

**DRAFT**

**ELEMENTARY SCHOOL PROGRESSION PLAN**

***ENTRANCE REQUIREMENTS***

**Mandatory School Age**

Florida Statute (s.1003.21) requires that a child, who will be six (6) years old by February 1, must attend school regularly during the entire school term. A child who will be six by February 1 must start school at the beginning of the school year in which he or she will become six.

**Initial Entry to Kindergarten**

Children entering kindergarten in the Jefferson County Schools for the first time must comply with (s.1003.21, F.S.), regarding entry age. A child must be five (5) years old by September 1, in order to meet the Florida age requirement for kindergarten.

**Initial Entry into First Grade**

Children entering the first grade must comply with (s. 1003.21, F.S.). Any child who has attained the age of six (6) years on or before September 1 of the school year, and who has satisfactorily completed the requirements for kindergarten in a public or nonpublic school, shall be eligible to enter first grade. A public or nonpublic school must provide written documentation of satisfactory completion of kindergarten.

**Transfer Requirements**

Elementary grade placement of transfer students to the district shall be in accordance with the requirements as stated in (s.1003.21, F.S.), and State Board Rule 6A-1.0985 and shall be subject to the following conditions:

- A. **Underage In-State Transfers from Nonpublic Schools to Kindergarten**  
Pupils transferring from a nonpublic Florida kindergarten to Jefferson County Schools must meet the Florida age requirements for entry age to kindergarten as stated in (s.1003.21, F.S.).
  
- B. **Underage In-State Transfers from Public and Nonpublic Schools to First Grade**  
Children entering the first grade in Jefferson County Schools for the first time must comply with (s.1003.21, F.S.). Any child who has attained the age of six (6) years old, on or before September 1, and has written documentation of satisfactory completion of kindergarten from a public or nonpublic school from which the district accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's student progression plan. Pupils not meeting the above requirements will be enrolled in kindergarten.

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

Entry into kindergarten and first grade by out-of-state transfer students who do not meet regular age requirements for admission to Florida public schools shall be in accordance with Florida Administrative Rule 6A-1.0985 which states:

1. Any student who transfers from an out-of-state public school shall be admitted upon presentation of the following data:
  - a. official documentation from the parents or guardians that the child was a legal resident of the state in which he or she was previously enrolled in school.
  - b. an official letter or transcript from a proper school authority which shows record of attendance, academic information, and grade placement of the student.
  - c. evidence of immunization against communicable diseases as required in (s. 1003.22, F.S.).
  - d. evidence of date of birth.
  - e. evidence of a medical examination completed within the last 12 months.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, and if the transfer of the student's academic credit is acceptable under the rules of Jefferson County Schools. Transfer students must provide the required data as stated above.
  
2. Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under the rules of the school board.

Elementary grade placement of all transfer students in grades K-6 shall be on a probationary basis until transfer work is validated on the basis of official evidence of pupil achievement or competence available to the school principal. Academic performance of the transfer student on the Jefferson County screening and placement assessments and in the classroom shall be considered in making the final decision.

The principal of each school may reassign a student to the grade level at which he/she can best perform academically. The basis for reassignment 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.

**KINDERGARTEN READINESS UNIFORM SCREENING SYSTEM**

(S.1102.69, F.S.)

Florida Statutes requires that the Department of Education implement a statewide kindergarten screening that assesses the readiness of each student for kindergarten based upon the Voluntary Prekindergarten Education Program performance standards (s.1002.67, F.S.). The Florida Readiness Screener (FLKRS) will be administered to every kindergarten student within the first 30 days of the school year, beginning with the 2006-2007 school year. FLKRS is comprised of two screening instruments:

- a. Early Childhood Observation System (ECHOS)- an ongoing, observation instrument which provides an overview of development in seven areas:
  - Language and Literacy
  - Mathematics
  - Social and Personal Skills
  - Science
  - Social Studies
  - Physical Development and Fitness
  - Creative Arts
- b. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)- a reading assessment administered between days 20 and 30 to assess:
  - Initial Sound Fluency
  - Letter Naming Fluency

**ASSESSMENT K-3 STUDENTS**

(s.1002.20(11), F.S.)

Each elementary school must regularly assess the reading ability of each K-3 student. Screening, diagnostic, and progress monitoring assessments will be administered to students with reading deficiencies. The parent shall be immediately notified of the deficiency with a description and explanation of the student's deficiency and shall be informed that the student will receive intensive intervention until the deficiency is corrected.

***ELEMENTARY STUDENT PERFORMANCE STANDARDS***

**(Grades K-6)**

Florida Statutes (s.1008.25, F.S.), establishes student progress guidelines in math, reading, writing, and science proficiency in grades K-6.

**EVALUATION OF PERFORMANCE RELATED TO THE SUNSHINE STATE STANDARDS** (S.1008.25(2)(a), F.S.)

The Sunshine State Standards are a collection of concepts that students are expected to know, understand, and put into practice as they progress through school. State Standards for Language Arts, Mathematics, Science, Social Studies, the Arts, Health and Physical Education, and Foreign Languages were developed in consultation with teachers, administrators and parents. The Sunshine State Standards serve as a guide to advise teachers and parents what students are expected to know and be able to do.

**State Grade Level Expectations (GLEs)**

The state has developed Grade Level Expectations (GLEs) and course descriptions to provide course and grade-specific focus for instruction. Jefferson County Schools' adopted curricula, including the accompanying assessment materials, have been correlated with the Grade Level Expectations to provide teachers with appropriate resources for instruction of the state standards. A score of 70% mastery of the core benchmarks will serve as the minimum proficiency score. Mastery of the GLEs is one of several promotion criteria.

**Report Cards**

Florida Statutes (s.1001.27, F.S.) requires that each district school board shall use the regular periodic report of academic progress for students in kindergarten through grade 8 to notify parents when a student is working at a skill level below that of his assigned grade placement. The report cards must show the student's academic performance, conduct/behavior, attendance, including absences/tardies.

Jefferson County Schools will distribute report cards to parents, reporting the progress of students towards achieving state and district expectations for proficiency in reading, writing, mathematics, and science, including the results on state assessment tests. The evaluation of students' progress must be based on classroom work, observations, tests, district and state assessments, and other relevant information.

- Report Cards are issued quarterly in accordance with the Jefferson County School Calendar, which is distributed to schools and community prior to the start of the school year.
- When a student is working on or above grade level, satisfactory grades on a report card shall indicate that a student is meeting the Sunshine State Standards, as well as the objectives identified in adopted curricular programs for that grade level.
- Students working below grade level may still receive satisfactory grades.

### **Grading Below Grade Level Students**

Parents will be notified of reading and/or math deficiencies, as indicated by a Level 1 score on FCAT or below the 25% on the FCAT NRT.

The instructional level of the student must be indicated on the report card as well as the interim report.

Each school is to establish procedures for notification of parents or guardians, in writing, when it is apparent that a student is not making satisfactory progress towards promotion and may need special placement or retention.

The following safeguards are provided to ensure progress toward attainment of grade level proficiency.

1. A conference with the parents regarding the below grade level status of their child is required at the start of the school year.
2. A student who performs at or below grade level proficiency shall not receive a grade higher than C for more than two grading periods.
3. The school principal will monitor the process and application of assigning grades higher than a C to students who are below grade level.
4. The teacher will monitor the progress of below level students and ensure that they are provided the support and service necessary for progression to the next level.
5. The school principal will report the detailed data regarding the grading of below grade level students at the end of the school year.

### **ESOL**

To consider an ESOL student as substantially deficient, the decision may not be based solely on language proficiency. The school's LEP Committee must meet to review the student's progress and help determine what additional services are needed. The LEP Committee may consider the following criteria in addition to the criteria listed above:

1. Extent and nature of prior educational and social experience and student interview,
2. Written recommendation and observation by current and previous instructional and support services staff,
3. Level of mastery of basic competencies or skills in English and home language according to appropriate local, state, and national criterion-referenced standards,
4. Grades from current or previous years,

5. Test results outlined below:

- |                                    |   |
|------------------------------------|---|
| a. Student Identification          | How are students identified?                                  |
| b. Student Instructional Program   | What instructional program will be used?                      |
| c. Student Progress Evaluations    | How will the student be assessed?                             |
| d. Substantially Deficient Student | What is the minimum competency in reading, writing, and math? |

As required by (s.1003.56, F.S), LEP students are to be provided with comprehensible instruction that is equal in amount, sequence and scope as that provided to non LEP students. LEP students who are reading below grade level in English or who score Level 1 or 2 on FCAT in reading should be enrolled in courses appropriate to their Level of English proficiency and reading ability.

The following options for course enrollment are provided to guide schools in determining the most appropriate placement for LEP students not reading on grade level in English:

**Grades K-6**

**Option A – Recommended for LEP students who are non-English speaking and/or at the beginning or intermediate level of English language proficiency:**

1. Intensive reading instruction in addition to grade-level instruction in English/language arts or English for Speakers of Other Languages (ESOL).

Example: 90 minute block of instruction in reading which incorporates a language development focus, including instruction in the acquisition of listening, speaking, reading and writing in English.

2. Teacher qualifications:

- Teacher with appropriate grade-level certification and the ESOL Endorsement, or K-12 ESOL

**Option B – Recommended for LEP students who are at the advanced level of English language proficiency:**

1. Intensive reading instruction in addition to grade-level instruction in English/language arts or English for Speakers of Other Languages (ESOL).

Example: 90-minute block of instruction in reading which incorporates additional instruction in language development focusing on language proficiency skills student has yet to master.

2. Teacher qualifications:

- Teacher with appropriate grade-level certification and who has obtained a minimum of 60 point/hours of ESOL in-service training.

**ELEMENTARY READING DEFICIENCY**

(s.1008.25 (5)(a), F.S.)

**Intensive Reading Instruction**

Any student who exhibits a substantial deficiency in reading, based upon local or state assessments must be given intensive reading instruction immediately following the identification of the reading deficiency. Intensive instruction is usually associated with:

- a. Diagnosis/prescription targeted to specific skill development
- b. Repeated exposure
- c. Small chunks of text or content
- d. Guided or independent practice
- e. Skill development and practice integrated into all activities
- f. Frequent monitoring
- g. Criterion-based evaluation to determine success

Students must have their reading proficiency reassessed by locally determined assessments or teacher observations at the end of each grade following the intensive instruction. Intensive instruction shall continue until the reading deficiency is remediated.

**MANDATORY RETENTION**

(s.1008.25 (5)(b), F.S.)

**Beginning with the 2002-2003 school year, if the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained. If a student transfers into the district after the administration of the FCAT in grade 3, it is up to the district to assess the student's reading proficiency at the end of the year to determine if the student needs to repeat the third grade.**

**PARENT NOTIFICATION**

(s.1008.25 (5)(c), F.S.)

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

- \* The child has a substantial reading deficiency.
- \* Description of the current and proposed supplemental instructional services and supports that will be provided that are designed to remediate the identified area of reading deficiency.

- \* If the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- \* Strategies for parents to use in helping their child succeed.
- \* That the FCAT is not the sole determiner of promotion and that additional evaluations, assessments, and portfolio review may be used to determine if the student is reading at or above grade level.
- \* Additional evaluations may be used to determine if the student is reading at or above grade level. Portfolio reviews and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for grade promotion.
- \* The district's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

Each school should establish procedures for notification of parents or guardians, in writing when it is apparent that a student is not making satisfactory progress towards promotion and may need special placement or retention. Written acknowledgement of receipt of the notification letter shall be requested from the parent.

When the decision has been made to retain or give a Good Cause Exemption from Mandatory Retention, the student and parents or guardians shall be notified in writing. Intensive reading instruction for students so promoted must include an instructional day based upon an progress monitoring plan that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.

### **Grades K-3**

(s.1002.20 (11), F.S.)

