

Hardee County Schools
Student Progression Plan
2008-09

STUDENT PROGRESSION PLAN

I. Introduction

A. Purpose

The purpose of this document, the Student Progression Plan for Hardee District Schools, is to present to school personnel, parents, students and other interested citizens, the School Board adopted policies to implement state and local pupil progression requirements.

It is expected that the vast majority of Hardee County Public School students will make satisfactory progress through the grades and achieve a level of academic proficiency and social/emotional development that will enable them to benefit from instruction at the next level. All students are expected to achieve the performance standards adopted by the State of Florida (Sunshine State Standards) in language arts, mathematics, science, social studies, health, and physical education, the arts, and foreign language as implemented at each grade level. The Hardee County School District is committed to the idea that all students can learn when academic growth is continuous and built on high expectations with quality instructional strategies that meet individual student needs. This Student Progression Plan implements School Board Policy and develops procedures to provide each student with the maximum opportunity to succeed in school.

The 1976 Florida State Legislature passed into law the Educational Accountability Act of 1976 which includes the statutory requirement that each school district in the State of Florida establish a comprehensive program for pupil progression. The act specifically requires that:

- (1) Each district school board shall establish a comprehensive program for pupil progression which shall be based upon an evaluation of each pupil's performance, including how well he masters the minimum performance standards approved by the state board. (*Florida Statutes 1008.25*)
- (2) The district program for pupil progression shall be based upon local goals and objectives which are compatible with the State's plan for education. Pertinent factors considered by the teacher before recommending that a pupil progress from one grade to another shall be prescribed by the district school board in its rules. (1008.25, Florida Statutes)
- (3) Each district comprehensive program for pupil progression shall reflect an effort to identify students at each grade level in grades 9 through 12 who have attained a cumulative grade point average of 2.0 or below. The program shall further include provisions for assisting such students to achieve the necessary cumulative grade point average required for graduation pursuant to F.S. 1003.43. 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.

Nine Key Areas of Critical Support for Higher Student Achievement

- ◆ Actively engaging parents in their child's education
- ◆ Establishing an articulated curriculum with the Sunshine State Standards
- ◆ Encouraging and supporting decision making, responsibility, and accountability at the local level closest to the student
- ◆ Providing a safe learning environment where teachers can teach and students can learn
- ◆ Developing and supporting quality educational professionals
- ◆ Providing financial accountability and resources for school improvement
- ◆ Ensuring appropriate administrative and instructional technology that supports student achievement and learning
- ◆ Creating articulated post-secondary pathways to meet the varying needs of all students
- ◆ Encouraging and strengthening partnerships with local businesses and community

B. Entry into Hardee County Schools

1. Students entering the Hardee County School District for preschool or Kindergarten or from a non-public school, or out-of-state school must provide the following information:
 - a Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school, if appropriate (SBER 6A-1.0985(3)(a));
 - b An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of student, if appropriate (SBER 6A-1.0985 (3)(b));
 - c Evidence of date of birth (*Florida Statutes 1003.21*);
 - d Evidence of immunization against communicable disease (*F.S. 1003.22*). Proof of two doses of measles vaccine (MMR) will be required and enforced for all children entering kindergarten;
 - e Evidence of a medical examination within the last twelve months (*F.S. 1003.22*). A 30 day waiver may be granted for the physical examination.
 - f Evidence of custody if the child does not live with both natural parents.
2. A student must be four (4) years of age or older on or before September 1 to be eligible for prekindergarten early intervention programs.
3. A student must be five (5) years of age or older on or before September 1 to be eligible for kindergarten.
4. Any child who will be six (6) years old on or before September 1 of the school year and who has successfully completed kindergarten shall be admitted to the first grade at any time during the school year. (*F.S. 1003.21*)
5. Any K-1 student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the information required in the above section 1.c., d., and e. (SBER 1.0985).
6. Any K-1 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/she is transferring and meets requirements under Section 1 above (*Florida Statutes 1003.21* and SBER 6A-1.0985).
7. The statewide kindergarten screening must be administered to each kindergarten student in the school district within the first 30 school days of each school year. The statewide kindergarten screening assesses the readiness of each student for kindergarten based upon

the performance standards adopted by the DOE under S.1002.67(1),F.S., for the Voluntary Prekindergarten Program.

C. Placement of Students

The principal of the receiving school is responsible for the initial placement of all students new to the school in accordance with the criteria specified in preceding section, *Entry into Hardee County Schools*, and the appropriate program section of this policy.

D. Exceptional Student Education

Students who are suspected of needing the specialized instruction services offered by the Exceptional Student Education Program will follow school board approved procedures. Every attempt will be made to insure the student referred for Exceptional Student Education placement has had adequate opportunity to succeed in regular education. The Individual Educational Plan will specify the type of progression plan a student will follow.

The programs covered in the District Special Programs and Procedures (SPP) document are Educable Mentally Handicapped, Emotionally Handicapped, Trainable Mentally Handicapped, Profoundly Handicapped, Hearing Impaired, Visually Impaired, Specific Learning Disabilities, Physically Impaired, Speech and Language, Gifted, and Hospital/Homebound.

Regulations (*34 CFR 300.121*) specify that all children with disabilities aged three through 21, including children with disabilities who have been suspended or expelled from school, are entitled to a free appropriate public education (FAPE) with certain exceptions. The exceptions are specified in *34 CFR 300.122*. As stated in these regulations, the Hardee County Schools will provide FAPE to all students who have not reached age 22 and who have not earned a ~~regular~~ standard high school diploma, even if they have earned a general educational development (GED) credential (Title 34 CFR 300.102(iv)). The Hardee County Schools may propose appropriate changes in placements or service delivery models for these older students consistent with properly developed IEPs and applicable procedural safeguards. (*IDEA*)

E. English for Speakers of Other Languages/Limited English Proficient Programs

Students who are suspected of needing the specialized instruction services offered by the ESOL Program will follow school board approved procedures. Every attempt will be made to insure the student referred for ESOL/ ELL placement has had adequate opportunity to succeed in regular education.

Upon initial enrollment, all students will be surveyed regarding home language and, if appropriate, will be assessed during the first four weeks of attendance for possible placement in an ESOL program. Parents of Limited English Proficient students will be invited to participate in the decision making for placement of a child in a ELL program. Students who are included in the ELL program follow guidelines outlined in the current ELL Plan for Hardee County Schools.

ELL students must also meet the proficiency levels in reading, writing, and mathematics as outlined in *CS/SB 1956*. However, a student may be retained if he/she is unable to read satisfactorily in any language, but not simply because the student is unable to read in English if the student is satisfactorily proficient in his/her home language.

In cases of ELL students who have been in a English-language program for less than two years and fail to meet district expectation on the state assessments in reading and writing at grade 4, the district may exempt such students from mandatory retention for good cause.

All ELL students will participate in all Statewide Assessment tests. Students currently receiving services in the ESOL program shall be accommodated while taking the Statewide Assessments. Each ELL student shall be accommodated according to his/her need(s).

F. Progression of Students

Promotion through the grades will be determined by considering level of achievement, demonstration of performance relating to the Sunshine State Standards, student assessments, parental concerns, teacher recommendation, grades, and other information available. Promotion and retention of students are addressed within the appropriate program section of this policy.

G. Sunshine State Standards

The Sunshine State Standards have been established for the following areas of studies: The Arts, Foreign Language, Health and Physical Education, Language Arts, Mathematics, Science, and Social Studies. It is expected that all students will demonstrate performance for each of the standards in reading, writing, and mathematics at all levels as determined by the district.

H. Student Assessment

Each student must participate in the State Assessment Testing Program (*FS 108.25(4)*) as outlined:

- ◆ Florida Comprehensive Achievement Test (FCAT) - State developed and administered at grades 3 - 10 in reading and mathematics.
- ◆ Florida Writes - State developed and administered at grades 4, 8, and 10 to demonstrate student writing proficiency.
- ◆ Common Placement Test (CPT) - Administered by the state community college. The CPT or similar test must be made available to all 10th grade students during the second semester.

Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the Commissioner of Education below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style. No student may be assigned in a grade level based solely on age or other factors that constitute social promotion. (*CS/HB 751,753,755*)

Any student who exhibits substantial deficiency in reading skills, based on locally determined assessments or statewide assessments conducted in kindergarten, grade 1, grade 2, or grade 3 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 assessment or based on teacher recommendation at the beginning of the grade following the intensive reading instruction, and the student must continue to be given intensive reading instruction until the reading deficiency is remedied. Intensive instruction shall be continued until reading deficiency is remediated. Intensive instruction is usually associated with the following characteristics: 1) diagnosis/prescription targeted to specific skill development, 2) variety of opportunities for repetitions (repeated exposure), 3) smaller chunks of text or content, 4) guided and independent practice, 5) skill development and practice integrated into all activities, 6) frequent monitoring, and/or 7) criterion-based evaluation of success.

Students in grades 1-12 shall be eligible for dropout prevention and/or academic intervention programs. (*CS/HB 751,753,755*)

Students who enroll in grade 9 in the fall of 1999 and thereafter must earn a passing score on the grade 10 assessment test instead of the high school competency test. Such students must earn a passing score in reading, writing, and mathematics to qualify for a regular high school diploma. (*CS/HB 751,753,755*) In accordance with *FS 1008.22(3)(c)5*, 10th grade students must earn a passing score on FCAT in reading, writing and mathematics to qualify for a regular high school diploma, with the State Board of Education designating the passing scores.

In addition to the required state assessments, Hardee County has identified various methods of assessing students' progress within the grades.

- ◆ A nationally normed standardized achievement test may be used to determine a student's achievement level at various grade levels.
- ◆ District identified assessment to provide consistent documentation of performance regarding the Sunshine State Standards.
- ◆ Portfolios of student work may be used to assess student performance.
- ◆ Other locally developed assessments that may be used to measure student performance.

Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, and mathematics for each grade level, or who scores below Level 3 in reading or math must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. The school in which the student is enrolled must develop, in consultation with the student's parent or legal guardian, and implement a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- A federally required student plan such as an individual education plan;
- A school-wide system of progress monitoring for all students; or
- An individualized progress monitoring plan.

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

District school boards may require low-performing students to attend remediation programs held before or after school hours or during the summer if transportation is provided.

In accordance with *F.S. 1008.22(3)(c) 6 & 8*, if a student is provided with classroom accommodations that are not allowable during FCAT administration, the district must inform the parent in writing and the student's parent must provide signed consent for a student to receive instructional modifications that would not be permitted on the statewide assessments.

In accordance with *F.S. 1008.25(2)*, district levels of performance for student progression in reading, writing, science and mathematics for each grade level, include the state levels of performance on statewide assessments (Florida Comprehensive Assessment Test (FCAT) as defined by the Commissioner of Education. (Explanatory Note: The Commissioner of Education has determined the following levels of performance for student progression:

- ◆ students who score at achievement Level 1 on FCAT Sunshine State Standards tests in reading and mathematics in grades 3-10 will be required to receive remediation through a progress monitoring plan or be retained, as determined by the district student progression plan. The district may determine that students performing at a higher level, (e.g. Level 2), should receive remediation through a progress monitoring plan Retention decisions should be based on more than a single test score.
- ◆ at a minimum, students who score lower than 2 on the FCAT writing tests at grades 4,8,and 10 must be required to receive remediation through a progress monitoring plan or be retained, as determined by the district student progression plan. Retention decisions should be based on more than a single test score. If a student is retained, it must be within an

intensive program that is different from the previous year's program and that takes into account the student's learning style.

I. Compulsory Attendance

Regular school attendance is required for all students between the ages of 6 and 16. Regular attendance is necessary for the student to take full advantage of available educational opportunities. A child must be enrolled in school for the entire school year if he/she attains the age of six years by February 1 of that school year (*F.S. 1003.21*). 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 programs as defined in *F.S. 1000.21*.

A student and parent/guardian has the primary responsibility for acceptable attendance. Further, they have the responsibility for completing teacher assigned make up work following an absence. A truant or habitual truant student, 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.

In accordance with *F.S. 1003.33(2)*, schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

J. Student Support and Assistance (SSA)

SSA is a drop-out prevention strategy that may provide individualized services, support and continuity of care based upon a student's needs.

K. Teenage Parent (TAP) Program

TAP provides an appropriate health instructional program that will not only provide a more wholesome and healthy existence, but also serve as a guide for family planning. Through CYESIS and SSA, TAP students are assisted in meeting academic goals.

L. Pioneer Career Academy (PCA)

PCA will offer a student in grades 6-12 a second chance for success within a positive and firm, yet nurturing environment. Active learning and meaningful work will be the daily routine and students will develop skills, values, and attitudes that should allow them to successfully transition back to their home school after an average enrollment period at PCA of one semester.

M. State Mandated Secondary Programs

1. Elementary Programs

A character-development program in the elementary schools. Such a program must be secular in nature and must stress such character qualities as attentiveness, patience, and initiative. *CS/HB 365*

2. Secondary Programs

Certain topics must be included in each student's educational program. These may be offered as units of instruction within the various authorized courses: Economics Education, Florida History, Constitution and Government, Substance Abuse Education, Prevention of Sexually Transmitted Diseases, Career Education, Environmental Education, Multi-Cultural Awareness, Human Sexuality, Teaching about Slavery, Teaching of the Holocaust, Municipal and County Government, Contributions of Hispanics to the United

States, Contributions of Women to the United States, and Marriage, Relationship Skills (Life Management class) and the Declaration of Independence.

Any student whose parent or guardian makes 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. *CS/HB 309*

N. Classroom Staffing

The Hardee County School Board recognizes that smaller teacher/student ratios enhance student performance and safety. Therefore, district funds will be allocated to achieve Southern Accreditation of Colleges and Schools (SACS') standards with additional state and federal funds used to supplement teaching units and improve upon those ratios so as to comply with Florida's Class-Size Amendment provisions.

O. Parental Notifications

1. In accordance with F.S. 1003.33(1), the Hardee County School Board will annually develop a calendar for the appropriate issuance of report card and progress reports. These report cards will clearly depict and grade the student's academic performance in each class or course in grades 1 through 12 based upon examinations as well as written papers, class participation, and other academic performance criteria, the student's conduct and behavior, and the student's attendance, including absences and tardiness.
2. In accordance with F.S. 1003.33(2), the final report card for a school year shall contain a statement indicating end-of-the-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.
3. The district school board will annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, test, district and state assessments, and other relevant information. Progress reporting will be provided to the parent in writing.
4. In accordance with F.S. 1008.25(5)(c), the parent of any student who exhibits a substantial deficiency in reading must be notified in writing of: that deficiency, a description of the current services and proposed supplemental instructional services and supports; that the child may be retained unless he or she meets one of the good cause exemptions; the strategies for parents to use in helping their child succeed in reading proficiency; that the FCAT is not the sole determiner of promotion; and the district's specific criteria and policies for mid-year promotion.
5. In accordance with F.S. 1008.25(7)(b)3, the district shall provide written notification to the parent of any third grade student who is retained that his or her child has not met requirement for promotion and the reasons the child is not eligible for a good cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child.
6. The district school board will 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:
 - ◆ the provisions of the law relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
 - ◆ by grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the reading portion of the FCAT,
 - ◆ by grade, the number and percentage of all students in grades 3-10, retained

- ◆ information on the total number of students who were promoted for good cause, by each category of good cause
- ◆ any revisions to the district school board’s policy on retention and promotion from the prior year.

P. Resource Allocation - the allocation of remedial and supplemental instruction resources for students shall occur in the following priority:

1. Students who are deficient in reading by the end of grade 3.
2. Students who fail to meet performance levels required for promotion consistent with the district school board ’s plan for student progression.

Q. Academic Deficiencies

1. If the student, *at any grade*, has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by s.1011.62(8) shall include instructional support services to be provided to meet the desired levels of performance.

Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance. District school boards may require low-performing students to attend remediation programs held before or after school hours or during the summer if transportation is provided.

