

MARTIN COUNTY SCHOOL DISTRICT

STUDENT PROGRESSION PLAN

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STUDENT PROGRESSION PLAN

The State Board of Education has developed student performance standards in the areas of language arts, mathematics, science, social studies, the arts, health and physical education, and foreign languages. The Sunshine State Standards and curriculum frameworks (course descriptors) are the basis for student performance and are incorporated in the Student Progression Plan.

This Plan gives consideration to the best interest of individual students and complies with state statutes and State Board of Education directives. It is intended that the Plan provide to school personnel, parents, students and interested citizens written information with regard to student advancement through the district school system. Satisfactory progress through the system depends on the combined efforts of students, parents, professional educators, and the Board.

As with all policy handbooks, periodic review and revision is undertaken in order to retain guidelines that are consistent with the intent of the Board and legislative actions.

District procedures will ensure the placement of each student in subjects, in the grade level, or in the special program best suited to meet the student's academic needs. Consideration will be given to the student's social, emotional, and physical development.

Recommendations regarding student promotion, retention and special placement will be made based on the combined efforts of students, parents, and professional educators. Decisions, however, are primarily determined by the school's professional staff. The final decision regarding grade placement is the responsibility of the principal.

1. **RESPONSIBILITIES**

a. **The Principal**

- i. Administer the Plan within the school.
- ii. Assist and supervise teachers in utilizing the Sunshine State Standards, curriculum guides, management systems, curriculum frameworks, and course student performance standards.
- iii. Make the final decision in regard to the assignment of specific students.
- iv. Inform parents/guardians of student progress and of the possible retention of their child as soon as possible.
- v. Make available to all parents/guardians and students a copy of the Plan.

b. **The Teacher**

- i. Use the Sunshine State Standards, curriculum frameworks, and course student performance standards.
- ii. Key student evaluation to district programs and standards.
- iii. Utilize all available data including achievement and assessment test results, progress tests, daily assignments, teacher observations, past performance and other available information to plan instruction and evaluate student performance.
- iv. Determine a student's grades and follow established district and school procedures for reporting and recording them.
- v. Advise the principal in regard to grade level assignment of students.
- vi. Inform parents/guardians of student progress and seek their assistance in meeting student needs.
- vii. Help students acquire study skills and self-discipline needed to complete their subjects successfully.
- viii. Follow the Plan as it pertains to grade level assignment.

c. **The Parents/Guardians**

- i. Require consistent school attendance by the student.
- ii. Assist their child in developing good study and work habits, self-discipline and respect for school and school personnel.
- iii. Review official grade reports from the school at the mid-point and end of each grading period and schedule conferences with teachers if such reports indicate that the student is having difficulty.

- iv. Honor requests for conferences from school officials whenever possible.
 - v. Respond promptly to all requests from the school for information.
 - vi. Stay informed of their child's progress through scheduled parent-teacher conferences, interim progress reports, report cards, progress reports and communications from the schools.
- d. **The Student**
- i. Make an effort to accomplish all objectives in each subject.
 - ii. Maintain good attendance.
 - iii. Take home to parents/guardians all interim progress reports, report cards and other communications from the school.
 - iv. Develop good study habits, and self-discipline, and if experiencing school related problems, accept additional help from available educational personnel and parents.
 - v. Make his/her best effort in taking teacher-made, achievement, and assessment tests.

2. **ENTRANCE REQUIREMENTS**

- a. **Mandatory School Age.** State law requires that a child who will be 6 years old by February 1 must attend school regularly during the entire school term. Therefore, the child must begin school at the beginning of that school year. Students must continue to attend school regularly, as required by State law, until the age of sixteen (16).
- b. **Initial Entry to Kindergarten.** Children entering kindergarten in district schools for the first time must comply with Florida Statute regarding entry age. In order to meet the Florida age requirements for kindergarten, a child must be five (5) years old on or before September 1 of the school year, and shall be eligible for admission to kindergarten during that year.

THERE IS NO EARLY ENTRY INTO KINDERGARTEN.

- c. **Proof of Residency.** Verification of a parent or guardian's residence shall be required at the time the child registers for school. Verification of residence may also be required at any other time at the discretion of the Superintendent or designee.

- d. **Initial Entry to First Grade.** Children entering first grade in district schools for the first time must be six (6) years old by September 1 of the school year and have satisfactorily completed kindergarten.

- e. **Underage Transfers from Out-of-State Kindergarten to First Grade.**
Kindergarten and first grade students transferring from another state who do not meet the Florida age requirements must comply with rules established by the Department of Education. District requirements are:
 - i. Official documentation that the parent(s)/guardian(s) was a legal resident(s) of the state in which the student was previously enrolled in school;
 - ii. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student;
 - iii. Evidence of immunization against communicable diseases;
 - iv. Evidence of date of birth;
 - v. Evidence of a medical examination completed within the last twelve months.
 - vi. The student must have been enrolled for a minimum of one grading period in order to be eligible for grade placement.

- f. **Initial Entry to Grades Kindergarten – Eight.** Pupils transferring within county district schools in grades kindergarten through eight will be eligible for the previous district school's recommended grade placement if the district criteria for transfer are met. The final decision regarding grade placement is the responsibility of the principal.

- g. **Evidence of Date of Birth.** A legal birth certificate or other authentic proof of a student's age as required by law, must be submitted prior to a student's initial entry into kindergarten and first grade. Kindergarten and first grade pupils who are transferring to a county district school must also furnish proof of age in order to comply with state and district transfer requirements. Each school site shall maintain a record of date of birth.

- h. **Evidence of Immunization and Entry Health Examination.** Each school site shall maintain records that show evidence of grade appropriate immunization against communicable disease, and evidence of a medical examination completed within the last twelve (12) months.

3. **MINIMUM REQUIRED ATTENDANCE**

a. **Enrolled Students**

- i. In order to be promoted, students enrolled in grades K-8 are required to attend ninety (90) percent of the instructional time in an annual session. To earn credit, students enrolled in grades 9-12 must attend ninety percent of the instructional time in each course of study.
- ii. All students (9-12) must attend school a minimum of three hundred (300) minutes per day. To meet the 300 minutes per day requirement, students who take Dual Enrollment classes must take either full time dual enrollment = 4 classes; part-time dual enrollment one (1) 100 minute block + 2 classes or two (2) 100 minute blocks + 1 class. Any exception must be approved by the principal.
- iii. A student not in attendance the required number of minutes in a scheduled class will not receive credit or consideration for promotion unless a favorable decision is rendered by an attendance review committee. A student receiving a favorable decision by the committee shall:
 - (1) have met criteria for promotion (grades K-8)
 - (2) demonstrate course mastery of performance standards as prescribed by the Sunshine State Standards and curriculum frameworks (course descriptors) in order to earn credit (grades 9-12)
- iv. A student who has not previously been enrolled in school for the current school year must have an educational plan which will satisfy attendance requirements approved by the proper authority.
- v. Each district public school is responsible for the following activities:
 - (1) The principal or designee must contact the parent or guardian to determine the reason for each unexcused absence or absence for which the reason is unknown. If the absence is excused, the student must be allowed to make up assigned work.
 - (2) If a student has five unexcused absences or absences for which the reasons are unknown within a calendar month or ten unexcused absences within a 90 calendar day period, the primary teacher must report to the principal or designee that the child may be exhibiting a pattern of nonattendance. Unless there is clear evidence that there is no pattern of nonattendance, the principal shall then refer the case to the child study team. If the child study team finds a pattern of

nonattendance, a meeting with the parent must be scheduled.

(3) If the meeting does not resolve the problem, the child study team shall implement interventions that best address the problem, including frequent communication with the teacher and family; changes in the learning environment; mentoring, student counseling; tutoring, including peer tutoring; placement into different classes; evaluation for alternative education programs; attendance contracts; referral to other agencies for family services; or other interventions.

(4) The child study team must be diligent in facilitating services and only report the case to the superintendent when all reasonable efforts to resolve the nonattendance are exhausted.

(5) If the parent or guardian refuses to participate in the remedial strategies because s/he believes they are unnecessary or inappropriate, the parent or guardian may appeal to the school board. A hearing officer will make a recommendation for final action to the board. If the board determines the strategies are appropriate and the parent or guardian still refuses to participate or cooperate, the superintendent may seek criminal prosecution.

(6) If a child will not comply with efforts to enforce school attendance, the parent, guardian, or superintendent shall refer the case to the case staffing committee, and the superintendent may file a truancy petition pursuant to Florida Statute.

vi. Summer School

(1) A student in the K-8 summer school session must attend ninety (90) percent of the hours to be considered for promotion.

(2) A student at the high school level shall attend 60.0 hours of classroom instruction to receive $\frac{1}{2}$ credit in summer school. The maximum hours of excused absences for make-up work shall be two (2) class sessions or five (5) hours.

(3) Performance based criteria (mastery of performance standards as prescribed by the Sunshine State Standards) will be used in all courses.

(4) Each school which does not provide the required number of hours of instruction will have procedures in place to give students additional time to meet the course requirements, if needed.

b. **Transfer Students**

- i. Students who transfer and enroll in a Martin County school or class late, but before the end of the attendance requirement, shall be allowed to make-up class work in order to receive full semester credit.
- ii. Students who transfer within the county shall enroll within three (3) school days from their withdrawal in order to be eligible to earn full credit for the semester work.
- iii. Students who transfer from another school outside the district or state shall enroll within ten (10) school days from their withdrawal in order to be eligible to earn full credit for the semester's work. Exception to this would be students who can be scheduled through a double period and pass the final exam to show mastery of performance standards.
- iv. A transfer student having been enrolled in the Martin County School System for at least twenty-five (25) school days of a grading period must receive a grade.
- v. A high school student (9-12) who transfers less than twenty-five (25) days before the end of the semester may receive credit by taking the final examination for each course and using the transfer grade.

c. **School Activities**

- i. In administering the attendance policy, students attending academic or vocational activities, on campus or off, which are directly related to the instructional outcome of one or more courses, will be counted excused but will be required to make up work missed. This will not negatively impact the student's grade.
- ii. Students attending an approved school program, such as those services provided by exceptional student education or student services personnel and principal excused functions will be considered excused, but the student will be required to make-up missed work.

d. **Class Work**

- i. Students who are absent from class, regardless of the reason, will be required to make-up class work and/or tests.
- ii. Students in grades 6-12 are responsible to arrange for the make-up of all appropriate class work or tests immediately upon their return to school for all absences. The teacher in grades K-5 is responsible to arrange for the make-up of all appropriate class work or tests within three (3) days of the

- student's return to school. Students have one school day for each day absent to make up class work.
- iii. Students assigned to in-school suspension will be counted as being present by the school and will be required to complete the class work.
 - iv. Students are not allowed to be exempt from any testing or other requirements based solely on attendance. Make up of missed tests will be at the discretion of the school site principal.

e. **Absences** Examples of excused absences are:

- i. Illness of the student (a doctor's statement may be required).
- ii. An accident resulting in bodily injury to the student.
- iii. A death in the immediate family of the student.
- iv. Observance of a religious holiday or religious instruction as requested in writing by the parent/guardian.
- v. A subpoena by a law enforcement agency, or for deposition or court appearance.
- vi. Principal approved participation in academic, vocational, or non-instructional activities.
- vii. Other significant circumstances as determined by the principal in accordance with State laws and Board rules.

When a student fails to meet minimum school attendance requirements, the nature of the absences and the student's overall attendance pattern will be considered by an attendance review committee.

f. **Attendance Review Committee**

- i. The attendance review committee will be comprised of at least three (3) voting members; including representatives from faculty, student services, and administration.
- ii. Applications and procedures for petitioning the attendance review committee will be made available in a designated location in each school. It is the responsibility of the students and parents to meet all deadline dates established by the school. It is expected that petitions will be completed at the conclusion of the semester in question. No petition will be considered once a full year has elapsed since the conclusion of the semester in question.
- iii. The committee will render one of the following decisions for each case:

- (1) **Favorable** – The student’s general attendance pattern is good and appropriate documentation of reasons for absences is submitted. Additionally:
 - (a) (Grades K-8) Promotion criteria as specified in the Student Progression Plan must be met.
 - (b) (Grades 9-12) Demonstration of course mastery must be accomplished via assessment by teacher observation, classroom assignment, examinations, passing grades, and other commonly accepted methods of assessing student performance.
- (2) **Qualified** – The student’s general attendance pattern is questionable and/or appropriate and acceptable documentation or reasons for absences are not submitted. In such cases:
 - (a) (Grades K-8) The attendance review committee will consult with the principal for determination of whether promotion criteria have been met as specified in the Student Progression Plan.
 - (b) (Grades 9-12) Demonstration of course mastery must be accomplished via:
 - (i) Assessment by teacher observation, classroom assignment, examinations, passing grades, and other commonly accepted methods of assessing student performance; and,
 - (ii) A score of no less than 70% on a school-developed examination based upon the performance objectives of the curriculum framework.