Beginning with the 2004-2005 school year, each school district shall provide written notification to the parent of any retained student that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification must comply with the provisions of (s.1002.20(14), F.S.) and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

**SUCCESSFUL PROGRESSION FOR RETAINED STUDENTS**

(s.1008.25 (7)(a-c), F.S.)

Retained 3<sup>rd</sup> grade students must be provided interventions in reading to improve the student's specific reading deficiency, as measured by a reliable diagnostic assessment.

**Retained 3<sup>rd</sup> Grade Students**

Students retained in third grade must be provided intensive interventions in reading to address the student's specific reading deficiency as identified by diagnostic assessments. This intensive intervention must include:

- Effective instructional practices.
- Participation in the summer reading camp.
- Appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

Each school district (s.1008.25(7)(b)1-3, F.S.) will provide students who are retained with a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district, which may include, but are not limited to:

- Small group instruction.
- Reduced teacher-student ratios.
- More frequent progress monitoring.
- Tutoring or mentoring.
- Transition classes containing 3<sup>rd</sup> and 4<sup>th</sup> grade students.
- Extended school day, week, or year.
- Summer reading camps.

The school district shall require a student portfolio to be completed for each such student. Schools shall develop a portfolio for each student containing evidence of benchmark mastery, parent notifications, diagnostic results, and progress monitoring assessments.

Each school district will, in addition to the required reading enhancement and acceleration strategies, provide parents of students to be retained with at least one of the following instructional options:

- Supplemental tutoring in scientifically research based reading services in addition to the regular reading block or
- A mentor or tutor with specialized reading training.

**Reading Enhancement and Acceleration Development (READ) Initiative**

Beginning with the 2004-2005 school year, each school district shall establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4, and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative shall:

1. Be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools. (For non-Reading First Schools) The assessment must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension.
2. Be provided during regular school hours in addition to the regular reading instruction.
3. Provide a state adopted reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets the following specifications:
  - Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level.
  - Provides scientifically based and reliable assessment.
  - Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
  - Provides initial and ongoing analysis of each student's reading progress.
  - Is implemented during regular school hours.
  - Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

**INTENSIVE ACCELERATION CLASS FOR RETAINED 3<sup>RD</sup> GRADE STUDENTS WHO RECEIVE A SECOND RETENTION IN THIRD GRADE**  
(s.1008.25(7)(b)8, F.S.)

Districts will establish at each school an Intensive Acceleration Class for retained grade 3 students who subsequently score at Level 1 on the reading portion of the FCAT. The focus of the class shall be to increase a child's reading level at least two grade levels in one school year. The Intensive Acceleration Class shall:

1. Be provided to any student in grade 3 who scores at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion of the FCAT.
2. Have a reduced teacher-student ratio.
3. Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas.
4. Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.
5. Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist while planning and developing the instructional program and
6. Include weekly progress monitoring measures to ensure progress is being made.

Districts will report to the State Board of Education on the specific intensive reading interventions and supports implemented at the school district level. The Commissioner of Education shall annually prescribe the required components of requested reports (s.1008.25(7)(b)9, F.S.).

Districts will provide a student who has been retained in grade 3 and has received intensive instructional services and is still not ready for grade promotion, the option of being placed in a transitional instructional setting.

The setting will be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency (s.1008.27(7)(b)10, F.S.).

**If the child's reading deficiency is not remediated by the end of grade 3, the child must be retained, unless he or she is exempt from mandatory retention for good cause.**

**MANDATORY RETENTION EXEMPTIONS FOR GOOD CAUSE**

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

Good Cause Exemption from Mandatory Retention is the assignment of a student to the next grade level who has failed to meet grade level requirements. The School Board may only exempt students who demonstrate a continued deficiency in reading from mandatory retention for good cause. Students who are eligible for a Good Cause Exemption must meet one or more of the following:

**Good Cause Exemption: Grades K, 1, and 2**

1. Limited English proficient student who had less than two years of instruction in an English for Speakers of Other Languages Program.
2. Student with disabilities whose Individual Education Plan (IEP) indicates that he/she should not participate in the statewide assessment program.
3. Kindergarten student who qualifies for a transitional class.
4. Student with disabilities who has an individual education plan or a Section 504 plan that reflects that the student has received intensive remediation in reading for one or more years but, who still demonstrates a deficiency in reading, and was previously retained or assigned to a transitional class.
5. Student who has received intensive remediation in reading for one or more years, but who still demonstrates a deficiency in reading and who was previously retained or assigned to a transitional class.
6. A student whose learning disability adversely impacts cognitive ability.

## **Good Cause Exemption: Grade 3**

(s.1008.25 (6)(b), F.S.)

The district school board may only exempt students from mandatory retention for good cause. Good Cause Exemptions shall be limited to the following:

Good Cause Exemption from Mandatory Retention is meeting one or more of the following:

1. Limited English proficient student who has had less than two years of instruction in an English for Speakers of Other Languages Program.
2. Student with disabilities whose Individual Education Plan (IEP) indicates that he/she should not participate in the statewide assessment program.
3. Student who demonstrates an acceptable level of performance on the SAT-10. Students must score at or above the 45th percentile.
4. Student who demonstrates an acceptable level of performance on the NRT portion of the FCAT. Students must score at or above the 45th percentile.
5. Student who demonstrates, through a student portfolio, that the student is reading on grade level, as evidenced by demonstration of 70% mastery of the Sunshine State Standards in reading.
6. Student with disabilities who participated in the FCAT and who has an individual education plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading for more than two years, but who still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
7. Student who has received the intensive remediation in reading for two or more years but still demonstrates a deficiency in reading and who was previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years.

## **Good Cause Exemption: Grades 4 and 5**

Good Cause Exemption from Mandatory Retention is meeting one or more of the following:

1. Limited English proficient student who has had less than two years of instruction in an English for Speakers of Other Languages Program.
2. Student with disabilities whose Individual Education Plan (IEP) indicates that he/she should not participate in the statewide assessment program.
3. Student who demonstrates an acceptable level of performance on the NRT portion of the FCAT. Students must score at or above the 45th percentile.
4. Student who demonstrates, through a student portfolio, that the student is reading on grade level, as evidenced by demonstration of 70% mastery of the Sunshine State Standards in reading.
5. Student with disabilities who participated in the FCAT and who has an individual education plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading for more than two years, but who still demonstrates a deficiency in reading and was previously retained.
6. Student who has received the intensive remediation in reading for two or more years, but still demonstrates a deficiency in reading and who was previously retained for a total of two years.
7. Student who demonstrates an annual learning gain on FCAT Reading.
8. Student who demonstrates an acceptable level of performance on the SAT-10. Students must score at or above the 45th percentile.

# MIDDLE SCHOOL PROGRESSION PLAN

## INSTRUCTIONAL DAY

All students in grades 6-8 in middle schools must attend the regularly scheduled instructional day.

## REPORT CARDS

The district-adopted report card will be distributed at the end of each grading period.

The report cards must show the student's academic performance in each class or course based upon assessments, written papers, class participation, and other academic performance criteria, the student's conduct/behavior; and the student's attendance, including absences/tardies.

In addition, the final report card for a school year shall contain a statement indicating end-of-the-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion (s.1003.33(1)-(2), F.S.).

Satisfactory grades on the report card do not guarantee that a student will demonstrate mastery of the Sunshine State Standards tested on the FCAT.

## GRADING SCALE

<u>Letter Grade</u>	<u>Percentage</u>	<u>Value</u>	<u>Definition</u>
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure

(s.1003.437, F.S.)

## PARENT NOTIFICATON

*Scores from achievement and assessment tests will be communicated to parents.*

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

information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board. No one test with a single administration should determine promotion or retention. Evaluations should be used to determine if a student is ready for the work of the next grade (s.1008.25(8)(a), F.S.)

If a student is not meeting the criteria for promotion at the end of the first semester, the parent or legal guardian will be notified in writing and acknowledgement of receipt will be requested from the parent.

Parents or guardians will be notified in writing when the decision has been made that a student is to be retained, assigned to remediation classes, or given a good cause exemption from mandatory retention for promotion.

### **PROMOTION CRITERIA**

A copy of promotion criteria shall be given to each student at the time of official enrollment.

### **PROMOTION**

Promotion is the assignment of a student to the next grade level after successful completion of all grade level requirements.
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### **MIDDLE GRADES DEFINITION**

The term “middle grades” means grades 6, 7, and 8 (s.1003.415 (3), F.S.).

### **GENERAL REQUIREMENTS FOR MIDDLE GRADES PROMOTION**

(s.1003.4156, F.S.)

### **GRADES 6-8**

Beginning with students entering grade 6 in the 2006-2007 school year, promotion from a school composed of middle grades 6, 7, and 8 requires that the student must successfully complete academic courses as follows:

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

\* One course in career and education planning to be completed in 7<sup>th</sup> or 8<sup>th</sup> grade. The course may be taught by any member of the instructional staff. It must include career exploration using CHOICES for the 21<sup>st</sup> Century or a comparable program. Also, it must include educational planning using the online student advising system known as Florida Academic Counseling and Tracking for students at the Internet website FACTS.org and shall result in the completion of a personalized academic and career plan. Each student's plan must be signed by the student's guidance counselor or academic advisor and the student's parent.

\* Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities.  
(s.1003.4156(1)(a)1-5,F.S.)

Students in Grade 6, 7, or 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements of this section.

**Middle Grades Intensive Reading Requirement**

(s.1003.4156(1)(b), F.S.) and

**Middle Grades Mathematics Remediation**

(s.1003.4156(1)(c), F.S.)

**Grades 6-8**

For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The district will provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed as required by the comprehensive reading plan (s. 1001.62(8),F.S.)

(s.1003.4156(1)(b),F.S.)

For each year in which a student scores at Level 1 or 2 on FCAT mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course. (s.1003.4156(1)(c), F.S.)

**Middle Grades Promotion: Grade Configurations Not Subject to Requirements**

(s.1003.4156(2), F.S.)

**Grades 6-8**

Students in grade 6, grade 7, or grade 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements of this section.

**Middle and High School Grading System**

(s.1003.437,F.S.)

**Grades 6-12**

The grading system and interpretation of letter grades used for students in public schools in grades 6-12 shall be as follows:

<b><u>Letter Grade</u></b>	<b><u>Percentage</u></b>	<b><u>Value</u></b>	<b><u>Definition</u></b>
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure

**Grades 6- 8**

To be promoted, a student must have completed the following:

1. Received a yearly passing grade in the four major academic subjects mathematics, language arts, science, social studies by demonstrating satisfactory mastery of the State Student Performance Standards in language arts, mathematics, science, and social studies as documented.
2. Received a yearly passing grade in at least one of all other courses taken during the year. If the student has to take a remedial reading course, this course must be the one course passed. Students scoring at Levels 1 or 2 on the FCAT Reading the previous year must take the remedial reading course.
3. Met the district attendance requirements
4. Demonstrated mastery of the Sunshine State Standards by scoring at Level 2 or above on FCAT Reading. Remediation is required of students scoring at Level 1 or Level 2 on FCAT Reading the previous year.
5. Demonstrated mastery of the Sunshine State Standards by scoring at Level 2 or above on FCAT Math. Remediation is required of students scoring at Level 1 or Level 2 on FCAT Math the previous year.

The K-12 Comprehensive Reading Plan must be fully implemented by 2006-2007.

Based on the plan, this includes the following:

Tier 3 - Students who scored Level 1 or 2 on the most recent FCAT and below 4<sup>th</sup> Grade Reading Level on the Gates McGinitie have two periods of reading (blocked) and one period of language arts.

Tier 2 - Students who scored Level 1 on the most recent FCAT and at or above the 4<sup>th</sup> Grade Reading Level on the Gates McGinitie have one period of reading and one period of language arts.

