

## **4.9 STUDENT PROGRESSION**

### **POLICY**

The School Board has the authority to adopt rules for implementing the student progression requirements for students in grades kindergarten through twelve. The Student Progression Plan for Manatee County defines the criteria for graduation, participation in graduation, promotion, intensive remediation, course offerings, evaluating student performance, and reporting to students and parents. The Student Progression Plan for Manatee County has been developed based on Florida Statutes, current and local needs. For more information see Florida Department of Education website – [www.fldoe.org](http://www.fldoe.org).

### **PROCEDURES**

#### **(1) PHILOSOPHY**

The mission of the Manatee School District is to inspire our students with a passion for learning empowered to pursue their dreams both confidently and creatively while contributing to their community, nation and world. In order for students to learn, dream, and achieve, they must successfully engage in rigorous and relevant curriculum, experience instruction that meets the students' interests and learning needs, and progress through each grade level in a timely manner to achieve their goals. Students will proficiently read, write, compute, analyze and solve problems, employ scientific processes, participate in a democratic society and engage in global outreach. The Student Progression Plan includes procedures for students to meet the promotion criteria, as well as good cause placement into the next grade. The purpose of the student progression plan is to provide multiple ways students can demonstrate proficiency and progress from one grade level to the next. Students meeting the promotion criteria will be promoted. The parent/guardian does not approve promotion decisions, but can appeal decisions through the appropriate School Management Director.

#### **(2) K-12 GENERAL INFORMATION**

##### **(a) Progression and Remediation**

Florida Statute requires that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science and mathematics standards. Each school implements a School Wide Progress Monitoring Plan to monitor all students' progress in achieving specific levels of performance as prescribed by state and district expectations. The School Wide Progress Monitoring Plan stipulates procedures for monitoring all students' progress in reading, writing, mathematics, and science. For each student who does not meet state and district expectations for proficiency on the Sunshine State Standards, additional diagnostic or other targeted assessments

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

are administered, recorded, and used to determine instructional support and intervention. Each student who does not meet the minimum performance expectations as defined 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 no longer subject to compulsory school attendance. Remedial activities may include, but are not limited to: intensive classes, differentiated instruction, and after school academic tutoring. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

#### **(b) Annual Reporting**

Each District 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:

1. The provisions of student progression and the District's policies and procedures on student retention and promotion.
2. By grade, the number and percentages of all students in grades 3 through 10 performing at level 1 and 2 of the reading portions of the FCAT Sunshine State Standards.
3. By grade, the number and percentages of all students retained in grades 3 through 10.
4. Information on the total number of third grade students who were promoted or placed for good cause by each category of good cause.
5. Any revisions to the district's policy on student retention and promotion from the prior year. The Curriculum and Instruction Division has the responsibility to ensure this information is printed prior to September 1 each year.

#### **(c) Allocation of Resources**

Remedial and supplemental instructional resources must be allocated and spending prioritized as follows:

1. First, to students who are deficient in grade 3 reading;
2. Second, to students who score below grade level on FCAT, including;
  - a. Students in grades 3 – 10 who score Level 1 or 2 on FCAT Reading or Mathematics;
  - b. Students in grades 11 and 12 who score below 300 on FCAT Reading or Mathematics; and
  - c. Students in grades 1-2 who score below the 34th percentile on the Stanford Achievement Test in Reading or Mathematics.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

3. Third, to students who failed to meet the performance levels required for promotion (students who are promoted to the next grade level or retained). Examples of appropriate expenditures include: intervention and acceleration instructional materials; non-contracted hourly funds to pay teachers to tutor students during their planning time; professional development for teachers to work with intervention strategies. Schools coordinate such activities which support their School Improvement Plan through the School Literacy Leadership Team. Remediation funds designated for schools must be spent within two school years of the allocation or the funds will be returned.

The District shall assist schools and teachers in implementing research-based reading activities that have shown to be successful in teaching reading to low-performing students.

#### **(d) Curriculum Modification**

Any curriculum modification being considered by a school must be submitted on the Curriculum Modification Request Form according to district timelines and approved by the Assistant Superintendent for Curriculum and Instruction prior to any changes being implemented at the school level. Florida Statute requires all courses offered in the State of Florida to be aligned to the Sunshine State Standards. The Curriculum Modification Request Form is used to request additional course alignments to be offered at a school site.

#### **(e) Participation in District and State Assessments**

All students in grades K through 12 must participate in the statewide assessment programs as required by Florida Statute. District progress monitoring assessments are also administered to K-12 students at intervals throughout the year. Schools will participate in assessments FOR and OF learning as indicated in the District Assessment Schedule. Florida Kindergarten Readiness Screening (FLKRS), which is comprised of two assessments: Early Childhood Observation System (ECHOS) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS), is administered to each kindergarten student within 30 days of the student's entry into kindergarten. Students who respond with a "yes" to two or more questions on the Home Language Survey and whose primary language is Spanish, will also be administered the Indicadores Dinamicos del Exito en la Lectura (IDEL). Children who enter public school for the first time in first grade must be administered DIBELS in first grade.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

(f) Reporting to Parents

The district must report annually in writing to the student and his/her parent or legal guardian the student's results on each statewide assessment test. The progress of students toward achieving state and district requirements for proficiency in reading, writing, mathematics and science shall be reported to each student and his/her parents or legal guardian quarterly in a written format adopted by the district school board. 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.

Each semester, high schools will report to parents of students in grades 9 through 12 whose quarter grade point average, semester grade point average, or cumulative grade point average is 2.5 unweighted or below that the student is at risk of not meeting the grade point average requirement for graduation. This will serve to notify parents or legal guardian of the grade point requirement for graduation and inform them of policies in place to address the issue. Each school must include in the district-approved School Improvement Plan a variety of strategies designed to assist students in meeting the grade point average requirement for graduation.

1. Report Card

The report card must clearly depict:

- a. The student's academic performance on grade level in each class or course, which in grades K through 12 must be based upon achievement of the Sunshine State Standards as evidenced by classwork, tests, and other academic performance indicators.
- b. The student's conduct and behavior. Student's conduct (or Citizenship) marks are 1, 2 or 3 (1-Superior, 2-Satisfactory, 3-Unsatisfactory).
- c. The student's attendance, including absences and tardiness.

The student's final report card for a school year shall include a statement indicating end-of-the-year status regarding performance or nonperformance at grade level (has/has not performed satisfactorily at grade level); acceptable or unacceptable behavior (has/has not demonstrated acceptable behavior); attendance (has/has not met district attendance requirements); and promotion or non-promotion (has/has not met promotion requirements at this time). The end of the year report card must indicate: promoted, retained or placed for good cause.

2. Grading Practices

- a. A student is graded based on his/her achievement of the benchmarks and grade level expectations appropriate for his/her grade with an emphasis

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

on the essential skills and knowledge necessary for demonstrating success. Successful completion of the student standards, benchmarks and grade level expectations is determined by each teacher using assessment procedures to include examinations, observations, check lists or rating scales, or by evaluation of classroom assignments, products, projects, or student performance. Achievement of the standards, benchmarks and grade level expectations at a grade of “D” or above indicates “lowest acceptable progress and performance” and meets proficiency for promotion requirements.

- b. Each English Language Learner receiving English for Speakers of Other Languages (ESOL) services is graded based on his/her academic progress at his/her level of English proficiency. The teacher must document that accommodations and strategies of instruction and assessment were employed which allowed the student to demonstrate progress in the achievement of the benchmarks and grade level expectations. A grade of “Unsatisfactory,” “D,” or “F” may only be assigned to an English Language Learner receiving ELL services only if he/she received appropriate accommodations and strategies in instruction and assessment and the student demonstrated no progress toward achieving the standards and grade level expectations at his/her level of English proficiency.
- c. A student with a disability who is taking standardized state assessments such as FCAT or SAT is graded on his/her achievement of the standards, benchmarks and grade level expectations appropriate for his/her grade using the standard report card. The student is to be given appropriate accommodations for all classroom instruction and testing. These accommodations are to be documented on the student’s Individual Education Plan (IEP). An elementary student who is excluded from statewide or district assessment by the IEP team using the Florida Alternative Assessment Participation Checklist, which is on the assessment page of the IEP, teachers can use the Exceptional Student Education Alternative Report Card. The alternative assessment procedure is to be recorded on the student’s IEP.

### **3. Progress Reports**

Schools will notify students and their parents or guardians of mid-term academic progress of students. For English Language Learners, the progress report comments are translated into the home language of the English Language Learners when feasible. Schools will make the Spanish and Haitian Creole translation of the progress reports available to parents, if appropriate, and inform parents in the comment section of the progress reports that “the English language proficiency level is taken into

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

consideration when planning instruction, assessments, and grading for English Language Learners.”

### **(3) Instruction for Grades Kindergarten through Twelve**

Manatee District schools provide instruction that engages students at all grade levels so that all students may learn, dream, and achieve. Students will successfully engage in rigorous and relevant curriculum, experience instruction that meets the students’ interests and learning needs, and progress through each grade level in a timely manner to achieve their goals. Teachers will facilitate standards-based, differentiated instruction based on assessment data to meet the needs of individual students. On-going progress monitoring is incorporated throughout instruction to determine individual student’s needs. Results of this monitoring guide decision making regarding appropriate research-based instruction.

All students will participate in reading, writing, mathematics, science, social studies, health, physical education and the arts every school year. Schools will provide instruction in Character to the Core as well as all other areas required by Florida Statute.

Teachers plan instruction to incorporate the EdVantage District Strategic Plan’s core values and strategic objectives into the district curriculum, K-12 Research-Based Comprehensive Reading Plan, and Academic Progress Monitoring Plan. All teachers share the responsibility for reading instruction with a focus on nonfiction, and integration of reading and writing strategies throughout all content areas.

Instruction must be provided to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

#### **(a) DISTRICT HOMEWORK GUIDELINES**

The School District of Manatee County acknowledges the educational validity of homework as an extension of the instructional program.

##### **1. Definition**

Homework shall typically refer to those assignments that are meaningfully prepared by the classroom teacher for students to complete outside of the school setting to reinforce and extend the curriculum taught within the classroom.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

2. Purpose
  - a. Homework is designed as a reinforcement tool to deepen the understanding of concepts and provide practice for the mastery of skills formally instructed in the classroom.
  - b. Homework is designed to promote student responsibility and independent work habits.
3. Guidelines for Homework
  - a. Homework assignments shall be based on the abilities of the students.
  - b. Homework shall not be used as a punitive measure.
  - c. Homework assigned for reinforcement shall be done outside of class time.
  - d. The estimated time allotted for homework shall be as follows:

<b><u>Grade Level</u></b>		<b><u>Total Time Per Night</u></b>
K – 1	Between	10 – 20 minutes
2 – 3	"	20 – 30 minutes
4 - 5	"	30 – 60 minutes
6 – 8	"	60 – 90 minutes
9 – 12	"	90 – 120 minutes

The amount of homework for secondary students (6-12) may fluctuate depending upon the number of assignments for each subject each day and/or the number of advanced courses in which students are enrolled.

4. Expectations

Teachers will monitor completion of homework and provide appropriate graded feedback in a timely manner to students. Teachers should collaborate, whenever possible, to ensure that the amount of the homework assigned to any one student is not excessive. Schools have flexibility to organize specific content areas. Homework assignments should be posted when available at individual sites.

(b) **ELEMENTARY SCHOOLS: Required Instruction in Grades K - 5**

All students will receive instruction in reading, language arts, mathematics, science, social studies, the arts, health, and physical education.

1. All students in K-5 shall be assigned an uninterrupted 90-minute literacy block with a highly qualified, effective teacher, a core reading program and ongoing progress monitoring.
2. A Reading Enhancement and Acceleration Development (READ) Initiative must 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 the standards for promotion and to each K-3 student assessed as exhibiting a reading deficiency. The READ initiative shall be provided during

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

the regular school hours for all K-3 students at risk of retention in addition to the regular reading instruction.

The READ Initiative will provide:

- a. A state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research and assists students in developing the ability to read at grade level;
  - b. Skill development in phonemic awareness, phonics, fluency, vocabulary and comprehension;
  - c. Scientifically based and reliable assessment;
  - d. Initial and ongoing analysis of each student's reading program; and
  - e. A curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.
3. K-5 physical education instruction focuses on the outcomes of achieving and maintaining a health-enhancing level of fitness and understanding that physical activity provides the opportunity for enjoyment, challenge, self-expression, communication and well-being. Elementary schools will provide 150 minutes of physical education each week for students in kindergarten through grade 5. The elementary school principal may designate any instructional personnel to provide the physical education. This additional time can be in on block or shorter times throughout the day. Elementary schools will offer a formalized health education program.

#### **(c) MIDDLE SCHOOLS: Required instruction in Grades 6 – 8 Middle School Course Offerings and Requirements**

Middle school basic education course offerings are selected from the Course Code Directory of the State of Florida, Department of Education, and approved by the Assistant Superintendent for Curriculum and Instruction. Middle grades means students in grades 6, 7 and 8.

Each middle school is required to hold a parent meeting in the evening or weekend to inform parents about the school's curriculum and activities. All students will receive instruction in language arts (which includes reading), mathematics, science, social studies, the arts, health, and physical education. All schools will implement the Manatee Core Curriculum.

1. The required course of study for grades six, seven, and eight should include the following:
  - a. Language arts, mathematics, science, and social studies are to be offered for the full school year in each grade level. Other requirements cannot

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

take the place of Language Arts and Mathematics. Using reading as the foundation, teachers shall provide all middle grade students rigorous academic instruction so that students will achieve grade level benchmarks and expectations. Highly qualified teachers will deliver the challenging curricula and will be supported by outstanding leadership and informed parents. Schools will implement the district eligibility criteria for student enrollment in honors or accelerated courses.

- b. Critical thinking skills must be integrated within the context of all courses.
- c. Middle school physical education instruction shall focus on the outcomes of achieving and maintaining a health-enhancing level of fitness and the understanding that physical activity provides the opportunity for enjoyment, challenge, self-expression, communication and well-being. During the academic school year, middle schools will offer regularly scheduled physical education and health education for students in grades 6 through 8 to achieve the Sunshine State Standards in Health and Physical Education Middle schools will offer a minimum of 45 days annually of physical fitness/health activities for students in grades six, seven and eight. Middle Schools are encouraged to provide 225 minutes of physical education instruction each week.
- d. Elective courses include, but are not limited to, the following:

Agriscience	Family and Consumer Science
Art	
Business Technology	Foreign Language
Career Explorations (and other Exploratory courses, as available)	Keyboarding
Computer Literacy	Health Occupations
Dance	Music
Drama	Reading
	Technology Education

- e. The Exploratory Wheel offers opportunities for students to explore a variety of mini-courses called “spokes”. Wheel programs include, but are not limited to, vocational, fine arts, and performing arts electives. Wheel courses are graded using numeric grades. The overall wheel grade for a given quarter will be the average of the letter grades for the spokes within that quarter. Each spoke of the wheel will be averaged within the quarter that contains the greatest number of school days for that spoke. If the days of the spoke are equally divided between two quarters, the spoke grade will be averaged within the second of the two quarters.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

- f. Career and Education Planning is offered through the 7<sup>th</sup> grade World Geography and Career Planning course, in compliance with the Manatee Core Curriculum.