The committee decision shall be forwarded to the principal for further action.

g. **To Report an Absence**

- i. It shall be the responsibility of each student’s parent/guardian to explain the student’s absence to the attendance office or school by a written note, or by personal visitation to the school no later than on the first day of the student’s return to school. Excessive absences will be reviewed by the attendance review committee.
- ii. School attendance personnel will make an effort to contact the parent/guardian whenever a student’s absence has not been verified.

- h. **Withdrawal from School.** Students between the ages of 16 and 18 must attend school regularly unless a formal intent to withdraw from school is filed and signed by the student. The form must acknowledge the impact of a student's withdrawal on the student's future earning potential. Upon receipt of the form, the school district must notify the student's parents or guardians of the student's intent to withdraw from school.

4. **GRADE PLACEMENT**

Grade placement/promotion will be determined by the principal/designee.

Grade placement must be formally reported to each student and his or her parent or legal guardian. Possible alternatives and credit checks should be reported to the parent by the end of the third quarter of the school year. At the end of each semester, the parent or guardian of each student in grades 9-12 who has a cumulative grade point average of less than 0.5 above the cumulative grade point average required for graduation shall be notified that the student is at risk of not meeting the requirements for graduation.

All grade placement decisions must be formally posted on the student's transcript. Copies of letters concerning grade placement must be placed in the cumulative folder.

Grade placement of students, including those transferring from other counties, private schools, states, or other countries, will be determined by the principal/designee of the receiving school. The transferred student shall be evaluated on all the requirements of the school district, state, or country from which he/she is transferring. The grade placement shall be contingent upon his/her previous capacity to generate credit.

Grade placement for home education students entering the school district will be determined by the principal/designee.

Students of compulsory school attendance age, who wish to enter or re-enter a public school from a home education program, will be screened by the local school prior to enrollment to determine the most appropriate grade level placement. Criteria to be considered may include age and maturity, standardized achievement test results, state student assessment tests, previous records in public and private schools and evidence from the student's portfolio of work, which must include a log, made contemporaneously with the instruction, which designates by title the reading materials used and samples of any writings, worksheets, workbooks and creative materials used or developed by the student. This portfolio must document mastery of performance standards as prescribed by the Sunshine State Standards. The local school will be responsible for determining grade level placement and promotion decisions. In no instance shall

the placement be automatic, based solely on the recommendation of the home educator. This placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work. The final decision with regard to promotion and/or placement will be determined by the school site principal. If the parent does not agree with the placement, he/she may appeal the decision to the Superintendent/Designee for a final decision.

Home education students are eligible to participate in extracurricular activities if they meet all State and District eligibility requirements. The home education student must meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities. The required grade point average must be maintained in all subjects taken in the home education program by a method of evaluation agreed upon by the parent and the principal/designee.

Grade placement of all students who appear to be having difficulty meeting promotion requirements shall be carefully evaluated by the professional staff regarding eligibility for exceptional, alternative, or other student education services. Each school principal must consider student proficiency in reading, writing, science, and mathematics when making promotion decisions. The principal will determine the appropriate alternative placement for a student who has been retained for two or more years.

The course or grade evaluation procedure for student grades shall be explained to the student at the beginning of each year or semester. The procedures must be developed and administered on a school-wide basis by the principal.

GRADING SCALE

Grade	Percent	Grade Point Value	Definition
A	90-100	4	outstanding progress
B	80-89	3	above average progress
C	70-79	2	average progress
D	60-69	1	lowest acceptable progress
F	0-59	0	failure
I	0	0	incomplete
N	0	0	no grade; no credit
P	0	0	pass (possible credit)
W	0	0	failure

*Kindergarten and first grade may have alternative grading systems.

Progress reports/report cards reflecting a student's proficiency in reading, writing, science, and mathematics as well as other subjects studied will be distributed following each 9 weeks grading period. Writing proficiency is incorporated in the

grade for Language Arts in grades 6 through 8 and English in grades 9 through 12.

Parents/guardians must be informed in each school's student handbook of the methods, procedures and dates for reporting student progress. The testing schedule, state and county-wide, must be distributed to parents with an explanation of the test purpose and the method. Test results will be reported to the parents/guardians. Each student must participate in the statewide assessment tests.

At the beginning of each semester, or when a transfer student is scheduled into class, it is the teacher's responsibility to inform the student of the following:

- a. Course description
- b. Course objectives
- c. Course grading/evaluation procedures
- d. Textbooks and supplemental materials

5. ANNUAL REPORT:

Each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The district school board must report to the parent the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board.

- (a) Each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:
 1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
 2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT.
 3. By grade, the number and percentage of all students retained in grades 3 through 10.
 4. Information on the total number of students who were promoted for good cause, by each category of good cause.
 5. Any revisions to the district school board's policy on student retention and promotion from the prior year.

6. ASSESSMENT AND REMEDIATION

- a. Each student must participate in the statewide assessment tests. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who scores below achievement Level 3 in reading, science or math, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction as described in paragraph b.
- b. The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading, science and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:
 1. A federally required student plan such as an individual education plan;
 2. A schoolwide system of progress monitoring for all students; or
 3. An individualized progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency.

Remedial instruction that occurs in high school may not be in lieu of required English and mathematics credits and only earns elective credit. Any student who has not met the minimum state expectations on state assessments must continue remedial instruction until the expectations are met, as documented by retaking the state assessment test, graduating from high school, or no longer being subject to compulsory school attendance.

The following options for remediation and retention are available:

- ◆ Remediate before the beginning of the next school year and promote;
- ◆ Promote and remediate during the following year with more intensive intervention and remediation strategies specified in a revised Progress Monitoring Plan; or
- ◆ Retain and remediate in a different program.

7. ASSESSMENT AND STUDENT PROGRESSION

The District assesses expected levels of performance for student progression in reading, writing, science, and mathematics using state and district-selected assessments such as students' classroom work, observations, tests, district and other assessments, or other relevant information. The following levels of performance for student progression will be in effect for students participating in FCAT administration.

- ◆ Students who do not score at achievement Level 2 on FCAT SSS tests with performance tasks in reading, science or in mathematics grades 3-10 will be required to receive remediation or be retained, as determined by the district pupil progression plan. Retention decisions must be based on more than a single test score.
- ◆ Students who have been identified as having reading deficiencies in grades K through 3 and who have received remediation but score at achievement less than level 2 on the grade 3 FCAT reading test with performance tasks **must** be retained, unless the superintendent exempts the student from this mandatory retention for good cause.
- ◆ Each elementary school must regularly assess the reading ability of each K-3 student.

In addition, the student's classroom work, observations, tests, district and other assessments, and other relevant information may be used to confirm the results of state assessments in determining if the student must be remediated or retained.

Students must earn a passing score on the grade 10 FCAT in reading and mathematics in order to meet graduation requirements. The passing score on the FCAT will be designated by the State Board of Education.

Limited English Proficient students must also meet the reading, and mathematics performance levels. However, it is important to remember that the requirement is to measure students' ability to read and write, regardless of whether that ability is shown in English or the students' home languages. In other words, a student may be retained if he or she is unable to read satisfactorily in any language, but not simply because the student is unable to read in English if the student is satisfactorily proficient in his or her home language. LEP students who have been in an English-language program for less than two years and fail to meet district expectation on the state assessments in reading are exempt from the mandatory retention rule.

Concordant scores substituted for the FCAT scores: In order to use a concordant subject area score from the SAT or ACT to satisfy the assessment requirement for a standard high school diploma, a student must take each subject area of the Grade 10 FCAT a total of three times without earning a passing score. The requirements shall not apply to a new student who enters the

Florida public school system in Grade 12, who may either achieve a passing score on the FCAT or use an approved subject area concordant score to fulfill the graduation requirement. A new student entering the Florida public school system in Grade 12 is not required to take the Grade 10 FCAT if he or she is able to document the approved concordant scores.

8. GUIDELINES – GRADES K-5

County elementary schools offer a comprehensive program with instruction in reading, language arts, writing, mathematics, social studies, science, computer literacy, health and physical education, music, character education, and art. Reading, language arts, writing and mathematics are considered essential skills and are emphasized. Health education shall include alcohol and substance abuse prevention with at least 18 hours of instruction per year in grades K-3 and at least 30 hours of instruction per year in grades 4 and 5. Each elementary school is required to provide 150 minutes of physical education each week for students in K-5 grades.

Screening Procedures: Promotion will be considered for students who have met the following criteria:

a. Kindergarten

- (1) Social and emotional development as indicated in the Kindergarten Program Curriculum.
- (2) Successful demonstration of sensory motor skills as indicated in the curriculum.
- (3) Successful demonstration of basic objectives for the (kindergarten) reading/language arts/writing program as indicated in the curriculum.
- (4) Successful demonstration of mathematics objectives as indicated in the curriculum.
- (5) Successful demonstration of science objectives as indicated in the curriculum.

b. Grade One

- (1) Successful demonstration of basic objectives for the (1st grade) reading/language arts/writing program as indicated in the curriculum.
- (2) Successful demonstration of basic objectives for the (1st grade) mathematics program as indicated in the curriculum.
- (3) Successful demonstration of basic objectives for the (1st grade) science program as indicated in the curriculum.

c. **Grade Two**

- (1) Successful demonstration of basic objectives for the (2nd grade) reading/language arts/writing program as indicated in the curriculum.
- (2) Successful demonstration of basic objectives for the (2nd grade) mathematics program as indicated in the curriculum.
- (3) Successful demonstration of basic objectives for the (2nd grade) science program as indicated in the curriculum.

d. **Grade Three**

- (1) Successful demonstration of basic objectives for the (3rd grade) reading/language arts/writing program as indicated in the curriculum.
- (2) Successful demonstration of basic objectives for the (3rd grade) mathematics program as indicated in the curriculum.
- (3) Successful demonstration of basic objectives for the (3rd grade) science program as indicated in the curriculum.
- (4) Satisfactory performance on state assessments (see Mandatory Retention for Reading Deficiency).

e. **Grade Four**

- (1) Successful demonstration of basic objectives for the (4th grade) reading/language arts/writing program as indicated in the curriculum.
- (2) Successful demonstration of basic objectives for the (4th grade) mathematics program as indicated in the curriculum.
- (3) Receive a yearly passing grade in science and social studies unless in a remedial program.
- (4) Satisfactory performance on state assessments.

f. **Grade Five**

- (1) Successful demonstration of basic objectives for the (5th grade) reading/language arts/writing program as indicated in the curriculum.
- (2) Successful demonstration of basic objectives for the (5th grade) mathematics program as indicated in the curriculum.
- (3) Receive a yearly passing grade in science and social studies unless in a remedial program.
- (4) Satisfactory performance on state assessments.

g. Mandatory Retention for Reading Deficiency:

Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten through grade 3, or through teacher observations, must be given intensive reading instruction immediately and it must be continued until the reading deficiency is remedied. If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at level 2 or higher on the FCAT in reading for grade 3, the student must be retained.

Beginning with the 2002-2003 school year, the parent of any student who exhibits a substantial deficiency in reading must be notified in writing that his/her child has been identified as having that deficiency and be given a description of the current services that are provided and the proposed supplemental instructional services and supports that will be provided to the child. The parent must also be told that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.

Good cause exemptions are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program.
2. Students with disabilities whose individual education plan (IEP) indicates that participation in the statewide assessment program is not appropriate.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
4. Students who demonstrate, through a student portfolio, that the student is reading on grade level by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT.
5. Students with disabilities who participate in the FCAT and who have an IEP or a Section 504 plan that reflects that the student has received the intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading and was previously retained in K-3.
6. Students who have received the intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in K-3 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day based upon Progress Monitoring Plan that includes specialized diagnostic information and specific reading strategies for each student.