Tier 1 - Students who scored Level 2 on the most recent FCAT and at or above the 4<sup>th</sup> Grade Reading Level on the Gates McGinitie and students who failed the FCAT have one period of reading and one period of language arts.

## **GOOD CAUSE EXEMPTIONS FROM MANDATORY RETENTION**

The Good Cause Exemption from Mandatory Retention is the assignment of a student to the next grade level who has met the requirements for good cause exemption.

### ***Grades 6, 7 and 8***

Good cause exemption for promotion criteria includes meeting the following:

#### ***General (One of the Following)***

1. Limited English proficient student who has had less than two years of instruction in an English for Speakers of Other Languages Program (ESOL).
2. Student with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirement of the State Board of Education Rule (ESE).

**or**

#### ***Reading (One of the Following)***

3. Student who has demonstrated an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education (45<sup>th</sup> percentile or higher on the FCAT-NRT).
4. Student who has demonstrated, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT.
5. Student with disabilities who has participated in the FCAT and who has an individual education plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading for two years or more but still demonstrates a deficiency in reading and was previously retained (ESE).
6. Student who has received the intensive remediation in reading for two years or more but still demonstrates a deficiency in reading and who was previously retained a total of two years (Basic).
7. Student who has demonstrated an annual learning gain on FCAT in the area of reading.
8. Student who has demonstrated an acceptable level of performance on an alternate standardized reading assessment following additional remediation (STA – 45<sup>th</sup> percentile or above).

Students who score Level 1 on FCAT Reading may be promoted with a good cause exemption at the end of the school year.

For all other good cause exemptions, summer school is required for all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students who are determined to be substantially deficient in reading as evidenced by scoring a Level 1 in reading on the FCAT, local assessments, or performing commensurate with Level 1 as determined by the teacher. Level 1 students may be exempt from this requirement as determined by the teacher and principal. For Level 1 students required to attend summer school, good cause exemption is contingent upon successful completion of summer school and fulfilling remediation requirements.

**and**

***Math (One of the Following)***

9. Student who has demonstrated an acceptable level of performance on an alternative standardized math assessment approved by the State Board of Education (45<sup>th</sup> percentile or higher on the FCAT-NRT).
10. Student who has demonstrated, through a student portfolio, that the student is working on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in math equal to at least a Level 2 performance on the FCAT.
11. Student with disabilities who has participated in the FCAT and who has an individual education plan or a Section 504 plan that reflects that the student has received the intensive remediation in math for two years or more but still demonstrates a deficiency in math and was previously retained (ESE).
12. Student who has received the intensive remediation in math for two years or more but still demonstrates a deficiency in math and who was previously retained a total of two years (Basic).
13. Student who has demonstrated an annual learning gain on FCAT in the area of math.
14. Student who has demonstrated an acceptable level of performance on an alternate standardized math assessment following additional remediation (STA – 45<sup>th</sup> percentile or above).

The school administrator who authorizes the good cause exemption criteria and the reason for doing so shall be recorded on the student's cumulative record and a copy provided to the parent. This information should be specifically directed to the principal of the receiving school in event of a school transfer.

**Good Cause Exemptions**

Good Cause Exemptions for students from the mandatory retention requirement must include the following:

1. Documentation submitted from the student's teacher to the principal that indicates the promotion of the student is appropriate and is based upon the student's academic record. Documentation shall only consist of the existing individual education plan, report card, or student portfolio.

2. Discussion with the teacher by the school principal to review the recommendation and make the determination if the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing (s.1008.25(6)(c), F.S.).

### **RETENTION**

Retention is the assignment of a student to repeat the same grade level for the next school year. A copy of the parent notification shall be placed in the cumulative record and specifically directed to the principal of the receiving school in the event of a school transfer.

The following criteria shall be considered by the instructional staff before the student is retained:

1. Requirements for Promotion.
2. Requirements for Good Cause Exemption for Promotion.

### **OPTIONS FOR ASSISTANCE**

#### ***Grade 6, 7 and 8***

For students who have not met the promotion criteria, the following options for assistance will be available:

1. Referral to Exceptional Student Education
2. Retention in the current grade level
3. Before and after school programs
4. Assignment of academic support strategies to students who have been identified as needing assistance
5. Remedial groups within existing classes
6. Recommendation for referral to the child study team
7. Summer school programs for students who qualify
8. Mentoring/tutoring
9. Academic wheel
10. Pull out counseling sessions
11. Pull out remedial instruction
12. Remedial programs during the school day

## **ACCELERATION**

Acceleration is the assignment of a student to a higher grade level or instructional level when state and district criteria for this assignment have been met. A student's cumulative record shall indicate the assignment of accelerated placement.

### ***Grades 6, 7 and 8***

A student may be accelerated either a full year or part of a year with parental permission and principal approval of assignment. The following criteria shall be considered:

1. Evidence of exceptionally high achievement.
2. Evidence that a student will benefit more academically, socially, and emotionally from the advanced assignment than from the one based on chronological age.
3. Evidence the student has scored Level 4 or Level 5 on the FCAT Reading and Math.

## **MIDDLE SCHOOL PROGRESSION AND THE LIMITED ENGLISH PROFICIENCY STUDENT**

If a student receiving ESOL services is being considered for acceleration, good cause exemption from mandatory retention, retention or is deficient in math, reading, and writing proficiency, the school's LEP Committee must meet to review the student's progress and make a recommendation regarding placement and instructional plan. Decisions made must not be based solely on the student's English language proficiency.

When determining recommendations, the LEP Committee may consider the criteria listed in the district's LEP Plan in addition to criteria listed in the district Student Progression Plan. Those criteria include the following:

1. Extent and nature of prior educational and social experience.
2. Written recommendation and observation by current and previous instructional and support services staff.
3. Level of mastery of basic competencies or skills in English and home language according to appropriate local, state, and national criterion-referenced standards.
4. Grades from current or previous years.
5. Test results.

As required by Section 1003.56, Florida Statute (F.S), LEP students are to be provided with comprehensible instruction that is equal in amount, sequence and scope as that provided to non LEP students. LEP students who are reading below grade level in English or who score level 1 or 2 on FCAT in reading should be enrolled in courses appropriate to their level of English proficiency and reading ability.

The following options for course options for course enrollment are provided to guide schools in determining the most appropriate placement for LEP students not reading on grade level in English:

**Grades 6-8**

**Option A** – *Recommended for LEP students who are non-English speaking and/or at the beginning or intermediate level of English language proficiency:*

1. Developmental Language Arts Course. Delivery of instruction under this option requires a focus on language development, but incorporates instruction on grade level Sunshine State Standards reading benchmarks.
2. Teacher qualifications:
  - Teacher with appropriate grade-level certification and the ESOL endorsement, or K-12 ESOL and who has obtained (or is working on) the reading endorsement or reading certification.

**Option B** – *Recommended for LEP students who are at the advanced level of English language proficiency:*

1. Intensive Reading Course. Delivery of instruction under this option requires an instructional focus on reading, but should incorporate language development through the use of appropriate ESOL instructional strategies.
2. Teacher qualifications:
  - Teacher with the reading endorsement and the ESOL endorsement and the ESOL endorsement or K-12 ESOL.

**TRANSFER STUDENTS (PUBLIC SCHOOL, PRIVATE SCHOOL, HOME SCHOOL)**

Acceptance of transfer work (grades 6-8) shall be in accordance with State Board Rules and Standards of the Commission on Secondary Schools, Southern Association of Colleges and Schools. Transfer work or credits from schools accredited by a state, one of the six regional accrediting agencies, or associations and agencies recognized by The Southern Association of Colleges and Schools in Florida shall be accepted at face value. Work or credit from non-accredited or other accredited schools may be validated by review of student portfolios, administration of any placement tests normally used, testing using prior year course final examinations, or any assessments, written or oral, deemed appropriate by the principal and faculty.

**FOREIGN STUDENTS WITHOUT RECORDS**

Foreign students who are unable to obtain records from previous schools will be placed according to chronological age or last grade completed. Previous academic credits will be validated by successful experience at the next level of study.

**HIGH SCHOOL DEFINITION OF CREDIT AND TRANSFER OF CREDIT GUIDELINES** (s.1003.436(1)(a),F.S.)

One full credit equals a minimum of 135 hours of instruction in a course that contains student performance standards. One full credit means a minimum of 120 hours of instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the district school board. Districts may offer courses of more than 135 hours for credit. School districts may determine the hours of attendance by students to receive a credit for half credit. A student may be awarded credit for less than 135 hours of instruction if he or she has demonstrated mastery of the course requirements and Sunshine State Standards as provided by the school district student progression plan. This clarification includes awarding credit for courses taken in summer school, through performance-based instruction, block scheduling or course modifications that combine courses. The district school board must establish policies for these non-traditional programs and must verify student achievement of the course requirements in accordance with the state high school grading system.

The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment that satisfy the requirements of the district's interinstitutional articulation agreement according to (s.1003.235, F.S.), and that equal one full credit of the equivalent high school course identified in (s.1007.271(6), F.S). The hourly requirements for one-half credit are one half of the requirements specified in (1)(a).(s.1003.436(1)(2), F.S.)

**HIGH SCHOOL CREDIT AWARDING**

The school district maintains a one half credit earned system that includes courses provided on a full year basis. One half credit shall be awarded if the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half. If the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half of the course and the averaging of the grades in each half would result in a passing grade. The student must successfully meet additional school board requirements, such as class attendance, homework, participation, and other indicators of performance (s.1003.436 (2), F.S.).

**CREDIT TOWARDS GRADUATION**

Students normally begin earning credit toward graduation in grade 9 for the 24 credit and 18 credit diploma options required for graduation. A course designated in the Florida Course Code Directory that is approved to be taken below the 9<sup>th</sup> grade may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements. High school courses taken prior to grade 9 may be counted as credit toward graduation provided the following conditions are met: 1) the course is listed in the 9-12 section of the Course Code Directory and 2) the course is part of a program of acceleration approved by the principal. All courses are offered on a semester basis and credit is issued based on performance for the semester. The school district maintains a

One half credit earned system that includes courses provided on a full year basis. One half credit shall be awarded if the student successfully completes either the first or the second half of a full year course, but fails to successfully complete the other half. If the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half of the course and the averaging of the grades in each half would result in a passing grade, the student must successfully meet additional school board requirements, such as class attendance, homework, participation, and other indicators of performance. In order to earn course credit toward graduation, a student must demonstrate mastery of the board adopted student performance standards. In addition, a student must be in attendance for instruction a minimum of 162 days (135 hours) for a full credit or 81 days (67.5 hours) for a half credit. (s.1003.436 (1) (a), F.S.) See the exceptions listed below:

- a. Absences for approved school activities, or absences approved by principal or designee or
- b. Student demonstration of mastery of the board adopted student performance standards in the course.

Demonstration of mastery of the student performance standards means that a student has mastered at least 60% of the course performance standards assessed by teacher observations, classroom assignments, examinations, or other commonly accepted methods of assessing student performance.

**PROGRESS MONITORING PLAN (PMP)**

(s.1008.25(4)(b), F.S.)

Each school must develop and implement a progress monitoring plan for every student. The plan will be developed in collaboration with school staff and the parents of the student. It must include intensive remedial instruction in the areas of weakness. Each school is expected to provide strategies to meet the individual needs of students. These strategies may include contracted academic services, summer school, exceptional education services, after school or extended day instruction, extended school year, drop out prevention services, tutoring, class size reduction, mentoring and intensive classes.

The progress monitoring plan should include the following:

1. Specific diagnosed academic needs to be remediated.
2. Research based intervention strategies to be utilized.
3. When, how, by whom, and how long intensive remedial instruction to be provided.
4. Reevaluation and monitoring activities to be employed.