All middle schools must ensure that every student successfully completes the Career and Education Planning course before leaving middle school.

As a component of their Career and Education Planning course, all 7<sup>th</sup> graders must complete the ePep online. During the 8<sup>th</sup> grade, students should be given the opportunity to review and update their ePep's.

#### **2. Acceleration Options for Middle School Students**

Beginning with the 2007-2008 school year, middle school students will have the option to take district approved high school dual enrollment courses in Algebra I Honors, Integrated Science I Honors, English 1 Honors, or Spanish 1. Students may carry forward to high school no more than two (2) credits in which the student has earned an A or B average for each semester. Students and their parents/guardians will complete a form at the end of the year to designate which year long course(s) that meet the criteria will be carried forward to any high school. Students may carry forward only courses earning a full credit. Students may choose not to carry forward high school credits. If a student and his/her parent choose not to carry a high school credit forward when an A or B was earned, the course will show on the student's high school transcript with no grade or credit. A student who earns a C, D or F either semester will not earn high school credit. The course will not show on the high school transcript. A student may carry forward to high school only full year credits earned with an A or B both semesters, and may not carry forward half credits. Any course in which a student earns less than an A or B for each semester will revert to the middle school course number and will not earn high school credit.

A middle school student who is earning a D or F in a high school credit course may be rescheduled to a more appropriate middle school course at any time during first semester.

Schools will use the district criteria for identifying eligible students for enrollment in honors or high school credit courses. Schools must have a plan to review students' FCAT scores and their grade point averages to ensure that all eligible students are considered for placement into these courses.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

#### **District Criteria for Enrollment in Dual Enrollment High School Courses:**

English I Honors: The student must have earned a 4 or 5 in reading on the most current FCAT AND have one of the following:

- Teacher, Counselor, and/or Administrator recommendation
- 3.0 grade point average for the year in the 7<sup>th</sup> grade Language Arts course
- Student/Parent request

Algebra I Honors: The student must have earned a 4 or 5 in mathematics on the most current FCAT AND have one of the following:

- Teacher, Counselor, and/or Administrator recommendation
- 3.0 grade point average for the year in the 7<sup>th</sup> grade Mathematics course
- Student/Parent request

Integrated Science I Honors: The student must have earned a 4 or 5 in reading and mathematics on the most current FCAT AND have one of the following:

- Teacher, Counselor, and/or Administrator recommendation
- 3.0 grade point average for the year in the 7<sup>th</sup> grade Science course
- Student/Parent request

Spanish I: The student must have earned a 4 or 5 in reading or mathematics on the most current FCAT AND have one of the following:

- Teacher, Counselor, and/or Administrator recommendation
- 3.0 grade point average for the year in the 7<sup>th</sup> grade Language Arts course
- Student/Parent request

#### **District Criteria for Enrollment in Advanced Middle School Courses:**

Advanced Mathematics: The student must have earned a 3 or above in mathematics on the most current FCAT AND have one of the following:

- Teacher, Counselor, and/or Administrator recommendation
- 3.0 grade point average for the year in the previous year's Mathematics course
- Student/Parent request

Advanced Language Arts: The student must have earned a 3 or above in reading on the most current FCAT AND have one of the following:

- Teacher, Counselor, and/or Administrator recommendation

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

- 3.0 grade point average for the year in the previous year's Language Arts course
- Student/Parent request

Advanced Science: The student must have earned a 3 or above in reading and mathematics on the most current FCAT AND have one of the following:

- Teacher, Counselor, and/or Administrator recommendation
- 3.0 grade point average for the year in the previous year's Science course
- Student/Parent request

Advanced Social Studies: The student must have earned a 3 or above in reading on the most current FCAT AND have one of the following:

- Teacher, Counselor, and/or Administrator recommendation
- 3.0 grade point average for the year in the previous year's Social Studies course
- Student/Parent request

Dual enrollment courses must meet all of the requirements of high school courses and the courses carried forward as credit on the high school transcript will be used to satisfy the high school graduation and Florida scholarship requirements. High school requirements include: assessing students through a semester exam, calculating the semester grade using the high school procedure, and reporting first and second semester grades to the high school the student will attend. Middle school courses for high school credit must meet the 135 hour requirement in Florida Statute. Instructional materials utilized in middle school courses for high school credit must be state adopted materials aligned with the high school course descriptions. High school course grades that meet the district requirements will be recorded on the high school transcript and remain a permanent part of the student's high school transcript. Grades of "C" or below earned in dual enrollment high school courses at the middle school level do not become part of the high school permanent transcript.

Teachers will maintain dual rosters, one with the middle school course number and the other with the appropriate high school course number. Transcripts for students earning a C, D or F will reflect the middle school course number because students entering high school with a "C" or 2.0 grade point average or lower are in danger of not meeting the grade point average (GPA) graduation requirement. Once a high school grade is earned, that grade continues as part of the student's permanent record.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

Middle school students taking high school courses during the 2007-2008 school year and thereafter must follow the high school forgiveness policy, which means that they can repeat and replace only a grade of D or F with a grade of C or above.

Middle school students taking high school credit courses prior to the 2007-2008 school year may repeat and replace a grade of B.

Completing high school courses with an A or B each semester in middle school enables the student to take the next course in the sequence. Although high school courses taken during middle school may meet part of the graduation requirements or Florida Academic Scholars award requirements, students must still earn 18 credits required for a three (3) year diploma option during grades 9 through 12. Students choosing the three-year diploma option must attend high school as a full-time student for three (3) full school years.

Opportunities through the Florida Virtual School:

Manatee County Schools will affiliate with the Florida Virtual School so that eligible students have the opportunity to enroll in Florida Virtual School and be awarded credit for successful completion of appropriate high school courses. Access shall be available to students during or after the normal school day, and through the summer school enrollment. See the Florida Virtual School Guidelines for details and procedures. Students can carry forward no more than two credits to high school.

Credits earned for acceleration will not reduce the number of credits needed at the high school level for an accelerated three-year diploma.

### **3. Information and Notification of High School Diploma Options**

Each year, schools shall notify students in grades 6 – 9 and their parents of the three-year and four-year high school graduation options, 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 the graduation option. This notification shall be conducted prior to the annual registration of students for the following year so that a student's academic plan can be modified to meet the needs of the student.

The selection of one of the graduation options is exclusively up to the student and parent. If the student and parent fail to select a diploma option, the student shall be considered to have selected the Four Year Standard Diploma requiring 24 credits.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

#### 4. Evaluating Student Work

##### a. Make-Up Work

Following an absence, the student has the responsibility to contact his/her teacher(s) on the day the student returns to school to obtain assignments given during his/her absence. Work assigned prior to the absence is due the day the student returns to school. Work assigned during the student's absence is due within a period of time equal to the length (number of days) of the student's absence.

##### b. Grading Scale

Student achievement in all courses will be evaluated using numeric and letter grades. As designated in Florida Statute, letter grading scale and definitions adopted for all courses in grades 6 through 8 are:

90 – 100	=	A	Outstanding Progress
80 - 89	=	B	Above Average Progress
70 - 79	=	C	Average Progress
60 - 69	=	D	Lowest Acceptable Progress
0 - 59	=	F	Failure
		I	Incomplete
		W	Withdrawn

The Incomplete (I) grade will be changed to a letter grade upon completion of all course requirements within ten (10) school days, under normal circumstances. If the course requirements are not completed, the Incomplete (I) grade will become an "F," indicating Failure.

Schools shall not exempt students from academic performance requirements such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or part to provide an exemption from any academic performance requirement.

#### 5. Point System for End-of-the-Year Grades

The following procedures are to be used for determining the end-of-the-year grades for a student in middle school:

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

Each quarter grade will be assigned a value selected from the following:

A = 4  
B = 3  
C = 2  
D = 1  
F = 0

To determine the end of the year grade for middle school course, total the numerical values of the four quarters and select the grade from the table below.

A = 14 – 16  
B = 10 – 13  
C = 6 - 9  
D = 3 – 5  
F = 0 - 2

In order to pass a middle school course for the year, A STUDENT MUST EARN A MINIMUM OF THREE (3) POINTS FOR THE YEAR AND ONE (1) POINT MUST BE EARNED IN SECOND SEMESTER (THIRD OR FOURTH QUARTER). If the gradebook program average and the grade determined by the point system differ, the student is to be given the higher of the two grades as long as the student earns a minimum of three (3) points for the year with at least one (1) point earned in second semester. Grades for High School courses are calculated each semester according to the high school procedures and do not have an end of the year grade.

#### **(d) HIGH SCHOOLS: Required Instruction in Grades 9 – 12**

##### **1. Course Offerings**

High school basic education course offerings are selected from the Course Code Directory of the State of Florida, Department of Education, and approved by the Assistant Superintendent for Curriculum and Instruction. Student performance standards shall be established for each academic and Career and Technical Education Programs in grades 9 through 12 for which credit toward high school graduation is awarded. Students 16 years old or older, with the approval of the principal, may exercise the Adult Education Course Option to earn up to four additional credits during their high school career. All students will receive instruction in reading, language arts, mathematics, science, social studies, the arts, health, and physical education.

##### **2. Students entering high school will identify a Major Area of Interest (MAI) and may elect to identify a minor area of interest. Students will complete four credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the student as part of the education plan. Students may revise their major areas of interest each year as part of the annual course registration process and shall update their education plan to reflect such revisions. Annually by October 1, the district school board shall approve**

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

major areas of interest and submit the list of majors to the Commissioner of Education for approval. Each major area of interest shall be deemed approved unless specifically rejected by the Commissioner within 60 days. Upon approval, each district's major areas of interest shall be available for use by all school districts and shall be posted on the Department of Education website at [www.fldoe.org/aplusplus](http://www.fldoe.org/aplusplus). Students may select a second major, a minor, or elective courses to earn the eight credits required for graduation. Minor areas of interest are composed of three credits selected by the student as part of the education plan. Students pursuing a special diploma are encouraged to have a Major Area of Interest but are not required by statute.

#### **3. High School Credit Earned in Middle School**

Students may enter high school with no more than two credits earned from any educational program. The student must still earn 18 credits required for a three year diploma option during grades 9 through 12.

Students entering high school with credits earned during middle school are not eligible for mid year promotion in the 9<sup>th</sup> grade. Students must remain in the 10<sup>th</sup> grade until they take the 10<sup>th</sup> grade FCAT Reading, Mathematics and Writing for the first time.

During the 2007-2008 school year, middle school students will have the option to take district approved high school dual enrollment courses in Algebra 1 Honors, Integrated Science 1 Honors, English 1 Honors, and Spanish 1. Students may carry forward to high school no more than two (2) credits where the student has an A or B for each semester. Students and their parents/guardians will complete a form at the end of the year to designate which year long course(s) that meet the criteria will be carried forward to high school for credit. Students must carry forward only courses earning a full credit. Students may choose not to carry forward a course(s) for high school credits. If a student and his/her parent choose not to carry a high school credit forward when an A or B was earned, the course will show on the student's transcript as having been taken but will not show a grade or credit. A student who earns a C, D, or F either semester will not earn high school credit. Any course grades where a student earns less than an A or B for each semester will revert to the middle school course number and will not earn high school credit nor be noted on the high school transcript.

A middle school student who is earning a D or F in a high school credit course may be rescheduled to a more appropriate middle school course at any time during first semester.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

Beginning in 2007-2008, schools will use the district criteria for identifying eligible middle school students for enrollment in high school credit courses. Middle school dual enrollment courses must meet all the requirements of high school courses and the courses carried forward will be used to satisfy the high school graduation and Florida scholarship requirements. High school requirements include the following: assess students through a semester exam, calculate the semester grade using the high school procedure, and report first and second semester grades to the high school the student will attend. Middle school courses for high school credit must meet the 135 hour requirement in Florida Statute. Grades for high school courses will be recorded on the high school transcript and remain a permanent part of the student's high school transcript if the grade the student earns is an A or B. Teachers will maintain dual rosters, one with the middle school course number, and the other with the appropriate high school course number. Transcripts for students earning a C, D or F will reflect the middle school course number. Students are awarded high school credit by semester. Students entering high school with a "C" or a 2.0 grade point average are in danger of not meeting the grade point average (GPA) graduation requirement. Once a high school grade is earned, that grade continues as part of the student's permanent record. High school grades of "C" or below earned at the middle school level do not become part of the high school permanent transcript for credit. A maximum of two credits earned prior to the ninth grade may be carried forward to high school.

Students taking high school courses during middle school during the 2007-2008 school year and thereafter are subject to the high school forgiveness policy and therefore can repeat and replace only a grade of D or F with a grade of C or above.

Students taking high school credit courses during middle school prior to the 2007-2008 school year may repeat and replace a grade of B.

Instructional materials utilized in middle school courses for high school credit must be state adopted materials aligned with the high school course descriptions.

Although middle school students may complete those high school courses listed above that meet part of the graduation requirements or Florida Academic Scholars award requirements, students must still earn 18 credits required for a three (3) year diploma option during grades 9 through 12.

Taking high school courses in middle school enables the student to take the next course in the sequence. Students choosing the three-year diploma

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

options must attend high school as a full-time student for three (3) full school years.

#### **4. Course Credit/Mastery**

The granting of course credit is based on an evaluation of the individual student's achievement of established district and state performance standards and other requirements as designated by the teacher. Performance standards will include specific course content as specified in statutes.

For the purpose of high school graduation requirements, one full credit is defined as follows:

- A minimum of 135 hours of bona fide instruction in a designated course of study which contains student performance standards; or
- For schools that have been authorized to implement block scheduling by the district school board, a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements.

One-half (1/2) credit means a minimum of 67.5 hours of bona fide instruction or a minimum of 60 hours of bona fide instruction in a high school that implements block scheduling. One-half (1/2) credit shall be awarded at the end of each semester/term upon the satisfactory completion of course requirements.

