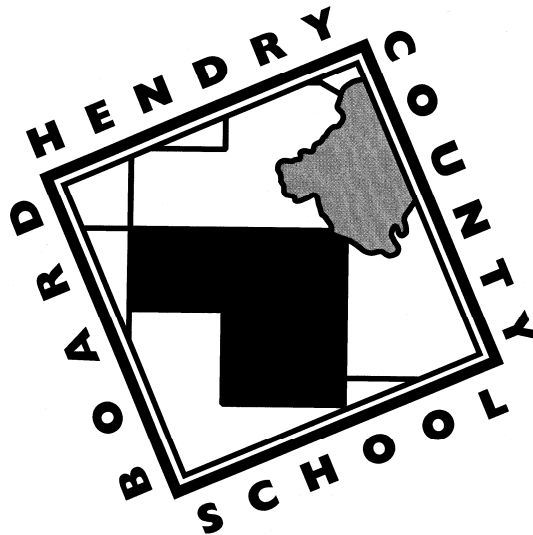


Hendry County School Board



2008-2009

Student Progression Plan

Requirements And Procedures

The School Board of Hendry County, Florida prohibits any policy or procedure, which results in discrimination on the basis of race, sex, national origin, marital status, disability, age, or religion. Individuals who wish to file a discrimination and/or harassment complaint, or individuals with disabilities requesting accommodations under the Americans With Disabilities Act (ADA) may call the equity officer at (863) 674-4550.

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Hendry County School Board

Student Progression Plan

Purpose

1000.03(5) FS

The purpose of this document is to describe the administrative procedures necessary to implement student progression in the public schools of Hendry County and to meet the requirements outlined in Florida statutes.

It is expected that the vast majority of Hendry County public school students will make satisfactory progress through the grades and achieve a level of academic proficiency and social and emotional development that will enable them to benefit from instruction at the next grade level. All students are expected to achieve the performance standards adopted by the State of Florida as defined in the Sunshine State Standards for language arts, mathematics, science, social studies, health and physical education, the arts, and foreign language as implemented at each grade level. The district's goal is that all students make adequate annual learning gains sufficient to acquire knowledge, skills, and competencies needed to master the Sunshine State Standards.

Students are required to meet specific levels of performance in reading, writing, mathematics, and science for each grade level, including levels of performance on statewide assessments as defined by the commissioner of education. Students who score below the defined levels must receive remediation or be retained with an intensive program that is different from the previous year's program and that takes into account the student's learning style.

The district is committed to the idea that all students can learn when academic growth is continuous and is built on high expectations and quality instructional strategies to 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.

General Requirements For Student Progression

Admission To School

Entrance Requirements

HCSB-304

1003.01(4) FS

1003.22(1 & 4) FS

New students must meet all entrance requirements before they are eligible to attend school.

All students who are enrolling in a Hendry County public school for the first time must present the following information before they can enter school:

- Evidence of the child's birth date verified in priority order:
 - Birth certificate;
 - Legally attested birth record;
 - Legally attested religious record;
 - Insurance policy on the child's life and in effect for at least two years;
 - A passport or certificate of arrival showing age of child;
 - An official educational transcript stating the child's age that is current and indicates enrollment for at least four years; or
 - An affidavit of age sworn to by the parent and accompanied by a certificate of age signed by a public health officer or by a public school physician, if none of the proofs of age above are available or can be produced.
- A certificate of immunization against communicable diseases. Student transfers entering a Hendry County school for the first time may be granted a 30-day waiver to produce an immunization certificate from the health department. * (Refer to current immunization requirements for entrance to different grade levels.)
- Evidence of a physical examination within the last 12 months. Student transfers entering a Hendry County school for the first time may be granted a 30-day waiver to produce an acceptable physical examination. *

- Evidence of custody if the child does not live with both natural parents.
 - Proof of residence documentation such as homestead exemption, lease or rental agreement, or utility deposit/receipt.
- * Homeless children are automatically eligible for a 30-day waiver of these requirements.

Transfer Requirements

1006.07(1) FS

948.03(9) FS

The principal of the receiving school shall determine the grade placement of a student transferring into any Hendry County school from another country, state, or Florida school district. The requirements of the Hendry County School Board cannot be retroactive for a transfer student provided the student has met all the requirements of the state or Florida school district from which the student is transferring. All evidence of the student's work and placement shall be based upon an official transcript or record authenticated by the proper authority of the receiving school.

A student or parent must provide all information concerning the enrollee's arrest record (regardless of disposition), school expulsions (regardless of the status of the final order), and current and/or past DJJ/adult probation, community control, or monitoring programs at the initial time of enrollment. School authorities will provide adequate due process protection for all parties prior to establishing an appropriate educational placement or the mandatory notification of the student's teachers.

A transfer student from a non-accredited school or home education program may be placed in a 45-day trial grade placement. The student's work and trial placement shall be reevaluated and both may be validated based upon standardized test scores and/or student performance during the trial placement.

All ESE students transferring from private schools or out-of-state programs will be evaluated and staffed according to Special Programs and Procedures for Exceptional Student Education. ESE students from within Florida will be placed according to Special Programs and Procedures for Exceptional Student 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 English Language Learners (ELL) program. Parents of ELL students will be invited to participate in the decision making for placement of a child in an ELL program. Students who are included in the ELL program will follow guidelines outlined in the current ELL Plan for Hendry County Schools.

Student Performance and Promotion Through The Grades

Sunshine State Standards

Sunshine State Standards have been established for the following areas of studies: the arts, foreign languages, health and physical education, language arts, mathematics, science, and social studies. It is expected that all students will demonstrate grade appropriate performance for each of the standards in reading, writing, science, and mathematics at all grade levels.

Appropriate mastery of the Sunshine State Standards may be demonstrated by adequate performance on a state assessment, a nationally normed assessment, or a collection of student work that indicates grade level performance. No one measure shall be used for the purpose of promotion, program placement, or retention.

Required Instruction

1001.11 (FS)

1003.01 FS

1003.42(1) FS

1003.429(1) FS

1003.43(1) FS

1003.455(1) FS

1008.22 FS

Certain required instruction must be included in each student's educational program. This may be offered as units of instruction within the various authorized courses, or contained within the instructional materials adopted by the district or school. In addition, each student must participate in statewide assessment tests at designated grade levels.

The district's Physical Education and Health Plan is an addendum to the school board's Policies and Procedures. The PE/Health Plan stresses physical fitness and encourages a healthy, active life style. The plan outlines a comprehensive K-12 curriculum based upon the Sunshine State Standards. -Students are required to have 150 minutes of physical education instruction each week in grades 1-5. In addition, on any day when physical education instruction is provided, there must be at least 30 consecutive minutes of instruction. Grades 6-8 students are required 225 minutes of physical education

instruction each week. Beginning with the 2009-2010 school year, schools must provide the equivalent of one class period per day of physical education for one semester of each year for students enrolled in grades 6 through 8. This requirement must be waived if a student is enrolled in a remedial course, or if the student's parent requests that the student enroll in another course, or if the student is participating in physical activities outside the school day which are equal to, or in excess of, the mandated requirement. School districts are required to notify parents of the waiver options before scheduling a student to participate in physical education. Physical education is defined as the development or maintenance of skills related to strength, agility, flexibility, movement, and stamina; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.

Promotion

Promotion through the grades will be determined by considering achievement levels, student learning gains, demonstration of performance relating to Sunshine State Standards as measured by the statewide and district assessment programs, student assessments, parental concerns, teacher recommendation, grades, and other information available. Decisions of promotion, retention, or educational placement will never be based upon one measure exclusively, or without appropriate parental notification.

FCAT Preparation Activities

1003.4285 FS

Beginning with the 2008-2009 school year, schools must not suspend a regular program of curricula for purposes of administering practice tests or engaging in other test-preparation activities for statewide assessment. However, schools may be authorized by the school board to (1) distribute to students the sample test books and answer keys published by DOE, (2) provide individualized instruction in test-taking strategies, without suspending the school's regular program of curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment, (3) provide individualized instruction in the content knowledge and skills assessed, without suspending the school's regular program of curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the

statewide assessment or a student who is identified as having a deficiency in the content knowledge and skills assessed, (4) incorporate test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and (5) administer a practice test or engaging in other test-preparation activities for the statewide assessment which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment, as set forth in rules adopted by the State Board of Education with specific reference to these provisions.

Alternatives to Promotion

Grade Retention

1008.25 (1-4) FS

The district is aware that students who do not follow normal progression throughout their K-12 school experience have traditionally been at high risk of not completing the requirements for high school graduation. Therefore, the use of retention as the sole strategy to improve student performance of grade level requirements in grades K-8 should be used only when other alternatives have proven to be ineffective.

Research has shown reading achievement to be the most accurate predictor of academic success. Therefore, particular attention to continuous and annual assessment of reading performance is required. Any student who exhibits substantial deficiency in reading skills, based on district assessments conducted before the end of grade one or two, must receive intensive reading instruction immediately following the identification of the reading deficiency. The student's reading deficiency must be reassessed by the school 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.

If the student's reading deficiency, as determined by school assessment at grades 1 and 2 or by the statewide assessment at grade 3, is not remedied by the end of grade 3, and if the student scores below level 2 on the statewide assessment test in reading, the student must be retained unless school board approved alternatives provide a good cause exemption for continued progression.

Specific levels of performance, including levels of performance on statewide assessments in reading, writing, science, and mathematics at grades 1 through 10 are required for promotion. Students in grades 3-10 scoring at level 1 on FCAT in reading, math, or science are required to receive remediation through a Progress Monitoring Plan (PMP) or be retained. In addition, students in grades 4, 8, and 10 scoring at or below a level 2 on FCAT writing must receive remediation. Retention decisions must be based on more than one test score.

Allocation of remedial and supplemental instruction resources for students will occur based on two priorities:

- Students who are deficient in reading by the end of grade 3, and
- Students who fail to meet performance levels required for promotion consistent with this plan for student progression.

Students performing below expected levels are required to meet the following requirements:

- Be remediated before the beginning of the next school year and promotion to the next grade,
- Be promoted to the next grade and receive remediation during the following school year with intensive intervention strategies specified in the student's PMP,
- Be retained and remediated in an intensive program that is different from the previous year's program and takes into consideration the student's learning style, or
- Be provided with an appropriate alternative placement after two or more cumulative years of retention. This alternative placement must include intensive and targeted instruction with frequent monitoring of student learning gains. Parental notice and participation in alternate placement decisions is required.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Progress Monitoring Plan

1008.25(4)(b-c) FS

1011.62(8) FS

The school in which the student is enrolled must develop, in consultation with the student's parents, and implement a Progress Monitoring Plan (PMP). A PMP is required for all students scoring a level 1 in reading and/or math in grades 3-10, and science in grade 11. The PMP must include intensive remedial instruction in the areas of weakness. Schools are expected to provide strategies that meet the needs of students. These strategies may include but are not limited to dropout prevention services, parent tutorial programs, contracted academic services, exceptional education services, modified curriculum, reading instruction, after school and other extended day services, tutoring, mentoring, and intensive skills development programs.