### **NO ACADEMIC EXCEPTIONS BASED ON ATTENDANCE**

Schools shall not exempt students from academic performance requirements such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement (s.1003.33(2), F.S.). Student absences for approved school activities, or absences approved by the principal or designee shall not negatively impact the student as related to the 135 hour minimum attendance for credit provided that the student completes appropriate make-up work essential for meeting course requirements. This provision applies to students in homebound programs, absences for religious instruction as authorized by (s.1003.21, F.S.), absences related to required instruction as specified in (s.1003.42, F.S.) and subject to the rules and regulations of the state board and of the district school board, other absences which are deemed by the principal to be in the best interest of the student.

In accordance with Department of Education memorandum DPS 85-69, a student may be counted as being in school if the student is attending an academic instructional activity away from the school site provided that the activity is directly related to the instructional outcomes of one or more of the courses missed and that the student completes appropriate make-up work essential for meeting course requirements.

### **GRADE FORGIVENESS**

Forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F", or the equivalent of a grade of "D" or "F", with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F", or the equivalent of a grade of "D" or "F", with a grade of "C" or higher, or equivalent of a grade of "C" or higher, earned subsequently in the same, a comparable or another course. These restrictions on forgiveness do not apply to students below 9<sup>th</sup> grade taking high school courses. Such students may repeat a course for forgiveness with grades above a "D." Any course grade not replaced according to a district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. Districts may no longer count the best twenty-four (24) credits of all courses taken to meet the cumulative grade point average for graduation requirements. (s.1001.42(21), F.S.)

### **DISTANCE LEARNING**

Full time students may enroll in courses offered by distance (on-line or correspondence) learning programs, as part of, or in addition to, the regular instructional day. Courses may be taken through distance learning provided that (1) the principal approves the course(s) prior to enrollment, (2) the course content is comparable to the district-adopted course(s), and (3) the program is taken through an institution accredited by a state, one of

the six regional accrediting agencies, or other accrediting agencies as determined by the district. The principal shall award credit for successful course completion. Exceptions for extenuating circumstances must be approved by the superintendent or designee. The district school board shall provide students with access to enroll in courses available through the Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during or after the normal school day, and through summer school enrollment.

### **DIAGNOSTIC ASSESSMENTS**

Each student who does not meet state or district levels of performance for student progression in reading, writing, science, and mathematics for each grade level must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. It is up to the school district and school to determine the nature of the diagnostic assessment (s.1008.2 (4)(a), F.S.).

# **HIGH SCHOOL PROGRESSION PLAN**

## **INSTRUCTIONAL DAY**

All students in grades 9-12 in senior high schools must attend the regularly scheduled instructional day.

## **REPORT CARDS**

The district-adopted report card will be distributed at the end of each grading period. The report cards must show the student's academic performance in each class or course based upon assessments, written papers, class participation, other academic performance criteria, the student's conduct/behavior, and the student's attendance, including absences/tardies.

The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion (s.1003.33(1)(2), F.S.). Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

Satisfactory grades on the report card do not guarantee that a student will demonstrate mastery of the Sunshine State Standards tested on the FCAT.

## **GRADING SCALE**

<u><b>Letter Grade</b></u>	<u><b>Percentage</b></u>	<u><b>Value</b></u>	<u><b>Definition</b></u>
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure

(s.1003.437,(F.S.))

## **PARENT NOTIFICATION**

*Scores from achievement and assessment tests will be communicated to parents.*

The district school board must annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each statewide assessment test. Evaluations of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board. No one test with a single administration should

determine promotion or retention. Evaluations should be used to determine if a student is ready for the work of the next grade (s.1003.(8)(a), F.S.).

Parents of students who have a cumulative GPA of less than .5 above the cumulative GPA required for graduation (less than a 2.5) at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the student is at risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement (s.1003.43(5)(e)2,F.S.). In addition, at the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of Advanced Placement, Dual Enrollment, and Florida Virtual School Courses.

**PROMOTION CRITERIA**

A copy of promotion criteria shall be given to each student at the time of official enrollment.

**PROMOTION**

Promotion is the assignment of a student to the next grade level after successful completion of all grade level requirements.

***Grades 9, 10, and 11***

To be promoted a student must have completed the following:

**9<sup>th</sup> Grade to 10<sup>th</sup> Grade**

1. Been enrolled one year in the 9-12 sequence.
2. Earned at least five credits, including language arts and math, as well as remedial reading for students scoring Level 1 on the FCAT Reading the previous year.
3. Met the district attendance requirements.
4. Demonstrated mastery of the Sunshine State Standards by scoring at Level 2 or above on FCAT Reading. Remediation is required of students scoring at Level 1 or Level 2 on FCAT Reading the previous year.
5. Demonstrated mastery of the Sunshine State Standards by scoring at Level 2 or above on FCAT Math. Remediation is required of students scoring at Level 1 or Level 2 on FCAT Math the previous year.

### **10<sup>th</sup> Grade to 11<sup>th</sup> Grade**

1. Been enrolled two years in the 9-12 sequence.
2. Earned at least eleven credits.
2. Met the district attendance requirements.
3. Demonstrated mastery of the Sunshine State Standards by scoring at Level 2 or above on FCAT Reading. Remediation is required of students scoring at Level 1 or Level 2 on FCAT Reading the previous year.
4. Demonstrated mastery of the Sunshine State Standards by scoring at Level 2 or above on FCAT Math. Remediation is required of students scoring at Level 1 or Level 2 on FCAT Math the previous year.

### **11<sup>th</sup> Grade to 12<sup>th</sup> Grade**

1. Enrolled three years in the 9-12 sequence.
2. Earned at least seventeen credits.
3. Met the district attendance requirements.
4. Demonstrated mastery of the Sunshine State Standards by passing FCAT Reading. Remediation is required of students not passing FCAT Reading the previous year.
5. Demonstrated mastery of the Sunshine State Standards by passing FCAT Math. Remediation is required of students not passing FCAT Math the previous year.

1: To be classified as a freshman (9<sup>th</sup> grade), a student must have been promoted or received a Good Cause Exemption from grade eight.

2: Exceptions to the number of years spent in the 9-12 sequence for reclassification may be granted to students who are in a planned acceleration program.

3: Students who meet the promotion requirements shall be reclassified each semester.

4: Credits for grade level classification may be waived for students who are enrolled in an approved Performance Based Diploma Plan through the Alternative Education Program.

5: The K-12 Comprehensive Reading Plan should be fully implemented. Based on the plan, this includes the following:

Tier 3 - Students who scored Level 1 or 2 on the most recent FCAT and below 4<sup>th</sup> Grade Reading Level on the Gates McGinitie have two periods of reading and one period of language arts.

Tier 2 - Students who scored Level 1 on the most recent FCAT and at or above the 4<sup>th</sup> Grade Reading Level on the Gates McGinitie have one period of reading and one period of language arts.

Tier 1 - Students who scored Level 2 on the most recent FCAT and at or above the 4<sup>th</sup> Grade Reading Level on the Gates McGinitie and students who failed the FCAT have one period of reading and one period of language arts.

### **GOOD CAUSE EXEMPTIONS FROM MANDATORY RETENTION**

The Good Cause Exemption is the assignment of a student to the next grade level who has met the requirements for good cause exemption.
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#### ***Grades 9, 10, and 11***

Good cause exemption for promotion criteria includes meeting the following:

#### ***General (One of the Following)***

1. Limited English proficient student who has had less than two years of instruction in an English for Speakers of Other Languages Program (ESOL).
2. Student with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirement of the State Board of Education Rule (ESE).

**or**

#### ***Reading (One of the Following)***

3. Student who has demonstrated an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education (45<sup>th</sup> percentile or higher on the FCAT-NRT).
4. Student who has demonstrated, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT.
5. Student who has demonstrated an annual learning gain on FCAT Reading.

6. Student who has demonstrated an acceptable level of performance on an alternate standardized reading assessment following additional remediation (STA – 45th percentile or above).

**and**

***Math (One of the Following)***

7. Student who has demonstrated an acceptable level of performance on an alternative standardized math assessment approved by the State Board of Education (45th percentile or higher on the FCAT-NRT).
8. Student who has demonstrated, through a student portfolio, that the student is working on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in math equal to at least a Level 2 performance on the FCAT.
9. Student who has demonstrated an annual learning gain on FCAT Math.
10. Student who has demonstrated an acceptable level of performance on an alternate standardized math assessment following additional remediation (STA – 45th percentile or above).

The school administrator who authorizes the good cause exemption criteria and the reason for doing so shall be recorded on the student's cumulative record and a copy provided to the parent. This information should be specifically directed to the principal of the receiving school in event of a school transfer.

**GOOD CAUSE EXEMPTION**

Good Cause Exemptions for students from the mandatory retention requirement must include the following:

1. Documentation submitted from the student's teacher to the principal that indicates the promotion of the student is appropriate and is based upon the student's academic record. Documentation will consist of the existing individual education plan, report card or student portfolio.
2. Discussion with the teacher by the school principal to review the recommendation and make the determination if the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing (s.1008.25(6)(c),F.S.).

## **RETENTION**

Retention is the assignment of a student to repeat the same grade level for the next school year. A copy of the parent notification shall be placed in the cumulative record and specifically directed to the principal of the receiving school in the event of a school transfer.

### ***Grades 9, 10, 11, and 12***

The following criteria shall be considered by the instructional staff before the student is retained:

1. Requirements for Promotion.
2. Requirements for Good Cause Exemption.
3. Requirements for graduation.

## **OPTIONS FOR ASSISTANCE**

For students who have not met credit, grade point average, minimum student performance standards requirements, or the Sunshine State Standards (FCAT) requirements, the following options are available:

1. Referral to Exceptional Student Education
2. Enrollment in a remediation program during the regular school day
3. Enrollment in a remediation program/course during the summer school term
4. Enrollment in adult education if 16 years of age or older. A maximum of three (3) credits may be transferred from the adult education program. The student must receive the prior approval of the principal for courses to be transferred and must be in attendance 49-56 hours for each 1/2 credit, depending on the length of the course.
5. Enrollment in district approved accredited distance learning courses
6. Retention in the current grade level
7. Before and after school programs
8. Remedial groups within existing classes
9. Recommendation for referral to the child study team
10. Mentoring/tutoring
11. Pull out counseling sessions
12. Pull out remedial instruction.

**HIGH SCHOOL PROGRESSION AND THE LIMITED ENGLISH PROFICIENCY STUDENT**

If a student receiving ESOL services is being considered for good cause exemption from mandatory retention, retention or is deficient in math, reading, and writing proficiency, the school's LEP Committee must meet to review the student's progress and make a recommendation regarding placement and the instructional plan. Decisions made must not be based solely on the student's English language proficiency.

The criteria should include the following:

1. Extent and nature of prior educational and social experience.
2. Written recommendation and observation by current and previous instructional and support services staff.
3. Level of mastery of basic competencies or skills in English and home language according to appropriate local, state, and national criterion-referenced standards.
4. Grades from current or previous years.
5. Test results.

As required by (s.1003.56,F.S), LEP students are to be provided with comprehensible instruction that is equal in amount, sequence and scope as that provided to non LEP students. LEP students who are reading below grade level in English or who score level 1 or 2 on FCAT in reading should be enrolled in courses appropriate to their level of English proficiency and reading ability.

The following options for course options for course enrollment are provided to guide schools in determining the most appropriate placement for LEP students not reading on grade level in English:

**Grades 9-12**

**Option 1** – Recommended for LEP students who are non-English speaking and/or at the beginning or intermediate level of English language proficiency:

- a. Developmental Language Arts Course. Delivery of instruction requires a focus on language development, but incorporates instruction on the grade level Sunshine State Standards reading benchmarks.
- b. Teacher qualifications: Teacher with appropriate grade-level certification and the ESOL endorsement, or K-12 ESOL, and who has obtained (or is working on) the reading endorsement/certification.