Florida Statute (1003.436) requires that students enrolled in a year long course will pass the course for the year if the student passes one semester but fails the other semester, and meets district criteria as follows:

- The average of the two letter grades for the two semesters would result in a D (1.0) or above. The final course grade is awarded as follows: 1 – 1.5 = D; 2-2.5 = C, with the highest final grade awarded for the year long course being a C; AND
- The student earns a D or above on the semester exam for each semester; AND
- The student is absent (excused or unexcused in the official school attendance record) no more than 12 days for each semester in a course that meets every day and no more than six days for each semester in a course that is on an alternating block schedule. If a year long class occurs within one semester, the rule is applied to the end of term at the quarter (e.g. Algebra 1A). An appeal can be made to the Superintendent or her/his designee to allow students with excessive excused absences to waive the attendance requirement.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

This rule applies when both semesters are taken within one school year and the student fails one of the two semesters. Students continue to earn half of a credit for passing a semester of a course. This does not affect other credit recovery options.

Performance-based criteria are established for awarding credit to students who progress through course standards in fewer than the required hours. If a course is fewer than 135 hours of instruction, a student must be given additional time to meet course requirements if needed.

Successful completion of the student performance standards is based on assessment procedures including examinations, observations, checklists or rating scales; or by evaluation of classroom assignments, products, projects, or student performance.

### **5. Credit Requirements**

#### **a. Course Modifications for Exceptional Students**

The District School Board must provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

Modifications involve changes to course outcomes that relate to the specific content, level of skill, or number of skills required for mastery. Requirements for academic or basic high school courses may not be modified for students with disabilities if the courses are to be used to meet the graduation requirements for a four Year Standard Diploma, three Year College Preparatory Standard Diploma, or a three Year Career Preparatory Standard Diploma. If a student is working toward a special diploma, modified academic courses are acceptable. Modifications for vocational education programs are acceptable at the high school level. Modified Occupational Completion Points (MOCP) may be used if developed for students in conjunction with their Transition Individual Education Plan (IEP). Secondary students may use modified vocational courses to meet requirements of a standard diploma.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

#### **b. Remedial, Intensive and Level 1 Courses**

Level 1 courses are designed for high school students who are not performing at a high school level. No student may be granted credit toward high school graduation for enrollment in any level 1 course unless the assessment of the student's performance indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's Individual Education Plan, or as documented in the School Wide Progress Monitoring Plan. The plan must specify the need for enrollment in a remedial or Level 1 course. In such cases, remedial or intensive courses will earn only elective credit.

No student may be granted credit toward high school graduation for enrollment in the following programs or courses:

- More than a total of nine elective credits in remedial programs.
- More than one credit in exploratory vocational courses.
- More than three credits in practical family arts and consumer sciences classes.
- Any Level 1 course unless the student's assessment indicates a more rigorous course would be inappropriate, in which case a written assessment of the need must be included in the Individual Education Plan or the School Wide Progress Monitoring Plan and signed by the principal, guidance counselor, and the parent, if the student is not 18 years or older.

All students in grades 9 through 12 must participate in the statewide assessment tests as required by Florida Statute and district progress monitoring assessments.

#### **6. Change in Graduation Requirements**

School Board approval is required prior to increasing graduation requirements for a school. An increase in academic credit or minimum grade point average requirements shall not apply to students in grades 9-12 at the time of the increase.

#### **7. Career and Technical Education Course Substitutions to Fulfill Graduation Requirements**

Career and technical program substitutions not to exceed two credits in each of the non-elective subject areas of English, mathematics and science are provided as specified in Florida Statute and in the Florida Department of Education Course Code Directory. The career and

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

technical program that is substituted for a non-elective academic course will be funded at the level appropriate for the career and technical program. Career and technical education course substitutions will not count toward state university system admissions requirements.

Requirements for career and technical education course substitution:

- a. Any student in grades 9 through 12 who enrolls in and satisfactorily completes a job preparatory program may substitute credit for a portion of the required four credits in English, 3 credits in mathematics for students entering high school prior to 2007-2008 or 4 credits in mathematics for students entering high school in 2007-2008 or thereafter, and three credits in science. The credit substituted for English, mathematics, or science earned through the career and technical job preparatory program shall be on a curriculum equivalency basis.
- b. Career and technical course substitutions shall not exceed two (2) credits in each subject area. A program which has been used to substitute in one subject area may not be used to substitute for any other area.
- c. Job preparatory programs identified as being equivalent are indicated in the Florida Course Code Directory.

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

8. High School students may qualify to earn credit in the Computing for College and Career course #8209020 through a district assessment process if the following conditions are met:
  - a. The student takes and passes a district comprehensive test with an 80% or above. The test will be administered only one time each year during the first week of May. Each student may only take this district assessment once.
  - b. The student must successfully complete a second business technology education (BTE) course in one of the BTE programs offered at the high school and earn one credit.
  - c. The student must participate in a minimum of one Future Business Leaders of America (FBLA) out of school, district, state and/or national

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

competition at the high school level during the year in which the student is taking the business technology education course specified above.

- d. The student must complete an elective business technology education portfolio that meets all requirements found in the Business Leadership Skills Curriculum Guide, including a signed high school Business Technology Education Teacher Recommendation Form found in the Business Leadership Skills Curriculum Guide.

When these conditions are met, the student may be awarded one (1) credit for the Computing for College and Careers course.

#### **9. Educational Programs Offered by Accredited Schools, Colleges and Universities**

Students who wish to participate in an educational program offered by accredited schools, colleges or universities must have prior written agreement with the school Principal detailing any credit or grade acceptance toward high school graduation or inclusion on the high school transcript. Final inclusion on the high school transcript will be completed only upon the school's receipt of all necessary documentation from the appropriate institution.

All evidence of work/credits earned at another school should be based on an official transcript authenticated by the proper school authority. Credits from state or regionally accredited schools shall be accepted at face value, subject to validation where deemed necessary. Credits earned through alternative delivery systems that are accredited by a regional accrediting association, non-accredited schools, home schools, or non-accredited correspondence schools shall be validated by the administration of examinations or by establishing credits earned through successful performance in subsequent courses.

With the approval of the principal, students may earn credit through dual enrollment, advanced placement, International Baccalaureate programs, Florida Virtual School and by using substitutions indicated in the course code directory.

#### **10. Acceleration Options**

At the beginning of each school year, schools will notify parents of students in or entering high school of the opportunity and benefits of participating in Advanced Placement, International Baccalaureate, Dual Enrollment, and Florida Virtual School courses.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

The school district, community colleges and state universities may conduct Advanced Placement instruction within Dual Enrollment courses. Students enrolled in a joint Dual Enrollment and Advanced Placement course may be funded by either Dual Enrollment or Advanced Placement formula; no student shall be funded through both a Dual Enrollment and Advanced Placement program.

The school district shall utilize the funding formula that more closely approximates the cost of the course. Postsecondary credit for a joint Dual Enrollment and Advanced Placement course shall be awarded as either Dual Enrollment or Advanced Placement credit, based on the student preference. An award of Advanced Placement credit must be limited to students who score a minimum of a 3 on a 5 point scale on the Advanced Placement Examination. No student shall claim double credit based on the completion of a single joint Dual Enrollment and Advanced Placement course nor shall any student in a joint Dual Enrollment/Advanced Placement course be required to complete the Advanced Placement Examination.

Articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. This shall include, but not be limited to Dual Enrollment, early admissions, Advanced Placement and the International Baccalaureate program. Credits earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.

a. **Advanced Placement**

Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by College Board. Postsecondary credit for an AP course may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Any postsecondary credit for an AP course may be awarded by the receiving college or university in accordance with their policies regarding AP. Students shall be exempt from the payment of any fees for AP courses in which they are enrolled. Students requesting to take AP exams for courses in which they are not currently enrolled must pay for the cost of the AP exam.

b. **Dual Enrollment Course Requirements**

The Superintendent and President of Manatee Community College shall jointly develop and implement a comprehensive articulated acceleration program for students. The Superintendent and president shall develop a

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

comprehensive inter-institutional articulation agreement that services the school district. The agreement includes the delineation of courses and programs available for students, the process by which students and their parents are informed about opportunities to participate in acceleration programs; the process by which students and their parents exercise their option to participate in an acceleration program; high school credits earned; eligibility criteria for student participation; institutional responsibility for screening prior to enrollment and monitoring student performance subsequent to enrollment; identification of the instructional quality criteria for dual enrollment courses and programs that are to be judged, and a delineation of institutional responsibilities for instructional quality; delineation of responsibilities for cost of dual enrollment courses and instructional materials; transportation and process for converting college credit hours through dual enrollment and early admissions to high school credit.

A third or fourth year high school student must demonstrate readiness for college level work if the student is to be enrolled in college courses. A student must demonstrate readiness for vocational level course work if the student is to be enrolled in vocational courses. In addition to scoring at a college level on the common placement examination, student qualifications for college credit dual enrollment must include a 3.0 unweighted grade point average, and student qualifications for vocational certificate dual enrollment must include a 2.0 unweighted grade point average. The Articulation Agreement specifies the details of course availability and procedures for the dual enrollment programs as well as early admission. Only those academic elective courses approved in the Dual Enrollment Agreement can be taken for Dual Enrollment credit. An academic elective that counts as credit toward graduation can be taken as Dual Enrollment with the approval of the Principal. Students enrolled are exempt from the payment of registration, matriculation/lab fees and the purchase of the primary textbook. Dual Enrollment courses are weighted the same as honors courses. Students may take courses during school hours, after school and during summer term.

Career Dual Enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. Career Dual Enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and shall not be used to enroll students in isolated career courses.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

c. International Baccalaureate

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

d. Florida Virtual School

Manatee County Schools are affiliated with the Florida Virtual School so that students in grades 9 through 12 have access to enroll in Florida Virtual School and be awarded credit for successful completion of such courses. Access is available to students during, before or after the normal school day, and through summer school enrollment. See the Florida Virtual School Guidelines for details and procedures.

e. Home Education Students

Home education students may participate in Dual Enrollment, working directly with Manatee Community College or other post secondary institutions, career and technical dual enrollment and early admission and credit by exam by postsecondary institutions. Dual Enrollment credit earned by home education students shall apply toward the completion of a home education program that meets the requirements of state statute.

### **11. Grades and Grade Point Averages**

a. Grading Scale

All courses will be graded using numeric and letter grades.

The letter grading scale and definitions adopted for all courses in grades 9 through 12 are:

90-100	=	A Outstanding Progress
80-89	=	B Above Average Progress
70-79	=	C Average Progress
60-69	=	D Lowest Acceptable Progress
0-59	=	F Failure
		I Incomplete
		W Withdrawn

An Incomplete grade will be changed to a letter grade upon completion of all course requirements within ten (10) school days under normal

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

circumstances. If the course requirements are not completed, the Incomplete (I) grade will become an "F" indicating Failure.

Florida Statute (1003.436) requires that students enrolled in a year long course will pass the course for the year if the student passes one semester and fails the other semester, and meets district criteria as follows:

- Average of the two letter grades for the two semesters would result in a D (1.0) or above. The final course grade is awarded as follows: 1 – 1.5= D; 2-2.5 = C, with the highest final grade awarded for the year long course being a C; **and**
- The student earns a D or above on the semester exam for each semester; **and**
- The student is absent (excused or unexcused in the official school attendance record) no more than 12 days for each semester in a course that meets every day and no more than 6 days for each semester in a course that is on an alternating block schedule. If a year long class occurs within one semester, the rule is applied to the end of term at the quarter; (e.g. Algebra 1A). An appeal can be made to the Director of High Schools to allow students with excessive excused absences to waive the attendance requirement.

This rule applies when both semesters are taken within one school year and the student fails one of the two semesters. Students continue to earn half credit for passing a semester of a course. This does not affect other credit recovery options.

Schools shall not exempt students from academic performance requirements such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or part to provide an exemption from any academic performance requirement.

#### **b. Semester Grades**

A semester assessment is required in all courses for high school credit. Semester exams may not be given early. All semester grades are calculated based on unweighted letter grades.

The student's semester grade is calculated by averaging Quarter 1 = 40%, Quarter 2 = 40%, and the Semester Assessment = 20%. The semester

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

grade is based on averaging the percentage for each quarter and the semester exam according to these percentages,

c. **Make-Up Work**

Following an absence, the student has the responsibility to contact his/her teacher(s) on the day the student returns to school to obtain assignments given during his/her absence. Work assigned prior to the absence is due the day the student returns to school. Work assigned during the student's absence is due within a period of time equal to the length (number of days) of the student's absence.

d. **Grade Point Average**

A student's cumulative grade point average will be calculated based upon all of the courses a student has completed except those where the forgiveness policy applies.

e. **Class Rank**

For the purposes of class ranking, high schools will use both a weighted and unweighted grading system for appropriate courses as indicated in the Course Code Directory for grades 9 through 12. Class rank for graduation will be determined in January. An additional one (1) weighted grade point will be added to each course grade of a D or above in courses designated in the Florida Department of Education Course Code Directory as Advanced Placement; Preinternational Baccalaureate and International Baccalaureate; Dual Enrollment in Language Arts, Mathematics, Science or Social Studies as stated in the Dual Enrollment Agreement with Manatee Community College unless the course specifically aligns with an established Advanced Placement course; and courses designated as Honors in Language Arts, Mathematics, Science or Social Studies. Class rank will be determined based on courses for which credit and grades are awarded toward a standard diploma. A student's rank in class will be determined using both an unweighted and a weighted grade point average.

**Unweighted Grade Points**

A = 4  
B = 3  
C = 2  
D = 1

**Weighted Grade Points**

A = 5  
B = 4  
C = 3  
D = 2

f. **Honors Recognition**

In recognition of excellence in academic achievement, the upper ten percent of the graduating class, based on both the unweighted and the

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

weighted rank in class, will be graduated with Honors. The upper four percent of the graduating class, based on both the unweighted and weighted rank in class, will be graduated with Highest Honors.

Schools will determine the top 10% of the students using the weighted grade point and the top 10% of the students using the unweighted grade point. Schools will combine the list of these students and all of these students will be recognized as the top 10%.

Schools will determine the top 4% of the students using the weighted grade point and the top 4% of the students using the unweighted grade point. Schools will combine the list of these students and all of these students will be recognized as the top 4%.

The top 4% and top 10% of the graduating students will be recognized at commencement. A valedictorian and a salutatorian will not be chosen.

#### **12. Repeating a Course (Forgiveness Policy)**

Students may repeat only a course in which the student earned a “D” or “F” to replace the grade with a C or higher. Only one grade and one credit may be earned for the same course. When a course is repeated, both grades will appear on the student's transcript. If a course is repeated and passed with a C or above, the higher of the two grades will be included in the calculation of the student's grade point average. The Course Forgiveness Policy applies only when a course is repeated after the course for which the D or F was earned. The course cannot be excluded (“X”ed) or included (“I”ed) unless the included course with a grade of C or above is taken after the course where the student earned a D or F.