- a. In accordance with F.S. 1008.25(7)(b)7, the districts will establish a Reading Enhancement and Acceleration Development (READ) Initiative in order to prevent retention and to offer intensive accelerated reading instruction to grade 3 or grade 3+ students who failed to meet standards for promotion to grade 4, and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative shall: be provided to all K-3 students at risk of retention as identified by an assessment system that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension; be provided during regular school hours in addition to the regular reading instruction; and use a state-identified reading curriculum.
- b. In accordance with F.S. 1008.25(7)(a), third grade students who are retained must be provided intensive interventions in reading to ameliorate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include: effective instructional practices; participation in the district’s summer reading camp; and appropriate teaching methodologies.

R. Successful Progression for Retained Readers – Reporting

1. Diagnostic/Assessment System
All Tier 2 students are diagnosed using an appropriate and state-approved assessment instrument (e.g. ERDA –Early Reading Diagnostic Assessment, Fox in the Box) at the beginning of the student’s school enrollment period and prior to developing the student’s (AIP) Academic Improvement Plan.
2. Method for Progress Monitoring
 - a. Progress monitoring will include weekly progress monitoring measures to ensure progress is being made.
 - b. A report will be made to the Department of Education, in the manner described by the department that will include the progress of students in the class at the end of the first semester.
 - c. The school district shall report to the State Board of Education, as requested, the specific intensive reading interventions and supports implemented at the school district level. The Commissioner of Education shall annually prescribe the required components of these requested reports.

3. Core Reading Curriculum

The district will provide intensive language and vocabulary instruction using a scientifically research-based program and the use of a speech language therapist when deemed necessary.

4. Supplementary Materials

The Core and supplemental curriculum/materials are defined below.

- a. Core – A reading program that is researched based and has proven success teaching the five components of reading and accelerating reading achievement by two years in one school year.
- b. Differentiated Materials - Researched based materials that reinforce the initial instruction.
- c. Intervention Materials - Research based materials that teach areas of deficits.
- d. Differentiated Instruction - Immediate intensive intervention with prescribed materials for the students’ deficit.
- e. Immediate Intensive Intervention (iii) - Materials that will continue to be used during iii after the 90 minute block.
- f. SBRR Language Materials - Researched based materials that instruct students on language and vocabulary skills. A speech/ language pathologist should be consulted about appropriate materials. §1008.25(7)(b) 8, F.S.

In addition, students will be provided with at least one of the following instructional options: supplemental tutoring in research-based reading services; a “Read at Home” plan outlined in a parental contract, including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading, and/or a mentor tutor with specialized reading training, §1008.25(7)(b)6, F.S.

5. Class Pupil to Teacher Ratio

- a. Students will be provided a reduced teacher-student ratio.
- b. Schools will provide an Intensive Accelerated Class (IAC) to any student in grade 3 who scored at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year. The IAC will: have a reduced teacher-student ratio; provide uninterrupted reading instruction for the majority of student contact time each day and incorporated opportunities to master the grade 4 Sunshine State Standards in the other core subject areas; use a reading program that is scientifically researched-based and has proven results in accelerating student reading achievement within the same school year; provide research-based intensive language and vocabulary instruction, including a speech language therapist; and weekly progress monitoring measures, §1008.25(7)(b)8, F. S.

6. Daily Amount of Uninterrupted Reading

Retained third grade students will be provided with intensive instructional services and supports to remediate the identified area of reading deficiency including a minimum of 90 minutes of daily, uninterrupted, scientifically researched-based reading instruction and other strategies, which may include, but are not limited to: small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing 3rd and 4th grade students; extended school day, week, or year; and/or summer reading camps, §1008.25(7)(b)2, F.S.

7. Supplementary Options for Parents

- a. Beginning with the 2002-03 school year, if the student’s reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained. (Students transferring into the District should be immediately assessed for reading proficiency to determine if remediation is appropriate. This is especially true in grade 3. If a student transfers after the administration of the FCAT in grade 3, it is up to the

District to assess the student’s reading proficiency at the end of the year to determine if the student needs to repeat the third grade.)

- b. Students will be provided with at least one of the following instructional options: supplemental tutoring in research-based reading services; a “Read at Home” plan outlined in a parental contract, including participation in “Families Building Better Readers” Workshops and regular parent-guided home reading; and/or a mentor tutor with specialized reading training, §1008.25(7)(b)6, F.S.

8. Other

The Hardee County School Board will be in compliance with all requirements of §1008.25(7), F.S. Specifically, the following will occur:

- a. Elementary students who demonstrate mastery of the appropriate grade level curriculum/standards by the end of the school year; meet District and State standards in reading, writing, mathematics and science; and do not have excessive absences shall be promoted to the next grade level.
- b. Each student’s progression from one grade to the next must be determined, in part, by proficiency in reading, writing, mathematics, social studies and science.
- c. The parent of any student who exhibits a substantial deficiency in reading will be notified in writing of: that deficiency; a description of the current services and proposed supplemental instructional services and supports; strategies for parents to use in helping their child succeed in reading proficiency; and that the FCAT is not the sole determiner of promotion. If the student is third grade and the reading deficiency is not remediated by the end of grade 3 the child will be retained unless he or she meets one of the good cause exemptions. Parents will also be notified in writing regarding the district’s specific criteria and policies for mid-year promotion, as per §1008.25(5)(c), F.S. Parents/Guardians will also be notified in writing when it is determined that a student is performing below District standards in the areas of math, writing, and/or science and before grade placement decisions are made.
- d. The elementary school Child Study Team (CST) or Retention Committee should determine whether or not “... conditions exist such that retention would be more adverse for the student than promotion” (Technical Assistance Paper, Florida Department of Education, Reference TAP No. BCIA/98-2, Question 24, Page 9). Students who are substantially below standard or are being considered for retention and/or placement must have an Academic Improvement Plan (AIP) or be part of a school-wide progress monitoring system. The Committee should keep in mind that retention, unless mandated, is intended to be the remedy of last resort after other interventions have been unsuccessful.

S. Descriptions of Intensive Interventions and Supports to Tier 1, 2, and 3 Third Graders

Diagnostic/Assessment System

Tier 1

- A diagnostic measure may be given to students if differentiation and immediate intensive intervention are not working, as per §1008.25(7)(b) 7, F.S.

Tier 2

- Every child will be given a diagnostic measure, in accordance with §1008.25(7)(a), F.S.

Tier 3

- Every child shall be given a diagnostic measure, in accordance with §1008.25(7)(a), F.S.

Method for Progress Monitoring

Tier 1

- Progress monitoring will be on going. This can be as simple as a Comprehensive Core Reading Program (CCRP) or Supplementary Reading Program's (SRP) weekly test, timed readings, or observations. DIBELS is used as the appropriate screening and progress monitoring tool. Parents will receive regular feedback.

Tier 2

- Progress monitoring will be on going and weekly. This progress monitoring will be more frequent than for non retained students. This may be as simple as a CORE reading program's weekly test, timed readings, or observations. DIBELS is used as the appropriate screening and progress monitoring tool. Parents will receive regular feedback. §1008.25(7)(b) 2, F.S.

Tier 3

- Progress monitoring shall be on going and weekly. This progress monitoring will to be more frequent than for non retained students. This may be as simple as a CORE reading program's weekly test, timed readings, or observations. DIBELS is used as the appropriate screening and progress monitoring tool. Parents will receive regular feedback. §1008.25(7)(b) 8, F.S.

Core Reading Curriculum

Tier 1

- The School District's Comprehensive Core Reading Program (CCRP) will be utilized by all students. This CORE Reading Program will be state identified and research based with a proven success teaching the five components of reading.
- The differentiated materials will be research based materials that reinforce the initial instruction.
- The intervention materials will be research based materials that teach areas of deficits as determined by the diagnostic instrument. This instruction will take place in addition in addition to the 90 minute reading block. The intervention materials will be different from supplemental and CORE materials, as per §1008.25(7)(b), FS.

Tier 2

- The School District's Reading Program will be a different curriculum from the year before. This may be a change in supplemental and intervention materials and not a change in the CCRP.
- The differentiated materials will be research based materials that reinforce the initial instruction.
- The intervention materials will be research based materials that teach areas of deficits. This instruction will take place in addition to the 90 minute block. Differentiated instruction will be treated as immediate intensive intervention with prescribed materials for the students' deficits.
- Immediate Intensive Intervention (iii) materials should continue to be used during iii after the 90 minute block. 1008.25(7)(a) , F.S.
- In addition to the 90 minute reading block, these students will receive more rigorous interventions, remedial instruction from reading resource teachers, computer-based instruction, and opportunities for extended-day school instruction.

Tier 3

- The School District's Reading Program will be a different CORE curriculum from the year before. This CORE Reading Program will be researched based and have a proven success teaching the five components of reading and accelerating reading achievement by two years in one school year.
- The differentiated materials will be researched based materials that reinforce the initial instruction.

- The intervention materials will be researched based materials that teach areas of deficits. This instruction should take place in the 120 + 60 reading block.
- The differentiated instruction will be immediate intensive intervention with prescribed materials for the students' deficit.
- The Immediate Intensive Intervention (iii) materials will continue to be used during iii after the 90 minute block.
- The SBRR language materials will be researched based materials that instruct students on language and vocabulary skills. A speech/ language pathologist will be consulted about appropriate materials. §1008.25(7)(b) 8, F.S.
- In addition to the 90 minute reading block, these students will receive more rigorous interventions, remedial instruction from reading resource teachers, computer-based instruction, and opportunities for extended-day school instruction.

Supplementary Materials

Tier 1

- The School District's Comprehensive Core Reading Program (CCRP) will be utilized by all students during the 90 minute reading block. This CORE Reading Program will be state identified and research based with a proven success teaching the five components of reading with differentiated and intervention materials possibly being used.
- The differentiated materials will be research based materials that reinforce the initial instruction.
- The intervention materials will be research based materials that teach areas of deficits as determined by the diagnostic instrument. This instruction will take place in addition in addition to the 90 minute reading block. The intervention materials will be different from supplemental and CORE materials, as per §1008.25(7)(b), FS.

Tier 2

- In addition to 90 minute reading block a different qualified instructor may supply immediate intensive instruction, as prescribed.
- The School District's Comprehensive Core Reading Program (CCRP) will be utilized by all students during the 90 minute reading block. This CORE Reading Program will be state identified and research based with a proven success teaching the five components of reading with differentiated and intervention materials possibly being used.
- The differentiated materials will be research based materials that reinforce the initial instruction.
- The intervention materials will be research based materials that teach areas of deficits as determined by the diagnostic instrument. This instruction will take place in addition in addition to the 90 minute reading block. The intervention materials will be different from supplemental and CORE materials, as per §1008.25(7)(b), F.S.

Tier 3

- The School District's Reading Program will be a different CORE curriculum from the year before. This CORE Reading Program will be researched based and have a proven success teaching the five components of reading and accelerating reading achievement by two years in one school year.
- The differentiated materials will be researched based materials that reinforce the initial instruction.
- The intervention materials will be researched based materials that teach areas of deficits. This instruction should take place in the 120 + 60 reading block.
- The differentiated instruction will be immediate intensive intervention with prescribed materials for the students' deficit.

- The Immediate Intensive Intervention (iii) materials will continue to be used during iii after the 90 minute block.
- The SBRR language materials will be researched based materials that instruct students on language and vocabulary skills. A speech/ language pathologist will be consulted about appropriate materials. §1008.25(7)(b) 8, F.S.
- In addition to the 90 minute reading block, these students will receive instruction from a remediation teacher who has a lower class size ratio. Other assistance will be provided with more rigorous interventions, remedial instruction from reading resource teachers, computer-based instruction, and opportunities for extended-day school instruction.

Class Pupil to Teacher Ratio

Tier 1

- All classrooms will comply with state-mandated appropriate class size reduction guidelines.

Tier 2

- This class will have a reduced teacher-student ratio.
- Beginning with the 2004-2005 school year, the school district shall provide students who are retained under the provisions of 1008.25(5)(b) with a high-performing teacher who has received above-satisfactory performance appraisals.

Tier 3

- Beginning with the 2004-2005 school year, the school district shall establish at each school, where applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score at Level 1 on the reading portion of the FCAT. The focus of the class shall be to increase a child's reading level at least two grade levels in one school year. The Intensive Acceleration Class shall be provided to any student in grade 3 who scores at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion of the FCAT. This class will have a teacher-student ratio lower than other classrooms at the same grade level in a school.
- Beginning with the 2004-2005 school year, the school district shall provide students who are retained under the provisions of 1008.25(5)(b) with a high-performing teacher who has received above-satisfactory performance appraisals.

Daily Amount of Uninterrupted Reading

Tier 1

- All students will be provided a 90 minute reading block with additional time for intervention, as per §1008.25(7)(b)7 F.S.

Tier 2

- Every child will be given a 90 minute reading block which includes small group instruction, as per §1008.25(7)(b) 2, F.S. The additional intervention will be in addition to 90 Minute reading block, as per §1008.25(7)(a), F.S.

Tier 3

- Every child shall be given a 180 Minute reading block with at least a 90 minute segment of uninterrupted time, as per §1008.25(7)(b) 8, F.S.

Supplementary Options for Parents

Tier 1

- An Academic Improvement Plan (AIP) will be written for any child that is not on grade level. When the determination is made that a child is not on grade level, no matter what time of year, an AIP will be written that is driven by a diagnostic

assessment. For the reading deficiencies, the review and AIP will address additional supports and services needed to remediate the identified areas of reading deficiency.

- A referral for possible exceptional student education services may be made for the student.
- DIBELS feedback to the parents will be provided quarterly.

Tier 2

- The school district shall provide a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the opportunity of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards.
- The school district shall require a student portfolio to be completed for each such student.
- Beginning with the 2004-2005 school year, the school district shall, in addition to required reading enhancement and acceleration strategies, provide parents of students to be retained with at least one of the following instructional options:
 - a. Supplemental tutoring in scientifically research based reading services in addition to the regular reading block
 - b. A "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading;
 - c. A mentor or tutor with specialized reading training.
- Beginning with the 2004-2005 school year, each school district shall provide written notification to the parent of any student who is retained under the provisions of §1008.25 (5)(b), FS. that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in paragraph (6) (b). The notification must comply with the provisions of §1002.20(14), FS. 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.
- Other supplementary option for parents would be enrollment of their child in summer reading camps, extended day programs, reading remediation classes, and/or intensive remediation until the deficiency is corrected.
- A referral for possible exceptional student education services may be made for the student.

Tier 3

- Intensive instruction shall be continued until reading deficiency is remediated.
- Students in grade 3 or grade 3+ who failed to meet standards for promotion to grade 4 will be provided instruction through a Reading Enhancement and Acceleration Development (READ) Initiative in order to prevent retention and to offer intensive accelerated reading instruction, §1008.25(7)(b)7, F.S.
- Schools will provide an Intensive Accelerated Class (IAC) to any student in grade 3 who scored at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year. The IAC will: have a reduced teacher-student ratio; provide uninterrupted reading instruction for the majority of student contact time each day and incorporated opportunities to master the grade 4 Sunshine State Standards in the other core subject areas; use a reading program that is scientifically researched-based and has proven results in accelerating student reading achievement within the same school year; provide research-based intensive language and vocabulary instruction.
- A third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4 may be promoted to grade 4. Reevaluating any retained third grade student may include subsequent assessments, alternative assessments, and 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 as determined by the State Board, §1008.25(7)(b)4, F.S.

- A referral for possible exceptional student education services may be made for the student.

Other

Tier 1

7. All screening of students will be provided by the SAT 10, FCAT, Program based materials, and/or DIBELS §1008.25(7)(b) 7, F.S.

Tier 2

- 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. A third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4 may be promoted to grade 4. Reevaluating any retained third grade student may include subsequent assessments, alternative assessments, and 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 as determined by the State Board, §1008.25(7)(b)4, F.S.
- Tools that the school district may use in reevaluating any student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education.