The PMP should provide the following information:

- Clearly identify the specific diagnosed academic needs to be remediated,
- Clearly identify the success-based intervention strategies to be used,
- Clearly identify a variety of remedial instruction to be provided, and
- Clearly identify the monitoring and reevaluation activities to be employed.

If the student has been identified with a reading deficiency, Hendry County's K-12 Comprehensive Reading Plan dictates that instructional and support services will be provided to desired levels of performance.

Further, if subsequent evaluation determines that the deficiency has not been remediated, the student may be retained. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial or supplemental instruction until expectations are met, or the student graduates from high school, or the student is not subject to compulsory school attendance.

Exceptional Student Education Identification and Placement

ESE identification and placement identifies procedures, evaluations, and program placements to provide an appropriate educational program for students. This is comprehensively outlined in the Special Programs and Procedures for Exceptional Student Education.

Accelerated Placement

Accelerated placement may be accomplished through several alternatives: continuous progress classrooms; advanced courses such as honors, advanced placement, dual enrollment; Florida Virtual School; or gifted placement.

ASSESSMENT OF STUDENT PERFORMANCE

1008.25(4) FS

Each student must participate in the Statewide Assessment Testing Program that measures achievement of Sunshine State Standards:

- **Florida Comprehensive Assessment Test, FCAT** State administered at grades 3-10 in reading and mathematics.
- **Florida Comprehensive Assessment Test, FCAT** State administered at grades 5, 8, and 11 in science.
- **FCAT Writes** — State administered at grades 4, 8, and 10 to demonstrate proficiency in writing.
- **Florida Kindergarten Readiness System (FLKRS)**

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

- The Stanford 10, a nationally normed standardized achievement test, is used at grades 1-3 to determine student achievement in reading;
- District identified assessments will provide consistent documentation of performance regarding Sunshine State Standards;
- Portfolios of student work may be used to assess student performance; and
- Other locally developed assessments may be used to measure student performance.

Schools shall provide the appropriate diagnostic assessments for any student who does not meet the established performance standards in reading, writing, science, or math. These diagnostic tests are most often used in the five-skill areas of reading and further identify the specific areas of reading deficiency.

Report Cards and Other Notices of Student Progress

HCSB 401

HCSB 402

F.S. 1003.33 (1-2) FS

F.S. 1003.437 FS

F.S. 1008.25(1) FS

F.S. 1008.25(2) FS

Levels of student proficiency and grade appropriate performance are monitored, evaluated and approved by the State Board of Education. Student progress towards achieving state and district expectations for proficiency in reading, writing, mathematics, and science must be reported annually to the parent or legal guardian of each student. The results of statewide assessments will be reported to the student's parent or legal guardian.

Report cards are one of the indicators of a student's success and progress, and they are an important element in determining grade level promotion. The classroom teacher has the responsibility for a student's assessment and for grading a student's performance. Report cards may include the following information:

- Daily observations of classroom academic performance and participation;
- Attendance and readiness to learn;
- Student behavior;
- Student performance on teacher assigned practice;
- Written papers;
- Student projects (individual or group);
- Teacher constructed subject specific tests;
- Reading, writing, or mathematics performance; and
- Other appropriate assessments designated by the teacher and approved by the principal.

There shall be no exemption from student academic performance standards or requirements based upon good attendance or behavior.

Teachers are encouraged to assign grades that reflect the mastery level of student performance standards reflected in the Sunshine State Standards. Students should have ample opportunity on a variety of assessments to demonstrate mastery of the standards. A single

assessment may account for a maximum of one-fourth (1/4) of the academic grade, within each grading period.

The district's calendar identifies interim grade reporting dates that are used to give the student and his/her parent/guardian notice of progress.

Teachers are encouraged to give additional informal progress reports between grading periods for a student experiencing academic or behavioral difficulty. Progress reports are mandatory for all students at the mid-point of the grading period. The end-of-year, term, or course completion grade indicates the student's final performance evaluation for a grade or course.

Schools are encouraged to regularly report and give students and parents/guardians notice of other indicators of student success, progress, and mastery of Sunshine State Standards. In addition, schools will recognize and celebrate student academic success.

Grades

HCSB-401

1003.437 FS

<u>Grade</u>	<u>Percent</u>	<u>Grade Point</u>	<u>Definition</u>
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failing
I			Incomplete
R			Replaced
P			Passing

K-8 level schools may use the following grades for enrichment programs:

<u>Grade</u>	<u>Definition</u>
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

K-2 level schools may utilize an adjustment period for first grade for the first grading period. The following alternative grading scale may be used to report student progress in grades K-2:

<u>Grade</u>	<u>Definition</u>
E	Excellent
S	Successful
N	Needs Improvement

In addition to academic performance at grade level expectation, attendance and student behavior shall be a regular part of student performance reporting. Teacher comments concerning a student's academic performance, behavior, or other relevant issues are encouraged. The final report card shall indicate a pass or fail on a student's grade level academic performance in all appropriate categories, promotion status, a summary of attendance, student behavior, and grade promotion or retention status.

Student Plans, Parent Information, and Notification

Student and Parent Information Regarding School-to-Work Transition

1006.02 FS

All schools are responsible to inform students and parents through the school's handbook and/or program of study about the required preparation for the workplace. This information should include access information for career counseling, and should also include a description of the available curriculum that may provide career and technical education, career exploration, job preparation, and career selection. The information provided by schools should emphasize the necessary educational preparation for a transition to the work force.

School Conferences for Parents in "Learnfare"

414.1251(2) FS

Schools will cooperate with and assist the Department of Children and Families in monitoring the grades, attendance, and behavior of students within scope of the Learnfare program, and within the limits established in the interagency agreement.

District School Guidance Report

1006.025(1) FS

The Hendry County School Board School Guidance Report is an annually revised report provided to the commissioner of education. The guidance report is an addendum to the district's Policies and Procedures, and it outlines the district's guidance model, providing information on counselor/career specialist training, best practice, alternative guidance systems, and school-to-work transition initiatives. The district's goal is to provide a comprehensive guidance program, assisting students and parents to establish and maintain high expectations for personal growth and development while in school and in the transition to work.

Annual Report of Student Progress

1008.25(8) FS

The district is required to annually report to parents their student's proficiency in reading, writing, science, and math, including their performance on statewide assessments. This evaluation should be a comprehensive evaluation representing the totality of the student's work, and not one measure exclusively. In addition, the district shall annually publish in the local newspaper of record, and report to the State Board of Education by September 1 of each year, the following information:

- The laws, policies and procedures for promotion and retention;
- The number and percentage of students by grade, in grades 3-10, who are performing at levels 1 and 2 in reading on the FCAT;
- The number and percentage of students in grades 3-10 retained in grade;
- The number of students promoted for good cause in each established category; and
- Any recent revisions to the district policies or procedures for promotion or retention.

Family Partnership for Student Achievement

1002.23(1-9) FS

The Family Partnership for Student Achievement Education Act provides schools the opportunity to create a meaningful partnership between school and home. The purpose is to make available to parents:

- Specific information about their student's educational progress,
- Comprehensive information about parental choices and increased opportunities for appropriate involvement, and
- A framework for enhancing relationships.

The district will provide annually, on or before October 1, a parent guide promoting meaningful, productive, and increased parental involvement.

Multiple Births Siblings/Classroom Placement

1003.06 FS

The parent of multiple birth siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. The request must be made no later than 5 days before the first day of each school year or 5 days after the first day of attendance of students during the school year if the students are enrolled in the school after the school year commences. The school may recommend the appropriate classroom placement for the siblings and may provide professional educational advice to assist the parent with the decision regarding appropriate classroom placement. A school is not required to place multiple birth siblings in the same classroom if factual evidence of performance shows proof that the siblings should be separated or if the request would require the school district to add an additional class to the grade level of the siblings. Further, at the end of the first grading period following the multiple birth siblings' enrollment in the school, if the principal of the school, in consultation with the teacher of each classroom in which the siblings are placed, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings. A parent may appeal the principal's decision in the manner provided by the school district policy. During an appeal, the multiple birth siblings must remain in the classroom chosen by the parent. This process does not affect a right or obligation involving placement decisions pertaining to students with disabilities under state law or the Individuals with Disabilities Education Act nor does it affect the right of a school district, principal, or teacher to remove a student from a classroom pursuant to school district discipline policies.

Supplemental Academic Instruction

The following programs and activities are examples of strategies available to provide assistance to students experiencing difficulty attaining the proficiency levels required by the district and state. Supplemental Academic Instruction (SAI), Title I Supplemental Educational Services, and Exceptional Student Education provide some of the funding for the services and programs listed below.

Special Programs for Special Needs

- Exceptional Student Education (ESE),
- ESE Summer School,
- Instructional Modification, and
- English Language Learners (ELL).

Special Programs for Acceleration and Intensive Instruction

- Academic and Career/Technical Dual Enrollment Program,
- Advanced Placement Program,
- Articulated Acceleration Mechanism,
- Credit by Examination Program,
- Early Admission to Post-Secondary Program,
- Elementary Summer Reading Academies,
- Florida Virtual School (FVS),
- Off-Campus Post-Secondary Program,
- Special Elementary Transitional Classes,
- Summer Enrichment Program, and
- Transfer of College Credit.

Drop-Out Prevention and Alternative Education

- Academic Assistance and Achievement (AAA),
- Academic Tutorial Program,
- Continuous Progress Scheduling,
- Continuous Progress Summer School,
- Extended Day/Year Program,
- Integrated Learning Program,
- Migrant Tutorial Program/Migrant Advocate-Counselor Program/Summer Migrant Institute,
- Performance Based Diploma Program (PBD),
- Prerequisite Academy,
- Student Support and Assistance (SSA)

- Teenage Parent Program (TPP),
- 13th Year Participation,
- Truancy Intervention Plan (TIP), and
- Youth Development Academies (CYDA/LYDA).

Student Attendance

Compulsory Attendance

HCSB-300

HCSB-301

1003.01(8) FS

1003.21(1-4) FS

1003.23(1) FS

1003.24 FS

1003.26(1-5) FS

1003.27(2-6) FS

Regular school attendance is required for students aged 6-16. 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. Regular attendance may be achieved by any of the following:

- Attendance in a public school supported by public funds;
- Attendance in a parochial, religious, or denominational school;
- Attendance in a private school supported by tuition or endowments; or
- Attendance in a home education program.

School attendance is the primary responsibility of parents/legal guardians. It is essential that children receive an education. Failure to attend school in a regular and timely fashion hinders the education process. Truancy and poor school performance have a direct relationship to poor academic performance, juvenile delinquency, and disruptive behavior.

A student and parent/guardian has the primary responsibility for acceptable attendance. Further, the student has the responsibility for completing teacher assigned makeup 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. A student is a habitual truant after missing 15 unexcused days of school within 90 calendar days. The district's Truancy Intervention Plan (TIP) provides descriptions of the intervention strategies used by the Hendry County School Board.

Elementary School Requirements For Student Progression

Admission To Elementary School

Entrance Requirements for Kindergarten Students

In addition to the entrance requirements listed under general requirements, a child must have attained the age of five on or before September 1 of the year in which he seeks entrance to kindergarten in a Hendry County public school. A student who transfers from a Florida private kindergarten to the Hendry County public school kindergarten program must meet the age requirement.