**Option 2** – Recommended for LEP students who are at the advanced level of English language proficiency:

- a. Intensive Reading Course. Delivery of instruction requires an instructional focus on reading, but should incorporate language development through the use of appropriate ESOL instructional strategies.
- b. Teacher qualifications: Teacher with the reading endorsement and the ESOL endorsement and the ESOL endorsement or K-12 ESOL.

**TRANSFER STUDENTS (PUBLIC SCHOOL, PRIVATE SCHOOL, HOME SCHOOL)**

Acceptance of transfer work or credits (grades 9-12) shall be in accordance with State Board Rules and Standards of the Commission on Secondary Schools, Southern Association of Colleges and Schools. Transfer work or credits from schools accredited by a state, one of the six regional accrediting agencies, or associations and agencies recognized by the Southern Association of Colleges and Schools in Florida, will be accepted. Work or credit from non-accredited or other accredited schools, or if the student does not possess an official transcript or is a home education student who has been tutored or instructed by an individual acting privately, may be validated through performance.

Validation of credits shall be based on performance in classes at the receiving school. A transfer student shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 in each course by the end of the first semester.

**FOREIGN STUDENTS WITHOUT RECORDS**

Foreign students who are unable to obtain records from previous schools will be placed according to chronological age or last grade completed. Previous academic credits will be validated by successful experience at the next level of study.

**GRADUATION REQUIREMENTS**

Graduation is the completion of all the requirements to receive a high school diploma
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A student must have completed the following to be awarded a high school diploma:

1. Completed all credit requirements.
2. Been enrolled four years in the 9-12 sequence (24 credit option).
3. Met the district attendance requirements.

4. Passed the reading section of the Florida Comprehensive Assessment Test and passed the mathematics section of the Florida Comprehensive Assessment Test. The Florida Statutes have been amended to establish that as of the 1999-2000 school year and thereafter, students enrolling as 9th graders must earn a passing score on the grade 10 FCAT.
5. Demonstrated satisfactory mastery of the Student Performance Standards in reading, writing, mathematics, science, and social studies.
6. A minimum cumulative unweighted grade point average of 2.0 based on a 4.0 scale for the four year (24 credit) graduation options. Students entering 9<sup>th</sup> grade in the 1997-98 school year and thereafter, achievement of a cumulative GPA of 2.0 on a 4.0 scale, or its equivalent, in the courses required by (s.1003.43(1),F.S.), for graduation is required. For students entering 9<sup>th</sup> grade in 2000-2001, the required GPA must be based on all courses taken, except courses forgiven under state and district forgiveness policies. (s.1003.43(5)(d),F.S.);
7. Received the principal's approval for graduation.

A student who meets all requirements (s.1003.43(9),F.S.),(s.232.246(9),F.S.) shall be awarded a standard diploma in a form prescribed by the state board.

Remedial courses taken in grades 9-12 may only be counted as elective credit (s.1003.43(2),F.S.). Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation (s.1008.25(4)(b),F.S.).

District school boards are authorized to establish requirements for high school graduation in excess of the minimum requirements. An increase in academic credit or minimum grade point average requirements shall not apply to students in grades 9-12 at the time of the increase. Any increase in academic credit or minimum grade point average requirements must not apply to a student who earns credit toward the graduation requirements for equivalent courses taken through dual enrollment (s.1003.429(5),F.S.).

**THE FOUR-YEAR STANDARD 24 CREDIT PROGRAM**

(s. 1003.43, F.S.)

- 4 credits in English (major concentration in composition and literature)
- 3 credits in math (must include Algebra 1)
- 3 credits in science (two of which must include lab component)
- 1 credit in American history
- 1 credit in world history
- 1/2 credit in economics

- 1/2 credit in American government
- 1 credit in practical arts/career and technical education or performing fine arts;  
or .5 credit each in practical arts career and technical education and performing  
fine arts
- 1/2 credit in life management skills
- 1 credit in physical education
- 8 1/2 credits in electives

**Course and Credit Requirements for the 4-Year 24 Credit Option**

The following credits are required for graduation:

<u>SUBJECT AREA</u>	
Language Arts (English)	4
Mathematics	3
Science	3
Social Studies	3
Physical Education	1
Life Management Skills	1/2
Practical or Performing Arts	1
Electives	8 1/2
<b>TOTAL CREDITS REQUIRED</b>	<b>24</b>

1. Four credits in English with major concentration in composition and literature.
2. Three credits in mathematics, including, for students entering Grade 9 beginning in 1997-98 and thereafter, one credit in Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course.
3. Three credits in science, two of which must have a laboratory component. Agriscience Foundations I, the core course in secondary Agriscience and Natural Resource programs, counts as one of the science credits.
4. One credit in American history.
5. One credit in World History, including a comparative study of the history, doctrines, and objectives of all major political systems.
6. One-half credit in economics, including a comparative study of the history, doctrines, and objectives of all major economic systems.
7. One-half credit in American government, including study of the Constitution of the United States. (For students entering the Grade 9 in the 1997-1998 school year and thereafter, the study of Florida government, including study of the State Constitution, the three branches of state government, and municipal and county government must be included as part of the required study of American government.)
8. One credit in practical arts career and technical education or exploratory career and technical education (Any career and technical education course as defined in (s.1003.01,F.S.), may be taken to satisfy the high school graduation requirement for one credit in practical arts or exploratory career and technical education.); or

9. One credit in performing fine arts to be selected from music, dance, drama, painting, or sculpture. A course in any art form, in addition to painting or sculpture, that requires manual dexterity, or a course in speech and debate, may be taken to satisfy the high school graduation requirement for one credit in performing fine arts; or
10. One-half credit each in practical arts career and technical education and performing fine arts. Such credit for practical arts career and technical education or exploratory career and technical education or for performing fine arts must be made available in the ninth grade, and students must be scheduled into a ninth grade course as a priority.
11. 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 human immunodeficiency virus infection and acquired immune deficiency syndrome and other sexually transmissible diseases, benefits of sexual abstinence and consequences of teenage pregnancy, information and instruction on breast cancer detection and breast self-examination, cardiopulmonary resuscitation, drug education, and the hazards of smoking.
12. 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 the one-credit requirement if the student makes a “C” or better on a competency test on personal fitness developed by the Florida Department of Education. A school board may not require that one credit in physical education be taken during the ninth grade year. Completion of one semester with a grade of “C” or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy a one-half credit requirement in physical education. This one-half credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or Section 504 plan.

For students entering 9th grade, participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of “C” or better. Students must meet the physical education requirement either by participating in two full seasons or earning one credit in physical education courses. It should be noted that students choosing to meet the physical education requirement by participating in two full seasons of interscholastic sports and passing the competency test meet the requirement but do not receive course credit.

For students who successfully complete, with a grade of “C” or better, one semester in marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a Reserve Officer

Training Corps (JROTC) class, a component of which is drills, shall satisfy a one-half credit requirement in physical education. This one-half credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. This one-half credit may satisfy the one-half of the one-credit requirement in physical education. Only students who 1.) are actually enrolled in an official Band course (I-VI) and who regularly practice and perform marching activities during a full marching band season as part of the class or as an extracurricular activity, or 2.) are enrolled in a physical activity class that addresses such activities and who regularly practice and perform in marching band activities as an extracurricular activity for a full marching band season are eligible for this option.

6. Life Management Skills must be taken in Grades 9-12. This course includes a component on marriage and relationships.
7. This requirement may be met by earning one full credit in either practical arts or performing arts or by earning one-half credit in each.

Practical Arts: Any vocational course, except Life Management Skills, is counted as a practical art. (Basic courses, which may be substituted for a vocational course, include selected courses in computer education or journalism.) Upon completion of the JROTC program, students may substitute on a curriculum equivalency basis one credit to satisfy the practical arts graduation requirement.

Performing Arts: Performing fine arts include music, art, drama, speech, and debate.

8. Any student in grade nine who scored Level 1 on the FCAT Reading the previous year must earn 0.5 credits in reading, which will be recorded as an elective.
9. ESOL/Home Language - Upon successful completion, students in grades 9-12 who are enrolled in ESOL/Home Language are awarded credit toward graduation requirements.

### **ACCELERATED HIGH SCHOOL GRADUATION OPTIONS**

Students who entered Grade 9 in the 2006-2007 school year may select upon receipt of each consent required by this section, one of the three high school graduation options:

1. ***Four Year Standard 24 Credits Program***- Completion of the general 24 credits for high school graduation as specified in (s.1003.43,F.S.).
2. ***Three Year Standard College Preparatory Program***- Completion of a three-year college preparatory program requiring successful completion of a minimum of 18

academic credits in Grades 9 through 12. For students who chose this option in 2004-2005 or 2005-2006 school years, at least 6 of the 18 credits required for completion of this program must be received in classes that are honors, dual enrollment, advanced placement, International Baccalaureate, Advanced International Certificate of Education, specifically listed or identified by the Department of Education as rigorous pursuant to (s.1009.531(3),F.S.), or weighted by the district school board for class ranking purposes. For students who chose this option in the 2006-2007 school year and thereafter, at least 6 of the 18 credits required for completion of this program must be received in classes that are in the International Baccalaureate Program, the Advanced Placement Program, Dual Enrollment, Advanced International Certificate of Education, or specifically listed or identified by the Department of Education as rigorous pursuant to (s.1009.531(3),F.S). The 18 primary credits required for completion of this program shall be distributed as follows:

- \* Four credits in English, with major concentration in composition and literature;
- \* Three credits in mathematics at Algebra I level or higher from the list of courses that qualify for state university admission;
- \* Three credits in natural science, two of which must have a laboratory component;
- \* Three credits in social sciences, which must include one credit in American history, one credit in world history, one-half credit in American government, and one-half credit in economics;
- \* 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. The Department of Education identifies rigorous courses as those courses listed as Level 3 in the *Course Code Directory* that meet the course distribution requirements for state university system [SUS] admissions. Many school districts have school board policy that identifies additional courses as weighted and this must be reflected in the district's student progression plan.

All 18 credits required for the three-year college preparatory program, including three electives, must satisfy the course distribution requirements for state university admissions.

3. ***Three-Year Career Preparatory Program-*** Completion of a three-year career preparatory program requiring successful completion of a minimum of 18 academic credits in Grades 9 through 12. The 18 primary credit requirements shall be distributed as follows:

- \* 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 natural science, two of which must have a laboratory component;
- \* Three credits in social sciences, which must include one credit in American history, one credit in world history, one-half credit in American government, and one-half credit in economics;

- \* Three credits in a single vocational or career education program, three credits in career and technical certificate dual enrollment courses, or five credits in vocational or career education courses. A single vocational or career education program consists of a sequential program of studies that requires at least three secondary school career and technical credits taken over at least two academic years that will qualify a student for the Florida Gold Seal Vocational Scholars [GSV] award.); and
- \* Two credits in electives unless five credits are earned pursuant to (s.1003.429(1)(c)5, F.S.).

Beginning in 2006-2007 and thereafter, students who choose a three-year accelerated program, that prior to selecting an accelerated graduation program described in (s. 1003.429(1)(b) or (1)(c),F.S.), a student and the student's parent must meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option, and the school must also receive written consent from the student's parent. Students who chose a three-year graduation program in the 2004-2005 or 2005-2006 school years prior to selecting an accelerated graduation program described in (s.1003.429(1)(b) or (1)(c),F.S.), the following additional requirement were required to be met: The student shall have achieved at least an FCAT reading achievement level of 3, an FCAT mathematics achievement level of 3, and FCAT writing score of 3 on the most recent assessments taken by the student.

