

**SCHOOL BOARD
OF
ST. LUCIE COUNTY**

**STUDENT
PROGRESSION PLAN**

2008-2009

ELEMENTARY AND SECONDARY

MICHAEL LANNON
Superintendent

Board of Education

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STUDENT PROGRESSION PLAN

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I. ELEMENTARY EDUCATION: Grades K - 5

I. ELEMENTARY EDUCATION: Grades K - 5

A. GENERAL REQUIREMENTS AND PROCEDURES FOR ADMISSION AND PLACEMENT

1. AGE REQUIREMENTS

Florida law requires that all children who have attained the age of six (6) years or will have attained the age of six (6) years by February 1 of any school year or who are older than 6 years of age, but who have not yet attained the age of eighteen (18) years are required to attend school regularly during the entire school term. (F.S. 1003.21)

Regular attendance as required by statute may be fulfilled by attendance in:

- a. a public school supported by public funds;
- b. a parochial, religious, or denominational school;
- c. a private school supported in whole or in part by tuition charges, endowments, or gifts; or
- d. a home education program that meets the requirements of state statute.
(F.S. 1003.01)

Children who have attained the age of five (5) years on or before September 1 of the school year shall be eligible for admission to public kindergarten under the rules prescribed herein. Children who have attained the age of four (4) years on or before September 1 of a school year are eligible for admission to prekindergarten early intervention programs during that school year subject to availability and the rules prescribed by the School Board of St. Lucie County.

Children with disabilities who have attained the age of three (3) years shall be eligible for admission to public special education programs and for related services under rules adopted by the School Board. (F.S. 1003.21)

An eligible exceptional student maybe enrolled in one (1) or more of the following programs.

- a. Deaf or Hard of Hearing
- b. Speech/ Impaired
- c. Visually Impaired
- d. Language Impaired
- e. Developmentally Delayed
- f. Orthopedically Impaired
- g. Other Health Impaired
- h. Traumatic Brain Injured
- i. Autism Spectrum Disorder
- j. Specific Learning Disabled
- k. Dual Sensory Impaired
- l. Hospitalized/Homebound

2. DOCUMENTATION REQUIRED FOR ADMISSION

The parents of students seeking admission to St. Lucie County schools must provide the following documentation:

- a. Evidence of birth date; one of the following:
 - (1.) birth certificate
 - (2.) baptismal certificate showing the date of birth
 - (3.) an insurance policy on the child's life, which has been in force for two or more years
 - (4.) a bona fide contemporary Bible record of the child's birth accompanied by an affidavit sworn to by the parent
 - (5.) a passport or certificate of arrival in the United States showing the age of the child
 - (6.) a transcript of record of age shown in the child's school record of at least four (4) years prior to application, stating date of birth or
 - (7.) failing any of the above, an affidavit of age sworn to by the parent accompanied by a certificate of age signed by a public health officer or other designated licensed practicing physician that states that the child has been examined by the same and this individual believes that the age as stated in the affidavit is substantially correct. (F.S.1003.21)
- b. Evidence of a recent physical examination, within one year of enrollment in school.
- c. Certification of required immunization for poliomyelitis, diphtheria, rubella, rubeola, chicken pox/varicella, pertussis, mumps, tetanus, series of hepatitis B and other communicable diseases, as determined by rules of the Department of Health and Rehabilitative Services. (F.S. 1003.22)

3. PLACEMENT OF STUDENTS

- a. A child who has attained the age of six (6) years on or before September 1 of the school year shall be admitted to the first grade upon satisfactory completion of a kindergarten program in a public or non-public school. No child shall be admitted or promoted to first grade until such child has satisfactorily completed kindergarten or otherwise satisfies the criteria for admission.

Students entering St. Lucie County Schools from schools in other Florida districts or from out-of-state schools shall be admitted to the grade level designated by the educational institution from which the student is transferring in accordance with a reciprocal agreement. If official records are not immediately available, the principal of the receiving school shall temporarily place the student according to the information available.

- b. Exceptional Student Education:

(ESE) students with disabilities (State Board of Education Rule 6A-6.0334)

1. A transferring exceptional education student with a disability is one who was previously enrolled as an exceptional student in any other school or agency and who is enrolling a Florida school district or in an educational program operated by the Exceptional Student Education Department through grants or contractual agreements.
2. An ESE student with a disability who is transferring from an out-of-state public school who has a current IEP/EP and evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs may be placed immediately in the appropriate educational program(s) without temporary assignment.
3. An ESE student who is transferring from out-of-state and does not meet the district's criteria for dismissal from an ESE program will be placed immediately in the appropriate educational program(s), without temporary assignment. In both cases, the receiving school **must** review the current IEP/EP and may revise the document as necessary.

Note: Students in programs for intellectual disabilities and gifted must meet Florida eligibility criteria for permanent placement.
(Please refer to the SLC Manual for Admission and Placement for further information regarding the placement of transfer students.)

B. PROGRESS THROUGH THE ELEMENTARY GRADES (K-5)

1. GENERAL PROCEDURES

a. Academic Requirements (F. S. 1008.25)

- (1.) Each school district must:
 - (a.) Establish expected levels of performance at each grade level for students in reading, writing, mathematics and science based on achievement of the appropriate Sunshine State Standards benchmarks;
 - (b.) Assess students' achievement of the expected levels and identify those students not meeting expectations at each grade;
 - (c.) Provide further diagnosis of such students to identify their areas of academic need, and
 - (d.) Provide remediation through School Progress Monitoring Plan until the deficiencies are remediated.

b. Required Instruction (F. S. 1003.42)

- (1.) Members of the instructional staff of the public schools, subject to the rules and regulations of the state board and of the school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction the following:
 - (a.) The content of the Declaration of Independence and how it forms the philosophical foundation of our government;
 - (b.) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers;
 - (c.) The essentials of the United States Constitution and how it provides the structure of our government;
 - (d.) Flag education, including proper flag display and flag salute;
 - (e.) The elements of civil government;
 - (f.) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions;
 - (g.) The history of African-Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African-Americans to society;
 - (h.) The elementary principles of agriculture;
 - (i.) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind;
 - (j.) Kindness to animals;
 - (k.) The history of the state;
 - (l.) The conservation of natural resources;
 - (m.) The study of Hispanic contributions to the United States;
 - (n.) The study of Women's contributions to the United States; and
 - (o.) The study of the sacrifices that veterans have made in serving the country and protecting democratic values worldwide. (Instruction must occur before Veteran's Day and Memorial Day.) Amends (F.S 1003.42)
 - (p.) Such additional materials, subjects, courses, or fields in such grades as may be prescribed by law or by rules of the state board and the school board in fulfilling the requirements of law; and

- (q.) The last full week of classes in September, is designated, as Celebrate Freedom Week, consisting of at least 3 hours of appropriate instruction, in each social studies class on the intent, meaning, and importance of the Declaration of Independence. On each school day during this week, public school principals and teachers are required to conduct an oral recitation by students of the following excerpt of the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed." The bill provides that, upon written request by a student's parent, the student must be excused from participating in the recitation of the Declaration of Independence. (F.S. 1003.421)
 - (r.) Each school will implement a program of character development, such as Character First, which is secular in nature and stresses such qualities as attentiveness, patience and initiative.
 - (s.) Elementary students are required to have 150 minutes of Physical Education weekly. Middle school students are encouraged to 225 minutes of Physical Education per week. (House Bill 967)
 - (t.) Comprehensive health education that includes personal health, nutrition, prevention and disease control, drug and alcohol abuse, family life, sexual abstinence as the expected standard, and emotional health.
- (2.) State and district school officials shall furnish and put into execution a system and method of teaching the true effects of alcohol and narcotics on the human body and mind, provide the necessary textbooks, literature, equipment, and directions, see that such subjects are efficiently taught by means of pictures, charts, oral instruction, and lectures and other approved methods, and require such reports as are deemed necessary to show the work which is being covered and the results being accomplished.
 - (3.) Each school will implement a program of character development, such as Character First, which is secular in nature and stresses such qualities as attentiveness, patience and initiative.
 - (4.) Any child whose parent presents to the school principal a signed statement that the teaching of disease, its symptoms, development, and treatment, and the viewing of pictures or motion pictures that teach about disease, conflict with the religious teachings of the child's religious affiliation, is exempt from such instruction; and a child so exempted may not be penalized by reason of that exemption.

Required instruction for students in Grades K-5 may be provided through regularly scheduled classes in the following areas:

- (a.) Art
- (b.) Computer Literacy
- (c.) Drug Education and Health Education (Required by State of Florida's Comprehensive Health Education and Substance Abuse Prevention Act)
- (d.) Health & Safety
- (e.) Language Arts
- (f.) Mathematics
- (g.) Music
- (h.) Physical Education
- (i.) Reading
- (j.) Science
- (k.) Social Studies (Includes a unit of Florida History in 4th grade and a unit of American History in 5th grade)

NOTE: Beginning with the 2006-2007 school year, all fourth and fifth grade students will be required to complete a science project to showcase research on a specific topic.

c. Determination of Competencies

Student progression is based upon an evaluation of the student's achievement in terms of appropriate instructional goals. Methods for determining a student's attainment of competencies identified by the Sunshine State Standards for general education and/or exceptional education student shall include, but not be limited to:

- (1.) Teacher assessment of student progress employing both formal and informal assessment techniques;
- (2.) Assessment of progress as indicated by the student's performance on state and district tests (testing instruments administered to an exceptional education student must be appropriate and modified if necessary, based on the child's exceptionality);
- (3.) Teacher observations of the student. (F.S.6A-1.942 (c) 3, 6A-1.951(a)1)
- (4.) Benchmark Testing
 - (a) Purpose of Benchmark Testing - the tests are designed to monitor the progress students' mastery of the tested benchmarks on the FCAT in reading, mathematics, and science as aligned to the district's scope and sequence in these tested subject areas. The data from the performance of students on these tests will be used by teachers to guide instruction and assist administrators in monitoring the growth in student learning within classrooms, grade levels, and school sites.
 - (b) Students in grades 3-10 in reading and mathematics and grades 3-11 in science will take the benchmark progress monitoring tests. Students in grades 11-12 who have not passed the FCAT will also be required to take the benchmark tests.