Entrance Requirements for First Grade Students

In addition to the entrance requirements listed under general requirements, a child must have attained the age of six on or before September 1 of the first grade year and have been enrolled in a public school kindergarten program for all or part of the school year in order to enroll in first grade. A student who transfers from a Florida private school to Hendry County public school first grade must meet the age requirements specified in Florida Statute and show successful completion of a kindergarten program.

Transfer Requirements for Elementary School Students

The transferring student must provide the Hendry County elementary school with the following information:

- Evidence of legal residency within the state of previous enrollment;
- Evidence the student has met the age requirements of the previous state of enrollment;
- An official letter or transcript from a proper school authority that shows record of attendance, academic information, and grade placement of the student;

- Evidence of immunization against communicable diseases;
- Evidence of date of birth; and
- Evidence of a medical examination completed within the last twelve (12) months.

In addition to the requirements listed above, any student who transfers from an out-of-state nonpublic school may be admitted if the student meets the age requirement for public schools within the state from which the student is transferring.

Grade Placement in K-5 for Transfer Students
HCSB-310

Elementary grade placement of all transfer students in grades K-5, including those enrolled in home education programs, will be on a temporary basis until evidence of student achievement is made available to the receiving school principal. The principal or his/her designee will make the final placement decision based on academic testing and/or daily classroom performance. The principal of each school may assign a student to the grade level at which the student can best adjust academically, socially, or emotionally.

The basis for assignment shall be discussed in advance with the parent or guardian of each student placed at a level other than the grade level indicated by the student's previous placement.

Elementary Student Performance And Progression Through The Grades

Promotion for Elementary School Students

Promotion through the elementary grades will be determined by considering level of achievement, demonstration of performance relating to Sunshine State Standards, parental involvement, teacher recommendation, grades, and other information available.

READ, Preventive Strategies for Deficient Readers

1008.25(7) FS

The district will establish and the schools will implement a Reading Enhancement and Acceleration Development (READ) Initiative. READ will be an addendum to the Student Progression Plan. READ must provide K-3 students, who are critically low on the Progress Monitoring Plan's Criteria Matrix, and who are in danger of potential retention, the following preventative strategies:

- Assessments used in Reading First schools that measure reading skills in all five-skill areas: phonemic awareness, phonics, fluency, comprehension and vocabulary;
- Additional supplementary reading instruction available during the regular school day; and
- Provide a state-identified reading curriculum reviewed by the Center for Reading Research at Florida State University that should contain the following minimum specifications:
 - Assists students to read independently on grade level;
 - Provides reading skill development in all five-skill areas;
 - Provides scientifically-based and reliable assessment in all five-skill areas;
 - Provides frequent monitoring of learning gains and student progress;
 - Is implemented during regular school hours; and
 - Provides a comprehensive curriculum in the core academics so that students attain or remain on grade level for proficiency in mathematics, writing, and science.

Promotion Alternatives for Elementary School Students

Promotion/Retention for 3rd Grade

1008.25(5-7) FS

A student in grades kindergarten through third grade that exhibits substantial reading deficiencies as demonstrated by statewide assessment, district/school assessment, and/or teacher observation will be eligible for the following assistance:

- A Progress Monitoring Plan (PMP);
- Parent notification of deficiencies, current services, proposed supplemental or remedial strategies, and reports of frequent monitoring and evaluation;
- Identification as critically low on the district's PMP Criteria Matrix of reading proficiency for elementary school students; and
- Intensive Instruction that will include the following elements:
 - Diagnosis of specific reading deficiencies,
 - Prescription of specific remedial instructional strategies,
 - Repeated exposure to skills practice and development,
 - Smaller chunks of text or content,
 - Frequent monitoring, and
 - Criterion-based evaluation and reevaluation.

A third grade student with previously documented reading deficiencies who scores at level one on the third grade FCAT reading test must be retained in grade unless the teacher, principal, and superintendent can certify "good cause exemption" from the mandatory retention.

Transfer students must have their reading proficiency evaluated as soon after initial enrollment as is possible. Appropriate educational placement and possible remedial instruction will depend on this evaluation.

Grade promotion with good cause exemption includes the following criteria:

- Any English Language Learner (ELL) student who has received instruction in an English Language Learners program for less than two years. The student's ELL plan must include instructional strategies to correct the identified reading deficiencies;
- Any student with a disability and whose Individual Educational Plan (IEP) indicates that participation in the statewide FCAT reading assessment would be inappropriate;
- Any student with a disability who participates in the statewide FCAT reading assessment, and who has an IEP or 504 plan that documents the student has received intensive supplemental reading instruction for at least two years, and has been retained in grade at least one time prior to the completion of the third grade. The student's IEP must include instructional strategies to correct the identified reading deficiencies;
- Any student who has received intensive supplemental reading instruction for at least two years, and who has been retained in grade at least twice prior to the completion of the third grade. A student promoted under the provisions of this just cause exemption must continue to receive intensive remedial instruction, and must include an altered instructional day or alternative educational. Any student that has demonstrated mastery of the appropriate placement as defined in the student's PMP.
- Any student who has demonstrated mastery of the appropriate Sunshine State Standard benchmarks for grade level expectations in reading through a student's reading portfolio. The reading portfolio must include the following elements:
 - Materials selected by the student's primary reading teacher.
 - An accurate picture of the student's ability and only include work that is independently produced by the student in the classroom, and
 - Evidence that all the assessed benchmarks have been mastered, and that the submissions contain the following elements:
 - Question types used on the FCAT,
 - Sixty percent literacy and 40 percent informational text mix on the FCAT,
 - Text selections from the adopted reading core that contain 100-170 words, and

- Material aligned to the Sunshine State Standards and the assessed benchmarks for Language Arts with no less than five examples of mastery.
- A signature and a recommendation for good cause exemption from the submitting teacher and principal. These signatures attest to the accuracy of the assessed reading skills.
- Any student that can demonstrate an acceptable level performance as measured on an alternate standardized assessment approved by the State Board of Education provided the following requirements are met by the student:
 - Using any Nationally Normed Standardized Test, a student must rank in the 51st percentile to demonstrate an acceptable level of performance in reading.

Grade Promotion with Good Cause Exemption

1008.25(6) FS

The student's teacher makes the initial request for good cause exemption and grade promotion. The teacher's recommendation must be based upon the student's academic record. In addition, the teacher provides the following documentation to support the recommendation for grade promotion with good cause:

- Current PMP,
- Current IEP or 504 Plan for students with disabilities,
- Current ELL Plan for students with limited English proficiency,
- Current report card,
- Student portfolio, or
- Any other assessment or teacher observations that would indicate grade level performance.

The school principal will review the recommendation and the supporting documentation provided by the student's teacher. After a complete review, the school principal can accept or reject the recommendation. If the principal accepts the recommendation, a written recommendation for grade promotion with good cause exemption may be forwarded to the superintendent. The principal's written recommendation to the superintendent should include copies of

all documentation and there must be clear evidence of grade level performance by the student. The recommendation for grade promotion with good cause exemption must be signed and include a statement of assurance that the student's performance has been reviewed and evaluated for grade appropriate proficiency by both the student's teacher and the school principal. The superintendent will accept or reject the principal's recommendation in writing.

The district requires that all elementary schools evaluate the reading and math proficiency of all students using the PMP Criteria Matrix. The matrix documents six dimensions of student performance in each developmental area. Students are assigned one of four proficiency levels based upon performance within each of the six dimensions. The four levels include the following proficiencies:

- Enriched -- students exceeding grade level expectations,
- Developmental -- students meeting the majority of the grade level expectations,
- At-risk -- students deficient in some of the grade level expectations. At-risk students require parent notification and a PMP, and
- Critically low -- students who have substantial deficiencies and do not meet a majority of the grade level expectations. Critically low students require parent notification and a PMP. In addition, critically low students may be retained in grade.

Schools shall use the following process for determining promotion or retention of third grade students:

- Third grade students shall receive a reevaluation on or before the end of the third grading term on the PMP Criteria Matrix.
- FCAT reading Third grade students previously identified as enriched may be promoted to the fourth grade after scoring at or above a level two on the FCAT reading.
- Third grade students previously identified as enriched may be promoted to the fourth grade after scoring at level one on the FCAT reading with a completed portfolio documenting good cause exemption.
- Third grade students previously identified as developmental may be promoted to the fourth grade after scoring at or above a level two on the FCAT reading.

- Third grade students previously identified as developmental may be promoted to the fourth grade after scoring at level one on the FCAT with a completed portfolio documenting good cause exemption.
- Third grade students previously identified as at-risk may be promoted to the fourth grade after scoring at or above a level two on the FCAT reading.
- Third grade students previously identified as at-risk may be promoted to the fourth grade after scoring at level one on the FCAT reading with a completed portfolio documenting good cause exemption. In addition, at-risk students shall receive parent notification and may receive supplemental assistance through the summer reading academy. Schools may require alternative assessment for at-risk students prior to promotion to the fourth grade.
- Third grade students previously identified as critically low may be promoted to the fourth grade after scoring at or above a level two on the FCAT reading.
- Third grade students previously identified as critically low shall be retained in grade after scoring at level one on the FCAT reading. Critically low students eligible for retention must attend the summer reading academy and must successfully complete a portfolio indicating proficiency at or above the at-risk criteria, or must score at or above the 51st percentile on an appropriate alternative assessment in order to be considered for good cause promotion. In addition, critically low students shall receive appropriate parent notification.

Refer to Retention/Promotion for 3rd Grade Flow Chart and the PMP Criteria Matrix.

Student Portfolios based upon the PMP Criteria Matrix must include the following items:

- They are teacher selected and independently produced in the classroom;
- They provide an accurate picture of the student's ability and proficiency;
- They closely mirror the item specifications for FCAT reading, including question types, passage content and length, and items that accurately measure mastery of the Sunshine State Standard benchmarks; and

- They contain no less than five examples of “C” level or on-grade level work.

Successful completion of the portfolio must be followed by a written teacher, principal, and superintendent recommendation for good cause exemption prior to granting a good cause promotion to the fourth grade.

Required Student Reading Portfolios

1008.25(7) FS

Retained students who score level 1 on FCAT reading, and who are not eligible for a good cause exemption, must be provided an opportunity to complete a reading portfolio.

Intensive Accelerated Instruction for Retained Students

1008.25(7) FS

Retained students who score level 1 on FCAT reading, and who are not eligible for a good cause exemption, must be provided with the following interventions:

- A qualified instructional staff;
- Intensive and targeted remedial instruction that may include but is not limited to these interventions:
 - Ninety minutes of uninterrupted instruction in reading;
 - Scientific, research-based reading instruction;
 - Instruction specifically prescribed by diagnostic assessments in all five reading skill areas;
 - Small group instruction or a reduced teacher student ratio;
 - Any of the available supplemental academic instruction programs for acceleration, remediation, dropout prevention or alternative education;
 - Instruction to enable mastery of grade 4 standards in other core areas;
 - Intensive language and vocabulary instruction that may utilize speech and language therapy;
 - Access to a reading mentor or tutor with specialized training in research-based reading instruction; and

- o Parent-guided home reading.

There are special state-reporting requirements for students receiving supplemental instruction for substantial reading deficiencies.

Students who remain unsuccessful and are still not ready for promotion may be provided a special elementary transitional Class as described in the section on Supplemental Academic Instruction.

