

**LAFAYETTE  
SCHOOL DISTRICT**

**STUDENT PROGRESSION  
PLAN**

**2008-2009**

Revised June 2000, June 2001, June 2002,  
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## **INTRODUCTION**

The purpose of this document is to present to school personnel, parents, students, and other interested citizens the Board Rule and administrative procedures required to implement state legislative requirements.

School Code Rewrite s. 1008.25:

1. "Each district school board shall establish a comprehensive program for student progression which shall be based upon an evaluation of each student's performance standards approved by the state board."
2. The district program for student progression shall be based upon local goals and objectives which are compatible with the state's plan for education and which supplement the performance standards approved by the State Board of Education.
3. Each district comprehensive program for student progression shall reflect an effort to identify students at each grade level in grades 9 through 12 who have attained a cumulative grade point average of 2.5 or below. The program shall further include provisions for assisting such student to achieve the 2.0 cumulative grade point average required for graduation pursuant to s.1003.43.
4. Each district shall incorporate the Sunshine State Standards into the Student Progression Plan. 6A-1.09401. Herein, standards referenced will refer to Sunshine State Standards.
5. It is the intent of the legislature that each student's progression from one grade to another be determined in part, upon proficiency in reading, writing, science and mathematics. Each school district must establish policies which facilitate such proficiency and ensure each student and his or her parents or legal guardian be informed of their student's academic progress.

Additional Florida Statutes establish specific requirements for graduation. These requirements have been incorporated in order to provide a comprehensive plan for the progression of students through Lafayette District Schools. Reference Florida Statutes: 1003.43, 1003.438, 1003.435.

### **PARENTAL RESPONSIBILITIES (s.1002.20(f))**

Parents are responsible to ready their children for school and the State of Florida cannot be the guarantor of each individual student's success.

### **SUNSHINE STATE STANDARDS (6A-1.09401)**

1. Standards to benchmark student achievement serve as guides to best practices for local curriculum designers to help schools implement school improvement strategies to raise student achievement. The benchmarked standards describe what students

should know and be able to do at four progression levels (grade pre-kindergarten – 2, 3-5, 6-8, and 9-12) in the subjects of the arts, earth/physical education, foreign languages, language arts, mathematics, reading, science and social studies. Public schools shall provide appropriate instruction to assist students in the achievement of these standards. The following publications are hereby incorporated by reference and made a part of this rule:

- a. Sunshine State Standards - Language Arts, 2007
- b. Sunshine State Standards - Mathematics, 2007
- c. Sunshine State Standards - Science, 2008
- d. Sunshine State Standards - Social Studies, 1996
- e. Sunshine State Standards - Foreign Language, 1996
- f. Sunshine State Standards - The Arts, 1996, and
- g. Sunshine State Standards - Health/Physical Education,  
1996

Copies of the publications containing the Sunshine State Standards may be obtained from the Division of Public Schools, Department of Education, 325 W. Gaines Street, Tallahassee, Florida, 32399-0400.

1. Each district school board shall incorporate the Sunshine Standards contained herein into the district Student Progression Plan.
2. The Sunshine State Standards shall serve as the basis for statewide assessments.

The Student Progression Plan is the Lafayette School District's official plan of instruction and assessment for students as they progress from one level of the curriculum to the next. The Student Progression Plan provides a standard of consistency for the instructional program, as well as the assessment and reporting of student's classroom performance as requested by the Lafayette County School Board, Florida Statutes and State Board of Education Administrative Rules.

It is intended that the grade placement of each student be made to serve the best interest of the student. Promotion, retention, or special assignment procedures contained in this Student Progression Plan are designed for this purpose – to ensure each student in Lafayette District Schools is placed in an instructional program in which the student can achieve academically and develop emotionally, socially, and physically.

## **GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT AND CONDITIONAL PLACEMENT, GRADES K-12.**

1. Student promotion in the Lafayette School District is based upon an evaluation of each student's achievement in terms of appropriate instructional goals. The basis for making the determination should be based on consideration of progress tests, classroom assignments, daily observations, standardized tests, state assessment, mastery of Course Performance Standards, district competencies and objectives and other objective data, as appropriate or required. Responsibility for determining each pupil's level of performance and ability to function academically, socially and emotionally at the next academic level, is that of the classroom teacher, subject to the review and final approval of the principal.
2. District Standards for Promotion are established in this Student Progression Plan. Meeting the required standards does not automatically result in pupil progression. Consideration may be given to other factors, such as general progress, attendance, sense of responsibility, mental and physical health, maturity, work habits and attitudes.
3. Students who do not satisfactorily achieve established objectives for the grade or course to which they are assigned, may be assigned to the same grade for the next school year or given alternative assignment. Student's level of proficiency in the areas of reading, writing, science, and mathematics must be reviewed and the student's progression must be based, in part, upon this proficiency. Students not meeting desired levels of proficiency as determined by the district and/or as evidenced by the results of state mandated tests are to be provided remedial instruction designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following: summer school course work or intensive skill development, extended day or school year services/academic tutoring, parent tutorial programs, mentoring, modified curriculum, exceptional education services and class size reduction.

Retention of students must be considered if the student has been provided remedial instruction and upon reassessment falls below determined cutoff points on the district criteria for retention or on assessment as prescribed by the state. It is the intent of the school district that children should be retained as little as possible during the elementary and middle school years. Students must not be retained without documentation that remediation was provided in a timely and comprehensive manner as documented by either the student's Progress Monitoring Plan or the student's IEP. Summer school, as an option, will be assessed annually as determined by state funding.

## **STATEWIDE STUDENT ASSESSMENT PROGRAM**

1. The primary purpose of the statewide assessment program as presented in S.1008.25 is to provide information needed to improve the public schools by maximizing the

learning gains of all students and to inform parents of the educational progress of their public school children. The program must be designed to:

- a. Assess the annual learning gains of each student toward achieving the Sunshine State Standards appropriate for the student's grade level.
  - b. Provide data for making decisions regarding school accountability and recognition.
  - c. Identify the educational strengths and needs of the students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard high school diploma.
  - d. Assess how well educational goals and performance standards are met at the school, district, and state levels.
  - e. Provide information to aid in the evaluation and development of educational programs and policies.
  - f. Provide information on the performance of Florida students compared with others across the United States.
2. The statewide assessment program is designed to implement a statewide program of educational assessment that provides information for the improvement of the operation and management of the public schools. Pursuant to the statewide assessment program, the commissioner shall:
- a. Submit to the state board a list that specifies student skills and competencies to which the goals for education specified in the state plan apply, including but not limited to, reading, writing, science, and mathematics. The skills and competencies must include problem-solving and higher-order skills as appropriate and shall be known as the Sunshine State Standards. The commissioner shall select such skills and competencies after receiving recommendations from educators, citizens, and members of the business community. The commission shall submit to the state board revisions to the list of student skills and competencies in order to maintain continuous progress toward improvement in student proficiency.
  - b. Develop and implement a uniform system of indicators to describe the performance of public school students and characteristics of the public school districts and the public schools.
  - c. Develop and implement a student achievement testing program as part of the Statewide assessment program to be administered annually in grades 3 through 10 to measure reading, writing, science, and mathematics. The testing program must be designed so that :

The tests measure student skills and competencies adopted by the state board as specified in paragraph (1). The tests must measure and report student

proficiency levels in reading, writing, science and mathematics. Other content areas may be included as directed by the commissioner.

The tests are a combination of norm-referenced and criterion-referenced and include items that require the student to produce information performance tasks in such a way that the skills and competencies he or she uses can be measured.

Each testing program, whether at the elementary, middle, or high school level, includes a test of writing in which students are required to produce writings which are then scored by appropriate methods.

A score is designated for each subject area tested. The school districts shall provide appropriate remedial instruction to students who score below these levels.

#### **ASSESSMENT AND REMEDIATION – s. 1008.25 (a) (b) (c)**

- a. Each student must participate in the statewide assessment tests required by s. 1008.22. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance as determined by the commissioner on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.
- b. The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a Progress Monitoring Plan designed to assist the student in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the Progress Monitoring Plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. District school boards shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.
- c. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan, the student may be retained. Each student not scoring proficient as designated by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

## **ANNUAL REPORT (FS 1008.25(8) (a)(b)(1)(2))**

The Lafayette School District will report annually to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, test, district and state assessments, and other relevant information. Progress reporting 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. The preponderance of evidence from evaluations should be used to determine if a student is ready for the work of the next grade.

The Superintendent of Schools must annually publish in the local newspaper and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:

- The provisions of the law relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
- By grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the reading portion of the FCAT,
- By grade, the number and percentage of all students in grades 3-10
- Information on the total number of students who were promoted for good cause, by each category of good cause,
- Any revisions to the district school board's policy on retention and promotion from the prior year.

## **ATTENDANCE**

### **Regular School Attendance**

Each parent/guardian shall be responsible for the attendance of a child within the age of compulsory attendance (6-16 years of age) as required by Florida law. Regular school attendance may be achieved by any of the following:

1. Attendance in a public school supported by public funds;
2. Attendance in a parochial, religious, or denominational school;
3. Attendance in a private or charter school supported by tuition or endowments; or
4. Attendance in a home education program as defined in s.1000.21 (Part I)

### **Mastery Exams**

The mastery exam is pass/fail and is not part of a semester average. In order to take a mastery exam, two conditions must be met:

1. The student must have a passing average of at least 60% for the course in question.

2. A student may have 11-14 unexcused absences to be eligible for the mastery exam. The student must not have 15 or more unexcused absences. Credit will be withheld for a student who has 15 or more unexcused absences within a 90 day period. The student is considered to be a habitual truant and other appropriate and necessary action will be taken.

A student who passes the comprehensive mastery exam is then eligible to receive his/her earned grade. If a student fails the mastery exam, they will be denied credit and receive 59% of the earned semester grade.

**Declaration to Terminate**

Students who are at least 16 years of age must file a declaration of intent to terminate school enrollment.

The Guidance Counselor or Principal will conduct an exit interview with the student prior to withdrawal to determine the reason for withdrawal and to investigate alternatives to encourage the student to remain in school. Parent/guardian notification and signature must be obtained. Students are informed that this action is likely to reduce future earning potential.

**AUTHORITY: s.1003.24**

**LAW IMPLEMENTED: 232, F.S.**

**HISTORY: ADOPTED JANUARY 1983, REVISED 1/84, REVISED SECTION (3) 1/13/87, revised (3) 1/9/90, REVISED (5) 8/13/96, revised 9/14/99.**

# ELEMENTARY SCHOOL PROGRESSION (Grades PK-5)

## ADMISSION AND TRANSFER

### Admissions

State law and district requirements are as follows:

- **Kindergarten** - Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during the school year.
- **First Grade** - Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed. Successful completion of a kindergarten program will be defined as:
  - Enrollment & attendance in a public school; or
  - Satisfactory completion in a nonpublic kindergarten program as evidenced by a report card or letter from the principal of the previous school or the Verification of Entrance to First Grade form verifying completion under Florida Statute 1003.21; or
  - Otherwise meets the criteria for admission as specified by the District.
- **First Entry to Lafayette District Schools** - Before admitting a student to Florida schools for the first time, the school must have documentation required by Florida Statutes and Union County School Board policy/procedures as follows:
  - Proof of date of birth for kindergarten and grade one students (FS 1003.22)
  - A certificate showing a school entry State of Florida health examination performed within one year prior to enrollment. Exemptions will be granted on religious grounds upon receiving written request from parents or guardian stating objections to the examination. (FS 1003.22)
  - A valid DH 680 Florida Certificate of Immunization (Grades K-5). A second dose of measles vaccine, preferably MMR, is a requirement before entry into kindergarten or grade one. (FS 1003.22). In addition to their routine childhood vaccinations, kindergarten students must have hepatitis B vaccine series (three doses at one, two, and six month intervals) and a second dose of measles vaccine (preferably MMR).
  - Children entering, attending, or transferring to preschool in Florida are required to have completed the hepatitis B series.
  - Effective with the 2001-2002 school year, children entering, attending, or transferring to preschool and kindergarten in Florida schools will be required to have varicella vaccine. In each subsequent year thereafter, the next highest grades are included. Varicella vaccine is not required if the child has documentation of history of varicella (chicken pox) disease.
  - An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of student.
  - Social Security Number at school district request.

## Transfers

Elementary grade placement of transfer students to the district shall be in accordance with the requirements as stated in s.1003.21 will be subject to the following conditions:

- In-State Transfers from Nonpublic Schools to Kindergarten - students transferring from a nonpublic Florida kindergarten to the Lafayette District Schools must provide:
  - Evidence of date of birth (five years of age on or before September 1);
  - Proof of immunization;
  - Evidence of medical examination performed within the last twelve months; and
  - Social Security number at school district request.
  
- In-State Transfers from Nonpublic Schools to First Grade - pupils transferring from a nonpublic first grade must provide:
  - Evidence of successful completion of kindergarten in a nonpublic Florida school;
  - Evidence of date of birth indicating that the student will be six years of age on or before September 1;
  - Evidence of medical examination performed within the last twelve months;
  - Proof of immunization; and
  - Social Security number upon school district request.
  
- 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 based on their previous state's age requirements for entrance into public schools and shall be in accordance with Florida Administrative Rule 6A 1.0985. Any student who transfers from an out-of-state public or nonpublic school shall be admitted upon presentation of the following data:
  - An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student;
  - Evidence of State of Florida immunization against communicable diseases as required by s.1003.22;
  - Evidence of date of birth in accordance with s.1003.22;
  - Evidence of State of Florida medical examination performed within the last twelve months; and
  - Social Security number upon school district request.
  
- Home Education Program Entry or Re-entry - When a student is transferring into Lafayette District Schools from a home education program, the child must meet all district and state entrance qualifications. Temporary grade placement will be based on the following variables:
  - Age and maturity
  - Academic skills and abilities
  - Previous record in public and private schools; and

- Evidence of work and achievement while in home education
- Final grade placement will be determined by the principal at the end of four weeks.
- Assigning Grades To Transferring Students - When students transfer from one school to another, the sending school is required to send all grades earned during the current grading period regardless of days enrolled.
- As per FS 1000.36, 1000.37, 1000.38 & 1000.39 children of military personnel will receive the following considerations regarding their transfer to, or from, another school: 1) if an official copy is not ready at withdrawal, the student must be given an official copy of his(her) transcript; 2) the student must be given a reasonable time to obtain any needed immunizations; 3) the receiving school must honor placement of the student in educational courses based on the sending school's records, however, the receiving school may make additional evaluations; 4) the school district may have flexibility in waiving course or program prerequisites; and 5) the students must be granted additional excused absences at the Superintendent's discretion to visit with his or her parent.

## **ATTENDANCE**

Absences of a medical or dental nature which are documented by a licensed physician or dentist will be considered excluded (excused) absences. Other excluded absences are death in the immediate family or recognized religious holidays of the student's faith. Parent notes will be accepted during a nine-week period for three excused absences, in addition to doctor's notes. Three tardies, or three early checkouts, will constitute one unexcluded absence. Any other absence in a nine-week period is considered to be unexcluded (unexcused). If total absences in a school year exceed 20 days a student will be retained. Exceptions may be made by the principal on an individual basis.

Three unexcluded (unexcused) absences in a nine-week grading period will result in a mandatory meeting with the student's parent or guardian. A habitual truant is defined by Florida law as a student who has 15 unexcused absences within 90 days. The names of habitually truant students will be reported to the circuit court by the Superintendent after being referred by the principal. The habitual truant who does not successfully master the student performance standards for his/her grade level shall be retained. The district school board policies require each parent of a student to justify each absence of the student, and that justification will be evaluated based on adopted district school board policies that define excused and unexcused absences. Schools will track excused and unexcused absences and contact the home in the case of an unexcused absence from school, or an absence from school for which the reason is unknown, to prevent the development of patterns of nonattendance. Each school shall implement the following steps to enforce regular school attendance:

- Upon each unexcused absence, or absence for which the reason is unknown, the school principal or his or her designee shall contact the student's parent to determine the reason for the absence.

- If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reason are unknown, within a 90 calendar day period, the student's primary teacher shall report to the school principal or his or her designee that the student may be exhibiting a pattern of nonattendance. The principal will convene a child study team to meet with the parent to identify potential remedies.
- The child study team shall implement interventions which may include:
  - \*Frequent communication between the teacher and the family;
  - \*Changes in the learning environment;
  - \*Mentoring;
  - \*Student counseling;
  - \*Tutoring, including peer tutoring;
  - \*Placement into different classes;
  - \*Evaluation for alternative education programs;
  - \*Attendance contracts;
  - \*Referral to other agencies fro family services; or
  - \*Other interventions, including, but not limited to, a truancy petition.
- The child study team shall be diligent in facilitating intervention services and shall report the case to the superintendent only when all reasonable efforts to resolve the nonattendance behavior are exhausted.
- If the parent refuses to participate the district school board may provide a hearing officer, and the hearing officer shall make a recommendation for final action to the district school board. If the parent still refuses to participate or cooperate, the superintendent may seek criminal prosecution for noncompliance with compulsory attendance.
- If the parent of a child who has been exhibiting a pattern of nonattendance enrolls the child in a home education program pursuant to chapter 1002, the superintendent shall provide the parent a copy of s. 1002.41. The superintendent shall also refer the parent to the district contact for home education programs and at least two home educators selected by the parent from a district list of all home educators who have conducted a home education program for least 3 years and who have indicated a willingness to serve on the committee. The home education review committee shall review the portfolio of the student, as defined by s. 1002.41, every 30 days during the district's regular school terms until the committee is satisfied that the home education program is in compliance with s. 1002.41(1)(b). If the parent fails to provide a portfolio to the committee, the superintendent shall then terminate the home education program. The parent shall not be eligible to re-enroll the child in a home education program for 180 calendar days.
- Failure of a parent to enroll the child in an attendance option shall constitute noncompliance with the compulsory attendance requirements and may result in criminal prosecution under s.1003.27(2).
- If a student subject to compulsory attendance will not apply with attempts to enforce school attendance, the parent or the superintendent shall refer the case to the case staffing committee pursuant to s. 948.12, and the superintendent or his or her designee may file a truancy petition pursuant to the procedures in s. 984.151.
- A designated school representative shall give written notice that requires enrollment or attendance within 3 days after the date of notice, in person or by returning receipt

- mail, to the parent when no valid reason is found for a student's nonenrollment in school. The superintendent shall take such steps as are necessary to bring criminal prosecution against the parent. The superintendent or his or her designee shall give written notice in person or by return-receipt mail to the parent that criminal prosecution is being sought for nonattendance. The superintendent may file a truancy petition as defined in s. 984.03, following the procedures outlined in s. 984.151.
- A designated school representative shall visit the home or place of residence of a student and any other place in which he or she is likely to find any student who is required to attend school when the student is not enrolled or is absent from school during school hours without an excuse. The student shall be returned to his or her parent, or the principal, or other location established by the district school board to receive students who are absent from school. Upon receipt of the student, the parent shall be notified immediately.
  - A designated school representative shall report to the appropriate authority designated by law to receive such notices, all violations of the Child Labor Law that may come to his or her knowledge.
  - A designated school representative shall have the right of access to, and inspection of, establishments where minors may be employed or detained only for the purpose of ascertaining whether students of compulsory school age are actually employed there and are actually working there regularly. The designated school representative shall, if he or she finds unsatisfactory working conditions or violations of the Child Labor Law, report his or her findings to the appropriate authority.