- (c) Quarterly benchmark testing will serve as an instrument to monitor progress and achievement of the Sunshine State Standards for students in grades 3-5. The benchmark tests are aligned with the district Scope and Sequence for Mathematics, Reading and Science 3-5. Grades for students in elementary grades 3-5 will be determined by the following calculations.
 - (d) Benchmark Tests for 2006-2007 will be “value-added” in that they will add points to a student’s report card grade in the following manner: The points will be added to the teacher’s nine week grade to arrive at the final Quarter grade. Benchmark Scores of: 90-100 will add 10 points; 80-89 will add 5 points; 70-79 will add 3 points; 60-69 will add 2 points; 50-59 will add 1 point; 0-49 will add 0 points.
 - (e) For ESE students the following applies as it relates to benchmark testing:
 - i. Any student with a disability exempted from FCAT and alternately assessed will be exempted from the benchmark tests.
 - ii. Any student with a disability following a modified (not parallel) ESE curriculum in any setting but participating in FCAT for exposure will take the benchmark tests. The grade will not be averaged for a final grade. (Classes with 7 million course codes indicate a modified curriculum. Students with Individual Education Plans specifically directing special diploma standards be taught in a general education setting may be considered in this category.)
 - iii. Any student with a disability participating in an ESE course addressing a parallel curriculum to a general Ed course will take the benchmark tests and the grade will be averaged using the standard district criteria.
 - iv. Any student with a disability participating in the general education curriculum in the general education classroom will take the benchmark tests and the grade will be averaged using the standard district criteria.
- (5) (F.S. 1008.25)
- (a) Student progress from grade to grade will be based on achievement. A student may not be promoted based on age or other factors that constitute social promotion. When a student is retained, he or she must receive an intensive program that is different from the previous year’s program. A school district must consider an alternative placement* for a student who has been retained for 2 or more years. The State Board of Education must adopt rules to address the promotion of Limited English Proficient (LEP) and Exceptional Student Education (ESE). The DOE must study the effect of mobility on the performance of highly mobile students.

* Alternative Placement could be, but not limited to the following:

Summer School
Extended Day or Year

Any student who exhibits substantial deficiency in reading skills before the end of grade 1 must be given intensive reading instruction immediately. Such instruction shall continue until the deficiency is remedied. If the student's reading deficiency is not remedied by the end of grade 3, and the student scores below level of (2) two on the FCAT test in reading, the student must be retained, unless the student is eligible for Good Cause Exemption. (see page 16) A student who is retained has the option to retake the SAT 10 at the end of summer camp. If the student scores 45 percentile on the SAT 10, the student will be promoted. If the student does not score 45 percentile, but scores from 35 percentile to 44 percentile, then the student should be placed in a 3 - 4 combo class and given the opportunity to retake the SAT 10 in December of that school year. If the student scores 45 percentile in December, then they can be promoted to the fourth grade. (Note: The timeline for retakes of the SAT 10 is every 150 days.)

(b) K-12 Reading Plan (Elementary)

In compliance with the policy and guidance developed by the Just Read, Florida! Office for district implementation of the Florida Education Finance Program (FEFP) Reading Allocation, St. Lucie County has developed a Comprehensive K-12 Reading Plan that will be implemented beginning with the 2005-2006 school year. This plan addresses the instructional materials, assessments, and interventions for meeting the reading needs of all students (Appendix N).

d. Responsibility

The primary responsibility for determining each student's level of performance and ability to function at the next grade level is that of the classroom teacher, subject to review and approval of the principal. School districts shall not allow schools to exempt students from academic performance requirements based on practices or policies designed to encourage student attendance.

e. Parent Notification (F.S. 1008.25(8))

In addition to the requirements of mandatory retention of students in grade 3 if their reading deficiency is not remediated, 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.

In addition to MIS interim progress reports and report cards, parents must be notified in writing or by documented phone calls at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignments. The teacher must maintain all documentation of the parent contact for one year. The opportunity for a conference with the teacher or principal must be provided for the parents of any child who is being considered as a candidate for retention.

It is a parent and the student right to be notified immediately of a K-3 student who exhibits a reading deficiency with a description, understandable to the parent, of the exact nature of the difficulty. The parent must be consulted concerning the School Progress Monitoring Plan. The parent then must be informed that the student will be given intensive reading instruction until the deficiency is corrected. 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.

Beginning with the 2004–2005 school year, a parent of any third grade retained student must be notified in writing that the child has not met the proficiency level required for promotion and the reasons the child is not eligible for good cause exception. This notification must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of the reading deficiency (See Appendix R for copy of parent notification letter).

Parents must be informed that the FCAT is not the sole determiner of promotion and that the following are considered as additional evaluations to determine if the child is reading at or above grade level: additional evaluations, portfolio reviews and other assessments.

A student's final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion. For students with disabilities parents will be notified of student's progress on Individual Educational Plan annual goals as well as receive reports of progress according to the same frequency as parents of non-disabled students.

Beginning with the 2001-2002 school year, 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 3-10.
- (4) Information on the total number of students who were promoted for good cause as specified in paragraph (6) (b).
- (5) Any revisions to the district school board's policy on student retention and promotion from the prior year.

- f. **IEP ANNUAL GOAL PROGRESS REPORTS FOR EXCEPTIONAL STUDENT EDUCATION:** Annual Goal Progress Reports for Individual Education Plan (IEP) annual goals must be provided to parents to communicate student progress toward annual goals. IEP Progress Reports must be provided at least as often as that of general education students in their assigned school or more frequently as identified by the IEP. This requirement is in addition to the academic progress reports and report cards (Rule 6A-6.03028).

(2) **PROMOTION**

a. **General Requirements**

The purpose of the instructional program in the schools of St. Lucie County is to provide appropriate instructional and selected services to enable students to perform at or above their grade level academically. Promotion, however, is based primarily on student achievement and is not automatic. A student may not be promoted based on age or other factors that constitute social promotion. (F.S. 1008.25)

Decisions regarding student promotion, retention and good cause placement are primarily the responsibility of the individual school's professional staff. The final decision in regard to grade placement is the responsibility of the principal. Mandatory retention is necessary for third grade students who score Level I on the FCAT Reading unless they qualify for good cause exemption or score in the 45th percentile on the SAT 10.

b. **Grades K-5**

Student promotion in St. Lucie County is based upon evaluation of each student's achievement in terms of appropriate instructional goals. The determination should reflect teacher judgment based upon the following:

- (1) successful progress in the county adopted curriculum,
- (2) progress monitoring,
- (3) classroom assignments,
- (4) daily observation,
- (5) standardized tests, and
- (6) other objective data.

The primary responsibility for determining each student's level of performance and ability to function academically, socially and emotionally at the next grade level is that of the classroom teacher, subject to review and approval of the principal.

c. Student Performance Levels for Reading, Writing, Mathematics, and Science

(F.S. 1008.25(2) (a)) requires that the district define specific levels of performance in reading, writing, science and mathematics for each grade level except kindergarten. These levels of performance will be used to identify students who must receive remediation and may be retained.

In compliance with the School Boards Goal 1: Student Performance and Florida Statute (F.S. 1008.25(2) (a)), students will be identified as performing at one of three levels which indicates student achievement:

- (1) above grade level,
- (2) at grade level, or
- (3) below grade level.

Performance levels are determined by various indicators that will include, but are not limited to, multiple measures using appropriate grade-level assessments as well as teacher judgment.

d. Mid-Year Promotion Criteria for Retained Third Graders

Definition: Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

Tools to measure Proficiency will be:

Third Grade SAT 10 – students can demonstrate proficiency by retaking the SAT 10 the first week of December and scoring in the 45th percentile or higher using spring norms.

OR

Portfolio that would contain the Harcourt Holistic Assessments with 70% correct in all benchmarks assessed.

Determination of Promotion:

After assessments have been administered and results show the student is on grade level, the teacher will recommend promotion to the principal. The principal will review promotion criteria and be responsible for the final decision on retention or promotion at that time.

Note: Students promoted during the school year after November 1st must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT in order to be promoted.

e. Required Program of Study - K-5

Grades K-5 promotion should be based on successful progress as indicated by report cards, District and State assessments, daily assignments, teacher observation, satisfactory performance in grade-level curriculum and other data.

f. Teacher Judgment

The teacher must provide compelling, verifiable evidence when student performance on appropriate grade-level assessments is not believed to be indicative of daily classroom performance.

1) Documentation of teacher judgement is evidenced by the following

A. Tests

- Teacher-developed
- District-developed
- State
- National
- Textbook

B. Assessment activities

- Portfolio samples of student daily work
- Records on observations of oral and written student work (for ex., classroom participation, completion of assignments, quality of work.)
- Student projects and/or presentations
- Student research activities

2) Teachers will assess student performance based on assignments and classroom participation. A variety of assessment procedures will be used to determine mastery standards for promotional purposes. Teachers shall maintain adequate documentation and evidence of student work.

- 3) Teachers are encouraged to maintain a portfolio of students' daily assignments, writing journals, reading samples, classroom observation, etc., to document student performance.
- 4) A student portfolio contains a systematic collection of evidence used by the teacher to monitor the student's academic growth over a period of time. Portfolio assessment shall be defined in terms of the following characteristics:
 - A. Ongoing;
 - B. multidimensional, providing a variety of measures;
 - C. student-centered; and
 - D. authentic, requiring students to apply what they have learned.

g. Possible Grade Level Assessments

Each elementary school must regularly assess the reading ability of each K-3 student.

(1) Kindergarten Indicators

A screening program for all kindergarten students will be administered yearly within the first 20 days of school. The screening instrument is: School Readiness Uniform Screening System (SRUSS)

Other assessments that may be utilized are:

- (1) Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- (2) Fox In The Box
- (3) Individual Reading Inventory

(2) Grades 1-2

- (1) DIBELS
- (2) DIBELS Oral Reading Fluency (DORF)
- (3) Fox In The Box
- (4) Individual Reading Inventory
- (5) Star Test
- (6) Scholastic Reading Inventory (SRI)

(3) Grade 3

- (a) DORF
- (b) Diagnostic Assessment of Reading (DAR)
- (c) FCAT Reading
- (d) FCAT Math
- (e) Individual Reading Inventory
- (f) Star Test
- (g) Scholastic Reading Inventory (SRI)

- (4) Grade 4
 - (a) FCAT Reading,
 - (b) FCAT Math
 - (c) FCAT Writing
 - (d) DAR
 - (e) Individual Reading Inventory
 - (f) Star Test
 - (g) Scholastic Reading Inventory (SRI)

- (5) Grade 5
 - (a) FCAT Reading
 - (b) FCAT Math
 - (c) FCAT Writing
 - (d) FCAT Science
 - (e) DAR
 - (f) Individual Reading Inventory
 - (g) Star Test
 - (h) Scholastic Reading Inventory (SRI)

h. Promotion of ESE Students

- 1) Students with disabilities who are following the New Generation Sunshine State Standards/Sunshine State Standards are expected to meet the same promotion requirements as their non-disabled peers at the appropriate grade levels (see General Education Requirements for Promotion).
- 2) Students with disabilities for whom the IEP team has determined should follow a modified curriculum must master the appropriate Performance Standards, Sunshine State Standards for Special Diploma, access points, or other appropriate standards) or have results of specific remediation strategies documenting mastery in their Individual Educational Plans prior to promotion to each grade level. The teacher(s) of record is responsible for the assessment, remediation, and documentation of appropriate Performance Standards, and/or Sunshine State Standards for a Special Diploma and access points.
- 3) The following factors must be considered for promotion of students with disabilities following the Sunshine State Standards for Special Diploma and access points:
 - (a.) successful completion of IEP goals and objectives
 - (b.) chronological age
 - (c.) grades earned in all courses
 - (d.) attendance
 - (e.) physical and social maturity
 - (f.) alternate assessment

The school principal may confer with the IEP team to consider all of the factors above when determining whether promotion or retention is appropriate.