Criteria for Mid-Year Promotion from 3^d to 4th Grade

1008.25(7) FS

Retained students who score level 1 on FCAT reading, and who are not eligible for a good cause exemption, may qualify for a mid-year promotion. Students promoted prior to November 1 must meet the following criteria:

- Be a successful independent reader, reading at or above the developmental level established in the PMP Criteria Matrix for grade 3;
- Be at or above the acceptable level of performance in mathematics, performing at or above the developmental level established in the PMP Criteria Matrix for grade 3; and
- Be performing at or above grade level in writing and science based upon teacher observation and other appropriate exhibits of student work or assessment.

Students promoted after November 1 must meet the following criteria:

- All the above; and
- Be able to perform substantially on grade level for grade 4 in reading, mathematics, writing and science.

A recommendation for mid-year promotion must include appropriate documentation, and must include substantial input and agreement from the student's primary teacher and parent. The school principal will review and approve, when appropriate, recommendations for mid-year promotions. If a parent disagrees with a mid-term promotion decision, the parent may request an additional review of the student's academic record and reconsideration of any promotion or placement decisions.

Identified Reading Deficiencies

Any student who exhibits substantial deficiency in reading skills, based on locally determined assessments conducted before the end of grade 1 or grade 2 or based on teacher recommendation, must be given intensive reading instruction immediately following the identification of the 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. The student must continue to be given intensive reading instruction until the reading deficiency is remedied. If the student's reading deficiency, as determined by the locally determined assessment at grades 1 and 2 or by the statewide assessment at grade 3, is not remedied by the end of grade 3, and if the student scores below level 2 on the statewide assessment test in reading, the student must be retained unless board approved alternatives provide a good cause exemption for continued progression.

In addition to the options listed in the general requirements, schools may use one or more of the following methods to accelerate and/or remediate identified deficiencies:

- Specific instruction to address reading weaknesses through technology,
- Additional time to receive reading instruction to meet needs of the child,
- Alternative reading strategies that are proven to assist in the instruction of students who are experiencing difficulty learning to read, and
- Many opportunities for students to use their reading skills in other subject areas and for pleasure.

Assessment of Elementary School Student Performance

1002.20(11) FS

Assessment of elementary students to determine progress toward meeting the Sunshine State Standards in reading, writing, science, and mathematics should be a continual process. Each student who does not meet specific levels of performance as determined by the school in reading (level 2 or above), writing (level 3 or above), science (level 2 or above), and mathematics (level 2 or above) for each grade

level, or who does not meet specific levels of performance determined by the Commissioner of Education, on statewide assessments at grades 3-10, must be provided additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school must, in consultation with the student's parent or legal guardian, implement a Progress Monitoring Plan designed to assist the student in meeting state and district expectations for proficiency. Each plan must include the provision of intensive remedial and/or accelerated instruction in the areas of identified weakness.

School Readiness

1002.69 FS

1002.67(1) FS

KINDERGARTEN SCREENING MUST BE ADMINISTERED TO EACH KINDERGARTEN STUDENT IN THE DISTRICT WITHIN THE FIRST 30 DAYS OF SCHOOL. THE SCREENING ASSESSES THE READINESS OF EACH STUDENT FOR KINDERGARTEN BASED UPON THE PERFORMANCE STANDARDS ADOPTED BY THE STATE. THAT ASSESSMENT, THE FLORIDA KINDERGARTEN READINESS SYSTEM (FLKRS) IS USED, AS IS IDEL, A SCREENING INSTRUMENT USED FOR ENGLISH LANGUAGE LEARNERS.

Grades

HCSB-401

Elementary grades based on numerical averages will use the same scale used in the middle and high schools.

Students in grades K-2 may use an alternative grading scale:

E -- Excellent achievement toward standard;

S -- Successful achievement toward standard; and

N -- Needs to continue development toward achievement of standard.

Students who are receiving remedial instruction may receive S, N, or U to indicate performance toward grade level standards. An adjustment period may be used for the first grading period of first grade.

Parental notification and involvement are a necessary part of the grade reporting system. Progress of the student towards achieving state and district expectations for proficiency in reading, writing, science and mathematics will be reported to the parent/guardian annually.

Student Plans, Parent Information, and Notification for Elementary School Students

Performance Monitoring Plan (PMP)

1008.25(4)(B-C) FS

The PMPs used in grades K-5 must meet all the requirements established in the general requirements. The PMP Criteria Matrix is used in the district's elementary schools to identify a student's proficiency in reading and mathematics, and to determine the appropriate use of the PMP. The matrix employs a variety of student performance measures that do not rely on one exclusive determinate measure.

Parent Notification of Substantial Reading Deficiency in K-3 Students

1008.25(5-7) FS

Parents of any K-3 student exhibiting substantial deficiencies in reading (Critically Low, PMP Criteria Matrix) or any student retained in grade 3 must be notified in writing of the following:

- Identification of critically low status in reading and the specific measures related to that determination. In addition, provide assurance that no one measure was the exclusive determining measure used in the evaluation;
- A description of the intensive remedial and supplemental instruction proposed and strategies parents may employ to assist their children;
- Retention at the end of grade 3:
 - If there is no remediation of the deficiency, and
 - No reason for just cause exemption;
- The district's criteria for mid-year promotion; and
- Provide parents the opportunity to review the PMP Criteria Matrix and to participate in the development of their student's PMP.

Supplemental Academic Instruction For Elementary School Students

Special Programs for Special Needs

Exceptional Student Education (ESE)

A student identified under federal, state, and district ESE eligibility requirements has a number of services available specific to educational needs identified in the student's Individual Educational Plan (IEP).

Placement in ESE programs is recommended after careful screening and testing to determine the special needs of the child. These programs include:

Gifted (ELP), Specific Learning Disabled (SLD), Emotionally Handicapped (EH), Educable Mentally Handicapped (EMH), Trainable Mentally Handicapped (TMH), Profoundly Mentally Handicapped (PMH), Physically Handicapped (PH), Visually Impaired, Autistic, Hearing Impaired, and Speech and Language Impaired.

These programs may be provided in a self-contained classroom setting, a resource room, or as an inclusion program in a regular classroom setting.

ESE Summer School

Summer school provides extended year services for ESE students when required in the student's IEP.

Instructional Modification

These modifications are determined by a child study effort involving the parent/guardian and school staff. The resulting modifications are documented by the following student plans: PMP, 504 Plan, IEP, or Language Enriched Plan. Significant course modifications shall have the approval of the principal and be submitted to the district and state for approval.

English Language Learners (ELL)

This program includes special teaching strategies designed to assist a student in learning grade appropriate standards regardless of the student's primary language.

Special Programs for Acceleration and Intensive Instruction

Elementary Summer Reading Academy

The summer reading academy provides extended and intensive work on reading skills for students in grades 1-3. Priority is given to third grade students at risk or critically low, and/or students scoring at level 2 or below in reading.

Special Elementary Transitional Classes

These classes provide intensive remediation for grade 3 reading skills, while continuing to provide appropriate grade 4 instruction in mathematics, writing and science. The goal of these transitional classes is to prepare the student to perform at appropriate grade 4 proficiency at the end of the year.

Summer Enrichment Program

Summer enrichment programs may be used to extend the students' school year to enable certain remedial activities in math and reading to take place.

Drop-Out Prevention and Alternative Education

Academic Tutorial Program

The academic tutorial program is for students who are unsuccessful in language arts and/or mathematics as demonstrated on a standardized test. The program is designed to raise student expectations and achievement in the basic skills areas of language arts, mathematics, writing, and science.

Continuous Progress Scheduling

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 child's instructional program.

Continuous Progress Summer School

The district may provide continuous progress summer school for K-5 students, if funding permits. The program is designed to provide continuous instruction in reading, writing, and mathematics, with priority to those students who are identified as not performing at district or state proficiency levels.

Extended Day/Year Instructional Program

Provision of accelerated learning activities for students with identified instructional needs.

Integrated Learning Programs

These programs provide diagnosis and prescriptive instruction through the use of technology to meet individual student needs. These programs also monitor and evaluate student-learning gains over time.

Migrant Tutorial Program, Migrant Advocate/Counselor Program, and Summer Migrant Institute

These programs meet the special needs of a highly mobile population with a traditionally high dropout rate.

Middle School Requirements for Student Progression

Admission to Middle School

Entrance Requirements for Middle School Students

HCSB-400

A middle school student (grades 6-8) must comply with all the general requirements for admission to Hendry County Schools.

A student entering a secondary school must meet the immunization requirements for that grade level.

Each student at the time of initial registration for school shall declare previous school expulsions, arrests resulting in a charge, and juvenile justice actions the student has had.

Middle School Student Performance And Progression Through the Grades

S. 1003.4156 FS

Student progression in the Hendry County Public Schools is based upon an evaluation of each student's achievement as per state and local requirements.

Promotion from middle school requires that the student successfully complete the following academic courses:

- Three middle school or higher in English courses, which shall emphasize literature, composition, and technical text;
- Three middle school or higher mathematics courses, which each school offering at least one high school-level mathematics course for which students may earn high school credit;
- Three middle school or higher social studies courses, one semester of which must include the study of state and federal government and civics education;
- Three middle school or higher science courses; and

- One career and education planning course to be completed in 7th or 8th grade. This course must include the following elements:
 - Career exploration using CHOICES for the 21st Century or a comparable cost-effective program;
 - Educational planning using the ePersonal Education Planner (ePEP) available online at www.FACTS.org (Florida Academic Counseling and Tracking for Students); and
 - Result in the completion of a personalized academic career plan.
 - The plan must be signed by the student, the student's parent, and the student's guidance counselor or academic advisor, and should serve as a portfolio of information that students can update as they continue their education and career decision making process.

Middle schools must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities.

Note: A course designated in the Florida Course Code Directory as grades 9-12 that is taken prior to grade 9 may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements.

Parental Notification of Graduation Options
1003.429(3) FS

The district school board shall provide each student in grades 6-9 and their parents with information concerning the three-year and four-year high school graduation options, including respective curriculum requirements for those options. The information shall include a timeframe for achieving each graduation option.

The district may provide this information through written communication or a group meeting and invite students and parents who are interested to this meeting to explain the options.

Sunshine State Standards

HCSB-401

In order to be promoted to the next grade level in middle school, a student must demonstrate grade level mastery in reading, writing, science, and mathematics as outlined in the general requirement section of this document. In addition, a student should be meeting the benchmarks consistent with the grade level expectations as defined by the Sunshine State Standards and the district's curriculum.

The classroom teacher has the primary responsibility for determining mastery of standards. Assessment may include the following elements:

- Daily observations of classroom performance;
- Student performance on teacher assigned practice;
- Individual student or group projects;
- Teacher constructed subject specific tests;
- Reading, writing, mathematics, or science performance;
- and
- Other appropriate assessments designated by the teacher and approved by the principal.

Intensive Reading and Math Requirement

1003.4156 (1)(b-c) FS

1011.62(8) FS

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 for 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 a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated in the student's required mathematics courses.

Students in Grades 6, 7, and 8 who score Level 1 on FCAT Reading or FCAT Mathematics must have a Progress Monitoring Plan (PMP).