## **ELEMENTARY INSTRUCTION**

### **Regular Program**

Each student in grades K-5 will receive regularly scheduled instruction based on the district adopted curricula which is based on Grade Level Expectations from Florida's Sunshine State Standards, or Next Generation Standards, as they become available. This will include language arts, mathematics, reading, writing, science/health, social studies, physical education, art, and music, and drama. Flexibility in the designing of school schedules is permissible and may reflect the integration of content determined necessary to provide an appropriate instructional program. Currently, the program consists of instruction in the following subjects:

- Computer Literacy
- Health (to include activities in alcohol and substance abuse education, and HIV/AIDS education) K-4 – 35 hours/year and Grade 5 – 45 hours/year
- Language Arts
- Mathematics
- Physical Education\*\*—must provide 150 minutes per week
- Reading-- All students in K-5 will receive 90 minutes of uninterrupted reading instruction.
- Science
- Social Studies

*Career Education*

*Character Development*

*Consumer Education*

*Disability History and Awareness Instruction (FS 1003.4205) during the first two weeks in Oct. to expand students' knowledge, understanding, and awareness of individuals with disabilities, the history of disability, and*

*the disability rights movement. The goals of this instruction include: 1) better treatment of individuals with disabilities in society (especially youth in school) and increased attention to preventing the bullying or harassment of students with disabilities; 2) encouragement to individuals with disabilities to develop self-esteem, resulting in more individuals with disabilities gaining pride, obtaining postsecondary education, entering the workforce, and contributing to their communities; and, 3) reaffirmation of the commitment to the full inclusion of and equal opportunity for all individuals with disabilities.*

*Florida Studies – Grade 4*

*American History – Grade 5*

▪ Supplemental Programs:

*Art*

*Music*

*Media*

*Drama*

\*\*In accordance with Florida Statute 1003.455(1), the school board is required to develop a program that stresses physical fitness and encourages healthy, active lifestyles, and encourages all students in grades preK-12 to participate in physical education which shall consist of physical activities of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students. Additionally, as per FS 1003.455, on any day during which physical education instruction is conducted there will be at least 30 consecutive minutes per day.

All students must meet state requirements concerning mastery of Curriculum frameworks and student performance standards based on the Sunshine State Standards. Mastery is documented by passing grades as determined by the classroom teacher.

**Testing**

Students in grades Kindergarten through 5 are evaluated annually. All students, unless specifically exempted, must take all statewide and achievement tests at their appropriate grade level as required by 1008.22 F.S. and 1008.34 F.S. Test adaptations and modification of procedures, as necessary, for students in Exceptional Education and for students who are English Language Learners, are provided through the Individual Education Plan (IEP), Limited English Proficiency (LEP) Plan, or 504 Plan.

Beginning with the 2002-2003 school year, all school districts are required to administer the school readiness uniform screening implemented by the Department of Education to each kindergarten student in the district school system upon the student's entry into kindergarten. Children who enter public school for the first time in first grade must be administered the Diagnostic Assessment of Reading adopted for first grade.

The elementary testing requirements are as follows:

- **DIBELS** – Dynamic indicators of basic early literacy skills. It is administered to K-3 students four times during the year. It is used to evaluate students in letter naming fluency, initial sounds fluency, sounds, phoneme segmentation, nonsense word fluency and oral word fluency.
- **FLKRS** – The FLKRS is given as a school readiness screening test in kindergarten.
- **DAR** – The Diagnostic Assessment of Reading is given to students in grades K-5 who are not successful in intervention classes. It is used as a diagnostic tool.
- **Stanford 10** – The Stanford 10 is given to all kindergarten, first and second grade students. Results are nationally normed.
- **Stanford 9** – This test is administered at the end of third grade summer reading camp to all third graders attending for determining whether the student is promoted or retained.
- **FCAT Writing+** – The FCAT Writing test is administered to all fourth grade students. Results are reported for either narrative or expository writing depending upon the prompt the student received during the testing situation. Multiple choice questions assess knowledge of writing mechanics. Students are compared to other fourth grade students within the state.
- **FCAT Reading and Math** – This test is administered to all third, fourth and fifth grade students. Students are compared to other students within the state.
- **Teacher Assessments** - Student performance on teacher developed or commercially produced assessments will be aligned with research based curriculum to determine grades on progress reports. Required district achievement testing and statewide assessments do not impact the report card grade.

### **Progress Monitoring Plan**

The school in which the student is enrolled must develop and implement, in consultation with the student's parent, a Progress Monitoring Plan designed to assist the student in meeting state and district expectations for proficiency.

If the student has been identified as having a deficiency in reading, the progress monitoring plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; and the instructional support services to be provided to meet the desired levels of performance. Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. District school boards shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students.

Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan, the student may be retained.

Each student who has not met **minimum** state expectations defined by The Commissioner of Education on any state assessment tests in reading, writing, science and mathematics, must continue remedial or supplemental instruction until the expectations are met, or the student graduates from high school, or is not subject to compulsory school attendance. This may be accomplished through one or more of the following:

- Summer Reading Camp (including math instruction)
- Extended day services
- Tutorial programs
- Exceptional Student Education
- Title I support staff
- Mentoring

A progress monitoring plan will be written for students who meet the following criteria:

- Kindergarten – Each student will be administered a School Readiness test and DIBELS upon entering kindergarten. These entry level tests will determine if a child needs a Progress Monitoring Plan in Reading and/or Math.
- First Grade – SAT 10, DIBELS, and other teacher assessments will determine if a child needs a Progress Monitoring Plan in Reading, Math, Science and Writing. A PMP will be developed for any student who scores below 40% (NP) in Reading or Math on the SAT 10.
- Second Grade – SAT 10, DIBELS, and other teacher assessments will determine if a child needs a Progress Monitoring Plan in Reading, Math, Science and Writing. A PMP will be developed for any student who scores below 40% (NP) in Reading or Math on the SAT 10.
- Third Grade – SAT 10, DIBELS, and other teacher assessments will determine if a child needs a Progress Monitoring Plan in Reading, Math, Science and Writing. A PMP will be developed for any student who scores below 40% (NP) in Reading or Math on the SAT 10.
- Fourth Grade – A PMP will be written for students who score a level 1 or 2 in Math and/or Reading on the FCAT. A PMP is written for students in writing who score below a 3.5 on FCAT Writing.

The progress monitoring plan (PMP) should:

- Clearly identify the specific diagnosed academic needs to be remediated,
- Clearly identify the success-based intervention strategies to be used
- Clearly identify how, when, how often, by whom and how long intensive remedial instruction is to be provided, and
- Clearly identify the monitoring and reevaluation activities to be employed.

Individual progress monitoring plans are not required if the school utilizes a schoolwide progress monitoring plan which documents the proficiency of all students in the areas of reading, math, science and writing.

The School board must allocate remedial and supplemental instruction resources first to students who are deficient in reading by the end of grade 3 and next to students who fail to meet achievement performance levels required for promotion. The law's intent is that an

intervention model be implemented for students having difficulty meeting the levels of performance for student progression. Such an intervention model might consist of the following steps:

- Effective, research-based, standards-driven initial instruction
- Identification of students with problems (assessment or screening)
- Diagnosis of specific problems of the individual student
- Progress monitoring plan addressing diagnosed problems (prescription)
- Immediate intensive remedial instruction
- Progress monitoring, reevaluation, and redesign of instruction to meet student's current needs
- Continued support and reinforcement.

### **Reading Deficiencies And Parent Notification (1002.20(11) F.S.)**

If any K-3 student exhibits a reading deficiency, the parent shall be immediately notified of the student's deficiency with a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading; shall be consulted in the development of a detailed progress monitoring plan (PMP), as described in 1008.25(4)(b) F.S.; and shall be informed and the student will be given intensive reading instruction until the deficiency is corrected.

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

### **Elementary Reading Deficiency and Intensive Reading Instruction (1008.25(5)(a) F.S.)**

Any student who exhibits a substantial deficiency in reading, based upon locally determined assessments or statewide assessments conducted in kindergarten or grades 1, 2 or 3, must be given intensive reading instruction immediately following the identification of the reading deficiency. Students must have their reading proficiency reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive instruction. Intensive instruction shall be continued until the reading deficiency has been remediated. Intensive instruction is usually associated with the following characteristics:

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

### **Guidelines For Exemption Of Students With Disabilities**

The general expectation of state and district assessment systems is that all students participate in assessment for accountability purposes. However, a student's disability may be such that state and district assessments may not be appropriate for that student. **This decision should be made at an Individual Education Plan (IEP) review and should be guided by past performance of the student, and whether the student is pursuing a**

**course of study to obtain a regular high school diploma. The decision to include or exclude should be documented on the IEP.** If exemption is the decision, then the rationale should also be included. These decisions should be made every year. Exemption may be permitted **only** when the following criteria are met:

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

### **English Language Learners**

English Language Learners, who have been in an English language program for two years or less and fail to meet district expectations on state assessments in reading and writing, shall be exempted for good cause from the mandatory retention. English Language Learners will be accorded the rights and privileges outlined in the English Language Learner Plan approved by the Lafayette District School Board. ELL students’ progress toward English language acquisition will be annually assessed using the Comprehensive English Language Learner’s Assessment (CELLA).

### **School Choice Options**

Students are offered school choice through the following school options:

1. Florida Virtual Academy—an online elementary program offered through the Florida Department of Education. Information may be obtained online at <http://flva.org> or at phone # 866-339-8803.
2. Florida Connections Academy—an online elementary program offered through the Florida Department of Education. Information may be obtained online at <http://connectionsacademy.com> or at phone # 800-382-6010.
3. Home Education—students may be home schooled by registering their intent to be home schooled with the Superintendent’s office. Information on the requirements for this program may be obtained from the Director of Instruction and Personnel.

## **REPORTING STUDENT PROGRESS**

Report cards will be issued to students every nine weeks regarding the progress of the student towards achieving state and district expectations for proficiency in reading, writing, mathematics, science and social studies. The evaluation of the students’ progress must be based on classroom work, observations, tests, district and state assessments, and other relevant information. A complete explanation of the grading system and the student’s conduct shall be on the report card.

Parent conferences are scheduled every nine weeks to review student progress which includes report cards, PMP, student assessment, etc.

Districts must annually publish in the local newspaper the following:

- The district policies and procedures on student retention and promotion;
- The number and percentage of all students by grade levels performing at Levels 1 and 2 on the FCAT Reading;
- The number and percentage, by grade, of all students retained;
- The total number of students promoted for good cause, by each category;
- Any revisions to the district school board's policy on retention and promotion.

### **Grading Scales**

Kindergarten - the teacher evaluates Language Readiness, Math, Social Skills, and Fine Motor Skills with a checklist.

Grade 1 - the teacher evaluates all subjects according to the following scale:

- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory Progress

Grades 2-5: the teacher evaluates reading according to the following scale:

- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory Progress

Grades 2-5: all other subjects are evaluated according to the following scale:

<u>Grade</u>	<u>Percent</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	below 60	0	Failure
I	0	0	Incomplete

EVERY GRADING PERIOD TEACHERS INDICATE WHETHER A STUDENT IS MEETING GRADE LEVEL EXPECTATIONS IN READING, WRITING, AND/OR MATHEMATICS WITH THE FOLLOOWING SCALE:

- 1—Student is working above grade level
- 2—Student is working at grade level
- 3---Student is working below grade level

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### **Promotion/Retention**

Promotion is based on mastery of performance standards approved by the State Board of Education according to s.1001.03. Progression from one grade to the other is determined in part by proficiency in language arts, social studies, reading, writing, science, and mathematics at each grade level.

**1008.26(a)(b)F.S. - No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.** The district school board may only exempt students from mandatory retention, as provided by the good cause exemption.

The Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion and additional evaluations, portfolio reviews, and assessments are available to the student to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.

Grade assignment will occur at the end of the school year or at the end of summer school, if it is available. The primary responsibility for determining each student's performance and ability to function academically, socially, and emotionally in the next grade is that of the classroom teacher in conjunction with the principal. Conditional placement may be an option to consider if good cause guidelines, determined by the State Board of Education are met.

The basis for making the determination regarding promotion should reflect student performance as indicated by:

- The Florida Sunshine State Standards
- The student's ability to function with materials considered to be "on grade level"
- Teacher judgment
- Tests
- Student's classroom work
- Observation
- Standardized and required statewide assessments
- Parent recommendation
- Other objective data

Any student who has not met minimum state expectations, on any state assessments, must continue remedial or supplemental instruction until the expectations are met, or the student graduates from high school, or is not subject to compulsory school attendance.

#### **Policies for Mid-Year Promotion of a Retained Student, 1008.25(5)(c)(7)F.S.**

Determination of midyear promotion of a student is the responsibility of the principal and the classroom teacher. The student's performance and ability to function academically, socially, and emotionally in the next grade, the ability to function with "on-grade level" materials, student's classroom work, attendance and parent recommendation will be considered in determining promotion to the next grade.

A letter documenting the student was promoted during mid-year and stating the reasons for promotion will be placed in the student's cumulative records to document such promotion.

#### **Retention**

General Requirements - Students failing to achieve district levels of expectation must receive remediation. If, after remediation, they are still deficient, they may be retained.

Retention Criteria for Grades K-5 - The following criteria are used to identify students for retention:

- Students achieving one year or more below grade level in reading and/or math
- Emotional/social maturity of the student
- Failing grades in reading or math
- Standardized test scores (FCAT, Math, Reading, Science, Writing, Stanford 10)
- Parental input
- Exceptional education needs

In most cases, when a student appears to have an achievement problem early in his/her school career and when retention is a possible action, it should normally be considered in the primary years. No more than two retentions shall occur in grades K-3. When it has been determined that a child will be retained, the parent or guardian will be notified in writing. Every effort will be made to conference with the parent prior to the final decision. The communication between the parent and teacher should be on-going throughout the school year. A final placement decision will rest with the principal.

**Mandatory Grade 3 Retention 1008.25(5)(b) F.S.**

It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, 2, or 3, through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

Remedial and supplemental resources must be allocated as follows: First, to students who are deficient in reading by the end of grade 3 and second to students who fail to meet performance levels required for promotion.

Beginning with the 2002-2003 school year, if the student's reading deficiency is not remedied by the end of grade 3, as documented by scoring Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained unless he/she is exempt from mandatory retention for Good Cause.

Students transferring into the district should be assessed immediately for reading proficiency to determine if remediation is appropriate. This is especially true in grade 3. If a student transfers after the administration of the FCAT in grade 3, it is up to the district to assess the student's reading proficiency at the end of the year to determine if the student needs to repeat the third grade.

**Exemption for Good Cause 1008.25(6)(b) (1)(2)(3)(4)F.S.**

The school board may only exempt students in grade 3 who demonstrate a continued deficiency in reading from mandatory retention for good cause. The State Board of Education has established "good cause" criteria as follows:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages Program.
2. Students with disabilities whose individual education plan (IEP) indicates that participation in the statewide assessment program is not appropriate.
3. The State Board of Education adopted the following alternative assessment policies on January 21, 2003: The alternative standardized assessment to be used is the grade 3 Reading Norm Reference Test (NRT) portion of the FCAT or the SAT-10 alternative assessment. The acceptable levels of performance on the alternative assessments for grade 3 for the 2002- 2003 school year are:
  - To promote a student using the grade 3 reading NRT portion of the FCAT as an alternative assessment good cause exemption, the grade 3 student scoring at Level 1 Reading FCAT must score at or above the 51<sup>st</sup> percentile on the grade 3 reading NRT portion of the FCAT

**OR**

  - To promote a student using the SAT-9 as an alternative assessment good cause exemption, the grade 3 student scoring at Level 1 Reading FCAT must score at or above 51<sup>st</sup> percentile on a parallel form of the SAT-10. (**The SAT-10 may only be administered one time.**) The earliest the alternative assessment may be administered is following the receipt of the grade 3 student reading FCAT scores or during the last two weeks of school, which ever occurs first, for student promotion purposes.
4. Students who demonstrate, through a student portfolio, that the student is reading on grade level, as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 Performance on the FCAT. To be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio contents must:
  - Be selected by the student's teacher
  - Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom.
  - Include evidence that the benchmarks assessed by the grade 3 reading FCAT have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text, and that are between 100-700 words with an average of 350 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Sunshine State Standards or teacher-prepared assessments that are aligned with the Sunshine State Standards
  - Be an organized collection of evidence of the student's mastery of the Sunshine State Standard Benchmarks for Language Arts that are assessed by the grade 3 reading FCAT. For each benchmark, there must be at least five examples of mastery as demonstrated by a grade of "C" or above
  - Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

5. Students with disabilities who participate in the FCAT and who have an IEP or a Section 504 plan that reflects that the student has received the intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1 or grade 2.
6. Third grade students who have received intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and were previously retained in kindergarten, grade 1, or grade 2 for a total of 2 years. If promoted under this exemption, intensive reading instruction must include an altered instructional day based on the PMP that includes specialized diagnostic information, and specific reading strategies.

**Good cause exemptions shall be made consistent with the following (FS 1008.25 (6)(c):**

1) Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record as demonstrated by the progress monitoring plan, individual educational plan, if applicable, report card, or student portfolio.

2) The school principal shall review and discuss such recommendation with the teacher and determine whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the superintendent. The superintendent shall accept or reject the school principal's recommendation in writing.