Students enrolled in one or more of the following programs are only eligible to follow general education curriculum, with or without accommodations and shall meet all of the promotional requirements for the basic education.

- Gifted only
- Speech Impaired only
- Homebound/Hospitalized only
- Visually Impaired only

i. School Progress Monitoring Plan

- (1.) Schools will develop and implement a progress monitoring plan for each student that does not meet state or district expectations of proficiency in Reading, Math, Writing, or Science, including scoring below Level 3 in FCAT Reading or Mathematics. A student who is not meeting the district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:
 - (i.) A federally required student plan such as an LEP or individual education plan (IEP);
 - (ii.) A school wide system of progress monitoring for all students; or
 - (iii.) An individual progress monitoring plan.
- (2.) The district will provide guidelines to schools for developing and implementing the School Progress Monitoring Plan.
- (3.) The plan chosen must be designed to assist the student or the school in meeting the state and district expectations for proficiency. The school must develop the plan in consultation with the student's parents.
- (4.) The LEP Committee may exempt LEP students from the retention provision. The LEP student may be recommended for promotion based the number of years of instruction in English For Speakers of Other Languages program. LEP students with less than 2 years of instruction can be promoted for good cause.

j. Good Cause Exemptions

Good cause exemptions are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in English for Speakers of Other Languages program.
2. Students with disabilities who participate in the FCAT and who have an IEP or a 504 plan that reflects that the student has received intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading and was previously retained in K-3
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 as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT.
5. 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 an AIP 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.

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

Students who meet the following criteria must participate in the district's READ initiative:

A K-3 student who is assessed as exhibiting a reading deficiency.

The READ initiative will:

- (1.) Be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools that measures phonemic awareness, phonics, fluency, vocabulary and comprehension.
- (2.) Be provided during regular school hours in addition to the regular reading instruction.
- (3.) Provide a state-identified reading curriculum.

- (4.) Assist students with a reading deficiency in developing the ability to read at grade level.
- (5.) Provide skill development in phonemic awareness, phonics, fluency, vocabulary and comprehension.
- (6.) Provide initial and ongoing analysis of each student's reading progress.
- (7.) Provide a curriculum in the core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

l. **K-12 Student Reading Intervention Requirements. 6A-6.054**

(1) Elementary Assessment, Curriculum, and Instruction.

(a) Pursuant to Section 1008.25, F.S., any elementary student who exhibits a substantial deficiency in reading based upon locally determined assessments, statewide assessments, or through teacher observations must be given intensive reading instruction immediately following the identification of the reading deficiency. For elementary students not participating in the statewide reading assessment, substantial deficiency in reading must be defined by the district school board. For students required to participate in the statewide assessment, a substantial deficiency in reading is defined by scoring Level 1 or Level 2 on the Florida Comprehensive Assessment Test (FCAT) in Reading. Students who exhibit a substantial deficiency in reading 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.

(b) Immediate intensive intervention must be provided daily for all students who have been Identified with a reading deficiency. **This intervention must be in addition to or as an extension of the ninety (90) minute reading block in a smaller group size setting or one on one.** The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

m. Allocation of Resources

District School Boards shall allocate remedial and supplemental instruction resources to students in the following priority:

- (1.) Students who are deficient in reading by the end of grade 3.
- (2.) Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression as required by (F.S. 1008.25 (2) (b)).

n. Fourth Quarter Transfer Student

Promotion for a student transferring into the district during the last 45 days should be based on:

- (1.) Evidence of passing grades reflected on the official transcript/report card along with grades earned while in membership. (transfer records must be requested by the receiving school) NOTE: Third graders must follow State Guidelines needed to pass SAT 10 with 45 percentile to be promoted.
- (2.) Recommendation from previous school.
The principal will make the final decision concerning promotion.

o. Successful Progression of Retained Third-Grade Readers (F.S. 1008.25 (7) (a) (b))

- (1.) Retained Students: Retained Students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive intervention must include effective instructional strategies, participation in summer reading camp, appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level and able to be promoted to the next grade.
- (2.) Each school will conduct a review of the School Progress Monitoring Plan for all third grade students who did not score above level 1 on reading FCAT and did not meet the criteria for one of the good cause exemptions. This review must address additional supports and services needed to remediate the identified areas of reading deficiency. Each student must have a complete portfolio containing evidence of mastery of benchmarks, results of diagnostics and progress monitoring and any other information to inform parents.
- (3.) Intensive Interventions may include:
 - (a) A minimum of 90 minutes of daily, uninterrupted, scientifically based reading instruction
 - (b) small group instruction
 - (c) reduced teacher-student ratio
 - (d) more frequent progress monitoring
 - (e) tutoring or mentoring
 - (f) transition classes containing 3rd and 4th grade students
 - (g) extended school day, week or year
 - (h) summer reading camps
- (4.) Students who are retained in third grade must be provided with high-performing teachers as evidenced by student achievement data and annual evaluations, and at least one of the following.
 - (a) Supplemental tutoring in addition to the regular reading block which could be before and/or after school
 - (b) "Read at Home" plan
 - (c) A mentor or tutor with specialized reading training
- (5.) Intensive Acceleration Class for Retained Third Grader – Each district must establish at each school, where applicable, an Intensive Acceleration Class for Retained grade 3 students who subsequently score at Level I on the FCAT reading. The focus of the Intensive Intervention Class is to increase a child's reading level at least 2 grade levels in the school year.

The Intensive Acceleration Class must:

- (a) Be provided to any student in grade 3 who scores at Level 1 on the reading FCAT and who was retained in grade 3 the prior year because of scoring at Level 1 on the FCAT reading
- (b) Have a reduced teacher-student ratio
- (c) Provide uninterrupted reading instruction for the majority of student contact time each day
- (d) Incorporate opportunities to master the Sunshine State Standards in other core subject areas using reading
- (e) Provide intensive language and vocabulary instruction
- (f) Include weekly progress monitoring measures to ensure progress is made.

p. Transitional Instructional Setting for Retained Third Graders –

Students who have been retained in grade 3 and have received intensive instructional services, but are still not ready for grade promotion must be offered the option of being placed in a transitional instructional setting. Such a setting must specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

q. Traditional Academic Magnet School Students

Traditional Academic Magnet Schools reserve the right to operate at a higher requirement level.

For students enrolled in traditional academic elementary schools (Fairlawn and F. K. Sweet), promotion is contingent upon successful academic performance.

r. Mid-Year Promotion for Students in a Transitional Instructional Setting:

Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level. Students in a transitional instructional setting may be eligible for mid-year promotion as stated in the district mid-year promotion policy. (see page 10) Students promoted during the school year after November 1, must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT.

3. ATTENDANCE REQUIREMENTS

a. **Compulsory School Attendance & Declaration of Intent to Terminate School Enrollment (F.S. 1003.21)**

Pursuant to Section (F.S. 1003.21) all children who are either six years of age or who will be six years old by February 1, or who are older than six years of age

but who have not attained the age of 18 years, must attend school regularly during the entire school term. A student between 16 and 18 years of age is not subject to compulsory attendance if the student completes a formal declaration of intent to terminate school enrollment with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and that the disenrollment will be reported to the Department of Safety and Motor Vehicles. The declaration of intent to terminate school enrollment must be signed by the student and the student's parent or legal guardian. The school must notify the parent or legal guardian of receipt of the student's declaration of intent to terminate school enrollment. A student who attains the age of 18 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age.

b. Official Attendance

The official daily attendance will be taken during the second-class period for middle and high schools and at the beginning of the day for elementary schools. Secondary attendance must also be taken daily by class period.

The only attendance codes that will be recorded are as follows (notes what the code converts to at the state level):

- E - Excused Absence (excused)
- O - Out-of-School Suspension (unexcused)
- U - Unexcused Absence
- I - In-School Suspension (unexcused) (not an absence)
- G- Guidance
- C - Clinic
- T – Excused Tardy
- 1 – Unexcused Tardy
- S - School Activity/Field Trip (not an absence)
- 2 – Unexcused Absence as a result of excessive tardies

c. Project ROCK

Students suspended out-of-school who attend Project ROCK (north or south) can be coded as “R” (Project ROCK) for the dates that the school confirms that the student attended the program.

d. Enforcement of Attendance (F.S. 1003.26)

Schools must contact the parent after each unexcused absence, or absence for which the reason is unknown, to obtain the reason for the absence and to determine if the absence is excused or unexcused based on School Board policy. Contact can be made by phone, automatic phone dial system, mail, or in person by a school representative. Documentation of contact by phone will be a

phone log noting the date and time of call, school official making call, family member contacted, and outcome of conversation. Documentation by mail will be a copy of the dated written notice to the parent by a school official or the postal service return-receipt. Documentation of personal contact will be the parent's signature on Student Services form(s).

e. Reporting Attendance Cases to the Student Team (F.S. 1003.26)

If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period, the student's teacher shall report the case to the school's student team or attendance committee. The school social worker shall participate in the meeting. The team or committee will determine if early patterns of truancy are developing. If a pattern of nonattendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify remedies. The meeting with the parent can take place at the school or by a school representative who meets with the parent at a mutually agreed upon location. The team or committee shall implement any interventions that best address the problem. The interventions may include, but are not limited to: (1) frequent communication between school and the family, (2) mentoring, (3) counseling, (4) evaluation for alternative education programs, (5) attendance contracts, (6) referral to other agencies for services, (7) other interventions, including but not limited to a truancy petition pursuant to (F.S.984.151).

If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent, the guardian, or the superintendent or his or her designee may refer the case to the case staffing committee pursuant to (F.S. 984.12), and the superintendent or his or her designee may file a truancy petition pursuant to (F.S. 984.151).

f. Attendance Referrals to Student Services

Referrals to the Department of Student Services must be made prior to or upon the 10th unexcused absence in any 90-day period. Schools will provide to the Department of Student Services documentation of their efforts to contact the parent and resolve the truancy issue.

g. Truancy Petition

The superintendent may file a truancy petition pursuant to procedures in (F.S.984.151), when:

- (1.) a student has 5 unexcused absences in a calendar month or 10 unexcused absences within a 90-calendar-day-period.
- (2.) the student team or attendance committee has met and efforts to correct the attendance have been unsuccessful

- (3.) the parent has been notified as to the unexcused absences or absences for which reasons are unknown.

Truancy petitions will be filed in the Circuit Court in the 19th Judicial Circuit. All supportive documentation provided by the school to support the filing of the petition will become part of the official court file.