Tier 3

- No student can be assigned to a grade based solely on age or other factors that constitute social promotion. There must be an appropriate alternative placement for a student who has been retained two or more years. District may exempt student from mandatory retention only for good cause.
- Any child retained in third grade must have an ongoing portfolio that meets that state portfolio requirement.
- Districts shall provide a student that has been retained and received intervention instruction an option of being placed in a transitional instructional setting. §1008.25(7)(b) 10, F.S.
- The district will provide at least two professionals in the class during differentiated and intervention instruction.
- The district will provide a high-performing teacher as determined by student performance data and above satisfactory on performance appraisals. A licensed or certified speech language pathologist will be used in the classroom for instruction or with collaboration with lesson planning, as per §1008.25(7)(b) 8, F.S.
- The district will provide para-professionals, when deemed necessary, who are trained on materials and strategies used the classroom.
- Schools will enter DIBELS information on the Progress Monitoring and Reporting Network, as per §1008.25(7)(b) 8, F.S. If progress is not being made additional diagnostics will be administered and used in conjunction with DIBELS. All of these measures will be reported on the PMRN.

II. ELEMENTARY

A. Promotion

1. It is the principal's responsibility to determine the promotion of a student based upon information from the faculty, administrative staff, and other information which may be available. The decision will be based upon, but not limited to, the factors outlined below.
 - a. Ability to apply academic skills in art, language arts (reading, language, listening, speaking, spelling, handwriting, and writing) mathematics, music, physical education, science, health, and social studies, as indicated on the Pupil Report Card for the appropriate elementary grade;
 - b. Social and emotional maturity commensurate with chronological age, based on teacher/principal judgment;
 - c. Physical maturity demonstrated by size, gross and fine motor coordination commensurate with chronological age, as determined by teacher/principal judgment;
 - d. Administrative Placement History
 - e. The student's specific District level of performance relating to the Sunshine State Standards in reading, writing, and mathematics or the specific levels of performance on statewide assessments, as determined by the Florida Commissioner of Education.
2. Special Considerations
 - a. Non-English Speaking Students. A non-English-speaking student who has attended a school for more than two years where English is the predominant language must meet all promotion requirements in Section II.A.1 above. Note also Section I.E.
 - b. Alternative Education Programs. An alternative education student will adhere to the promotion requirements in Section II.1.A.
3. A student who needs to satisfactorily achieve all District promotional requirements for the grade level to which he/she is assigned shall be given the opportunity to be promoted by achieving these requirements through a summer program.

B. Required Program of Studies - Elementary School, K-5

The following areas of study are required at each grade level:

- Art
- Language Arts (Handwriting, Language, Listening, Reading, Speaking, Spelling, Writing)
- Mathematics
- Music
- Physical Education: requires 150 minutes of Physical Education per week in grades K-5. All instructional personnel as defined in s.10122.01 (2) are approved to teach P.E. At least 30 consecutive minutes of physical education on any day during which physical education instruction is conducted.
- Science
- Comprehensive Health Education to include Human Growth and Development/Alcohol and Substance Abuse Prevention
- Social Studies
- Areas of Study will include State Board Approved Sunshine State Standards where appropriate.

- Areas of Study will incorporate multi-cultural education, technology, and critical thinking skills components.

C. *Alternative to Normal Progression*

Elementary School, K-5. While it is expected that the majority of elementary students can make satisfactory progress in a normal period of time, six years (K-5), some individuals will require more or less time to develop their educational potential. Therefore, the following alternatives to normal progress are available to meet student needs.

1. Acceleration

- Accelerated promotion is designed for a student with exceptionally high achievement who possesses physical and social/emotional maturity such that s/he may benefit from assignment to the next higher grade level than from the one to which the student would normally be assigned.
- An elementary student may be granted an accelerated promotion from an elementary to a Junior High School. Grade level and course placement at the Junior High School will be the responsibility of the Junior High School.
- It will be the principal's responsibility to make a recommendation of acceleration or non-acceleration to the Superintendent or the Superintendent's designee, who will make the final decision.
- In accordance with F.S. 1008.25(7)(b)4, the district shall promote by mid-year any retained third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Reevaluating any retained third grade student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT as determined by the State Board.

2. Retention

- A student who does not satisfactorily achieve District promotional requirements by the end of the academic year or summer program may be retained. After review of all available information a school team, composed of the principal, assistant principal and classroom teacher, will determine if the student may be administratively placed in the next higher grade. (See Administrative Placement, Section II.3.)
- Retention will only be made following a parent conference with initial parental notification occurring no later than the end of the third nine-weeks. If parent contact is impossible, the recommended placement must be approved by the Superintendent or his designee.
- An 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.
- An exceptional student following the exceptional student education progression plan will be retained based on appropriate adopted procedures for Exceptional Student Education.
- In accordance with F.S. 1008.25(7)(b)1, the district shall complete a student portfolio for each retained third grade student.
- In accordance with F.S. 1008.25(7)(b)6, the district shall provide retained third grade students with at least one of the following instructional options: supplemental tutoring in research-based reading services; a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and

regular parent-guided home reading; and/or a mentor or tutor with specialized reading training.

- g. In accordance with F.S. 1008.25(7)(b)8, the district shall establish at each applicable school an Intensive Acceleration Class (IAC) provided to any student in grade 3 who scored at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year. The IAC must: have a reduced teacher-student ratio; provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas; use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year; provide research-based intensive language and vocabulary instruction, including use of a speech language therapist; and weekly progress monitoring measures.
- h. In accordance with F.S. 1008.25(7)(b)10, all retained third grade students who have received intensive instructional services but are still not ready for grade promotion will be offered the option of being placed in a transitional instructional setting. Such a setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

3. Administrative Placement

- a. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion. Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression. A student fails to meet the state portion of 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 Limited English Proficient (LEP) students must be determined by a school's LEP committee, except in the case of mandatory retention for reading deficiencies in grade 3.
- b. A student who has not been retained AND who has not met District promotional requirements by the end of the school year or summer program but for other established reasons (current IEP, participation in a LEP program for less than two years, etc.) should not remain in the same grade level, may be administratively placed to the next grade level by the principal, except as otherwise stated in this *Student Progression Plan*. It is the principal's responsibility to make a recommendation for administrative placement to the Superintendent or the Superintendent's designee, who will make the final decision. WRITTEN PERMISSION from the Superintendent or his/her designee for this decision must be placed in the student's cumulative folder.
- c. In a case of administrative placement, the parent(s)/guardian(s) shall be notified in writing, that the child is being administratively placed in the next grade.
- d. An elementary student may be granted an administrative placement from an elementary to a Junior High School. Grade level and course placement at the Junior High School will be the responsibility of the Junior High School.
- e. Exceptional Education Students - An exceptional student following the exceptional student education progression plan will be administratively placed based on appropriate adopted procedures for Exceptional Student Education.

4. Home Education Program - Parents may enroll their children in a Home Education Program. Home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination. A student entering or re-entering Hardee County Schools from a Home Education Program will follow required enrollment procedures.
5. Continuous Progress - Students are assessed and placed in levels that best meet individual needs. Most continuous progress units provide continuity over several years to provide a stable learning environment for both the child and the teacher. This model also encourages parental involvement in the student's instructional program.
6. Assessments
 - a. It is required that students in the elementary schools be assessed annually to determine their progress toward meeting the Sunshine State Standards in reading, writing, and mathematics as determined by the Hardee County School Board. If students fail to achieve district levels of expectations, they must receive remediation to meet the expected level of performance.
 - b. It is further required that each student in the elementary school must participate in the Statewide Assessment Program. This testing program includes a statewide criterion-referenced assessment program to measure achievement in reading, writing, and mathematics. Any student who has not met minimum state expectations on state assessments must continue remedial instruction until the expectations are met, as documented by retaking the state assessment test.
8. Identified Reading Deficiencies
 - a. Students in grades k-3 will be tested in the spring to determine progress in reading achievement. Students, who exhibit substantial deficiencies in reading skills, will be further assessed to determine deficiencies and an individual plan will be developed to remediate these deficiencies and increase reading levels.
 - b. Any student who exhibits substantial deficiency in reading skills, based on locally determined assessments conducted in kindergarten through grade 3, or through teacher observations, must be given intensive reading instruction immediately and it must be continued until the reading deficiency is remedied. If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the FCAT in reading for grade 3, the student must be retained. Those students must have a completed Academic Improvement Plan and be given intensive reading instruction immediately following the identification of the reading deficiency according to the AIP. The student's reading proficiency must be reassessed by a locally determined assessment or based on teacher recommendation at the beginning of the grade following the intensive reading instruction, and the student must continue to be given intensive reading instruction until the reading deficiency is remedied.
 - c. In accordance with F.S. 1008.25(7)(b)1, the district shall conduct a review of AIPs for all retained third grade students who did not score above Level 1 on the FCAT Reading and who did not meet one of the good cause exemptions. The review shall address additional supports and services needed to remediate the deficiency.
 - d. Beginning with the 2002-2003 school year and in accordance with FS 1008.25(3)-(6), the parent of any student who exhibits a substantial deficiency in reading must be notified in writing that their child has been identified as having that deficiency and be given a description of the current services that are provided and the proposed supplemental instructional services and supports that will be provided to the child. The parent must also be told 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.

Good cause exemptions are limited to the following:

- 1) Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program.
- 2) Students with disabilities whose individual education plan (IEP) indicates that participation in the statewide assessment program is not appropriate.
- 3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. (Explanatory Note: The State Board of Education adopted the following alternative assessment policies on January 21, 2003: The alternative standardized assessment to be used is the grade 3 reading Norm Referenced Test (NRT) portion of the FCAT or the SAT–10 alternative assessment or its equivalent. The acceptable levels of performance on the alternative assessments for grade 3 for the 2002–2003 school year are:
 - ◆ To promote a student using the grade 3 reading NRT portion of the FCAT as an alternative assessment good cause exemption, the grade 3 student scoring at Level 1 Reading FCAT must score at or above the percentile established by the Commissioner of Education on the grade 3 reading NRT portion of the FCAT
 - or
 - ◆ To promote a student using the SAT–10 as an alternative assessment good cause exemption, the grade 3 student scoring at Level 1 Reading FCAT must score at or above the percentile established by the Commissioner of Education on a parallel form of the SAT–10. The SAT–10 may only be administered one time. The earliest the alternative assessment may be administered is following the receipt of the grade 3 student reading FCAT scores or during the last two weeks of school, which ever occurs first, for student promotion purposes.)
- 4) Students who demonstrate, through a student portfolio, that the student is reading on grade level by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT. (Explanatory Note: The State Board of Education adopted the following student portfolio guidelines on January 21, 2003: To be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio contents must:
 - ◆ be selected by the student’s teacher
 - ◆ be an accurate picture of the student’s ability and only include student work that has been independently produced in the classroom
 - ◆ include evidence that the benchmarks assessed by the grade 3 reading FCAT have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text, and that are between 100–700 words with an district’s/school’s adopted core reading curriculum that are aligned with the Sunshine State Standards or teacher-prepared assessments that are aligned with the Sunshine State Standards
 - ◆ be an organized collection of evidence of the student’s mastery of the Sunshine State Standards
 - ◆ Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

- 5) Students with disabilities who participate in the FCAT and who have an IEP or a Section 504 plan that reflects that the student has received the intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, or grade 2.
- 6) Students who have received the intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, or grade 2 for a total of 2 years.

Requests for good cause exemptions from the mandatory retention requirement must include documentation submitted by the teacher to the school principal. The principal must review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the principal determines that the student should be promoted, the principal must make that recommendation in writing to the district school superintendent. The superintendent shall accept or reject the school principal's recommendation in writing.

- e. Students in grades k-3 will be tested in the spring to determine progress in reading achievement. Students who exhibit substantial deficiencies in reading skills, will be further assessed to determine deficiencies and an individual plan will be developed to remediate these deficiencies and increase reading levels. Students transferring into the district should be immediately assessed for reading proficiency to determine if remediation is appropriate. This is especially true in grade 3. If a student transfers after the administration of the FCAT in grade 3, it is up to the district to assess the student's reading proficiency at the end of the year to determine if the student needs to repeat the third grade.
- f. Any student who exhibits substantial deficiency in reading skills, based on locally determined assessments conducted before the end of kindergarten, grade 1, grade 2, and grade 3, or based on teacher recommendation, must have a completed Academic Improvement Plan or be part of a school-wide progress monitoring system and be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by a locally determined assessment or based on teacher recommendation at the beginning of the grade following the intensive reading instruction, and the student must continue to be given intensive reading instruction until the reading deficiency is remedied.
- g. In accordance with F.S. 1008.25(7)(b)2, retained third grade students will be provided with intensive instructional services and supports to remediate the identified area of reading deficiency including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies, which may include, but are not limited to: small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing 3rd and 4th grade students; extended school day, week, or year; and/or summer reading camps.

D. Grading - Elementary School, K-5

1. Primary (K) level: There are two methods used to communicate a student's progress with parents. Parent contact is made the first 23 days. Report cards are sent home every grading period. Grading is based on the philosophy that children grow and develop at different rates. The curriculum is based on developmentally appropriate practices for five to seven year old children. The criteria for evaluating performance is as follows:

- a. Expected Behaviors
 - 1) Social skills and work and study habits are an important aspect of the primary curriculum. These behaviors must be introduced, practiced, and internalized. The expected behaviors will be informally observed and the observations will be shared with parents at the first conference.
 - 2) A more formal assessment will be made on expected behaviors during the second, third and fourth grading periods. A check mark will be recorded on the progress report for each marking period.
 - 3) A check mark will indicate that the student is consistently demonstrating and applying the behavior.

- b. Program Areas - There is an expectation that a measurable amount of learning must take place. Learning rates vary with individual children. The grading for the program areas of math; language arts (reading, written communications, oral language); science/health and social studies; physical development (fine motor and gross motor); art; music; and physical education is as follows:
 - 1) Needs More Time and Experience. After skills/concepts/ processes have been introduced and the child has had adequate time to practice, the child who cannot demonstrate an understanding of the skills/concepts/processes or can only demonstrate an understanding with review and help will be marked under this indicator.
 - 2) Progresses Successfully. After skills/concepts/processes have been introduced and the child has had adequate time to practice, the child who demonstrates understanding of the skills/concepts/processes in a group setting or during a more formal assessment will be marked under this indicator.
 - 3) Extends/Applies Many Ways. After skills/concepts/processes have been introduced and the child has had adequate time to practice, the child who demonstrates understanding of the skills/concepts/processes and has internalized them so that they are used independently in OTHER situations will be marked under this indicator.

- c. Grading at the elementary *Kindergarten* level is divided into three categories as follows:
 - 1) Reading, Mathematics, Written Expression

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

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

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

N = Student has learned and can use at least 60% of the skills/concepts/processes taught on his/her instructional level during the nine weeks or daily work is inconsistent in meeting acceptable standards.

U = Student has learned and can use less than 60% of the skills/concepts/processes taught on his/her instructional level during the nine weeks or daily work does not meet acceptable standards most of the time.

NOTE: These criteria will be used to report a student's progress in learning and using the skills presented within a nine weeks reporting period. A parent will be notified if a student is working below grade level in reading/language arts and/or math

2) Social Studies, Science, Handwriting

E = Student meets all the criteria for "satisfactory" progress and does one or both of the following:

Completes tasks/projects provided by the teacher beyond the regularly assigned activities/assignments and/or consistently demonstrates high level of understanding of concepts/skills/processes content taught and can apply them to other situations.

S = Student willingly participates as is appropriate in activities provided by the teacher and completes assigned projects/activities within the time allotted and demonstrates understanding of concepts/skills/processes/content taught and daily work consistently meets acceptable standards.