**Successful Progression For Retained Readers 1008.25 F.S.**

Students retained under the provisions of s.1008.25(5)(b), F.S., must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the school district's summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade. Beginning with the 2004-2005 school year, each school district shall:

- Conduct a review of student progress monitoring plans for all students who did not score above a level 1 or 2 on the reading portion of the FCAT and did not meet the criteria for one of the good cause exemptions outlined in s.1008.25(6)(b). The review shall address additional supports and services needed to remediate the identified areas of reading deficiency. The school district shall require a student portfolio to be completed for each such student. (*Explanatory Note:* This portfolio must contain evidence of mastery of benchmarks, other information to inform parents, as well as results of diagnostics and progress monitoring. Every retained third grade student who may qualify for a promotion for good cause must have the opportunity to have a portfolio. If a portfolio already exists for a student, it can continue to be used.)
- Provide students who are retained in grade 3 due to a reading deficiency as evidenced by not scoring level 2 on the reading portion of the grade 3 FCAT, (s.1008.25(5)(b),F.S.), with intensive instructional services and supports to remediate the identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district, which may include but are not limited to:

- Small group instruction
  - Reduced teacher-student ratios
  - More frequent progress monitoring
  - Tutoring or mentoring
  - Transition classes containing 3<sup>rd</sup> and 4<sup>th</sup> grade students
  - Extended school day, week, or year
  - Summer reading camps
- Provide written notification to the parent of any student who is retained in grade 3 due to a reading deficiency as evidenced by not scoring level 2 on the reading portion of the grade 3 FCAT, (1008.25(5)(b),F.S., that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in s.1008.25(6)(b), F.S. The notification must comply with the provisions of 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.
  - The district school board shall assist schools and teachers in implementing reading strategies that research has shown to be successful in improving reading among low performing readers.
  - Implement a policy for the mid-year promotion of any student retained in grade 3 due to a reading deficiency as evidenced by not scoring level 2 on the reading portion of the grade 3 FCAT, 1008.25(5)(b), F.S.), who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Tools that school districts may use in reevaluating any student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at level 2 on the grade 3 FCAT, as determined by the State Board of Education. (*Explanatory Note:* The State Board of Education shall adopt standards that provide a reasonable expectation that the student’s progress is sufficient to master appropriate fourth grade level reading skills. 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 as specified in 1008.25(5)(c)7, F.S.)
  - Provide students who are retained under 1008.25(5)(b) F.S., with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.
  - Provide parents of students to be retained with at least one of the following instructional options in addition to required reading enhancement and accelerated strategies:
  - Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school
    - A “Read at Home” plan outlined in a parental contract, including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading
    - A mentor or tutor with specialized reading training. (*Explanatory Note:* The student should also demonstrate his readiness for performing the work of the next grade in other core subjects before receiving a midyear promotion. The

mentor/tutor option does not require that districts must pay for private tutors. Volunteers or school staff may be used.

- The school will provide strategies for parents to use in helping their child succeed in reading proficiency.

### **K-3 Read Initiative 1008.25(7)(b)(7) F.S.**

A Reading Enhancement and Acceleration Development (READ) Initiative shall be established 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 must:

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

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

An intensive acceleration class will be established for retained grade 3 students who subsequently score at a level 1 on the reading portion of the FCAT. The focus of the intensive acceleration class shall be to increase a child's reading level at least two grade levels in one school year. (*Explanatory Note:* This class is for a student who would be spending his third year in third grade. Applicable schools are those with retained grade 3 students who subsequently score at level 1 on FCAT reading. Through this class, a retained third grader could be promoted from third grade to fifth grade.) The intensive acceleration class must 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. The IAC must:

- Have a reduced teacher-student ratio
- Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Sunshine State Standards in other core areas
- Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year

- Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist (*Explanatory Note:* This provision does not mandate the use of a speech and language pathologist but rather allows the speech and language pathologist to be involved in designing the intensive accelerated class and, through multi-stream funding, perhaps work with certain students whose diagnosed reading deficiencies might best be addressed by a speech and language pathologist.)
- Include weekly progress monitoring measures to ensure progress is being made
- Report to the Department of Education, in the manner described by the department, the progress of students in the class at the end of the first semester
- Report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level.
- Provide a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency. (*Explanatory Note:* The primary factor is what is being provided to help the student catch up, not where it is being provided.)

### **Limits To Retention**

Students who have difficulty meeting promotion requirements should be evaluated for retention by the administrator, teacher and counselor. Consideration should be given for a referral to the Child Study Team, and/or counseling services as needed. No student may be retained more than twice in any grade.

The state board shall adopt rules to prescribe limited circumstances in which a student may be promoted without meeting the specific assessment performance levels prescribed by the district's student progression plan. Such rules shall specifically address the promotion of students with limited English proficiency and students with disabilities.

A school district must consider an appropriate alternative placement for a student who has been retained two (2) or more years.

### **Special Assignment for Grade Placement**

School personnel should utilize available resources to achieve parental understanding and cooperation regarding grade placement. The final decision is the responsibility of the principal.

### **Conditional Placement**

A student may be conditionally assigned, by the principal, to the next grade if he/she has been retained twice previously and has not met the basic standards and may not benefit from retention. Good Cause reasons, established by the State Board of Education, shall be the main consideration when making the decision. Parents will be notified, in writing, of this placement and it will be documented in the student's cumulative folder.

Special assignments to a lower grade - Any student may be assigned at any time during the school year to a lower grade if the principal determines standards have not been met and the

student will benefit from the placement. Parents will be notified of the special assignment, and it will be documented in the student's record.

Advancing a grade or special assignment to a higher grade - The assignment of a student to a higher grade which results in advancing a grade, or part of a grade, should be based on evidence that the child will benefit from the instructional program in the advanced grade. Parents will be notified of the special assignment, and it will be documented in the student's record. **The final decision for grade advancement is the responsibility of the principal.**

Grade placement of a student transferring from another state or private school will be determined by the principal of the receiving school.

Exceptional Student Education - The principal should receive input from the student's IEP regarding the appropriateness of conditional placement.

**Principal's Responsibility – Good Cause (FS 1008.25)**

Requests for Good Cause exemptions for students from the mandatory retention requirement shall be made consistent with the following:

- Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. Such documentation shall consist only of the existing Progress Monitoring Plan, Individual Education Plan, if applicable, report card, and/or student portfolio.
- The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

**Student Health and Fitness**

A program of student health and fitness shall be implemented at elementary school level. The program will implement health and fitness, including physical fitness, standards in accordance with Florida Sunshine State Standards as school(s) facilities allow. Each school shall make available to parents information on student health and fitness. All K-5 students will receive 150 minutes of physical education per week.

# MIDDLE SCHOOL PROGRESSION (Grades 6-8)

## ENTRANCE REQUIREMENTS

Florida Statutes require that a student entering a Florida public school for the first time must present certification of a school entry medical examination performed within the twelve months prior to enrollment in school. Documentation of the examination must be recorded on the proper Department of Health form. If such certification is not available, the principal must be given a medical appointment notice from a licensed physician signifying that the child is scheduled for a physical examination within a thirty-day period, or the child will be excused from school until the requirement is met. Failure to comply may result in the student being referred to the truant officer.

A child shall be exempt from the medical requirements upon receipt of a written notarized statement of the parent or guardian of such student stating objections on religious grounds. This certified written request must be entered into the child's permanent record.

### **Immunization Requirements**

A child who is entering a Lafayette District School for the first time must present one of the following proper documented items:

- A current valid certificate of immunization; or
- Certificate of exemption for religious reasons; or
- Certificate of exemption for medical reasons.

A thirty-day temporary written exemption may be issued by the Lafayette County Health Department to permit a child who transfers into the district to attend classes until the records can be obtained. If, at the end of the thirty-day exemption period, the parent or the student fails to present a proper immunization certificate, the principal will temporarily exclude the student from school. The school administrator will instruct the parent to present the proper immunization certification to the school before the student will be allowed to re-enter.

### **Transfer Students**

Any student who enters a Lafayette County School will be required to present the following items within thirty days of entry:

- An official letter or transcript from the former school which indicates record of attendance, academic information, and grade placement of student;
- Evidence of date of birth
- Current valid certificate of immunization
- Evidence of medical examination performed within the last twelve months and documented on the correct medical form
- Social Security Number (District Request)
- As per FS 1000.36, 1000.37, 1000.38 & 1000.39 children of military personnel will receive the following considerations regarding their transfer to, or from, another school: 1) if an official copy is not ready at withdrawal, the student must be given an official copy of his(her) transcript; 2) the student must be given a reasonable time to obtain any needed immunizations; 3) the receiving school must honor placement of

the student in educational courses based on the sending school's records, however, the receiving school may make additional evaluations; 4) the school district may have flexibility in waiving course or program prerequisites; and 5) the students must be granted additional excused absences at the Superintendent's discretion to visit with his or her parent.

### **Suspension/Expulsion**

Students under suspension or expulsion from schools inside or outside the district will be denied admission unless approved by the Superintendent or his designee.

### **Notification of In Loco Parentis**

A special power of attorney or certification form is used for admission purposes in cases in which a student is not residing with his or her parents/guardian. This form designates that the adult person with whom the student resides stands in loco parentis.

### **Annual Reporting 1008.25(4)(a)F. S.**

The school 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. The evaluation of each student's progress must be based on the student's classroom work, observations, test, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board. (*Explanatory note: No one test with a single administration should determine promotion or retention. The preponderance of evidence from evaluations should be used to determine if a student is ready for the work of the next grade.*)

### **Local Newspaper 1008.25(8)(B)1,2F,S.**

The district school board must annually publish in the local newspaper and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:

- The provisions of the law relating to public school student progression and the district school board's policies and procedures on student retention and promotion
- By grade, the number and percentage of all students in grades 3-10 performing at levels 1 and 2 on the reading portion of the FCAT
- By grade, the number and percentage of all students in grades 3-10
- Information on the total number of students who were promoted for good cause, by each category of good cause
- Any revisions to the district school board's policy on retention and promotion from the prior year

### **Grading Scale**

Report card grades are to provide the student and/or the student's parents with an objective evaluation of the student's scholastic achievement and conduct. Student's academic grades are to reflect their academic achievement. Report cards will reflect when a student is working at a skill level below that of this assigned grade placement. Grades in

subjects taken at a remedial level may reflect student’s progress toward remediation of their basic skills deficits and do not reflect expected achievement for the grade level; these grades must be clearly indicated as remedial.

Students are to be advised of the grading criteria employed in the school and in each class prior to the beginning of the grading period. Students and parents are also to be advised of district wide standards for promotion and graduation as applied to the student’s grade placement.

Grades in conduct are to reflect objectively the student’s progress independent of academic achievement. Standards for grading in this area are to be explained to the students. Conduct implies the degree to which a student relates to others in socially acceptable ways. Schools will not exempt students from academic performance requirements based on policies or practices designed to encourage student attendance. The following specific grading criteria will be followed in grades 6-8.

<b>Grade</b>	<b>Percent</b>	<b>Value</b>	<b>Definition</b>
<b>A</b>	<b>90-100</b>	4	Outstanding Progress
<b>B</b>	<b>80-89</b>	3	Above Average Progress
<b>C</b>	<b>70-79</b>	2	Average progress
<b>D</b>	<b>60-69</b>	1	Lowest acceptable progress
<b>F</b>	<b>below 60</b>	0	Failure
<b>I</b>	<b>0</b>	0	Incomplete

At the secondary level letter grades and number grades should be placed on report cards and used in determining final grades.

Cumulative GPA’s will be calculated at the secondary level using the following Quality Point System:

<u>Letter</u>	<u>Quality Points</u>
A	4
B	3
C	2
D	1
F	0
I	Incomplete

All incomplete (I) work must be completed by the end of the next grading period. Failure to make-up required work in specified grading period will result in F for earned grade.

Teachers will use a combination of the following to determine nine weeks grades: (a) test grades (b) class participation (c) assigned work (homework, reports, term papers, etc.) and nine week examinations.

Examination procedures are as follows:

An examination will be required in each core course (teacher discretion will be used for other classes) and will occur at the end of each nine weeks. Examinations will cover all pertinent

material presented in each respective class during the nine weeks grading period. Teachers will prepare examinations to fit into the given period in order to provide students ample time for completion of the examination. Students must take the exam to receive credit in a particular course unless exempted by appropriate academic performance. These exams will count as 10% of the nine week grade. The final grade for the course will be an average of the grades for the four nine week periods. If the principal of a school feels it is necessary to change a student's grade in any subject at the end of a term, the principal shall consult with the teacher who issued the original grade; give his reasons in writing for the necessary change to the teacher, and place a copy of his reasons in the student's cumulative folder. If a change in grade is made, it shall be recorded as the principal's grade and not the teacher's grade. Students and their parents shall be notified of all such changes.

### **Grade Forgiveness for High School Courses Taken in Middle School**

**A student in middle school who takes any high school course for high school credit and earns a grade of "D," or "F" or the equivalent of "D," or "F" will be allowed to replace the grade with a grade of "C" or higher, or the equivalent of "C" or higher, earned subsequently in the same or comparable course. FS1003.428(4)(d)**

### **Notices to Parents and Students**

It is recommended that schools notify parents of a student's exemplary achievement or significant improvement in the same manner as unsatisfactory work notices are issued. Parents are to receive reports on their child's performance toward achieving state and district expectations for proficiency in reading, writing, science, and math. The district will report individual student results on the standardized tests administered as part of the county wide achievement testing program. Parents of those students tested through the State Assessment Program will receive reports on their child as they are made available by the state. These reports will be distributed through the Guidance Department. The evaluation of each student's progress will also be reported in writing to the parent in the form of report cards.

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

### **Promotion/Retention**

Promotion is based on mastery of performance standards approved by the State Board of Education according to Section 1008.25 FS for Pre-K through 12. Progression from one grade to the other is determined in part by proficiency in language arts, social studies, reading, writing, science, and mathematics at each grade level.

### **Intensive Remediation**

Students who fail to meet the proficiency level in reading, writing, mathematics, and/or science on the state assessment as defined by the district must receive remediation in the area(s) lacking proficiency and/or be retained within an intensive program that takes into account the student's learning styles and that is different from the previous year's program. When a student has been retained two or more years, appropriate alternative placement will be determined based on the student's academic needs and programs and/or courses available to best serve the student and assist in continued academic progress.

### **Elimination of Social Promotion**

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. There should not be placement of a student to the next grade without regard to the student's proficiency. A student may be promoted for good cause based on the following:

1. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages program;
2. Students with disabilities, whose individual education plan (IEP) indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rule;
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment and/or math assessment;
4. Students who demonstrate, through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 3 performance on FCAT, and/or that they are on grade level in math as evidenced by demonstration of mastery of the Sunshine State Standards in math equal to at least a Level 3 performance on FCAT;
5. Students with disabilities who participate in FCAT and who have an individual education plan or Section 504 Plan that reflects that they have received intensive remediation in reading and/or math for more than two years but still demonstrate a deficiency in reading and/or math and were previously retained;
6. Students who have received intensive remediation in reading for two or more years but still have a deficiency in reading and/or math and were previously retained for a total of two years since entering kindergarten or has been previously retained one year in middle school. If promoted under this good cause, intensive reading instruction must include an altered instructional day based on a PMP that includes specialized diagnostic information and specific reading/and or math strategies.

**The decision for promotion for good cause is to be exercised cautiously and only with the above criteria. Good cause exemptions shall be made consistent with the following (FS 1008.25 (6)(c):**

1) Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record as demonstrated by the progress monitoring plan, individual educational plan, if applicable, report card, or student portfolio.

2) The school principal shall review and discuss such recommendation with the teacher and determine whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the superintendent. The superintendent shall accept or reject the school principal's recommendation in writing.

The parent should be notified in writing by the principal of the promotion for good cause and a copy of the parent notification should be put in the student's cumulative file. As the student is placed in the next grade level, it is important that efforts be made to continue to provide services to improve the student's academic performance and success.

- **Grade assignment** or retention normally will occur at the end of the school year or at the end of summer school, if it is available. The primary responsibility for

determining each student's performance and ability to function academically, socially, and emotionally in the next grade is that of the classroom teacher in conjunction with the principal.

- The basis for making the determination regarding promotion should reflect student performance according to:
  - The Florida Sunshine State Standards
  - The student's ability to function with materials considered to be "on grade level"
  - Teacher judgment
  - Tests (Teacher made tests)
  - Student's classroom work
  - Daily observations
  - Standardized and required statewide assessments
  - Parental input
  - Other objective data
  - Social and emotional maturity
  - Study habits and work skills

Middle grades students not passing three or more of the four core subjects will not be promoted to the next grade. Students not passing one or two core subjects may attend summer school in order to successfully complete the course(s) and be promoted to the next grade. A final placement decision will rest with the principal.

Communication between the parent and the teachers should be ongoing throughout the school year. Every effort will be made to conference with the parent prior to the final decision. The parent or guardian will be notified in writing when it has been determined that a child will be retained. Retention should be based on more than a single test score. If a student is retained, it must be within an intensive program that is different from the previous year's program and that takes into account the student's learning style. A student who is retained two or more years must be placed in an appropriate alternative placement program.

### **PROGRAM OF STUDY**

All middle grades courses will follow a rigorous program of study and must be aligned with Florida's Sunshine State Standards or the Next Generation Standards, as they become available.

#### **Requirements for 6<sup>th</sup> and 7<sup>th</sup> grade students entering middle school in 2007-2008 school year and thereafter:**

The 2006-2007 Legislature passed House Bill 7087, creating Section 1003.4156, Florida Statutes, related to middle grades promotion. 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 students must successfully complete academic courses as follows:

1. English – 3 middle school or higher year-long courses  
These courses must emphasize literature, composition, and technical text.
2. Mathematics – 3 middle school or higher year long courses  
Each middle school must offer at least one high-school-level mathematics course for which students may earn high school credit. (Algebra I)
3. Social Studies – 3 middle school or higher year-long courses

One semester of these courses must include the study of state and federal government and civics education.

Disability History and Awareness Instruction (FS 1003.4205) during the first two weeks in Oct. to expand students' knowledge, understanding, and awareness of individuals with disabilities, the history of disability, and the disability rights movement. The goals of this instruction include: 1) better treatment of individuals with disabilities in society (especially youth in school) and increased attention to preventing the bullying or harassment of students with disabilities; 2) encouragement to individuals with disabilities to develop self-esteem, resulting in more individuals with disabilities gaining pride, obtaining postsecondary education, entering the workforce, and contributing to their communities; and, 3) reaffirmation of the commitment to the full inclusion of and equal opportunity for all individuals with disabilities.

4. Science – 3 middle school or higher year-long courses
5. Career and Education Planning – to be completed in 7<sup>th</sup> or 8<sup>th</sup> grade (FS 1003.4156(1)(a)5).

The course must be taught by any member of the instructional staff and must include, but is not limited to, the following components:

- a) Career exploration using CHOICES for the 21<sup>st</sup> Century or a comparable cost-effective program.
  - b) Educational planning using the online student advising system Florida Academic Counseling and Tracking for Students (FACTS) at the Internet website FACTS.org and must result in the completion of a personalized academic and career plan. Each student's plan must be signed by the student, the student's guidance counselor or academic advisor, and the student's parent. (ePEP)
- 6 Computer Literacy—This course is to be taught in 7<sup>th</sup> and/or 8<sup>th</sup> grade and will prepare middle grades students to be proficient in the National Education Technology Standards for Students (NETS-S). This preparation is necessary to equip students to use technology effectively in high school.
  - 7 Physical Education – Every student should have the opportunity to participate in and benefit from a quality physical education program. Fla. Statute encourages this course to be 225 minutes per week. The Lafayette School District adheres to the Sunshine State Standards and reflects state and local requirements for middle school education. As per FS 1003.455, beginning in school year 2009-2010, middle school students must receive the equivalent of one period per day of physical education instruction for one semester each year. This requirement may be waived if 1) the student is enrolled in a remedial course; 2) if the student's parent requests that the student enroll in another course; or 3) if the student is participating in physical activities outside the school day which are equal to, or in excess, of the mandated requirement.

The program will implement health and fitness, including physical fitness standards in accordance with Florida Sunshine State Standards as school(s) facilities allow. Each school shall make available to parents information on student health and fitness.

