one-on-one test administration in order to avoid distraction for other students.
- Flexible Presentation (Revised Format/Mechanical Aids) - Students may use mechanical aids such as a magnifying device, a pointer, a non-calibrated ruler or template, or other similar devices to assist in maintaining visual attention to the test book or answer book. Flexible presentation means that a student may need to have directions read to them or directions may need to be simplified or the student may need to restate the directions in his/her own words. Proctors may answer student questions about any test directions. Test item language may not be reworded, and proctors may not answer student questions about the wording of test questions or interpret test questions for students. Reading items and passages may not be read to the student. Simple math questions should be read in their entirety and more complex math questions may be read one part at a time.

Flexible presentation includes the following revised format options:

- Print Versions: Students may be tested with enlarged-print materials enlarged through mechanical or electronic means. Enlarged material shall be provided only for students who meet eligibility criteria for program for students with visual disabilities.
- Braille Versions: Students may be tested with materials that have been transferred to Braille code, or tested by using devices that permit optical-to-tactile transformations.
- Auditory and Sign Language Presentations: The test administrator may sign, provide oral interpretations of, or read to students general directions and math items. The reading items and passages designed to test reading skills must be read by the student using visual or tactile means.

EXTENDED SCHOOL YEAR (ESY) SERVICES FOR STUDENT WITH DISABILITIES

Consistent with mandated requirements of the Individuals with Disabilities Education Act (IDEA), the School Board of Glades County assures that:

- Extended School Year (ESY) services are available as necessary to provide a Free Appropriate Public Education (FAPE) to eligible students with disabilities.
- ESY services will be provided when a student’s IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the student.
- ESY services will not be limited to particular categories of disability, or unilaterally limited in type, amount or duration of services.

Extended School Year (ESY) Services are defined as extended special education and/or related services that are provide beyond the normal 180-day school year. Eligibility for these services shall be determined by the student’s IEP (Individual Educational Plan) Team on an annual basis. This will be based on whether the student will suffer severe regression in critical IEP skills as a result of a break in instruction over the summer. Criteria outlined in the districts’ “Special Programs and Procedures Document” shall be used to determine if a disabled student is eligible for the services.

JOHN MCKAY PROGRAM FOR STUDENTS WITH DISABILITIES

Florida’s School Choice Programs ensure that no child will be left behind by allowing parents to choose the best educational setting—public or private—for their child. The McKay Scholarships Program also offers parents public school choice. A parent of a special needs student who is dissatisfied with the student’s current school may choose to transfer the student to another public school.

Eligibility Requirements

- The student was enrolled and present in Florida public school during the October and February FTE surveys for the previous school year.
- The student has an Individual Educational Plan (IEP).
- The parent has notified the school district Exceptional Student Education Department of their intention to participate in the McKay Scholarships Program.
- The student has completed a year of kindergarten.

Parents are to indicate their intent to participate with the district Exceptional Student Education Department.

EXCEPTIONAL STUDENT GRADUATION REQUIREMENTS

The IEP team, which includes parents, student, and school staff, will determine whether the student is pursuing a course of study leading toward a Standard or Special Diploma. This determination will be documented on the IEP developed during the student's eight grade year, or the IEP developed during the year prior to the student's 14th birthday, whichever occurs first. This diploma decision must be reviewed annually.

An ESE student attending Glades County Schools may seek one of several graduation options:

- Standard Diploma
- Special Diploma Option 1
- Special Diploma Option 2
- Certificate of Completion
- Special Certificate of Completion.

Standard Diploma:

- The student must earn credits as outlined by High School Graduation Requirements.
- The student must master the State Student Performance Standards.
- The student must pass all sections of the FCAT unless a waiver has been obtained*.
- The student must earn a cumulative Grade Point Average (GPA) of 2.0.
(S.1003.43(11)(a), F.S.)

*The Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act (S. 1007.02, F.S.) is designed to expand access to postsecondary education and meaningful careers for students with disabilities. This act provides for a waiver of the FCAT requirements for receiving a standard high school diploma for students with disabilities whose IEP team determines that the FCAT doesn't accurately measure the student's ability, and who have the required grade point average and course-work for graduation, and who have attempted the FCAT once in the 10th grade and once in the 11th grade. (S. 1003.43(11)(b), F.S.)

In accordance with Section 1003.438 F.S., Exceptional Student Education students may pursue a standard diploma. Such students will meet the requirements for graduation listed above. An exceptional student may be awarded credit toward a standard diploma under the following conditions:

- The Exceptional Student Education student has taken a course with regular students and passed the course.
- The Exceptional Student Education student has taken a regular course in an Exceptional Student Education class taught by a highly qualified teacher which has been modified by one of the following means:
 - An increase or decrease in the instructional time
 - Variations of instructional strategies

- Teacher instruction or student response through special communication systems
- Administration procedures and other evaluation systems have been modified to accommodate the student's exceptionality or disability

Special Diplomas

The program leading to the Special Education Diploma is designed to serve the needs of exceptional students. Depending upon the exceptionality and the personal strengths of the student, the program is individualized to maximize the student's opportunities for personal and vocational success after high school. In order to earn a Special Diploma, the student must be properly classified, in accordance with rules established by the State Board and listed in the Glades County SP&P document for providing special educational for exceptional students. SBER 6A-1.0996; graduation requirements for certain ESE students allow school districts to adapt alternative methods to awarding a Special Diploma (Options 1 or 2). Nothing contained in this rule shall be construed to limit or restrict the right of an ESE student to a Standard Diploma. Any ESE student shall, upon written request, be afforded the opportunity to fully meet all requirements for the standard diploma until the age of 22.