N = Student is inconsistent in participating in class activities, has to be encouraged to participate or student is inconsistent in completing assigned projects/activities within the time period allotted or student is inconsistent in demonstrating understanding of concepts/skills/processes/ content taught or daily work is inconsistent in meeting acceptable standards.

U = Student is not participating in class activities, is not completing assigned projects/activities, is unsatisfactorily demonstrating an understanding of concepts/skills/processes/ content taught, or daily work is an unacceptable standard.

3) Social and Work/Study Habits

E = Student is very consistent in demonstrating characteristics listed under citizenship and work/study habits.

S = Student demonstrates characteristics listed under citizenship and work/study habits most of the time.

N = Student consistently fails to demonstrate one or more of the characteristics listed under citizenship and work/study habits.

d. Conference Alert/Progress Report - Parents of kindergartners, first and second graders shall receive a conference alert if there are concerns about the student's social/academic/ developmental progress. Notification shall be documented by the classroom teacher. The school will be responsible for maintaining documentation of parent notification. However, the failure to advise the parent of the student's academic progress shall not be grounds for modifying a student's grade(s)

e. Conference Alert/Progress Report - Parents of kindergartners, first and second graders shall receive a conference alert if there are concerns about the student's social/academic/ developmental progress. Notification shall be documented by the classroom teacher. The school will be responsible for maintaining documentation of parent notification. However, the failure to advise the parent of the student's academic progress shall not be grounds for modifying a student's grade(s)

2. First through Fifth Grade level

a. Grading at the elementary 1-5 level is divided into three categories as follows:

- 1) Reading, English, Mathematics, Spelling, Written Expression (excluding grade 1), *Science, and *Social Studies (excluding grade 1)

* denotes that this academic area may be suspended due to necessary reading remediation. This suspension of curriculum will only occur after appropriate teacher recommendation, principal approval, and parent knowledge.

A marking system of A, B, C, D and F is used at the end of each nine-week grading period for each course. Grades will reflect student's achievement of District-prescribed course performance standards within the respective courses. The meaning and numerical value of each letter follows:

Letter	Meaning	Value	Percentage
A	Outstanding	4.0	90-100
B	Above Average	3.0	80-89
C	Average	2.0	70-79
D	Below Average	1.0	60-69
F	Failure	0.0	0-59

- P Passing
- I Incomplete
- O Outstanding Conduct
- S Satisfactory Conduct
- N Conduct Needs Improvement
- U Unsatisfactory Conduct

NOTE: These criteria will be used to report a student's progress in learning and using the skills presented within a nine weeks reporting period. A parent will be notified if a student is working below grade level in reading/language arts and/or math

- 2) Handwriting (all grades), Science (grade 1), Social Studies (grade 1), Written Expression (grade 1), Art (optional), Music (optional), Physical Education (optional)

E = Student meets all the criteria for "satisfactory" progress and does one or both of the following:

Completes tasks/projects provided by the teacher beyond the regularly assigned activities/assignments and/or consistently demonstrates high level of understanding of concepts/skills/processes content taught and can apply them to other situations.

S = Student willingly participates as is appropriate in activities provided by the teacher and completes assigned projects/activities within the time allotted and demonstrates understanding of concepts/skills/processes/content taught and daily work consistently meets acceptable standards.

N = Student is inconsistent in participating in class activities, has to be encouraged to participate or student is inconsistent in completing assigned projects/activities within the time period allotted or student is inconsistent in demonstrating understanding of concepts/skills/processes/ content taught or daily work is inconsistent in meeting acceptable standards.

U = Student is not participating in class activities, is not completing assigned projects/activities, is unsatisfactorily demonstrating an understanding of concepts/skills/processes/ content taught, or daily work is an unacceptable standard.

- 3) Social and Work/Study Habits

E = Student is very consistent in demonstrating characteristics listed under citizenship and work/study habits.

S = Student demonstrates characteristics listed under citizenship and work/study habits most of the time.

N = Student consistently fails to demonstrate one or more of the characteristics listed under citizenship and work/study habits.

- d. Conference Alert/Progress Report - Parents shall receive a conference alert if there are concerns about the student's social/academic/ developmental progress. Notification shall be documented by the classroom teacher. The school will be responsible for maintaining documentation of parent notification. However, the failure to advise the parent of the student's academic progress shall not be grounds for modifying a student's grade(s).
- e. The parent of any student in K-3 who exhibits a substantial deficiency in reading must be notified in writing of the following:
 - i. that his or her child has been identified as having a substantial deficiency in reading
 - ii. a description of the current services that are provided to the child
 - iii. a description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency
 - iv. 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.

E. Student Placement

Elementary School, K-5. The principal is responsible for the initial placement of all students new to the school.

1. Entry requirements, as specified in Introduction (a) of this policy, must be met.
2. Grade placement of a student coming from any other school including home education shall be made on the basis of report cards, transfer data or transcripts subject to validation/ interpretation as deemed necessary
3. If, after a reasonable length of time, it is the principal's professional judgment that the new student has been inappropriately placed in a grade, the student may be placed in ANOTHER grade. The reasons for the placement should be documented and placed in the student's cumulative folder along with written notification to the parent(s).
4. In accordance with F.S. 1008.25(7)(b)5, the district shall provide retained third grade students with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.

F. Records and Reports - Elementary School, K-5

1. Student Records - A record of all promotions, retentions, administrative placements, or other types of special placement is considered Category "A" information and shall be recorded in the student's educational record according to the procedures specified by the Hardee County School Board Records Policy.
2. Reporting to Parents - Student performance and progress shall be reported to parents through periodic progress reports; conference alerts and academic warnings; and standardized, State, and District assessments. Teachers will often initiate conferences, and,

at their request, parents shall be provided the opportunity for a conference with school personnel. A written report of each student's progress in reading, writing, and math shall be distributed to the parent/legal guardian annually.

If during the second semester, it becomes evident that a student is in danger of being retained, a parent/teacher conference should be held as early as possible but no later than the end of the third nine-weeks grading period. For those parents who are unable to attend a conference, or for whom phone contact has been impossible, written notification of the possible retention **MUST** be sent home, and reasonable attempts to schedule a conference must be made and documented. Parents will be afforded the opportunity for a parent-teacher conference at a mutually agreed time upon their request. Retention shall not occur without a notice for a parent-teacher conference.

G. Monitoring Process

Elementary School, K-5. - It shall be the principal's responsibility to monitor his/her school's compliance with the Pupil Progression Plan. The Superintendent shall establish procedures and guidelines for district-wide monitoring of compliance with provisions of the policy.

H. Appeal Process

Elementary School, K-5 - A decision on a student's placement or progression, normally made by the principal, may be appealed in accordance Hardee County School Board Policy.

I. Proficiency Levels

1. Reading – Students working one year or more below the assigned grade level have not met the proficiency levels for reading. This decision is based on a review of the following data: nationally norm-referenced scores, STAR results, running records, teacher judgment, and collaboration with the Progress Monitoring Team. The final decision regarding a student's proficiency level will be made by the principal.
2. Writing – Fourth grade students performing below 2.0 on Florida Writes have not met the proficiency level for writing. Fifth grade students performing below a 2.5 on a graded writing prompt have not met the proficiency level for writing.
3. Mathematics - Students working one year or more below the assigned grade level have not met the proficiency levels for math. This decision is based on a review of the following data: norm-referenced scores, End-of-the book test for math, running records, teacher judgment, and collaboration with the Progress Monitoring Team. The final decision regarding a student's proficiency level will be made by the principal

III. JUNIOR HIGH SCHOOL

A. Entrance Requirements

1. A secondary student must comply with all the general requirements for admission to the Hardee County Schools.
2. Effective with the 1997-98 school year, a student entering, attending, or transferring to the seventh grade will be required to complete vaccination against Hepatitis B, a second dose of measles vaccine (preferably MMR), and a tetanus-diphtheria booster. Each subsequent year thereafter, the next highest grade will be included in the requirement so that students transferring into Florida schools are added to the immunized cohort. (FS 232.02)
3. Each student at the time of initial registration for the school shall declare previous school expulsions, arrests resulting in a charge, and juvenile justice actions the student has had.

B. Promotion - A student shall be promoted when he/she meets the following criteria:

- Level 1 and 2 reading students: Students are required to successfully complete math, language arts, reading, science, and social studies.
 - Level 3 and above reading students: Students are required to successfully complete math, language arts, science, and social studies.
- a. A course may be composed of various subjects.
 - b. The student must have a final passing grade (D or better) in a course or combination of short term courses in order to be given credit for promotion purposes. (See Grading, Section (2) for computation of grades.)
 - c. Courses may be modified to provide either an exceptional student or student who qualifies as disabled under 504/ADA. Modifications to basic or vocational courses shall not include modifications to the curriculum frameworks (Course Performance Standards) (SBER 6A-6.0312). Modifications may include any of the following:
 - 1) The instructional time may be increased or decreased.
 - 2) Instructional methodology may be varied.
 - 3) Special communications systems may be used by the teacher or the student.
 - 4) Classroom, District and State test administration procedures and other evaluation procedures may be modified to accommodate the student's disability. Modifications as specified on the student's Individual Education Plan include flexible scheduling, flexible setting, recording of answers, revised format, and mechanical aids (see Section (8) (f), Testing Procedures, Special Student Progression Plan).
2. Curriculum Frameworks (Course Performance Standards) - The District-prescribed course performance will include both State Board Adopted Student Performance Standards and State Board Approved Sunshine State Standards within those courses appropriate for the standards. The principal or designee will monitor each teacher's instruction, assessment, and documentation of these standards for each student.

3. Special Considerations

- a. New Students to Hardee County - Promotion and/or retention will be made by the principal based on the best available information, such as records, report card, or an official letter from the previous school attended.
- b. Alternative Education Programs - Students enrolled in a school board approved alternative education program will adhere to the promotion/retention and/or grade placement requirements outlined above for the majority population.

When school sites deliver instruction using performance based curriculum, students will be presented and provided the opportunity to attempt 100% of the benchmarks (competencies) for each course. Students shall successfully complete all of the benchmarks (competencies) with a minimum 75% mastery (average).

C. *Required Program of Studies* - Junior High School, 6-8. The following areas of study are minimum requirements in grades 6-8:

- Three (3) middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text.
- For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs.
- Three (3) middle school or higher courses in mathematics. Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.
- For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.
- Three (3) middle school or higher courses in science.
- Three (3) middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education. (Civics in 8th grade)
- Physical Education - Regularly scheduled
- Comprehensive Health Education - Regularly scheduled
- Environmental Education - Seventh grade
- Electives - Regularly scheduled in the sixth, seventh and eighth grades
- One course in career and education planning to be completed in 7th or 8th grade. (Beginning with students entering grade 6 in the 2006-2007 school year. (HB 7087))

Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities. Each student shall complete an electronic personal education plan that must be signed by the student, the student's instructor or guidance counselor, and the student's parent (Beginning with students entering grade 6 in the 2006-2007 school year. (HB 7087))

- Algebra I Honors class to be offered to 8th graders for High School credit. Students taking Algebra I for high school credit who get a C, D, or F must have their grade replaced with a C or higher in a comparable course. Only the new grade shall be used in the calculation of the student's grade point average.

Areas of study will incorporate technology and critical thinking skill components. Human growth and development and alcohol and substance abuse prevention will be integrated into the comprehensive health education program.

Exceptional students or students who are "disabled" as cited in 504/ADA may be exempt from the required program of studies or provided course modifications as addressed in their Individual Education Plan and Accommodation Plans respectively.

D. Definition of Instructional Levels

1. Advanced - Majority of time is spent on skills, concepts and/or processes appropriate to the grade level in which the student is enrolled but in greater depth. Students must have the following: Level 4 and 5 on FCAT math and reading.
2. Regular - Majority of time is spent on skills, concepts, and/or processes appropriate to the grade level in which the student is enrolled.
3. Intensive-level 1 or 2 Reading or Math

E. Progression Alternatives (Junior High School, 6-8) - While it is expected that the majority of Junior High School students can make satisfactory progress in a normal period of time, three years (6-8), some individuals will require more or less time than this to develop their educational potential. Therefore, the following alternatives to normal progression are available to meet student needs.

1. Acceleration. - Accelerated promotion is designed for students with exceptionally high achievement, who possess physical and social/emotional maturity such that they may benefit more from assignment to the next higher grade level than the one to which the students would normally be assigned. Accelerated promotion may be utilized in other circumstances not related primarily to achievement where, in the principal's best judgment, a student needs to be placed in a higher grade.
 - a. Accelerated promotion for a student shall be recommended by a member of the faculty or a parent to the principal.
 - b. The recommendation shall include all factors of a student's academic, physical and social/emotional growth
 - c. A Junior High School student may be granted an accelerated promotion from Junior High School to high school at the semester only. Grade level and course placement at the high school will be the responsibility of the high school.
 - d. It will be the principal's responsibility to make a recommendation of acceleration or non-acceleration to the Superintendent or Superintendent's designee, who will make the final decision.
 - e. The decision and the reasons for accelerated placement should be documented and included in the student's cumulative folder by the school initiating the placement . The parents should be notified in writing of the decision.
2. Retention
 - a. Students who do not satisfactorily achieve District requirements for the grade level to which they are assigned shall be retained but given an opportunity to be promoted by achieving these requirements through a summer program. Retention will only be made following parent notification. If parent contact is impossible, the recommended placement must be approved by the Superintendent or his designee.

- b. Students who do not satisfactorily achieve District requirements by the end of the summer school program shall be retained. During the next school year, they will be provided programs and activities designed to remediate deficiencies. In special cases, students may be administratively placed in the next higher grade.
 - c. Students who are retained and are repeating a course which they passed during the previous year, must be given a DIFFERENT educational experience from the one they had previously in that class. The nature of this experience will be determined by the District/school.
3. Remediation – A student will be remediated in summer school and/or the regular school year if one or more criteria are met:
- a. The minimum level of performance in reading as measured by Level 1 or 2 on the FCAT or other nationally norm-referenced/criterion referenced test. For each year in which a student scores at Level 1 or 2 on FCAT Reading , the student must be enrolled in and complete an intensive reading course the following year.
 - b. The minimum level of performance in mathematics as measured by Level 1 or 2 on the FCAT or other nationally norm-referenced/criterion referenced test. For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.
 - c. The minimum level of performance on a writing assessment is 2.5 or below based on the Florida Writes rubric.
4. Administrative Placement
- a. A student who has not been retained AND who has not met District promotional requirements by the end of the school year or summer program but for other established reasons (current IEP, participation in a LEP program for less than two years, etc.) should not remain in the same grade level, may be administratively placed to the next grade level by the principal, except as otherwise stated in this *Student Progression Plan*. It is the principal's responsibility to make a recommendation for administrative placement to the Superintendent or the Superintendent's designee, who will make the final decision. WRITTEN PERMISSION from the Superintendent or his/her designee for this decision must be placed in the student's cumulative folder.
 - b. In cases of administrative placement, the parent(s)/guardian(s) shall be notified formally, in writing, that their child is being administratively placed in the next higher grade.
 - c. No student should be administratively placed at the end of the school year. This decision should be made after a student has had an opportunity for regular promotion through the summer school program.
5. Summer School - If a student has NOT met promotional criteria by the end of the regular school year, or if the student was in Dropout Prevention for all of the last fifteen (15) days of the 180-day term or a total of thirty (30) days within the 180-day term and is in need of such additional instruction, as referenced by Section 236.013(2)(c)2e, Florida Statutes, the student may attend summer/intercession school. The report card of the student who has not met promotional criteria should be marked RETAINED PENDING SUMMER SCHOOL. The decision should be made by the principal or his/her designee at the end of summer/intercession school whether the

student is retained, administratively placed or promoted. The principal's prior permission is required for all summer/intercession programs.