Parents will receive a copy of the petition and all documents filed with the petition by one of the following means:

- (1.) Hand delivery by a school district representative with the parent's signature that the copy was received
- (2.) Sheriff's service arranged by the Clerk of the Circuit Court.

h. School-Sponsored Activity

Any student who attends a school-sponsored activity shall be considered as being present for instruction. In instances in which there is a question concerning the validity of the activity, the zone administrator shall make the determination.

i. Exam Exemptions

School districts shall not allow schools to exempt students from academic performance requirements based on practices or policies designed to encourage student attendance. This prohibits exemption of students from examinations based solely or in part on good attendance. It does not prohibit exemptions from examinations based on grades or other performance related criteria. (F.S. 1003.33)

j. Excused and Unexcused Absences (F.S. 1003.26)

Schools are required to track excused and unexcused absences and tardies according to policy.

k. Parent/Guardian Responsibility (F. S. 1003.24)

Each parent and guardian of a child within the compulsory attendance age is responsible for the child's attendance as required by law (F. S. 1003.24). The only conditions under which the parent or guardian is not responsible are:

- (1.) The student missed school with permission of the principal.
- (2.) The student cannot attend due to the financial inability of the parent to provide necessary clothes for the child, and this inability is reported in writing to the Department of Student Services prior to the opening of school or as soon as the inability is determined. Not reporting the financial inability to the Department of Student Services does enable the

school district to pursue all interventions, including filing truancy petition in the Circuit Court. The inability to provide clothes must be substantiated by the Department of Student Services

- (3.) The student does not attend due to sickness, injury, or other insurmountable condition, which makes attendance inadvisable.

l. Written Explanation from Parent Requirement (F.S. 1003.26)

The parent or guardian is required to send a written explanation of the reason for the student's absence to the school within three days of the student's return to school. The written explanation must include the dates of the absences for which excuse is sought, and the specific reason for the absence. Any documentation that supports the written explanation of the reason for the absence, including any physician explanation, should be attached. The Department of Student Services can, after investigation, advise the school to excuse absence(s) after the 3 days have passed. Physician explanations for absences that are received after the 3-day period will also authorize the school to excuse the absence. As used in this Plan, the term "physician" shall mean a person practicing as a physician licensed under Chapter 458 (medical practice), 459 (osteopathic medicine), Chapter 460 (chiropractic medicine), or Chapter 461 (podiatric medicine), Florida Statutes.

m. Physician Authorization Requirement (F.S. 1003.24)

If a student has accumulated a total of 10 excused or 5 unexcused absences within a semester, subsequent absences of more than 3 consecutive days may not be excused unless documentation is received demonstrating that attendance was impracticable or inadvisable on account of sickness or injury, attested to by a written statement of a physician. The physician's statement must include the dates of the absences for which excuse is sought, and the specific reason for the absence. Consideration will also be given regarding certain communicable illnesses and chronic medical conditions that do not require physician treatment, such as chickenpox, in which the student is still contagious and cannot return to school. Consideration will also be given for insurmountable circumstances that directly involve the student's primary family, such as a family death that requires the student to accompany the parent or guardian out of town for a brief period of time.

n. Homebound/Hospitalized Program

The Homebound/Hospitalized Program provides instructional services to student's whose medical or psychiatric condition prohibits participation in a school program on a comprehensive campus. The program is available to K-12 students and Pre K exceptional education students who are receiving medical care for an illness or injury, which may be acute or catastrophic in nature.

The child's attending physician or psychiatrist must be licensed by the state of Florida and must complete a Homebound/Hospitalized Referral Form. This form must certify that the student is non-contagious and expected to be CONFINED to the home/hospital at least fifteen school days from the date the H/H Referral Form is completed by the physician, OR has a chronic illness requiring extended absences throughout the school year. These forms are available through the District Exceptional Student Education Office or the Guidance Counselor at the student's assigned school.

An eligibility meeting will be scheduled at the student's assigned school after the referral form is submitted to the Homebound/Hospitalized Office. A parent, guardian or primary caregiver must participate in this meeting to give written consent for placement in the Homebound/Hospitalized Program.

The Homebound/Hospitalized Program offers a short term instructional program for eligible students. This program is designed to support the student's school based academic schedule, however, it cannot serve as an alternative to the courses offered at a comprehensive campus. The Homebound/Hospitalized staff strives to work closely with families, as well as the administrative and instructional staff at the student's home school. The goal is to facilitate a smooth transition for each student as they return to their assigned comprehensive campus.

o. Students with Head Lice

Students with school verified cases of head lice will have 2 excused absences per incident up to a maximum of two incidents per semester. Students who return to school with lice or nits and who are sent home that same day or who remain in the clinic/office will not be counted as "in-attendance" and will have the absence unexcused.

p. Notification to Other Agencies

Habitual truants will be reported to the Department of Safety and Motor Vehicles; Department of Children and Families; Department of Juvenile Justice and their contracted providers for truants; State Attorney's Office; Circuit Court. Truancy cases will also be reported to agencies contracted by the School Board to provide truancy services pre and post the student meeting the habitual truant definition.

q. Habitual Truants (F. S. 1003.27)

A student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and is subject to compulsory school attendance, shall be classified as a habitual truant. The Department of Highway Safety and Motor Vehicles; Department of Children and Families; Department of Juvenile Justice; State Attorney's Office; Circuit Court will be notified of cases of habitual truancy as prescribed by law.

r. Excused Absences

Absences for the following reasons are excused when an explanation is provided by the parent or by the student's physician, when the physician authorization policy threshold has been reached:

- (1.) Illness of the student
- (2.) Major illness in the immediate family of the student that requires the student to miss school
- (3.) Medical appointments of the student
- (4.) Death of family member or friend
- (5.) Required court appearance
- (6.) A religious holiday of the specific faith of the student or the student's immediate family
- (7.) Subpoena or forced absence by any law enforcement agency to fulfill civic duties; a copy of the subpoena or court summons is required
- (8.) Major disaster that would justify the absence that has been approved by the principal
- (9.) Head lice, maximum of two excused days per incident with a maximum of two incidents per semester
- (10.) Missing the school bus when the bus is more than 5 minutes early or more than 15 minutes late or is not able to make the route.
- (11.) Other planned absences approved in advance by the principal
- (12.) Vacation travel or family outing/activity where the student has accumulated fewer than 10 excused absences or 5 unexcused absences in a semester. The principal can excuse vacation travel that exceeds this threshold after considering the student's attendance history, academic performance, mastery of the curriculum, and reason for the travel.

s. Unexcused Absences

- (1.) Unexcused absences are all failures to attend school other than those specifically excused by the principal or designees.
- (2.) Truancy or out-of-school suspensions.
- (3.) Vacation travel where the student has accumulated more than 10 excused or 5 unexcused absences within a semester and the travel has not been approved in advance by the principal with the principal considering the student's attendance history, academic performance, mastery of the curriculum, and reason for the travel.
- (4.) Failure to provide an explanation of the absence to the school. The Department of Student Services can, after investigation, can advise the school to excuse absence(s) after the 3 days have passed. Physician explanations for absences that are received after the 3-day period will also

- authorize the school to excuse the absence.
- (5.) Missing the school bus if the bus is less than 5 minutes early or less than 15 minutes late.
 - (6.) Non-attendance for immunization non-compliance
 - (7.) Non-attendance due to head lice that exceeds two days per incident and/or exceeds two incidents per semester. Students who return to school with lice or nits and who are sent home that same day or who remain in the clinic/office will not be counted as “in-attendance” and will have the absence unexcused.

t. In-School Suspension

Students assigned to in-school suspension shall be counted as present for all the days they are in attendance in these classes.

Students suspended out-of-school who attend Project ROCK (north or south) can be coded as an “R” (Project ROCK) for the dates that the school confirms that the student attended the program. This means that the student should be counted as “in-attendance”.

u. Minimum Attendance Requirement for Awarding Course Credit

Parent/guardian will be notified by school principal or designee when no valid reason is found for the child’s non enrollment in school or when the child has a minimum of three but fewer than five (5) absences within 90 calendar days. Teacher shall notify Student Team if a pattern of nonattendance is identified. The student study team will serve as a vehicle for identifying appropriate interventions.

v. Withdrawal of Students for Non-Attendance

Pursuant to (F.S. 1003.26) and (F.S. 1003.27), a school is not authorized to withdraw a student, ages 6-18, for non-attendance unless the following criteria have been met:

- (1.) Student meets the legal criteria by the State of Florida to be classified as an habitual truant
- (2.) School has notified the parent of each unexcused absence according to policy and the child continues to not attend
- (3.) School has notified the parent in writing of the total number of unexcused absences and that the student is in danger of being withdrawn for non-attendance. This notification will also inform the parent that the student will lose their pending or current driving privilege as a result of the withdrawal
- (4.) The Attendance Student Support Team has made efforts to resolve the student’s non-attendance

- (5.) For elementary cases, a truancy petition has been filed in the Circuit Court and the student continues to not attend.

w. Use of Withdrawal Codes W05, W15, and W22

W05 Any student, age 16-18 years old, who leaves school voluntarily with no intention of returning. This code must only be used for students who have properly filed the Intent to Terminate Enrollment Form.

W15 Any PK-12 student who is withdrawn from school due to nonattendance. Use this code for students, age 6-18, who have left school with no intention of returning and after procedures outlined in Sections (F.S.1003.26), (F.S. 1003.27), and School Board Policy have been followed.

W22 Any PK-12 student whose whereabouts is unknown. This code may be used for students who are withdrawn because they cannot be located after every effort has been made to locate them.

x. Makeup Work

Make-up work will be allowed for all absences and will be graded at full credit. The student will be allowed a period of two days make-up time for each day absent, not to exceed ten (10) school days from the date of return for make-up work.

- (1.) On sufficient advance notice, the teacher will inform the student/parent of work to be covered during the student's absence and student's assignment. The teacher will be as specific as existing plans will allow, but is not expected to develop any special series of plans or assignments for individual students as make-up work.
- (2.) After the student returns to school, the teacher will inform the student of the work or assignments the class covered during the student's absence and student's make-up assignment(s).
- (3.) The teacher may require the student to be fully responsible for all work that student has missed and may require that student take tests and examinations which shall be graded on the same basis as the rest of the class.
- (4.) Parents may be asked to submit legal or medical evidence to support any claim to excuse absences.
- (5.) Students who are absent when an assigned test is administered should be prepared to make up the test on the first day of their return to school. When tests are assigned during the absence, students will be allowed 2-days to prepare before being required to take the test.

y. Nonenrollment

For students who are expected to enroll at the beginning of the year but do not return to begin the year, the district should carry the student on the class roster for 10 school days. If the student has not enrolled and has made no contact with the school to explain why the student did or will not enter, the district must remove the student from the roll as of the first day of school by entering the withdrawal code DNE (did not enter), recording the withdrawal date as of the first day of school and by deleting any attendance records associated with the student.

If a parent contacts the school to state that the student will not enter, the school is to obtain the reason from the parent, log the call, and enter the correct withdrawal code instead of the DNE code.

In cases where there was no contact from the parent(s), the school is to do the following:

- (1) Contact the parent or persons listed as contacts for all students with a DNE and obtain the reason for the student not entering. These calls are to be logged and the DNE code updated to the proper code.
- (2) Provide a list of students with their cumulative record to the Department of Student Services no later than the third working day after the 10th day. The list shall contain the student's full name, name of the parent or guardian, and an account of efforts to contact the parent, including phone numbers called.
- (3) The Department of Student Services will attempt to contact the parent or guardian and will provide the school with the updated withdrawal code.
- (4) The school must update the withdrawal code at any time during the school year that new information is obtained as to the reason the student did not enter.

z. Tardy

In grades Kindergarten through five, a student is considered tardy if they are absent at the beginning of the day or if they leave school before the scheduled release time. Tardies will be either excused or unexcused. Acceptable documentation to excuse a tardy is the same as those under the Early Pick-Up Policy and for excused absences. Schools have the authority to develop a school-specific tardy response system, as approved by an administrative body comprised of representatives from varying district departments.