All students in middle school shall be required to wear appropriate dress provided that adequate dressing facilities are available. In a case where the parent or guardian files an

objection for religious reasons, the student shall be permitted to wear some other type of appropriate dress.

The principal may exempt a student from physical education only after meeting with the student's parents and/or guardians, consulting with the physical education staff, and receiving written verification that the exemption is necessary for validated medical reasons.

A student will be expected to successfully complete English, mathematics, social studies and science year-long courses in each grade level in order to stay on course to complete middle school in three years.

Beginning with the entering 6<sup>th</sup> grade students in 2006-2007, any required course not completed successfully must be taken again. Successful completion of middle school is expected prior to entering high school. Students and parents will be notified of options available for course recovery should a student fail to successfully complete a required course.

**Parental Notification (S. 1003.4156 (1)(a)5, F.S.)**

Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities. Each student must complete an electronic personal education plan (EPEP) that must be signed by the student, the student's instructor or guidance counselor, and the student's parent.

**Intensive Intervention (S. 1003.4156(10)(b), F.S.)**

Each year in which a student scores at Level I on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. For each year in which a student scores at Level 1 or level 2 on FCAT Mathematics, the student must complete an intensive mathematics course the following year, which may be integrated into the student's required mathematics course. These courses are subject to approval by the department for inclusion in the Course Code Directory.

**Required Instruction (S. 1003.42, F.S.)**

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

**PROGRESS MONITORING PLAN**

The school in which the student is enrolled must develop, in consultation with the student's parent and must implement a Progress Monitoring Plan designed to assist the student in meeting state and district expectations for proficiency.

If the student has been identified as having a deficiency in reading, the progress monitoring plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas;

and the instructional support services to be provided to meet the desired levels of performance. Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. District school boards shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan, the student may be retained.

Each student who has not met minimum state expectations, defined by the Commissioner of Education, on any state assessments tests in reading, writing, science and mathematics, must continue remedial or supplemental instruction until the expectations are met, or the student graduates from high school, or is not subject to compulsory school attendance.

Each Progress Monitoring Plan must include the provision of intensive remedial instruction in the areas of weakness. This may be accomplished through one or more of the following:

- a. summer school course work (if available)
- b. extended day services
- c. tutorial programs
- d. Exceptional Student Education
- e. mentoring
- f. intensive classes

**The Progress Monitoring Plan** will be written for students who:

- Score below a Level 3 in reading or math on the FCAT
- Fail Science in grades 6-8 for the year
- Score below Level 3 on the 5<sup>th</sup> grade FCAT science
- Score below a 3.5 on the 4<sup>th</sup> grade FCAT Writes
- Score below 3.5 on Writing test administered at grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade
- Writing portfolio sample demonstrating skill level below 3.5 in grades 6, 7, 8.

The Progress Monitoring Plan (PMP) should:

- clearly identify the specific diagnosed academic needs to be remediated,
- clearly identify the success-based intervention strategies to be used
- clearly identify how, when, how often, by whom and how long intensive remedial instruction is to be provided, and
- clearly identify the monitoring and reevaluation activities to be employed.

The following items should be addressed in the PMP:

- effective, research-based, standards-driven initial instruction
- identification of students with problems (assessment or screening)
- diagnosis of specific problems of the individual student
- progress monitoring plan addressing diagnosed problems (prescription)
- immediate intensive remedial instruction

- progress monitoring, reevaluation, and redesign of instruction to meet student's current needs
- continued support and reinforcement.

A school-wide progress monitoring plan may be implemented in lieu of individual progress monitoring plans. The school-wide progress monitoring plan will document the scores of all students in the school and will re-assess everyone at least three times annually. Teachers will receive the results of the progress monitoring and instruction will be altered to address student needs.

### **GRADES 6-8 SUMMER SCHOOL ELIGIBILITY**

Summer school will be provided for students in grades 6 and 8 who may be eligible for promotion after completing the program (Provided funding is available)

A student may be eligible for summer school if;

- He/she has failed to meet promotion criteria (failed mathematics, science, reading, social studies, and/or language arts).
- He/she has been assigned to an Exceptional Student Education or Educational Alternative Program as required by IEP.
- He/she is a migrant student.
- Scores a level 1 or 2 in Reading and/or Mathematics.

Students who have not successfully completed a required core course in which the student was enrolled may be permitted to attend summer school, if available, as an opportunity for course recovery

If a student has completed three years at middle school and lacks no more than two courses meeting the middle school requirements, then the student maybe permitted to attend summer school, if available, as an opportunity to complete the middle grades course requirements.

Parents will be notified in writing of their child's eligibility for summer school and the reasons for the recommendation. A student's progress will be reviewed during and after summer school. The review of the progress will determine his/her placement for the next school year. The principal will have the final decision-making authority regarding a student's promotion to the next grade.

Attendance in summer school is mandatory. Students can miss no more than two days and those days must have the approval of the principal. A student who is a behavior problem, or has missed more than two days of summer school without permission from the principal, will be dismissed from the summer school program and will be required to participate in the after school program for credit retrieval.

### **English Language Learners(ELL)**

The ELL program is designed to meet the communication and academic needs of students whose native language is other than English. The students will receive comprehensible

instruction through ESOL strategies, based on curriculum frameworks and curriculum guides. ELL (English Language Learner) students, who have been in the program for two years or less, are not bound by the mandatory retention requirements for statewide assessments. An ELL student's participation in the ESOL program will in no way affect his/her placement in any other special program for which the student qualifies. ELL students' progress toward English language acquisition will be annually assessed using the Comprehensive English Language Learner's Assessment (CELLA).

### **Homebound/Hospital**

This program is available to K-12 students and Pre-K ESE students who are physically or emotionally too ill to attend school. These students may continue their academic instruction in the home or in the hospital. Eligibility is determined by an attending physician or psychiatrist certifying that the student is non-contagious and expected to be in a home/hospital program for fifteen (15) school days or longer, or has a chronic condition requiring extended absences.

### **Home Education Program**

- Home education students must register to enter, re-enter or withdraw from the home education program at the office of the Superintendent or his designee.
- Examination of all properly evaluated portfolios are handled at the appropriate school. The granting and/or validation of credits for students is the sole responsibility of the principal.
- Registration for any interscholastic extra-curricular activity is handled at the appropriate school.

### **Florida Virtual School (S 1001.42(21) FS)**

The Lafayette District Schools has entered into a conditional affiliation with the online high school, the Florida Virtual School. As per Florida Statute 1002.20, students may not be denied access to FLVS as an educational option for their academic pursuits. Just cause for denying a student the ability to enroll in an FLVS course does exist if the student's desired course is not an appropriate placement based on course prerequisites, grade level or age appropriateness of the student, or if the student requires academic interventions not provided by FLVS. The school counselor's approval is required on the online course request used by FLVS to verify that the desired course(s) meet the needs of the student's academic plan. Home education students may take courses through FLVS.

### **MIDDLE SCHOOL INSTRUCTION**

The middle school curriculum is based on the Florida Curriculum Frameworks in language arts, mathematics, writing, reading, science, social studies, the arts, health education (to include the effects of alcohol and drugs) and physical education and foreign languages. Instruction will be based on the Sunshine State Standards s.233.062.FS. Students will be provided reading instruction according to the provisions of the District Reading Plan.

The middle school curriculum consists of math, social studies, reading, language arts, and science. Students scoring below proficiency level in reading will receive additional reading

instruction. Enrichment opportunities may include beginning band, art, agribusiness, technology and physical education.

Pre-Algebra and Algebra I honors are available to students. Algebra I honors is an approved 8<sup>th</sup> grade course which carries credit for high school graduation and academic scholars. Students must adhere to the attendance policy as defined for high school courses.

**REPORTING PUPIL PROGRESS s.1003.33(1)F.S.**

**REPORT CARDS** - The report card will be the standard means for reporting student progress. With the approval of the Superintendent, schools may develop additional or supplementary reporting instruments to be used in conjunction with the report card. Report cards will be issued to all students four (4) times a year, after each nine (9) week grading period. A report card will also be issued at the conclusion of summer school. Report cards provide students and parents with an objective evaluation of the students' scholastic achievement, effort, and conduct.

The final report card for a school year shall contain a statement indicating end-of-the-year performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, including absences and tardiness.

**GRADING SCALE** - Numerical guidelines (Florida Uniform Statewide Grading Scale) are as follows:

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

**PROGRESS REPORTS** - Progress reports will be issued to all students at designated times during the regularly established grading period.

**STATEWIDE ASSESSMENT** - Parents will receive reports on their student's performance on statewide assessment tests or any other form of standardized test administered as part of the county wide testing program.

**PARENT NOTIFICATION OF GRADUATION OPTIONS** - Beginning with the 2004-2005 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 these options, so that the students and their parents may select the postsecondary education or career plan that best fits their needs. The information shall include a timeframe for achieving each graduation option.

### **Student Rights**

The right of a student to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of age, sex, race, handicap, religion or natural origin.

### **Assessment**

Students in grades 6 – 8 are evaluated using a statewide assessment. All students, unless specifically exempted, must take all statewide and achievement tests at their appropriate grade level (1008.22). Test adaptations and modifications of procedures, as necessary, for students in Exceptional Education and for students who have Limited English Proficiency, are provided through the Individual Education Plan (IEP), Limited English Plan (LEP), or 504 Plan.

1008.25(4)(a) FS - 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 this diagnostic assessment.

The Middle School testing requirements are as follows:

**FCAT Writing+** – (Florida Comprehensive Assessment Test). The FCAT Writing+ Test is administered to all eighth grade students. Results are reported for either persuasive or expository writing depending upon the prompt the student received during the testing situation and on a multiple choice section on writing mechanics. Students are compared to other eighth grade students within the state.

**FCAT Reading, Math and Science**– (Florida Comprehensive Assessment Test). This test is administered to all sixth through eighth grade students in reading and math, with the eighth grade test including performance items. Results are used to compare students with other students in the state.

**FCAT Norm-referenced Reading and Math** – (Florida Comprehensive Assessment Test). This test is administered to all sixth, seventh, and eighth grade students. Students are compared to other students within the state and nation.

### **Guidelines for Exemption of Students With Disabilities**

The general expectation of state and district assessment systems is that all students participate in assessment for accountability purposes. However, a student's disability may be such that state and district assessment systems may not be appropriate for that student. **This decision should be made at an Individual Education Plan (IEP) review and should be guided by past performance of the student, and whether the student is pursuing a course to obtain a regular high school diploma. The decision to include or exclude should be documented on the IEP.** If exemption is the decision, then the rationale should also be included. These decisions should be made every year. Exemption may be permitted **only** when the following criteria are met:

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

**Grades for Transfer Students**

When students transfer from one school to another, the sending school is requested to forward any grades received during the current grading period regardless of days enrolled. If a student was enrolled in his/her former school for more than 30 days, the sending school. All evidence of the student’s work and placement shall be based upon an official transcript or record authenticated by the proper authority of the receiving school.

**Guidelines for Awarding Numerical Equivalencies to Transfer Grades:**

If the sending school fails to provide a numerical equivalency grade, the following standards will be used:

- If the exact equivalency is provided, it will be used.
- If the sending school has no numeric equivalency or fails to provide an alpha numerical equivalency, the following scale shall apply based on Florida’s standards:

A+	=	100
A	=	95
A-	=	90
B+	=	89
B	=	85
B-	=	80
C+	=	79
C	=	75
C-	=	70
D+	=	69
D	=	65
D-	=	60
F	=	59

## **HIGH SCHOOL PROGRESSION (GRADES (9-12)**

### **ACCELERATION MECHANISMS s.1003.02(1)(i),F.S.**

The beginning of each school year, parents of high school students will be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual school courses. The following acceleration mechanisms are offered in the Lafayette District's high school program:

#### **I. Three Year Standard College Preparatory Program (18 credits)**

Completion of a 3-year standard college preparatory program requires successful completion of a minimum of 18 academic credits in grades 9 through 12. At least 6 of the 18 credits required for completion of this program must be received in classes that are 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), or weighted by the district school board for class ranking purposes. A student selecting this option must earn a passing score on the Reading and Math portions of the FCAT and must earn a cumulative GPA of 3.0 on a 4.0 scale and earn a weighted or un-weighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits. Please refer to the high School graduation options chart later in this section for specific course listings.

#### **II. Three Year Career Preparatory Program (18 credits)**

Completion of a 3 year Career Preparatory Program will require successful completion of a minimum of 18 academic credits. Any student selecting this option may not be required to earn any credits beyond the 18 listed below. A student selecting this option must earn a passing score on the Reading and Math portions of the FCAT and must earn a cumulative GPA of 3.0 on a 4.0 scale and earn a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits. Please refer to the high School graduation options chart later in this section for specific course listings.

#### **III. Dual Enrollment s.1007.27(1)-(2), F.S.**

1. Dual enrollment is an opportunity for academic acceleration by receiving high school and college credit for a college course prior to high school graduation. Students may be enrolled in college courses on a part-time, full-time or vocational basis. Students must receive prior approval to participate in Dual Enrollment. Under Dual Enrollment the college tuition fee and/or any lab fees for the student is waived and the School Board provides textbooks, at no charge, to students.

2. Dual enrollment is limited to high school juniors and seniors who meet college entrance test score requirements. Qualified sophomores may be recommended by high school guidance personnel for consideration as dual enrollment students. Sophomores participating in dual enrollment must be approved by the college. This option will be available on a limited basis.

3. Part-time dual enrolled students may take up to 11 semester hours or 330 vocational contact hours in the fall or the spring term. Up to seven semester hours or 210 vocational contact hours may be taken during a six-week summer term. Full-time dual enrollment of twelve or more semester hours in spring or fall is limited to high school juniors or seniors. Any student failing a dual enrolled course will not be allowed to participate in dual enrollment in the term immediately following the failed course.
4. An unweighted 3.0 grade point average (high school) must be achieved and maintained to enroll in college credit courses. An unweighted 2.0 grade point average (high school) must be achieved and maintained for vocational certificate dual enrollment course. Students must also maintain a 2.0 college grade point average to continue in dual enrollment.
5. Courses taken for dual enrollment credit must be on the DOE approved course equivalency list for dual enrollment and credit awarded will be determined by such list. Courses may be taken either on or off campus. These classes may be during the school day, after school hours or during the summer term. Courses will be taught by teachers who have met the DOE guidelines for teachers of Dual Enrollment courses.
6. Currently, the Lafayette County School District only offers Advanced Placement (AP) courses through the Florida Virtual School, however, at such time AP courses are offered in the district they may be conducted within Dual Enrollment courses as long as the course structure recommended by the College Board and the structure that corresponds to the common course number are integrated into the Dual Enrollment course. Credit for a joint dual enrollment and AP course shall be awarded based on the stated preference of the student. No student shall claim double credit based on the completion of single dual enrollment and AP course. AP credit may only be awarded if the student scores a minimum of 3 on a 5 point scale on the AP exam.
7. Career and technical dual enrollment shall be available for secondary students seeking a degree or certificate from a complete job preparatory program, but shall not sustain student enrollment in isolated career and technical courses.

#### **IV. Florida Virtual School**

The State of Florida has established this program as a distance learning opportunity. Courses are available on-line for approved students. The following conditions must be met in order to participate in this program:

1. Students should be highly motivated and independent learners to be considered for this option.
2. Any student wishing to use this option should discuss these plans with the guidance counselor and the principal before proceeding with registration.
3. Registration with the Fla. Virtual School must be done on-line but is not considered complete until the high school guidance counselor approves the online FLVS course registration form.
4. Once enrolled in a virtual class, the student may be assigned to the computer lab for one full period each day to complete coursework. Access shall be available to students during or after the normal school day or through summer school enrollment.

5. The student should inform the guidance counselor of his/her progress every two weeks to ensure the student remains on schedule and FLVS will notify the guidance counselor of any possible failures at mid-term.

#### **V. College Level Examination Program (CLEP)**

1. Students may earn college course credit through a passing score on the CLEP test. Such credit may be used for dual enrollment purposes.

#### **VI. Advanced Placement**

1. At the current time the District does not offer advanced placement courses, however, these courses are available through Florida Virtual School. At such time as these courses become available post secondary credit for such course shall be limited to students who score a minimum of 3, on a 5 point scale, on the corresponding Advanced Placement Examination. The specific courses for which students receive such credit shall be determined by the Florida Department of Education and shall be exempt from the payment of any fees for the examination.

**\*\*Home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination. Credit earned by these students through dual enrollment shall apply toward the completion of a home education program. It is not the responsibility of the Lafayette School District to provide textbooks for dual enrolled home education students.**

#### **Bright Future Scholarship Program**

Bright Futures Scholarship Program establishes a lottery-funded scholarship to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in an eligible Florida public or private post-secondary educational institution within three years of high school graduation. The Bright Futures Scholarship Program is an umbrella program for all state-funded scholarships based on academic achievement in high school that were formerly provided through such programs as the Florida Academic Scholars, Gold Seal Programs and Florida Medallion Scholars Award.

(1009.531, 1009.532, 1009.534, 1009.535, 1009.536)

The eligibility requirements vary for each scholarship. Requirements include, but are not limited to, certain course requirements and minimum grade point averages. Detailed information about this program may be obtained in the guidance office or at the following website: [www.firn.edu/doe/brfuture](http://www.firn.edu/doe/brfuture)

## **CRITERIA FOR GRADE PLACEMENT**

### **Transfer of Credit**

Transfer of credits will follow the following guidelines:

- All evidence of work or credits earned at another school, community college, or university offered for acceptance shall be based upon an official transcript authenticated by the proper school authority.
- Work or credits from state or regionally accredited schools or institutions are accepted at face value, subject to validation.
- The requirements are retroactive for transfer students provided the student has met all requirements of the school district or state from which he or she is transferring.
- Credit by correspondence course shall not be accepted unless transferred in as part of an official transcript from another accredited school out of district. Credit used for this type of course through a state or regionally accredited school is required to be accepted at face value. Acceptable accreditation is prescribed by Southern Association Standards or Florida State Board of Education Administrative Rules.
- One or one half (1/2) unit of credit may be awarded and applied toward meeting graduation requirements for each successfully completed post secondary course consisting of three (3) or more semester hours. Successful completion is interpreted to mean that the student has maintained at least a “C” average in the course.
- Work or credits from non-credited schools are to be validated on the basis of criteria established in school board policy. A student must have been in attendance for a minimum of 135 clock hours per credit in order for transfer credit to be accepted. The amount of transfer credit accepted from a non-public secondary school cannot exceed the amount of credit which could be earned in the Lafayette School District in a similar time frame and manner. A student may be required to demonstrate mastery of the Sunshine State Standards in a given subject area on a subject area test, or on a teacher-made test in the absence of a subject area test, in order to receive credit toward meeting graduation requirements.
- Grades transferred from another school within the state, or from another school in another state, shall be converted to a numerical average. (See Numerical Equivalents to Transfer Grade section). That average will be used to determine the letter grade to be assigned based on our district’s grading system.
- Students transferring from one school to another shall have the grade assigned by the departing school if registered for 36 or more days, by the receiving school if registered there for 10 or more days. If a student is transferring to a school in another school district at a time near the end of the school year and the school they are transferring to is already “out” for the year, it will be the responsibility of our “sending school” to use good judgment for the benefit of the student involved. Usually no more than 20 school days retroactive, provided the student has met all requirements for that grade placement in the school from which the student is transferring.
- Transfer work from a home education program will be evaluated by the principal or designee and a grade will be assigned.
- Dual enrolled course credit will be awarded as outlined in the Dept. of Education Dual Enrollment Course Equivalency Table.
- As per FS 1000.36, 1000.37, 1000.38 & 1000.39 children of military personnel will receive the following considerations regarding their transfer to, or from, another school:

1) if an official copy is not ready at withdrawal, the student must be given an official copy of his(her) transcript; 2) the student must be given a reasonable time to obtain any needed immunizations; 3) the receiving school must honor placement of the student in educational courses based on the sending school's records, however, the receiving school may make additional evaluations; 4) the school district may have flexibility in waiving course or program prerequisites;; 5) the students must be granted additional excused absences at the Superintendent's discretion to visit with his or her parent; 6) the district may waive specific courses required for graduation if similar course work has been satisfactorily completed in another state; and 7) the district must ensure the receipt of a diploma from the sending district if the student transfers in his or her senior year, is ineligible to graduate from the receiving district and meets the graduation requirements of the sending district.