6. Home Education - Parents may enroll their children in a Home Education Program. A student entering or re-entering Hardee County Schools from a Home Education Program will follow required enrollment procedures.
7. High School Credit Courses in Junior High Schools - When a sufficient number of Junior High School students have successfully completed the final available Junior High School course of a subject area and have met the requirements for entrance to a high school course, the Junior High School principal at the site may determine that such a course will be taught with the approval of the superintendent or superintendent's designee. Such students are to be classified as ninth graders for that portion of the school day for which they are enrolled in the 9-12 course.
 - a. Students will be screened for entry into such courses using an appropriate assessment and district-set criteria.
 - b. Students' performance in these courses taught at Junior High School must meet district-set criteria in order to receive high school credit on the final report card.

F. Grading - Junior High School, 6-8

1. A marking system of A, B, C, D and F is used at the end of the nine-weeks grading period for each course. Grades will reflect a student's achievement of District-prescribed course performance standards within the respective courses with teachers maintaining current documentation for each student, including a minimum of one grade per week.
2. The meaning and numerical value of each letter follows:

Letter	Meaning	Percentage
A	Outstanding	90-100
B	Above Average	80-89
C	Average	70-79
D	Below Average	60-69
F	Failure	0-59

- P Passing
- I Incomplete
- O Outstanding Conduct
- S Satisfactory Conduct
- N Conduct Needs Improvement
- U Unsatisfactory Conduct

3. The semester grade for mathematics, language arts, science, and social studies will be determined by averaging the percentage grades for the two nine-weeks. A student must receive at least a final grade of D to receive credit for a course for promotion purposes.
4. For the first and third nine-week's grading period only, percentage grades below 59% will be averaged using a value of 59%. Subsequent nine-week grades below 59% will reflect the earned numerical value. This rule does not apply if a grade below a 59% was earned while expelled from school.
5. Attendance rate shall be defined as total days in classroom attendance plus excused absences divided by the total number of school days from initial entry date to the close of the grading period.

6. No plus or minus signs shall be attached to the letter grades.
7. Semester exams/assessments shall be administered in all eighth grade Algebra classes. The semester exam shall count as 20% of the overall grade.

G. Student Placement - The Principal is responsible for the initial placement of all students new to the school.

1. Entry requirements, as specified in Introduction page 4 of this policy, must be met.
2. Grade placement of students coming from other schools including home education shall be made on the basis of report cards, transfer data or transcripts subject to validation/interpretation if deemed necessary.
 - a. If none of these data is available, the student shall be placed in the grade indicated by the parent for a probationary period pending receipt of substantiating data from the previous school attended.
 - b. If, after a reasonable amount of time and effort, substantiating data from the previous school attended are not received, the student's competency in the basic skills or other appropriate areas shall be evaluated by the principal or his/her designee. The student shall then be placed at an appropriate level.
 - c. If the transfer of a student within the District involves acceleration, retention, or other unusual circumstances, the sending school shall confer with the parents and other involved parties to determine the most appropriate placement for the student. The placement decision and any substantiating information should be forwarded to the receiving school.
3. If, after a reasonable length of time, it is the principal's professional judgment that the new student has been INAPPROPRIATELY ASSIGNED in a grade, the student may be placed in ANOTHER grade after written parental notification. The reasons for the placement should be documented and placed in the student's cumulative folder along with the copy of the parent's notification.

H. Records and Reports

1. Student Records - A record of all promotions, retentions, remedial placements, or other types of special placement is considered category "A" information and shall be recorded in the student's educational record according to the procedures specified by the Hardee District Schools' Education Records Policy.
2. Reporting to Parents - Student performance and progress shall be reported to parents through periodic report cards, interim progress reports, and standardized assessments. At their request, parents shall be provided the opportunity for a conference with school officials. If during the second semester, it becomes evident that a student is in danger of being retained, parents will be notified by the end of the third nine weeks. Written notification of the possible retention MUST be sent home and documented. Parents will be afforded the opportunity for a parent-teacher conference at any time upon their request. Retention shall not occur without notification, unless approved by the Superintendent or his/her designee. A written report of each student's progress in reading, writing, and math shall be distributed to the parent/legal guardian annually.

I. Monitoring Process - It shall be the principal's responsibility to monitor his/her school's compliance with the Student Progression Plan. The Superintendent shall establish procedures and guidelines for district-wide monitoring of compliance with provisions of this policy.

J. Appeal Process - A decision on a student's placement or progression, normally made by the principal, may be appealed in accordance with the School Board Policy.

IV. HIGH SCHOOL

All Applicable School Board Policies, State Board of Education Rules, and Florida Statute Requirements are in effect.

A. Promotion/Grade Classification - High School, 9-12.

1. To be classified as a high school FRESHMAN, a student must have been assigned to the ninth grade by his/her Junior High School principal.
2. To be classified as a SOPHOMORE, a student must have earned five (5) credits to include 1 English I credit.
3. To be classified as a JUNIOR, a student must have earned a total of twelve (12) credits.
4. To be classified as a SENIOR, a student must have earned a total eighteen (18) credits.
5. Reclassification to the next grade level will occur at midyear when appropriate. Senior status privileges will be dependent upon the student's possibility of graduating during that school year.
6. Any student who has been denied credit in a class for attendance purposes will receive an "F" (59%) as a final grade. Should a student achieve a sufficient number of credits at mid-year, his/her class standing will not change until the beginning of the next school year unless his/her status is affected in regard to graduation or FCAT testing.
7. Maximum Age - If a student cannot graduate before he/she reaches the age of twenty, he/she must enroll in the adult education program to finish his/her education, unless the Superintendent approves an exception because of extenuating circumstances.

B. Graduation Requirements

1. A student, upon having received instruction in a designated course of study for a minimum of 67.5 bona fide instructional hours for a one-half credit class and upon receiving passing grades (according to written grading standards including mastery of District's approved course performance standards and the State Board Approved Sunshine State Standards) shall be granted credit for such course(s). The District will provide opportunities to students to make up missed instructional time or work for excused absences. Upon meeting the District requirements the student shall be recommended by the teacher(s) and approved for graduation by the principal.
2. Beginning with the 2003-2004 school year, each school shall provide each student in grades 6-12 and their parents with the three-year and four-year high school graduation options listed in *F.S. 1003.429(1)* with curriculum for the students and parents to select the postsecondary education or career plan that best fits their needs. The options shall include a timeframe for achieving each graduation option.
3. During each school year, parents and students have ten (10) calendar days after the student's initial day of school attendance to select and sign on the district form his/her individual graduation option. If the student and parent do not select a graduation option, the student is considered to have selected the four-year standard graduation program that requires a minimum of 24 credits to graduate. A five (5) day window of opportunity will be determined in the second (semester) of each school year where a parent and student may revisit his/her choice.

C. High School Diploma Requirements, Grades 9-12.

Beginning with the Class of 2009 and beyond, 24 credits (all 6 period day) must be earned in grades 9-12 to graduate for students on the four-year graduation option.

Beginning with the Class of 2011 and beyond, 24 credits (all 6 period day) following the Major Areas of Interest guidelines, must be earned in grades 9-12 to graduate for students on the four-year graduation option.

However, in accordance with F.S. 1003.429, beginning with the 2003-2004 school year, students and parents will be afforded the option of accelerated high school graduation options, in which the district will establish no credits in excess of those required under Florida Statute. The district superintendent shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.

The school district maintains a one-half credit earned system that includes courses provided on a full-year basis. One-half credit shall be awarded if the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half. The student must successfully meet additional school board requirements, such as class attendance, homework, participation, and other indicators of performance.

To receive a high school diploma, students must complete the final semester in which credits toward their graduation are earned at Hardee County Senior High School or Pioneer Career Academy.

Districts must determine designations for each of the following accomplishments and include on the standard diploma beginning with the 2008-2009 school year, as applicable:

- (a) completion of four credits in the same Major Area of Interest as provided in s. 1003.428, F.S.;
- (b) completion of four or more accelerated college credit courses in Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or dual enrollment courses, provided that the student is eligible for college credit pursuant to ss. 1007.27 and 1007.271, F.S. Successful passage of AP, IB, and AICE exams are designated in the Articulation Coordinating Committee *Credit-by-Exam Equivalencies* list. Successful passage of dual enrollment coursework constitutes a grade of C or better;
- (c) career education certification in accordance with s. 1003.431, F.S.; and
- (d) Florida Ready to Work Credential in accordance with s. 1004.99, F.S.

Students entering 9th grade prior to 2006-2007

The credits required for the four -year graduation path must include :

- a. English/Language Arts. Four (4) credits. English I, II, III and IV ARE REQUIRED.
- b. Mathematics. Three (3) credits. Beginning with students entering the ninth grade in the 1997-1998 school year Algebra I, a series of courses equivalent to Algebra I, or a higher level course, shall be a requirement for graduation.
- c. Physical Education. One (1) credit. One semester of Personal Fitness*(.5 credit) and/or one semester of an approved Physical Education course (.5 credit) are required.
- d. Science. Three (3) credits, two of which must have a laboratory component. The core course Agri-science Foundations I, may count as one of the science credits. The State Board of Education may grant an annual waiver of the laboratory requirement to a district school board that certifies that its laboratory facilities are inadequate,

provided the district school board submits a capital outlay plan to provide adequate facilities and makes the funding of this plan a priority of the district school board.

- e. Social Studies. Three (3) credits. American History (1 credit), World History (1 credit), American Government (.5 credit) and Economics (.5 credit) are required.
- f. Fine Arts/Practical Arts. One (1) credit. To satisfy this requirement a student may complete one full credit of fine arts or one full credit of performing arts or one-half credit of each. See Hardee High School's Student Handbook for graduation requirements.
- g. Life Management. One-half (.5) credit. This course contains instruction in consumer education, health education, alcohol and substance abuse prevention, and a component on marriage preparation as per *F.S. 1003.43(1)(i)*.
- h. Electives. As required to complete graduation credit requirements. Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit as per *F.S. 1003.43(2)*.
- i. Credit Restrictions
 - 1.) No student may be granted credit toward high school graduation for enrollment in any Level I course after July 1, 1997, unless the student's assessment indicates that the more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's individual educational plan or in a student performance plan or in a student's Consent for Placement form signed by the principal, guidance counselor, and the parent/legal guardian, or the student if he/she is 18 years of age or older. Level I courses include Conversational French; Conversational Spanish; Reading; English Skills I, II, III, or IV; Pre-Algebra; Consumer Mathematics; Business Mathematics; Explorations in Math I or II; Fundamentals of Biology; Fundamentals of Anatomy & Physiology; Fundamentals of Earth Science; Fundamentals of environmental Science; Fundamentals of General Science; Fundamentals of Physical Science, and Fundamentals of Chemistry.
 - 2.) No student may be granted credit toward high school graduation for enrollment in the following programs or courses:
 - a). more than a total of nine elective credits in remedial programs.
 - b). more than one credit in exploratory vocational courses.
 - c). more than three credits in practical arts family and consumer sciences classes.

The credits required for the eighteen (18) academic credits in grades 9 through 12 for the three -year standard College Preparatory graduation path shall include:

- a. 4 credits in English (major concentration in composition and literature)
- b. 3 credits in math (Algebra I or higher from a list of courses that qualify for state university admission)
- c. 3 credits in science (two of which must include a lab component)
- d. 3 credits in social sciences
- e. 2 credits in the same second language or demonstrated proficiency in another language. If the student demonstrates competency in another language, the student will replace the language requirement with two credits in other academic courses.
- f. 3 credits in electives

The credits required for the eighteen (18) academic credits in grades 9 through 12 for the three -year standard Career Preparatory graduation path shall include:

- a. 4 credits in English (major concentration in composition and literature)
- b. 3 credits in math (one of which must include Algebra I)
- c. 3 credits in science (two of which must include a lab component)
- d. 3 credits in social sciences
- e. 2 credits in the same second language or demonstrated proficiency in another language. If the student demonstrates competency in another language, the student will replace the language requirement with two credits in other academic courses.
- f. 3 credits in electives

Students entering 9th grade in 2006-2007

According to F.S. 1003.429, students who enter grade 9 in the 2006-2007 school, and thereafter may select, upon receipt of each consent required by this section, one of the following three high school graduation options:

- a. Completion of the general four-year credit requirements for high school graduation pursuant to s. 1003.43;
- b. Completion of a 3-year standard college preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. At least 6 of the 18 credits required for completion of this program must be received in classes that are offered pursuant to the International Baccalaureate Program, the Advanced Placement Program, dual enrollment, Advanced International Certificate of Education, specifically listed or identified by the Department of Education as rigorous pursuant to s. 1009.531(3). The 18 credits required for completion of this program shall be primary requirements and shall be distributed as follows:
 - 1.) Four credits in English, with major concentration in composition and literature;
 - 2.) Three credits in mathematics at the Algebra I level or higher from the list of courses that qualify for state university admission;
 - 3.) Three credits in natural science, two of which must have a laboratory component;
 - 4.) Three credits in social sciences, which must include one credit in American history, one credit in world history, one-half credit in American government, and one-half credit in economics;
 - 5.) Two credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses; and
 - 6.) Three credits in electives; or
- c. Completion of a 3-year career preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. The 18 credits shall be primary requirements and shall be distributed as follows:
 - 1.) Four credits in English, with major concentration in composition and literature;
 - 2.) Three credits in mathematics, one of which must be Algebra I;
 - 3.) Three credits in natural science, two of which must have a laboratory component;
 - 4.) Three credits in social sciences, which must include one credit in American history, one credit in world history, one-half credit in American government, and one-half credit in economics;

- 5.) Three credits in a single vocational or career education program, three credits in career and technical certificate dual enrollment courses, or five credits in vocational or career education courses. and
 - 6.) Two credits in electives unless five credits are earned pursuant to subparagraph 5 above.
- d. 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.
 - e. Prior to selecting a program a student and the student's parent must meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option, and the student must also receive the written consent of the student's parent.
 - f. All parents are asked to use this information concerning the 3-year and 4-year high school graduation options, including the respective curriculum requirements for those options, so that the students and their parents may select the program that best fits their needs.
 - g. Selection of one of the graduation options 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 law. 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 general requirements for high school graduation.
 - h. Students pursuing accelerated 3-year high school graduation options are required to:
 - 1.) Earn a score of 3 on the FCAT as defined in s. 1008.22(3)(c) or scores on a standardized test that are concordant with passing scores on the FCAT as defined in s. 1008.22(9).
 - 2.) Achieve a cumulative weighted grade point average of 3.5 on a 4.0 scale, or its equivalent, in the courses required for the college preparatory accelerated 3-year high school graduation option, or
 - i. Achieve a cumulative-weighted grade point average of 3.0 on a 4.0 scale, or its equivalent, in the courses required for the career preparatory accelerated 3-year high school graduation option .
 - 1.) Receive a weighted or unweighted grade that earns at least 3.0 points, or its equivalent, to earn course credit toward the 18 credits required for the college preparatory accelerated 3-year high school graduation option.
 - 2.) Receive an unweighted grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the 18 credits required for the career preparatory accelerated 3-year high school graduation option.
 - j. Weighted grades shall be applied to those courses specifically listed or identified by the department as rigorous or weighted by the district school board for class ranking purposes.
 - k. 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 will notify the student and parent of the following:
 - 1.) The requirements that the student is not currently meeting.

- 2.) The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements.
- 3.) The right of the student to change to the 4-year program.
1. A student who selected one of the accelerated 3-year graduation options shall automatically move to the 4-year program if the student:
 - 1.) Exercises his or her right to change to the 4-year program;
 - 2.) Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10;
 - 3.) Does not achieve a score of Level 3 or higher on the grade 10 FCAT Writing assessment; or
 - 4.) By the end of grade 11 does not meet the requirements of subsections (1) and (6) of s. 1003.429
- m. A student who meets all requirements prescribed in law shall be awarded a standard diploma in a form prescribed by the State Board of Education.