Beginning with the 2006-2007 school year, each district school board shall provide each student in Grades 6-9 and their parents with information concerning the three-year and four-year high school graduation options listed in (s.1003.429(1),F.S.), including the respective curriculum requirements for those options, so that the students and their parents may select the program that best fits their needs. The information shall include a timeframe for achieving each graduation option. (*Explanatory Note:* School districts may provide this information through written communication or a group meeting and invite students and parents who are interested in selecting one of the three year programs to schedule a face to face meeting with designated school staff to obtain additional specific information. The selection of one of the graduation options listed in (s.1003.429(1), F.S.), must be completed by the student prior to the end of Grade 9 and is exclusively up to the student and parent, subject to the requirements in (s.1003.429(2),F.S.). Each district school board shall establish policies for extending this deadline to the end of a student's first semester of Grade 10 for a student who entered a Florida public school after Grade 9 upon transfer from a private school or another state or who was prevented from choosing a graduation option due to illness during Grade 9. If the student and parent fail to select a graduation option, the student shall be considered to have selected the 24 general requirements for high school graduation specified in (s.1003.429(1)(a),F.S.). State that district school boards may not establish requirements for accelerated three-year high school graduation options in excess of the requirements in (s.1003.429(1)(b),F.S.), three-year standard college preparatory program and is (s.1003.429,F.S.), three year career preparatory program.

## **ASSESSMENT AND GRADE POINT AVERAGE REQUIREMENTS**

Students pursuing accelerated three-year high school graduation options, college, or career preparatory programs specified in (s. 1003.429(1)(b) or (1)(c), F.S.), are required to:

1. Earn passing scores on the FCAT as defined in (s.1008.22(3)(c),F.S.), or scores on a standardized test that are concordant with passing scores on the FCAT as defined in (s.1008.22(9),F.S.). Students in the graduating class of 2009-2010 and beyond are required to earn a passing score on the FCAT Writing +. The passing score for the Grade 10 FCAT Writing+ shall be a score equal to or greater than 300 on the 100 to 500 scale. At this time, there are no concordant scores for writing; concordant scores for writing will be explored during the 2009-10 school year.

a. Achieve a cumulative weighted grade point average of 3.5 on a 4.0 scale (for students entering Grade 9 in 2006-2007) or its equivalent in the courses required for the college preparatory accelerated three-year high school graduation option specified in (s. 1003.429(1)(b),F.S.); or

b. Achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale or its equivalent in the courses required for the career preparatory accelerated three-year high school graduation option stated in (s.1003.429(1)(c),F.S.). The GPA for a three-year graduation plan is calculated on the specific eighteen credits required to graduate. Students who chose the college preparatory accelerated graduation program in 2004-2005 and 2005-2006 must achieve a cumulative grade point average of a 3.0 on a 4.0 scale.

2. Receive a weighted or unweighted grade that earns at least 3.0 points or its equivalent to earn course credit toward the 18 credits required for the college preparatory accelerated three-year program stated in (s.1003.429(1)(c),F.S.). Students must earn a “B” or better if the district does not weight the course and the weighted equivalent of a “B” or better if the district weights the course in each course that applies toward graduation.

3. Receive a weighted or unweighted grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the 18 credits required for the career preparatory accelerated three-year high school graduation option stated in (s.1003.429(1)(c),F.S.). Weighted grades referred to in (s.1003.429(6)(b)-(d),F.S.), shall be applied to those courses specifically listed or identified by the Department as rigorous pursuant to (s. 1009.531(3),F.S.), or weighted by the district school board for class ranking purposes. Students who select the career preparatory program must earn a “C” or better if the district does not weight the course and the weighted equivalent of a “C” or better if the district weights the course in each course that applies toward graduation.

## **NOTIFICATION REQUIREMENTS for STUDENTS NOT on TRACK**

At the end of Grade 10, a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the parent of the following:

1. The requirements that the student is not currently meeting.

2. The specific performance necessary in Grade 11 for the student to meet the accelerated graduation requirements.
3. The right of the student to change to the four year program set forth in (s.1003.43,F.S.).

#### **AUTOMATIC CHANGE TO FOUR YEAR GRADUATION PROGRAM**

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

1. Exercises his or her right to change to the four-year program.
2. Fails to earn five credits by the end of Grade 9 or fails to earn 11 credits by the end of Grade 10.
3. Does not achieve a score of 3 or higher on the Grade 10 FCAT Writing assessment.
4. By the end of Grade 11 does not meet the requirements of (s.1003.429(1),(6), F.S.). A student who has not completed all requirements for the three-year graduation program, including earning passing scores on the FCAT and achieving the required grade point average, must be required to meet the minimum 24-credit program pursuant to (s.1003.43,F.S.), and must attend high school a fourth year.

#### **STANDARD DIPLOMA AWARDING THREE YEAR GRADUATION OPTIONS**

A student who meets all requirements prescribed in (s.1003.429(1),(6),F.S.), shall be awarded a standard diploma in a form prescribed by the State Board of Education. Students selecting one of the three-year programs must be treated equally with students graduating via the minimum 24-credit general high school graduation program in all ways, including eligibility for valedictorian, salutatorian, Talented 20, and Bright Futures. A school district may, however, choose to recognize a valedictorian and a salutatorian from each graduation program. Students graduating in three years cannot be excluded from activities traditionally provided for graduating students during their anticipated graduation year.

#### **VOLUNTARY SERVICE CREDIT**

1. Eight and one-half elective credits.
2. Include a provision that the school board may award a maximum of one-half credit in social studies *and* one-half credit elective for student completion of nonpaid voluntary community or school service work. Students must complete a minimum of 75 hours of service in either category. Credit may not be earned for service provided as a result of court action. District school boards that approve the award of credit for student volunteer services must develop guidelines regarding the award of credit and school principals are responsible for approving specific volunteer activities.

#### **REMEDIAL AND COMPENSATORY CREDIT**

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

**VOLUNTEER AND NONACADEMIC ACTIVITY CREDIT**

Credit for high school graduation may be earned for volunteer activities and nonacademic activities that have been approved by the State Board of Education.

**PARENT NOTIFICATION: STUDENTS WITH AT RISK GPA**

Parents of students who have a cumulative GPA of less than .5 above the cumulative GPA required for graduation at the end of each semester in Grades 9, 10, 11 and 12 must be notified that the student is At-Risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement.

**ESTABLISHMENT OF GRADUATION STANDARDS**

Graduation standards must include the following:

1. Students must earn a passing score on the FCAT (grade 10) as defined in (s.1008.22 (3)(c),F.S). The passing score on the 10<sup>th</sup> grade FCAT is designated by the State Board of Education. Only students classified by the district as 10<sup>th</sup> grade students or above are eligible to participate in the Grade 10 FCAT (s.1003.43(5)(a)-(b),F.S.).
2. For students entering 9<sup>th</sup> grade before the 1997-98 school year, a 1.5 cumulative GPA on a 4.0 scale, or its equivalent, is required; however, these students must earn a cumulative 2.0 GPA on a 4.0 scale for all courses that apply to the 24 required credits in (s.1003.43(1),F.S). taken after July 1, 1997, or the student must have an overall cumulative GPA of 2.0 or above on a 4.0 scale (s.1003.43(5)(c),F.S.).
3. For students entering 9<sup>th</sup> grade in the 1997-98 school year and thereafter, achievement of a cumulative GPA of 2.0 on a 4.0 scale, or its equivalent, in the courses is required by (s.1003.43(1),F.S.), for graduation. For students entering 9<sup>th</sup> grade, the required GPA must be based on all courses taken, except courses forgiven under state and district forgiveness policies (s.1003.43(5)(d), F.S.).

**HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS REVISED FOR INCOMING STUDENTS 2007-2008** (s.1003.428)F.S.)

Beginning with students entering their first year of high school in the 2007-2008 school year, graduation requires the successful completion of 26 credits. The 26 credits may be earned through either integrated, applied or combined courses approved by the Department of Education.

**Sixteen Core Curriculum Credits:**

1. Four credits in English with major concentration in reading for information, composition and literature.
2. Four credits in Mathematics. One of the four credits must be Algebra I, a series of courses equivalent to Algebra I or a higher level mathematics course. School districts are encouraged to set specific goals to increase enrollments in, and successful completion of, geometry and Algebra II.

3. Three credits in science, two of which must have a laboratory component.
4. Three credits in social studies, including one credit in American History, one credit in World History, one half credit in Economics and one half credit in American Government.
5. One credit in fine arts, which may include speech and drama.
6. One credit in physical education, including the integration of health. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of "C" or better. The competency test on personal fitness must be developed by the Department of Education. A district school board may not require that the one credit in physical education be taken during the 9th grade year. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.

**Majors, Minors or Electives (Seven Credits):**

Eight credits in majors, minors or electives:

1. Four credits in a major area of interest in a career and technical program, fine and performing arts or academic content area selected by the student as part of the student education plan (s.1003.4156,F.S.). Students may revise the major areas of interest each year as part of the annual course registration and should update their student education plan. Annually by October 1, the district school board will approve major areas of interest and submit a list of the majors to the Commissioner of Education for approval. Each major area of interest shall be deemed approved unless specifically rejected by the commissioner within 60 days. Upon approval, each district's major areas of interest shall be available for use by all school districts and shall be posted on the Department's Web site.
2. Four credits in elective courses selected by the student as part of the education plan required by (s.1003.4156, F.S.). These credits may be combined to allow for a second area of interest, a minor area of interest, elective courses, credit recovery courses or intensive reading or mathematics intervention courses (s.1003.428(2)1, F.S.). Minor areas of interest are composed of three credits selected by the student a part of the student education plan (s.1003.4156,F.S.) and approved by the district school board. Elective courses are selected by the student in order to pursue a complete education program (s.1001.43(1),F.S.) and to meet the eligibility requirements for scholarships.

If a student scores Level 1 on FCAT Reading, the student must be enrolled and complete an intensive reading course the next year. Placement of Level 2 readers in an intensive reading course or a content area course, where reading strategies are delivered will be determined by diagnostic assessments. Reading courses will be offered as required by the comprehensive reading plan (s.1011.62(8),F.S.). Every year that a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the next year. The course may be taught through integrated, applied or combined courses and are subject to approval by the DOE for inclusion in the Course Code Directory. Credit recovery courses will be offered so that a student may earn both an elective credit and a recovered credit (s.1003.428(2)(b)(1-2.),F.S.).

### **ASSISTANCE FOR STUDENTS IN MEETING GRADUATION REQUIREMENTS**

Assistance for students in meeting graduation requirements may include forgiveness policies, summer school attendance, special counseling, volunteer and/or peer tutors, school-sponsored help sessions, homework assistance and study skills classes (s.1003.43(5)(e)(1),F.S.).

### **GRADE FORGIVENESS**

The school district assists students in meeting requirements by adopting a forgiveness policy, summer school attendance, special counseling, volunteer and/or peer tutors, school-sponsored help sessions, homework hotlines, Forgiveness and study skills classes. Forgiveness policies should be clearly stated. Beginning with students entering Grade 9 in the 2000-2001 school year and each year thereafter, forgiveness policies for required courses shall be limited to replacing a grade of “D” or “F” or their equivalent with a grade of “C” or higher or its equivalent earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F” or their equivalent with a grade of “C” or higher or its equivalent earned subsequently in another course. Any course grade not replaced according to a district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. Rule 6A-1.0955(3)(a)(7), FAC., requires each school district to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades must be included on the student’s transcript. The authority for the school board to adopt a forgiveness policy does not provide the authority to alter a student’s record to delete the forgiven course and grade. The forgiveness policy authorization is for the express purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school. The board does not have the authority to purge that student’s record to delete the first grade. All forgiven courses and grades must be included on a student’s transcript as an accurate reflection of the student’s record of achievement.