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

principal must make that recommendation in writing to the district school superintendent. The superintendent shall accept or reject the school principal's recommendation in writing.

h. **Standards for Mid-Year Promotion of Retained Third Grade Students.**

1. To be eligible for mid-year promotion during the first semester, a student must demonstrate that he or she:
 - a. is a successful and independent reader as demonstrated by reading at or above grade level;
 - b. has progressed sufficiently to master appropriate fourth grade reading skills; and
 - c. has met any additional requirements, such as satisfactory achievement in other curriculum areas.
2. Standards that provide a reasonable expectation that the student has met the requirements of subparagraphs (1)(a)-(b) include the mastery of reading skills, consistent with the month of promotion to fourth grade, as presented in the scope and sequence of the school district's core reading program. Evidence of demonstrated mastery is as follows:
 - a. successful completion of portfolio elements that meet state criteria in subsection (3); or
 - b. satisfactory performance on a locally-selected standardized assessment as specified in subsection (4).
3. To promote a student mid-year using a student portfolio, as provided for in subparagraph (2)(a), there must be evidence of the student's mastery of third grade Sunshine State Standard Benchmarks for Language Arts and beginning mastery of the Benchmarks for fourth grade as specified in subsection (2). The student portfolio must meet the following requirements:
 - a. be selected by the student's teacher;
 - b. be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
 - c. include evidence of mastery of the benchmarks assessed by the grade 3 Reading FCAT, as required by Rule 6A-1.094221, FAC.;
 - d. include evidence of beginning mastery of fourth grade benchmarks as specified in subsection (2) of this rule that are assessed by the grade 4 Reading FCAT. This includes multiple choice, short response, and extended response items and passages that are approximately 50% literary text and 50% information text, and that are between 100-900 words with an average of 375 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the Sunshine State Standards. For each benchmark, there must be two examples of mastery as demonstrated by a grade of "C" or better; and

- e. be signed by the teacher and the principal as an accurate assessment of the required reading skills.
 - 4. To promote a student mid-year using a locally-selected standardized assessment, as provided for in subparagraph (2)(b), there must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles, consistent with the month of promotion to fourth grade.
 - 5. The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year.
- i. **Teacher Recommendation.** The following criteria shall be considered by the instructional staff before a student is promoted:
- 1. Daily performance and grades in reading, writing, language arts, science and mathematics in present and previous years.
 - 2. Reading, writing, language arts and mathematics management programs' assessment results which may be supplemented by teacher-made tests that contradict scores from standardized tests.
 - 3. Reading, writing, language arts and/or mathematics proficiency level as compared to grade level placement.
 - 4. At the kindergarten level, attainment of basic skill objectives as identified in the adopted program.
 - 5. Teacher's professional judgement which indicates it may be in the best interest of the student to be retained.
 - 6. Student's physical and emotional health.
 - 7. Student's chronological age in relation to peer group.
 - 8. Parent's/guardian's understanding and input concerning student's retention.
 - 9. Demonstrated physical (gross and fine motor coordination), social and emotional maturity commensurate with chronological age.
 - 10. Other assessment scores.
- j. **Administrative Recommendations.** The following decisions may be made:
- 1. Promotion
 - 2. Retention*
 - 3. Alternative program promotion
 - 4. Accelerated promotion
 - 5. Promotion with Remediation **.
 - 6. Mid-year promotion.
 - 7. Third grade mid-year promotion***.

*Retention is the assignment of a student to the same grade level for the next school year. If a student is retained, it must be in a program different from the previous year's program. The new program must take into account the student's learning style. A copy of the parent notification shall be placed in the cumulative

record and specifically directed to the principal of the receiving school in the event of a school transfer. Social promotion is prohibited.

**If a student has failed to complete grade level requirements, the Principal may determine that placement in the next grade level may be in the best interest of the student. A student may be promoted and remediated during the following year with more intensive intervention and remediation – strategies specified in a revised Academic Improvement Plan. The student’s cumulative record and report card shall indicate Promotion with Remediation. The name of the school administrator who authorized the placement and the reason for doing so shall be recorded in the student’s cumulative record and, in the event of a school transfer, specifically directed to the principal of the receiving schools.

9. GUIDELINES MIDDLE SCHOOLS 6-7-8

Middle School Promotion and Requirements

New middle school promotion requirements:

- 3 middle school or higher, year-long courses in English, emphasizing literature, composition, and technical text.
- 3 middle school or higher, year-long courses in Mathematics.
- 3 middle school or higher, year-long courses in Science.
- 3 middle school or higher, year-long courses in Social Studies, one semester of which must include the study of State, Federal and Civics education.
- 1 course in career and education planning to be completed in 7th or 8th grade, which can be a stand-alone course or instruction integrated into an existing course or courses. Every student is required to take the course and complete the electronic Personalized Education Planner (ePEP) on FACTS.org in order to be promoted into high school.

Middle school students who score at Level 1 on FCAT Reading must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Middle school students scoring Level 1 or Level 2 on FCAT Science and Mathematics must receive remediation the following year.

Screening Procedures: Promotion will be considered for students who have met the following criteria:

- a. Grade Six:** Received a yearly passing grade in reading, language arts, writing, mathematics, science and social studies, and in at least one-half of all other courses taken during the year unless in a remedial program.

b. Grade Seven

Received a yearly passing grade in reading, language arts, writing, mathematics, science, and social studies and in at least one-half of all other courses taken during the year unless in a remedial program.

c. Grade Eight

Received a yearly passing grade in reading, language arts, writing, mathematics, science and social studies and in at least one-half of all other courses taken during the year unless in a remedial program.

d. All Grade Levels

Satisfactory performance on state assessments.

e. Teacher/Team Recommendations

The subject area teacher shall report any possible student failure to the team by the end of the second quarter. The subject teacher's recommendation shall be the basis for the team to consider student promotion. The team shall consist of the student's subject area teachers, team leader and a principal designee.

The following criteria shall be considered by the instructional staff before a student is promoted.

- a. Daily performance and grades in reading, writing, language arts, science and mathematics in present and previous years.
- b. Reading, writing, language arts, mathematics and science management programs' assessment results which may be supplemented by teacher-made tests that contradict scores from standardized tests.
- c. Reading, writing, language arts, science and/or mathematics proficiency level as compared to grade level placement.
- d. Teacher's professional judgment which indicates it may be in the best interest of the student to be retained.
- e. Student's physical and emotional health.
- f. Student's chronological age in relation to peer group.
- g. Parent's/guardian's understanding and input concerning student's retention.
- h. Demonstrated physical, social and emotional maturity commensurate with chronological age.
- i. Other assessment scores.

f. Administrative Recommendations

The following decisions may be made:

- a. Promotion
- b. Retention*

- c. Alternative program promotion
- d. Accelerated promotion
- e. Promotion with Remediation**.
- f. Mid-year promotion.

*Retention is the assignment of a student to the same grade level for the next school year. If a student is retained, it must be in a program different from the previous year's program. The new program must take into account the student's learning style. Social promotion is prohibited.

**If a student has failed to complete grade level requirements, the principal may determine that placement in the next grade level may be in the best interest of the student. A student may be promoted and remediated during the following year with more intensive intervention and remediation strategies specified in a revised Academic Improvement Plan. The student's cumulative record and report card shall indicate Promotion with Remediation. The name of the school administrator who authorized the placement and the reason for doing so shall be recorded in the student's cumulative record and, in the event of a school transfer, specifically directed to the principal of the receiving school.

10. **GUIDELINES – HIGH SCHOOL GRADES 9-12**

Students entering the 9th grade and their parents shall have developed during the middle grades a 4 to 5 year academic and career plan based on postsecondary and career goals (ePEP). For students entering the 9th grade in 2007/08, this plan will include four (4) credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the student as part of the education plan. Students may revise major areas of interest each year as part of annual course registration processes and should update their education plan to reflect such revisions. This plan will include four (4) credits in elective courses selected by the student as part of the education plan. These credits may be combined to allow for a second major area of interest, a minor area of interest, elective courses, intensive reading or mathematics intervention courses, or credit recovery courses. The electronic Personal Education Plan (ePEP) must be reviewed annually.

For the purposes of requirements for high school graduation, one full credit represents a minimum of 135 hours of instruction in a designated course of study which contains board approved student performance standards. Two college courses, earning six college credit hours of instruction also may represent one full credit. A half-credit equals one-half of these requirements or as recommended by the state articulation committee. Performance based criteria (mastery of performance standards as prescribed by the Sunshine State Standards) and curriculum frameworks (course descriptors) will be used in courses which do not meet the 135 hours of instruction. Each school which does

not provide 135 hours of instruction will have procedures in place to give students additional time to meet the course requirements, if needed.

In schools with block scheduling one full credit means a minimum of 120 hours of instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements.

For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs.

For each year in which a student scores at Level 1 or Level 2 on FCAT Science and Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the department for inclusion in the Course Code Directory.

a. **State Uniform Transfer of High School Credits.**

1. Credits and grades earned and offered for acceptance shall be based on official transcripts from both accredited and unaccredited schools and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection 2.
2. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection 3.
3. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
 - a. Portfolio evaluation by the superintendent or designee;
 - b. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - c. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - d. Demonstrated proficiencies on nationally-normed standardized subject area assessment.
 - e. Demonstrated proficiencies on the FCAT; or

f. Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(d) and (e).

g. The Honor's designation will only be provided if a student earns an A, B, or C on a school based exam in an Honor's course. The final course grade will be determined by 80% for portfolio work and 20% for final exam. The Advanced Placement designation will only be provided if the student has taken the relevant Advanced Placement examination and had earned a score of 3 or higher on that exam.

h. Home Education students transferring into Martin County Public Schools must be full-time enrolled students during their last academic year prior to graduation and must earn a minimum of seven credits during their Martin County district high school enrollment in order to receive a diploma from the district. These seven credits must include one credit for English, one credit for math, and one credit for a lab science.

i. Students with credit awarded for Home Education programs shall be eligible to be ranked in their graduating class only if they have been enrolled in a specific Martin County high school for a minimum of one year/seven credits. No ranking in the top ten students of a graduating class shall be permitted for a transferring Home Education student with fewer than a minimum of two years/fourteen credits earned in a specific Martin County high school.

j. Home Education students may participate in vocational dual enrollment, dual enrollment, early admission and credit by examination programs.

k. Credits will be accepted from the Florida Virtual School.

l. High School credit will be awarded to middle school students who successfully complete high school courses.

b. Credit Requirements

The requirements of the Board shall not be retroactive for a transfer student provided the student has met all requirements of the district or state from which he/she is transferring.

Students may transfer credit for classes that met two or three times a week in compliance with the time requirements as determined by the principal of the school.

Students may earn one (1) credit in summer school session. Any additional credit must be approved by the principal.

Any student placed in adult education by the superintendent/designee will be on an individual education plan.

Spectrum Alternative Education students are eligible to participate in credit earning/GED exit option courses. The adult education program will facilitate the enrollment and instruction of those students.

Students may transfer any graduation requirement and elective requirement from one Martin County high school to the other. The requirements shall be the same at all high schools but the elective program may differ according to the principal.

In-county or out-of-county students must attend the same Martin County high school for the last two semesters or eight credits to be placed in class rank. A transfer student has the option to be unranked without prejudice at the written request of the parent if his/her transfer grades are numerical. Transfer students not meeting the requirements for ranking may be given an approximate rank.

Students must attend public high school in the county for at least one full semester of the senior year to be eligible for a diploma from that school.

In awarding credit for high school graduation, each school district shall maintain a one-half credit earned system which shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade. Additional requirements such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

Each course offered for credit in grades 9-12 must be in the Course Code Directory and have a State-Adopted Curriculum Framework (course descriptor). Additionally, student performance standards which relate directly to the intended outcomes specified in the curriculum frameworks (course descriptors) must be adopted by the Board. Any credit awarded must be based upon mastery of the performance standards in accordance with the district grading system.

A=90-100 B=80-89 C=70-79 D=60-69 F=0-59 I=0 N=0 P=0

Any addition to the performance standards of a course must be approved by the Executive Director for Instructional Services.

Forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F" or the equivalent of a grade of "D" or "F" with a grade of "C" or higher,

or the equivalent of a grade of “C” or higher, earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F” or the equivalent of a grade of “D” or “F” with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in another course. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of “C”, “D”, or “F” or the equivalent of a grade of “C”, “D”, or “F”. In such case, the district forgiveness policy must allow the replacement of the grade with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

The high schools shall make an effort to schedule sections of 1.0 credit courses that are spiral in structure for the second semester based upon student need and availability of certified personnel.

11. **Placement Requirements** (Classified annually in August)

<u>24 or 26 credit diploma</u>	<u>18 credit diploma</u>
9 th - Pass 8 th	9 th - Pass 8 th
10 th - 5 credits	10 th - 6 credits
11 th - 12 credits	11 th - 14 credits
12 th - 18 credits	

12. **Graduation Requirements**

Graduation State Law: A cumulative unweighted grade point average of 2.0 is mandatory for required courses for graduation. To assist students in meeting this requirement, specific programs have been implemented. These include, but are not limited to: forgiveness policies, summer school offerings, special counseling, volunteer counseling, volunteer and/or peer tutoring, adult education programs, school-sponsored assistance programs, study hall classes, Dropout Prevention programs and skill classes. Identification of students in need of such assistance is the primary responsibility of the school’s Student Services Department (Guidance) with Educational Technology (ET) providing technical support. Additionally, these divisions have responsibility for identifying students in Grades 9-12 who will not obtain the unweighted 2.0 GPA.