The student's transcript will retain all courses taken and grades earned. Students may repeat a course already passed only once.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

<b>Courses for Graduation for Standard Diploma</b>	<b>Course completed</b>	<b>Course(s) that will Forgive the grade</b>
Required specific courses for graduation (Biology, LMS, HOPE, Personal Fitness, Algebra I, American History, American Govt., Economics, World History)	Regular course  Honors course	Same course or Honors if available  Same course or regular course
Required nonspecific courses for graduation (English, Mathematics, Science)	Regular course  Honors course	Same course or Level 2 or Level 3 course in the same discipline Same course or regular course, or Level 3 course in the same discipline
Electives	Any elective	Same course or any elective within the same discipline
<b>Students with Disabilities</b>		
Students with Disabilities changing from a standard diploma to a special diploma	Regular course	ESE course within the same discipline

Only one grade and one credit may be earned for the same course. All grades will appear on the student's transcript. The higher of the two grades will be included in the student's grade point average. (Note: All grades, including courses taken for high school credit in middle school, except those for which the forgiveness policy applies, will be included in calculating the grade point average.)

Statutory restrictions on forgiveness policy do not apply to high school courses taken below the ninth grade prior to the 2007-2008 school year. A student who completed Algebra I Honors or the first year of a foreign language during middle school prior to 2007-2008 school year may repeat the course and replace a grade of B.

Students taking high school credit courses in middle school during the 2007-2008 school year and thereafter are subject to the high school forgiveness policy and can repeat and replace only a grade of D or F with a grade of C or above.

### **(4) PROMOTION FOR GRADES KINDERGARTEN THROUGH TWELVE**

#### **(a) Promotion Criteria**

A K through 12 student who meets promotion criteria will be promoted to the next grade. Parents and schools do not have the option of retaining a student who meets the promotion criteria. Parents can appeal promotion/retention decisions through the Director of Elementary, Middle or High School.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

Schools should consider whether each student in grades kindergarten through eight has met the promotion criteria for his/her grade level. If the student does not meet the promotion criteria, all students should be considered for good cause placement. English Language Learners with less than two years of instruction in an ESOL program should be placed into the next grade for good cause placement. The ESOL good cause placement should be used for ELLs before any other good cause exemption is considered.

#### **(b) Promotion for Grades K-2**

Promotion is determined by the student demonstrating proficiency of the Sunshine State Standards as defined by Manatee County's Kaleidoscope Curriculum. Each student's progression from one grade to another is determined, in part, upon proficiency in reading, writing, science and mathematics. Promotion in grades K-2 is based on the student demonstrating proficiency in reading and mathematics. Promotion decisions are made at the end of the school year or following the District sponsored Summer Reading Camp for eligible students.

##### **1. K-2 Promotion Criteria**

All students in grades K-2, including those students in ESOL and ESE programs, must meet the following promotion criteria.

Proficiency in reading and mathematics is determined when a student meets one of the following:

<p>Promotion Criteria in K-2</p> <p>Student achieves the Sunshine State Standards for reading and mathematics at his/her grade level.</p> <p style="text-align: center;">OR</p> <p>Student scores at or above the 34<sup>th</sup> percentile on the current year's district approved norm-referenced test in Total Reading and Total Mathematics.</p>
---

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

##### **2. Good Cause Criteria**

A student who does not meet the promotion criteria should be considered for good cause placement in the next grade. A student may be exempt from the promotion criteria for good cause for the following:

<b>K-2 Grade Good Cause</b>	<b>Documentation</b>
-----------------------------	----------------------

<p>Any K-2 student who has not met the promotion criteria may be placed for good cause in to the next grade, with intensive remediation to help the student achieve the levels of performance for student progression. This option may be used only once in grades K through 2 and must be documented in the comment section on the student’s cumulative folder by stating “Student is placed for good cause in grade (<i>state grade</i>) by K-2 special exemption.”</p>	<p>Indicated as good cause “A” in TERMS and as a placement for good cause on the report card and the cumulative folder.</p>
<p>English Language Learners (ELLs) who have had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not including PreK). The ELL Committee must be convened and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report. (Use this exemption first for eligible K-2 English Language Learners.)</p>	<p>Indicated as good cause “A” in TERMS and as a placement for good cause on the report card and the cumulative folder.</p>
<p>A student in grades K-2 with disabilities whose Individual Education Plan (IEP) Report of Conference Form indicates the reasons for the student’s exemption from the promotion criteria in reading, writing, and mathematics and includes the recommendation for good cause exemption. Documentation that indicates that the promotion of the student with disabilities is appropriate and is based upon the student’s academic record shall be submitted from the student’s teacher to the school principal.</p>	<p>Indicated as good cause “A” in TERMS and as a placement for good cause on the report card and the cumulative folder.</p>
<p>Students with a Section 504 plan whose Report of Conference Form indicates the student’s disability and the recommendation and reasons for the student’s exemption from the promotion criteria in reading and mathematics. Documentation of remediation in reading and/or mathematics will be included within the School Wide Progress Monitoring Plan.</p>	<p>Indicated as good cause “A” in TERMS and as a placement for good cause on the report card and the cumulative folder.</p>
<p><b>K-2 Grade Good Cause</b></p>	<p><b>Documentation</b></p>
<p>A student in grades K-2 can be placed for good</p>	<p>Indicated as good cause “A” in TERMS</p>

<p>cause if a committee comprised of the student’s teachers, guidance counselor, or other appropriate personnel as designated by the principal has evidence that the student’s observed academic performance on selected assessments such as a student’s classroom work, observations, tests, or other relevant information is at a level appropriate for success in the next grade. The committee must document the recommendation and the reasons for the student’s exemption from the promotion criteria. Documentation could be included in a student portfolio, case conference notes, or documentation in the School Wide Progress Monitoring Plan. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion.</p>	<p>and as a placement for good cause on the report card and the cumulative folder.</p>
--	--

Good cause must be documented in the comment section on the student’s cumulative folder by stating “Student is placed for good cause in grade (state grade).” Promotion or retention decisions will be made at the end of the school year.

A student not achieving proficiency in reading and mathematics as defined in the promotion criteria should be considered for good cause exemption rather than retention. The ELL Committee must recommend and approve retention for any English Language Learner who otherwise meets the qualification for good cause exemption. The ELL Committee must approve any retention with justification for any English Language Learner who, in spite of being eligible for good cause exemption, is recommended for retention. All retentions must be approved by the Director of Elementary Schools.

(c) Promotion for Grade 3

Promotion is determined by the student demonstrating proficiency of the Sunshine State Standards as defined by Manatee County’s Kaleidoscope Curriculum. Promotion in grade 3 is aligned with Florida Statute and is based on a student demonstrating proficiency in reading. Promotion decisions for Grade 3 are made at the end of the school year or following District sponsored Summer Reading Camp.

1. Grade 3 Promotion Criteria: All students in grade 3, including those students in drop-out prevention, ELL and ESE programs, must meet the following promotion criteria:

**4.9 STUDENT PROGRESSION**

**PROCEDURES (continued):**

A student must score Level 2 or above on the current year's FCAT SSS Reading to be promoted to 4<sup>th</sup> grade.

If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained unless the student is exempt from the promotion criteria as stipulated below.

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

2. Good Cause Criteria: A student may be exempt from the promotion criteria for good cause and placed in the next grade if the student meets one of the following. 3<sup>rd</sup> grade good cause is defined as:

<b>3<sup>rd</sup> Grade Good Cause</b>	<b>Documentation</b>
1) English Language Learners who have had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not counting PreK). The ELL Committee must be convened and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report.	Indicated as good cause #1 in TERMS and as a placement for good cause on the report card and the cumulative folder.
2) Students with disabilities whose Individual Education Plans (IEP) indicate that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rule.	Indicated as good cause #2 in TERMS and as a placement for good cause on the report card and the cumulative folder.
3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education, administered after the results of the FCAT are received. The acceptable levels of performance on the alternative assessments for grade 3 are a student scoring at or above the 45 <sup>th</sup> percentile on the Florida Select Stanford Achievement Test-10 as the alternative standardized assessment.	Indicated as good cause #3 in TERMS and as a promotion on the report card and the cumulative folder.

3 <sup>rd</sup> Grade Good Cause	Documentation
<p>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 2 performance on FCAT. To demonstrate mastery of the required reading skills, the student portfolio must:</p> <ul style="list-style-type: none"> <li>• be selected by the student’s teachers as determined by district criteria;</li> <li>• be an accurate picture of the student’s ability and include only student work that has been independently produced in the classroom;</li> <li>• 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 test, and that are between 100-700 words with 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; and</li> <li>• be an organized collection of evidence of the student’s mastery of the Sunshine State Standards.</li> </ul>	<p>Indicated as good cause #4 in TERMS and as a promotion on the report card and the cumulative folder.</p>
<p>5) Students with disabilities who participate in FCAT and who have an IEP or a Section 504 Plan that reflects that they have received intensive remediation in reading for more than two years but still demonstrate a deficiency in reading and were previously retained in grades K-3.</p>	<p>Indicated as good cause #5 in TERMS and as a placement for good cause on the report card and the cumulative folder.</p>
<p>6) Any third-grade student receiving intensive remediation in reading for two or more years, but still has deficiency in reading and has been previously retained in K-3 for a total of two years. If placed under this exemption, intensive reading instruction must include an altered instructional day that includes specialized diagnostic information and specific reading strategies.</p>	<p>Indicated as good cause #6 in TERMS and as a placement for good cause on the report card and the cumulative folder.</p>

The ELL Committee must recommend and approve retention for any English Language Learner who otherwise meets the qualification for good cause exemption. The ELL Committee must approve retention with justification for any English Language Learner who, in spite of being eligible for good cause exemption, is recommended for retention. All retentions must be approved by the Director of Elementary Schools.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

3. Approval Process for 3<sup>rd</sup> Grade Good Cause Exemptions  
Requests for good cause exemptions from the mandatory retention requirement shall be consistent with the following:
  - a. Identify all third graders scoring Level 1 on FCAT SSS Reading or 3<sup>rd</sup> grade students without test scores.
  - b. Identify students with disabilities who are eligible for good cause #2 or #5.
  - c. Identify ELL students with less than 2 years of services-these students are eligible for good cause #1.
  - d. Identify students who have been retained 2 or more times and have been remediated for more than 2 years-these students qualify for good cause #6.
  - e. Identify students who are being retained.
  - f. Identify students without FCAT scores or Level 1 students who are eligible to complete the District 3<sup>rd</sup> Grade Good Cause Reading Portfolio. Those students who pass the District Reading Portfolio qualify for good cause exemption #4.
  - g. Identify students without test scores and other 3<sup>rd</sup> graders who will take the alternative version of Stanford 10. Those students who score at the 45<sup>th</sup> percentile or above on the alternative assessment will qualify for good cause #3.
  - h. The school district Superintendent shall accept or reject the school Principal's recommendation in writing.
  - i. Good cause placement must be documented in the comment section on the student's cumulative folder by stating, "Student is placed in grade to 4 for good cause".
  
4. Mid-Year Promotion (Florida State Statute 1008.25)  
Students retained in 3<sup>rd</sup> grade due to a reading deficiency, and who did not meet any of the good cause exemptions, may qualify for mid-year promotion if the student meets the district criteria. Such mid-year promotion must occur during the first semester of the academic year. The student must demonstrate that he or she:
  - Is a successful and independent reader, reading at or above grade level;
  - Has progressed sufficiently to master appropriate fourth grade reading skills; and
  - Is ready to be promoted to fourth grade.

Retained third graders identified as candidates for mid-year promotion may be assigned to a 4<sup>th</sup> grade classroom for potential transition. Tools that the district may use in reevaluating a 3<sup>rd</sup> grade retained student may include subsequent assessments, alternative assessments, and a portfolio review. A 3<sup>rd</sup> grade retained student eligible for mid-year promotion must be offered the

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

option of a district portfolio assessment, as well as the alternative assessment.

According to the district established criteria, a 3<sup>rd</sup> grade retained student must demonstrate proficiency of each benchmark assessed on FCAT at an appropriate fourth grade level in order to qualify for mid-year promotion. Any student promoted after November 1 must demonstrate proficiency above that which is required to score at Level 2 on the grade 3 FCAT, as determined by the State Board of Education. The District will adopt the State Board of Education standards that provide an expectation that the student's progress is sufficient to master appropriate fourth grade level reading skills. Any retained third grade student who has been promoted mid-year to fourth grade must continue to receive support which is documented in the School Wide Progress Monitoring Plan for the remainder of the academic year.

Beginning in 2007-2008, mid-year promotion is not an option for students in grades K-2 or grades 4 or 5 (except as described below in the Transition Programs for Over Age 4<sup>th</sup> and 5<sup>th</sup> Graders).

#### **(d) Promotion for Grades 4-5**

Promotion is determined by whether the student demonstrates proficiency of the Sunshine State Standards as defined by Manatee County's Kaleidoscope Curriculum. Each student's progression from one grade to another is determined, in part, upon proficiency in reading, writing, science and mathematics. Promotion in grades 4-5 is based on the students' demonstrating proficiency in reading and mathematics. Promotion decisions are made at the end of the school year

##### **1. Grades 4-5 Promotion Criteria**

All students in grades 4-5, including those students in drop-out prevention, ESOL and ESE programs, must meet the following promotion criteria. Each student must meet proficiency in reading and mathematics in order to be promoted.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

<b>READING</b> Proficiency at 4 <sup>th</sup> and 5 <sup>th</sup> grades in reading is demonstrated by achieving one of the following:
Student achieves the Sunshine State Standards in reading at his/her grade level OR Student scores Level 3 or above on FCAT SSS Reading

AND

<b>MATHEMATICS</b> Proficiency at 4 <sup>th</sup> and 5 <sup>th</sup> grades in mathematics is demonstrated by achieving one of the following:
Student achieves the Sunshine State Standards in mathematics at his/her grade level OR Student scores Level 3 or above on FCAT SSS Mathematics

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

### **2. Transition Programs for Overage 4<sup>th</sup> and 5<sup>th</sup> Graders**

- a. All elementary schools will identify entering 4<sup>th</sup> graders who are two or more years over age who meet the following criteria and place them in to a 5<sup>th</sup> grade classroom with a plan for specific support.

The criteria to place a 4<sup>th</sup> grade student into a 5<sup>th</sup> grade classroom include:

- Completing 3<sup>rd</sup> grade when student is two (2) or more years over age;
- Scoring Level 2 or higher on the 3<sup>rd</sup> grade FCAT Reading and Mathematics meeting 3<sup>rd</sup> grade good cause criteria;
- Demonstrating classroom performance that indicates a likelihood of success;
- Having social maturity, meaning that the student's thinking, behavior and social skills (positive or negative) are more indicative of his/her chronological age than the grade level in school.