### **Additional Credit Provisions**

**VOCATIONAL TECHNICAL CENTERS** - Students may receive high school credit from the regular high school and the vocational-technical school with permission from both the principal and a parent or guardian. The student must be taking at least six total credits and working towards receiving a standard diploma or special diploma from a Lafayette District high school. The same standards for course content and performance that apply to the credits earned in the regularly assigned school apply to credits earned in other programs.

**MIDDLE SCHOOL STUDENTS – HIGH SCHOOL COURSES** - Those students below 9<sup>th</sup> grade enrolling in **Algebra I Honors** for high school credit may receive high school credit for a successfully completed course (the student must earn a grade of "C" or higher). It may be used to meet the general eligibility requirements for postsecondary entrance and/or scholarship programs (e.g. Florida Bright Futures Scholarship Program).

### **Drivers License Law**

In order for any person under the age of eighteen to be issued a drivers license they must:

1. Be enrolled in school (public, nonpublic or home education)
2. Have received a high school diploma or its equivalent
3. Be enrolled in GED Program
4. Have been issued a certificate of exemption or
5. Have received a hardship waiver

School personnel will monitor student compliance with the driver's license attendance criteria as established by the Department of Education, and will make reasonable effort to improve the student's attendance prior to denial of license privileges.

**HARDSHIP WAIVER** – According to the provisions of the statute, the school principal or designee may authorize the waiver or licensing requirements under certain circumstances. Those circumstances are defined as follows:

1. Physical problems – Physical problems which would prevent attendance, upon receipt of relevant documentation from a physician or Director of the Lafayette County Health Department.
2. Psychological problems – Psychological problems which would prevent attendance, upon receipt of relevant documentation from a psychiatrist or psychologist.
3. Family problems

- a. A student leaving school for the purpose of contributing to the family income, upon receipt of relevant documentation from the school principal.
  - b. A student has a child for which child care cannot be secured which would prevent attendance, upon receipt of relevant documentation from the Department of Health and Rehabilitation Services, or upon receipt of court order.
4. Other problems – Other unusual circumstances not covered above shall be determined on an individual basis by the school principal or designee.

### **Exceptional Education**

Exceptional Education students must meet the district proficiency levels unless:

- Individualized Education Plans (IEP) for exceptional students document that the student is unable to meet the levels of proficiency.
- The student's demonstrated cognitive ability and behavior prevent the student from completing required course work and achieving the Sunshine State Standards and Student Performance Standards even with appropriate and allowable course modifications.
- The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities. The student's inability to complete the required course work is not due to excessive or extended absences or the result of social, cultural, or economic differences.
- The student is unable to apply or use academic skills at a minimal competency level in the home, community or work site.
- The student, if of high school age, is unable to complete the regular diploma program even with the allowable course modifications and adaptations.

### **ELL**

English Language Learner (ELL) students must also meet proficiency levels. However, it is important to remember that the requirement is to measure students' ability to read and write, regardless of whether that ability is shown in English or the student's home language. A student may be retained if he or she is unable to read proficiently in his or her home language. ELL students' progress toward English language proficiency will be measured annually by the administration of the Comprehensive English Language Learner's Assessment (CELLA).

### **Florida Virtual School (s.1001.42)(21), F.S.**

The Lafayette School District has entered into a conditional affiliation with the online high school, the Florida Virtual School. As per Florida Statute 1002.20, students may not be denied access to FLVS as an educational option for their academic pursuits. Just cause for denying a student the ability to enroll in an FLVS course does exist if the student's desired course is not an appropriate placement based on course prerequisites, grade level or age appropriateness of the student, or if the requires academic interventions not provided by FLVS. The school counselor's approval must be on the online FLVS registration to verify that the desired course(s) meet the needs of the student's academic plan.

- All courses listed by Florida Virtual School will be accepted for credit with documentation from FVS
- Home education students may take courses through FVS.

### **Foreign Exchange Students**

Any student from a foreign country sponsored by a foreign exchange visitor program who fulfills eligibility requirements, including the written approval of the principal, is entitled to attend District high schools.

(1) **Eligibility Requirements** – Students must meet the following eligibility requirements:

- (a) Student must be currently enrolled in a high school in their country of origin and must comply with age as stated in Florida Statute.
- (b) Have sufficient knowledge of the English language to participate in high school classes.
- (c) Have appropriate medical insurance coverage.
- (d) Not have received a terminal degree from a high school
- (e) Obtain written approval of the principal subject to the following restriction: The principal may grant approval for entrance of foreign exchange students up to a maximum of five (5) per year.
- (f) Abide by Lafayette County School Board Policy.

(2) **Procedure for Admission**

The sponsoring organization must apply for admission of the student and provide documentation of the eligibility requirements before the student may begin attending class. The application shall include the student's school transcript (in English), evidence of English competency, pertinent information about the student, the student's health record and an assurance of appropriate medical insurance coverage. Written approval or denial will be given to the sponsoring organization by the principal.

### **GED Exit Option**

1. To enter the GED Exit Option Program, the student must:

- Have a GPA below 2.0
- Be in a grade one or more years below the graduating class representing the peer group with whom they entered kindergarten
- Reach the age of 16, but not 21 years;
- Express a desire to drop out;
- Be a dropout returning to school.

2. To be eligible to test out of the program, the student must:

- Pass both sections of Math and Reading on the FCAT
- Demonstrate probability of success on the GED test as documented by scoring at or above a Level 7 on the TABE.

3. The GED Exit Option cannot be used for the purpose of improving GPA or class rank.

## FLORIDA HIGH SCHOOL GRADUATION OPTIONS

Beginning with the **2004-2005 AND 2005-2006** school years, all entering freshmen may select one of the graduation options listed below. Students are encouraged to consider their postsecondary education or career plan goals when selecting an option.

Subject Area	Graduation Requirements of Traditional 24-Credit Program	Graduation Requirements of 24-Credit Honors Program	Graduation Requirements of Three-Year College Preparatory Program <sup>1</sup>	Graduation Requirements of Three-Year Career Preparatory Program
<b>English</b>	4 Credits, with major concentration in Composition and Literature	4 Credits, with major concentration in Composition and Literature	4 credits with major concentration in Composition and Literature	4 credits with major concentration in Composition and Literature
<b>Mathematics</b>	3 credits one of which must be Algebra 1 or its equivalent <sup>2</sup>	4 credits Algebra 1 or above (or its equivalent <sup>2</sup> ) May not be Alg. IA or IB	3 credits at the Algebra 1 level or above, from the list of courses that qualify for state university admission	3 credits one of which must be algebra 1 or its equivalent <sup>2</sup>
<b>Science*</b>	3 credits in Natural Science, two of which must have a laboratory requirement	4 credits, two of which must have a laboratory requirement—Physical Science Honors, Biology Honors, Chemistry or Physics, Anatomy & Physiology	3 credits in Natural Science, two of which must have a laboratory requirement	3 credits in Natural Science, two of which must have a laboratory requirement
<b>Social Studies</b>	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics	3 credits	3 credits
<b>Foreign Language</b>	Not required for high school graduation, but required for state university system admission	2 credits in the same foreign language, also required for state university system admission	2 credits in the same language or demonstrated proficiency in a second language	Not Required
<b>Practical Arts/Performing Fine Arts</b>	1 credit Practical Arts Career Education or Exploratory Career Education, or 1 credit Performing Fine Arts or .5 credit in practical arts and .5 credit in Performing Fine Arts	1 credit Practical Arts Career Education or Exploratory Career Education, or 1 credit Performing Fine Arts or .5 credit in practical arts and .5 credit in Performing Fine Arts	Not Required	3 credits in a single vocational/career education program, or 3 credits in a single career/technical dual enrollment program, or 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical education program)
<b>Life Managemt. Skills</b>	.5 credit	.5 credit	Not required	Not required
<b>Physical Education**</b>	1 credit to include .5 credit personal fitness & .5 credit phys. Ed. elective <sup>3</sup>	1 credit to include .5 credit personal fitness and .5 credit physical education elective <sup>3</sup>	Not required	Not required
<b>Electives</b>	8.5 credits	4.5 credits	3 credits	2 credits unless 5 credits in career/tech. ed.
<b>Total</b>	<b>24 Credits</b>	<b>24 Credits</b>	<b>18 credits</b>	<b>18 credits</b>
<b>State Assessment Requirements</b>	Earn a passing score on the grade 10 FCAT	Earn a passing score on the grade 10 FCAT	Earn a passing score on the grade 10 FCAT	Earn a passing score on the grade 10 FCAT
<b>Grade Point Average (GPA) Requirements</b>	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale in courses required for the college preparatory program and earn a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits.**	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale scale in the courses required for the career preparatory program and earn at least 2.0 points or its equivalent in each of the 18 required credits

<sup>1</sup>All Courses earned toward the college preparatory program must satisfy admission requirements for the state university system.

<sup>2</sup>See high school guidance counselor for Algebra 1 equivalents.

<sup>3</sup>See high school guidance counselor for Physical Education electives

<sup>4</sup>Must be in career/technical courses.

\*\*At least 6 of the 18 credits required for 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 Section 1009.43 (3), Florida Statutes; weighted by the district school board for class ranking purpose..

## FLORIDA HIGH SCHOOL GRADUATION OPTIONS

Beginning with the 2006-2007 school year, all entering freshmen may select one of the graduation options listed below. Students are encouraged to consider their postsecondary education or career plan goals when selecting an option.

Subject Area	Graduation Requirements of Traditional 24-Credit Program	Graduation Requirements of 24-Credit Honors Program	Graduation Requirements of Three-Year College Preparatory Program <sup>1</sup>	Graduation Requirements of Three-Year Career Preparatory Program
<b>English</b>	4 Credits, with major concentration in Composition and Literature	4 Credits, with major concentration in Composition and Literature	4 credits with major concentration in Composition and Literature	4 credits with major concentration in Composition and Literature
<b>Mathematics</b>	3 credits one of which must be Algebra 1 or its equivalent <sup>2</sup>	4 credits Algebra 1 or above (or its equivalent <sup>2</sup> ) May not be Alg. IA or IB	3 credits at the Algebra 1 level or above, from the list of courses that qualify for state university admission	3 credits one of which must be algebra 1 or its equivalent <sup>2</sup>
<b>Science*</b>	3 credits in Natural Science, two of which must have a laboratory requirement	4 credits, two of which must have a laboratory requirement—Physical Science Honors, Biology Honors, Chemistry or Physics, Anatomy & Physiology	3 credits in Natural Science, two of which must have a laboratory requirement	3 credits in Natural Science, two of which must have a laboratory requirement
<b>Social Studies</b>	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics	3 credits	3 credits
<b>Foreign Language</b>	Not required for high school graduation, but required for state university system admission	2 credits in the same foreign language, also required for state university system admission	2 credits in the same language or demonstrated proficiency in a second language	2 credits in the same language or demonstrated proficiency in a second language
<b>Practical Arts/Performing Fine Arts</b>	1 credit Practical Arts Career Education or Exploratory Career Education, or 1 credit Performing Fine Arts or .5 credit in practical arts and .5 credit in Performing Fine Arts	1 credit Practical Arts Career Education or Exploratory Career Education, or 1 credit Performing Fine Arts or .5 credit in practical arts and .5 credit in Performing Fine Arts	Not Required	Not Required
<b>Life Management Skills</b>	.5 credit	.5 credit	Not required	Not required
<b>Physical Education**</b>	1 credit to include .5 credit personal fitness and .5 credit physical education elective <sup>3</sup>	1 credit to include .5 credit personal fitness and .5 credit physical education elective <sup>3</sup>	Not required	Not required
<b>Electives</b>	8.5 credits	4.5 credits	3 credits <sup>1</sup>	4 credits
<b>Total</b>	<b>24 Credits</b>	<b>24 Credits</b>	<b>18 credits</b>	<b>18 credits</b>
<b>State Assessment Requirements</b>	Earn a passing score on the grade 10 FCAT	Earn a passing score on the grade 10 FCAT	Earn a passing score on the grade 10 FCAT	Earn a passing score on the grade 10 FCAT
<b>Grade Point Average (GPA) Requirements</b>	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale in courses required for the college preparatory program and earn a weighted or unweighted grade that earns at least 3.5 points or its equivalent in each of the 18 required credits.**	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale scale in the courses required for the career preparatory program and earn at least 2.0 points or its equivalent in each of the 18 required credits

<sup>1</sup>All Courses earned toward the college preparatory program must satisfy admission requirements for the state university system.

<sup>2</sup>See high school guidance counselor for Algebra 1 equivalents.

<sup>3</sup>See high school guidance counselor for Physical Education electives

<sup>4</sup>Must be in career/technical courses.

\*\*At least 6 of the 18 credits required for 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 Section 1009.43 (3), Florida Statutes; weighted by the district school board for class ranking purpose.

## FLORIDA HIGH SCHOOL GRADUATION OPTIONS

Beginning with the **2007-2008** school year, all entering freshmen may select one of the graduation options listed below. Students are encouraged to consider their postsecondary education or career plan goals when selecting an option.

Subject Area	Graduation Requirements of Traditional 24-Credit Program	Graduation Requirements of 24-Credit Honors Program	Collegiate Academy—24 credits (Dual Enrollment) Option	Graduation Requirements of Three-Year College Preparatory Program <sup>1</sup>	Graduation Requirements of Three-Year Career Preparatory Program
<b>English</b>	4 Credits, with major concentration in Composition and Literature	4 Credits, with major concentration in Composition and Literature	English I & II ENC 1101, ENC 1102	4 credits with major concentration in Composition and Literature	4 credits with major concentration in Composition and Literature
<b>Mathematics</b>	4 credits one of which must be Algebra I or its equivalent or a higher-level mathematics course <sup>2</sup>	4 credits Algebra I or above (or its equivalent <sup>2</sup> ) May not be Alg. IA or IB	Geometry/Algebra I or II COLLEGE ALGEBRA 2 <sup>nd</sup> COLLEGE Level MATH	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits one of which must be Algebra I or its equivalent <sup>2</sup>
<b>Science*</b>	3 credits in Natural Science, two must have a laboratory requirement	4 credits, two of which must have a laboratory requirement—Physical Science Honors, Biology Honors, Chemistry or Physics, Anatomy & Physiology	Phys. Science Honors Biology Honors COLLEGE level SCIENCE COLLEGE level SCIENCE	3 credits in Natural Science, two must have a laboratory requirement	3 credits in Natural Science, two must have a laboratory requirement
<b>Social Studies</b>	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics	Wld. Geography Honors Wld. History Honors AMERICAN HISTORY COLLEGE SOCIAL SCIENCE	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics
<b>Foreign Language</b>	Not required for high school graduation, but required for state university system admission	2 credits in the same foreign language, also required for state university system admission	2 credits in the same foreign language, also required for state university system admission	2 credits in the same language or demonstrated proficiency in a second language	Not Required
<b>Fine Arts</b>	1 credit in Fine Arts which may include speech & debate	1 credit in Fine Arts which may include speech & debate	1 credit in Fine Arts which may include speech & debate	Not Required	Not Required
<b>Physical Education</b>	1 credit in HOPE	1 credit in HOPE	HOPE course	Not required	Not required
<b>Electives</b>	8.5 credits	5 credits		3 credits <sup>1</sup>	4 credits
<b>Majors, Minors, or Electives<sup>4</sup></b>	8 credits 4 credits in a major area of interest 4 credits in elective courses, which may be combined to allow for a second major area of interest, a minor area of interest (3 credits),	5 credits 4 credits in a major area of interest 1 credit in elective courses, which may be combined to allow for a second major area of interest, a minor area of interest (3 credits),	4 credits in a major area of interest 4 credits in elective courses, which may be combined to allow for a second major area of interest, a minor area of interest (3 credits) (2 major courses in high school, 2 @ college level)	3 credits in electives	3 credits in single vocational/career ed. program and 2 credits in elective <b>Or</b> 3 credits in single career/technical certificate dual enrollment and 2 credits in electives <b>Or</b> 5 credits in vocational/career education (including 3 credits in one sequential career and technical education program)
<b>Total</b>	24 credits	24 credits	24 credits	18 credits	18 credits
<b>State Assessment Requirements</b>	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
<b>Grade Point Average (GPA) Requirements</b>	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 2.0 on a 4.0 scale	3.0 GPA to be eligible for AA degree program; 2.0 GPA to be eligible for AS program; 2.0 GPA required for high school graduation	Cumulative GPA of 3.5 on 4.0 scale in the courses required for the college preparatory program and earn a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits.	Cumulative weighted GPA of 3.0 on a 4.0 scale in the courses required for the career preparatory program and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of 18 required credits

<sup>1</sup> All Courses earned toward the 18-credit/three-year College Prep Program must satisfy admission requirements for the state university system. To determine which courses meet state university system admission requirements, please use the [Comprehensive Course Table](#) or see school guidance counselor for assistance. At least 6 of the 18 credits must be in classes that are dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or specifically listed as rigorous by the Department of Education.

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

<sup>4</sup> Students may revise major areas of interest each year as part of their annual course registration processes

## FLORIDA HIGH SCHOOL GRADUATION OPTIONS

Beginning with the **2008-2009** school year, all entering freshmen may select one of the graduation options listed below. Students are encouraged to consider their postsecondary education or career plan goals when selecting an option.