A student may not enroll in Level I courses unless assessment of the student indicates that a more rigorous course of study would be inappropriate in which case a written assessment of the need must be included in the student’s individual educational plan or in a student performance plan signed by the principal, the guidance counselor, and the parent or guardian (or the student if

he/she is an independent 18 year old or older student). Each high school shall attempt to identify those students at each grade level in grades 9 through 12 who have attained a cumulative unweighted grade point average at or below 2.5. In such cases, appropriate educational assessment will be offered to these students.

13. **Class Rank:** The purposes of class rank are:

- a. To provide colleges and universities the requested rank in class information.
- b. To provide scholarship committees the requested rank in class information.
- c. To determine the valedictorian and salutatorian of each class
- d. To determine which students will be recognized as Summa Cum Laude – top 1%; Magna Cum Laude – next 2%; Cum Laude – next 2%. (Effective with students entering ninth grade in 2007/2008).

Class rank is computed via a weighted quality point system. The points are generated based upon both the grade earned and the instructional level difficulty of each completed course as indicated below. Class rank is determined by computing the weighted grade point average of all high school credit classes taken by a student.

INSTRUCTIONAL LEVEL	GRADE				
	A	B	C	D	F
Basic	4.0	3.0	2.0	1.0	0.0
General	5.0	4.0	3.0	2.0	0.0
Honors	6.0	5.0	4.0	3.0	0.0
Advanced Placement/ International Baccalaureate/Dual Enrollment	7.0	6.0	5.0	4.0	0.0

Honors Weight: “Honors” weighted quality points are given in the areas of language arts, mathematics, science and social studies and apply to courses in which the word “Honors”, or “Pre-IB” appears in the title. Foreign languages at years III and above receive “Honors” weight as do Biology II, Chemistry II, Pre-Calculus, and Calculus. Other courses, as determined by the principal, may receive “Honors” weight if the course fulfills the requirements of an Honors course.

Additionally:

- a. Instructional level difficulty is determined via utilization of the Course Code Directory and Instructional Personnel Assignments publication adopted by the State Board of Education.
- b. “Basic” weighted quality points are given only in the areas of language arts, mathematics, science and social studies and apply to courses in which the word “Fundamentals”, “Skills”, “Explorations”, or “Introduction” is included in the course title.

Certain Exceptional Student Education courses may receive “Basic” weight.

- c. “Advanced Placement” weighted quality points are given for CEEB designated Advanced Placement courses and for International Baccalaureate designated courses and dual enrollment courses beginning with students entering grade 9 in the 2006/2007 school year. If the Advanced Placement or International Baccalaureate exam is not taken then the course carries a weight of “Honors”. Any upper division college course which has a college prerequisite of an AP course (or what that college/university in their published information indicates is the AP-equivalent courses at that college) shall be given Advanced Placement weighting.
- d. Dual Enrollment courses may be taken only once at school district expense. **If a student retakes a Dual Enrollment course, the student must purchase his/her textbook.**
- e. If a student withdraws from a Dual Enrollment class after the School District’s permissible drop/add window with a W, the student’s transcript will reflect a W for the appropriate high school course.
- f. 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.
- g. All courses not identified in “a” through “ f “ are given “General” weight.
- h. All grades of “P” (pass) will not be used in the calculation of class rank.

The final class rank will be computed at the conclusion of the second semester of the senior year. Students must be enrolled in a specific Martin County high school for a minimum of one year/eight credits to be eligible for official class rank. Others may request an approximate class rank.

An aggregate list of rank in class, percentiles, or grade point averages shall not be disseminated by any high school.

School guidance departments should endeavor to make students aware of the changing nature of college admission requirements pertaining to weighted status. The status should be reviewed as needed. The student should be apprised that grade point average weights are assigned on an individual basis by each university.

Graduation dates shall be adopted by the School Board and included in the school calendar. Consideration must be given to graduation related expenses so that parents and students are not unduly burdened financially.

Valedictorian and salutatorian must be enrolled in a specific Martin County high school for a minimum of two years/14 credits to be eligible for those designations.

To be designated Magna Cum Laude, Summa Cum Laude or Cum Laude, the student must be enrolled in a specific Martin County high school for a minimum of two years/14 credits to be eligible for those designations (effective with students entering ninth grade in 2007/2008).

14. **Diploma Requirements**

a. **Comprehensive High Schools**

Students Entering 9th Grade in 2007/08

26 Credit Diploma

26 Credit Diploma

4-English
 3-Math
 3-Science
 1-American History
 1-World History
 ½-Economics
 ½-American Government
 ½-Life Skills Management
 1-Fine Arts OR

4-English
 4-Math
 3-Science
 1-American History
 1-World History
 ½-Economics
 ½-American Government
 1 Fine Arts or 1 Practical Arts

1-Voc.Prac.Arts OR ½ credit of each
 ½-Physical Education

1 Physical Education

½-Personal Fit.
 15 ½ Required
 10 ½ Electives
 26 Credits

16 Required
 10 Electives
 26 Credits

18 Credit Diploma

18 Credit Diploma

4-English
 3-Math
 3-Science
 3-Social Studies
 2-Foreign Language
 3-Elective

4-English
 3-Math
 3-Science
 3-Social Studies
 2-Foreign Language
 3-Elective

**Spectrum Jr/Sr High
School/Challenger School/
Sandy Pines/Martin Girls Academy/
Indiantown Teen Parent Center**

24 Credit Diploma
4-English
3-Math
3-Science
1-American History
1-World History
½-Economics
½-American Government
½-Life Skills Management
½-Personal Fitness
½-Physical Education
1-Fine Arts OR
1-Voc Prac Arts OR ½ credit of each
15 ½ Required
8 ½ Electives
24 Credits

**Students Entering
9th Grade in 2007/08**

24 Credit Diploma
4-English
4-Math
3-Science
1-American History
1-World History
½-Economics
½-American Government

1-Physical Education
1-Fine Arts or 1 Practical Arts

16 Required
8 Electives
24 Credits

b. **Types of Diplomas**

- i. Standard Diploma
- ii. International Baccalaureate Diploma
- iii. Three Year Standard Diploma Option
- iv. Certificate of Completion
- v. Graduate Equivalency Diploma/Adult Education Diploma
- vi. GED/FCAT Exit Option Diploma
- vii. Special Diploma (See Student Progression Plan – Exceptional Student)
- viii. Special Certificate of Completion (See Student Progression Plan – Exceptional Student)

c. **Requirements for Standard Diploma for Students Entering 9th Grade in 2004/05 School Year:**

- i. Number of credits: 26/18 for Three Year Option
Spectrum/Challenger/Sandy Pines/Indiantown Teen Parent Center Requirements: 24
- ii. State Student Performance Standards
 - (1) Attainment of state determined score on grade 10 FCAT (see assessment and student progression page 16).
 - (2) Cumulative grade point average of 2.0.
- iii. Credits and Subject Areas: Applicable codes listed in the Course Directory which fulfill required graduation credits

must apply to the courses used to meet graduation requirements:

- English-4 credits – courses must include major concentration in composition and literature.
- Mathematics – 3 credits – must have Algebra I or its equivalent.
- Science – 3 credits – two of the science credits must include a laboratory component
- American History – 1 credit – course shall include the study of African Americans, Hispanic and women’s contributions to the United States and in depth study of the Declaration of Independence, Constitution of the United States, and emphasis on each of the ten amendments that make up the Bill of Rights.
- World History – 1 credit – course shall include the history of the Holocaust and a comparative study of the history, doctrines, and objectives of all major political systems.
- Economics – ½ credit – course shall include a comparative study of the history, doctrine, and objectives of all major economic systems.
- American Government – ½ credit – course shall include the study of Florida government, including the Florida Constitution, the three branches of state government, and municipal and county government.
- *Practical Arts Vocational Education or Exploratory Vocational Education – ½ credit.
- *Performing Fine Arts – ½ credit – course must be selected from music, dance, drama, painting, or sculpture. A course in any art form, that requires manual dexterity or a course in *speech and *debate, may be taken to satisfy this requirement. *This requirement may be satisfied by the students taking 1 credit of Practical Arts OR 1 credit of Performing Fine Arts OR ½ credit of both.
- Life Management – ½ credit – Life Management must be taken in 9th or 10th grade. Course shall include nutrition, drug education, consumer education, cardiopulmonary resuscitation, and hazards of smoking, positive emotional development, and breast cancer detection. A minimum of 75 hours of instructional in health education, including alcohol and substance abuse prevention, and HIV-AIDS, will be made available in this course. Additional health education components will be offered through various Grades 9-12 courses. However, the 9-12 requirement

is 75 hours. Effective January 1, 1999, the Life Management course must include “marriage and relationship skill-based education”.

- Physical Education/Personal Fitness – 1 credit - ½ credit physical education – ½ credit personal fitness. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one credit requirement if the student passes a competency test on personal fitness with a score of “C” or better. Completion of one semester with a grade of “C” or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity shall satisfy a one-half credit requirement in physical education. Reserve Officer Training Corps (R.O.T.C.) classes which have a significant component of drills shall satisfy a one-half credit requirement in Physical Education. The one credit of physical education may not be required during the ninth grade.
- Electives – 10 ½ credits – (Spectrum/Challenger requirements 8 ½ credits) – any credit course listed in the Course Code Directory may fulfill an elective credit for graduation. Any elective will be a school-site decision with all schools accepting these elective courses toward graduation.

Requirements for Standard Diploma for Students Entering 9th Grade in 2007/08 School Year:

- i. Number of credits: 26/18 for Three Year Option
Spectrum/Challenger/Sandy Pines/Indiantown Teen Parent Center Requirements: 24
- ii. State Student Performance Standards
 1. Attainment of state determined score on grade 10 FCAT (see assessment and student progression page 16).
 2. Cumulative grade point average of 2.0.
- iii. Credits and Subject Areas: Applicable codes listed in the Course Directory which fulfill required graduation credits must apply to the courses used to meet graduation requirements:
 - English-4 credits – courses must include major concentration in composition and literature.
 - Mathematics – 4 credits – must have Algebra I or higher, or its equivalent.

- Science – 3 credits – two of the science credits must include a laboratory component.
- American History – 1 credit – course shall include the study of African Americans, Hispanic and women’s contributions to the United States and in depth study of the Declaration of Independence, Constitution of the United States, and emphasis on each of the ten amendments that make up the Bill of Rights.
- World History – 1 credit – course shall include the history of the Holocaust and a comparative study of the history, doctrines, and objectives of all major political systems.
- Economics – ½ credit – course shall include a comparative study of the history, doctrine, and objectives of all major economic systems.
- American Government – ½ credit – course shall include the study of Florida government, including the Florida Constitution, the three branches of state government, and municipal and county government.
- *Performing Fine Arts or Practical Arts – 1 credit – course must be selected from music, dance, drama, painting, or sculpture, etc. A course in any art form, that requires manual dexterity or a course in speech and debate, also any Practical Arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination may be taken to satisfy this requirement. Completion of 2 years in a Reserve Officer Training Corp (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one credit requirement in Physical Education and the one credit requirement in performing fine arts.
- Physical Education (to include integration of health) – 1 credit - Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one credit requirement if the student passes a competency test on personal fitness with a score of “C” or better. Completion of one semester with a grade of “C” or better in a marching band class or in a physical activity class that requires participation in marching

band activities as an extracurricular activity shall satisfy a one-half credit requirement in physical education. Completion of 2 years in a Reserve Officer Training Corp (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one credit requirement in Physical Education and the one credit requirement in performing fine arts. The one credit of physical education may not be required during the ninth grade.

- Electives – 10 credits – (Spectrum/Challenger requirements 8 credits) – any credit course listed in the Course Code Directory may fulfill an elective credit for graduation. Any elective will be a school-site decision with all schools accepting these elective courses toward graduation.
- High School Course Substitution Credit (1 credit) – Students in grades 9-12 who enroll in and complete certain vocational job preparatory program may substitute credit for a portion of the required credits in English, credits in mathematics and credits in science.

Vocational Course substitutions shall not exceed one (1) credit in each subject area. Additionally, a program which has been used to substitute in one area may not be used to substitute for any other subject area.

Volunteer Credit: A student may earn $\frac{1}{2}$ elective credit if they complete a minimum of 75 hours of non-paid voluntary community or school service work.

Adult Credit: Any appropriately coded course in English, Math, Science, World History, Economics, American Government, American History, Performing Fine Arts, Life Management, Physical Education and any elective area approved by the principal and the Director of Applied Technology, Career Development and Continuing Education.