Fourth grade students who are meeting 5<sup>th</sup> grade classroom performance expectations by earning grades of D or above in the core academics at the end of the first semester will be promoted from 4<sup>th</sup> grade to 5<sup>th</sup> grade at the

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

end of first semester. These students will take the 5<sup>th</sup> grade FCAT. Students who do not meet the promotion criteria at the end of the first semester will remain in the 5<sup>th</sup> grade classroom and take the 4<sup>th</sup> grade FCAT. Regardless of whether a 4<sup>th</sup> grader was promoted to 5<sup>th</sup> grade at the end of first semester, schools will continue to support student success and review the student's performance at the end of the year for promotion to 6<sup>th</sup> grade.

- b. All elementary schools will identify at the end of each year any exiting 4<sup>th</sup> grade students who meet the following criteria and place them in 6<sup>th</sup> grade with a plan for specific support. The criteria includes:

- Students who would enter 5th grade two or more years over age,
- Students who scored Level 3 or above on the previous year's FCAT Reading and Mathematics; and
- Students who have the social maturity, meaning the student's thinking, behavior and social skills (positive or negative) are more indicative of his/her chronological age than the grade level in school.

Schools will work with the student and parent to facilitate a smooth transition from elementary to middle school and provide support at the middle school level.

### 3. Grades 4 – 5 Good Cause Exemption

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. A student may be exempt from the promotion criteria for good cause. 4<sup>th</sup> and 5<sup>th</sup> Grade good cause is defined as:

<b>Grade 4-5 Good Cause</b>	<b>Documentation</b>
English Language Learners who have had less than two years of instruction in English for Speakers of Other Languages program. The ELL Committee must be convened and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report.	Indicated as good cause "A" in TERMS and as a placement for good cause on the report card and the cumulative folder.

<b>Grade 4-5 Good Cause</b>	<b>Documentation</b>
<p>A student in grades 4-5 with disabilities (ESE) for whom the Individual Education Plan (IEP) Report of Conference Form indicates the reasons for the student's exemption from the promotion criteria in reading and mathematics and includes the recommendation for good cause exemption. Documentation that indicates that the promotion of the ESE student is appropriate and is based upon the student's academic record shall be submitted from the student's teacher to the school principal.</p>	<p>Indicated as good cause "A" in TERMS and as a placement for good cause on the report card and the cumulative folder.</p>
<p>Students with a Section 504 plan whose Report of Conference Form indicates the student's disability and the recommendation and reasons for the student's exemption from the promotion criteria in reading and mathematics.</p>	<p>Indicated as good cause "A" in TERMS and as a placement for good cause on the report card and the cumulative folder.</p>
<p>A student in grades 4-5 can be placed for good cause if a committee comprised of the student's teachers, guidance counselor, or other appropriate personnel as designated by the principal has evidence that the student's observed academic performance on selected assessments such as a student's classroom work, observations, tests, or other relevant information is at a level appropriate for success in the next grade. The committee must document the recommendation and the reasons for the student's exemption from the promotion criteria. Documentation could be included in a student portfolio, case conference notes, or documentation on the School Wide Progress Monitoring Plan. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion.</p>	<p>Indicated as good cause "A" in TERMS and as a placement for good cause on the report card and the cumulative folder.</p>

Good cause must be documented in the comment section on the student's cumulative folder by stating, "Student is placed for good cause into grade (state grade)." Promotion or retention decisions will be made at the end of the school year.

A student who is not achieving proficiency in reading and mathematics as defined in the promotion criteria should be considered for good cause exemption and not retention. The ELL Committee must recommend and approve retention for any English Language Learner who otherwise meets the

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

qualification for good cause exemption. The ELL Committee must approve retention with justification for any English Language Learner who, in spite of being eligible for good cause exemption, is recommended for retention. All retentions must be approved by the Director of Elementary Schools.

#### **(e) Summer School Promotion**

Summer school reading programs are provided for third grade students who do not meet the promotion criteria. Third grade students who score at the 45<sup>th</sup> percentile or above on the Stanford Achievement Test in Reading Comprehension at the end of the Summer Reading Camp will qualify for good cause #3 and be designated as placed in fourth grade for the following year in TERMS and promoted on the report card and the cumulative folder.

#### **(f) Middle School Promotion**

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Promotion decisions are made at the end of the school year. A student will be retained if he/she fails to meet the criteria for promotion unless the student qualifies for good cause exemption as indicated below.

##### **1. Grades 6 – 8 Promotion Criteria**

All students in grades six, seven and eight, including those students in drop-out prevention, ESOL and ESE programs, must meet all of the following criteria to be promoted from one grade to the next.

- a. The student must pass five (5) out of seven (7) subjects each year.
- b. The student must pass three of the four core courses (language arts, mathematics, science and social studies) for the year to be promoted. (A student who fails two of the core subjects is a candidate for good cause consideration based on the recommendation of the principal and a school committee and proficiency on FCAT as defined below.)
- c. The student must demonstrate proficiency in reading and mathematics as defined in the charts below:

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

Criteria for Proficiency in Reading (Grades 6-8)

Student must meet one of the following:

Scores Level 3 or above on the current year's FCAT SSS Reading.

OR

Achieves the Manatee County Reading benchmarks and grade level expectations as evidenced by passing the language arts course.

Criteria for Proficiency in Mathematics (Grades 6-8)

Student must meet one of the following:

Scores Level 3 or above on the current year's FCAT SSS  
Mathematics.

OR

Achieves the Manatee County mathematics benchmarks and grade level expectations as evidenced by passing the mathematics course.

2. Good Cause Exemption

A student in grades six through eight may be exempt from the promotion criteria for good cause. Good cause consideration is given to any student scoring Level 2 or above on FCAT reading and mathematics.

<b>Grade 6-8 Good Cause</b>	<b>Documentation</b>
<p>English Language Learners (ELLs) who have had less than two years of instruction in English for Speakers of Other Languages program should be considered for Good Cause. The ELL Committee must be convened and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report.</p>	<p>Indicated as good cause "A" in TERMS and as a placement for good cause on the report card.</p>
<p>A student in grades 6-8 with disabilities (ESE) may be considered for Good Cause if the Individual Education Plan (IEP) Report of Conference Form indicates the reasons for the student's exemption from the promotion criteria in reading and mathematics and includes the recommendation for good cause exemption. The student's teacher shall submit to the Principal documentation that indicates that the promotion of the student with disability is appropriate and is based upon the student's academic record shall be submitted from the student's teacher to the school principal.</p>	<p>Indicated as good cause "A" in TERMS and as a placement for good cause on the report card.</p>
<p>Students with a Section 504 plan may be considered for Good Cause if the Report of Conference Form indicates the student's disability and the recommendation and reasons for the student's exemption from the promotion criteria in reading and mathematics. Documentation of remediation in reading and/or mathematics will be included within the School Wide Progress Monitoring Plan.</p>	<p>Indicated as good cause "A" in TERMS and as a placement for good cause on the report card.</p>
<p>A student in grades 6-8 can be placed into the next grade level for good cause if a committee comprised of the student's teachers, guidance counselor, or other appropriate personnel as designated by the principal has evidence that the student's observed academic performance on selected assessments such as the student's classroom work, observations, tests, or other relevant information is at a level appropriate for success in the next grade. The committee must document the recommendation and the reasons for the student's exemption from the promotion criteria. Documentation could be included in a student portfolio, case conference notes, or in the School Wide Progress Monitoring Plan. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion.</p> <p>Good cause consideration is given to any student scoring Level 2 or above on FCAT Reading and Mathematics.</p>	<p>Indicated as good cause "A" in TERMS and as a placement for good cause on the report card.</p>

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

A student not achieving proficiency in reading and mathematics as defined in the promotion criteria should be considered for good cause exemption rather than retention. The ELL Committee must recommend and approve retention for any English Language Learner who otherwise meets the qualification for good cause exemption. The ELL Committee must approve retention with justification for any English Language Learner who, in spite of being eligible for good cause exemption, is recommended for retention. All retentions must be approved by the Director of Middle Schools.

Eighth graders who are placed for Good Cause to ninth grade for 2008-2009 are expected to attend Central High School, until placement in any other high school is appropriate.

For students entering 6<sup>th</sup> grade for the first time during or after the 2006-2007 school year, promotion from middle school requires successful completion of the following middle school or higher year-long courses: 3 courses in English/Language Arts; 3 courses in Mathematics; 3 in courses in Science; 3 courses in Social Studies; and 1 course in career and education planning (to be completed in 7<sup>th</sup> grade.)

The Career and Education Planning Course is to be offered in the 7<sup>th</sup> grade through the World Geography and Career Planning course.

#### **3. Mid Year Promotion**

Beginning with the 2007-2008, mid-year promotion is not an option for any student in grades 6 through 8.

For a competency based alternative school with at least 230 days of school, a student may be promoted during second semester if there is evidence of successful completion of all the requirements for promotion from one grade to the next within middle school.

#### **4. Summer School Promotion**

Depending on available funding, summer school programs may be available for students to complete courses required for promotion.

#### **5. Middle School Promotion Criteria**

Beginning with students entering grade 6 in the 2006-2007 school year, promotion from middle school to high school requires that the student must successfully complete academic courses as follows:

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

- a. Three middle school or higher courses in English/Language Arts. These courses shall emphasize literature, composition and technical text. Each middle school will offer English I Honors.
- b. Three middle school or higher courses in mathematics. Each middle school will offer Algebra I Honors.
- c. Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education. (incorporated into American History)
- d. Three middle school or higher courses in science. Each middle school will offer Integrated Science I Honors.
- e. One course in career and education planning to be completed in 7th grade. The Career and Education Planning Course is to be offered in the 7th grade through the World Geography and Career Planning Course.

All schools will follow the district curriculum. All schools must ensure that every student successfully completes the Career Planning course before leaving middle school. The courses may be taught by any member of the instructional staff; must include career exploration using CHOICES for the 21<sup>st</sup> Century; must include educational online planning using the online student advising systems known as Florida Academic Counseling and Tracking for Students at the Internet Web (<http://www.FACTS.org>); and shall result in the completion of a personalized academic and career plan. Each student's plan is to be signed by the student, the student's guidance counselor or academic advisor and the student's parent/guardian and placed into the student's cumulative folder.

### **(g) HIGH SCHOOL GRADUATION AND PROMOTION**

#### **1. High School Grade Classification and Promotion**

The following will denote grade placement and promotion criteria for basic education high school students, ELLs, and ESE students pursuing a standard diploma:

To move from	A student must earn	Credits required for January promotion
Grade 9 to Grade 10 – Standard Diploma	5 Credits	*Only for 9 R students with at least 5 credits
Grade 10 to Grade 11 – Standard Diploma	10 Credits	10 Credits
Grade 11 to Grade 12 – Standard Diploma	17 Credits	17 Credits

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

Students may be promoted after the first half of the school year or after the end of the school year or following summer school as defined by the district calendar.

\* Students entering high school with credits earned during middle school are not eligible for mid-year promotion in the 9<sup>th</sup> or 10<sup>th</sup> grade. Students must remain in the 10<sup>th</sup> grade until they take the 10<sup>th</sup> grade FCAT Reading, Mathematics and Writing for the first time.

The following will denote grade placement and promotion criteria for students with disabilities pursuing a special diploma:

To move from	A student with disabilities must earn	Credits required for Mid-Year promotion
Grade 9 to Grade 10 – Special Diploma	5 Credits	* Only for 9 R students with at least 5 credits
Grade 10 to Grade 11 – Special Diploma	10 Credits	10 Credits
Grade 11 to Grade 12 – Special Diploma	15 Credits	17 Credits

Students who have exceeded the number of years required for their diploma option are not required to enroll in a full school day. Each school shall adopt a district-approved plan designed to assist students in meeting the grade point average requirement for graduation.

#### **2. General High School Graduation Information**

A student in a Manatee County public school may earn a standard diploma, a special diploma for exceptional education students, or certificate of completion. All requirements must be met before a diploma or certificate is awarded. The diploma or certificate will be awarded to reflect the year that the final requirements are met, not to exceed three years from the expected date of graduation. To earn a diploma, a student must meet the graduation requirements for the school year in which that student entered ninth grade for the first time.

A student must be registered at a Manatee District High School to earn a diploma from that school. A 12<sup>th</sup> grade student who completes all of his/her remaining credits on Florida Virtual School will earn a Manatee County

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

Diploma. However, this 12<sup>th</sup> grade student is not recognized as an active student in a Manatee District School and is not entitled to participate in any senior activities.

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 they are 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 or an approved alternative assessment.

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.

Before a student graduates from high school, the school shall assess the student's preparation to enter the workforce and provide the student and the student's parent with the results of the assessment. The Department of Education has determined that, because FCAT assesses certain Education Goal 3 standards, which were developed from a United States Secretary of Labor's report on necessary skills, the FCAT can serve as this assessment. The district Superintendent shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at post secondary educational institutions.

#### **3. Participation in Graduation Ceremony**

A student must complete all requirements for a standard or special diploma to participate in his/her high school graduation ceremony. A student must be registered at a Manatee District High School to participate in that high school's graduation ceremony. A student who remains enrolled at his/her high school while completing the requirements for the GED Exit Option program, may participate in that high school's graduation ceremony.

A student who withdraws from a high school, enrolls in an adult program, and successfully completes the Graduate Educational Development (GED) tests may participate in the adult high school graduation ceremony and is awarded a State of Florida diploma.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

A student who completes the 12<sup>th</sup> grade having met all of the graduation requirements except the assessment requirement (either by passing the 10<sup>th</sup> grade FCAT or achieving a concordant score) and successfully completes the Graduate Educational Development (GED) tests by June 30, may participate in the Summer District Wide Graduation Ceremony and be awarded Manatee District diploma. A student who receives a Certificate of Completion may not participate in a graduation ceremony.

#### **4. Diploma Options**

##### **a. General Standard Diploma Information**

Beginning with the 2003-2004 school year, to graduate from a Manatee County public school, all students seeking a standard diploma or one of the two accelerated options must select one of the three graduation diploma options. The student may choose the 4 Year Standard Diploma requiring 24 credits, a 3 year College Preparatory Standard Diploma requiring 18 credits, or a 3 year Career Preparatory Standard Diploma requiring 18 credits. An additional option for earning a Standard Diploma is through an International Baccalaureate Curriculum. (available through School Choice) The 3 year diploma is not an option for a student within the International Baccalaureate program. The selection of one of the graduation options must be completed by the student prior to the end of grade 9 and is exclusively up to the student and parent. This deadline will be extended for a student who enters a Florida public school after grade 9 upon transfer from a private school or from another state. If the student and parent fail to select a diploma option, the student shall be considered to have selected the 4 Year Standard Diploma, which requires 24 credits.