Students entering 9th grade in 2007-2008 & Thereafter

Beginning with students who enter grade 9 in the 2007-2008 school year, graduation requires that the 24 credits may be earned through applied, integrated, and combined courses approved by the Department of Education and shall be distributed as follows:

16 core curriculum credits:

- Four (4) credits in English, with a major concentration in composition, reading for information, and literature.
- Four (4) credits in mathematics, one of which must be Algebra series equivalent to Algebra I, or a high-level mathematic course. Districts are encouraged to set specific goals to increase enrollments in, and successful completion of, geometry and Algebra II.
- Three (3) credits in science, two of which must have a laboratory component.
- Three (3) credits in social studies as follows: one (1) credit in American history; one (1) credit in world history; one-half credit in economics; one-half credit in American Government.
- One (1) credit in fine arts. One credit in fine or performing arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses shall be identified through the Course Code Directory.
- One (1) credit in physical education to include integration of health.
- Four (4) credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the student of the education plan. Students may revise major areas interest each year as part of annual course registration processes and should update their education plan to reflect such revisions.
- Four (4) credits in elective courses selected by the student part of the education plan. These credits may be combined allow for a second major area of interest, a minor area interest, elective courses, intensive reading or mathematics intervention courses, or credit recovery courses.
- Minor areas of interest are composed of three (3) credits selected by the student as part of the education plan and approved by the district.
- Elective courses are selected by the student in order to pursue a complete education program and to meet eligibility requirements for scholarships.

- For each year in which a student scores at Level 1 on FCAT reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs.
- For each year in which a student scores Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the Department for inclusion in the Course Code Directory.

For Students Who Entered Ninth Grade In 2003-2004, 2004-2005, or 2005-2006 School Year			
Subject Area	Graduation Requirements of 24-Credit/4-year Traditional Program	Graduation Requirements of 18-Credit/3-year College Preparatory Program^{1, 2}	Graduation Requirements of 18-Credit/3-year Career Preparatory Program²
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, one of which must be Algebra I or its equivalent ³	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent ³
Science	3 credits in natural science; two must have a laboratory component	3 credits in natural science; two must have a laboratory component	3 credits in natural science; two must have a laboratory component
Social Studies	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Practical Arts/ Performing Fine Arts	1 credit practical arts career/technical education or exploratory career	Not Required	3 credits in single vocational/career education program OR

	education OR 1 credit performing fine arts OR .5 credit in practical arts and .5 credit in performing fine arts		3 credits in single career/technical certificate dual enrollment OR 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical program)
Life Management Skills	.5 credit	Not Required	Not Required
Physical Education	1 credit, including .5 credit personal fitness and .5 credit physical education elective ⁴	Not Required	Not Required
Electives	8.5 credits	3 credits (must meet state university admission requirements)	2 credits unless 5 credits in career/technical education earned
Total	24 credits	18 credits	18 credits
State Assessment Requirements	Earn a passing score on the Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)
Grade Point Average Requirements (GPA)	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale in the courses required for the college prep program and earn a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale in the courses required for the career prep program and earn at least 2.0 points or its equivalent in each of the 18 required credits

For Students Who Entered Ninth Grade In 2006-2007 School Year			
Subject Area	Graduation Requirements of 24-Credit/4-year Traditional Program	Graduation Requirements of 18-Credit/3-year College Preparatory Program ¹	Graduation Requirements of 18-Credit/3-year Career Preparatory Program
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, one of which must be Algebra I or its equivalent ²	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent ²
Science	3 credits in natural science; two must have a laboratory component	3 credits in natural science; two must have a laboratory component	3 credits in natural science; two must have a laboratory component
Social Studies	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Practical Arts/ Performing Fine Arts	1 credit practical arts career/technical education or exploratory career education OR 1 credit performing fine arts OR .5 credit in practical arts	Not Required	3 credits in single vocational/career education program OR 3 credits in single career/technical certificate dual enrollment OR 5 credits in vocational/career

	and .5 credit in performing fine arts		education courses (including 3 credits in one sequential career and technical program)
Life Management Skills	.5 credit	Not Required	Not Required
Physical Education	1 credit, including .5 credit personal fitness and .5 credit physical education elective ³	Not Required	Not Required
Electives	8.5 credits	3 credits (must meet state university admission requirements)	2 credits unless 5 credits in career/technical education earned
Total	24 credits	18 credits	18 credits
State Assessment Requirements	Earn a passing score on the Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)
Grade Point Average Requirements (GPA)	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative weighted GPA of 3.5 on a 4.0 scale in the courses required for the college prep program and earn a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale in the courses required for the career prep program and earn at least 2.0 points or its equivalent in each of the 18 required credits



For Students Entering Ninth Grade In 2007-2008 School Year and Thereafter			
Subject Area	Graduation Requirements	Graduation Requirements of 18-Credit/3-	Graduation Requirements of 18-Credit/3-year

	of 24-Credit/4-year Traditional Program	year College Preparatory Program ¹	Career Preparatory Program
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, one of which must be Algebra I or its equivalent, or a higher-level mathematics course ²	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent ²
Science	3 credits in natural science; two must have a laboratory component	3 credits in natural science; two must have a laboratory component	3 credits in natural science; two must have a laboratory component
Social Studies	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts	1 credit in fine arts	Not Required	Not Required
Physical Education	1 credit in physical education to include the integration of health ³	Not Required	Not Required
Electives	8 credits, of which: <ul style="list-style-type: none"> ●4 credits in a major area of interest ●4 credits in elective courses, which may be combined to allow for a second major area of interest, a minor area of interest (3 credits), individual elective courses, intensive reading or mathematics 	3 credits in electives	3 credits in single vocational/career education program and 2 credits in electives OR 3 credits in single career/technical certificate dual enrollment and 2 credits in electives OR 5 credits in vocational/career education (including 3 credits in one sequential career and

	intervention courses, or credit recovery courses		technical education program)
Total	24 credits	18 credits	18 credits
State Assessment Requirements	Earn a passing score on the Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)
Grade Point Average Requirements (GPA)	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative weighted GPA of 3.5 on a 4.0 scale in the courses required for the college prep program and earn a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale in the courses required for the career prep program and earn at least 2.0 points or its equivalent in each of the 18 required credits

All courses earned toward the 18-credit/3-year College Prep Program must satisfy admission requirements for the state university system. To determine which courses meet state university system admissions requirements, please use the [Comprehensive Course Table](#) or see school guidance counselor for assistance. At least 6 of the 18 credits must be in classes that are dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or specifically listed as rigorous by the Department of Education.

²See high school guidance counselor for assistance with Algebra I equivalents. Courses or series of courses deemed "equivalent" for satisfying the Algebra I graduation requirements are: Algebra I, Algebra I Honors, Algebra Ia and Ib, Applied Mathematics I and II, Integrated Mathematics I and II, and Pacesetter Mathematics I.

³See high school guidance counselor for physical education electives.

D. Other Requirements or Considerations

1. Course performance standards are required for each course
 - a. Students in 9th-12th grade courses must have demonstrated proficiency on the specific course performance standards before credit will be awarded. Grades will reflect student's achievement of the course performance standards within the respective courses.

- b. Required Grade Point Average. - A student must have earned a cumulative grade point average of 2.0 on an unweighted 4.0 scale on the credits being submitted for graduation before the three-year or four-year option diploma will be awarded. For students entering 9th grade in 2000-2001 and thereafter, the required GPA must be based on all courses taken, except courses forgiven under state and district forgiveness policies.
- c. Integrated Courses. Credit may be submitted towards graduation for integrated courses.
- d. Remedial or Compensatory Credit. No remedial or compensatory courses may be used to meet the required course requirements and no more than nine (9) remedial or compensatory credits may be applied toward the required number of graduation credits. (NOTE: Courses that provide parallel performance standards but alternate instructional strategies are not considered remedial or compensatory.)
- e. Practical Arts Family and Consumer Science. No more than three (3) Practical Arts Family and Consumer Science credits may be applied toward the required number of graduation credits. This limitation does not apply to the wage-earning program.
- f. Florida Comprehensive Achievement Test (FCAT). For both the three-year or four-year graduation option, the Reading and Mathematics FCAT must be passed during the State administration of the test given periodically throughout the school year. It is anticipated that achievement levels, as well as the graduation passing score, will be Students who have been enrolled in an approved ELL program for fewer than two years may be temporarily exempted from taking the FCAT but such students cannot be awarded a standard high school diploma until the test is passed.
- g. Course Exceptions. Students entering the District after grade nine may substitute comparable courses they have successfully completed at their previous school for the District required courses.
- h. Credit Exceptions. Students entering the District from a school system whose graduation credit requirement and/or school day is different from Hardee County may be placed in grade by the principal and an individually prescribed program designed for completion of credits. (Example: a student from a system having five periods per day and a 20-credit requirement for graduation would have 15 credits and be designated a senior by the previous District. The Hardee County School District could not require more credits than would permit the student to graduate at the normal time the next spring). In the selection of subjects for students, priority shall be given to required courses.
- h. Forgiveness for required courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. Forgiveness for elective courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in another course.
 Forgiveness is required for a student in the middle grades who takes any high school course for high school credit and earns a grade of "C," "D," or "F" or the equivalent of a grade of "C," "D," or "F." In such case, the forgiveness must allow the replacement of the grade with a grade of "C" or higher, or the equivalent of a grade of

“C” or higher, earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. (Section 1003.428(4)(d), F.S.)

j. Substitution Credit

Two seasons of an interscholastic sport at the junior varsity or varsity level AND a grade of “C” or better on the Personal Fitness competency test waives the .5 credit in Personal Fitness and the .5 credit requirement in a physical education activity elective.

One semester of marching band with a grade of “C” or better waives the .5 credit requirement of a physical education activity elective. (NOTE: another option is to have this waive the performing arts requirement). The student must still take the .5 credit Personal Fitness class to complete the requirement. One semester of a dance class waives the .5 credit requirement of a physical education activity elective. The student must still take the .5 credit Personal Fitness class to complete the requirement.

Two years in a R.O.T.C. class waives the .5 credit physical education activity elective requirement. The student must still take the .5 credit Personal Fitness class to complete the requirement.

- 1) Vocational Programs. A student in grades 9 through 12 who enrolls in certain vocational programs may substitute part of the credit earned in said programs for a portion of the required credits in English, mathematics, and science. Substitution credit is granted only to students who have satisfactorily progressed through a planned sequence of courses leading to program completion in selected vocational programs. Vocational course substitutions may not exceed two credits in English, two credits in mathematics, and two credits in science. A program which has been used to substitute in one subject area may not be used to substitute for any other subject area. In addition, students earning credit in any course by substitution may not then take said course for additional credit.
- 2) Voluntary Service Credit - the school board may award a maximum of one-half credit in social studies and one-half credit elective for student completion of nonpaid 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. District school boards that approve the award of credit for student volunteer services must develop guidelines regarding the award of credit, and school principals are responsible for approving specific volunteer activities. Credit for high school graduation may be earned for only those volunteer activities and non-academic activities that have been approved by the State Board of Education.

To take advantage of the substitution option, a student must declare his or her intention by completing and submitting an official declaration statement, which is available from the student's business education instructor. The declaration must be made prior to the time the student completes the program. Under no circumstances will a student who has not completed a formal declaration statement prior to program completion be allowed to take

advantage of the substitution option. The declaration statement must be signed by the student's parent or legal guardian.

Earning credit by substitution does not reduce the total number of courses a high school student must take. Rather, earning credit by substitution allows the student the flexibility to take additional elective courses. Students must still earn twenty-four (24) credits by course completion.

Vocational programs for which substitution credit is available are listed at the high school, consult a guidance counselor.

- k. **Exceptional Student Education.** An exceptional student is not restricted or limited solely to a special diploma or special certificate of completion, and upon proper request shall be afforded the opportunity to fully meet all standard graduation requirements of F.S. 1003.43, F.S., and qualify for a standard diploma. Courses may be modified to provide exceptional students and students who are disabled under 504/ADA access to a standard diploma. Modifications to basic or vocational courses shall not include modifications to the curriculum frameworks or course performance standards.

Modifications may include any of the following:

- 1.) The instructional time may be increased or decreased.
- 2.) Instructional methodology may be varied.
- 3.) Special communications systems may be used by the teacher or the student.
- 4.) Courses that are designed for exceptional education students that have the same content, goals and objectives as a required course, may be substituted for that required course for completion of graduation requirements. Exceptional education courses that are remedial in nature will receive elective credit.
- 5.) Classroom, District and State test administration procedures and other evaluation procedures may be modified to accommodate the student's disability. Decisions about exemptions for modifications are made in the annual I.E.P. conference and recorded on the Individual Education Plan. Modifications as specified on the student's Individual Education Plan may include flexible setting, recording of answers, revised format, and mechanical aids as appropriate to the test.
- 6.) State student assessment tests and Minimum Performance Standards. Upon demonstration of extraordinary circumstances which would cause the results of the testing to not represent an exceptional student's achievement, but rather, reflect the student's impaired sensory, manual, speaking, or psychological process skills, the Superintendent may request in writing that the State Commissioner of Education exempt that student from meeting specific graduation requirements.
- 7.) A student may meet the definition of "disabled" under 504/ADA and not meet the criteria for placement under current ESE rules, policies, and practices. If he/she meets 504/ADA requirements modifications, as appropriate, must be provided. Items (i)(ii)(iii) cited above could be used.
- 8.) 504/ADA eligible students who do not meet ESE requirements have the same rights of modification during a test administration. Decisions about exemptions for modifications are made and recorded on the Accommodation Plan/as described in the Hardee County District 504/ADA Plan.
- 9.) Students who meet the criteria as "disabled" under 504/ADA are to be afforded equal opportunity to participate in vocational and adult education

programs. Course modifications are to be specified on an Accommodation Plan as described in the Hardee County District 504/ADA Plan.

2. Alternative Education Course Modification

- a. Courses offered under Alternative Education may be modified to meet the special needs of the students if the modifications will increase the likelihood of students remaining in school and will not result in students failing to learn the essential content of courses required for graduation. Only course modifications which are part of the Hardee County Comprehensive Dropout Prevention Plan may be implemented (Section 1003.53, Florida Statutes).
- b. The student's course requirements for graduation will be those in effect when the student initially enrolled in high school. To earn a current year diploma, students must complete all graduation requirements by the end of the summer session.
- c. Students not meeting these deadlines must receive their diploma through some alternative program such as adult education upon fulfillment of the one credit residency requirement. Under extenuating circumstances the principal or designee may extend the summer deadline, not to exceed the calendar year, on an individual basis.

3. Special Considerations

- a. Exceptional Education Students/Special Diploma - Students earning credit toward a special diploma will be promoted, retained or remedially placed based on the procedures outlined in the student's Individual Education Plan (IEP) and/or the district's Exceptional Student Special Programs and Procedures document. These students shall not be required to meet standard high school graduation requirements, as per *F.S. 1003.43*, and, upon meeting the requirements prescribed by the school board pursuant to *F.S. 1008.25*, shall be awarded a special diploma.. Specific modified courses or programs of study may be offered so that exceptional students are assured the opportunity to meet graduation requirements through one of the following strategies:

- 1.) assignment of the exceptional student to an exceptional class for a basic course with the same student performance standards as those for non-exceptional students; or
- 2.) assignment of the exceptional student to a basic education class for instruction, which is modified to accommodate the student's exceptionality.

The district shall determine which of these strategies to employ based upon an assessment of the student's needs and shall reflect this decision in the student's individual education plan. - (*F.S. 1003.43(4)(a)*)

- b. Exceptional Education Students/Standard Diploma - Students earning credits toward a standard diploma will adhere to the promotion and/or grade placement requirements outlined above for the majority population. Every attempt will be made to insure successes for an ESE student following the normal progression. Students who qualify have the Option 2 as an alternative.
- c. Alternative Education Programs - Students enrolled in a school board approved alternative education program will adhere to the promotion and/or grade placement requirements outlined above for the majority population.
- d. General Examination Development (GED) Test - Any candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances as provided for in the School Board policy or rule. Any person age 16 or 17 who has an extraordinary circumstance must make an application to determine if the circumstances warrant

the candidate taking the GED examination. Special assistance to obtain a high school equivalency diploma pursuant to *F.S. 1003.435 (5)(e)3* may only be given when all requirements for graduation are completed except for the required cumulative grade point average.