**HIGH SCHOOL CREDIT AWARDING**

The school district maintains a one half credit earned system that includes courses provided on a full-year basis. One half credit shall be awarded if the student successfully completes either the first or the second half of a full year course, but fails to successfully complete the other half. If the student successfully completes either the first or the second half of a full year course, but fails to successfully complete the other half of the course and the averaging of the grades in each half would result in a passing grade. The student must successfully meet additional school board requirements, such as class attendance, homework, participation, and other indicators of performance (s.1003.436 (2),F.S).

**HIGH SCHOOL GRADUTION REQUIREMENTS IN EXCESS OF MINIMUM 24 CREDITS**

District school boards are authorized to establish requirements for high school graduation in excess of the minimum requirements. An increase in academic credit or minimum grade point average requirements shall not apply to students in grades 9-12 at the time of the increase. Any increase in academic credit or minimum grade point average requirements must not apply to a student who earns credit toward the graduation requirements for equivalent courses taken through dual enrollment.

**GRADUATION STANDARDS ASSESSMENT REQUIREMENT**

Standards for graduation must include earning a passing score on the FCAT (grade 10) as defined in (s.1008.22(3)(c),F.S.) or scores on a standardized test that are concordant with passing scores on the FCAT as defined in (s.1008.22(9), F..S). Students in the graduating class of 2009-2010 and beyond are required to earn a passing score on the FCAT Writing +. The passing score for the Grade 10 FCAT Writing+ shall be a score equal to or greater than 300 on a scale of 100 to 500.

**2005-2008 Concordant Scores**

<b>Assessment</b>	<b>Reading</b>	<b>Mathematics</b>
<b>FCAT</b>	1926	1889
<b>SAT</b>	410	370
<b>ACT</b>	15	15 (4)(c) –

Completion of all other applicable requirements prescribed by the district school board as specified in (s.1008.25,F.S.)

**STANDARD DIPLOMA AWARDING**

A student who meets all requirements will be awarded a standard diploma in a form prescribed by the State Board of Education. School boards may attach a Florida Gold Seal Career and Technical Endorsement to a standard diploma or award differentiated diplomas to those exceeding the prescribed minimum (s.1003.43(10)(a),F.S). They may award a certificate of completion to a student who completes standard graduation course credit requirements, but who is unable to earn a passing score on the FCAT, complete all

requirements in student progression and remedial instruction, achieve a cumulative grade point average requirement or complete all other requirements prescribed by the district school board. Students may elect to remain in secondary school as full-time or part-time students for up to one additional year and receive instruction to remedy the deficiencies. A student who has received a certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard high school diploma whenever the requirements are completed. Additionally, the awarding of a certificate of completion is limited to those students choosing the 24 credit general high school graduation program (s.1003.43(10)(b),F.S).

### **CERTIFICATE OF COMPLETION**

A certificate of completion will be awarded to a student who completes the minimum number of credits and other requirements in (s.1003.428(1),(2),(3),F.S.), but who is unable to earn passing scores on the FCAT or scores on a standardized test that are concordant with passing scores on the FCAT, or complete all requirements in student progression and remedial instruction, or achieve a cumulative grade point average of a 2.0 on a 4.0 scale, or its equivalent. 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 1 additional year and receive special instruction designed to remedy his or her identified deficiencies. A student who has received a certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard diploma whenever the requirements are completed. Additionally, the awarding of a certificate of completion is limited to those students choosing the 24-credit general high school graduation program and is not applicable to the three-year graduation programs.

### **REPORTING REQUIREMENTS: STUDENT WORKFORCE PREPARATION**

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

### **STUDENTS WITH DISABILITIES**

The district school board must provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade to grade progression and high school graduation (s.1003.43(11)(a), F.S.). A student with a disability, as defined in (s.1007.02(2),F.S.), for whom the individual education plan (IEP) committee determines that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the FCAT

requirement of paragraph (4)(b) waived for the purpose of receiving a standard high school diploma, if the student: Completes the minimum number of credits and other requirements in (s.1003.428, (1),(2),(3),F.S.) does not earn passing scores on the FCAT or on a standardized test that are concordant with passing scores on the FCAT after one opportunity in 10th grade and one opportunity in 11th grade.

**STRATEGIES FOR EXCEPTIONAL STUDENTS TO MEET STANDARD DIPLOMA REQUIREMENTS**

A school may require specific modified courses or programs of study so that exceptional students are assured the opportunity to meet graduation requirements through one of the following strategies:

1. Assignment of the exceptional student to an exceptional class for a basic course with the same student performance standards as those for non exceptional students

or

2. Assignment of the exceptional student to a basic education class for instruction, which is modified to accommodate the student's exceptionality.

The district shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's individual education plan (s.1003.43(4)(a)2(b), F.S.).

**EXCEPTIONAL STUDENT EDUCATION (ESE) WAIVER**

The 2003 Legislature passed the Enhance New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act (HB 1739), which has implications for graduation requirements for students with disabilities. The statute requires that districts provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. A student with a disability, as defined in (s.1007.02(2),F.S.) for whom the individual education plan (IEP) committee determines that the FCAT cannot accurately measure the student's abilities taking into consideration allowable accommodations, must have the FCAT requirement of (s.1003.43(5)(a),F.S.) waived for the purpose of receiving a standard high school diploma, if the student completes the minimum number of credits and other requirements specified (s.1003.43(1)(4),F.S.), does not earn passing scores on the FCAT or on a standardized test that are concordant with passing scores on the FCAT after one opportunity in tenth grade and one opportunity in eleventh grade (s.1003.428,F.S).

**GRADE POINT AVERAGE**

Students are required to have a minimum cumulative grade point average based on a 4.0 scale for the following: Four-Year Standard 24 Credit Program – 2.0 unweighted GPA.

### **CREDIT TOWARD GRADUATION**

Students normally begin earning credit toward graduation in grade 9 for the 24 credit required for graduation. High school courses taken prior to grade 9 (grades 7, 8) may be counted as credit toward graduation provided the following conditions are met: 1) the course is listed in the 9-12 section of the Course Code Directory and 2) the course is part of a program of acceleration approved by the principal. All courses are offered on a semester basis and credit is issued based on performance for the semester. The school district maintains a one-half credit earned system that includes courses provided on a full year basis. One half credit shall be awarded if the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half. If the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half of the course and the averaging of the grades in each half would result in a passing grade, the student must successfully meet additional school board requirements, such as class attendance, homework, participation, and other indicators of performance. In order to earn course credit toward graduation, a student must demonstrate mastery of the Board-adopted student performance standards. In addition, a student must be in attendance for instruction a minimum of 162 days (135) hours) for a full credit or 81 days (67.5 hours) for a half credit (s.1003.436(1)(a),F.S.). See the exceptions below:

- a. Absences for approved school activities, or absences approved by the principal or designee and
- b. Student demonstration of mastery of the board adopted student performance standards in the course.

Demonstration of mastery of the student performance standards means that a student has mastered at least 60% of the course performance standards assessed by teacher observations, classroom assignments and assessments of student performance.

### **NO ACADEMIC EXCEPTIONS BASED ON ATTENDANCE**

Schools shall not exempt students from academic performance requirements such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement (s.1003.33(2),F.S.). Student absences for approved school activities, or absences approved by the principal or designee shall not negatively impact the student as required by the 135 hour minimum attendance for credit, provided that the student completes appropriate make-up work essential for meeting course requirements. This provision applies to students in homebound programs, absences for religious instruction as authorized by (s.1003.21,F.S.), absences related to required instruction as specified in (s.1003.42,F.S.), and, subject to the rules and regulations of the state board and of the district school board, other absences which are deemed by the principal to be in the best interest of the student.

In accordance with Department of Education memorandum DPS 85-69, a student may be counted as being in school if the student is attending an academic instructional activity away from the school site provided that the activity is directly related to the instructional outcomes of one or more of the courses missed and that the student completes appropriate make-up work essential for meeting course requirements. Absences from specific classes for such activities shall be recorded but not reported in accordance with school board policy.

Students enrolled in Basic ESOL and basic subject areas through ESOL are given credit toward graduation requirements.

### **BASIC EDUCATION COURSE SUBSTITUTIONS**

The Practical Arts graduation requirement may be fulfilled by any secondary vocational or postsecondary vocational course on a curriculum equivalency basis for the 24 credit option, except Life Management Skills, in the district or by substituting one of the following:

1. One of the basic computer education courses identified in the district course table.
2. One of the journalism courses on a curriculum equivalency basis.
3. Completion of the JROTC program.

### **DISTANCE LEARNING**

Full time students may enroll in courses offered by distance (on-line or correspondence) learning programs, as part of, or in addition to, the regular instructional day. Courses may be taken through distance learning provided that (1) the principal approves the course(s) prior to enrollment, (2) the course content is comparable to the district-adopted course(s), and (3) the program is taken through an institution accredited by a state, one of the six regional accrediting agencies, or other accrediting agencies as determined by the district. The principal shall award credit for successful course completion. Exceptions for extenuating circumstances must be approved by the superintendent or his designee. The district school board shall provide students with access to enroll in courses available through the Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during or after the normal school day, and through summer school enrollment.

### **COURSE CREDIT FOR COURSES TAKEN PRIOR TO NINTH GRADE**

Courses approved by the school board designee and designated in the Florida Course Code Directory that are taken below the 9<sup>th</sup> grade may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements. A student must be granted credit toward high school graduation requirements for courses taken through dual enrollment, as identified in (s.1007.271(6),F.S.), (s.1003.43(1)(k),F.S.).

**HIGH SCHOOL COURSES OR PROGRAMS EXCLUDED FROM AWARDING CREDIT**

In accordance with (s.1003.43,F.S.), no student may be granted credit toward high school graduation for enrollment in the following:

1. Any Level I course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's individual educational plan or in a student performance plan, signed by the principal, the guidance counselor, and the parent/guardian of the student, or the student (if the student is 18 years of age or older).
2. More than a total of nine elective credits in remedial and compensatory programs. Remedial and compensatory courses taken in grade 9-12 may only be counted as elective credit (s.1003.43(2),F.S.). Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation (s.1008.25(4)(b),F.S.).
3. More than one credit in exploratory vocational courses.
4. More than three credits in practical arts family and consumer sciences classes. Courses include Parenting Skills, Child Development, Family Dynamics, Nutrition and Wellness, Principles of Clothing Construction, and Principles of Food Preparation (s.1003.43(7),F.S.).

**Progress Monitoring Plan (PMP)**

(s. 1008.25(4)(b),F.S.)

Each school must develop and implement a progress monitoring plan for each student. The plan will be developed in collaboration with school staff and the parents of the student. It must include intensive remedial instruction in the areas of weakness. Each school is expected to provide strategies to meet the individual needs of students. These strategies may include contracted academic services, summer school, exceptional education services, after school or extended day instruction, extended school year, drop out prevention services, tutoring, class size reduction, mentoring and intensive classes. The progress monitoring plan should include the following:

1. Specific academic needs to be remediated.
2. Research based intervention strategies to be utilized.
3. When, how, by whom and how long intensive remedial instruction to be provided.
4. Reevaluation and monitoring activities to be employed.

A student not meeting the district or state requirements for proficiency in reading or math must be covered by one of the following plans to target instruction and improve academic achievement:

1. A required student plan, for example an individual education plan.

2. School wide system of progress monitoring for all students.
3. An individualized progress monitoring plan.

If a student has been identified as having a deficiency in reading, the required comprehensive reading plan (s.1011.62(8),F.S.) will include instructional and other services in order to assist with academic achievement. If the deficiency has not been remediated, the student may be retained. Every student not meeting the minimum performance expectations for statewide assessments in reading, mathematics writing and science must continue remedial or supplemental instruction until the requirements are met or the student graduates from high school or is no longer subject to compulsory school attendance (s.1008.25(4)(b-c),F.S.).