- Alternative Programs to Earn Credit: The following alternatives are available to govern the grade placement and graduation of students from high school. These alternatives set the number of credits for grade placement and create the possible avenues of earning credit from a Martin County high school. These programs shall be explained in detail in each high school student/parent handbook.
 - i. Early admission
 - ii. Community college on-site program
 - iii. Dropout Prevention Programs

- iv. Homebound Program
- v. Adult Education
- vi. G.E.D.
- vii. Part-time enrollment
- viii. Dual enrollment – courses available for dual enrollment shall be all courses included in the catalog of Indian River Community College, Florida Atlantic University and the University of Florida, excluding:
 - (1) physical education courses
 - (2) courses categorized as college preparatory
 - (3) private music lessons
- ix. Correspondence courses from institutions that are accredited by the Southern Association of Colleges and Schools or other regional accrediting associations.
- x. Credit by examination (available at post-secondary institutions).
- xi. Virtual Schools
- xii. Credits and grades earned from unaccredited schools shall be accepted at face value if submitted on an official transcript.

NOTE: (1) Required instruction as defined in Florida Statutes will be included in the above.

- (2) No student shall be granted credit toward high school graduation for enrollment in the following courses or programs:
 - (a) More than a total of nine elective credits in remedial and compensatory programs.
 - (b) More than one-half credit in Exploratory Vocational Courses
 - (c) More than three credits in Practical Arts Home Economics
 - (d) Any Level I course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's individual educational plan or in a student performance plan, signed by the principal, the guidance counselor, and the parent or guardian of the student, or the student if the student is 18 years of age or older.

- (e) The principal/designee may approve an adjustment to course placement.

d. Requirements for International Baccalaureate Diploma: The International Baccalaureate diploma curriculum may be substituted to meet state graduation requirements. These requirements are listed below. Also, students must complete all IB components that make them eligible for the diploma, including: complete courses that make them eligible for the IB Diploma (six testing courses with one from each of Groups 1-5); sit for all components of the six exams; complete and document 150 hours in the Creativity, Action and Service program in IB; complete and submit for grading the Extended Essay; and complete and submit for grading all internal assessment components of testing courses.

- (a) English - 4 credits
- (b) Science - 4 credits
- (c) Mathematics – 4 credits
- (d) Social Studies – 4 credits
- (e) Foreign Language – 2 credits
- (f) Electives – 8 credits

e. Requirements for Three Year Standard Diploma:

Students pursuing the three year college preparatory diploma (18 credits) must achieve a cumulative weighted grade point average of 3.5 on a 4.0 scale, with a weighted or unweighted grade that earns at least a 3.0 or its equivalent in each of the 18 required credits.

The Bright Futures course weighting scale will be used to determine the weighted grade point average.

Students must pass all tenth grade FCAT exams with a level three or higher.

Three-year standard college preparatory program (18 credits)

- 4 credits in English (major concentration in composition and literature).
- 3 credits in math (Algebra I or higher).
- 3 credits in science (two of which must include a lab component).
- 3 credits in social sciences (must include 1 credit in American history, 1 credit in world history, .5 credit in American government, and .5 credit in economics).
- 2 credits in same second language or demonstrated proficiency in another language.
- 3 credits in electives.
- At least 6 of the 18 credits required for this program must be received in classes that are dual enrollment; advanced placement; International Baccalaureate; Advanced International Certificate of Education;

specifically listed or identified by the Department of Education as rigorous pursuant to section 1009.531(3), Florida Statutes.

Students pursuing the three career preparatory program (18 credits) must maintain a cumulative weighted grade point average of 3.0 on a 4.0 scale with a weighted or unweighted grade that earns at least a 2.0 or its equivalent in each of the 18 required credits.

The Bright Futures course weighting scale will be used to determine the weighted grade point average.

Students must pass all tenth grade FCAT exams with a level three or higher.

Three-year career preparatory program (18 credits)

- 4 credits in English (major concentration in composition and literature).
- 3 credits in math (must include Algebra I).
- 3 credits in science (two of which must include a lab component).
- 3 credits in social sciences (must include 1 credit in American history, 1 credit in world history, .5 credit in American government, and .5 credit in economics).
- 3 credits in a single vocational or career education program, 3 credits in career and technical certificate dual enrollment, or 5 credits in vocational or career technical courses.
- 2 credits in electives unless 5 credits are earned as referenced as above.
- Deleted foreign language requirement.

f. Requirements for Certificate of Completion: Students who meet all the requirements for graduation except:

Passage of the Grade 10 FCAT and/or the earning of the 2.0 cumulative GPA shall be eligible for a Certificate of Completion. The student may elect to remain in the high school as a full or part-time student for up to one additional year and receive instruction to remediate his/her deficiencies.

g. GED/Adult Education Diplomas: General Education Developmental Diploma and State of Florida high school diplomas, Standard Diplomas, ESE Option I and ESE Option II and certificates of completion are available to students in adult education programs.

h. GED/FCAT Exit Option Diploma The GED/FCAT Exit Option is not authorized as an “early exit” for at-risk students. It must be exercised only for students whose class, or other group with whom they entered kindergarten, is graduating or has graduated. In addition to passing the GED tests, the student must also pass the Florida Comprehensive Assessment Test. This test is administered in the tenth grade.

15. **Accelerated Graduation**. Early Admission/Advanced Study Programs.

Eligible students may be excused from attendance for all or part of their remaining high school program and may be graduated in less than three years in grades 10-12. Approved programs must meet the following conditions:

- a. Board approval.
- b. Acceptance of the student by a post-secondary institution authorized by Florida Law or accredited by SACS.

When these conditions have been met, students may be awarded a standard diploma with their regular class or at a time convenient to the principal, provided that: (1) students have completed two college semesters or equivalent with normal class load and maintained at least a C average or equivalent, or the student has earned sufficient college credits to fulfill district graduation requirements; (2) students' high school record contains adequate notations covering the work accomplished while in college.

16. **Early Graduation**

If a student has met all of the graduation requirements as prescribed by the State of Florida and the Martin County School Board and wishes to graduate before the end of the academic year the following are required:

- a. Notification in writing of the student's intent to graduate early. This notification must be submitted prior to July 15 of the student's senior year.
- b. Approval of the Principal.

Once a student has graduated early he/she will no longer be allowed to participate in any school sponsored events such as interscholastic sports, powder puff, prom, Grad. Nite, etc.

A student will be allowed to participate in the regular graduation ceremony at the end of the school year at his/her own discretion. If the student chooses to participate in the regular graduation ceremonies, he/she must attend all required practices and meet all other requirements as if he/she was still in attendance at the high school.

17. **Specific Requirements for Secondary Students in Addition to Requirements of District Administrative Guidelines Regarding Program or Attendance.**

a. **Married and Unmarried Pregnant Students.**

- (1) A pregnant student who is under 16 years of age may attend the regular day session or one of the special school programs; e.g. adult education or the Teenage Parent Center. A student under 16 years of age must continue her education in school or in one of the county programs after the birth of her child unless she does not have access to child care.
- (2) A pregnant student 16 years of age or over has the opportunity to attend regular day session or one of the special school programs; e.g. Adult Education or the Teenage Parent Program.

b. **Maximum Age**

- (1) Students who have reached their twentieth birthday on or before August 31 shall be considered ineligible for attendance in the regular high school, and shall be referred to the adult high school. Any full-time special education student may be exempt from this policy. They are to be regulated by the existing state statute.
- (2) Provision shall be made for considering extenuating circumstances. A committee composed of the executive director of instructional services, principal, guidance counselor and two teachers shall evaluate the evidence relating to the extenuating circumstances and determine if special consideration is warranted.
- (3) The Superintendent is authorized to make an exception on the basis of a recommendation by the committee that an exception would be in the best interest of the student and school.

18. **Extracurricular Scholastic Requirements – Current School Year**

To be eligible to participate in interscholastic extracurricular student activities, a student entering the 9th grade must be regularly promoted and thereafter must maintain a cumulative unweighted grade point average of 2.0 or above on a 4.0 scale. Students in the 9th and 10th grades may participate without having a cumulative 2.0 grade point average, if they agree to an Academic Performance Contract as prescribed by State Statute. Middle school students must be regularly promoted (not administratively placed) in order to be eligible and meet the 2.0 grade point average as noted below for extra-curricular participation.

Additionally, a student must maintain satisfactory conduct and, if a student is convicted of, or is found to have committed, a felony or a delinquent act which would have been a felony if committed by any adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities may be denied by the principal.

19. **Extracurricular Grade Point Average Requirement:**

In order to participate in any extracurricular activity, middle school students must maintain a minimum unweighted grade point average of 2.0 for the semester immediately preceding participation.

20. **Florida's Bright Futures Scholarship Program and Florida Gold Seal Programs:**

Martin County participates in these programs and complies with the laws governing them. The Guidance Department at each school monitors these programs.

Exceptional Student Education

Student Progression Plan

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EXCEPTIONAL STUDENT EDUCATION STUDENT PROGRESSION PLAN

RATIONALE

Nothing provided for in this document shall be construed to limit or restrict the right of an exceptional student solely to a special diploma or special certificate of completion. Any student shall be afforded and encouraged the opportunity to meet all requirements to qualify for a standard diploma.

Placement in an Exceptional Student Education (ESE) program is in accordance with section 230.23, Florida Statutes, State Board of Education Rules Chapter 6A-6, and local rules and procedures reflected in the document, Martin County – Special Programs and Procedures for Exceptional Students.

Programs are provided for the following exceptionalities:

Developmentally Delayed
Visually Impaired (VI)
Intellectual Disability
Emotional/Behavioral Disability (E/BD)
Physically Impaired (PI) and (Other Health Impaired, Orthopedically Impaired, Traumatic Brain Injury)
Specific Learning Disabled (SLD)
Autism Spectrum Disorder
Dual-Sensory Impaired
Speech and Language Impaired (SLI)
Deaf or Hard of Hearing

The Hospital/Homebound Program is available for those students who require home or hospital setting as required by the physician's statement. Students who are expected to be confined to the home or hospital for three or more weeks as a result of a medical condition may be eligible for the homebound/hospital program, upon physician certification of instructional need.

Gifted students in the Gifted Program are expected to participate in regular Sunshine State Standards.

I. Sunshine State Standards.

- A. Exceptional students may follow either regular or special Sunshine State Standards. Special Sunshine State Standards have been developed for the Intellectual Disability, and the Deaf or Hard of Hearing student. Specific Learning Disability, Speech Language Impaired (Language Impaired, Emotional/Behavioral Disability, and Physically Impaired students have an option of following the regular

Sunshine State Standards or the special Sunshine State Standards.)

- B. Gifted (G), Visually Impaired (VI), and Speech and Language Impaired (Speech Impaired) are required to follow regular Sunshine State Standards.
- C. Students enrolled in the ESE programs while placed in Hospital/Homebound Instructional Program will be evaluated on the Sunshine State Standards applicable to their exceptionality as identified on their IEP.
- D. Access to a special diploma is available for the Intellectually Disabled through the requirements for the trainable mentally handicapped; for dual sensory impaired through the requirements for hearing impaired; and for autistic and severely emotionally disturbed through the requirements for educable mentally handicapped.
- E. The following chart lists the Sunshine State Standards options available to exceptional students. Further information regarding the type of Sunshine State Standards required for promotion and graduation are delineated below.

**SUNSHINE STATE STANDARDS (SSS)
OPTIONS FOR EXCEPTIONAL STUDENTS**

<u>Exceptionality</u>	<u>Regular SSS</u>	<u>Special SSS</u>
Intellectual Disability	X	X
Deaf or Hard of Hearing	X	X
Emotional/Behavioral Disability	X	X
Physically Impaired	X	X
Specific Learning Disabled	X	X
Gifted	X	
Speech/Language Impaired (Speech Impaired)	X	
Speech & Language Impaired	X	X
Visually Impaired	X	
Hospital/Homebound Instruction	X	X
Intellectual Disability	X	X

II. **Florida Comprehensive Assessment Test (FCAT).**

The purpose of the Florida Comprehensive Assessment Test (FCAT) is to document mastery of regular Sunshine State Standards. Exceptional students are eligible to participate in the current FCAT.

Modified Florida Comprehensive Assessment Test (FCAT) is available for Deaf or Hard of Hearing students in grade 10. The purpose for the modified FCAT is to document mastery of the regular Sunshine State Standards.

A. **Student Participation in the Florida Comprehensive Assessment Test (FCAT).**

Exceptional students following the regular Sunshine State Standards must participate in the Florida Comprehensive Assessment Test (FCAT). Participation in the Florida Comprehensive Assessment Test (FCAT) will be discussed at the Individual Educational Plan (IEP) conference.