- e. GED Testing for Students in Exceptional Student Education/Dropout Prevention Programs/504/ADA Program. Exceptional Student Education/Dropout Prevention students or 504/ADA students who pass the GED test are awarded a State of Florida High School diploma.
4. Graduation Ceremonies
- a. When selecting an 18-credit graduation option, it is legislative intent of F.S. 1003.429 that “students should graduate as soon as they have completed three years of high school and all of the requirements for their chosen 18-credit option, including passing scores on the 10th grade FCAT. Therefore all students eligible to graduate at the conclusion of first semester of each school year may be offered the opportunity for a December graduation ceremony.
 - 1). **T H R E E - Y E A R , 1 8 - C R E D I T C A R E E R P R E P A R A T O R Y P R O G R A M** -This accelerated graduation program requires fewer credits than the 24-credit program and does not require the student to select a Major Area of Interest. This program focuses more on academic courses, which means students take fewer elective courses. Unlike the 24-credit program, the three-year career preparatory program requires students to earn specific credits in a single vocational, career, or technical education program. It requires students to maintain a cumulative weighted grade point average of a 3.0 on a 4.0 scale with a weighted or unweighted grade that earns at least a 2.0 or its equivalent in each of the 18 required credits. The requirements of the program are designed to prepare students for entrance into a technical center, community college, or the workforce.
 - 2). **T H R E E - Y E A R , 1 8 - C R E D I T C O L L E G E P R E P A R A T O R Y P R O G R A M** -This accelerated graduation program requires fewer credits than the 24-credit program and does not require the student to select a MAI. This program focuses more on academic courses, which means students take fewer elective courses. Unlike the 24-credit program, the three-year college preparatory program requires students to earn two credits in a foreign language. Students must earn at least 6 of the 18 required credits in specified rigorous courses and maintain a cumulative weighted grade point average of a 3.5 on a 4.0 scale with a weighted or unweighted grade that earns at least a 3.0 or its equivalent in each of the 18 required credits. It also requires higher-level mathematics courses than does either the 24-credit program or the three-year career preparatory program. The credits required by this program must satisfy the minimum standards for admission into Florida’s state universities.
 - b. To participate in a school graduation ceremony, a student must have earned all of the required four year graduation credits or all the required three-year graduation option credits and have met all other state mandated testing requirements by the date established to determine graduation eligibility.
5. Certificate of Completion
- a. A student who has successfully completed the District requirements, including the prescribed number of credits for graduation **BUT FAILED TO PASS THE Florida Comprehensive Assessment Test (FCAT)** shall be offered a Certificate of Completion. The awarding of a Certificate of Completion is limited to students choosing the four-year option who have not earned passing scores on the 10th

grade FCAT or completed other district requirements for graduation, or maintained a 2.0 GPA.

- b. A Special Certificate of Completion shall be awarded to any student who meets all special requirements of the district school board for exceptionality, but is unable to meet the special state minimum graduation requirements.
 - c. A student classified as “profoundly handicapped” who meets the district requirements for a special diploma shall be awarded a special diploma and shall alternatively be eligible for a special certificate of completion if all school requirements for students who are “profoundly handicapped” have been met.
 - d. Certificate Acceptance - A student may accept the Certificate of Completion. In order to retake FCAT through the adult education program the student must enroll in a remedial course.
 - e. A former student who was issued a Certificate of Completion and who subsequently meets the State requirements for the year the certificate was issued shall be issued a diploma. According to the student's wishes, this diploma may be awarded from the high school formerly attended, from adult education, or other program at the end of the school term in which the deficiencies were rectified. The date on the student's diploma should be the year during which his/her requirements were met. Under extenuating circumstances the principal or designee may extend the summer deadline, not to exceed the calendar year, on an individual basis.
 - f. Certificate Refusal - A student may refuse the Certificate of Completion. The student may enroll for an extra (13th) year in his/her home high school or enroll in an adult education program. Remedial assistance shall be provided in each high school for all students who have not met current State requirements. Remedial assistance shall take place through instruction in the intensive reading or math classrooms for the majority of students.
 - g. The student may also receive remedial assistance from other sources to meet State requirements. The student can retake the FCAT through the home high school. Upon completion of the State requirements, the student is eligible to receive a diploma from the home high school. The date on the student's diploma should be the year during which his/her requirements were met. Under extenuating circumstances the principal or designee may extend the summer deadline, not to exceed the calendar year, on an individual basis.
6. Progression Alternatives - High School, 9-12. While it is expected that the majority of high school students can make satisfactory progress in four years (9-12), some individuals will require more or less time to develop their educational potential. Therefore, the following progression alternatives are available to meet student needs.
- a. Summer School - If Summer School is offered, participation in a Summer School program shall be for the purpose of promotion or acceleration. Each semester course must be established for a minimum of 70 hours. A student must be in attendance for 67.5 hours to receive credit for the course.
 - 1) A student who has failed a course during the school year and therefore, is in danger of not being promoted or completing the credits required for graduation is eligible for summer school.
 - 2) A student who was in Dropout Prevention for all of the last 15 days of the 180-day term or a total of 30 days within the 180-day term and is in need of such additional instruction as referenced by Section 236.013(2)(c)b(vi)2g, Florida Statutes, is eligible to attend summer school.

- 3) Students in grades 9-12 may take courses under summer school ACCELERATION guidelines provided they have the ability and opportunity to graduate prior to the final semester of the 12th grade. The principal of each high school is the Superintendent's designee to identify students eligible for summer school.
- 4) Summer credit may be earned by enrolling in programs offered in the high schools.

7. Early Completion of Requirements

- a. In accordance with F.S. 1003.429(1), beginning with the 2003-2004 school year, all students scheduled to graduate in 2004 and thereafter may select accelerated high school graduation options. At the beginning of each school year, the Hardee County School Board will notify parents of students in or entering high school of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses, as outlined in F.S. 1003.02(1)(i).
- b. 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 limited to, dual enrollment, early admission, advanced placement, credit by examination, and the International Baccalaureate Program, and the Advanced International Certificate of Education Program. Credit earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.
- c. Early Admission Program - The Early Admission Program allows a student to enter college following completion of grade eleven, substituting one or 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 applications 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 student shall:
 - 1) 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 and passed all required statewide assessment programs.
 - 2) Submit a written approval and recommendation from the high school principal.
 - 3) 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.
 - 4) Declare his/her willingness to abide by all general admission requirements and college regulations.
 - 5) 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.
 - 6) If accepted into the Early Admissions Program, the student will:
 - (a) no longer be considered a high school student, except for participation in the May graduation ceremony;

- (b) no longer be a part of any organization, club, or team at high school;
- (c) will not be permitted to attend any scheduled senior activity at the high school unless a student in full attendance at the school has permission to bring the early admission student as a registered guest;
- (d) will not be recognized at the Senior Honors Banquet;
- (e) bear the total responsibility and apply for any local, state, and federal scholarships, including Florida Bright Future Scholarships; and
- (f) may participate in graduation, but will not be eligible to be honored as valedictorian, salutatorian, or as a National Honor Society member.

8. Dual Enrollment in High School and College

- a. The Dual Enrollment program permits upper level high school students to enroll simultaneously in high school and college (or community college). The purpose is to provide courses that are not available to the student at the high school. The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward a career and technical certificate or an associate or baccalaureate degree.
- b. Students may take courses during school hours, after school hours, and during the summer term.
- c. Credits earned at the college level may be applied toward graduation requirements according to the state-adopted equivalency table. These credits, with permission from the college, may also be placed in escrow and, upon entering college, are available to the student to be applied toward college graduation requirement.
- d. The student must be accepted for admission to the college and have written permission from the high school principal to participate in this program. The institution must have a current contract/articulation agreement with the Hardee County School Board to provide instruction under this provision.
- e. Beginning with students entering grade 9 in the 2006-07 school year, Dual Enrollment courses are weighed the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against Dual Enrollment courses are prohibited.
- f. The student must have a 3.0 unweighted grade point average to qualify for college credit dual enrollment and have qualifying scores on the College Placement Test, ACT, or SAT. A 2.0 unweighted grade point average for vocational certificate dual enrollment courses and TABE scores. Students must demonstrate readiness for vocational-level coursework if the student is to be enrolled in vocational courses.
- g. The combined courses taken at the college and high school level should not exceed the maximum permitted at either institution.
- h. Courses may be taken either on the college campus or in specially arranged courses on the high school campus.
- i. Students in a dual enrollment program at a college may attend the college at no cost. Instructional materials may be supplied free of charge for students dually enrolled in college courses which are creditable towards a high school diploma. Please note instructional time for dual enrollment may exceed 900 hours, however, the school district may report the student for a maximum of 1.0 FTE.
- j. 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.

- k. 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.
 - l. Home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of S. 1002.41, F.S.
9. Full-Time Enrollment in Adult Education - When an individual becomes 16, he/she is no longer required by Florida law to attend school. A student who is sixteen or older and has withdrawn from school is eligible to enroll in the adult education program.
 10. Vocational Cooperative Education (CO-OP Programs) - The Co-Op Programs provide students the opportunity to earn money and to learn on-the-job skills while they are going to school. A student in a Co-Op program is enrolled in school part-time and employed part-time. In some cases, the student may be employed full-time while learning and earning credit under the supervision of a program coordinator. A student interested in a Co-Op program should consult the guidance counselor or a cooperative vocational education program coordinator for current requirements and other details.
 11. General Educational Development Test (GED) - The GED is a national test that permits a person to receive the equivalent of a high school diploma upon successfully passing an examination. The credential issued by the Department of Education is the State of Florida High School Diploma. The GED is a battery of five tests covering the areas of writing, social studies, science, reading and mathematics.
 - a. A person must be eighteen years of age or older and reside in the State of Florida at the time of application. Minor persons sixteen or seventeen years of age may, with parent/guardian's permission, take the GED only under extraordinary circumstances.
 - b. Students who are currently enrolled in Exceptional Student Education or an approved dropout prevention program and who are over-age for grade and who are seniors nearing program completion may be eligible to take the GED test after meeting established State and District requirements. Pursuant to Rule 6A-6.021(6), Florida Administrative Code, Hardee County Schools will award a District high school diploma to eligible students who pass the GED test in addition to the award of a State of Florida (GED) diploma.
 12. Thirteenth Year Students - Students who have completed the credit requirements for graduation but have not met current State Requirements will be permitted to return to high school for up to one additional year. These students will attend remedial classes designed to remediate their deficiencies. They will not receive credits for the courses taken.
 13. Special Courses - Special Courses are courses that meet a particular interest or need of a group of students. These are special cases and may be temporary in nature or apply to a special situation not covered in the regular school program. Students in the course will be awarded credit only upon completion of the following requirements:
 - a. The program and course must be approved by the School Board. The course must be a course approved in the State Course Code Directory.

- b. A student may receive a maximum of one credit for a special course.
 - c. The course may be taken for elective credit only.
 - d. The instructor(s) must be certified and qualified in the special area.
 - e. Prior written approval of the home school principal is required before a student can enroll in a special course.
 - f. The students must be in attendance the same minimum number of hours as a student in a regular course. (150 hours for one credit; 75 hours for one-half credit.)
 - g. The instructor will be required to maintain such records as are required for a regular course.
 - h. The course requirements, curriculum guide and application forms for the special courses may be obtained from the high school guidance office.
14. Correspondence/Distance Learning Courses - High school correspondence/distance learning courses which fully meet the requirements in the Course Performance Standards and State Board rules and Statutes may be accepted for credit. The student must submit a course description and a rationale for taking the course and receive written approval by the principal or his/her designee is given prior to the course enrollment. In such instances all costs must be borne by the student. In order for credits earned to be used for promotion or graduation, the course must be completed and the credit report received by the school within the time previously determined by the principal. One example of this is the Florida Virtual School (F.S. 1001.42(21)) where the district school board will provide students with access to enroll in courses available through the Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during (when feasible) or after the normal school day, and through summer school enrollment.
15. Florida Academic Scholars Certificate Program/Florida Medallion Scholars Fund/Gold Seal Endorsement and Scholarship - Pursuant to Florida Statute 232.2465 and Florida Statute 239.217, high school students may enter a program which, in addition to receiving the standard high school diploma, would culminate in them being awarded special recognitions and scholarships. An outline of the specific requirements for these programs may be found in the high school guidance department.
16. Advanced Placement (AP) is the enrollment of an eligible secondary student in any course offered by the Advanced Placement Program administered by the College Board.
- a. Postsecondary credit for an AP course may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam.
 - b. Students shall be exempt from the payment.
 - c. As per *F.S. 1007.272(1)*, the Hardee County School Board, community college, and/or state university may conduct advanced placement instruction within dual enrollment courses.
 - d. Students enrolled in a joint dual enrollment and advanced placement course may be funded by either dual enrollment or advanced placement formula specified in *F.S. 1001.62*, however, no student shall be funded through both a dual enrollment and advanced placement program. The school board shall utilize the funding formula that more closely approximates the cost of the course.
 - e. 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.

17. International Baccalaureate Program - The International Baccalaureate (IB) Program is the curriculum whereby students are enrolled in a program of studies offered through the IB Program administered by the IB Office. The State Board of Education has established rules that specify the cutoff scores and IB Examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination.
18. The Advanced International Certificate of Education Program is the enrollment of eligible secondary students in a program of studies offered through the advanced the International Certificate of Education Program administered by the University of Cambridge Local Examinations Syndicate. The community college or university that accepts the student for admission determines the specific course for which the student receives credit. Students shall be exempt from the payment of any fees. Any student who earns 9 or more credits from one or more of the acceleration mechanisms provided for in this section is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.
19. Valedictorian Selection and Class Ranking Process
 - a. In order to be considered for valedictorian, a student must:
 - 1) be enrolled full time at Hardee Senior High School.
 - 2) have been awarded grades earned for senior high course work attempted at Hardee Senior High School for a minimum of 3 semesters by the end of the first semester of his/her senior or final year.
 - 3) be a member of the graduating class at the time of graduation and receive a diploma from Hardee Senior High School
 - b. The valedictorian and class rankings are determined on the basis of the highest weighted grade point average (accurate to four digits after the decimal point) earned up to and including all high school credits earned through the third nine-weeks grading period of the senior or final year will be used to calculate the grade point average. Weighted courses can only be accumulated in grades 9-12 courses completed during the normal school day and year (excludes any summer school course work, college credit-in escrow, off-campus dual enrollment, independent study, credit by examination, Adult Basic Education, and correspondence courses.)
 - c. The availability of specific weighted course cannot be guaranteed from year to year. All academic dual enrollment, honors, and advance placement grade point averages shall receive a weight of 1.0 for all passing grades.
 - d. Transfer students who enroll prior to the beginning of the second semester of their junior year are eligible to count only those specific weighted courses toward valedictorian selection and/or class ranking, which would have been available at the time for local students.
20. Remediation – Students whose cumulative GPA is below a 2.0 and who have failed the Florida Comprehensive Assessment Test (FCAT) will be provided remediation opportunities.
 - a. Students who have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or an alternate assessment by the end of grade 12 must be provided the following learning opportunities:

- 1.) Participation in an accelerated high school equivalency diploma preparation program during the summer.
 - 2.) Upon receipt of a certificate of completion, be allowed to take the College Placement Test and be admitted to remedial or credit courses at a state community college, as appropriate. (Explanatory Note: The certificate of completion they may receive is a different type of certificate of completion. It must be reported by districts in Survey 5 using Withdrawal Reason W8 (Any student who met all of the requirements to receive a standard diploma except passing the graduation test and received a certificate of completion and is eligible to take the College Placement Test and be admitted to remedial or credit courses at a state community college, as appropriate). In addition, to assist community colleges in identifying these students during the admissions process, the certificate itself must bear the designation of "CPT eligible.")
 - 3.) Participation in an adult general education program as provided in *F.S. 1004.93* for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma.
- b. Students who have been enrolled in an ELL program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the FCAT or alternate assessment and receive a standard high school diploma upon passage of the grade 10 FCAT or the alternate assessment.