Subject Area	Graduation Requirements of Traditional 24-Credit Program	Graduation Requirements of 24-Credit Honors Program	Graduation Requirements of Three-Year College Preparatory Program <sup>1**</sup>	Graduation Requirements of Three-Year Career Preparatory Program
<b>English</b>	4 Credits, with major concentration in Composition and Literature	4 Credits, with major concentration in Composition and Literature	4 credits with major concentration in Composition and Literature	4 credits with major concentration in Composition and Literature
<b>Mathematics</b>	4 credits one of which must be Algebra 1 or its equivalent <sup>2</sup>	4 credits Algebra 1 or above (or its equivalent) <sup>2</sup> May not be Alg. IA or IB	3 credits at the Algebra 1 level or above, from the list of courses that qualify for state university admission	3 credits one of which must be Algebra 1 or its equivalent <sup>2</sup>
<b>Science*</b>	3 credits in Natural Science, two of which must have a laboratory requirement	4 credits, two of which must have a laboratory requirement—Physical Science Honors, Biology Honors, Chemistry or Physics, Anatomy & Physiology	3 credits in Natural Science, two of which must have a laboratory requirement	3 credits in Natural Science, two of which must have a laboratory requirement
<b>Social Studies</b>	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics
<b>Foreign Language</b>	Not required for high school graduation, but required for state university system admission	2 credits in the same foreign language, also required for state university system admission	2 credits in the same language or demonstrated proficiency in a second language	Not Required
<b>Practical Arts/Performing Fine Arts</b>	1 credit in fine or performing arts, which may include speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. See course catalog for eligible practical arts courses	1 credit in fine or performing arts, which may include speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. See course catalog for eligible practical arts courses	Not Required	Not Required
<b>HOPE</b>	1 credit	1 credit	Not required	Not required
<b>Majors, Minors, or Electives<sup>4</sup></b>	8 credits 4 credits in a major area of interest 4 credits in elective courses, which may be combined to allow for a second major area of interest, a minor area of interest (3 credits)	5 credits 4 credits in a major area of interest 1 credit in elective courses, which may be combined to allow for a second major area of interest, a minor area of interest (3 credits)	3 credits in electives	3 credits in single vocational/career ed. prgm. & 2 credits in elective <b>Or</b> 3 credits in single career/technical certificate dual enrollment and 2 credits in electives <b>Or</b> 5 credits in vocational/career education (including 3 credits in one sequential career and technical education program)
<b>Total</b>	<b>24 Credits</b>	<b>24 Credits</b>	<b>18 credits</b>	<b>18 credits</b>
<b>State Assessment Requirements</b>	Earn a passing score on the grade 10 FCAT	Earn a passing score on the grade 10 FCAT	Earn a passing score on the grade 10 FCAT	Earn a passing score on the grade 10 FCAT
<b>Grade Point Average (GPA) Requirements</b>	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale in courses required for the college preparatory program and earn a weighted or unweighted grade that earns at least 3.5 points or its equivalent in each of the 18 required credits.**	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale scale in the courses required for the career preparatory program and earn at least 2.0 points or its equivalent in each of the 18 required credits

<sup>1</sup>All Courses earned toward the college preparatory program must satisfy admission requirements for the state university system.

<sup>2</sup>See high school guidance counselor for Algebra 1 equivalents.

<sup>4</sup>Must be in career/technical courses.

\*\*At least 6 of the 18 credits required for 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 Section 1009.43 (3), Florida Statutes; weighted by the district school board for class ranking purpose.

## HIGH SCHOOL GRADUATION REQUIREMENTS FOR STANDARD DIPLOMA

### General Requirements

Sections 1003.43, 1003.428, 1003.429 and 1003.438, Florida Statutes, identify state minimum graduation requirements for basic, adult, and students with disabilities who are to be awarded a standard high school diploma by any public school. The state has specified a total number of credits that students shall earn in certain subject areas. District school boards are authorized and encouraged to establish requirements for standard 24-credit high school diploma in excess of the general requirements that apply to students already enrolled in high school. Districts may not add requirements to either of the accelerated graduation options identified in Section 1003.429, Florida Statutes, high school graduation in excess of these state minimum requirements. State graduation requirements are summarized below:

### **GENERAL REQUIREMENTS FOR ACCELERATED GRADUATION PROGRAM (Section 1003.429, F.S.)**

***For Students Who Entered High School in 2003-2004, who selected a three-year program prior to July 1, 2004:*** The 2003 Florida Legislature passed Senate Bill 30-A, amending several laws related to high school graduation. This legislation created two new accelerated graduation programs for high school graduation, and aligned the number of credits required for admission into the state university system with these programs. Any student who selected an accelerated graduation program prior to July 1, 2004, may continue that program, and all statutory program requirements that were applicable when the student made the program choice shall remain applicable to the student as long as the student continues that program. Students who were in ninth or tenth grade in 2003-2004 who did not choose a graduation option prior to July 1, 2004, may choose one of the “amended” three-year programs. Under this new law, graduation requirements are: Prior to selecting an accelerated graduation program described in 1003.429(1)(b) or (1)(c), F.S., the following requirements must be met:

- Designated school personnel shall meet with the student and student’s parent to give an explanation of the relative requirements, advantages, and disadvantages of each graduation option
- The student shall submit to the high school principal and guidance counselor a signed parental consent to enter the 3-year accelerated graduation program.
- The student shall have achieved 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.
- 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. The deadline will be extended to the end of a student’s first semester of grade 10 for a student who entered a Florida public school after grade 9 upon transfer from a private school or another state or who was prevented from choosing a graduation option due to illness during grade 9. If the student and parent fail to select a graduation option, the student shall be considered to have selected the 24 general requirements for high school graduation specified in s.1003.429(1)(a), F.S.

### **Parent Notification of Graduation Options**

Beginning with the 2004-2005 school year, each school shall provide every student in grades 6-9 and their parents with information concerning the three-year and four-year high school graduation options listed in s.1003.429(1) F.S., including the respective curriculum requirements for those options, so that the students and their parents may select the postsecondary education or career plan that best fits their needs. The information shall include a timeframe for achieving each graduation option.

### **Three Year Graduation Options FCAT and GPA 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:

- 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. (*Explanatory Note:* The 2003 and 2004 Florida Legislature authorized the use of concordant standardized test scores as an option for seniors graduating in the 2002-2003 and 2003-2004 graduating classes only. This option will not be in effect for students graduating in future years unless the Legislature authorizes the continued use of an alternative assessment for meeting high school graduation requirements.)
- Achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale, 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
- 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(2)(c), F.S. (*Explanatory Note:* The GPA for a three-year graduation plan is calculated on the specified eighteen credits required to graduate.)
- 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. (*Explanatory Note:* 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.)
- 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 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. (*Explanatory Note:* Students who select the career preparatory program must earn a “C” or better if the district does not weight the course and weighted equivalent of a “C” or better if the district weights the course in each course that applies toward graduation.)

### **Notification at Grade 10 Completion if Student is Not on Track to meet Accelerated Graduation Program**

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

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

#### **Automatic Change to Four-Year Graduation Program**

A student who has 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

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

#### **GENERAL EDUCATION REQUIREMENTS FOR STUDENTS WHO ENTER NINTH GRADE IN 2008-2009 SCHOOL YEAR:**

Beginning with students entering their first year of high school in the 2008-2009 school year, graduation requires a successful completion of a minimum of 24 credits, in a regular high school curriculum, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum. This curriculum will follow the Curriculum Frameworks based on Florida's Sunshine State Standards, or Next Generation Standards, as they become available. Students must be advised of eligibility requirements for state scholarship programs and post secondary admission. Under this new law, graduation requirements for this program are summarized below:

1. Earn passing scores on the grade 10 Florida Comprehensive Assessment Test (FCAT) or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
2. Earn 24 credits through applied, integrated, and combined courses approved by the Department of Education and shall be distributed as follows.
  - a. 16 core curriculum credits:
    - 1) **English** – 4 credits  
English courses must include major concentration in composition, reading for information, and literature. Also see Basic Education Course Substitutions and Career and Technical Education Substitutions in the Course Code Directory.
    - 2) **Mathematics** – 4 credits  
One of the mathematics courses must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course (for students who have already completed an Algebra I course that is not reflected on the high school transcript or have clearly mastered Algebra I content). School districts are encouraged to set specific goals to increase enrollments in, and successful completion of Geometry and Algebra II

Courses or series of courses deemed “equivalents” for meeting the Algebra I graduation requirement are:

- (1) Algebra I
- (2) Algebra I Honors
- (3) Algebra Ia and Algebra Ib
- (4) Applied Mathematics and Applied Mathematics II
- (5) Integrated Mathematics I and Integrated Mathematics II
- (6) Pacesetter Mathematics I

**3) Science – 3 credits**

Two of the science credits must be a laboratory component. Agriscience Foundations I, the core course in secondary Agriscience and Natural Resources programs, counts as one of the science credits. A waiver of the laboratory component by the State Board of Education may be required by a school district in accordance with Section 1003.43 F.S. Also see Basic Education Course Substitutions and Career and Technical Education Course Substitutions in the Course Code Directory.

**4) Social Studies – 3 credits**

- a. 1 credit in American history
- b. 1 credit in world history  
This course shall include a comparative study of the history, doctrines, and objectives of all major political systems
- c. One-half credit in economics
- d. One-half credit in American government.  
This course shall include the study of the U.S. Constitution and the Florida Government including the study of the State Constitution, the three branches of government, and municipal and county government.
- e. Disability History and Awareness Instruction (FS 1003.4205) during the first two weeks in Oct. to expand students’ knowledge, understanding, and awareness of individuals with disabilities, the history of disability, and the disability rights movement. The goals of this instruction include:  
1) better treatment of individuals with disabilities in society (especially youth in school) and increased attention to preventing the bullying or harassment of students with disabilities; 2) encouragement to individuals with disabilities to develop self-esteem, resulting in more individuals with disabilities gaining pride, obtaining postsecondary education, entering the workforce, and contributing to their communities; and, 3) reaffirmation of the commitment to the full inclusion of and equal opportunity for all individuals with disabilities.

- 5) Fine Arts – 1 Credit**—As per FS 1003.428, for students entering grade 9 in 2008-09 and thereafter, this credit may be fine or performing arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination.

**5) HOPE – 1 Credit**

Physical education must include integration of health. A district school board may not require that the one credit in physical education be taken during the 9<sup>th</sup> grade year.

**6) Majors, Minors, or Electives – 8 Credits**

1) 4 credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the students as part of the electronic Personal Education Plan (ePEP) required by F.S. 1003.4156. Students may revise major areas of interest each year as part of annual course registration processes and should update their education plan to reflect such revisions. As per FS 1003.413 there will be an annual review of each student's electronic Personal Education Plan (ePEP) originally created in grade 8 pursuant to FS 1003.4156. The purpose of this review shall be to make revisions to the plan as necessary to achieve the student's education goals, this includes revising the student's major area of interest.

2) 4 credits in elective courses selected by the student as part of the education plan required by F.S. 1003.4156. These credits may be combined to allow for a second major area of interest, a minor area of interest, elective courses, intensive reading or mathematics intervention courses.

- a. Minor areas of interest are composed of 3 credits selected by the student as part of the education plan and approved by the district school board.
- b. Elective courses are selected by the student in order to pursue a complete education and to meet eligibility requirements for scholarships.
- c. 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 diagnoses of reading needs.
- d. For each year in which a student scores at Level 1 or Level 2 in FCAT Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the department for inclusion in the Course Code Directory.

A district school board may require specific courses and programs of study within the minimum credit requirements for high school graduation and shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma, using one of the following strategies:

1) Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those

required of non exceptional students in the district school board student progression plan or

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

### **3. Grade Point Average**

Students will be required to have a cumulative minimal grade point average of 2.0 on a 4.0 scale to meet the three graduation option requirement. This would require the inclusion of all high school courses taken in the student's educational program, except those courses to which a forgiveness policy has been applied.

At the end of each semester, the parent of each student in grades 9, 10, 11, & 12 who has a cumulative grade point average of less than 0.5 above the cumulative grade point average required for graduation shall be notified that the student is at risk of not meeting the requirements for graduation. The notice shall contain an explanation of the policies the district school board has in place to assist the student in meeting the grade point average requirement. S.1003.43(5)(e)(2).

Special assistance to obtain a high school equivalency diploma pursuant to s.1003.435 may be given only when the student has completed all requirements for graduation except the attainment of the required cumulative grade point average

Section 1003.436 Florida Statutes, requires that school boards, in awarding credit for high school graduation, shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half 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 obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half 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 obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class 1 attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

### **4. Qualifications, Restrictions, and Eligibility**

a. No student shall be granted credit toward high school graduation for enrollment in the following courses

- (1) More than a total of nine elective credits in remedial programs.
- (2) More than one credit in exploratory career and technical courses as defined in Section 1003.014 (4) Florida Statutes.
- (3) More than three credits in practical arts family and consumer sciences classes as defined in Section 1003.01 (4) (a), Florida Statutes.

- (4) Any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate. (In this 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 or guardian of the student, or the student if the student is 18 years of age or older,) Section 1003.43 (7) (d), Florida Statutes.

b. The 0.5, 1.0, and multiple credit listed in the Credit column in Section 3 (Basic Education – Senior High and Adult, Grades 9-12, 30, 31), and Section 4 (Exceptional Student Education) indicate the maximum credit allowed for each course. If district policy permits, a subset of the student outcomes for any course listed as 1.0 may be selected and the course offered for .0.5 credit.

**Remedial and Compensatory Credits.1003.43(2),F.S.**

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

**Graduation Exercises**

Students who meet the requirements for a standard 4 year high school diploma, 3 year standard college preparatory program, 3 year standard career preparatory program or special diploma or a certificate of completion shall be eligible to participate in graduation exercises.

During all phases of graduation exercises, including rehearsals, baccalaureate and commencement, students participating will not be differentiated as to diplomas or certificate of completion except as noted in programs used during scheduled exercises. Any reference made relative to the certification of students exiting high school during graduation exercises shall be limited to certification of the entire class.

**Standard High School Diplomas (FS 1003.4285)**

By the 2008-09 school year, each standard high school diploma shall include, as applicable:

- a designation of the student's major area of interest pursuant to the student's completion of credits as provided in FS 1003.428;
- a designation reflecting completion of four or more accelerated college credit courses if the student is eligible for college credit pursuant to FS 1007.27 or FS 107.271 in Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or dual enrollment courses;
- a designation reflecting career education certification in accordance with FS 1003.431; or
- a designation reflecting a Florida Ready to Work Credential in accordance with FS 1004.99 for any student who successfully passes assessments in Reading for Information, Applied Mathematics and Locating Information or any other assessments of comparable rigor.

**Readiness for Post-Secondary Education and Articulation FS1003.4285**

The common placement test or a similar test may be administered to high school students (rather than second semester sophomore) who have chosen one of the established postsecondary destinations. Additionally, high school must evaluate, before the beginning of grade 12, the college readiness of each student who indicates an interest in postsecondary education and scores at Level 2 or level 3 on

the reading portion of the grade 10 FCAT or Level 2, Level 3, or Level 4 on the mathematics portion of the grade 10 FCAT.

### **Certificate of Completion**

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, or achieve a cumulative grade point average of 2.0 shall be awarded a certificate of completion. 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.

Basic education students or students served under Section 504 of the Rehabilitation Act of 1973 who receive a certificate of completion, or are eligible to receive a certificate of completion, may return to school for one additional year to meet all graduation requirements and receive a regular high school diploma.

### **Military Personnel's Dependent Children Transfer to Florida Schools and Equivalencies for Standardized Test**

A dependent child of a member of the United States Armed Forces who enters a public school at the grade 12 level from out-of-state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the grade 10 FCAT shall satisfy the assessment requirement for a standard high school diploma as provided in s.1003.43(5)(a) (General Requirements for High School Graduation)

### **HIV/AIDS**

Updated and factual School Board adopted curricula related to human sexuality, Human Immunodeficiency Virus Infection, Acquired Immune Deficiency Syndrome (AIDS), and other sexually transmitted diseases shall be integrated into health and science courses for junior high, life management skills courses, family living, and other appropriate courses for high school. Instruction shall address human reproduction, fetal development, pregnancy prevention along with causes, transmission, and prevention through materials approved by the School Board. Instruction in reproductive health, interpersonal skills, and parenting to reduce teenage pregnancy and to promote healthy behavior for all students K-12 shall be taught in accordance with current Florida Statutes.

A student shall be exempt from these instructional activities provided his/her parent(s) or legal guardian files a written request with the school principal.

The Superintendent, or designee, shall review curriculum frameworks which are prepared and distributed by the Florida Department of Education and related to acquired Immune Deficiency Syndrome (AIDS) education. If the curriculum frameworks are inconsistent with locally determined curriculum for AIDS education or are not reflective of local values and concerns, the Superintendent shall advise the School Board and provide recommendations for instructional activities. (s.1003.46)

## **Homebound**

### **AVAILABLE FOR STUDENTS WITH A MEDICALLY DIAGNOSED PHYSICAL OR MENTAL CONDITION WHICH CONFINES THE STUDENT TO HOME OR HOSPITAL FOR AN EXTENDED PERIOD OF TIME.**

Secondary students will receive Hospitalized/Homebound (H/H) instruction only in academic subjects required for graduation. For graduating seniors, the subjects taught will be adjusted for graduation requirements. Course credit can be awarded for H/H instruction under the following conditions:

- A. A long term (full semester) H/H student can earn credit in a course provided student completes assignments and demonstrates mastery of the course standards by receiving a level of 70% on a combination of homework assignments and tests. Mastery evaluation procedures for assignments are to be listed on the Individual Educational Plan.
- B. A short term (less than a full semester) H/H student may maintain progress in a course provided assignments and exams are successfully completed as appropriate. This should be indicated on the student's Individual Educational Plan.

## **Home Education Program Students**

- Home education students must register to enter, re-enter or withdraw from the home education program at the office of the Superintendent or his designee.
- Examination of all properly evaluated portfolios are handled at the appropriate school. The granting and/or validation of credits for students is the sole responsibility of the principal.
- Registration for any interscholastic extra-curricular activity is handled at the appropriate school.
- Home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination.

## **Interim Reports**

Parents or adult students must be notified in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. An acknowledgement of such notification should be obtained, if possible.

## **Interscholastic Participation**

Students must have a cumulative 2.0 GPA on a 4.0 scale to participate in interscholastic activities. Students who fall below the 2.0 requirement will remain ineligible for the entire next semester.

Summer school subjects shall be included in the calculation of passed subject and grade point average of the previous semester for participation in extracurricular activities during the first semester of each school year.

## **Level I Courses**

Credit for level I courses shall not be granted toward high school graduation except by approval based on the district policy. Students may only be enrolled in Level I courses, if after review of their academic records, standardized test scores and teacher evaluation, it can be determined that a more rigorous course of study would be inappropriate for the student. Any student placed in a Level I

course must have a Student Progress Monitoring Plan which outlines the deficiency and strategies to address the deficiencies. All student performance plans must be 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.

### **English Language Learner**

English Language Learner (ELL) students who meet program eligibility criteria shall have equal access to all programs. When a LEP student is served in a program, the curriculum and related services will be designed to appropriately address the needs of LEP students in order to ensure that the instruction is understandable. ELL students' progress toward English language acquisition will be annually assessed using the Comprehensive English Language Learner's Assessment (CELLA).