B. **Test Modifications**

Administration of the Florida Comprehensive Assessment Test (FCAT) may be accommodated for exceptional students. The following accommodations are authorized for the exceptional student when determined appropriate by the IEP committee and so indicated on the IEP.

1. **Flexible Scheduling** – A test may be administered during several brief sessions. Use of extended time is permitted to take any session of the test.
2. **Flexible Setting** – A test may be administered individually and/or in a small group setting under a proctor's supervision.
3. **Recording of Answers** – Students may mark answers in a test booklet, type the answers to a test proctor. The proctor may then transcribe the student's response into a machine-scored answer sheet.
4. **Mechanical Aids** – Students may use a magnifying device, a pointer, a non-calibrated ruler or template, or other similar devices to assist in maintaining visual attention to the test booklet. An abacus or a Braille writer may be used.

5. **Revised Format for the Visually Impaired** – Students may be tested by one or more of the following three methods specifically developed by the State Department of Education.
- a. **Visual Reading** – Students may be tested with enlarged print or regular print materials enlarged through mechanical or electronic means. Enlarged materials shall be provided only for students who meet the eligibility criteria for visually impaired programs specified in Rule 6A-3014, FAC.
 - b. **Tactile Reading** – Students may be tested with materials which have been transformed to Braille code or tested by using devices which permit optical to tactile transformations. Test items which have no real-world application for the non-sighted person will be deleted from the tactile forms authorized or provided by the department and shall be deleted from the requirements of Rule 6A-1.0941 and 6A-1.0942, FAC.
 - c. **Auditory or Sign Language Presentation** – The test administrator may sign, provide oral interpretation, or read to the student the following portions of the test: all mathematics items, all writing items, all oral reading items, and all directions. The reading items shall be ready by the student using visual or tactile means.

For additional information, please refer to FCAT Administration Manual. In no case shall the accommodations authorized above be interpreted or construed as an authorization to provide students with assistance in determining the answer to any test item.

III. **Student Progression Requirements in Grades K-5.**

- A. **Grading and Reporting Student Progress.** Grades must reflect the student's academic and behavioral progress. The grades must provide both students and parents with a clear indication of both behavioral and academic performance. Grades in all subjects are to be based upon the student's degree of mastery in curriculum as well as mastery of the objectives as identified on the student's Individual Educational Plan (IEP). The determination of the specific grade students receive must be based upon the teacher's best judgment and data collected after

careful consideration of all aspects of each student's performance during a grading period, with the exception of grade 3.

1. **Academic Grades for Exceptional Students Following Regular Sunshine State Standards:** Grades earned by exceptional students shall be based upon the student's ability to master the objectives specified in appropriate curriculum, the Sunshine State Standards passage of the (FCAT) Florida Comprehensive Assessment Test, and the IEP.
2. **Academic Grades for Exceptional Students Following Special Sunshine State Standards:** Academic grades shall be based upon IEP objectives which should reflect the special Sunshine State Standards appropriate for the student's exceptionality, as well as subject content. The IEP objectives must be appropriate to the student's documented levels of performance.

B. Transition and Intermediate (Grades 2-5)

A - Outstanding Progress

- Indicates that the student has demonstrated excellent achievement of the IEP objectives; Grading Scale: 90-100.

B - Above Average Progress

- Indicates that the student has demonstrated good, but not outstanding, achievement of the IEP objectives; Grading Scale 80-89.

C - Average Progress

- Indicates that the student has demonstrated satisfactory achievement of the IEP objectives; Grading Scale 70-79.

D - Lowest Academic Progress

- Indicates that the student has demonstrated a minimal acceptable level of mastery of the IEP objectives; Grading Scale 60-69.

F - Failure

- Indicates that the student has demonstrated an unacceptable level of performance of the IEP objectives. **; Grading Scale 0-59.

I - Incomplete

- Is a temporary grade used when insufficient data is available to determine a grade (Ex: excessive student absences) The I must be converted to a standard grade prior to the next marking period.

NT - Subject Not Taken

- Subject Not Taken is used when a subject has been suspended for an individual student or if subjects such as science and social studies are taught in alternate grading periods. NT may only be used with IEP Committee administrative approval.

+ - Area of Strength

- Is used as needed to communicate a strength in a particular skill or indicator. It may be used regardless of the letter for the subject area grade.

- Area of Concern

- Is used to communicate when improvement is needed in a particular skill or indicator. It may explain why a lower grade has been earned or identify an area of concern even though the grade is C or better.

C. Failure to Meet Pupil Progression

1. In order for a grade of F to be given, the student's records must be reviewed and evaluated by the exceptional education teacher with the principal/designee, prior to the end of the current grading period. The following issues should be addressed:
2. An interim progress report must be sent to the parent/guardian. The parent/guardian must also be notified when it becomes evident that the student's conduct or effort grades are unsatisfactory. A copy of the interim progress report must be retained by the appropriate exceptional education teacher. A conference may be requested by the teacher or parent to discuss student progress.

3. The instructional strategies, modifications, accommodations, techniques, curriculum content, and classroom assignments employed in the instructional program must be appropriate for the student's needs.
4. The goals and objectives on the IEP must be appropriate for the documented levels of performance.
5. Document factors operating in the home and community or other emotional factors affecting the student's performance which are not currently being addressed.
6. A behavior management system must be in operation in the classroom for those instances where effort and conduct are hindering the student's mastery of skills necessary for meeting goals and objectives.
7. The teacher shall review the use of instructional adaptations.
8. If the student is enrolled in a subject which is taught by a general education teacher, and it has been determined that the student is able to master the objectives for that subject, modifications and accommodations must be addressed to meet the student's individual needs. The IEP must be updated to reflect any change in the instructional program as well as document needed modifications and accommodations.

D. Promotion and Retention in Grades K-5

1. **Exceptional Students Following Regular Sunshine State Standards:** Students who are following regular Sunshine State Standards are promoted based upon the Student Progression Plan K-5. If a student following one retention is still demonstrating inability to meet promotion criteria, consideration must be given to re-evaluating the student.
 - a. **Mandatory Retention for Reading Deficiency:** Any student who exhibits substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten through Grade 3, or through teacher observations, must be given intensive reading instruction immediately and it must be continued until the reading instruction is remedied. If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by

scoring at level 2 or higher on the FCAT in reading for grade 3, the student must be retained.

Beginning with the 2004-2005 school year, each district must:

- Provide written notification to the parent of any third grade retained student.
- That the child has not met the proficiency level required for promotion.
- The reasons the child is not eligible for a good cause exemption.
- The notification must comply with the new provisions of S.1002.20(14), F.S., and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

Good cause exemptions to Third Grade Retention:

1. Students with disabilities who participate in the FCAT and who have any IEP or a Section 504 plan that reflects that the student has received the intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2 or grade 3.
2. Students who have received the intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of 2 years.

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

b. **Teacher Recommendation.** The following criteria shall be considered by the instructional staff before a student is promoted:

1. Daily performance and grades in reading, writing, language arts, science and mathematics in present and previous years.
2. Reading, writing, language arts and mathematics management programs' assessment results which may be supplemented by teacher-made tests that contradict scores from standardized tests.
3. Reading, writing, language arts and/or mathematics proficiency level as compared to grade level placement.
4. At the kindergarten level, attainment of basic skill objectives as identified in the adopted program.
5. Teacher's professional judgment which indicates it may be in the best interest of the student to be retained.
6. Student's physical and emotional health.
7. Student's chronological age in relation to peer group.
8. Parent's/guardian's understanding and input concerning student's retention.
9. Demonstrated physical (gross and fine motor coordination), social and emotional maturity commensurate with chronological age.
10. Other assessment scores.

c. **Administrative Recommendations.** The following decisions may be made:

1. Promotion
2. Retention*
3. Alternative program promotion
4. Accelerated promotion
5. Promotion through successful completion of IEP objectives
6. Promotion with Remediation**.
7. Mid-year promotion
8. Third grade mid-year promotion

* Retention is the assignment of a student to the same grade level for the next school year. If a student is retained, it must be in a program different from the previous year's program. The new program

must take into account the student's learning style. A copy of the parent notification shall be placed in the cumulative record and specifically directed to the principal or the receiving school in the event of a school transfer. Social promotion is prohibited.

d. Standards for Mid-Year Promotion of Retained Grade Students.

1. To be eligible for mid-year promotion during the first semester, a student must demonstrate that he or she:
 - a. is a successful and independent reader as demonstrated by reading at or above grade level;
 - b. has progressed sufficiently to master appropriate fourth grade reading skills; and
 - c. has met any additional requirements, such as satisfactory achievement in other curriculum areas.
2. Standards that provide a reasonable expectation that the student has met the requirements of subparagraphs (1)(a)-(b) include the mastery of reading skills, consistent with the month of promotion to fourth grade, as presented in the scope and sequence of the school district's core reading program. Evidence of demonstrated mastery is as follows:
 - a. successful completion of portfolio elements that meet state criteria in subsection (3); or
 - b. satisfactory performance on a locally-selected standardized assessment as specified in subsection (4).
3. To promote a student mid-year using a student portfolio, as provided for in subparagraph (2)(a), there must be evidence of the student's mastery of third grade Sunshine State Standard Benchmarks for Language Arts and beginning mastery of the Benchmarks for fourth grade as specified in subsection (2). The student portfolio must meet the following requirements:

State Standards. For each benchmark, there must be two examples of mastery as demonstrated by a grade of "C" or better; and

 - e. be signed by the teacher and the principal as an accurate assessment of the required reading skills.
4. To promote a student mid-year using a locally-selected standardized assessment, as provided for in subparagraph (2)(b), there must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles, consistent with the month of promotion to fourth grade.

- e. **Teacher Recommendation.** The following criteria shall be considered by the instructional staff before a student is promoted:
1. Daily performance and grades in reading, writing, language arts, science and mathematics in present and previous years.
 2. Reading, writing, language arts and mathematics management programs' assessment results which may be supplemented by teacher-made tests that contradict scores from standardized tests.
 3. Reading, writing, language arts and/or mathematics proficiency level as compared to grade level placement.
 4. At the kindergarten level, attainment of basic skill objectives as identified in the adopted program.
 5. Teacher's professional judgment which indicates it may be in the best interest of the student to be retained.
 6. Student's physical and emotional health.
 7. Student's chronological age in relation to peer group.
 8. Parent's/guardian's understanding and input concerning student's retention.
 9. Demonstrated physical (gross and fine motor coordination), social and emotional maturity commensurate with chronological age.
 10. Other assessment scores.
2. **Exceptional Students Following Special Sunshine State Standards:** Elementary students who are following the special Sunshine State Standards shall be promoted throughout elementary grades based upon consideration of the following factors:
- a. successful completion of IEP goals and objectives
 - b. grades earned in all subjects
 - c. attendance
 - d. demonstrated mastery of the special Sunshine State Standards appropriate to the student's exceptionality and grade level.
3. The exceptional education teacher and principal/designee shall consider all the above factors when determining whether promotion or retention is appropriate. The decision to promote or retain a student should be discussed at the annual and/or interim IEP review conference. A recommendation for retention must be approved by the principal and must be based upon the teacher's best judgment after careful consideration of all aspects of the

student's performance and data collection during a grading period.

IV. GUIDELINES MIDDLE SCHOOLS 6-7-8

Students entering the 9th grade and their parents shall have developed during the middle grades a 4 to 5 year academic and career plan based on postsecondary and career goals.

Middle School Promotion and Requirements

New middle school promotion requirements:

- 3 middle school or higher, year-long courses in English, emphasizing literature, composition, and technical text.
- 3 middle school or higher, year-long courses in Mathematics.
- 3 middle school or higher, year-long courses in science.
- 3 middle school or higher, year-long courses in social studies, one semester of which must include the study of State, Federal and Civics education.
- 1 course in career and education planning to be completed in 7th or 8th grade, which can be a stand-alone course or instruction integrated into an existing course or courses.

Middle school students who score at Level 1 on FCAT Reading must be enrolled in and complete an intensive reading course the following year, and Level 2 readers must either be in an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Middle school students scoring Level 1 or Level 2 on FCAT Mathematics must receive remediation the following year.

Screening Procedures: Promotion will be considered for students who have met the following criteria:

- a. **Grade Six:** Received a yearly passing grade in reading, language arts, writing, mathematics, science and social studies, and in at least one-half of all other courses taken during the year unless in a remedial program.
- b. **Grade Seven**
Received a yearly passing grade in reading, language arts, writing, mathematics, science, and social studies and in at least one-half of all other courses taken during the year unless in a remedial program.
- c. **Grade Eight**
Received a yearly passing grade in reading, language arts, writing, mathematics, science and social studies and in at least one-half of all other courses taken during the year unless in a remedial program.