E. Grading - High School, 9-12

1. Course credit will be awarded on a semester basis.
 - a. Students designated at the beginning of the school year as Freshmen, Sophomores, or Juniors must be enrolled in six periods per day. Students designated as Seniors, unless participating in a certified work program or approved dual enrollment program, will also be enrolled six periods per day.
 - b. The courses referred to above will include only Board approved off-campus courses or work experience programs.
 - c. Exceptions to these requirements may be granted in unusual circumstances by the principals provided permission is requested in writing and a full explanation of the circumstances submitted.
 - d. When school sites deliver instruction using performance based curriculum, students will be presented and provided the opportunity to attempt 100% of the benchmarks (competencies) for each course. Students shall successfully complete all of the benchmarks (competencies) with a minimum 70% mastery (average). Because of the diverse populations served, individual sites, at their discretion may raise the minimum mastery level (average) provided the students are aware of the passing score requirement prior to beginning the courses. Demonstration of mastery for Exceptional Education Students on a special diploma track shall be determined by the goals and objectives identified in the Individual Education Plans.

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

<i>a. GRADE</i>	<i>PERCENT</i>	<i>VALUE</i> <small>(unweighted)</small>	<i>DEFINITION</i>
"A"	90-100	4.0	Outstanding Progress
"B"	80-89	3.0	Above Average
"C"	70-79	2.0	Average Progress
"D"	60-69	1.0	Lowest acceptable progress
"F"	0-59	0.0	Failure
"I"			Incomplete

* Use of this revised grading scale shall be effective July 1, 2001, and shall apply to all courses taken after that date.

- b. The final grade for each .5 credit only course is determined by averaging the percentile grade for two nine-week grading periods with the percentile grade on the final examination/assessment. The semester exam shall not count for more than 20% of the overall final grade.
 - c. Any senior who has earned an A or B average for a particular course will be exempt from that course's semester exam. Any junior who has earned an A average for a particular course will be exempt from that course's semester exam. This does not preclude a student who qualifies for the exam exemption from taking the semester exam in an attempt to raise his/her final grade.
3. Incomplete Grades:
- a. In case of INCOMPLETE GRADES, the following conditions shall apply:
 - 1) If a student returns to school with an EXCUSED ABSENCE he/she will have the same number of days to make up the missed work as the number of days absent. Incomplete grades shall be reported as an "I" on the report card.
 - 2) If the student DOES NOT make up the work assigned within a reasonable length of time, he/she should receive a grade of "F" for the missed work of any unfinished portion thereof. If the make-up period extends through the end of a marking period, the student should be given a grade of INCOMPLETE (I) on the report card.
 - 3) The incomplete work carried over into a new marking period should be made up also, within the same amount of time as the student's absence. The "I" grade should be removed during the NEXT reporting period. Only under extraordinary circumstances should a grade of Incomplete appear for a certain marking period on consecutive report cards. The "I" grade must become either a passing grade or an "F".
- 4. No plus or minus signs will be attached to a letter grade.
 - 5. Florida High School Athletic Association: Hardee district schools shall abide by all policies, bylaws, and procedures of the FHSAA.
 - 6. Definition of Interscholastic Extracurricular Student Activities - Interscholastic Extracurricular Student Activities shall be defined as those organized student activities between or among schools which are carried on outside the curriculum or regular course of study in school. These activities may involve displays of talent which

include, but are not limited to, sports; music festivals and competitions; and speech, debate, art, and drama competitions. A student's performance or participation in co-curricular or extracurricular activities shall not affect that student's grade in a credit course. However, certain courses such as band, chorus, drama shall be exempt from this policy since public performance is inherent to course content and is part of the course performance standards. In these cases, and all others where co-curricular activity assumes such a role, evaluation of such activity shall constitute a part of the total grade for the course.

7. At the high school level, ½ credit is granted for passing an 18 week course.
8. Any student wishing to repeat a course which is part of a progressive sequence (e.g., Algebra I, Geometry, Algebra II, French I, French II) must retake the course prior to or jointly with the next higher level course in the sequence. Students wishing to repeat a course which can fall into the definition of a progressive sequence and which they had initially taken while enrolled in Junior High School have until the end of their sophomore year to repeat the course under this provision.

In accordance with *FS 232.246(5)(e)*, beginning with the 2000-2001 school year and thereafter, this forgiveness policy for *required* courses shall be limited to replacing a grade of "D" or "F" or their equivalent with a grade of "C" or higher or its equivalent earned subsequently in the same or comparable course. This forgiveness policy for elective courses shall be limited to replacing a grade of "D" or "F" or their equivalent with a grade of "C" or higher or its equivalent earned subsequently in another course. Any course grade not replaced according to this policy shall be included in the calculation of the cumulative grade point average required for graduation.

In addition, the following conditions shall apply when a student retakes a course.

- a. In computing a student's class rank and honors placement, a student with fewer repeat courses would be placed ahead of a student with the same grade point average (GPA) but more repeat courses.
 - b. Students may repeat one time a course they have previously passed.
 - c. Students may repeat a total of four courses for which they have received previous credit
 - d. All semester grades will be placed on the student's transcript. Only the more recent grade earned will be used in computing the Student's Grade Point Average (GPA).
 - e. No additional credit shall be awarded for a previously passed repeated course.
9. Advanced Placement, Honors Courses, and Dual Enrollment Courses - As identified in the Hardee Senior High School's *Program of Studies*, these identified courses are recognized as having additional requirements beyond the standard high school course and as such generate a higher grade point average (GPA) quality point for the semester grade earned ("A" = 5.0 points; "B" = 4.0 points; "C" = 3.0 points; "D" = 2.0 point; "F" = 0 points). College credit may be earned with an appropriate Advanced Placement Examination score. Dual enrollment course passed with a C or higher earn community college credit.
 10. Pass-Fail Grades - An earned grade of "P" or any equivalent "passing" type grade will have no point value assigned unless a value has been assigned by the sending District.

F. Student Placement - High School, 9-12. The principal is responsible for the initial placement of all students new to the school. The decision will be based upon the following criteria:

1. Entry requirements, as specified in Introduction (a) of this policy, must be met.

2. Grade placement of students coming from other schools shall be made on the basis of report cards, transfer data or transcripts subject to validation/interpretation if deemed necessary.
 - a. Students transferring from any public school or private school accredited by a regional accrediting agency (e.g., Southern Association of Colleges and Schools, North Central Association of Colleges and Schools, etc.) shall have their credits accepted at face value.
 - b. Students transferring from any private school that is non-regionally accredited but accredited by another accrediting agency (e.g., Florida Association of Christian Colleges and Schools, Florida Independent School Association, etc.) shall have their credits reviewed by the principal or his/her designee, with the assistance of the Instructional Services if requested, prior to the acceptance of any credits for placement.
 - c. Students transferring from any private school that is not accredited by any accrediting agency shall not have any credits accepted for placement.
 - d. Students transferring from any school outside the United States will be evaluated and placed on an individual basis by the school registrar with support from the Curriculum Department. 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 to meet the high school course requirements of the school 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 *F.S. 1008.22(3)*, or an alternate assessment as specified in *F.S. 1008.22(9)*.
 - e. If none of these data is available, the student shall be placed in the grade indicated by the parent for a probationary period pending receipt of substantiating data from the previous school attended, such placement may be adjusted by the principal or his/her designee.
 - f. If, after a reasonable amount of time and effort, substantiating data from the previous school attended are not received, the student's competency in the basic skills or other appropriate areas shall be evaluated by the principal or his/her designee. The student shall then be placed at an appropriate level by the principal or his/her designee.
3. Exceptional Education Students. Exceptional education students will be placed by the Exceptional Student Education Policies for Placement.
4. 504/ADA Students. 504/ADA students will be placed according to procedures specified in the Hardee County District 504/ADA Plan.
5. In accordance with SBER 6A-1.09941, uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools. The procedures shall be as follows:
 - a. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. The rule does not require that the transferring school be accredited in order for the credits to be accepted at face value. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (2) of this rule. A student transferring into a school shall be placed at

- the appropriate sequential course level and to receive a credit, a student should have a minimum of 2.0 average of 2.0 at the end of the first grading period.
- b. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.
 - c. Alternative Validation Procedure - If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
 - 1.) Portfolio evaluation by the superintendent or designee;
 - 2.) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - 3.) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - 4.) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - 5.) Demonstrated proficiencies on the FCAT; or
 - 6.) Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in the above paragraphs (c.4.) and (c.5.) of this rule if required.

G. Records and Reports

1. Student Records. A record of all promotions, courses taken, or other types of special placement are considered category "A" information and shall be recorded according to the procedures specified by the Hardee District Education Records Policy.
2. Reporting to Parents - Student performance and progress shall be reported to parents through report cards, interim progress reports, and standardized, State and District assessments. At their request, parents shall be provided the opportunity for a conference with school officials.
3. Interim Progress Reports - All students will receive an interim progress report during the mid-point of the nine-week grading period. Such notice may either be mailed from school to the student's home address or given to the student. In the latter case, the student is charged with delivering the interim progress report to his/her parents/guardians.

The school will be responsible for maintaining documentation of parent notification regardless of the method employed to make such notification. However, the failure to advise the parent of the student's academic progress shall not be grounds for modifying a student's grade(s).

H. Monitoring Process - It shall be the principal's responsibility to monitor his/her school's compliance with the Student Progression Plan. The Superintendent shall establish procedures and guidelines for District-wide monitoring of compliance with provisions of this policy.

I. Appeal Process

1. A decision on a student's placement, progression, or eligibility to receive a diploma made by the principal may be appealed in accordance with the Student Grievance Procedure specified in Policy 7.10.
2. A principal's decision may be appealed to the Superintendent.

3. The Superintendent shall cause an investigation and fact-finding hearing to be held. The fact-finding hearing shall include the principal or his/her designee and allow the appellant to appear and present evidence presented at the hearing and consistent with the general intent of this policy, the Superintendent shall rule on the appeal. The Superintendent's decision may be appealed to the School Board.

J. Endorsements

1. Tech Prep Endorsement
 - a. The student must meet all requirements for a standard diploma (*F.S. 1003.43*)
 - b. The student must complete a vocational job preparatory program consisting of a minimum of three credits.
 - c. Student participating in Tech Prep shall be enrolled in articulated, sequential programs of study which include a technical component and at least a minimum of a post secondary certificate or 2-year degree.
 - d. The student must earn a minimum cumulative unweighted grade point average of 3.0 on a 4.0 scale for courses taken in the vocational job preparatory program and an overall 2.5 grade point average.
2. Florida Gold Seal Career and Technical Endorsement
 - a. The student must meet all requirements for a standard diploma, as per *F.S. 1003.43(9)*
 - b. The student must complete a vocational job preparatory program consisting of a minimum of three credits.
 - c. The student must demonstrate competency related to the specific job preparatory programs as evidenced by passing a county-wide vocational examination; basic skills of reading, writing, and computation relating to the occupation as evidenced by passing the FCAT test; and general skills and knowledge related to employability as evidenced by the interview required during the verification process.
 - d. The student must earn a minimum cumulative unweighted grade point average of 3.5 on a 4.0 scale for courses taken in the vocational job preparatory program and an overall 3.9 grade point average.
 - e. Applications for the Florida Gold Seal Vocational Endorsement must be submitted by each school's guidance department to the Department of Education no later than April 1 of the student's senior year.
 - f. As per *F.S. 1003.43(1), (4), (5), and (9)*, a student who meets all requirements prescribed in subsections shall be awarded a standard diploma in a form prescribed by the state board. School boards may attach a Florida gold seal career and technical endorsement to a standard diploma or award differentiated diplomas to those exceeding the prescribed minimums.

K. Student Workforce Monitoring – A student's workforce preparation is assessed prior to the student graduating from high school by the FCAT test. 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.

L. Acceleration Mechanisms

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 submit a report to the Governor and the

Legislature by December 31, 2003. The report must include a summary of ongoing activities and a plan to increase and enhance the use of acceleration mechanisms as a way to shorten the length of time as well as the funding required for a student, including a student with a documented disability, to obtain a postsecondary degree. The review and plan shall address, but are not limited to, the following issues:

- a. The manner in which students, including students with documented disabilities, are advised regarding the availability of acceleration mechanism options.
- b. The availability of acceleration mechanism options to eligible students, including students with documented disabilities, who wish to participate.
- c. The grading practices, including weighting of courses, of school districts and public postsecondary educational institutions with regard to credit earned through acceleration mechanisms.
- d. The extent to which credit earned through an acceleration mechanism is used to meet the general education requirements of a public postsecondary educational institution. The extent to which the secondary instruction associated with acceleration mechanism options could be offered at sites other than public K through 12 school sites to assist in meeting class size reduction needs.
- e. The manner in which funding for instruction associated with acceleration mechanism options is provided.
- f. The feasibility of providing students, including students with documented disabilities, the option of choosing Advanced Placement credit or College Level Examination Program (CLEP) credit as an alternative to dual enrollment credit upon completion of a dual enrollment course.

M. Inter-institutional Articulation Agreements

- a. The superintendent of schools and president of the community college shall establish an articulation committee to develop a comprehensive inter-institutional articulation agreement for the school district.
- b. The district inter-institutional articulation will be completed prior to fall registration each year. The agreement must include the following minimum requirements:
 1. a ratification of all existing articulation agreements.
 2. courses and programs available to eligible dual enrollment students.
 3. eligibility criteria for student participation in dual enrollment programs.
 4. the process by which students and their parents exercise their option to participate in an articulated acceleration program.
 5. high school credits earned for completion of each dual enrollment course.
 6. postsecondary courses that meet the criteria for inclusion in the district articulated acceleration program to be counted toward meeting graduation requirements of *F.S. 1003.43*.
 7. eligibility criteria for student participation in dual enrollment courses and programs.
 8. institutional responsibilities regarding student screening prior to enrollment and monitoring student performance.
 9. identify the instructional quality criteria dual enrollment courses and programs are to be judged.
 10. delineate institutional responsibilities for assuming the cost of dual enrollment courses and programs including responsibilities for student instructional materials.

11. responsibility for providing student transportation if the dual enrollment is conducted at a facility other than the high school campus.
12. process for converting college credit hours earned through dual enrollment and early admission programs to high school credit based on mastery of course outcomes.

V. *Adult Education and Post Secondary Education*

All Applicable School Board Policies, State Board of Education Rules, and Florida Statute Requirements are in effect.

A. *Promotion*

1. As per *F.S. 1003.43(6)*, the following graduation requirements for students enrolled in adult general education:
 - a. the one credit in physical education is not required for graduation and shall be substituted with an elective credit keeping total credits consistent with the 24 credits.
 - b. district school board may waive the lab component of science requirement when facilities do not exist or are inaccessible.
 - c. any course listed within the Florida Course Code Directory in the areas of art, drama, dance, or music may be taken by adult education students and will satisfy the credit in performing arts required for high school graduation.

B. *Postsecondary Education and Careers*

1. The ENNOBLES (Enhanced New Needed Opportunity for Better Life and Education for Students) Act allows access to postsecondary education and meaningful careers for students with disabilities.
2. A “student with a disability” means any student who is documented as having mental retardation; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; a serious emotional disturbance, including an emotional handicap; an orthopedic impairment; autism; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.

Statutory authority: F.S. 1001.41

Law implemented: F.S. 1006.28 and F.S. 1011.62

Date Adopted: August 13, 1998

Last Dates Revised: July 20, 2004; February 24, 2005; August 28, 2005, July 31, 2006