Every fifth unexcused tardy results in one unexcused absence. These unexcused absences are given the same weight as any other unexcused absence and can effect perfect attendance and decisions to file a Truancy Petition.

aa. Early Pick Up

No more than once per grading period can students be picked up early from school without documentation of the reason. Each subsequent request for early release from school during the same grading period must be accompanied by written explanation specifying the reason for the request. The written explanation shall be in the form specified in the section above titled, "Written Explanation from Parent Requirement (F.S. 1003.26). The student shall be excused for the class (es) missed so long as the reason stated is one of the criteria set forth in the section titled, "Excused Absences". The school principal or designee can approve an early release beyond these limits after taking into consideration the reason as well as the student's attendance history, both daily and by-period, and number of early releases.

In instances where the student is released early, beyond the one-time per grading period where documentation is not required and there is no documentation as to the reason or the principal or their designee has not approved the release, the class(es) that the student missed or misses, in whole or in-part, will be unexcused. Students sent home due to illness will have the absences for missed classes excused.

Students in grades Kindergarten through five who are released early from school are tardy for the day. That tardy can be excused or unexcused. Every fifth unexcused tardy results in one unexcused absence. These unexcused absences are given the same weight as any other unexcused absence and can effect perfect attendance and decisions to file a Truancy Petition.

bb. Compulsory Attendance and Home Education Programs

Pursuant to (F.S. 1002.41) and (F.S. 1003.26), students who enter a home education program and exhibit a pattern of nonattendance will be subject to a portfolio review by the home education review committee. The committee will verify if the home education program is in compliance with (F.S. 1002.41)

Once the committee determines that the home education program is in compliance, the parent will no longer be required to submit a portfolio to the home education review committee. The parent will be required to comply with the requirements of a home education program pursuant to (F.S. 1002.41), as is any parent involved in a home education program.

If the parent of a child who has been found to exhibit a pattern of nonattendance and who has been enrolled in home education fails to provide a portfolio for review by the committee, the committee shall notify the superintendent of schools and the Department of Student Services. The superintendent shall terminate the home education program and require the parent to enroll the child

in an attendance option provided under (F.S. 1003.01), within 3 days. Failure of a parent of guardian to enroll a child in an attendance option after termination of a home education program shall constitute non-compliance with the compulsory attendance requirement and may result in criminal prosecution of the parent under (F.S. 1003.27). The Department of Student Services and the Home Education Office will coordinate the programmatic elements of this policy.

When the superintendent has terminated home education, the parent or guardian shall not be eligible to re-enroll the child in the home education program for 180 calendar days.

cc. Withdrawal to the Home School

Schools must confirm a student's acceptance into Home School before withdrawing that student to the program.

dd. Take Your Child to Work Day

For parents who arrange the absence for *Take Your Child To Work Day* with the school in advance and in writing, the absence will be recorded as a school activity and will not count as an absence from school. The student must return to school with some product of their experience. This can, for young children, be a drawing or verbal report. For older elementary students or secondary, they must write an essay about their day. The parent must also submit written verification that the student participated in *Take Your Child to Work Day* by providing written documentation, preferably on letterhead, from the employer.

In cases where the absence for *Take Your Child to Work Day* was not arranged in advance and the parent sends a note within 3 days of the absence that explains that their child participated in *Take Your Child to Work Day*, the absence will be recorded as an excused absence. The principal can make a determination to code the absence as a school activity with a 3 day note if the student submits the required educational activity as noted above and written documentation that the student participated in *Take Your Child to Work Day*, also noted above.

For those students who have not had their absence arranged in advance or whose parents have not submitted a written explanation within 3 days of the absence for *Take Your Child to Work Day*, the absence will be unexcused.

Students whose *Take Your Child to Work Day* absence is coded as a school activity are eligible for perfect attendance awards.

Youth who come to school with staff members for *Take Your Child to Work Day* must be in grade Kindergarten and above .

ee. Students with Documented Chronic/Serious Medical Conditions

Students who have documented chronic/serious medical conditions can be expected to have multiple absences during the school year. These absences, when related to their condition, may be considered excused upon verbal contact with the parent for verification of reason for the absence. To be eligible for the written documentation waiver, the school must have a valid release to communicate with the physician so that the student's health and reason for the absence can be verified. Examples of such conditions include:

- (1) cerebral palsy
- (2) cancer
- (3) conditions that require tracheotomy
- (4) conditions that require oxygen
- (5) conditions that require gastric tubes
- (6) conditions that require shunts
- (7) insulin dependent diabetes
- (8) seizure disorders with recent seizure activity
- (9) severe asthma with recent asthmatic episodes
- (10) sickle cell disease
- (11) chronic conditions that cause severe pain
- (12) juvenile rheumatoid arthritis with limited mobility
- (13) students deemed "medically fragile" or "medically complex"

ff. Students Covered Under the Rilya Wilson Act

Students covered under the Rilya Wilson Act, after notification of such coverage by United for Families (UFF) at the time of enrollment, will be reported to UFF at the end of the business day on dates of school absences and/or upon the seventh (7th) excused absence from school. In addition, students covered under the Rilya Wilson Act will not be withdrawn from school without the written permission of United for Families.

gg. Student Volunteers

- (1.) Students who volunteer at a school cannot volunteer during school hours without consent from the school of the volunteer.

4. PROVISIONS FOR ESOL STUDENTS

a. Placement

When a student of limited English proficiency enrolls in a school, the principal shall have the authority to place the student at the appropriate grade level.

Factors that the principal should consider include, but are not limited to:

- (1.) language proficiency, educational background, and maturity
- (2.) placement according to age is recommended

b. Grades

During an extended adjustment period, the grades for an ESOL student may be based on effort and application.

c. Testing

An ESOL student who has been enrolled in an English-speaking school for less than two years may be exempt from participation in standardized testing programs. These students must be given an alternative assessment in lieu of the State Standardized Test.

ESOL Students must be assessed annually on English proficiency (measuring students' oral language, reading, and writing skills in English). NCLB Act of 2001.

d. Promotion/Retention

An ESOL student shall not be retained solely on the basis of limited English proficiency. An ESOL student may be exempt from retention for good cause. Good cause could be based on documentation from an LEP Committee. The documentation must contain the recommendation and reasons for the student's exemption.

5. **SUMMER SCHOOL (Pending Availability of Funds)**

a. Eligibility

- (1.) Any student being retained is eligible to attend summer school.
- (2.) Any student with disabilities who has a recommendation for Extended School Year services included in the IEP (Individualized Educational Plan) or meets eligibility for Extended School Year services is eligible to attend the Extended School Year Program.

Students in full time ESOL and Dropout Prevention are eligible to attend summer school depending on the availability of funding.

- (3.) Any student in membership in an English for Speakers of Other

Languages (ESOL) program for all of the last 15 days of the 180 day term or a total of 30 days within the 180 day term and in need of additional instruction in a students-at-risk program shall be eligible to attend summer school.

- (4.) Any student enrolled in a full time alternative education or disciplinary program in dropout prevention for all of the last 15 days of the 180 day term or a total of 30 days within the 180 day term and in need of additional instruction in a students-at-risk program shall be eligible to attend summer school.

b. Evaluation

A student enrolled in summer school will be re-evaluated at the end of the program based on the grades Kindergarten through five promotion criteria for the regular 180-day program.

6. **EXTENDED SCHOOL YEAR (ESY) FOR EXCEPTIONAL STUDENT**

EDUCATION: The need for Extended School Year services must be addressed annually and provided for students with disabilities whose IEP team has determined that the services are necessary for the provisions of a Free and Appropriate Public Education (FAPE). **This is a non-promotional program.**

The purpose of the ESY program is to enable students with disabilities who are enrolled in ESE programs to meet certain critical goals prescribed on the student's IEP or to maintain and/or further develop the achievement of those critical IEP goals that have already been met.

- All students in grades PreK - 5 who are receiving ESE services pursuant to an IEP must be considered for ESY.
- An IEP Team meeting must be held to determine the student's need for ESY services.
- The IEP Team will determine the objectives that are to be addressed during ESY and the objectives will be highlighted to articulate needs to ESY staff.

7. **RETENTION**

a. Parent Notification

- (1.) The principal will establish procedures for notifying parents of a student who is not meeting promotion requirements.
- (2.) Parents of a student not making satisfactory progress should be notified throughout the year. If a student is being considered for retention, the parents must be notified by the classroom teacher no later than the end of the third nine week period.

- (3.) A student who is not meeting promotion requirements must be identified by the classroom teacher and be provided special help as determined jointly by school personnel and parents.

b. Alternatives

A student not meeting promotion requirements may have several alternatives. The student may be:

- (1.) Retained at the same grade level.
(The school's Student Support Team should review the student's records and recommend a program of remediation.)
- (2.) Receive intensive remediation.
(The student will be re-evaluated at the end of the summer school program.)
- (3.) Referred for further screening.
- (4.) Referred to exceptional student education if it appears that the services may be appropriate.

8. ACCELERATION

Assignment Procedures

The assignment of a student to a higher grade other than by regular progression may be made on the basis of exceptionally high achievement by the student or on the basis of other supporting evidence indicating that the student will benefit more from the instructional program at the advanced grade level. The probable long range academic, social, and emotional effect of the decision will be considered by the school's Student Support Team or Problem Solving Intervention Team. The principal has the final decision for making such assignments. The child will not be accelerated without parental consent.

The student's permanent record and report card must indicate, "accelerated placement." Parents must be notified in writing by the principal that their child is receiving an accelerated grade placement to the next higher grade. A copy of parent notification must be placed in the permanent record.

- i. The principal has the final decision for making such assignments.
- ii. When administrative assignment is made for an identified exceptional education student, a school level articulation staffing involving teachers and administrators will be held to review the Educational Plan.

II. SECONDARY EDUCATION: Grades 6 - 12

II. SECONDARY EDUCATION: Grades 6 - 12

A. GENERAL PROCEDURES

1. INITIAL SCHOOL ENTRANCE AND ATTENDANCE REQUIREMENTS

a. Minimum Requirements for Initial School Entrance (6-12)

- (1.) Certificate of Immunization as described in (F.S. 1003.22) and School Board Policy 5.04.
- (2.) Evidence of recent physical examination as described in (F.S. 1003.22) and School Board Policy 5.04.
- (3.) (F.S. 232). states that students must report to the district at the time of initial registration any previous expulsions, arrest resulting in a charge or any juvenile justice action taken against the student.

b. Attendance Requirements

(1.) Compulsory School Attendance & Declaration of Intent to Terminate School Enrollment (F.S. 1003.21)

Pursuant to Section (F.S. 1003.21), all children who are either six years of age or who will be six years old by February 1, or who are older than six years of age but who have not attained the age of 18 years, must attend school regularly during the entire school term. A student between 16 and 18 years of age is not subject to compulsory attendance if the student completes a formal declaration of intent to terminate school enrollment with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and that the disenrollment will be reported to the Department of Safety and Motor Vehicles. The declaration of intent to terminate school enrollment must be signed by the student and the student's parent or legal guardian. The school must notify the parent or legal guardian of receipt of the student's declaration of intent to terminate school enrollment. A student who attains the age of 18 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age.