- h. **All Grade Levels**
Satisfactory performance on state assessments.

- i. **Teacher/Team Recommendations**

The subject area teacher shall report any possible student failure to the team by the end of the second quarter. The subject teacher's recommendation shall be the basis for the team to consider student promotion. The team shall consist of the student's subject area teachers, team leader and a principal designee.

The following criteria shall be considered by the instructional staff before a student is promoted.

- a. Daily performance and grades in reading, writing, language arts, science and mathematics in present and previous years.
- b. Reading, writing, language arts, mathematics and science management programs' assessment results which may be supplemented by teacher-made tests that contradict scores from standardized tests.
- c. Reading, writing, language arts, science and/or mathematics proficiency level as compared to grade level placement.
- d. Successful completion of IEP objectives.
- e. Teacher's professional judgment which indicates it may be in the best interest of the student to be retained.
- f. Student's physical and emotional health.
- g. Student's chronological age in relation to peer group.
- h. Parent's/guardian's understanding and input concerning student's retention.
- i. Demonstrated physical, social and emotional maturity commensurate with chronological age.
- j. Other assessment scores.

- j. **Administrative Recommendations**

The following decisions may be made:

- a. Promotion
- b. Retention*
- c. Promotion through completion of IEP objectives.
- d. Alternative program promotion
- e. Accelerated promotion
- e. Promotion with Remediation**.
- f. Mid-year promotion.

V. Student Progression Requirements in Grades 6-12.

A. Grading and Reporting Student Progress.

1. Enrollment in Courses.

- a. Students in grades 6, 7, and 8 who are following the regular Sunshine State Standards must be enrolled in basic education courses and/or in those exceptional education courses that parallel the regular program requirements listed in the Course Code Directory. They are graded according to the criteria established in the Student Progression Plan.
- b. Students in grades 6, 7, and 8 who are following the special Sunshine State Standards are enrolled in basic education and/or exceptional education courses and graded on criteria established by the IEP.
- c. Students in grades 9-12 pursuing a standard diploma must enroll in district approved basic education courses listed in the Course Code Directory. Students may apply exceptional education courses and/or vocational education courses as elective credits toward a standard diploma.
- d. Students in grades 9-12 pursuing a special diploma may enroll in courses listed in the Course Code Directory under Exceptional Student Education, Vocational Education, and/or Basic Education.
- e. The following factors should be considered when enrolling students in required and elective courses:
 - (1) Current level of functioning as indicated by the current IEP.
 - (2) Ability to master the course performance standards with accommodations as needed.
 - (3) Ability to master the regular or special Sunshine State Standards.

- (4) Selected diploma option as indicated or the current IEP.
- (5) Ability to meet all criteria for the diploma option selected.

2. Grading

- a. **Academic Grades for Students Enrolled Basic Education and/or Vocational Education.** Students enrolled in basic and/or vocational education courses, whether instructed by regular, vocational, or exceptional education teachers, must master the Sunshine State Standards established for the course as adopted by the district in order to receive credit for the course. Letter grades received for these courses shall be based upon grading guidelines established for regular education as outlined in the Student Progression Plan and the evaluation criteria indicated on the IEP. Determination of the specific grade a student receives must be based upon the teacher's best judgment after careful consideration of all data collected and aspects of each student's performance during a grading period.

3. Modifications to Basic Courses

- a. Modifications to basic 6-12 courses shall not include modifications to the curriculum frameworks or student performance standards. Accommodations may include any of the following:
 - (1) Instructional time may be increased or decreased.
 - (2) Instructional strategies may be varied.
 - (3) Special technological and/or adaptive systems may be used by the teacher of the students.
 - (4) Classroom and district test administration procedures and other evaluation procedures may be modified as specified on the student's IEP to accommodate the student's ability.

When modifying vocational courses, the particular outcomes and Sunshine State Standards which a student must master to earn credit may be modified and must be specified on the student's IEP.

4. Academic Grades for Exceptional Students Enrolled in Exceptional Student Education Courses.

- a. Exceptional students in grades 6, 7, and 8 enrolled in exceptional student education courses must master the objectives stated on the IEP.
- b. Exceptional students in grades 9-12 enrolled in exceptional student education courses must master the Sunshine State Standards established for the course as adopted by the district in order to receive credit for the courses. Mastery is defined as meeting the standards at the 65% accuracy level.

5. Procedures for Reporting Unsatisfactory Progress.

- a. Teachers should communicate with parents at any time during a grading period when the teacher feels, in their professional judgment that such communication may be beneficial to the student. However, if there is documentation that the exceptional student is failing to master the standards established for the course in which he/she is enrolled, the following steps shall be taken:
 - (1) If the student is enrolled in basic education and/or vocational education courses, the teacher shall indicate the use of any acceptable accommodation of teaching techniques.
 - (2) An interim progress report shall be sent to the parent or guardian at least four (4) weeks prior to the end of the grading period of all ESE students. Parents must also be notified when it becomes evident that the student's conduct or effort grades are unsatisfactory. A copy of the interim progress report must be retained by the exceptional student education department chairperson and/or appropriate exceptional student education teacher.

- (3) A conference may be requested by the teacher or parent to discuss student progress and, if appropriate, instructional setting alternatives.

6. Instructional Setting

- a. Changes in the instructional setting should be kept to a minimum.
- b. If the student is receiving instruction in a basic education course taught by a general education teacher, and it is determined that the student is unable to meet the established performance standards after course modifications have been implemented, consideration shall be given providing consultation and support facilitation to the general education class if this does not appear appropriate then re-scheduling the student, may need to be considered, into the same course taught by an exceptional education teacher. The IEP shall be updated to reflect any change in placement status and any change in the instructional program.
- c. If the student is receiving instruction in a basic education (content equivalent) course taught by an exceptional education teacher and is not demonstrating mastery of the performance standards for the course, consideration shall be given to re-scheduling the student into an exceptional education course after course accommodations have been implemented. Re-scheduling students who are in grades 9-12 into exceptional education courses may have an impact upon the student's ability to meet the requirements for a standard diploma; therefore, an IEP conference shall be held with the student's parent/guardian. At the IEP conference, the parent/guardian will be informed of the reason(s) for the proposed course change and the impact of the course change upon the student's diploma option. Any changes in the diploma option and/or instructional goals and objectives shall be indicated on the IEP and signed by the parent/guardian.
- d. If a student in grades 9-12 is enrolled in an exceptional education course and it has been documented that the performance standards for that

course are inappropriate to that student's needs and/or ability, then consideration shall be given to re-scheduling that student into a more appropriate basic, vocational, and/or exceptional education course within the same subject area discipline.

**B. Promotion and Retention at the Secondary School Level
Grades 6-12.**

1. Students who are following regular Sunshine State Standards shall be promoted based upon the requirements as outlined in the Student Progression Plan and the students who are following special Sunshine State Standards are promoted based upon a mastery of the objectives on the IEP and appropriate special Sunshine State Standards.
2. **Promotion and Retention of Students Grade 6-8:**
 1. **Screening Procedures:** Promotion will be considered for students who have met the following criteria:
 - a. **Grade Six:** Received a yearly passing grade in reading, language arts, writing, mathematics, science and social studies, and in at least one-half of all other courses taken during the year unless in a remedial program.
 - b. **Grade Seven:** Received a yearly passing grade in reading, language arts, writing, mathematics, science and social studies and in at least one-half of all other courses taken during the year unless in a remedial program.
 - c. **Grade Eight:** Received a yearly passing grade in reading, language arts, writing, mathematics, science and social studies and in at least one-half of all other courses taken during the year unless in a remedial program.
 - d. **All Grade Levels:** Satisfactory performance on state assessment.

3. **Teacher/Team Recommendations**

The subject area teacher shall report any possible student failure to the team by the end of the second quarter. The subject teacher's recommendation shall be the basis for the team to consider student promotion. The team shall consist of the student's subject area teachers, team leader and a principal designee.

Criteria for promotion:

- a. Daily performance and grades in reading, writing, language arts, science and mathematics in present and previous years.
- b. Reading, writing, language arts, mathematics and science management programs' assessment results which may be supplemented by teacher-made tests that contradict scores from standardized tests.
- c. Reading, writing, language arts, science and/or mathematics proficiency level as compared to grade level placement.
- d. Teacher's professional judgment which indicates it may be in the best interest of the student to be retained.
- e. Student's physical and emotional health.
- f. Student's chronological age in relation to peer group.
- g. Parent's/guardian's understanding and input concerning student's retention.
- h. Demonstrated physical, social and emotional maturity commensurate with chronological age.
- i. Other assessment scores.

4. **Administrative Recommendations**

The following decisions may be made:

- a. Promotion
- b. Retention*
- c. Promotion through successful completed IEP objectives.
- d. Alternative program promotion
- e. Accelerated promotion
- f. Promotion with Remediation**
- g. Mid-year promotion

* Retention is the assignment of a student to the same grade level for the next school year. If a

student is retained, it must be in a program different from the previous year's program. The new program must take into account the student's learning style. Social promotion is prohibited.

** If a student has failed to complete grade level requirements, the principal may determine that placement in the next grade level may be in the best interest of the student. A student may be promoted and remediated during the following year with more intensive intervention and remediation strategies specified in a revised Academic Improvement Plan. The student's cumulative record and report card shall indicate Promotion with Remediation. The name of the school administrator who authorized the placement and the reason for doing so shall be recorded in the student's cumulative record and, in the event of a school transfer, specifically directed to the principal of the receiving school.

5. **Promotion and Retention of Students Grades 9-12:**
The time required to complete the secondary program (Grades 9-12) will depend upon the time necessary for the student to earn the required number of credits for the selected diploma option and to demonstrate mastery of the required regular or special Sunshine State Standards. Promotion is based upon the student's ability to earn the required number of credits for each grade level. Students who achieve their 21st birthday before the end of the current school year may remain in school until the end of the school year.

C. Graduation Requirements.

1. A student may exit high school with a Standard or Special Diploma Option 1 or Special Diploma Option 2, International Baccalaureate Diploma, Three Year Standard Diploma Option, GED/FCAT Exit Option Diploma. If a student does not fulfill criteria for a diploma, the student may exit high school with either a Certificate of Completion or a Special Certificate of Completion.
2. The selection of a diploma option must take place at an IEP conference during the eighth grade. Since the selection of a diploma option will have a significant impact upon the student's high school curriculum, parents must be involved in the decision making process. They must be informed about

course/credit requirements for each diploma option. The diploma option selected at the IEP conference must be noted on the IEP.

3. Subsequent IEP conferences should address the academic performance in relation to the diploma option selected. Changes in the diploma option must be noted on the IEP and signed by the parent/guardian.

D. Types of Diplomas.

1. Standard Diploma – Eligibility and Requirements.

- a. All students may be given the opportunity to meet the requirements for a standard diploma. If a student is seeking a standard diploma, it must be so indicated on the current IEP.
- b. The standard diploma shall be awarded to any student who has satisfactorily completed the high school program and has met all local and state requirements for graduation. The standard diploma will be awarded to students who have:
 - (1) Demonstrated mastery of Florida Sunshine State Standards for the regular program through successful performance.
 - (2) Passage of the Florida Comprehensive Assessment Test (FCAT)
 - (3) Successfully completed the required credits in grades 9-12. Students may meet the elective credit requirements by earning credits in basic, vocational, or exceptional student education courses. Specific course/credit requirements for a student diploma are delineated in the Student Progression Plan (see Student Progression Plan).
 - (4) **2002-2003 Waiver of Florida Comprehensive Assessment Test (FCAT) Graduation Requirement for Student with Disabilities.**

The Enhanced New Needed Opportunity for Better Life and Education for Students with

Disabilities (ENNOBLES) Act, passed by the 2003 Legislature, requires that each district school board 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.

The ENNOBLES Act also provides, at section 1003.43(11)(b), Florida Statutes, for the waiver of the FCAT requirement for graduation with a standard diploma for certain students with disabilities who have met all other requirements for graduation with a standard diploma, except a passing score on the FCAT. In order for the FCAT graduation requirement to be waived, the IEP team must meet during the student's senior year to determine whether or not the FCAT can accurately measure the student's abilities, taking into consideration allowable accommodations. Sections one through five of the following information must be completed for the student being considered for the FCAT waiver.