Each year, schools shall notify students in grades 6 – 9 and their parents of the high school graduation options and requirements. This notification shall be done prior to the annual spring registration of students for the following year so that a student's academic plan can be selected or modified to meet the needs of the student.

School Boards may attach a Florida Gold Seal Career and Technical endorsement to a standard diploma or award differentiated to the diploma.

##### **b. Changing Between Standard and Accelerated Diploma Options**

Once a diploma option is selected, the option remains in effect throughout the student's high school experience unless the parent and student submit in writing a request to change diploma options as part of the registration process for the upcoming school year. Any such change must be submitted in writing.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

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

c. **Concordant Scores for FCAT**

To meet graduation requirements, a student may earn passing scores on FCAT or scores on a standardized test that are concordant with passing scores on FCAT. Students must take the grade 10 FCAT a total of three times without earning a passing score in order to use the scores on an alternative standardized assessment. This requirement shall not apply to a student who transferred into the Florida public school system in the twelfth grade. Twelfth grade students scheduled to graduate who have attained the ACT or SAT scores concordant with the FCAT passing scores satisfy the assessment requirement for a standard high school diploma.

2003 Concordant Scores			2004-2008 Concordant Scores		
Assessment	Reading	Mathematics	Assessment	Reading	Mathematics
FCAT	1856	1868	FCAT	1926	1889
SAT	370	350	SAT	410	370
ACT	14	15	ACT	15	15

Once a student has met the assessment graduation requirement for a standard high school diploma with a concordant score and taken and failed the Grade 10 FCAT a total of three times, Florida's school code does not require the student to continue retaking the Grade 10 FCAT for the purpose of high school graduation. Students scoring at Level 1 and 2 on FCAT Reading or FCAT Mathematics must continue to receive intervention irrespective of graduation requirements.

d. **24 Credit, 4 Year Standard Diploma**

A standard diploma is awarded to any student who:

1. Successfully completes a minimum of 24 credits required for graduation as specified below,
2. Earns a passing score on all state mandated tests required for graduation,
3. Achieves a cumulative grade point average of 2.0 on a 4.0 scale in all the courses taken including credits earned by repeating a course.

**COURSE REQUIREMENTS FOR A 4 YEAR STANDARD DIPLOMA REQUIRING 24 CREDITS  
FOR STUDENTS ENTERING HIGH SCHOOL IN 2007-2008 AND THEREAFTER**

16 Core Curriculum Credits and 8 Credits in Majors, Minors, or Electives:

English	4 Credits
Mathematics	4 Credits including Algebra I or its equivalent* or Algebra I Honors
Science	3 Credits including Biology and a physical science. Two must have a laboratory component. Effective July 1, 2001, Agriscience Foundation I may count as a Science credit. Integrated Science I, II and III taken in sequence will meet the science requirements.**
World History	1 Credit
American History	1 Credit
American Government	.5 Credit
Economics	.5 Credit
Fine & Performing Arts	1 Credit (Art, Dance, Drama/Theater and Music) *****
Physical Education/Health	1 Credit in HOPE (Health Opportunities through Physical Education)*****
Major Area of Interest	4 Credits
Electives	4 Credits in other majors, minors or electives*****
TOTAL	24 Credits

\*Successful completion of Algebra 1a and Algebra 1b will satisfy the Algebra I requirement for graduation. Level III courses in the Florida Course Code Directory may substitute for the Algebra I requirement. Transfers from outside Manatee County may fulfill the Algebra I requirement with the State equivalents. Credit may not be earned for more than one of the options. Completion of Algebra II or a Level III mathematics course will fulfill the Algebra requirement for graduation but does not earn the Algebra I credit. Students must still earn the necessary mathematics credits required for graduation.

\*\*Students who enter 9<sup>th</sup> grade in 2001 and complete Integrated Science I will be able to complete the science requirement by completing Integrated Science II and III or by completing Integrated Science I and Biology and a physical science.

••A student may earn .5 elective credit for community service (non-paid voluntary community or school service work as designated in Florida Statute.) A student must complete a minimum of 75 hours of community service in either category. Credit may not be earned for service provided as a result of court action. Principals are responsible for approving specific volunteer activities. Credit may be earned for volunteer activities and nonacademic activities that have been approved by the State Board of Education.

\*\*\*\*Four credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the student as part of the education plan. Students may revise major areas of interest each year as part of the annual course registration processes and shall update their education plan to reflect such revisions.

\*\*\*\*\* Participation in a junior varsity or varsity level sport for two full seasons shall satisfy the graduation requirement in personal fitness and the graduation requirement for .5 credit in physical education if the student passes a competency test on personal fitness with a score of "C" or better. (If the student satisfies the physical education requirement through the interscholastic sport option, he or she must substitute a one-credit elective for the physical education credit.) A school may not require that the one credit in physical education be taken during the 9th grade year.

\*\*\*\*\*Completion of two years in a JROTC class satisfies the full 1 credit PE requirement and the full 1 credit Performing Arts requirement.

**COURSE REQUIREMENTS FOR A 4 YEAR STANDARD DIPLOMA REQUIRING 24 CREDITS  
FOR STUDENTS ENTERING 9<sup>th</sup> GRADE DURING THE 2006-2007 SCHOOL YEAR AND BEFORE**

English	4 Credits
Mathematics	3 Credits including Algebra I or its equivalent* or Algebra I Honors
Science	3 Credits including Biology and a physical science. Two must have a laboratory component. Effective July 1, 2001, Agriscience Foundation I may count as a Science credit. Integrated Science I, II and III taken in sequence will meet the science requirements.**
World History	1 Credit
American History	1 Credit
American Government	.5 Credit
Economics	.5 Credit
Performing/Practical Art	1 Credit (or .5 each) Any course listed in the State Course Code Directory in art, dance, drama, music or speech may be taken to satisfy the requirement for one-half (1/2) credit in performing arts for an adult secondary student.
Life Management Skills	.5 Credit•
Personal Fitness	.5 Credit***

Physical Education	.5 Credit***
Electives	8.5 Credits●●
TOTAL	24 Credits

\*Successful completion of Algebra 1a and Algebra 1b will satisfy the Algebra I requirement for graduation. Level III courses in the Florida Course Code Directory may substitute for the Algebra I requirement. Transfers from outside Manatee County may fulfill the Algebra I requirement with the State equivalents. Credit may not be earned for more than one of the options. Completion of Algebra II or a Level III mathematics course will fulfill the Algebra requirement for graduation but does not earn the Algebra I credit. Students must still earn the necessary mathematics credits required for graduation.

\*\*Students who enter 9<sup>th</sup> grade in 2001 and complete Integrated Science I will be able to complete the science requirement by completing Integrated Science II and III or by completing Integrated Science I and Biology and a physical science.

\*\*\*Participation in a junior varsity or varsity level sport for two full seasons shall satisfy the graduation requirement in personal fitness and the graduation requirement for .5 credit in physical education if the student passes a competency test on personal fitness with a score of "C" or better. (If the student satisfies the physical education requirement through the interscholastic sport option, he or she must substitute a one-credit elective for the physical education credit.) A school may not require that the one credit in physical education be taken during the 9th grade year.

\*\*\*Completion, with a grade of "C" or better, of one semester in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity may satisfy one-half of the one credit requirement in physical education. Only students who are actually enrolled in an official Band course and who regularly practice and perform marching activities during a full marching band season as part of the class or as an extracurricular activity or who are enrolled in a physical activity class that addresses such activities as eurhythmics, flag corps, dance corps and who regularly practice and perform in marching band activities as an extracurricular activity for a full marching band season are eligible for this option. This will meet the requirement for one-half credit of physical education but does not earn the credit. Such students must still take personal fitness. Marching band students are not required to pass the personal fitness competency test to exempt the one-half credit. The marching band option may not be used in combination with participation in an interscholastic sport for only one season in order to exempt the full credit physical education requirement.

\*\*\*Completion of one semester with a grade of "C" or better in a ROTC class that includes a significant component of drills will also satisfy the one-half credit in physical education. This will meet the requirement for one-half credit of physical education but does not earn the credit.

●A student may earn credit in Medical Skills and Services and satisfy this graduation requirement.

● Beginning in the 04-05 school year and thereafter, upon completion of the Army JROTC Leadership Education and Training courses I and II, students may substitute, on a curriculum equivalency basis, one JROTC credit for 0.5 credit of Health I-Life Management Skills to satisfy the Life Management Skills requirement needed for graduation. This meets the requirement for LMS but does not earn the credit. This is not retroactive and becomes effective only for students completing JROTC courses in 0405 school year and beyond.

●●A student may earn .5 elective credit for community service for student completion of non paid voluntary community or school service work as designated in Florida Statute. A student must complete a minimum of 75 hours of service in either category. Credit may not be earned for service provided as a result of court action. Principals are responsible for approving specific volunteer activities. Credit may be earned for volunteer activities and nonacademic activities that have been approved by the State Board of Education.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued)**

e. **Adult Education Graduation Option for a Standard Diploma**

A student enrolled in an adult education program must meet the above requirements to earn a standard diploma. For a student in an adult education program, the laboratory component of the science requirements may be waived if facilities are not available and the credit in physical education may be waived and elective credit may be substituted.

Any course listed within the Florida Course Code Directory in the areas of art, drama, dance or music may be taken by adult education students and will satisfy the credit in performing arts required for high school graduation.

High school credit may be awarded for educational experience in the Armed Forces to include:

- Two units of elective credit for any individual who has completed one full year of military service;
- Correspondence courses completed under USAFI; and
- Organized courses completed in a school operated by the Armed Forces.

Credits may be awarded for prior learning and nonacademic activities. No more than eight credits may be awarded for experience. High school credit may be granted on the basis of examinations, administered as prescribed in State Board Rule.

Course credit or other evidence of work earned in another school district at an accredited school shall be transferred into Manatee County Adult School based on face value as authorized by State Statute, State Board of Education Rules, Manatee County School Board Policy, and the appropriate school authority. If deemed necessary, additional validation may be required.

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

f. **Accelerated 18 Credit 3 Year Standard Diploma**

Prior to the student selecting an accelerated diploma option, designated school personnel must meet with the student and his or her parent to explain the relative requirements, advantages and disadvantages of each option. The student must submit a signed parental consent to the

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

principal and guidance counselor to enter an accelerated program. To be eligible for an accelerated diploma option, the student must have achieved a score of 3 in FCAT reading, writing and mathematics in the most recent test administration. The selection of a graduation option must be completed prior to the end of grade 9 or as a part of registration for a new student.

Students choosing the 3 year diploma option must attend high school as a full time student for 3 full school years.

No requirements for the accelerated three-year high school graduation options shall be established in excess of the requirements listed in statute.

A student who meets all the requirements for a three Year Diploma shall be awarded a standard diploma in a form prescribed by the State Board of Education.

The student who does not meet all of the requirements for the three Year Diploma within 3 school years to include any summer school and any principal approved learning options, will automatically revert to the 24 credit diploma option and must complete all of the additional graduation requirements to earn a diploma.

If, at the end of grade 10, a student is not on track to meet the requirements of the accelerated graduation option selected, the school must notify the student and parent of the requirements the student is not meeting and the specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements. Students may choose to change to the standard four year program at any time. In addition, students will be automatically moved to the four year program 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.
- 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; or
- Fails to meet the grade point requirements and individual course grade requirements.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

- g. Three Year College Preparatory Standard Diploma  
 A three Year College Preparatory Standard Diploma is awarded to a regular education or exceptional education student who:
1. Successfully completes a minimum of 18 credits required for graduation as specified below,
  2. Earns a passing score on all state mandated tests required for graduation,
  3. Achieves a cumulative weighted grade point average of 3.0 in all courses required for the accelerated option and earns at least a weighted or unweighted 3.0 in all required courses including credits earned by repeating a course. For students entering 9<sup>th</sup> grade in the 2006-2007 school year and thereafter, the grade point average required to participate in the 18 credit college preparatory track will be cumulative 3.5 rather than 3.0.

#### **COURSE REQUIREMENTS FOR A 3 YEAR COLLEGE PREPARATORY STANDARD DIPLOMA**

All courses including electives must meet the State University System Admissions requirements.

English	4 Credits	
Mathematics	3 Credits	Including Algebra I or higher from the list of courses that qualify for state university admission
Science	3 Credits	Including Biology and a physical science. Two must have a laboratory component. Effective July 1, 2001, Agriscience Foundation I may count as a Science credit. Integrated Science I, II and III taken in sequence will meet the science requirements**
Social Studies	3 Credits	Including 1 credit in American History, 1 credit in World History, ½ credit in American Government and ½ credit in Economics
Foreign Language	2 Credits	Two credits in the same second language unless the student is a native speaker of and can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirements with credits in other academic courses.
Electives	3 Credits	
<b>TOTAL</b>	<b>18 Credits</b>	

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

#### h. Three Year Career Preparatory Standard Diploma

A three Year Career Preparatory Diploma is awarded to a regular education or exceptional education student who:

1. Successfully completes a minimum of 18 credits required for graduation as specified below,
2. Earns a passing score on all state mandated tests required for graduation,
3. Achieves a cumulative weighted grade point average of 3.0 in all courses taken and earns at least a weighted grade of 2.0 in all required courses including credits earned by repeating a course.

### **COURSE REQUIREMENTS FOR A 3 YEAR CAREER PREPARATORY STANDARD DIPLOMA**

English	4 Credits	
Mathematics	3 Credits	Including Algebra I or its equivalent* or Algebra I Honors
Science	3 Credits	Including Biology and a physical science. Two must have a laboratory component. Effective July 1, 2001, Agriscience Foundation I may count as a Science credit. Integrated Science I, II and III taken in sequence will meet the science requirements.**
Social Studies	3 Credits	Including 1 credit in American History, 1 credit in World History, ½ credit in American Government and ½ credit in Economics
Vocational or Career Electives	3 Credits	In a single vocational or career education program 3 credits in career and technical certificate dual enrollment courses or 5 credits in vocational or career educational courses.
Electives	2 Credits	2 Credits unless five credits are earned in vocational or career education courses
<b>TOTAL</b>	<b>18 Credits</b>	

\*\*Students who complete Integrated Science I can meet the science graduation requirement by completing Integrated Science II and III or by completing Integrated Science I and Biology and a physical science.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

i. **Exceptional Students Special Diploma Options**

Students with disabilities are expected, to the maximum extent possible, to have access to the regular curriculum and graduate with a standard diploma.

The district school board may require specific courses and programs of study within the minimum credit requirement for high school graduation and shall make accommodations to 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.

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

The IEP Team shall determine which of these strategies to employ based upon an assessment of the student's needs and shall reflect this decision in the student's individual education plan.

The student with disabilities may be assigned:

- To a basic education course that incorporates accommodations to meet the student's unique needs, or
- To an exceptional education class for a basic course with the same student performance standards as required by non-exceptional students.