(2.) Official Attendance

The official daily attendance will be taken during the second-class period for middle and full-time high school students and at the beginning of the day for elementary schools. For part-time high school students the first scheduled period of the day on campus will be used to determine daily attendance. Secondary attendance must also be taken daily by class period.

The only attendance codes that will be recorded are as follows (notes what the code converts to at the state level):

- E - Excused Absence (excused)
- O - Out-of-School Suspension (unexcused)
- U - Unexcused Absence
- I - In-School Suspension (unexcused) (not an absence)
- G - Guidance
- C - Clinic
- T - Excused Tardy
- I - Unexcused Tardy
- S - School Activity/Field Trip (not an absence)

(3.) Project ROCK

Students suspended out-of-school who attend Project ROCK (north or south) can be coded as an “R” (Project ROCK) for the dates that the school confirms that the student attended the program.

(4.) Enforcement of Attendance (F.S. 1003.26)

Schools must contact the parent after each unexcused absence, or absence for which the reason is unknown, to obtain the reason for the absence and to determine if the absence is excused or unexcused based on School Board policy. Contact can be made by phone, automatic phone dial system, mail, or in person by a school representative. Documentation of contact by phone will be a phone log noting the date and time of call, school official making call, and family member contacted, and outcome of conversation. Documentation by mail will be a copy of the dated written notice to the parent by a school official or the postal service return-receipt. Documentation of personal contact will be the parent’s signature on Student Services form(s).

(5.) Reporting Attendance Cases to the Student Support Team (F.S. 1003.26)

If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period, the student’s teacher shall report the case to the school’s student team or attendance committee. The school social worker shall participate in the meeting. The team or committee will determine if early patterns of truancy are developing. If a pattern of nonattendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify remedies. The meeting with the parent can take place at the school or by a school representative who

meets with the parent at a mutually agreed upon location. The team or committee shall implement any interventions that best address the problem. The interventions may include, but are not limited to:

- (a) frequent communication between school and the family
- (b) mentoring
- (c) counseling
- (d) evaluation for alternative education programs
- (e) attendance contracts
- (f) referral to other agencies for services
- (g) other interventions, including but not limited to a truancy petition pursuant to (F.S. 984.151.)

If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent, the guardian, or the superintendent or his or her designee may refer the case to the case staffing committee pursuant to (F.S. 984.12), and the superintendent or his or her designee may file a truancy petition pursuant to (F.S. 984.151).

(6.) Attendance Referrals to Student Services

Referrals to the Department of Student Services must be made prior to or upon the 10th unexcused absence in any 90-day period. Schools will provide to the Department of Student Services documentation of their efforts to contact the parent and resolve the truancy issue.

(7.) Truancy Petition

The superintendent may file a truancy petition pursuant to procedures in (F.S.984.151), when

- (a) a student has 5 unexcused absences in a calendar month or 10 unexcused absences within a 90-calendar-day-period.
- (b) the student team or attendance committee has met and efforts to correct the attendance has been unsuccessful
- (c) the parent has been notified as to the unexcused absences or absences for which reasons are unknown.

The school will work with the Department of Student Services to prepare the truancy petition for the Superintendent's review and approval. The school will provide the Department of Student Services representative with all verifications of notification to and conferences with the parent to inform and discuss attendance. The school will also provide the Department of Student Services with copies of all parent and physician excuses for the absences as well as any phone logs noting that the parent called to explain the absences. The school will further verify that the attendance recorded for official purposes is true and correct according to School Board policy.

Truancy petitions will be filed in the Circuit Court in the 19th Judicial Circuit. All supportive documentation provided by the school to support the filing of the petition will become part of the official court file.

Parents will receive a copy of the petition and all documents filed with the petition by one of the following means:

- (a) Hand delivery by a school district representative with the parent's signature that the copy was received
- (b) Sheriff's service arranged by the Clerk of the Circuit Court.

(8.) School-Sponsored Activity

Any student who attends a school-sponsored activity shall be considered as being present for instruction. In instances in which there is a question concerning the validity of the activity, the zone administrator shall make the determination.

(9.) Exam Exemptions

School districts shall not allow schools to exempt students from academic performance requirements based on practices or policies designed to encourage student attendance. This prohibits exemption of students from examinations based solely or in part on good attendance. It does not prohibit exemptions from examinations based on grades or other performance related criteria (F.S. 1003.33).

(10.) Excused and Unexcused Absences (F.S.1003.26)

Schools are required to track excused and unexcused absences and tardies according to policy.

(11.) Parent/Guardian Responsibility (F.S. 1003.24)

Each parent and guardian of a child within the compulsory attendance age is responsible for the child's attendance as required by law (F.S. 1003.24). The only conditions under which the parent or guardian is not responsible are:

- (a.) The student missed school with permission of the principal.
- (b.) The student cannot attend due to the financial inability of the parent to provide necessary clothes for the child, and this inability is reported in writing to the Department of Student Services prior to the opening of school or as soon as the inability is determined. Not reporting the financial inability to the Department of Student Services does enable the school district to pursue all interventions, including filing truancy petition in the Circuit Court. The inability to provide clothes must be substantiated by the Department of Student

Services.

- (c.) The student does not attend due to sickness, injury, or other insurmountable condition, which makes attendance inadvisable.

(12.) Written Explanation from Parent Requirement (F.S. 1003.26)

The parent or guardian is required to send a written explanation of the reason for the student's absence to the school within three days of the student's return to school. The written explanation must include the dates of the absences for which excuse is sought, and the specific reason for the absence. Any documentation that supports the written explanation of the reason for the absence, including any physician explanation, should be attached. The Department of Student Services can, after investigation, advise the school to excuse absence(s) after the 3 days have passed. Physician explanations for absences that are received after the 3-day period will also authorize the school to excuse the absence. As used in this Plan, the term "physician" shall mean a person practicing as a physician licensed under Chapter 458 (medical practice), 459 (osteopathic medicine), Chapter 460 (chiropractic medicine), or Chapter 461 (podiatric medicine), Florida Statutes.

(13.) Physician Authorization Requirement (F.S. 1003.24)

If a student has accumulated a total of 10 excused or 5 unexcused absences within a semester, subsequent absences of more than 3 consecutive days may not be excused unless documentation is received demonstrating that attendance was impracticable or inadvisable on account of sickness or injury, attested to by a written statement of a physician. The physician's statement must include the dates of the absences for which excuse is sought, and the specific reason for the absence. Consideration will also be given regarding certain communicable illnesses and chronic medical conditions that do not require physician treatment, such as chickenpox, in which the student is still contagious and cannot return to school. Consideration will also be given for insurmountable circumstances that directly involve the student's primary family, such as a family death that requires the student to accompany the parent or guardian out of town for a brief period of time.

(14.) Homebound/Hospitalized Program

The Homebound/Hospitalized Program provides instructional services to student's whose medical or psychiatric condition prohibits participation in a school program on a comprehensive campus. The program is available to K-12 students and Pre K exceptional education students who are receiving

medical care for an illness or injury, which may be acute or catastrophic in nature.

The child's attending physician or psychiatrist must be licensed by the state of Florida and must complete a Homebound/Hospitalized Referral Form. This form must certify that the student is non-contagious and expected to be CONFINED to the home/hospital at least fifteen school days from the date the H/H Referral Form is completed by the physician, OR has a chronic illness requiring extended absences throughout the school year. These forms are available through the District Exceptional Student Education Office or the Guidance Counselor at the student's assigned school.

An eligibility meeting will be scheduled at the student's assigned school after the referral form is submitted to the Homebound/Hospitalized Office. A parent, guardian or primary caregiver must participate in this meeting to give written consent for placement in the Homebound/Hospitalized Program.

The Homebound/Hospitalized Program offers a short term instructional program for eligible students. This program is designed to support the student's school based academic schedule, however, it cannot serve as an alternative to the courses offered at a comprehensive campus. The Homebound/Hospitalized staff strives to work closely with families, as well as the administrative and instructional staff at the student's home school. The goal is to facilitate a smooth transition for each student as they return to their assigned comprehensive campus.

(15) Students with Head Lice

Students with school verified cases of head lice will have 2 excused absences per incident up to a maximum of two incidents per semester. Students who return to school with lice or nits and who are sent home that same day or who remain in the clinic/office will not be counted as "in attendance" and will have the absence unexcused.

(16) Notification to Other Agencies

Habitual truants will be reported to the Department of Safety and Motor Vehicles, Department of Children and Families, Department of Juvenile Justice and their contracted providers for truants, State Attorney's Office, and Circuit Court. Truancy cases will also be reported to agencies contracted by the School Board to provide truancy services pre and post the student meeting the habitual truant definition.

(17) Habitual Truants (F.S. 1003.27)

A student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or

guardian, and is subject to compulsory school attendance, shall be classified as a habitual truant. The Department of Highway Safety and Motor Vehicles; Department of Children and Families; Department of Juvenile Justice; State Attorney's Office; Circuit Court will be notified of cases of habitual truancy as prescribed by law.

(18) Excused Absences

Absences for the following reasons are excused when an explanation is provided by the parent or by the student's physician, when the physician authorization policy threshold has been reached:

- (a) Illness of the student
- (b) Major illness in the immediate family of the student that requires the student to miss school
- (c) Medical appointments of the student
- (d) Death of family member or friend
- (e) Required court appearance
- (f) A religious holiday of the specific faith of the student or the student's immediate family
- (g) Subpoena or forced absence by any law enforcement agency to fulfill civic duties; a copy of the subpoena or court summons is required
- (h) Major disaster that would justify the absence that has been approved by the principal
- (i) Head lice, maximum of two excused days per incident with a maximum of two incidents per semester
- (j) Missing the school bus when the bus is more than 5 minutes early or more than 15 minutes late or is not able to make the route.
- (k) Other planned absences approved in advance by the principal
- (l) Vacation travel or family outing/activity where the student has accumulated fewer than 10 excused absences or 5 unexcused absences in a semester. The principal can excuse vacation travel that exceeds this threshold after considering the student's attendance history, academic performance, mastery of the curriculum, and reason for the travel.

(19) Unexcused Absences

- (a) Unexcused absences are all failures to attend school other than those specifically excused by the principal or designees.
- (b) Truancy or out-of-school suspensions
- (c) Vacation travel where the student has accumulated more than 10 excused or 5 unexcused absences within a semester and the travel has not been approved in advance by the principal with the principal

considering the student's attendance history, academic performance, mastery of the curriculum, and reason for the travel.