### **PROGRESS MONITORING PLAN**

Students who fail to meet performance expectations as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who score below Level 3 in reading or math must be provided with an additional diagnostic assessment to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. The school must develop, in consultation with the parent, and the school in which the student is enrolled a Progress Monitoring Plan (PMP). A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

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

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 Comprehensive Reading Plan required by S. 1011.62(8), Florida Statutes shall include instructional and support services provided to meet the desired levels of performance. All students who score a Level 1 in Reading will be served in a minimum of 90 minutes Reading block. All Level 2 disfluent students will receive a minimum of 90 minutes of instruction.

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

Each Progress Monitoring Plan must include the provision of intensive remedial instruction in these areas of weakness. This may be accomplished through one or more of the following:

- summer school course work (if available)
- extended day services (if available)
- tutorial programs
- Exceptional Student Education
- Mentoring
- Reading/Math Remediation

A Progress Monitoring Plan will be written for students who are:

- 9<sup>th</sup> graders who score below a Level 3 in Math and/or Reading on the 8<sup>th</sup> grade FCAT
- 10<sup>th</sup> grade students who score below a Level 3 in Math and/or Reading on the 9<sup>th</sup> grade FCAT
- 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students who have a GPA of 2.0 and below each nine weeks
- In 11<sup>th</sup> and 12<sup>th</sup> grade who score below a 3.5 on the 10<sup>th</sup> grade writing test
- 9<sup>th</sup> grade students who score below a 3.5 on 8<sup>th</sup> grade FCAT Writes
- 12<sup>th</sup> grade students who scored below the state average on the 11<sup>th</sup> grade FCAT Science

A schoolwide progress monitoring plan may be used in lieu of individual progress monitoring plans. In this case the performance of all students in the school is documented as least three times annually. Teachers will receive the results of the progress monitoring and instruction will be altered to address student needs.

## **PROMOTION AND CONDITIONAL PLACEMENT**

Student promotion in the Lafayette School District is based upon an evaluation of each student's achievement in terms of appropriate instructional goals. The basis for making the determination will be based on consideration of the following: progress tests, classroom assignments, daily observation, standardized tests, state assessment, mastery of Course Performance Standards, district competencies and objectives and other appropriate objective data. The primary responsibility for determining each student's grade, level of performance, ability to function academically, socially, and emotionally at the next grade level is that of the classroom teacher, subject to review and final approval of the principal.

Minimum district-wide standards for promotion are established in this Student Progression Plan. The average pupil should perform well above these standards. Meeting the minimum standards does not automatically result in pupil promotion. Consideration may be given to other factors such as general progress, attendance, sense of responsibility, mental and physical health, maturity, work habits and attitudes.

Students who do not satisfactorily achieve established objectives for the grade or course which they are assigned, may be assigned to the same grade for the next school year or given an alternative assignment. Students' level of proficiency in the areas of reading, language art/writing, science, and mathematics must be reviewed. The student's progression must be based, in part, upon this proficiency. Students not meeting desired levels of proficiency as determined by the district and/or as

evidenced by the results of the state mandated tests are to be provided remedial instruction based upon an academic improvement plan designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following: summer school course work or intensive skills development; extended day or school year services/academic tutoring; mentoring; modified curriculum; exceptional education services; class size reduction; and suspension of other curriculum offerings in areas other than Reading, Writing, English, Science and Mathematics, or in those subjects specifically required for graduation.

Retention of students must be considered if the student has failed to master approved performance standards and has been provided remedial instruction and upon reassessment falls below determined cutoff points on a district measure of assessment or on the state assessments in reading, writing, science, and mathematics, however, retention decisions should be based on more than a single test. A student may also be retained within an intensive program that is different from the previous year's program and takes into account the student's learning style. Students should be retained as little as possible. Students must not be retained without documentation that remediation was provided in a timely manner as documented by either the Student's Progress Monitoring Plan or the student's IEP. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Upon subsequent evaluation, if the documented deficiency has not been corrected in accordance with the Progress Monitoring Plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance. Students who score at achievement level 1 on FCAT Sunshine State Standards tests in reading and mathematics in grades 3-10 will be required to receive remediation through an Progress Monitoring Plan or be retained. Students who score lower than 2 on the FCAT Writing+ at grades 4-8, and 10 must be required to receive remediation through a Progress Monitoring Plan. An appropriate alternative placement must be considered for a student who has been retained two or more years.

Each district must annually report to the parent or legal guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, mathematics, and science. The district must report to the parent or legal guardian the student's results on each statewide test. The evaluation 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 or legal guardian in writing.

In general, students legally placed in Exceptional Student Education programs for students with disabilities are included in the procedures outlined in this Student Progression Plan. Special consideration must also be given to the handicapped student's overall welfare, progress within the special program, and the actual and anticipated effect of the student's ESE placement on his progress in the regular program when applying these procedures to students with disabilities. A student's Individual Education Plan, with input from parents, serves as the basic documentary evidence for

decisions regarding retention and promotion. The IEP, along with implementation plan, teacher assessment, and/or teacher observation serves as documentation of mastery of minimum student performance. A student should complete the various grades within the following time frames:

Grades 9-12 - No more than five (5) years or until graduation requirements are earned or certification of completion issued or the student reaches the age of 21 years, whichever comes first.

Students who have left school for more than one school year and wish to return to continue their education will be referred to the Adult Education Program.

Under most circumstances, students will complete grade groupings within these time frames; however, the principal may authorize that a student be retained a second time in any one of the grade groupings. In grades 9-12, a basic education student who has remained in school on a continuous basis and has not attained the age of 21 years, may be allowed to remain enrolled with the recommendation of the principal and approval of the Superintendent of his/her designee.

### **Remediation**

Remedial services in communication and mathematics are available at the high school level through the regular program. The first priority of service is to those students who fail to pass the FCAT.

Remedial services may also be offered by classroom teachers in the normal delivery of the curriculum in regular classes if indicated by the Progress Monitoring Plan.

Students who score a Level 1 in Reading on the FCAT will receive 90 minutes of uninterrupted Reading instruction daily. Students who score a Level 2 in Reading on the FCAT will receive 50 minutes of Reading instruction daily.

### **Annual Notice to Parents**

The district school board must annually publish in the local newspaper and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:

- The provisions of the law relating to public school student progression and the district school board's policies and procedures on student retention and promotion
- By grade, the number and percentage of all students in grades 3-10 performing at levels 1 and 2 on the reading portion of the FCAT
- By grade, the number and percentage of all students in grades 3-10
- Information on the total number of students who were promoted for good cause, by each category of good cause
- Any revisions to the district school board's policy on retention and promotion from the prior year

If a parent and student fail to select a graduation option by the end of their 9<sup>th</sup> grade year, the student shall be considered to have selected the 4 year option plan.

A student and the student's parent must meet with designated school personnel to receive an explanation of the relative requirements, advantages and disadvantages of each program option and the student must also receive the written consent of the student's parent.

An extension will be granted to the end of a student's first semester of grade 10 for a student entering a Florida public school or another state or upon transfer from a private school or who was prevented from choosing a graduation option due to illness during grade 9.

### **School Grading Procedures**

Report card grades are to provide the student and/or the student's parents with an objective evaluation of the student's scholastic achievement and conduct. Student's academic grades are to reflect their academic achievement. Report cards will reflect when a student is working at a skill level below that of this assigned grade placement. Grades in subjects taken at a remedial level may reflect student's progress toward remediation of their basic skills deficits and do not reflect expected achievement for the grade level; these grades must be clearly indicated as remedial.

Students are to be advised of the grading criteria employed in the school and in each class prior to the beginning of the grading period. Students and parents are also to be advised of district wide standards for promotion and graduation as applied to the student's grade placement.

Grades in conduct are to reflect objectively the student's progress independent of academic achievement. Standards for grading in this area are to be explained to the students. Conduct implies the degree to which a student relates to others in socially acceptable ways. Schools will not exempt students from academic performance requirements based on policies or practices designed to encourage student attendance.

The following specific grading criteria will be followed in grades 6-8.

<b>Grade</b>	<b>Percent</b>	<b>Value</b>	<b>Definition</b>
<b>A</b>	<b>90-100</b>	4	Outstanding Progress
<b>B</b>	<b>80-89</b>	3	Above Average Progress
<b>C</b>	<b>70-79</b>	2	Average progress
<b>D</b>	<b>60-69</b>	1	Lowest acceptable progress
<b>F</b>	<b>below 60</b>	0	Failure
<b>I</b>	<b>0</b>	0	Incomplete

At the secondary level letter grades and number grades should be placed on report cards and used in determining final grades.

Cumulative GPA's will be calculated at the secondary level using the following Quality Point System:

<u>Letter</u>	<u>Quality Points</u>
A	4
B	3
C	2
D	1
F	0

## I Incomplete

All incomplete (I) work must be completed by the end of the next grading period. Failure to make-up required work in specified grading period will result in F for earned grade.

Teachers will use a combination of the following to determine nine weeks grades: (a) test grades (b) class participation (c) assigned work (homework, reports, term papers, etc.)

At the secondary level, semester tests are required and will be given during a period of two pre-determined examination days each session.

### **Examination procedures are as follows:**

Each examination will be approximately 1.5 class periods in length. The two examination days of each session will be divided so that four examinations are given the first day and three examinations will occur on the second day. Examinations will cover all pertinent material presented in each respective class during the semester. Teachers will prepare examinations to fit into the given period in order to provide students ample time for completion of the examination. All students must take semester exams. Semester exams will count 20% of a semester final grade. This grade will be averaged with the 9 weeks to determine the final semester grade. The following formula will apply:

$[2(\text{first nine weeks grade}) + 2(\text{second nine weeks grade}) + \text{exam grade}] / 5 = \text{final semester grade.}$

If the principal of a school feels it is necessary to change a student's grade in any subject at the end of a term, the principal shall consult with the teacher who issued the original grade; give his reasons in writing for the necessary change to the teacher, and place a copy of his reasons in the student's cumulative folder. If a change in grade is made, it shall be recorded as the principal's grade and not the teacher's grade. Students and their parents shall be notified of all such changes.

### **Grade Forgiveness Procedure FS 1003.43(5)(e)1.**

Beginning with entering ninth graders 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" of their equivalent with a grade of "C" or higher or its equivalent earned subsequently in the same, a comparable, or 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. 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.

### **Definition of "Credit" F.S1003.436.**

a. For the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment pursuant to s.1007.271 that satisfy the requirements of a district's inter-institutional articulation agreement according to s.1007.235 and that equal one full credit of the equivalent high school course identified pursuant to s.1007.271(6).

- b. The hourly requirements for one-half credit are one-half the requirements specified in paragraph (a).

In awarding credit for high school graduation, each district school board shall maintain a one-half credit earned system that shall include courses provided on a full year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half 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 obtained in each half would not result in a passing grade. A student enrolled in a full year course shall receive a full credit if the student successfully completes either the first half 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 obtained in each half would result in a passing grade provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

**Reporting Student Progress (s.1003.33(1) F.S.**

**A. REPORT CARDS**

The report card will be the standard means for reporting student progress. With the approval of the Superintendent, schools may develop additional or supplementary reporting instruments to be used in conjunction with the report card. Report cards will be issued to all students four (4) times a year, after each 9 week grading period. Report cards will be issued on uniform dates as adopted annually. Report cards provide students and parents with an objective evaluation of the students’ scholastic achievement, effort, attendance, and conduct.

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

**B. GRADING SCALE**

Numerical guidelines (Florida Uniform Statewide Grading Scale) are as follows:

<u>Grade</u>	<u>Percent</u>	<u>Grade Point Value</u>	<u>Definition</u>
A	90 – 100	4	Outstanding
B	80 – 89	3	Above Average
C	70 - 79	2	Average
D	60 - 69	1	Lowest Acceptable Performance
F	0 – 59	0	Failure
I	0	0	Incomplete

**C. GRADE REPORTS**

A grade report will be issued to all students at each three weeks of the regularly established grading period. A deficiency notice will be mailed by the 5<sup>th</sup> week of the nine weeks period if the student has a grade of “D” or “F”.

**D. STATEWIDE ASSESSMENT**

Parents will receive reports on their student's performance on statewide assessment tests or any other form of standardized test administered as part of the county wide testing program.

#### E. NO ACADEMIC EXCEPTIONS BASED ON ATTENDANCE

Students will not be exempt 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.

#### **Parental Notification FS1003.43 (5)(e)2.**

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

#### **Ranking in Class s.1003.33**

Requirements and qualifications for Honors Academic Program Completer with High Achievement, Valedictorian/Salutatorian: Eligibility is based on the successful completion of the identified 17 credits in the Honors Program of Study.

**Honors Academic Program Completer with High Achievement requirements are:** 3.20 unweighted GPA based on final grades for the 17 identified credits. The GPA of dual enrolled students will be determined by final grades.

#### **Valedictorian/Salutatorian:**

- must be in attendance at LHS for 3 semesters prior to graduation
- Valedictorian will be the Honors Program Completer with the highest GPA of the Honors Program Academic courses listed above.
- Salutatorian will be the Honors Program Completer with the second highest GPA of the Honors Program Academic courses listed above.

Graduation honors will be calculated from the final grades of the 17 identified courses. Approved dual enrollment courses may substitute for course requirements of the Honors Academic Preparation Program if the substitution is approved before the class has begun. The GPA of dual enrolled students will be determined by final grades. Final grade point average will be calculated from final grades in 9<sup>th</sup> grade through the 12<sup>th</sup> grade plus any Honors course taken in 8<sup>th</sup> grade.

#### **Schedule Changes**

Students or parents requesting a schedule change must do so within the first five (5) days of the school term. A change will be considered only if it meets the school's criteria (guidelines) for change.

#### **Special Classes/Programs**

As authorized by state law, and to the extent that resources are available, each senior high school should create special classes of a reduced size to emphasize basic skills instruction for those students who have been conditionally placed to the senior high, and for other senior high students who cannot meet standards for a high school diploma. This includes, but is not limited to waiver of curriculum,

compensatory education and dropout prevention programs for thirteenth year students who have not met graduation requirements through State Assessment testing.

Further, the district will employ other special programs designed to assist students in meeting the necessary credits and the 2.0 GPA required for graduation. Appropriate approaches not already covered in this plan will include, but shall not be limited to, summer school, special counseling tutorial programs, help and/or homework sessions, skill classes and special assistance to obtain a high school equivalency diploma when all requirements for graduation have been met except for the attainment of a 2.0 cumulative GPA.

**Student Rights**

The right of the student to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of age, sex, race, handicap, religion, or natural origin.

**Testing**

Ninth graders in 1999-2000 and thereafter will be required to pass the 10<sup>th</sup> grade Florida Comprehensive Assessment Test (FCAT) beginning with the 2001 test. The State Board of Education will determine the passing score. Additional testing presented by the state is as follows:

FCAT Writing+ in Grades 4, 8, and 10

FCAT Reading and Mathematics (Sunshine State Standards) in Grades 3-10

FCAT Reading Performance in Grades 4, 8, and 10 and Math Performance in grades 5, 8, and 10

FCAT Norm Reference Testing in grades 3 through 10

**Transfer Students**

Guidelines for Awarding Numerical Equivalencies to Transfer Grades:

If the sending school fails to provide a numerical equivalency grade, the following standards will be used:

1. If the exact equivalency is provided, it will be used.
2. If the sending school has no numeric equivalency or fails to provide an alpha-numerical equivalency, the following scale shall apply based on Florida's standards:

A+	=	100
A	=	95
A-	=	90
B+	=	89
B	=	85
B-	=	80
C+	=	79
C	=	75
C-	=	70
D+	=	69
D	=	65
D-	=	60
F	=	<b>59</b>

**Assigning Grades to Transferring Students**

When students transfer from one school to another, the sending school is required to send all grades earned during the current grading period regardless of days enrolled. The High School Student Withdrawal Notice shall be used to report this information.

Out of State and Out of Country Transfer 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), or an alternate assessment as specified in s.1008.22(9). 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:

- Participation in an accelerated high school equivalency diploma preparation program during the summer
- 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
- Participation in an adult general education program as provided in s.1004.93 for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. A student attending an adult general education program shall have the opportunity to take the grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma.
- 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.

### **Student Health and Fitness**

A program of student health and fitness shall be implemented in all secondary schools.

The program will implement health and fitness including physical fitness standards in accordance with Florida Sunshine State Standards as school(s) facilities allow. Each school shall make available to parents information on student health and fitness.

**All students in secondary schools shall be required to wear appropriate dress provided that adequate dressing facilities are available. In a case where the parent or guardian files an objection for religious reasons, the student shall be permitted to wear some other type of appropriate dress.**

## **ADULT EDUCATION**

### **Diploma by Examination**

Any student eighteen years of age or older may elect to obtain a diploma by examination. The examination will be the GED and will be administered by the District's GED Testing Agent a minimum of four times a year. If a student elects to enter into this procedure and passes the GED, a High School Equivalency Diploma will automatically be issued by the State. The student will then be considered a graduate, enrollment in high school will be terminated and he/she will no longer be eligible for FTE funding. In extraordinary circumstances as determined by the Superintendent or his designee, a student may take the examination after reaching the age of 16.

### **Diploma by Course Credit**

Currently, an adult high school diploma is not offered in the Lafayette School District. Referrals are made to neighboring districts. Adult High School diploma seeking students will complete course credits as outlined in the high school section of this plan with the following exceptions:

- The one credit in physical education required for graduation is not required for graduation and shall be substituted with elective credit keeping the total credits needed for graduation consistent with 1003.43(1).
- The district school may waive the laboratory component of the science requirement expressed in the high school section when such facilities are not accessible or do not exist.
- Any course listed within the Department of Education Course Code Directory in the areas of art, dance, drama or music may be undertaken by adult secondary education students. Enrollment and satisfactory completion of such course shall satisfy the credit in performing fine arts required for high school graduation.

## EXCEPTIONAL STUDENT EDUCATION PROGRESSION

This plan will ensure that students with disabilities who receive a standard diploma will attain equivalent minimum competencies prescribed for non-disabled students and that students receiving other than a standard diploma or certificate of completion will attain an acceptable level of competency.

This document applies only to those students who have met the criteria and have been staffed into an Exceptional Student Program. Placement into an Exceptional Student Education Program is in accordance with State Statutes 1001.42(1)-(4), 1012.22(5), 1006.07(6), 1006.28(7), 1006.21(8), 1001.42(9)-(20)&(22), State Board of Education Rules 6A-6.03411, and local rules and procedures as reflected in the Special Programs and Procedures Document of the Lafayette County School Board.

### CATEGORICAL EXCEPTIONAL STUDENT PROGRAMS

Mentally Handicapped  
Physically Impaired  
Speech/Language Impaired  
Deaf or Hard of Hearing  
Home/Hospital Instruction  
Profoundly Handicapped  
Dual Sensory Impaired  
Autistic  
Visually Impaired  
Developmentally Delayed  
Emotionally Handicapped  
Specific Learning Disabled

Opportunities are provided for students with disabilities through the Sunshine State Standards ranging from regular course options to special course offerings based on the needs of the student.