Promotion For Middle School Students

1003.415(2-5) FS

Reading is the foundation in developing a rigorous and challenging middle school curriculum. A middle school student that has met a preponderance of the requirements listed below may be promoted to the next grade. Middle school promotion through the grades is based upon the following elements:

- Success in building on the learned skills and content from elementary school in the core disciplines of Reading, Language Arts, Mathematics, Science, and Social Studies;
- Mastering the appropriate Sunshine State Standards in the core disciplines;
- Grade level proficiency on state assessments and class work as defined by the following criteria:
 - Level 3 or above in Reading and Mathematics;
 - Level 3 or above in Science for grade 8;
 - Level 4 or above for Writing;
 - Performing at C or above on the majority of class work; and
 - Performing at the 51st percentile or above on any nationally normed assessment.
- A middle school student promoted to the 9th grade must be prepared to begin a challenging program of study at the high school, and equally prepared to successfully complete all graduation requirements in no more than 4 years of high school.

Alternatives to Promotion for Middle School Students

1003.415(2-6) FS

A middle school student who has not met the majority of requirements for regular promotion may be promoted with a Progress Monitoring Plan (PMP), Individual Educational Plan (IEP), or an English Language Learners Plan (ELLP). Each of these plans must contain the following elements:

- Identifies the areas of deficiency in reading, mathematics, writing, and science based upon the most recent assessment results;
- Places a priority on the acquisition of grade appropriate skills in reading;

- Provides diagnosis and prescriptive interventions for all 5-skill areas of reading;
- Provides intensive remedial instruction that will accelerate learning and the mastery of Sunshine State Standards necessary for a successful transition to high school, which may include any of the programs listed under Supplemental Instruction;
- Frequent monitoring with no less than quarterly evaluations of student learning gains in the identified areas of deficiency;
- Promote parental involvement through notification and collaboration in the development, monitoring, and implementation of the plan.

Students may also be promoted to the next grade through placement in an Alternative Educational Program. These educational placements are voluntary, and must have parental consent and appropriate parental involvement. Non-voluntary placements that address significant behavior and attendance issues require parental notice and a due process hearing prior to placement.

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

High School Requirements for Student Progression

Admission to High School

Entrance Requirements for High School Students

HCSB-406

A high school student (grades 9-12) must comply with all the general requirements for admission to Hendry County Schools. A student entering a secondary school must meet the immunization requirements for that grade level.

Each student at the time of initial registration for school shall declare previous school expulsions, arrests resulting in a charge, and juvenile justice actions the child has had.

High School Student Performance and Progression Through the Grades

1003.4156 FS

1003.428 (1)(2a-e) FS

1003.4285 FS

Rule 6A-1.09441

Beginning with students entering high school for the first time in the 2007-08 school year, graduation requires the successful completion of 24 credits. These credits may be earned through applied, integrated and combined courses and shall constitute the following distribution in subject areas:

Sixteen core curriculum credits:

- Four credits in English, with major concentration in composition, reading for information, and literature;
- Four credits in mathematics, one of which must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course (the district goal is also increased enrollment and successful completion of geometry and Algebra II);

- Three credits in science, two of which must have a laboratory component;
- Three credits in social studies as follows: one credit in American history, one credit in world history, one-half credit in economics, and one-half credit in American government;
- One credit in fine or performing art selected from music, drama, painting, sculpture, a course in any art form that requires manual dexterity, a course in speech, or a course in debate. This requirement may also be met by students enrolled in arts-related career and technical education courses through their planned programs of study; and
- One credit in physical education to include integration of health (HOPE requirement). Participation in an interscholastic sport at the junior varsity or varsity level for two seasons will satisfy this requirement if the student makes a "C" or better on a competency test on personal fitness. The completion of one semester with a grade of "C" or better in a marching band class, in a physical activity that requires participation in marching band activities as an extra-curricular activity, or in a dance class satisfies one-half credit in physical education or one-half credit in performing arts.

Eight credits in majors, minors, or electives:

- Four credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic content area selected by the student as part of his/her education plan;
- Three credits in a minor area of interest selected by the student as part of his/her education plan;
- Elective courses selected by the student in order to pursue a complete education program and/or to meet scholarship eligibility requirements;
- Required intensive reading and mathematics for students scoring Levels 1 and 2 on FCAT Reading and Mathematics.

Establishment of Graduation Standards

Reading is the foundation in developing a successful independent reader and learner. The primary goal in high school is to meet all the graduation requirements, and to graduate in no more than 4 years. The following requirements must be considered in identifying a student as on-track for graduation:

- Course credits, the number of credits, and the required course credits are specified in each graduation option;
- Minimum grade point average (GPA) of 2.0 on and 4.0 scale; and
- A passing score on the 10th grade FCAT reading and mathematics test.

High school graduation has a variety of graduation plans, pathways and options. All entering freshman in collaboration with school staff and parents will develop appropriate graduation goals and strategies to meet those goals. A student's on-track status should determine the appropriate grade assignment, and the necessity of a plan for support and assistance.

Sophomores On-Track for Graduation

- Five or more earned credits;
- Minimum GPA of 1.75; and
- At or above level 2 on FCAT Reading and Mathematics.

Juniors On-Track for Graduation

- Ten or more earned credits;
- Minimum GPA of 2.0; and
- At or above Level 2 on FCAT Reading and Mathematics.

Seniors On-Track for Graduation

A high school senior must be able to successfully complete all graduation requirements for their chosen graduation option within the regular senior school year.

- Seventeen or more earned credits;
- Minimum GPA of 2.0; and
- At or above Level 2 on FCAT Reading and Mathematics.

Grade Assignment with a Plan for Support and Assistance

The ultimate goal for an entering high school freshman is graduation within the first four years. Maintaining on-track status is essential. If a student is off-track for graduation, early and intensive support and assistance is critical in meeting this goal. A high school student who is not substantially on-track for graduation may be assigned to the next grade with a plan of support and assistance. This plan may take the form of a Performance Monitoring Plan (PMP), an Individual

Educational Plan (IEP), or an English Language Learners Plan (ELLP). Each plan must contain the following elements:

- Identification of deficient areas in reading and mathematics, based upon the most recent assessment results;
- Skill acquisition necessary to meet the 10th grade FCAT reading and math graduation requirements;
- Diagnostic and prescriptive reading and math interventions;
- Intensive remedial instruction that will accelerate learning and the mastery of Sunshine State Standards necessary for graduation (these interventions may include any of the programs listed under Supplemental Instruction);
- Provision for programs or schedules that allow for accelerated learning and credit acquisition;
- Provision for support and assistance for improved grades in new courses attempted, and for courses eligible for re-enrollment under grade forgiveness policies;
- Frequent monitoring with no less than quarterly evaluations of student learning gains in the identified areas of deficiency;
- Promotion of parental involvement through notification and collaboration in the development, monitoring and implementation of the plan; and
- Providing guidance and counseling for both student and parents that may include the following methods:
 - Frequent review of the on-track for graduation status in all required areas;
 - Providing information about academic assistance available outside the regular school day, including at-home interventions; and
 - Providing information about other potential graduation options and the consequences of each option.

Students may also be promoted to the next grade through placement in an Alternative Educational Program. These educational placements are voluntary, and must have parental consent and appropriate parental involvement. Non-voluntary Placements that address significant behavior and attendance issues require parental notice and a due process hearing prior to placement.

Graduation Requirements

HCSB-406

1003.4156 FS

1003.428 FS

1003.429(1)(A) FS

1003.429(6) FS

1003.43 FS

1003.43(1) FS

1003.43(4) FS

1003.43(9) FS

1003.43(10) FS

1003.43(11) FS

1008.22(3) FS

Students meeting all requirements prescribed in their graduation plan/option shall be awarded a standard diploma in a form prescribed by the State Board of Education. Students meeting the requirements for the Florida Gold Seal Career and Technical Endorsement requirements for a District College Ready or Tech Prep endorsement shall have the endorsement added to the standard diploma.

A student who completes the minimum number of credits and other requirements prescribed by this plan, but who is unable to meet the standards of the High School Competency Test/FCAT or the minimum grade point average, shall be awarded a certificate of completion in a form prescribed by the State Board of Education. However, any student who is entitled to a certificate of completion may elect to remain in the secondary school either as a full-time student or a part-time student for up to one additional year and receive special instruction designed to remedy his or her identified deficiencies.

All options contain these common requirements for graduation:

- Credits, a number of credits not to exceed 24, as defined in the student's chosen graduation option, including certain required course credits as defined in the graduation option;
- A cumulative grade point average (GPA) of 2.0; and
- A passing score on FCAT reading and mathematics, or a state approved concordant alternative assessment as defined in Florida statute or State School Board rule,

- An adult student who entered the 9th grade on or before the fall of 1999 may be eligible to substitute the High School Competency Test (HSCT) for this requirement,
- A dependent child of a member of the U.S. Armed Forces entering the 12th grade from another state or a foreign country may be able to use an alternative score on an approved alternative assessment concordant to a passing score on the 10th grade FCAT.

Assistance in Meeting Graduation Requirements

1003.43(5) FS

Schools shall utilize programs and strategies designed to assist students in meeting these requirements. These programs and strategies may include, but are not limited to, forgiveness policies, summer school attendance, special counseling, volunteer and/or peer tutors, school-sponsored help sessions, homework hot-lines, and study skills classes.

Equivalency Diploma Exception

Special assistance to obtain a high school equivalency diploma, GED, may be given only when the student has completed all requirements for graduation except the attainment of the required cumulative grade point average.

Graduation Options

Beginning with the 2007-08 school year, all students scheduled to graduate in 2007 and thereafter may select one of three graduation options. The standard four-year option for students entering high school for the first time in the 2007-08 school year is outlined above.

Standard Four-year Graduation Option (for Students who Entered High School Prior to SY 2007-08)

1003.43 FS

A standard four-year graduation option requires 24 credits. This graduation option requires the following distribution of credits:

- **Four credits in English**, with major concentration in composition and literature;

- **Three credits in mathematics**, including one credit in Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course;
- **Three credits in science**, two of which must include a laboratory component;
- **One credit in American history**;
- **One credit in world history**, including a comparative study of the history, doctrines, and objectives of all major political systems;
- **One-half credit in economics**, including a comparative study of the history, doctrines, and objectives of all major economic systems;
- **One-half credit in American government**, including the study of the Constitution of the United States, the study of Florida government and the state constitution, and the study of county, and municipal government;
- **One credit in practical arts** career and technical education or exploratory career and technical education; or
- **One credit of fine or performing arts** selected from music, drama, painting, sculpture, a course in any art form that requires manual dexterity, or a course in speech and debate may be taken to satisfy the high school graduation requirement for one credit in performing arts pursuant to this subparagraph; or
- **One-half credit each in practical arts career *and* technical education and performing fine arts**;
- **One-half credit in life management skills** to include consumer education, positive emotional development, marriage and relationship skill-based education, nutrition, parenting skills, prevention of sexually transmitted diseases, sexual abstinence, breast cancer awareness and self-examination, cardiopulmonary resuscitation, drug addiction, and the hazards of smoking;
- **One credit in physical education** to include assessment, improvement, and maintenance of personal fitness. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy this requirement if the student makes a "C" or better on a competency test on personal fitness developed by the State Board of Education. Completion of one semester with a grade of "C" or better in marching band or dance will satisfy a one-half credit requirement for physical education or one-half credit in performing arts. This one-half credit shall not be used to satisfy the personal fitness

requirement or requirements prescribed by an Individual Education Plan (IEP); and

- **Eight and one-half elective credits.**

Three-year Standard Diploma Options

1003.429 FS

Students in grades 6-9, and their parents, will receive information about the three-year standard diploma options, including curriculum requirements. Selection of one of the three-year graduation options must take place by the end of the student's ninth grade year. Prior to selecting an accelerated option, students must meet the following requirements:

- The student and parent shall receive from a designated school staff member the requirements, advantages, and disadvantages of each graduation option;
- The student will provide a signed parental consent form to enter the Three-year Standard Diploma program; and
- The student shall have achieved, on the most recent assessments, at least:
 - A level 3 on FCAT reading,
 - A level 3 on FCAT mathematics, and
 - A level 3 on FCAT writing.