- (d) Failure to provide an explanation of the absence to the school. The Department of Student Services can, after investigation, can advise the school to excuse absence(s) after the 3 days have passed. Physician explanations for absences that are received after the 3-day period will also authorize the school to excuse the absence.
- (e) Missing the school bus if bus is less than 5 minutes early or less than 15 minutes late.
- (f) Non-attendance for immunization non-compliance
- (g) Non-attendance due to head lice that exceeds two days per incident and/or exceeds two incidents per semester. Students who return to school with lice or nits and who are sent home that same day or who remain in the clinic/office will not be counted as "in-attendance" and will have the absence unexcused.

(20) In-School Suspension

Students assigned to in-school suspension shall be counted as present for all the days they are in attendance in these classes.

Students suspended out-of-school who attend Project ROCK (north or south) can be coded as an "R" (Project ROCK) for the dates that the school confirms that the student attended the program. This means that the student should be counted as "in attendance".

(21) Withdrawal of Students for Non-Attendance

Pursuant to (F.S. 1003.26) and (F.S. 1003.27), a school is not authorized to withdraw a student, ages 6-18, for non-attendance unless the following criteria have all been met.

- (a) Student meets the legal criteria by the State of Florida to be classified as an habitual truant
- (b) School has notified the parent of each unexcused absence according to policy and the child continues to not attend.
- (c) School has notified the parent in writing of the total number of unexcused absences and that the student is in danger of being withdrawn for non-attendance. This notification will also inform the parent that the student will lose their pending or current driving privilege as a result of the withdrawal.
- (d) The Attendance Student Support Team has made efforts to resolve the student's non-attendance.
- (e) For elementary cases, a truancy petition has been filed in the Circuit Court student continues to not attend

(22) Use of Withdrawal Codes W05, W15, and W22

W05 Any student, age 16-18 years old, who leaves school voluntarily with no intention of returning. This code must only be used for students who have properly filed the Intent to Terminate Enrollment Form.

W15 Any PK-12 student who is withdrawn from school due to nonattendance. Use this code for student, age 6-18, who have left school with no intention of returning and after procedures outlined in Sections (F.S. 1003.26) and (F.S. 1003.27), and School Board Policy have been followed.

W22 Any PK-12 student whose whereabouts is unknown. This code may be used for students who are withdrawn because they cannot be located after every effort has been made to locate them.

(23) Makeup Work

Make-up work will be allowed for all absences and will be graded at full credit. The student will be allowed a period of two days make-up time for each day absent, not to exceed ten (10) school days from the date of return for make-up work.

- (a) On sufficient advance notice, the teacher will inform the student/parent of work to be covered during the student's absence and student's assignment. The teacher will be as specific as existing plans will allow, but is not expected to develop any special series of plans or assignments for individual students as make-up work.
- (b) After the student returns to school, upon student's request, the teacher will inform the student of the work or assignments the class covered during student's absence and student's make-up assignment(s).
- (c) The teacher may require the student to be fully responsible for all work that student has missed and may require that student take tests and examinations which shall be graded on the same basis as the rest of the class.
- (d) Parents may be asked to submit legal or medical evidence to support any claim to excused absences.
- (e) Students who are absent when an assigned test is administered should be prepared to make up the test on the first day of their return to school. When tests are assigned during the absence, students will be allowed 2-days to prepare before being required to take the test.
- (f) The school may require that all makeup work, regardless of the

number of days absent, be submitted prior to the end of any grading period.

(24) Nonenrollment

For students who are expected to enroll at the beginning of the year but do not return to begin the year, the district should carry the student on the class roster for 10 school days. If the student has not enrolled and has made no contact with the school to explain why the student did or will not enter, the district must remove the student from the roll as of the first day of school by entering the withdrawal code DNE (did not enter), recording the withdrawal date as of the first day of school and by deleting any attendance records associated with the student.

If a parent contacts the school to state that the student will not enter, the school is to obtain the reason from the parent, log the call, and enter the correct withdrawal code instead of the DNE code.

In cases where there was no contact from the parent(s), the school is to do the following:

- (a) Contact the parent or persons listed as contacts for all students with a DNE and obtain the reason for the student not entering. These calls are to be logged and the DNE code updated to the proper code.
- (b) Provide a list of students with their cumulative record to the Department of Student Services no later than the third working day after the 10th day. The list shall contain the student's full name, name of the parent or guardian, and an account of efforts to contact the parent, including phone numbers called.
- (c) The Department of Student Services will attempt to contact the parent or guardian and will provide the school with the updated withdrawal code.
- (d) The school must update the withdrawal code at any time during the school year that new information is obtained as to the reason the student did not enter.

(25) Tardy

A student is considered tardy if they are absent at the time attendance is taken provided the student is in attendance before the close of the day. Tardies will either be either excused or unexcused. Acceptable documentation to excuse a tardy is the same as those under the Early Pick-Up Policy and for excused absences. Schools have the authority to develop a school-specific tardy response system, as approved by an administrative body comprised of representatives from varying district departments.

(26) Early Pick-Up

No more than once per grading period can students be picked up early from school without documentation of the reason. Each subsequent request for early release from school during the same grading period must be accompanied by written explanation specifying the reason for the request. The written explanation shall be in the form specified in the section above titled, "Written Explanation from Parent Requirement (F.S. 1003.26). The student shall be excused for the class (es) missed so long as the reason stated is one of the criteria set forth in the section titled, "Excused Absences". The school principal or designee can approve an early release beyond these limits after taking into consideration the reason as well as the student's attendance history, both daily and by period, and number of early releases.

In instances where the student is released early, beyond the one-time per grading period where documentation is not required and there is no documentation as to the reason or the principal or their designee has not approved the release, the class(es) that the student missed or misses, in whole or in-part, will be unexcused. Students sent home due to illness will have the absences for missed classes excused.

(27) Compulsory Attendance and Home Education Programs

Pursuant to (F.S. 1002.41) and (F.S. 1003.26), students who enter a home education program and exhibit a pattern of nonattendance will be subject to a portfolio review by the home education review committee. The committee will verify if the home education program is in compliance with (F.S. 1002.41.)

Once the committee determines that the home education program is in compliance, the parent will no longer be required to submit a portfolio to the home education review committee. The parent will be required to comply with the requirements of a home education program pursuant to (F.S. 1002.41), as is any parent involved in a home education program.

If the parent of a child who has been found to exhibit a pattern of nonattendance and who has been enrolled in home education fails to provide a portfolio for review by the committee, the committee shall notify the superintendent of schools and the Department of Student Services. The superintendent shall terminate the home education program and require the parent to enroll the child in an attendance option provided under (F.S. 1003.01), within 3 days. Failure of a parent of guardian to enroll a child in an attendance option after termination of a home

education program shall constitute non-compliance with the compulsory attendance requirement and may result in criminal prosecution of the parent under (F.S. 1003.27). The Department of Student Services and the Home Education Office will coordinate the programmatic elements of this policy.

When the superintendent has terminated home education, the parent or guardian shall not be eligible to re-enroll the child in the home education program for 180 calendar days.

(28) Withdrawal to Performance Based Diploma Program and Home School

Schools must confirm a student's acceptance into the Performance Based Diploma Program and Home School before withdrawing that student to the program.

(29) Take Your Child to Work Day

For parents who arrange the absence for *Take Your Child To Work Day* with the school in advance and in writing, the absence will be recorded as a school activity and will not count as an absence from school. The student must return to school with some product of their experience. This can, for young children, be a drawing or verbal report. For older elementary students or secondary, they must write an essay about their day. The parent must also submit written verification that the student participated in *Take Your Child to Work Day* by providing written documentation, preferably on letterhead, from the employer.

In cases where the absence for *Take Your Child to Work Day* was not arranged in advance and the parent sends a note within 3-days of the absence that explains that their child participated in *Take Your Child to Work Day*, the absence will be recorded as an excused absence. The principal can make a determination to code the absence as a school activity with a 3-day note if the student submits the required educational activity as noted above and written documentation that the student participated in *Take Your Child to Work Day*, also noted above.

For those students who have not had their absence arranged in advance or whose parents have not submitted a written explanation within 3 days of the absence for *Take Your Child to Work Day*, the absence will be unexcused.

Students whose *Take Your Child to Work Day* absence is coded as a school activity are eligible for perfect attendance awards.

Youth who come to school with staff members for *Take Your Child to Work Day* must be in grade kindergarten and above .

(30) Students with Documented Chronic/Serious Medical Conditions

Students who have documented chronic/serious medical conditions can be expected to have multiple absences during the school year. These absences, when related to their condition, may be considered excused upon verbal contact with the parent for verification of reason for the absence. To be eligible for the written documentation waiver, the school must have a valid release to communicate with the physician so that the student's health and reason for the absence can be verified. Examples of such conditions include:

- (a.) cerebral palsy
- (b.) cancer
- (c.) conditions that require suctioning
- (d.) conditions that require oxygen
- (e.) conditions that require gastric tubes
- (f.) conditions that require shunts
- (g.) insulin dependent diabetes
- (h.) seizure disorders with recent seizure activity
- (i.) severe asthma with recent asthmatic episodes
- (j.) sickle cell disease
- (k.) chronic conditions that cause severe pain
- (l.) juvenile rheumatoid arthritis with limited mobility
- (m.) students deemed "medically fragile" or "medically complex"

(31) Students Covered Under the Rilya Wilson Act

Students covered under the Rilya Wilson Act, after notification of such coverage by United for Families (UFF) at the time of enrollment, will be reported to UFF at the end of the business day on dates of school absences and/or upon the seventh (7th) excused absence from school. In addition, students covered under the Rilya Wilson Act will not be withdrawn from school without the written permission of United for Families.

(32) Adult Students and Attendance

Adult students, age 18 and older, who are dependents, living at home must have a written explanation from the parent that is signed by the parent in order to have an absence or tardy excused. These adult students must also have parental consent to leave school early.

(33) Student Withdrawals Prior to the End of the Year

- (1.) Students who leave school prior to the last two weeks of school must enroll in another school and complete the course requirements, including examinations if appropriate.
- (2.) Students who are required to leave school during the last two weeks of the year must show evidence that the withdrawal is mandatory and must complete final examinations, if appropriate, in order to complete the year, have final grades, and for a determination of promotion. If examinations are given, principals are authorized to make appropriate arrangements for the administration of the examinations.
- (3.) Principals may waive the requirements for early withdrawal when unusual/extenuating circumstances preclude full compliance by the students. Approval prior to the student's leaving is mandatory.

c. Provisions for ESOL Students

(1.) Placement

When a student of limited English proficiency (LEP) enrolls in a school, the principal shall have the authority to place student at the grade level most appropriate for student, based on language proficiency, age, educational background, and maturity.

- (a) Placement according to age is recommended.
- (b) Once placed, a student must be allowed to complete assigned course of study as long as this student complies with the disciplinary standards of the school. This does not apply to a student who has passed the mandatory age of attendance.
- (c) Students identified and placed in the English for Speakers of Other Languages (ESOL) Program will be eligible for free enrollment in summer term during the first three years of attendance in St. Lucie County Schools. Students not currently enrolled in the district must meet all entrance requirements for enrollment in the summer term. Proof of address, a certificate of immunizations, and a health certificate or HRS Form 681 must be presented at or before the time of enrollment.