### STUDENT PERFORMANCE GOALS AND OBJECTIVES

To the maximum extent possible students with disabilities instructional objectives in basic skills and content areas indicated for students in basic programs, shall be included in the general curriculum with goals and objectives addressing their access needs. If an alternate curriculum is needed, Community Based Instruction and Employability Programs will be available. Goals and objectives will be geared toward facilitating students' participation in employment and community life.

Each student placed into an exceptional student program shall have an Individual Educational Plan, which is reviewed and updated at least annually. The term "individual educational plan" or "IEP" means a written statement for each child with a disability that is developed, reviewed and revised in accordance with this section and which includes:

1. A statement of the child's present level of educational performance, including:

- a. How the child's disability affects the child's involvement and progress in the general curriculum,
  - b. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
2. A statement of measurable annual goals, including benchmarks or short-term objectives, related to:
    - a. Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum; and
    - b. Meeting each of the child's other educational needs that result from the child's disability;
  3. A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child:
    - a. To advance appropriately toward attaining annual goals;
    - b. To be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities; and
    - c. To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph;
  4. An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in activities;
  5. A statement of any individual modifications in the administration of state or district-wide assessments of student achievement that are needed in order for the child to participate in such assessment. If the IEP Team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of such an assessment), there must be a statement of why that assessment is not appropriate for the child and how the child will be assessed.

## **ASSESSMENT OF STUDENT PERFORMANCE**

The general expectation of state and district assessment systems is that all students participate in assessment for accountability purposes.

The decision to include or exclude a student with disabilities in state and district testing shall be made annually by the IEP team. Students must be afforded the appropriate modifications for assessment. Testing should result in an accurate reflection of the individual's educational achievement. However, a student's disability may be such that alternative assessment measures would be more meaningful and appropriate than participating with modifications in assessments provided by the state or district.

This decision should be guided by past performance of the student, and whether the student is pursuing a course of study to obtain a regular high school diploma. Given these considerations, students who require a differentiated curriculum as outlined on the IEP may be exempted from participating in regularly scheduled state and district assessments. Students exempted from statewide testing must be provided an alternative assessment to reflect student achievement. If a student does not

participate in the statewide assessment, the district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation. If modifications are made in the student's instruction to provide accommodations that would not be permitted on the statewide assessment tests, the district must notify the student's parent of implications of such instructional modifications. A parent must provide signed consent for a student to receive instructional modifications that would not be permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations.

### **State and District Assessment Modifications**

Modification of the State Student Assessment Test Instruments and Procedures for Exceptional Students, and Other Eligible Handicapped Students-State Board Rule 6A-1.0943, FAC provides the basis for accommodations to Florida's statewide assessment system for students with disabilities who have an IEP. Each school board shall implement appropriate modifications of the test instruments and test procedures established for issuance of a standard or special high school diploma, pursuant to Rules 6A-1.0942, 6A-1.095, and 6A-1.0995, FAC, within the limits prescribed herein.

The Division of Public Schools shall develop the modified test instruments required herein and provide technical assistance to school districts in the implementation of the modified test instruments and procedures.

The modifications are authorized when determined appropriate by the school district superintendent or designee, for any student who has been determined to be an eligible exceptional student pursuant to Rules 6A-6.0301 and 6A-6.0331, FAC., and has a current individual educational plan, or who has been determined to be a handicapped person pursuant to Rule 6A-19.001(6), FAC. Students classified solely as gifted shall not receive any special test modifications. Satisfaction of the requirements of Rule 6A-1.0942, FAC., by any of the above modifications shall have no bearing upon the type of diploma or certificate issued to the student for completing school.

#### **Modifications/Accommodations:**

1. Are not an authorization to provide a student with assistance in determining the answer to any test item.
2. Should facilitate an accurate demonstration of what the student knows or can do.
3. Should not provide the student with an unfair advantage or interfere with the validity of a test; they must not change the underlying skills that are being measured by the test.
4. Must be the same or nearly the same as adaptations used by the student currently in completing classroom instruction and assessment activities.
5. Must be necessary for enabling the student to demonstrate knowledge, ability, skill or mastery.

#### **Allowable Assessment Accommodations:**

Test manuals generally provide a listing of allowable accommodations that can be used for all students, including students with disabilities. Accommodations for students with disabilities currently allowable for statewide testing that could be provided for district testing include the following:

1. Presentation: The student may be administered any statewide assessment through the following presentation formats:

- a. Regular print versions of the test may be enlarged through mechanical or electronic means.
  - b. The district test coordinator may request large print versions.
  - c. Braille versions may be requested for students who use Braille materials.
  - d. Signed or oral presentation may be provided for all directions and items other than reading items. Reading items must be read by the students through visual or tactile means.
  - e. The student may use means to maintain or enhance visual attention to test items.
  - f. Presentation formats not covered by this rule may be requested through the Department of Education and will be provided, as appropriate, upon approval from the Commissioner of Education.
2. Responding: The student may use varied methods to respond to the test, including written, signed, and verbal response. Written responses may include the use of mechanical and electronic devices. A test administrator or proctor may transcribe student responses to the format required by the test. Transcribed responses must accurately reflect the response of the student, without addition or edification by the test administrator or proctor.
  3. Scheduling: The student may be administered a test during several brief sessions, allowing frequent breaks during the testing sessions, within specifications of the test administration manual. Students may be provided additional time for the administration of the test.
  4. Setting: The student may be administered a test individually or in a small group setting and may be provided with adaptive or special furniture, lighting or acoustics.
  5. Assistive devices: The student may use the assistive devices typically used in classroom instruction.

### **Alternate Assessment**

The use of alternate assessment is an individual decision for students who have been excluded from taking the district and state assessment and have cognitive disabilities that limit their ability to achieve the Sunshine State Standards. The alternate assessment results will be reported to the parent around the same period as FCAT reports are sent out. Alternate assessment results will also be used to plan the student's IEP, report progress toward mastery of annual goals, and plan the instructional program for the next year.

### **State Board of Education Exemption**

Upon receipt of a written request from the superintendent, the Commissioner may exempt a student with a disability pursuant to Rule 6A-19.001(6), FAC, from meeting specific requirements for graduation, due to extraordinary circumstances which would cause the results of the testing to not represent the student's achievements, but rather reflect the student's impaired sensory, manual, speaking or psychological process skills. The written request must document the specific extraordinary circumstances, which prevents the students from meeting the requirements of Rules 6A-1.0942 and 6A-1.0095(4), FAC.

### **REPORT OF STUDENT PROGRESS**

Students with disabilities should receive grades based on achievement of work presented at their ability level rather than grade level. Parents will be notified that students are working below

grade level (when applicable) through the student's individual educational plan, each report card, conferences and other communication between teacher and parents. In making decisions about promotion/retention for a student, all facts should be considered.

Parents of students with disabilities shall be notified, as least as often as parents are informed of their nondisabled children's progress, of their child's progress toward the annual goals or benchmarks, and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

## **STUDENT PERFORMANCE STANDARDS AND PROMOTION CRITERIA**

For students enrolled in exceptional student education programs, retention, promotion, or movement between grades and levels (elementary, middle school, high school) will be a reflection of successful completion of IEP goals and objectives, mastery of regular performance standards or special performance standards, or community employment competencies, chronological age, social and emotional maturity. Decisions to promote/retain are made by the principal based on the recommendations of the IEP committee.

Students with disabilities are exempt from mandatory retention policies for good cause when their IEP documents that the student is unable to meet the required levels of proficiency. These exemptions are limited to the following:

A. Students with disabilities whose individual educational plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.

B. Students with disabilities who participate in the FCAT and who have an individual educational plan that reflects that the student has received the intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, or grade 2 or grade 3.

Level One course credit may be granted to students with disabilities if deemed appropriate for enrollment by the student's individual education plan. This decision will be determined by an assessment of the need in the student's IEP.

Students with disabilities who are pursuing a special high school diploma must maintain a 2.0 in all those courses necessary for the completion of the requirements of the special diploma, in accordance with Section 1003.438, F.S.

## **GRADUATION REQUIREMENTS**

Students may switch from a Standard Diploma option to a Special Diploma option and receive credit toward a Special Diploma for passing regular education courses. Students may switch from a Special Diploma option to a Standard Diploma option and receive elective credit toward a Standard Diploma for passing exceptional student education courses.

Nothing contained in 6A-1.095 (4) shall be construed to limit or restrict the right of the student with disabilities solely to a Special Diploma. Any such student shall, upon written request, be afforded the opportunity to fully meet all requirements of Section 1003.43, Florida Statutes, through the procedures established therein, and thereby qualify for Standard Diploma as prescribed in Rule 6A-1.095 (1) FAC. The parents of each student with disabilities eligible shall be notified of the options available prior to the tenth grade testing. The IEP committee shall document whether the student is pursuing a course of study leading toward a Standard or Special Diploma on the IEP developed during the student's eighth grade year, or the IEP developed during the school year of the fourteenth birthday, whichever occurs first.

## **Standard Diploma**

A standard high school diploma will be awarded to students who meet the requirements as referenced in the secondary education section of this Student Progression Plan, and demonstrate mastery of the state minimum performance standards that apply and pass such demonstrated test. In rule 6A-6.0312, FAC, school boards shall provide accommodations to basic courses, as necessary to assure students with disabilities the opportunity to meet graduation requirements for a standard diploma. School boards shall modify vocational courses and programs of study, as necessary, to assure students with disabilities the opportunity to meet graduation requirements for a standard or a special diploma.

1. Accommodations to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's individual educational plan.
2. Accommodations to basic or vocational courses may include any of the following:
  - a. an increase or decrease in instructional time.
  - b. variations in instructional strategies teacher instruction or student response through special communication systems.
  - c. modification to classroom and district test administration procedures and other evaluation procedures.
3. Students may select and move between courses of study leading to Standard or Special Diplomas as appropriate.

## **Standard Diploma/FCAT Waiver**

In order to meet the requirements of the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act, the District School Board will 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. ENNOBLES also provides for the waiver of the FCAT requirement for graduation with a standard diploma for certain students with disabilities who have met all other requirements for graduation with a standard diploma, except a passing score on the FCAT. The student's IEP team must determine if this waiver is appropriate because the FCAT is not an accurate measure of the student's ability, even with

allowable accommodations. In order to be considered for the waiver from the FCAT graduation requirement, the student must:

1. be identified as a student with a disability, as defined in section 1007.02(2)FS;
2. have an individual education plan (IEP);
3. be a Senior for whom the FCAT is the graduation test;
4. have demonstrated mastery of the grade 10 Sunshine State Standards
5. have taken the Grade 10 FCAT with appropriate allowable accommodations at least twice or, if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grades 10, 11 and 12
6. have participated in intensive remediation for the FCAT Reading and/or FCAT Mathematics, if passing scores were not earned and have participated in the March FCAT administration during the senior year and
7. have met the state's 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

If the IEP team determines the FCAT does accurately measure the student's ability and the test should not be waived, then the student may remain in school until the age 22 or until the student earns a standard diploma, whichever occurs first; exit with a certificate of completion; or graduate with a special diploma.

### **Special Diploma**

Students who have been properly classified in accordance with rules established by the State Board of Education as exceptional students shall not be required to meet all requirements for a Standard Diploma and shall, upon meeting all applicable requirements for a special diploma, be awarded a Special Diploma in a form prescribed the State Board rule. Students may use basic, vocational, and exceptional student education courses as appropriate for meeting graduation requirements. Students may select and move between the Special Diploma options, and between courses of study leading to Standard or Special Diploma, as appropriate. Nothing contained in this rule shall be construed to limit or restrict the right of an exceptional student solely to a Special Diploma. The Lafayette County School Board shall award Special Diplomas based on three (3) options:

#### **1. For students entering ninth grade in or before the 1998-1999 school year.**

This option includes procedures for determining and certifying mastery of student performance standards for a special diploma for students who enter ninth grade in or before school year 1998-1999 as prescribed in subsections (3)-(11) of Rule 6A-1.0996, FAC and minimum number of course credits as specified in the course credit section of this plan. Mastery of student performance standards is determined by the student's teacher through the use of formal assessments, teacher made tests or teacher observation. Documentation of mastery shall be come a part of the student's cumulative records.

#### **2. For students entering ninth grade in or after the 1999-2000 school year.**

This option is based on student mastery of state-prescribed standards and accumulation of the minimum number of course credits specified in the course credit section of this plan.

- a. The Sunshine State Standards for Special Diploma are 14 high school exit standards set by the State of Florida for the Special Diploma.
- b. The purpose of the Sunshine State Standards for Special Diploma is to reflect high levels of expectations in the curriculum areas appropriate for students with disabilities. These standards support the attainment of the desired post-school outcomes of students with disabilities and the adaptations to content that may be necessary to meet the other educational needs that result from their individual disability.
- c. Mastery of Sunshine State Standards for Special Diploma at the level of proficiency as determined in the Transition Individual Education Plan which is reviewed annually.
- d. Sunshine State Standards for Special Diploma are exit standards, may change annually and may have different expected levels of proficiency/expected levels of functioning for each of the standards.
- e. Mastery of Sunshine State Standards for Special Diploma will be determined by successful completion of courses that address the relevant benchmarks or the use of alternate assessment procedures.
- f. Documentation of mastery shall become a part of the student's cumulative record.
- g. The awarding of a special diploma or special certificate of completion does not prevent a student with disabilities from pursuing a standard diploma or from receiving a free appropriate public education through the school year the student reaches age 22.

### **3. For students who attain mastery of employment and community competencies-Option 2.**

Students may enter a course of study leading to graduation under what is known statewide as Option 2 at the beginning of the 9<sup>th</sup> grade or later as determined by the transition IEP committee. The requirements for demonstration of mastery of specified employment and communities competencies shall ensure:

- a. The student has achieved all the annual goals and short-term objectives, which were specified on the IEP, related to the employment and community competencies.
- b. The student is employed in a community-based job for the number of hours per week specified in the student's training plan, for the equivalent of one (1) semester, and paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act.
- c. The student has mastered the employment and community competencies specified in a training plan. The training plan shall be developed and signed by the student, parent, teacher and employee prior to placement in employment and shall identify the expected employment and community competencies, the criteria for certifying mastery, the work schedule and minimum hours to be worked and a description of the supervision to be provided by the school staff.

The IEP Team shall determine which of these options to employ based on an assessment of the student's needs and shall reflect this decision in the student's individual educational plan. Students failing the FCAT will be remediated and/or retested at the time designated by the state during the eleventh or twelfth grade. Seniors not passing the FCAT, but having successfully completed courses

that meet standard diploma graduation requirements will meet eligibility requirements to receive a Special Diploma.

Students may select and move between courses of study leading to Standard or Special Diplomas as appropriate.

### **Course Requirements for Special Diploma**

**Option 1**-In order to receive full credit for a course a student must have mastered 70% of all student performance standards selected by the teacher. The following requirements must be met in order for a student to receive a Special Diploma using the credit option:

Language Arts/Reading-3 credits  
Math-3 credits  
Science-2 credits  
Social Studies-2 credits  
Vocational-1 credit  
Life Management and Transition-.5 credit  
Physical education-.5 credit  
Electives-10

**Option 2**-The student must:

- a. Achieve all annual goals and short-term objectives related to employment and community competencies specified on the Transition IEP.
- b. Be successfully employed in the same community-based job for a minimum of one semester, at or above minimum wage in compliance with the requirements of the Fair Labor Standards Act.
- c. Demonstrate mastery of competencies specified in the individual graduation plan.

### **Special Certificate of Completion**

Students who have met the credit requirements as specified for a special diploma, but have failed to master the specified state student performance standards appropriate to the student's exceptionality, the Sunshine State Standards for Special Diploma, or the requirements for Option 2 shall be awarded a Special Certificate of Completion.

# DROP OUT PREVENTION STUDENT PROGRESSION PLAN

Dropout Prevention is designed for students who have demonstrated a lack of success in the regular program at Lafayette High School.

## Eligibility Criteria

1. Students who have dropped out of school and are retrieved.
2. Students who lack sufficient credits or grades to be promoted to the next grade and are two grades behind.
3. Students who are pregnant or parenting a child, or any child of a TAP eligible student who is not eligible to participate in a Pre-Kindergarten Program. Children eligible for the program are referred to Lafayette Developmental Learning Center located on Lafayette District School property. A valid birth certificate or hospital record is required for placement.
4. Other students in grades 4-12 may be referred by a parent, teacher, or counselor. The school staff will examine each student's record to determine eligibility based on an identified need in two or more of the following.
  - Student is making unsatisfactory academic progress, is performing six months or more below grade level, as documented by the Florida Comprehensive Achievement Test (FCAT) found in student's records.
  - Grade retention
  - Poor attendance – Poor attendance is more than nine unexcused absences per semester as allowed by Lafayette School District's attendance policy. An unexcused absence is any absence not excluded i.e. Doctor's note, death in family, religious absence, or pre-arranged educational trip with the family.
  - Is identified as a potential school drop out by Student Services personnel
  - Is experiencing personal/family problems which interfere with school success.
  - Exhibits a lack of motivation as documented by Student Services Personnel.

## Admission Procedures

- "Limited English Proficient" (LEP) students who meet program eligibility criteria shall have equal access to the program. When a LEP student is served in the program, the curriculum and related services will be designed to appropriately address the needs of LEP students in order to ensure that the instruction is understandable.
- Exceptional students who meet the program eligibility criteria will be considered for placement. An LEP review will occur prior to this placement and Dropout Prevention staff will be present at the review.
- When students are referred for possible placement using criteria listed above, a staffing will be conducted. The staffing committee will include, but not be limited to, the principal or his designee, appropriate counselor and alternative teacher.

- Retrieval students who meet program eligibility criteria shall have equal access to the program. When a retrieval is served in the program, the curriculum and related services will be designed to appropriately address the needs of the retrieval student.

Participation will be voluntary.

When participation is determined, the parent, teacher, and student will confer and sign an agreement detailing responsibilities of each and the expected outcome for the student.

### **Operating Procedures**

- The curriculum will be the regular academic program, performance-based or competency-based program.
- Special Strategies:  
Individualized instruction will be provided and parental involvement will be incorporated into this program.  
Courses may be modified to better meet the needs of students which may include additional class periods within the regular school day.
- Student Services will provide a school based counselor and Occupational Specialist for individual and group counseling.
- Grade level of Students: 4-12
- Self-contained Classroom and/or Student Support and Assistance model.

### **Diploma Options**

**CREDIT-OPTION:** Successful completion of 28 academic credits shall be required for graduation and cumulative grade point average of 2.0 on a 4.0 scale for the 15 required courses plus nine elective courses and pass the FCAT.

**GED EXIT OPTION:** (subject to continuance of program at the State and Federal level):  
Performance-based requirements shall be passing the FCAT Test and the GED. Students must also meet attendance requirements.