No Additional Requirements for the Three-year Standard Diploma

1003.429(5) FS

There will be no addition district requirements in excess of the state mandated requirements.

GPA and FCAT requirements for a Three-year Standard Diploma

1003.429(6) FS

A student must both achieve and maintain the following FCAT and GPA requirements:

- A student must achieve a passing score on the 10th Grade FCAT reading and mathematics or a passing concordant score on a state approved alternative assessment,
- A student in the Three-year Standard Diploma College Prep option must achieve a cumulative GPA of 3.5,

- A student in the Three-year Standard Diploma Career Prep option must achieve a cumulative GPA of 3.0,
- A student must receive a weighted or un-weighted grade of 3.0 or better in every completed course required in the Three-year Standard Diploma College Prep option, and
- A student must receive a weighted or un-weighted grade of 2.0 or better in every completed course required in the Three-year Standard Diploma Career Prep option.

If at the end of 10th grade a student is not on-track to meet the general FCAT and GPA requirements above, the school will notify the student and parent of the following:

- The requirements that the student is not meeting,
- The specific performance necessary in the 11th grade for the student to meet the requirements of the Three-year graduation option,
- The right to voluntarily opt for the Four-year Standard Diploma option, and
- The student shall be moved to the Four-year Standard Diploma option for any of the following reasons:
 - Opting for the Four-year Standard Diploma,
 - Failure to earn 5 credits by the end of grade 9,
 - Failure to earn 11 credits by the end of grade 10,
 - Failure to score a level 3 or better on the 10th grade FCAT writing, and/or
 - Failure to meet the general FCAT and GPA requirements by the end of the 11th grade.

Standard Three-year College Preparatory Diploma
1003.429(1-2) FS

The Three-year College Preparatory Standard Diploma requires 18 credits, at least 6 of which must be identified as honors, dual enrollment, or Advanced Placement (see Weighted Grades). This graduation option requires the following distribution of credits:

- **Four credits in English**, with major concentration in composition and literature;
- **Three credits in mathematics** at the Algebra I level or higher from the list of courses that qualify for state university admission;
- **Three credits in science**, two of which must have a laboratory component;

- **Three credits in social sciences**, which must include one credit each in American History and World History, and a half credit each in American Government and Economics;
- **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
- **Three credits in electives**

Standard Three-year Career Preparatory Diploma
1003.429(1-2) FS

The Three-year Career Preparatory Standard Diploma requires 18 credits. This graduation option requires the following distribution of credits:

- **Four credits in English**, with major concentration in composition and literature;
- **Three credits in mathematics**, one of which must be Algebra I;
- **Three credits in science**, two of which must have a laboratory component;
- **Three credits in social sciences**, which must include one credit each in American History and World History, and a half credit each in American Government and Economics;
- **Three credits in a single vocational** or career education program or,
- **Three credits in career** and technical certificate dual enrollment courses or,
- **Five credits in vocational** or career education courses.
- **Two credits in electives** unless five credits were earned in vocational or career education courses.

Course Credits for High School Graduation

Definition of Credit
1003.436(1-2) FS

The following requirements must be met before course credit may be earned: The course must be included in the state's accepted course descriptions for high school. Performance standards aligned to the

designated course must be taught and mastered, and the instruction may be based upon the following criteria:

- Performance based credit acquisition verified by student assessment aligned to the performance standards,
- A minimum of 135 hours of bona fide instruction aligned to the performance standards, and
- A minimum of 120 hours of bona fide instruction in a school board approved and block scheduled school aligned to the performance standards.

Credits may be earned in one-half credit increments if the student has demonstrated mastery of at least half of the performance standards.

Credit Identified as Remedial/Elective

1003.43(2) FS

Remedial and compensatory credit:

Students entering ninth grade who are substantially deficient in reading or mathematics skills as determined by FCAT or district assessments must participate in a program to remedy the identified deficiencies.

No student may be granted credit toward high school graduation for enrollment in **any Level I course** 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 (IEP), or in a student's Performance Monitoring Plan (PMP) signed by the principal, the guidance counselor, and the parent/guardian of the student, or the student if he/she is 18 years of age or older. Credits earned for remedial compensatory courses will only receive elective credit.

Credit Toward Graduation Excluded for Certain Courses

1003.43(7) FS

No student will be granted credit toward graduation for more than:

- Nine elective credits earned in remedial compensatory courses,
- One credit earned in exploratory career courses, and
- Three credits in practical arts family and consumer sciences.

No student may receive credit for a Level 1 course unless the student's assessment indicates a more rigorous course would be inappropriate. The student's performance plan must indicate this need and be signed by the student's principal, guidance counselor, and parent before elective credit may be awarded.

Credit for Volunteer and Community Service

HCSB-406

1003.43(1-3) FS

The Hendry County School Board encourages students to participate in non-paid voluntary community or school service work.

Students electing to participate in the Florida Academic Scholars Program must complete a minimum of 75 hours of community service by the date of their graduation. Schools may award a maximum of one-half credit in social studies and one-half elective credit for student completion on non-paid voluntary community or school service work. Students choosing this option must complete a minimum of 75 hours of service in order to earn the one-half credit in either category of instruction. Credit may not be earned for service provided as a result of court action. The school principal is responsible for approving specific volunteer activities and documenting hours of service.

Credit for Courses Taken Prior to Ninth Grade

1003.43(1) FS

Credit earned prior to enrollment in grade 9 may be for high school credit and may satisfy graduation requirements. The courses must be identified as high school grades 9-12 courses eligible for high school credit in the Florida Course Code Directory. These courses could include any dual enrolled course approved for high school credit.

Credit Waivers for Adult Learners

1003.43(6) FS

Students who withdraw from the high school in grades 9-12, and who are then enrolled in the appropriate adult community school seeking a standard diploma through credits, may waive both the physical education requirement and the laboratory component of the science course credit requirement.

High School to Business Career Enhancement
1003.496 (FS)

High school students may participate in internships through partnerships with employers who are located within the communities served by the Hendry District School Board. Internships must include an employer's evaluation of the student using criteria established by the school board. To participate, students must be in grades 9-12 and the must have a weighted grade point average of 2.0. The internship must be consistent with the student's career goals, and h/she may participate in one internship per year. The district may develop up to 100 internship opportunities, each lasting 18 weeks, and the student may not be required to work more than 20 hours per week. Academic credit will be awarded as stipulated in the Florida Course Code Directory.

Diplomas, Certificates and Endorsements

A student attending Hendry County Schools may seek one of the following types of diplomas:

- Standard diploma;
- Standard diploma from the Performance Based Diploma Program;
- Standard diploma with a College Ready, Tech Prep, or Florida Gold Seal Career and Technical Endorsement;
- Certificate of completion; or a
- Special diploma or special certificate of completion.

Standard Diploma Requirements for Entering Out-of-State or Foreign Students
1003.433 FS

Students entering Hendry County Public Schools at the eleventh or twelfth grade from out-of-state or from a foreign country may waive or modify the credit requirements for a standard diploma. These entering students must meet the following criteria:

- A cumulative GPA of 2.0 or above;
- A passing score on the Tenth grade FCAT, or a state approved alternative assessment with an established concordant passing score; and
- Met all the credit requirements of the transferring school system.

These entering students are eligible for intensive assistance based upon demonstrated student need in any of the following areas:

- English language skills for ELL/ESOL students with less than two years in the program,
- Mastery of benchmarks contained in the Sunshine State Standards,
- Performance Based instruction and credit acquisition, and/or
- GED Exit Option.

A student defined under this subsection receiving a certificate of completion is eligible to take the College Placement Test (CPT) and to be admitted into remedial or credit courses at a state community college. The certificate of completion must contain "CPT Eligible" and is reported with a W8 withdrawal code in order to identify the student as eligible for admission to community college.

A student defined under this sub-section may participate in an adult general education program, and is exempt from any tuition or fees. A student attending an adult general education program may retake the 10th grade FCAT an unlimited number of times, and upon meeting FCAT graduation requirements is eligible for a standard diploma.

Standard Diploma Requirements for Students with Disabilities

1003.43(4) FS

1003.43(11) FS

1003.438 FS

Students with disabilities should not be limited to a special diploma or special certificate of completion. A student -- after an appropriate request, referral and placement -- may pursue a standard diploma or certificate of completion. In order to provide students with disabilities the opportunity to meet graduation requirements for a standard graduation option and standard diploma, schools may use one of the following strategies:

- Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students in the district school board student progression plan, or

- Assignment of the exceptional student to a basic education class for instruction that is modified to accommodate the student's exceptionality.

The strategies employed will be based upon an assessment of the student's needs and shall reflect the decision in the student's Individual Educational Plan (IEP).

A student with a disability for whom the IEP committee determines that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the FCAT requirement waived for the purpose of receiving a standard high school diploma. This waiver can be granted after the student meets the following criteria:

- Completes the minimum number of credits and other requirements, and
- Does not earn a passing score on the FCAT as required for all three-graduation options after one assessment opportunity in 10th grade and one assessment opportunity in 11th grade.

Performance Based Diploma Program (PBD)

The Sunshine State Standards and the Florida Course Descriptions base course credits and grades earned within PBD upon student performance and mastery of course standards as defined. Credit is not given based on time spent on standards acquisition. The student must meet the requirements for a standard diploma, and she/he must have a dropout prevention plan.

Standard Diploma Requirements for a GED Exit Option

1003.43(5) FS

A high school student may not receive special assistance toward earning a General Educational Development (GED) test unless the student has met all other graduation requirements with the exception of the 2.0 GPA. In addition, a student enrolled in an approved GED Exit Option program may receive special assistance in passing the GED test and mastering the necessary skills to pass the FCAT.

A student must pass FCAT requirements and the GED in order to receive a Standard Diploma under the GED Exit Option. Requirements to participate in the GED Exit Option are updated yearly. This option is

available only to students who are past the compulsory attendance age.

Standard Diploma Endorsements

College-Ready Endorsement

The student must meet the requirements for a standard diploma. The credits must be earned in the following disciplines:

- Algebra, 2 credits; Geometry, 1 credit (or equivalents);
- Biology, 1 credit; Chemistry, 1 credit; Physics, 1 credit (or equivalents);
- Foreign Language, 2 sequential credits (or equivalents); and
- Honors or College English, 1 credit; (or equivalent).