The decision regarding which of the above strategies to employ shall be based upon an assessment of the student's needs, and this decision shall be reflected in the student's Individual Education Plan.

For those students in any exceptionality for whom the standard diploma is not appropriate, the School Board of Manatee County, pursuant to Florida Statute prescribes special high school graduation requirements. Students may use basic, vocational, and exceptional student education courses as appropriate for completing graduation requirements. Any such student completing the special requirements shall be awarded a Special Diploma in the form prescribed by State Board Rule. Special Diplomas may be awarded based on two options. Option I is based primarily upon mastering

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

Student Performance Standards or Sunshine State Standards for exceptional students and earning a minimum number of course credits specified by the Manatee County School Board. Option II is based primarily on demonstrating mastery of employment and community competencies. A student earning a special diploma may remain in school until the age of 22 to earn a standard diploma.

#### **(i) Students with Disabilities changing Between Diploma Options**

Students may select and move between the special diploma options and the courses of study leading to standard diplomas or special diplomas. When the student reaches age 14, the Individual Education Plan (IEP) Team shall document whether the student is pursuing a course of study leading toward a standard or special diploma on the Individual Education Plan (IEP). This decision shall be reviewed annually or upon request of the IEP team. Nothing contained in these provisions shall be construed to limit or restrict the right of an exceptional student solely to a special diploma. The parents of each exceptional student eligible for a special diploma shall be notified in writing of the options available.

A student may change from a standard diploma to a special diploma Option I and receive credit toward a special diploma for passing regular education courses. A student changing from a standard diploma to a special diploma Option II must master the prescribed set of employment and community competencies regardless of the number and type of credits previously earned.

A student may change from a special diploma (Option I or Option II) to a standard diploma and receive elective credit toward a standard diploma for passing exceptional student education courses. Eight and one-half elective credits may be counted toward standard diploma graduation requirements. A change to a standard diploma from a special diploma may necessitate additional time to complete standard diploma requirements.

A student earning credits toward special diploma Option II may apply those credits toward the requirements for special diploma Option I. A student pursuing special diploma Option I and changing to special diploma Option II must master the prescribed set of employment and community competencies regardless of the number and type of credits previously earned.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

#### (II) Special Diploma: Option I

A student working towards a Special Diploma Option I must:

- Achieve a cumulative grade point average of 2.0 on a 4.0 scale in all the courses taken for graduation where the forgiveness policy does not apply;
- Master Student Performance Standards\* or Sunshine State Standards\*\* for exceptional students; and
- Meet minimum course requirements as specified by the Manatee County School Board:\*\*\*

English	3 Credits
Mathematics	3 Credits
Science	2 Credits
Social Studies	2 Credits
Performing/Practical	1 Credit
Arts	
Electives	<u>11 Credits</u>
TOTAL	22 Credits

\* Exceptional students who entered as freshmen in high school prior to the 1999-2000 school year must master the Student Performance Standards for Florida Schools, 1996/97 – 2000/02, Exceptional Students, Reading, Writing, Language, Mathematics, and Social and Personal Skills, based on the students' exceptionality.

\*\*Exceptional students who entered as freshmen in high school during the 1999-2000 school year will be required to achieve the Sunshine State Standards for Special Diploma at the student's individually determined level of functioning. The IEP team will determine the expected level of functioning for each of the 14 standards.

\*\*\* Exceptional students with severe disabilities who are unable to complete the minimum course requirements as specified by the Manatee County School Board may have the option of completing those requirements that are appropriate to meet the educational needs of that student.

#### (III) Special Diploma: Option II

Students may begin working toward a Special Diploma Option II once they have reached the age of 16 and the Transition IEP team has determined it to be appropriate. Once approved by the Transition IEP Team, the student will be placed in 12th grade. If the student changes to Option I or a Standard Diploma, the student

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

will be placed in the appropriate grade level based on the number of credits he/she has earned. For a student to earn a Special Diploma Option II, he/she must:

- Earn a minimum of six credits;
- Complete 180 days of competitive employment; and
- Master 95% of the employment/community competencies in the Graduation Training Plan.

Employment of the student in the community must be at a site where the employer:

- Has a federal employer identification number,
- Provides student opportunities for interaction with non-disabled co-workers,
- Adheres to child labor laws, and
- Provides an opportunity for advancement.

The length of time for employment prior to awarding a special diploma under Option II shall be full-time employment based upon industry standards and one hundred and eighty (180) days of employment.

The Transition Individual Education Plan team may modify full-time employment standards by decreasing the number of hours per week to be worked, if it is determined that the modification would be in the best interest of the student. The modification must be noted on the student's Transition Individual Education Plan.

#### **(IV) Standard Diploma with FCAT Waiver**

The ENNOBLES Act, Section 1003.43 (11)(b), Florida Statute, provides for the waiver of the FCAT requirements for graduation with a standard diploma for certain eligible students with disabilities who have met all other requirements for graduation with a standard diploma, except a passing score on the FCAT. In order for the FCAT graduation requirement to be waived, the School District of Manatee County IEP Team must meet during the student's senior year to determine whether the FCAT can accurately measure the student's abilities, taking into consideration allowable accommodations. "Senior year" refers to the first time that a student has enough credits to be classified as a senior, and to those students with disabilities who have elected to remain enrolled in order to seek a standard diploma. In accordance with the Individuals with Disabilities Education Act (IDEA), students with

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

disabilities may receive services through the public school system through age 21 (i.e., until their 22<sup>nd</sup> birthday or, at the option of the school district, the school year in which the student turns age 22) or until they graduate with a standard diploma, whichever comes first. Consistent with the provisions of section 1003.43 (11)(a), Florida Statute, any senior who has not achieved a passing score on the FCAT must receive intensive remediation.

- j. High School Equivalency Diploma Options Using the General Educational Development Test
  - (i) General Educational Development (GED) Tests.  
To be eligible to take the General Educational Development Tests, an applicant must meet the following conditions
  - (ii) GED Test with Ready to Work Credentials  
To be eligible for the GED Ready to Work Credentials program, a student must be a minimum age of 16 years old, be actively reenrolled and in full participation in high school and have written parental permission.

Students participating in the Ready to Work Program in preparation for earning a GED Ready to Work Credential diploma option must attend school regularly, successfully complete the Ready to Work assessments (“Reading for Information”, “Applied Mathematics”, and “Locating Information”) AND apply for and successfully pass the GED tests. If successful, the student receives a State of Florida High School Diploma and is considered an adult graduate.

Failure to successfully complete both the Ready to Work Credential Program and the GED will require the student to re-enroll in and attend his/her assigned school or an alternative program until the age of 18 or until graduation from school.

- (A) Be 18 years of age or older at the time of application and not enrolled in a regular day school for youth or have extraordinary circumstances to qualify for an age waiver if 16 years old or with parent permission at 17 years old. Extraordinary circumstances are defined as physical, social, and economic problems of sufficient magnitude or other conditions which warrant a request for an age waiver. Extraordinary circumstances include, but are not limited to:

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

- marriage;
- unwed mother or pregnancy;
- plans to enter post-secondary education or training program which requires a high school diploma or equivalent, acknowledged by the provider of the post secondary service;
- plans to enter the Armed Services, acknowledged by parent/guardian and recruiting officer;
- physical or psychological handicap(s) which prevent attendance at a regular school, verified by parent/guardian, physician or County Director of Exceptional Student Education;
- already out of school on a work permit and gainfully employed for eight months or longer, verified by parent/guardian and employer or
- in custody of the Juvenile Court or in a rehabilitation center, verified by parent/guardian and judicial officer.

A 16 year old student who chooses to graduate from high school by examination shall make a written request for age waiver. The statement of justification is to be directed to the principal of the school the student is currently attending. A career planning conference is held with the student and the parent/guardian. Following the conference, the parent/guardian signs approval of the request for waiver and verification of the stated need for age waiver and submits to the principal. If the age waiver is granted the student must completed the predictor test. If the student earns qualifying scores on the predictor test, the student may apply to take the GED tests at the next available testing session. The student who is successful on the predictor test is withdrawn from the high school no sooner than four days prior to taking the GED tests. If the student does not successfully complete the GED tests, he/she is re-enrolled at the high school.

- (B) Apply to take the GED tests at an available testing session and submit an application to an approved testing center on Form DVE 090, Application for State of Florida High School Diploma, which provides essential personal and educational data.
- (C) Reside in the district at the time application is made.
- (D) The examinee must present a valid Florida Driver's License, or Florida Identification Card.
- (E) Satisfactorily pass the GED tests. If successful, the student receives a State of Florida High School Diploma and is

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

considered an adult graduate. The student may participate in the adult high school graduation ceremonies.

#### **(III)The GED Exit Option**

The GED Exit Option program is an alternate high school graduation program. This graduation option provides currently enrolled high school students who meet the specific selection criteria the opportunity to take the GED tests. Students who pass the GED tests and the FCAT (10<sup>th</sup> grade) are eligible to graduate receiving a standard diploma. Students may only access this alternate graduation route through the GED Exit Option model. All students, including regular education, students with disabilities, Dropout Prevention, and ESOL, can participate in the program if they meet eligibility criteria. The student is awarded the standard high school diploma from the school enrolled.

The selection of students for participation in the GED Exit Option model must ensure that the students enrolled are those who will not graduate with their kindergarten cohort group due to credit deficiency or low grade point average and who are otherwise capable of meeting graduation requirements. Students must be at least 17 years of age and currently enrolled in a public school program; be enrolled in courses that meet high school graduation requirements; be overage for grade and/or in jeopardy of not graduating with their cohort group due to credit deficiency and low grade point average; and demonstrate reading at the 7<sup>th</sup> grade level or higher at the time of selection and at the 9<sup>th</sup> grade or higher at the time of testing.

Participation in the program is voluntary and requires parental consent. The majority of students in the GED Exit Option program are processed through DOP staff at each school/program with the collaboration of each specific school's guidance personnel. Administrative review is required.

### **5. Certificate of Completion**

#### **a. Regular Certificate of Completion**

A certificate of completion shall be awarded to a student who completes the 24 required credits for graduation but who:

- (I) Is unable to earn passing scores on the state mandated tests required for graduation, or
- (II) Does not achieve the required cumulative grade point average.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

The student shall be awarded a certificate of completion in a form prescribed by the State Board. Any student who receives a certificate of completion may elect to remain in the secondary school, either as a full-time or part-time student, for up to one additional year and receive special instruction designed to remedy his/her identified deficiencies.

There is no certificate of completion for students seeking a 3 year diploma option. If the student does not meet all the requirements for a 3 year diploma option, the student automatically reverts to the 24 credit requirements for the 4 year standard diploma.

This following section will be implemented to the extent that funding is provided in the General Appropriations Act. The district Superintendent shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.

Students who have met all requirements for a standard high school diploma except for passage of the grade 10 FCAT or an alternative assessment by the end of grade twelve must be provided the following learning opportunities:

- Participation in an accelerated high school equivalency diploma preparation program during the summer and upon receipt of a certificate of completion, taking 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 for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary or vocational preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma.
- Participating in an immersion English Language instruction program during the summer following their senior year.
- There must be documentation that students have been enrolled in an ESOL program for less than two school years and that they have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or alternate assessment. Students receiving such instruction are eligible to take the FCAT or alternative

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

assessment and receive a standard high school diploma upon passage of the grade 10 FCAT or the alternate assessment.

Upon receipt of a certificate of completion, a student will be allowed the opportunity to take the Common Placement Test (CPT) and be admitted to remedial or credit courses at a state community college as appropriate.

#### **b. Special Certificates of Completion**

A special certificate of completion shall be awarded to any student who meets all special requirements of the district school board for exceptionality, but is unable to meet the special state minimum graduation requirements.

#### **6. Exit interviews**

The student's guidance counselor or other school personnel is required to conduct an exit interview with the student to determine the reasons for the student's decision to drop out of school and what actions could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult-education and GED test preparation.

Additionally, the student must complete a survey in the format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

#### **7. Promotion Option after Summer School**

The district provides the option during the summer for 11<sup>th</sup> and 12<sup>th</sup> graders to take Intensive Reading or to recover up to one credit for graduation. Summer graduation will be held in August.

## **(5) K-12 ACCELERATION AND REMEDIATION**

A student who does not meet proficiency as determined by the Commissioner of Education or by district criteria will receive additional support and acceleration to close the achievement gap between the student and his/her peers.

To reduce paperwork, the majority of qualifying students will be included within the School Wide Progress Monitoring Plan. However, for those students for whom it is appropriate, an individual progress monitoring plan will be written. To further reduce paperwork, no student will have more than one plan. This may include students who

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

are receiving intensive individualized instruction. It must include English Language Learners who have an English Language Learner Plan and students with disabilities who have an Individual Education Plan. If the Individual Education Plan is for speech only, these students are included in the School Wide Progress Monitoring Plan.

It is the ultimate goal of the Manatee County School Board and Legislature that every student is proficient at or above grade level. Remediation continues until the student achieves proficiency as evidenced by achieving at the 34<sup>th</sup> percentile or above on the SAT for grades 1 and 2; achieving at Level 3 or above on FCAT for students in grades 3 through 10; or passing FCAT for 11<sup>th</sup> and 12<sup>th</sup> graders with a score of Level 3 or above in Reading and Mathematics.

If a student in grades 3 through 10 scored Level 1 or Level 2 on FCAT or an 11<sup>th</sup> or 12<sup>th</sup> grader has not passed FCAT in Reading and Mathematics, the parent cannot exempt the student from remediation.

Intensive Remediation is defined as individualized research-based intervention/acceleration strategies based on diagnostic and progress monitoring assessments that are designed to meet the needs and learning style of the student. Intensive remediation includes a multi-tiered approach to providing services and interventions to students at increasing levels of intensity based on progress monitoring and data analysis. Learning styles must include visual, auditory and kinesthetic – other learning styles may also be used.

A school wide progress monitoring plan will monitor the progress of all students and will be an integral part of the School Improvement Plan.

The plan must include intensive remedial instruction in the areas of weakness. Schools are expected to provide strategies to meet the individual needs of students. These strategies may include, but are not limited to, summer school, dropout prevention services, parent tutorial programs, contracted academic services, exceptional education services modified curriculum, reading instruction, after school instruction and other extended day services, tutoring, mentoring, class size reduction, extended school year and intensive skill development programs. The PMP should clearly identify specific assistance and support provided, including which interventions, when they will be provided, how often, by whom, and for how long. Intensive immediate intervention using a variety of instructional strategies to accelerate learning is to be provided.

Elementary students scoring Level 1 in reading must have at least 30 minutes in addition to the 90 minute reading block. Middle school and high school students

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

scoring Level 1 must complete an intensive reading course as designated in the District K-12 Comprehensive Reading Plan.