Special Diploma Option 1:

A Special Diploma Option 1 is awarded when a student with disabilities has successfully completed the graduation requirements as set forth in the Glades County School District Student Progression Plan and has mastered the Sunshine State Standards for Special Diploma.

Special Diploma Option 2

The intent of Special Diploma Option 2 is to provide graduation incentives to those ESE students who have not been successful in a traditional school/academic setting and /or are considered "at risk" of dropping out of school. Historically, this population of ESE students has not been successful in earning high school credits for either a Standard Diploma or a Special Diploma Option 1. Option 2 is designed for ESE students who would benefit from an individually designed, community-based job preparatory program. Option 2 is also designed to increase the value of school attendance with age appropriate students. The intent of Option 2 is to prepare the ESE student for the transition from school to work and independent living that will continue after graduation. To be considered for Option 2 an ESE student would typically have attended a minimum of four semesters in a high school level program.

An ESE student may choose Option 2 at any time after the completion of their ninth grade year. Graduation will only be possible for students from ages 16-22. The transition IEP team members must verify that the student has met all the community and employment competencies documented on the Individual Graduation Plan prior to awarding a Special Diploma under Option 2. The student/parent/guardian must provide transportation to and from the job site. The District shall not provide transportation to and from the job site for a Special Diploma Option 2 student.

The Florida Student Performance Standards that have been developed for various exceptionalities and established by the Glades County School District are replaced in Option 2 by community and employment competencies.

1. Both sets of competencies are developed and documented during the transition IEP. The ESE student must demonstrate mastery of the following:
 - Student performance standards for the ESE vocational course in which the student is enrolled
 - Community and employment competencies developed and documented during the transition IEP
2. Community and employment competencies specified in the Individual Graduation Plan

The Individual Graduation Plan will be developed and signed by the student, parent/guardian, ESE teacher, and employer prior to placement in employment and implementation of Option 2. The plan will identify the following:

- Expected community and employment competencies;
 - Criteria for determining and certifying mastery of the competencies;
 - Work schedule and minimum number of hours to be worked per week;
 - Description of the supervision to be provided by School District staff.
3. The student must be employed in a community-based job where the employer:
 - Has a Federal Employer Identification number
 - Provides the student opportunities to interact with non-disabled co-workers
 - Adheres to the requirements of the Fair Labor Standards Act and Child Labor Laws
 - Offers opportunities for advancement

The number of hours of work per week must be specified on the Individual Graduation Plan. The minimum length of time for employment prior to receiving a Special Diploma under Option 2 shall be one full semester.

A graduation exit meeting will occur when the student has demonstrated mastery of the community and employment competencies that were documented on the Individual Graduation Plan. Mastery of the community and employment competencies outlined on the Individual Graduation Plan and any other related information must be verified before an Option 2 diploma can be awarded.

Certificate of Completion:

A student must have met all other requirements for a standard diploma except earning a passing score on all sections of the FCAT, or achieved the required cumulative grade point average, or completed all other requirements prescribed by the School Board. Students may elect to remain in secondary school as full-time or part-time students for up to one additional year and receive instruction to remedy the deficiencies. (Explanatory note: A student who has received a certificate of completion who subsequently meets the requirements for a standard high school

diploma shall be awarded a standard high school diploma whenever the requirements are completed.) (S. 1003.438,F.S.)

Special Certificate of Completion:

A student must have met all the requirements for a special diploma except mastery of special state minimum requirements for his exceptionality.

A student with disabilities receiving Exceptional Student Education services who earns a Special Diploma or Special Certificate of Completion is not prevented from pursuing a Standard Diploma or from receiving a free appropriate education (FAPE) until the student reaches age twenty-two. (S. 1003.438, F.S.)

HOSPITAL/HOMEBOUND

A hospitalized or homebound student is a student who has a medically diagnosed physical or mental condition which confines the student to the hospital or home and whose activities are restricted for fifteen or more consecutive school days. The medical diagnosis shall be made by a licensed physician as used in rule 6A-6.03020, FAC.

A student is eligible for a special program for hospital/homebound students, if the criteria listed in Glades County's Special Programs and Procedures for Exceptional Students are met.

GIFTED EDUCATION

Any student K-12 who is identified and placed according to Glades County's Special Programs and Procedures for Exceptional Students is eligible to receive gifted instruction.

SECTION 504

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against handicapped persons, by school districts receiving federal financial assistance.

The federal regulations implementing Section 504 clarify the meaning of "disabled person" as anyone who:

- Has a physical or mental impairment that substantially limits one or more major life activities
- Has a record of such an impairment
- Is regarded as having such an impairment

The regulations require identification, evaluation, provisions of appropriate services, and procedural safeguards in every public school in the United States.