The student must also meet the following requirements:

- An acceptable score of at least 1000 on the Scholastic Aptitude Test (SAT), or 20 on the Enhanced American College Test (ACT), or a passing score on the Common Placement Test; and
- Earn a grade of C or better in each course used to qualify for the endorsement (D grades count toward graduation, but do not meet requirements for the endorsement).

The college-ready diploma entitles a student to admission in any public post-secondary program, which terminates with a technical certificate, an A.S., or A.A. degree, without having to take a placement test.

Florida Gold Seal Career and Technical Endorsement

1003.43(9) FS

The student must meet all requirements for a standard diploma, and she/he must complete a vocational job preparatory program consisting of a minimum of three credits. The student must meet these other conditions for Gold Seal Endorsement:

- The student must demonstrate competency related to the specific job preparatory programs as evidenced by passing a countywide career and technical examination; basic skills of reading, writing and computation relating to the occupation as evidenced by passing the FCAT; and general

skills and knowledge related to employability as evidenced by the interview required during the verification process.

- 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 3.0 grade point average.

Applications for the Florida Gold Seal Career and Technical 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.

Additional Diploma Designations

1003.4285 FS

Rule 6A-1.0995 FAC

Beginning with the 2008-2009 school year, the following four new designations to the standard high school diploma will be added:

- Major Area of Interest
- Completion of four or more accelerated college credit courses in AP, IB, AICE, or dual enrollment
- Career education certification
- Florida Ready to Work Credential

Florida Ready to Work Credential

1004.99 FS

By the 2008-2009 school year, each standard high school diploma shall include, as applicable, a designation reflecting a Florida Ready to work credential. This credential is earned by any student who successfully passes assessments in Reading for Information, Applied Mathematics, and Locating Information, or any other assessment of comparable rigor. Each assessment shall be scored on a scale of 3 to 7. The level of credential that each student receives is based on the following:

- A bronze-level credential requires a minimum score of 3 or above on each of the assessments.
- A silver-level credential requires a minimum score of 4 or above on each of the assessments.
- A gold-level credential requires a minimum score of 5 or above on each of the assessments.

The Florida Ready to Work Credential and portfolio is awarded to students upon successful completion of the instruction. Each portfolio must delineate the skills demonstrated by the student as evidence of the student's preparation for employment.

Special Recognition and Awards for Students with a Standard Diploma

The Bright Futures Program

1003.43(1) FS

This program consists of three types of merit-based scholarships for Florida resident high school graduates. Students are eligible to claim their scholarships for up to three years following graduation for either full-time or part-time study in Florida public and private post secondary institutions, including proprietary vocational schools. Beginning in the ninth grade year, guidance counselors, teachers, and school administrators will monitor each student's eligibility to participate in these scholarship programs. The scholarships are known by the following names:

- Florida Academic Scholars Award,
- Florida Merit Scholars Award, and
- Florida Gold Seal Vocational Scholars Award

The amount and type of scholarship award is based on the student's high school grade point average (GPA), the courses the student took in high school, the type of program in which the student enrolls, and the number of student credit hours in which the student enrolls. For specific requirements and benefits, consult the school counseling office or the Department of Education home page at www.firn.edu/doe/doehome.htm, then select student; then financial aid; then Bright Futures for the latest information.

A course designated in the Course Code Directory as grade 9 through grade 12, which is taken below the 9th grade, may be used to satisfy high school graduation requirements or Florida Academic Scholar's Certificate Program requirements.

Alternatives to a Standard Diploma

Certificate of Completion

1003.43(9-10) FS

- A student must have met all other requirements for a standard diploma except he/she has not passed the FCAT or the minimum grade point average necessary for graduation.
- The student has been counseled and made aware of the alternatives available.

A student may continue to master the Sunshine State Standards assessed on the 10th grade FCAT after the senior year as long as she/he meets one of the following conditions:

- Full-time or part-time high school enrollment for one additional year,
- Adult school enrollment, and/or
- Summer school enrollment.

A student holding a certificate of completion that is able to pass the FCAT requirements for graduation may receive a standard diploma.

Special Diploma

HCSB-407

1003.438 FS

- The student must have been enrolled in the special education program and completed all requirements of federal and state guidelines governing placement in the special education program,
- A student with disabilities pursuing a special diploma must meet all the requirements set forth in the district's policies and procedures for student's with disabilities, and
- A student classified as Profoundly Mentally Handicapped (PMH) may qualify if the student meets all the district requirements for a PMH student.

Special Certificate of Completion

HCSB-407

1003.438 FS

- A student must have met the requirements for a special diploma except for demonstrated mastery of special state minimum requirements for his exceptionality,
- A student has been counseled and made aware of the alternatives available,
- An exceptional student pursuing a special certificate of completion must meet requirements, and
- A student classified as Profoundly Mentally Handicapped (PMH) may qualify if the student meets all the district requirements for a PMH student.

Assessment of High School Student Performance

HCSB-401

HCSB-406

1003.43(5) FS

1008.22 FS

A secondary student is assessed and earns grades as outlined in the general requirements.

A secondary student shall participate in all grade appropriate assessments mentioned in the general requirements. A high school student may participate in a variety of assessments designed to measure readiness for post secondary study or entrance to college. All high schools shall have a written plan to encourage a student's post secondary readiness consistent with career goals and the student's chosen educational pathway.

Preliminary ACT, PLAN

1007.35(1) FS

The Preliminary ACT (PLAN) is administered under the Florida Partnership for Minority and Underrepresented Student Achievement at grade 10. The purpose of the test is to pre-identify students who may aspire to a post-secondary education after high school graduation. Counseling after test results arrive allows students to establish or reevaluate graduation pathways and to set goals appropriate to their academic potential. Such reevaluations will be useful in determining potential involvement in state and district scholarship and recognition programs.

Electronic Personal Education Plan (ePEP)

1003.4285 FS

By the 2009-2010 school year, entering 9th graders are required to have completed an electronic Personal Education Plan (ePEP) in order to be promoted from 8th grade. Those who enter high school that year or after without an ePEP, including students who completed 8th grade out of state, in a private school, or who were home-schooled, must be given assistance in creating a plan. Therefore, 100% of 9th graders in 2009-2010 and after will have an ePEP, which they must review yearly to track their progress and modify as required. Counselors or other personnel will be able to check that each student has visited their plan, and view any changes made, through the Student Activity System. The system currently records the date the students viewed their records and will be modified to also show the date the ePEP was actually updated (i.e., changed).

Grades and Other Notices of Student Progress

High School Grade Forgiveness

1003.437 FS

Students in grades 9-12 may retake a course in which he/she receives a final grade of "D" or "F" for the purpose of improving the final grade. If a higher grade is earned, the lower grade will be forgiven and the higher grade will be used to compute the student's official grade point average. Both the first time a course is taken and subsequent course attempts will be a part of the student's record of courses completed (official transcript). Only the course counted for the official GPA will reflect credit earned.

A student in the middle grades who takes a high school course for high school credit and earns a grade of C, D, or F in that course must be allowed the opportunity to replace that grade with a C or higher in a grade earned subsequently in the same or comparable course. The higher grade will be used to compute the student's official grade point average.

High School Weighted Grades

1003.437 FS

1007.271 FS

High schools may use a weighted grading system to establish class rank and to provide an incentive for a course with rigorous expectations for student achievement. A high school student may earn an additional quality point for a passing grade in any Advanced Placement or dual enrollment course. In addition, specific courses designated as Level III in the state's Course Code Directory and identified as honors courses in the high school program of study may also earn an additional quality point for a passing grade. These quality points increase the point value for credits earned, and when divided by the credits attempted may result in a higher GPA for a student enrolled in these more challenging courses.

College level dual enrollment courses must be weighted the same as honors and advanced placement courses. A student must have a 3.0 unweighted GPA in order to enroll in a college credit class, and a 2.0 unweighted GPA in order to enroll in a career certification program. There must be no discrimination against dual enrollment courses in the assigning of weighted grades or the calculation of cumulative grade point averages.

Middle and High School Student Plans, Parent Information, and Notification

Readiness for Post Secondary Education and the Workplace

1007.02 FS

1006.02(4) FS

Middle and high schools are required to assist students and parents to establish an appropriate pathway to post secondary education and/or the workplace. This pathway should include clear expectations for student performance, appropriate course selection, and goal setting. It is the intent of the district as well as the state that students with disabilities be actively involved in this process. These expectations for students with disabilities are articulated within the state's ENNOBLES Act.

The FCAT assesses the workforce skills contained in the state's Education Goal 3 standards. Further, these Goal 3 Standards are directly related to the U.S. Department of Labor's SCAN report on

skills necessary in the workplace. High schools are required to use FCAT results to assess a student's preparation for the workforce, and to provide both the student and parent the results of this assessment.

Career and Professional Education

1003.491 FS

1003.492 FS

1003.493 FS

1011.62 FS

Middle and high school students will be provided rigorous and relevant career-theme courses that articulate to postsecondary-level coursework and lead to industry certification, support local and regional economic development, respond to Florida's workforce needs, and provide residents with high-wage and high-demand careers.

Beginning with the 2007-2008 school year, the district school board will develop, in collaboration with workforce boards and postsecondary institutions, a five-year strategic plan to address and meet local and regional workforce demands. This plan must be completed by June 30, 2008, and it must include provisions to have in place at least one operational and professional academy at the beginning of the 2008-09 school year.

Student and Parent Notification of Graduation Options

1003.429(4) FS

Beginning with the 2006-07, school year each student in grades 6-9 and their parents will be provided a summary of the three graduation options, curriculum, and timeframe for each option. Selection of the graduation option is exclusively the choice of the student and parent, and an accelerated option must be made by the end of the student's ninth grade year. If the student and parent do not select a graduation option, the standard four-year option will be considered the selection of the student.

Student and Parent Notification For Students with GPA below 2.0

At the end of each semester, the parent or guardian of each student in grades 9, 10, 11, and 12 who has a cumulative grade point average of less than 0.5 above the cumulative grade point average required for graduation shall be notified that the student is at risk of not meeting the requirements for graduation. The notice shall contain an

explanation of the policies the district has in place to assist the student in meeting the grade point average requirement.

Student and Parent Notification For Acceleration Mechanisms
1003.02(1) FS

The high school's Program of Studies, on or before the beginning of each school year, will notify students and parents of the opportunities and advantages of Advanced Placement and dual enrollment. These programs provide a student the opportunity to acquire college credit while attending high school and working toward high school graduation.

Supplemental Academic Instruction for Secondary Students

Special Programs for Special Needs

Exceptional Student Education (ESE)

A student identified under federal, state, and district ESE eligibility requirements has a number of services available specific to educational needs identified in the student's Individual Educational Plan (IEP).

Placement in ESE programs is recommended after careful screening and testing to determine the special needs of the child. These programs include:

Gifted (ELP), Specific Learning Disabled (SLD), Emotionally Handicapped (EH), Educable Mentally Handicapped (EMH), Trainable Mentally Handicapped (TMH), Profoundly Mentally Handicapped (PMH), Physically Handicapped (PH), Visually Impaired, Autistic, Hearing Impaired, and Speech and Language Impaired.