In order to be considered for the waiver from the FCAT graduation requirement, the student must: 1) be identified as a student with a disability, as defined in section 1007.02(2), Florida Statutes; 2) have an individual educational plan (IEP); 3) be a senior for whom the FCAT is the graduation test; and 4) have met the state's 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

2. Special Diploma – Eligibility and Requirements.

- a. The following exceptional students may be given the opportunity to seek a special diploma:
 - Intellectual Disability
 - Deaf or Hard of Hearing
 - Specific Learning Disability

- Physically Impaired (Other Health Impaired, Orthopedically Impaired, Traumatic Brain Trauma)
 - Emotional/Behavioral Disability
 - Autism Spectrum Disorder
 - Dual-Sensory Impaired
 - Speech Language Impaired (Language Impaired)
- b. Students enrolled in programs for the Visually Impaired, Speech Language Impaired (Speech Impaired) and Gifted are not eligible for a special diploma.
- c. The Individual Education Plan (IEP) Committee shall document on the IEP if the student is pursuing a course of study leading to a special diploma. The decision regarding the diploma option must occur during the student's eighth grade year or prior to the student's 16th birthday, whichever comes first. Parents must again be notified in writing of the diploma options available under this rule prior to administration of grade 10 Florida Comprehensive Assessment Test (FCAT). Parents are notified at the IEP Conference of the diploma option. The Diploma option is identified on the student's IEP.
- d. If students have graduated under a Special Diploma Option, they can continue to attend school under an IEP until the end of the semester in which they reach their 22nd birthday.
- e. There are two options by which a student may earn a special diploma: Option 1 is based on mastery of all Student Performance Standards; and Option 2 is based on Employment and Community Competencies.
- 1) **Mildly Handicapped** may include the following: SLD, ID, E/BD, PI, and SLI (Language Impaired).

(a) Special Diploma **Option 1** (Based Upon Student Performance Standards requirements):

- Mastery of Special Sunshine State Standards will be determined by the student's teacher through the use of alternate assessment devices.
- Written documentation on District Tracking Form. District Tracking Form will be kept in teacher's classroom and placed in student's ESE file at the end of the school year.

(b) Specific Course/Credit Requirements for a Special Diploma for the Mildly Handicapped:

(1) Specific course/credit requirements for a special diploma for the mildly handicapped:

Comprehensive High Schools

26 Credit Diploma

4- Language Arts/Life Skill Communications or above

4- Math Life Skills or above; and/or Career Experience/Preparation

3- Life Skills Science or above; and/or Career Experience/Preparation

3- Life Skills Social Studies 9-12 or above, and/or Career Experience/Preparation

½-Life Skills Management

1- Fine Arts OR

1- Voc. Prac. Arts OR ½ credit of each

½ -Physical Education

Spectrum Jr/Sr High School/Challenger/Sandy Pines/Martin Girls Academy/Indiantown Teen Parent Center

24 Credit Diploma

4- Language Arts/Life Skill Communications or above
4- Math Life Skills or above and/or Career Experience/Preparation

3- Life Skills Science or above, and/or Career Experience/Preparation

3- Life Skills Social Studies or above, and/or Career Experience/Preparation

½- Life Skills Management

½- Personal Fitness

½- Physical Education

½-Personal Fitness

15 ½ Required

10 ½ Electives

26 Credits

1- Voc. Prac. Arts OR ½
credit of each

15 ½ Required

8 ½ Electives

24 Credits

- (2) * The required credits in social studies and/or science can be waived for students who may be eligible for a special diploma

** As determined at the IEP conference; should include vocational courses, whenever appropriate to the needs of the students.

18 Credit Diploma

4- English

3- Math

3- Science

3- Social Studies

2- Foreign Language

3- Elective

(c) **Option 2**

(Based on Employment and Community Competencies Requirements):

- (1) The student:
- (a) Must be 16 years of age
 - (b) Must be successfully employed in the community for a minimum of one semester, at or above minimum wage.
 - (c) Achieve all of the annual goals and short-term objectives related to employment and community competencies specified by the Transition IEP.
 - (d) Demonstrate mastery of the competencies specified in the training plan.

- (2) Components of the Training Plan are as follows:
- (a) Must be developed and signed by the student's parent, teacher, and employer prior to the student's placement on the job;
 - (b) Identify the competencies the student is expected to demonstrate related to employment;
 - (c) Identify the competencies needed by the student related to living in the community;
 - (d) Identify the criteria used to determine student's mastery of employment and competencies;
 - (e) Identify the work schedule and the number of hours to be worked per week (note- the student is expected to work full-time – more than 20 hours per week, unless physically or emotionally incapable as a consequence of the student's disability);
 - (f) A description of the student's supervision related to employment including where and frequency.

E. Documentation of Mastery of Special Sunshine State Standards

- (1) Special Sunshine State Standards – Verification of current Sunshine State Standards (SSS) are documented through successful completion of course/credit requirements.

F. The State Standards for Special Diploma

- 1. The State Standards for Special Diploma are organized around four domains:

Curriculum and Learning environment,
Independent Functioning,
Social and Emotional Behavior, and
Communication

- 2. **Curriculum and Learning Environment**

The curriculum and Learning Environment Domain reflects the academic and vocational subject areas included in the general curriculum.

- (a) **Strand A: Sunshine State Standards**

- (1) **Standard 1:** The student participates and makes progress in the Sunshine State Standards as appropriate for the individual student.

- (b) **Strand B: Functional Academics**

Functional Academics include skills in the areas of reading, writing, listening, speaking, viewing, mathematics, and problem solving.

- (1) **Standard 1:** The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.
 - (2) **Standard 2:** The student expresses information effectively using oral, print, or visual formats for a variety of purposes.
 - (3) **Standard 3:** The student identifies and applies mathematical concepts and processes to solve problems.

- (4) **Standard 4:** The student uses systematic approaches when solving problems.

(c) **Strand C: Life Work**

Life Work addresses workplace competencies relating to job preparation, task management, use of tools and technology, and employability skills.

- (1) **Standard 1:** The student recognizes opportunities and responsibilities in the workplace.
- (2) **Standard 2:** The student demonstrates skills and competencies needed for employment.

3. Independent Functioning

Independent Functioning is the aim for post-school and adult living. The content centers around the knowledge and skills needed to take care of personal needs and to participate effectively in the community. Essential to independent functioning is the ability to manage important decisions and behave in ways that meet social expectations.

(a) **Strand A: Personal Care**

Personal Care includes the skills and knowledge associated with personal daily living and care, as well as obtaining community resources.

- (1) **Standard 1:** The student engages in productive and leisure activities for use in the home and community.
- (2) **Standard 2:** The student accesses and used community resources and services.

(b) **Strand B: Self-Management**

Self-Management encompasses personal planning and decision making and appropriate conduct in daily living and work roles.

- (1) **Standard 1:** The student manages personal, career, and other life decisions.

- (2) **Standard 2:** The student demonstrates conduct that complies with social and environmental expectations.

4. **Social and Emotional Behavior**

The Social and Emotional Behavior Domain focuses on working in groups and developing interpersonal relationships.

(a) **Strand A: Working with Others**

Functioning effectively in formal and informal group situations requires that individuals understand the implicit and explicit rules and expectations. Using effective interpersonal skills is the key to success in this area.

- (1) **Standard 1:** The student contributes to overall effort of the group.
- (2) **Standard 2:** The student uses acceptable interpersonal skills when interacting with others.

5. **Communication**

Communication addresses the ability to participate effectively in communication cycles. Competencies related to communication and language are also described in the Curriculum and Learning Environment in Standards 1 and 2 for Strand A: Functional Academics and in the Social and Personal Domain in Standard 1 on interpersonal communication.

(a) **Strand A: Communicating with Others**

Effective communication skills enable individuals to express their thoughts and needs and respond to interactions with others. Language facilitates successful completion of daily activities.

- (1) **Standard 1:** The student effectively communicates with others.
- (2) **Moderately Handicapped** may include the following exceptionalities: Intellectual Disability; Deaf or Hard of Hearing; Physically Impaired; and Autistic Spectrum Disorder.

a. Special Diploma Option 1

- (1) Specific Course/Credit Requirements for Special Diploma for the Moderately Handicapped.

Special course/credit requirements for a special diploma for students functioning at moderately handicapped levels similar to the trainable mentally handicapped:

Academic Skills	4	Credits
Communication Skills	4	Credits
Personal Home and Living Skills	2	Credits
Leisure and Recreational Skills	2	Credits
Vocational	4	Credits
Electives	8	Credits
Total	24	Credits

- (2) Documentation of Mastery of Special Sunshine State Standards Verification of current Sunshine State Standards are documented through successful completion of course/credit requirements.
- (3) The State Standards for Special Diploma See page 70 of Pupil Progression for mildly handicapped

(b) Special Diploma Option 2 (Based on Employment and Community Competencies Requirements):

- (1) The student:
- (a) Must be 16 years of age
 - (b) Must be successfully employed in the community for a minimum of one semester, at or above minimum wage.
 - (c) Achieve all of the annual goals and short term objectives related to employment and community competencies specified by the Transition IEP.
 - (d) Demonstrate mastery of the competencies specified in the training plan.

- (2) Components of the training plan are as follows:
 - (a) Must be developed and signed by the student, student's parent, teacher and employer prior to the student's placement on the job.
 - (b) Identify the competencies the student is expected to demonstrate related to employment.
 - (c) Identify the competencies needed by the student related to living in the community.
 - (d) Identify the criteria used to determine student's mastery of employment and competencies.
 - (e) Identify the work schedule and the number of hours to be worked per week (note- the student is expected to work full-time – more than 20 hours per week, unless physically or emotionally incapable as a consequence of the student's disability).
 - (f) A description of the student's supervision related to employment including where and frequency.

- (3) Profoundly Handicapped may include the following exceptionalities: Autism Spectrum Disorder, Intellectual Disability and Physically Impaired
 - (a) Specific course/credit requirements for Special Diploma for the Profoundly Handicapped course/credit requirements for students enrolled in programs for the Profoundly Handicapped shall be determined at the IEP conference. Courses designed to meet the unique needs of each student will be selected. A minimum of 20 credits is required.
 - (b) Documentation of Mastery of Special Sunshine State Standards.
 - (c) Sunshine State Standards
Verification of current Sunshine State Standards are documented through successful completion of course/credit requirements.
 - (d) Revised Student Performance Standards
PH – The determination of the requirements for a Special Diploma for students identified as PH (Profoundly Handicapped) shall be consistent

with the requirements for any other exceptional students identified in this rule and shall be specified in the student's IEP.

**(c) Special Diploma Option 2
(Based on Employment and Community Competencies Requirements):**

- (1) The student:
 - (a) Must be 16 years of age.
 - (b) Must be successfully employed in the community for a minimum of one semester, at or above minimum wage.
 - (c) Achieve all of the annual goals and short term objectives related to employment and community competencies specified by the Transition IEP.
 - (d) Demonstrate mastery of the competencies specified in the training plan.

- (2) Components of the Training Plan are as follows:
 - (a) Must be developed and signed by the student, student's parent, teacher, and employer prior to the student's placement on the job.
 - (b) Identify the competencies the student is expected to demonstrate related to employment.
 - (c) Identify the competencies needed by the student related to living in the community.
 - (d) Identify the criteria used to determine student's mastery of employment competencies.
 - (e) Identify the work schedule and the number of hours to be worked per week (note- the student is expected to work full-time – more than 20 hours per week – 600 hours for employment required, unless physically or emotionally incapable as a consequence of the student's disability).
 - (f) A description of the student's supervision related to employment including where and frequency.

G. Types of Certificates

1. **Certificate of Completion.** According to statute, a student who has met all requirements for graduation except for passing the Grade 10 Florida Comprehensive Assessment Test (FCAT) as set forth by the State Board of Education, shall be awarded a Certificate of Completion.
2. **Special Certificate of Completion.** According to statute, a student who has met the annual credit requirements as specified for a special diploma, but fails to master the specified Sunshine State Standards appropriate to the student's exceptionality.

Exceptional Students who are Exempt from Meeting the Annual Credit Requirements, properly classified as Profoundly Handicapped (Profoundly mentally handicapped, deaf-blind, autistic, severely emotionally disturbed) may be awarded a Special Certificate of Completion provided the following requirements have been met:

- Attained the age of 18.
- Enrolled in ESE for at least two years.
- Demonstrated mastery of IEP goals and objectives.

H. Additional Student Progression Requirements.

- a. **Special Diploma Vocational Conference.** At the end of 8th grade, or the beginning or before the end of the 9th grade, students must participate in a vocational education review conference held in conjunction with the annual IEP review conference. The ESE Department chairperson/designee, vocational teacher, or vocational department chairperson, counselor, student, and parent/guardian should attend. A review of the student's vocational interest and aptitude should take place in order to best determine the appropriate vocational training program for the exceptional student in grades 10 to 12.
- b. A transition plan for the student who is 16 years of age or older or below age 15 and in need of a transition plan will be developed as part of the student's IEP. Transition services are a coordinated set of activities for a student with disabilities designed within an outcome-oriented process that

promotes movement from school to post-school activities, which may include post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services independent living, or community participation.