\*The Individual Education Plan will serve as the individual Progress Monitoring Plan for students with disabilities.

\*The English Language Learner Plan will serve as the individual Progress Monitoring Plan for English Language Learners.

\*Within the School Improvement Plan, the School Wide Progress Monitoring Plan has four major components: (1) Diagnostic Assessment; (2) Instructional Interventions; (3) Parent Consultation and Communication; and (4) Monitoring for Results.

#### **(a) Diagnostic Assessment:**

1. The school wide PMP specifies a process for administering the appropriate diagnostic assessments and identifies the diagnostic assessments to be administered.
2. School staff will gather and maintain diagnostic results for students:
  - Scoring Level 1 and 2 in FCAT Reading or Math, 3R through 10<sup>th</sup> grade;
  - Below 34<sup>th</sup> percentile SAT 10 Reading or Math for, 1R through 3;
  - Below classroom expectations, K-1; and
  - 11<sup>th</sup> and 12<sup>th</sup> graders who have not met the FCAT graduation requirement.
3. Evidence of diagnostic results must be readily accessible to teachers, school administrators, and guidance counselors; (cumulative folders, electronic database, Excel spreadsheet, etc.).
4. The process for analyzing the results of the diagnostic must be included, describing the nature of the student's difficulty and specifying the areas of academic need.

#### **(b) Strategies for Appropriate Instructional Interventions:**

Schools shall determine the research-based supplemental strategies that are most appropriate for each student and include a description of the services and support that will be provided. For a retained student, the PMP should include specific ways in which the second year's instructional program will be different from the previous year's program.

1. For reading deficiencies, the schools must adhere to the requirements of the K12 Comprehensive Reading Plan. A reading deficiency plan must identify the student's specific areas of need in phonemic awareness, phonics, fluency, comprehension and vocabulary.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

2. For math deficiencies, specific strategies are identified to address the specific needs of each student specified in 1) b above.
3. Responding to the information gathered through monitoring progress (four below), the school makes adjustments in relation to the interventions/strategies.

#### **(c) Parent Consultation and Communication**

1. A letter is sent to parents of all students described in 1) b above.
2. This letter is sent by the end of first quarter.  
In this letter, the school shall notify the student and his/her parents or guardian of any remedial or supplemental academic instruction. Parental approval for placement in remedial or supplemental academic programs is not required. Parents should be given an explanation of the information on which the decision was based, as well as a copy of the Progress Monitoring Plan for that student.
3. The letter will include general information about the seriousness of the situation, the generic plans in place for all students described in above and invite the parent to meet with instructional staff to consult about the plans for his/her child.

#### **(d) Monitoring for Results**

1. Each school will describe the group/groups, roles and responsibilities (case management team) who will monitor the progress of all students; e.g. Data Study Team as part of the School Literacy Team; grade level team meetings; data coach and school administrators; academy team meetings; 9<sup>th</sup> grade centers.
2. Each school shall identify a case management system for students described in above. High School students who pass FCAT Reading or Mathematics and still score in Level 2 must continue to receive remediation. Students who meet the graduation requirement through the concordant scores still need to receive remediation and be monitored.
3. Each school will provide the appropriate documentation for Good Cause Placement, Student Intervention Packet, and Response to Intervention, and students who may or may not qualify for an IEP.
4. Each School will frequently monitor student's progress in meeting the desired levels of performance through quarterly progress updates on the PMP.

The principal or designee will monitor the implementation of the School Wide Progress Monitoring Plan and school's procedures for intensive remediation. Each quarter, the principal or designee will review the progress of appropriate students. This review includes checking for compliance with requirements of the School Wide Progress Monitoring Plan (diagnostic assessment,

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

intervention strategies, progress updates each quarter) and using progress monitoring data to inform instruction.

If the student has been identified as having a deficiency in reading, the K-12 Comprehensive Reading Plan shall include instructional and support services to be provided to meet the desired levels of performance. Students scoring Level 1 on the FCAT must receive remediation. Middle and high school students scoring Level 2 and struggling only in comprehension and vocabulary may receive remediation through reading or through a content area with a reading endorsed or Content Area Reading Professional Development (CAR PD) teacher. All middle and high school Level 1 struggling readers must complete an intensive reading or intensive language arts course.

Students must have their reading proficiency reassessed by locally determined assessments or through teacher observation at the beginning of the grade following the intensive instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied. Intensive instruction is usually associated with the following:

- Variety of opportunities for repetition;
- Diagnosis and prescriptions targeted to specific skill development;
- Smaller chunks of text or content;
- Guided and independent practice;
- Skill development and practice integrated into all activities
- Frequent monitoring; and
- Criterion-based evaluation of success.

#### **(e) Parent Notification of a Reading Deficiency**

Each school shall regularly assess the reading ability of each K-3 student. The parent of any student in K-3 who exhibits a substantial deficiency in reading must be notified in writing of the following:

- That his/her child has been identified as having a substantial deficiency in reading.
- The exact nature of the student's difficulty in learning and lack of achievement in reading.
- A description of the current services that are provided to the child.
- A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
- That the student will be given intensive reading instruction until the deficiency is corrected.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

- That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- Strategies for parents to use in helping their child succeed in reading proficiency.
- That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parent and the school district in knowing when a child is reading at or above grade level and ready for promotion.
- The district's specific criteria and policies for retained 3<sup>rd</sup> grade mid-year promotion.

Intensive Remediation for Grade 3 in Reading, Writing, Mathematics, and Science

(f) Elementary Reading Enhancement and Acceleration Development (READ) Initiative

Third grade students retained must be provided intensive interventions in reading to remedy the student's specific reading deficiency as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, the option of district 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 who are ready for promotion to the next grade.

The following table outlines the requirements in the READ Initiative:

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

<b>READ Initiative Requirements</b>			
Requirement	Tier 1 – Students struggling in reading in grades K-5	Tier 2 – 3 <sup>rd</sup> Grade students who are retained in 3 <sup>rd</sup> grade. These students are currently in the 3 <sup>rd</sup> grade for the second time.	Tier 3 – 3 <sup>rd</sup> Grade students who have been retained two consecutive times in 3 <sup>rd</sup> grade. These students are currently in the 3 <sup>rd</sup> grade for the third time.
Instructional Time	90 minute literacy block with at least 30 minutes additional time for intervention	90 minute reading block  Different instructional program with at least 30 minutes additional time for reading  This includes the option of a 3-4 transition class.	Altered Instructional Day - Uninterrupted reading instruction for the majority of the student day - option for a 3-4 transition class. Such a setting shall be specifically designed to produce learning gains sufficient to meet grade 4 performance standards, while continuing to remediate the areas of deficiency. Intensive Acceleration Class required.
Instructional Materials			Different CORE reading program
Teacher			High performing teacher determined by student performance data and above average performance appraisals.
Student-Teacher Ratio			Reduced student-teacher ratio
Assessment	Diagnostic assessment in the five areas of reading	Diagnostic assessment in the five areas of reading	Diagnostic assessment in the five areas of reading
Progress Monitoring	Ongoing progress monitoring  DIBELS assessment three times a year – reported on the Progress Monitoring and Reporting Network (PMRN)	Ongoing progress monitoring  DIBELS assessment three times a year – reported on the Progress Monitoring and Reporting Network (PMRN)	Ongoing weekly progress monitoring  DIBELS assessment three times a year – reported on the Progress Monitoring Reporting Network (PMRN)
Parent Notification	Written notice required	Written notice required	Written notice required
Progress Monitoring Plan	Progress Monitoring Plan in area(s) of need	Review of Progress Monitoring Plan to address additional supports and services needed to remediate identified areas of reading deficiency	Review of Progress Monitoring Plan to address additional supports and services needed to remediate identified areas of reading deficiency
Portfolio		Ongoing Portfolio	Case Management File
Mid Year Promotion	Not an Option	Option for students passing the 3 <sup>rd</sup> Grade Mid-Year District Portfolio Assessment	Option for students passing the 3 <sup>rd</sup> Grade Mid-Year District Portfolio Assessment
Tutoring			Supplemental tutoring in scientifically research-based reading services in addition to regular reading block – tutoring can be before, during or after school
Summer Reading Camp		Must be offered for 3 <sup>rd</sup> graders	Must be offered

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

1. Criteria for Intensive Remediation for Students in Grade 3 at Tier 1, 2 and 3  
Intensive remediation for students entering grade 3 is based on the following criteria:
  - a. A student who has been retained must receive intensive remediation during the school day until the student meets proficiency on all areas of deficiency. Support must be provided to ensure the student meets the promotion criteria for the current year.
  - b. A student who has been placed for good cause must continue to receive intensive remediation until the student meets proficiency.
  
2. Intensive Acceleration Class for Tier 3 Third Graders  
Where applicable, each school will establish an Intensive Acceleration Class for retained grade 3 (Tier 3) students who subsequently score at 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 1 school year. The Intensive Acceleration Class shall:
  - a. 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 FCAT.
  - b. Have a reduced teacher-student ratio.
  - c. Provide uninterrupted reading instruction for the majority of the student contact time each day and incorporate opportunities to master the grade 4 Sunshine State Standards.
  - d. Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same year.
  - e. Provide intensive language and vocabulary instruction using scientifically research-based program.
  - f. Report to the Department of Education the progress of students in the class.

In addition to required reading enhancement and acceleration strategies, parents of retained 3<sup>rd</sup> graders must be provided the option of supplemental tutoring in scientifically research-based reading services in addition to the regular reading block.

#### **(g) K-12 Progress Monitoring Plan Process for Intensive Remediation**

It is the ultimate goal of the Manatee County School Board and Florida State Legislature that every student is proficient at or above grade level. Remediation continues until the student achieves proficiency as evidenced by achieving at the 34<sup>th</sup> percentile or above on the SAT for grades 1 and 2; achieving at Level 3 or above on FCAT for students in grades 3 through 10; or passing FCAT for 11<sup>th</sup> and 12<sup>th</sup> graders. Students, including those with a Section 504 plan, who do not

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

meet state or district levels of proficiency must have a Progress Monitoring Plan developed by the end of first quarter or within 6 weeks of a new student entering school. If needed, the Progress Monitoring Plan should be developed as soon the need is identified. The Progress Monitoring Plan must include:

1. Additional diagnostic assessments required for students scoring below Level 3 on FCAT or failing to meet district expectations. Based on diagnostic assessments, the school will develop and implement, in consultation with the student's parent or legal guardian, a Progress Monitoring Plan (PMP) designed to assist the student in meeting state and district expectations for proficiency in reading, writing, mathematics and science specifying the desired levels of performance in each area.
2. A description of the supplemental instructional services and support that will be provided. Schools shall determine the supplemental strategies that are most appropriate for each student. A reading deficiency must identify the student's specific areas of need in phonemic awareness, phonics, fluency, comprehension and vocabulary.

The plan must include intensive remedial instruction in the areas of weakness. Schools are expected to provide strategies to meet the individual needs of students. These strategies may include but are not limited to summer school, dropout prevention services, parent tutorial programs, contracted academic services, exceptional education services modified curriculum, reading instruction, after school instruction and other extended day services, tutoring, mentoring, class size reduction, extended school year and intensive skill development programs. The PMP should clearly identify specific assistance and support provided including which interventions, when they will be provided, how often, by whom, and for how long. Intensive immediate intervention using a variety of instructional strategies to accelerate learning is to be provided.

3. A description of the students' learning styles and how strategies align to those styles.
4. For a retained student, the specific ways in which the second year's instructional program will be different from the previous year's program and will utilize strategies aligned with the student's learning styles.
5. Frequent monitoring of the student's progress in meeting the desired levels of performance through quarterly progress updates on the PMP.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

6. The Individual Education Plan (IEP) serves as the PMP for students with disabilities with the exception of speech impaired only students. Speech impaired only students must have a PMP if the student has academic needs in reading, writing, mathematics or science. The IEP must address the area in need of remediation. Goals and benchmarks must be added to an IEP during an IEP revision meeting if not originally included, and the student subsequently shows evidence of need.
7. An alternative placement or setting must be provided for a student who has been retained two or more years. The alternative placement is defined as additional intensive support and differentiated instruction in small group settings that may be provided in the regular classroom setting. The student will continue to receive intensive remediation until the level of proficiency (FCAT Level 3 or equivalent) is reached as defined by the criteria for intensive remediation. Examples of alternative placement/setting include: participation in a transition classroom, an ungraded classroom, an acceleration classroom. Students must have additional time and support for meeting the promotion criteria for his/her grade level. Additional support could include individual tutoring; additional small group instruction; participation in response to intervention programs.
8. The school shall notify the student and his/her parents or guardian of any remedial or supplemental academic instruction. Parental approval for placement in remedial or supplemental academic programs is not required. Parents should be given an explanation of the information on which the decision was based.
9. Students must have their reading proficiency reassessed by locally determined assessments or through teacher observation at the beginning of the grade following the intensive instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied. Intensive instruction is usually associated with the following:
  - a. Variety of opportunities for repetition;
  - b. Diagnosis and prescriptions targeted to specific skill development;
  - c. Smaller chunks of text or content;
  - d. Guided and independent practice;
  - e. Skill development and practice integrated into all activities
  - f. Frequent monitoring; and
  - g. Criterion-based evaluation of success.

## **4.9 STUDENT PROGRESSION**

### **PROCEDURES (continued):**

10. The principal or designee will monitor the implementation of the School Wide Progress Monitoring Plans and school's procedures for intensive remediation. Each quarter, the principal or designee will review the progress of appropriate students. This review includes checking for compliance with requirements of the School Wide Progress Monitoring Plan (diagnostic assessment, intervention strategies, progress updates each quarter) and using progress monitoring data to inform instruction.
11. Parent notification will be provided through written or personal contact, or the Individual Education Plan team meeting.
12. Elementary students scoring Level 1 must have at least 30 minutes in addition to the 90 minute reading block. Middle school and high school students scoring Level 1 must complete an intensive reading course as designated in the District K-12 Comprehensive Reading Plan.

### **STATUTORY AUTHORITY:**

Florida Statutes: 120.81 (1) (a), 1001.32 (2), 1001.41, 1001.42 and 1001.43, 1012.23

### **LAWS IMPLEMENTED:**

Florida Statutes: 1003.33-47, 1007.27-271, and 1008.21-25

### **HISTORY:**

Adopted: March 14, 2005  
Revision Date(s): Jan. 9, 2006; Sept. 25, 2006, June 11, 2007, August 11, 2008  
Formerly: 404, 404.03-05, and 404.07  
Supplement No. 38

**References:** District Plan for Drop Out Prevention  
Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students  
District English Language Learner Plan (ELLP)

**Approved**

  
**School Board Attorney**