These programs may be provided in a self-contained classroom setting, a resource room, or as an inclusion program in a regular classroom setting.

ESE Summer School

This mechanism may be used to provide extended year services for ESE students when required in the student's IEP.

Instructional Modification

These modifications are determined by a child study effort involving the parent/guardian and school staff. The resulting modifications are documented by the following student plans: PMP, 504 Plan, IEP, or Language Enriched Plan. Significant course modifications shall have the approval of the principal and be submitted to the district and state for approval.

English Language Learners (ELL)

This program includes special teaching strategies designed to assist a student in learning grade appropriate standards regardless of the student's primary language.

Special Programs for Acceleration and Intensive Instruction

Academic and Career/Technical Dual Enrollment Program

1007.271 FS

1007.272 FS

1007.235 FS

Students demonstrating a readiness for postsecondary coursework and seek a college degree may qualify for dual enrollment. Minimum requirements may include an acceptable score on the Common Entrance Exam or an acceptable alternate assessment and a 3.0 on an un-weighted GPA. Students that demonstrate a readiness for Career/Technical coursework may qualify for dual enrollment. Minimum requirements may include an aptitude for career and technical tasks and a 2.0 on an un-weighted GPA.

The dual enrollment instruction does not have to take place at the high school site, and may take place during school hours, after school, or during the summer. Credit obtained in this manner may be recognized by the high school, as well as the post-secondary institution offering the course work, and must be used toward the 24 credit high school diploma requirements. A student will receive an additional quality point for any passing grade and credit awarded in a dual enrollment course. Courses eligible for inclusion in the dual enrollment program must be specified in the Interinstitutional Articulation Agreement between the district and post-secondary institution. A dual enrolled student is exempt from payments of registration and fees at the post-secondary institution.

Specific details are found in the Inter-institutional Articulation Agreement and Articulated Acceleration Plan for College Level Instruction for High School Students between Edison College (EC) and other post-secondary institutions and the Hendry County School Board. These agreements are submitted for ratification/approval on an annual basis, and must include the following criteria:

- Courses and programs available to dual enrolled students,

- Eligibility requirements for dual enrolled students and the process of screening student progress prior to enrollment,
- Enrollment process including the roles and responsibilities of the student and parent,
- The high school credit calculation for post-secondary credit earned,
- Institutional roles and responsibilities including funding and allocation of resources,
- Process for monitoring student progress,
- Process for evaluating with criteria the quality of curriculum and instruction, and
- Transportation responsibilities.

Advanced Placement Program

1007.27(6) FS

1007.272 FS

The Advanced Placement program is administered by the College Board and provides postsecondary credit for students that score a minimum of 3.0 on a 5.0 scale on a final assessment provided by the College Board. The Advanced Placement courses are designated in the program of study at each high school. The school board may authorize through a collaborative agreement with a postsecondary institution a joint Advanced Placement/Dual Enrollment course. A student may elect to take either dual enrollment credit or Advanced Placement credit with a minimum on 3.0 on a 5.0 scale for the final assessment. A student completing a joint course is never permitted to claim double credit, and is never required to take the Advanced Placement exam as a condition for earning a dual enrollment credit.

Articulated Acceleration Mechanism

1007.27 FS

This mechanism provides opportunities for students to take programs and courses designed to enhance the secondary school experience or enter post-secondary programs prior to graduation.

Articulated acceleration mechanisms may include, but are not limited to, dual enrollment, early admission, Advanced Placement, credit by examination, International Baccalaureate, the Advanced International Certificate of Education Program, and the on-line courses through the Florida Virtual School.

These programs when available within the Hendry County School System are available for ELL/ESOL students, students with disabilities, and home school students residing in Hendry County. The high schools will notify and inform all students and parents through the Program of Study and other appropriate media about the opportunities for accelerated credit acquisition, and the variety of pathways leading toward postsecondary education and/or the workplace.

The District School Board and the State Board of Education review the mechanisms for articulated acceleration. The review is intended to maximize the opportunities for students to accelerate toward postsecondary education and/or the workplace.

Credit by Examination Program

1007.27(7) FS

The Credit by Examination Program allows students to demonstrate mastery of course performance standards and acceptable levels of achievement on designated postsecondary courses and apply the earned credit toward high school graduation and college credit. Credit by examination must have the prior approval of the high school principal and the postsecondary institution offering the assessment.

Early Admission Program

1007.27(5) FS

The Early Admission Program allows a student to enter college following completion of grade eleven, substituting two semesters of college for the fourth year of high school, and counting college credits toward high school graduation. The student is responsible for making 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 following requirements shall be met by the applicant:

- Submit a high school transcript that indicates the applicant has completed grade 11 with at least a 3.0 cumulative grade point average on all high school work.
- Submit a written approval and recommendation from the high school principal,
- Submit a written request from a parent or guardian for the student to be enrolled as an early admission student. This request must include a statement that the parent

understands and concurs with the conditions of admission and with all college regulations,

- Declare his/her willingness to abide by all general admission requirements and college regulations, and
- Declare his/her willingness to comply with the State Board of Education regulations that require the student to complete the following tasks:

- (a) Complete two college semesters with at least a normal class load (12 hours each semester);
- (b) Maintain a "C" average in college courses; and
- (c) Complete remaining courses for student to meet high school graduation requirements.

Florida Virtual School

1001.42(21) FS

Students may enroll for high school course credit with the Florida Virtual School. Credit toward graduation and grades will be awarded after successful completion of these on-line courses. Course availability will be determined by Florida Virtual School and is offered during semesters 1 and 2 and the summer session.

Off-Campus Program

Students in district approved off-campus programs who meet the graduation requirements will receive a diploma from their home school.

Students will be allowed to take correspondence and/or teleconference courses for high school credit only from schools that are a part of the State of Florida Community College and University systems. Such courses must have the prior approval of the superintendent or his designee.

Florida Virtual School provides an opportunity for students to enroll in classes via the internet with permission from the high school principal or his/her designee.

Summer Enrichment Program

These programs provide instruction above and beyond grade level expectations found in the Sunshine State Standards. These programs

enrich and enhance the educational experience of students and provide depth as well as breadth to the curriculum.

Transfer of College Credit

A college course may be transferred for high school credit only with the prior approval of the principal. High school credits earned are determined by state statute and the cooperative agreements between Hendry County School Board and the post-secondary institutions.

Drop-Out Prevention and Alternative Education

1003.53 FS

Academic Assistance and Achievement (AAA)

The AAA Program is designed for 7th - 12th grade students who exhibit characteristics of being unsuccessful or disinterested. These characteristics generally are prevalent in the student who has a low grade point average, is frequently tardy, and has excessive absences. AAA includes a middle school reading program that specifically targets raising a student's reading skills to grade level expectations.

Academic Tutorial Program

The Academic Tutorial Program is for students who are unsuccessful in language arts and/or mathematics as demonstrated on a standardized test. The program is designed to raise student expectations and achievement in the basic skills areas of language arts, mathematics, writing, and science.

Adult School

HCSB-410

HCSB-411

HCSB-412

1004.93 FS

1006.43(6) FS

A student may enroll in adult school if she/he is beyond the state's compulsory education age (16 years of age) and has appropriately withdrawn from her/his K-12 school of record. A student not meeting the age requirement may petition the superintendent for a waiver to attend adult school.

A student enrolled in adult school may continue to pursue a high school diploma under any of the available graduation options. A student may receive support and assistance in the following areas:

- Remedial skill development and mastery of the Sunshine State Standards necessary to pass the FCAT for reading and mathematics required for graduation,
- Credit accrual in order to meet the credit and course requirements for graduation. The following course credit requirements for graduation may be different than the regular high school graduation requirements:
 - The 1 credit in physical education is not required and may be replaced with an elective credit;
 - The science credits required for graduation are not required to have a lab component; and
 - Any course in art, music, dance, or drama listed in the state's Course Code Directory will satisfy the credit requirement in performing arts; and
- Improved grade point average within the district's grade forgiveness policy.

A student may choose to pursue a General Educational Development (GED) diploma in lieu of a standard high school diploma through the adult school.

Extended Day/Year Instructional Program

Provision of accelerated learning activities for students with identified instructional needs.

Integrated Learning Programs

These programs provide diagnosis and prescriptive instruction through the use of technology to meet individual student needs. These programs also monitor and evaluate student-learning gains over time.

Migrant Tutorial Program, Migrant Advocate/Counselor Program, Summer Migrant Institute

These programs meet the special needs of a highly mobile population with a traditionally high dropout rate.

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

Performance Based Diploma Program (PBD)

PBD, in collaboration with other instructional initiatives, meets the needs of a student at high risk of not completing the traditional secondary program of studies.

Prerequisite Academy

This program provides a student performing below grade expectation in grades 6 - 9 an opportunity during the school year or in the summer to receive prerequisite readiness skills (reading, writing, and mathematics) for middle school and/or high school. A student may raise grade level performance and earn credit in the high school program. The academies will use the Student Support and Assistance model to provide ongoing as well as follow-up assistance.

Student Support and Assistance (SAA)

SSA is a dropout prevention strategy that may provide individualized services, support, and continuity of care based upon a student's needs in the following programs:

- AAA—Academic Assistance and Achievement,
- Prerequisite Academy,
- Teenage Parent—TAP Program,
- CYDA—Clewiston Youth Development Academy, and
- LYDA—LaBelle Youth Development Academy.

SSA may also be used for a student transitioning from one of these programs and returning to the regular mainstream academic program of the home based school.

13th Year Participation:

A student who has earned the credits required for graduation, but who has not mastered the State Student Performance Standards as shown on the FCAT, and receives or is eligible for a Certificate of Completion,

may elect to remain in the secondary school either as a full-time student or a part-time student for up to one additional year and receive remedial instruction.

Teenage Parent Program (TAP)

TAP provides an appropriate instructional program that will not only provide a more wholesome and healthful existence for teen parents and children, but also serve as a guide for future family planning. Through follow-up Student Support and Assistance, TAP students are assisted in transitioning to the parent/student role.

Youth Development Academies (CYDA, LYDA)

The academies offer a student a second chance for success within a positive and firm, yet nurturing environment. There will be NO idle time: active learning and meaningful work will be a part of every minute, every hour and every day at the academy. A student will develop skills, values, and attitudes that will allow either the successful return to a regular school setting to earn a high school. The student may also opt to earn a GED diploma. The mission of the academies is that every student be prepared to successfully compete in the job market and to become a responsible member of their community.

Middle and High Student Attendance

Compulsory Attendance

HCSB-301

1003.21(1) FS

A secondary student with unacceptable patterns of attendance may fail to be promoted. Secondary courses have discrete Sunshine State Standards, which must be substantially mastered before a passing grade and/or credit can be earned.

A truant or habitual truant student shall demonstrate mastery as determined by the classroom teacher before a passing grade or credit is earned. In addition, a student may lose driving privileges or be unable to obtain a valid Florida Driver's License. Both a student and parent/guardian may be liable for legal action for chronic non-attendance. If a student is 16 years of age and desires to drop out of school, a formal declaration of intent to terminate school enrollment must be signed by both the student and parent and filed with the district school board. The school is required to inform both the student and parent of the negative consequences of such a decision, including the long term financial impact.

Retention/Promotion for 3rd Grade Students