**LEARNING OPORTUNITIES FOR OUT-OF-STATE AND OUT-OF-COUNTY (GRADUATION REQUIREMENTS) TRANSFER STUDENTS NEEDING ADDITIONAL INSTRUCTION TO MEET HIGH SCHOOL GRADUATION REQUIREMENTS**

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

Students who have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or an alternate assessment by the end of grade 12 must be provided the following learning opportunities: 1). participation in an accelerated high school equivalency diploma preparation program during the summer, 2). upon receipt of a certificate of completion, be allowed to take the College Placement Test and be admitted to remedial or credit courses at a state community college, as appropriate and 3). participation in an adult general education program as provided in (s.1004.93,F.S). for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students who attend adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student who attends an adult general education program shall have the opportunity to take the grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma (s.1003.433(2)(a)-(c), F.S.).

Students who have been enrolled in an ESOL program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the FCAT or alternate assessment and receive a standard high school diploma upon passage of the grade 10 FCAT or the alternate assessment (s.1003.433(1)-(3),F.S.).

The district superintendent shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions (s.1003.433(4),F.S.).

A pupil transferring to Jefferson County Schools from another school system shall be permitted to graduate on schedule with fewer than the prescribed number of credits provided the following conditions are met. The student shall complete the following:

1. Have successfully completed the normal requirements of the school or schools from which he/she transferred during each year of high school attendance as shown on the school's official transcript.
2. Have taken a full schedule of courses during each year of attendance at Jefferson County High School.
3. Have been in attendance at the graduating school for at least one semester. Requests for exceptions shall be referred to the superintendent or designee.
4. Met all other criteria listed for graduation.

#### **GRADUATION REQUIREMENTS FOR FOREIGN STUDENTS WITHOUT RECORDS**

A 12<sup>th</sup> grade foreign student without records must meet the following conditions in order to receive a diploma:

1. Receive a passing grade in all subjects taken.
2. Demonstrate satisfactory mastery of the skills and competencies as determined by the FCAT.
3. Be in attendance in the district for at least two semesters.

#### **DIAGNOSTIC ASSESSMENTS**

Each student who does not meet state or district levels of performance for student progression in reading, writing, science, and mathematics for each grade level must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. It is up to school districts and schools to determine the nature of the diagnostic assessment (s.1008.25(4)(a),F.S.).

## **ALTERNATIVES TO HIGH SCHOOL GRADUATION**

At the end of the senior year, a student who has earned the minimum required 24 credits, but who has not met the testing or GPA requirements may elect one of the following:

1. Receive a Certificate of Completion. A student who is eligible for this option may enroll in the day school program, or may apply for admission to the adult education program to complete graduation requirements. To be eligible:
  - a. A student must have met state and school district credit requirements (student progression and remedial instruction) for graduation and GPA requirements for graduation, but not passed the FCAT,  

or
  - b. A student must have met state and school district credit requirements (student progression and remedial instruction) for graduation and passed the FCAT, but not have the required GPA requirements for graduation,  

or
  - c. A student must have met state and school district credit requirements (student progression and remedial instruction), but not passed the FCAT and not have the required GPA requirements for graduation.

Any student who is entitled to a Certificate of Completion or who receives 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. If a student who receives a Certificate of Completion decides to return for a 13<sup>th</sup> year to receive remediation for identified deficiencies, that student is eligible to receive a standard diploma upon the completion of graduation requirements. The date on the standard diploma will reflect the year the student completed the graduation requirements. Such a student earns FTE funding (s.1003.43(10)(b),F.S.).

Take the General Education Development Test (must be 18 years old, except as provided in School Board Rule) if the required minimum scores are achieved, the student will be awarded a State of Florida high school diploma.

2. Enroll in the day school program for the 13th year to complete testing or GPA requirements. The student must complete the requirement within one calendar year from the date of receiving the Certificate of Completion.

**GED Exit Option:** Students in performance-based dropout prevention programs may be considered for the GED Exit Option. Students will be enrolled in courses for credit, and mastery of student performance standards will be documented. Supplemental test-taking instruction and materials may be provided. The administration of the GED test shall occur no sooner than March of the year of graduation. A standard high school diploma shall be awarded in addition to the GED State of Florida diploma for those students who successfully pass the General Education Development test (GED) and Florida Comprehensive Assessment Test (FCAT) prior to the date of graduation.

### **ADULT STUDENT HIGH SCHOOL DIPLOMA**

The following are the graduation requirements for students enrolled in adult general education in accordance with (s.1004.93,F.S.):

1. The one credit in physical education is not required for graduation and shall be substituted with an elective credit keeping total credits consistent with the 24 credits.
2. The district school board may waive the lab component of science requirement when facilities do not exist or are inaccessible.
3. Any course listed within the Florida Course Code Directory in the areas of art, drama, dance, or music may be taken by adult education students and will satisfy the credit in performing arts required for high school graduation (s.1003.4 (6)(a)-(c),F.S.).

### **ADVANCED PLACEMENT (AP)**

Advanced Placement (AP) is the enrollment of an eligible secondary student in courses offered by the Advanced Placement Program administered by the College Board. Course descriptions and course examinations are prepared by the College Board. Assessments are administered at the high school in May of each year at a fee established by the College Board. Students who successfully complete the course work in an Advanced Placement class receive credit toward high school graduation. Postsecondary credit for an AP course shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Although most colleges and universities grant advanced placement and/or credit to students presenting AP Examination grades of 3 or higher, policies on awarding college credit are the decision of the individual institution. Students shall be exempt from the payment of any fees (s.1007.27(6),F.S.).

### **DUAL ENROLLMENT**

The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career and technical certificate or an associate or baccalaureate degree (s.1007.272(1),F.S.). Students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. Instructional time for such enrollment may

vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 FTE. Each semester of instruction that is eligible for high school and postsecondary credit shall be reported by school districts as 75 membership hours for purposes of FTE calculation. Any student so enrolled is exempt from the payment of registration, tuition, and laboratory fees (s.1007.271,F.S.). Vocational-preparatory instruction, college preparatory instruction and other forms of pre-college instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program (1007.271(13),F.S). Students may take college level courses while still in high school by co-enrolling in a community college, college, or university, subject to entrance requirements of the individual institution and terms of the articulation agreement between the School Board and the institution. The State Board of Education Rules for dual enrollment programs include requirements for high school graduation. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment that satisfy the requirements of the district's interagency articulation agreement according to (s.1003.235,F.S) and that equal one full credit of the equivalent high school course identified in (s.1007.271(6),F.S). Upon successful completion of the college course, credit toward high school graduation may be granted provided that the following conditions have been met:

- a. The course is academic in nature and may be applied toward an academic degree (physical education and college preparatory courses are specifically excluded) or
- b. The course is a vocational course or program approved by school district and the postsecondary institution.
- c. The student has demonstrated readiness to engage in postsecondary academic work.
- d. The student has been recommended by a counselor to participate.
- e. The principal has given prior approval for the student to participate and has approved the specific courses in which the student is enrolled, in accordance with the approved list of courses jointly agreed upon by the school district and college.

Students may take during school hours, after school hours, and during the summer term. All secondary school students are notified of dual enrollment as an educational option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation (s.1007.271(5),F.S.).

### **TEACHER AND STUDENT QUALIFICATIONS**

The Department of Education adopted guidelines to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. Student qualifications must:

- demonstrate readiness for college-level coursework, if the student is to be enrolled in college courses
- demonstrate readiness for career-level coursework, if the student is to be enrolled in career courses.
- indicate that in addition to the common placement examination, student qualifications for enrollment in college credit dual enrollment courses must include a 3.0 unweighted grade GPA, and student qualification for enrollment in career certificate dual enrollment courses must include a 2.0 unweighted grade point average.

Specific requirements:

- 3.0 unweighted GPA for A.A. degree academic dual enrollment courses
- 2.5 unweighted GPA for A.S. degree technical dual enrollment courses
- 2.0 unweighted GPA for vocational certificate dual enrollment courses

Exceptions to the required grade point averages may be granted if the educational entities agree and the terms of the agreement are contained within the dual enrollment interinstitutional articulation agreement (s.1007.271(3),F.S.).

### **ARTICULATED ACCELERATION**

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

### **HOME EDUCATION**

Home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of (s.1002.41,F.S.).

### **EARLY ADMISSION**

Early admission shall be in the form of dual enrollment through which eligible secondary students enroll in a postsecondary institution in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students enrolled are exempt from the payment of registration, matriculation, and lab fees.

### **ADVANCED PLACEMENT**

AP is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees for administration of the examination regardless whether or not the student achieves a passing score on the examination.

### **CREDIT BY EXAMINATION**

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

### **INTERNATIONAL BACCALAUREATE**

Address that the IB Program is the curriculum whereby students are enrolled in a program of studies offered through the IB Program administered by the IB Office. The State Board of Education has established rules that specify the cutoff scores and IB Examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination.

### **ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION**

The AICE and the International General Certificate of Secondary Education (pre-AICE) Program shall be the curricula in which eligible secondary students are enrolled in programs of study Programs offered through the AICE Program or the pre-AICE Program administered by the University of Cambridge Local Examinations Syndicate. The State Board of Education shall establish rules, which specify the cutoff scores and AICE examinations, which will be used to grant postsecondary credit at community colleges and universities. Any such rules, which have the effect of raising the required cutoff score or changing the AICE examinations which will be used to grant postsecondary credit, shall apply to students taking AICE examinations after such rules are adopted by the State Board of Education. Students shall be awarded a maximum of 30 semester credit hours. The specific course for which a student receives such credit shall be determined by the community college or university that accepts the student for admission. Students enrolled in either program of study shall be exempt from the payment of any fees for administration of the examinations regardless of whether the student achieves a passing score on the examination. Any student who earns 9 or more credits from one or more of the acceleration mechanisms provided for in this section is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.

### **CAREER AND TECHNICAL DUAL ENROLLMENT**

Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma (s.1007.271(4),F.S.) Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and shall not be used to enroll students in isolated career courses. It is the intent of the Legislature that career dual enrollment provide a comprehensive academic and career dual enrollment program within the career center or community college.

### **DUAL ENROLLMENT AND ADVANCED PLACEMENT INSTRUCTION**

The school district, community college, and state university may conduct advanced placement instruction within dual enrollment courses (s.1007.272(1),F.S). Students enrolled in a joint dual enrollment and advanced placement course may be funded by either dual enrollment or advanced placement formula specified in (s.1001.62,F.S.); however, no student shall be funded through both a dual enrollment and advanced placement program. The school board shall utilize the funding formula that more closely approximates the cost of the course (s.1007.272(2),F.S.).

### **DECLARATION OF TYPE OF CREDIT**

Postsecondary credit for a joint dual enrollment and advanced placement course shall be awarded as either dual enrollment or advanced placement credit based on student preference. An award for advanced placement credit must be limited to students who score a minimum of 3, on a 5-point scale, on the Advanced Placement Examination. No student shall claim double credit based on the completion of a single joint dual enrollment and advanced placement course, or shall any student be required to complete the Advanced Placement Examination. The awarding of college credit is a decision of the college, not of the School Board or the high school principal (s.1007.272(3),F.S.).

### **BRIGHT FUTURES SCHOLARSHIP PROGRAM**

The Bright Futures Scholarship Program is the umbrella program for three state-funded scholarships: the Florida Academic Scholars, the Florida Medallion Scholars, and the Florida Gold Seal Vocational Scholars Awards. These awards are based on academic achievement and community service earned in grades 9-12. Students should see their counselors or visit the web site [www.firn.edu/doe/brfutures/](http://www.firn.edu/doe/brfutures/) for additional information. The Florida Academic Scholars Award requires 75 hours of community service in addition to specific academic requirements. A Florida Gold Seal Career and Technical Endorsement may be attached to a standard diploma or award differentiated diplomas to those exceeding the prescribed minimums. Students completing the three-year graduation options are eligible for a Bright Futures Scholarship if they meet all the requirements.