(2.) Grades

- (a) During an extended adjustment period, grades can be based on effort and application.
- (b) Grades of Satisfactory and Unsatisfactory may be given until a more specific grade is appropriate.
- (c) ESOL students who have been enrolled in an English-speaking school for less than one year are exempt from state testing programs.

(3.) Promotion/Retention

ESOL students shall not be retained solely on the basis of their limited English proficiency.

d. Requirements for Secondary School Students in Addition to Requirements for Attendance, Promotion or Graduation.

(1.) Married and Unmarried Pregnant Students

- (a) 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., Performance Based Diploma or the Teenage Parenting Center. A student under 16 years of age must continue her education in school and/or in one of the aforementioned programs after the birth of her child unless she does not have access to child care.
- (b) A pregnant student who is over 16 years of age has the opportunity to attend regular day session or one of the special school programs.

(2.) Maximum Age

- (a) 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 at Indian River State College. Any special education student may be an exemption to this policy. They are to be regulated by the existing statute.
- (b) Provision should be made for considering extenuating circumstances. A committee composed of Assistant Superintendents, principal, social worker, guidance counselor and two teachers shall evaluate the evidence relating to the extenuating circumstances and determine if special consideration is warranted.

- (c) 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.

- e. Summer Programs

A summer program as authorized by law may be conducted for the benefit of county students. The summer program will be carried on to the extent of available school facilities and personnel, and in accordance with provisions of the annual school budget.

- f. Florida Sunshine State Standards

Florida Sunshine State Standards are used in our school district as a part of the instructional program. Instructors are exposing our students to the standards through classroom instruction in the identified subject areas.

B. MIDDLE SCHOOL PROGRESSION (GRADES 6-8)

1. GENERAL PROCEDURES

- a. General Requirements for Promotion

- (1.) In order to complete middle school, a student must pass three (3) years in each of the following areas

- (a) Language Arts gr. 6, 7, 8
- (b) Mathematics gr. 6, 7, 8
- (c) Science gr. 6, 7, 8
- (d) Social Studies gr. 6, 7, 8

- (2.) In addition, students will receive instruction in computer literacy, reading, physical education, health, and a selection of electives chosen from, but not limited to art, music, foreign language, and exploratory career and technical education. The scheduling of this instruction shall be determined annually by the School Board (F.S. 1001.40)

- (3.) The student must complete a minimum of six (6) semester units (whether from year-long, semester, or wheel courses) including:
 - (a) at least 1 semester unit of reading
 - (b) at least 1 semester unit of physical education or performing arts

- (c) 1 semester unit chosen from the exploratory career and technical education, elective courses offered and
 - (d) other course work as indicated in the IEP/AIP
- (4.) Provisions will be made for teaching critical thinking and other related skills in the context of the courses specified above.
- (5.) Students entering 6th grade in 2006-2007 and beyond will follow the following promotions requirements that include:
- 3 middle school or higher, year-long courses in English
 - 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; and
 - 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.

The above promotion requirements also apply to students with disabilities following Sunshine State Standards and Sunshine State Standards for Special Diploma at the independent level.

NOTE: Beginning in the 2006-2007 school year as a part of the district's Science Initiative, certain district specified courses will require a science project that could include but not be limited to affiliated science fair, formal presentation of research or active participation in formal competitions.

b. Magnet School Requirements

Students enrolled at Lincoln Park Academy (a traditional academic magnet school) have the same requirement to successfully complete three years of study in each of the core areas (language arts, mathematics, science and social studies). In addition, Lincoln Park Academy students must complete six (6) semester units from those offered in the magnet program. Semester units will be selected from exploratory vocational wheel offerings and general electives. Enrollment in band or chorus will be for two (2) semesters per year.

- (1.) For students enrolled at Lincoln Park Academy, promotion is contingent on grade level performance.
- (2.) At Fort Pierce Arts Magnet, beginning in school year 2002-2003, middle school (7 & 8) students will receive one semester of Health and one semester of Reading. Students will receive Dance/Movement instruction once a week. Some students will receive additional Dance/Movement instruction through Encore elective class of Dance.

c. Academic Requirements (Florida Statute 1008.25)

(1.) Each school district must:

- (a) Establish expected levels of performance at each grade level for students in reading, writing, mathematics and science based on achievement of the appropriate Sunshine State Standards benchmarks;
- (b) Assess students' achievement of the expected levels and identify those students not meeting expectations at each grade;
- (c) Provide further diagnosis of such students to identify their areas of academic need, and
- (d) Provide remediation through a School Progress Monitoring Plan until the deficiencies are remediated.
- (e) Suspension of Curriculum as provided by state law CS/HBs 751.

(2.) K - 12 Reading Plan (Secondary)

In compliance with the policy and guidance developed by the Just Read, Florida! Office for district implementation of the Florida Education Finance Program (FEFP) Reading Allocation, St. Lucie County has developed a Comprehensive K-12 Reading Plan that will be implemented beginning in the 2005-2006 school year. This plan addresses the instructional materials, assessments, and interventions for meeting the reading needs of all students. Additionally, this plan addresses the mandatory requirement that all students in grades 6-12, scoring at levels 1 or 2 on the Reading portion of the Florida Comprehensive Assessment Test (FCAT) be enrolled in an intensive reading course. Specific course requirements are based on the need of the student and are described in Appendix O for Middle School students and Appendix P for High School students.

(3.) Level 1 and Level 2 Students

Students scoring Level 1 and Level 2 on the Florida Comprehensive Test (FCAT) mathematics subtest must receive remediation the following year. Level 1 students will receive a remediation course and Level 2 students will receive an integrated remediation course during the regular mathematics class. Students entering the district without an FCAT score from the previous year may be required to take a remediation class if the student's transcript or other information from the previous school suggests that it may be the most appropriate placement (F.S. 1003.413 (e)).

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

Members of the instructional staff of the public schools, subject to the rules and regulations of the state board and of the school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction of the following:

- (a) The content of the Declaration of Independence and how it forms the philosophical foundation of our government;
- (b) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers;
- (c) The essentials of the United States Constitution and how it provides the structure of our government;
- (d) Flag education, including proper flag display and flag salute;
- (e) The elements of civil government;
- (f) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions;
- (g) The history of African-Americans, including the history of African people before the political conflicts that led to the development of slavery, the passage to American, the enslavement experience, abolition, and the contributions of African-Americans to society;
- (h) The elementary principles of agriculture;
- (i) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind;
- (j) Kindness to animals;
- (k) The history of the state;
- (l) The conservation of natural resources;
- (m) The study of Hispanic contributions to the United States;
- (n) The study of women's contributions to the United States; and
- (o) The study of the sacrifices that veterans have made in serving the country and protecting democratic values worldwide. (Instruction must occur before Veterans Day and Memorial Day.) (F.S. 1003.42)
- (p) Such additional materials, subjects, courses, or fields in such grades as may be prescribed by law or rules of the state board and the school board in fulfilling the requirements of law;
- (q) The last full week of classes in September, is designated, as Celebrate Freedom Week. At least 3 hours of appropriate instruction, in each social studies class on the intent, meaning, and importance of the Declaration of Independence. On each school day

during this week, public school principals and teachers are required to conduct an oral recitation by students of the following excerpt of the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed." The bill provides that, upon written request by a student's parent, the student must be excused from participating in the recitation of the Declaration of Independence (F.S. 233.0659).

- (r) Each school will implement a program of character development, such as Character First, which is secular in nature and stresses such qualities as attentiveness, patience and initiative.
 - (s) Elementary students are required to have 150 minutes of Physical Education weekly. Middle school students are encouraged to 225 minutes of Physical Education per week (House Bill 967).
 - (t) The study of the history of the State.
 - (u) Comprehensive health education that includes personal health, nutrition, prevention and disease control, drug and alcohol abuse , family life, sexual abstinence as the expected standard, and emotional health.
- (5.) State and district school officials shall furnish and put into execution a system and method of teaching the true effects of alcohol and narcotics on the human body and mind, provide the necessary textbooks, literature, equipment, and directions, see that such subjects are efficiently taught by means of pictures, charts, oral instruction, and lectures and other approved methods, and require such reports as are deemed necessary to show the work which is being covered and the results being accomplished.
- (6.) Any child whose parent presents to the school principal a signed statement that the teaching of disease, its symptoms, development, and treatment, and the viewing of pictures or motion pictures that teach about disease, conflict with the religious teachings of the child's religious affiliation, is exempt from such instruction; and a child so exempted may not be penalized by reason of that exemption.

Required instruction for students in Grades 6-8 will be provided through inclusion in regularly scheduled classes in the subject areas listed under General Requirements for Promotion.

d. Fulfillment of Sunshine State Standards

The State of Florida has established Sunshine State Standards in Reading, Writing, Mathematics, Science, and Social Studies for all grades. Students who pass the required units in these subject areas will be considered to have

demonstrated mastery of the Sunshine State Standards and to have met Statewide Assessment Program requirements for promotion to the ninth grade.

e. Time Needed to Complete Grades 6 - 8

The time required to complete grades six through eight will depend upon the time needed to complete the above requirements as determined by the School Board.

f. Determination of Competencies

Student Progression in St. Lucie County Schools is based upon an evaluation of each student's achievement in terms of appropriate instructional goals. The basis of making the determination should reflect teacher judgment based on the following: classroom assignments, daily observation, standardized tests, state assessment tests, or other objective data. The responsibility for determining each student's level of performance and ability to function academically, socially, and emotionally at the next grade level is that of the classroom teacher, subject to review and approval of the principal.

(1.) The method of determining student attainment of the competencies identified by the standards for general education and exceptional education students shall include but not be limited to:

- (a) Statewide assessment program; (F.S. 1008.34, F.S.1008.22, F.S.1001.11)
- (b) Appropriate tests developed by state and district personnel that address specific skills
- (c)
- (d) Modification of testing instruments appropriate to the exceptionality of the student. 6A-1.942(c) 3, 6A-1.959(a) 1 (See Appendix H)

(2.) In addition to the requirements of mandatory retention of students in grade 3 if their reading deficiency is not remediated, 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.

In addition to MIS interim progress reports and report cards, parents must be notified in writing or by documented phone calls at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignments. The teacher must maintain all documentation of the parent contact for one year. Satisfactory grades in alternative programs must indicate that the student is working satisfactorily in a program below the range acceptable for the grade

assignment. The opportunity for a conference with the teacher or principal must be provided for the parents of any child who may be retained. For a student with disabilities, parents will be notified of student's progress on Individual Educational Plan annual goals as well as receive reports of progress according to the same frequency as parents of non-disabled students.

2. **PROMOTION**

a. General Requirements

The purpose of the instructional program in the schools of St. Lucie County is to provide appropriate instructional and selected services to enable students to perform at or above their grade level academically. Promotion, however, is based primarily on pupil achievement and is not automatic. A student may not be promoted based on age or other factors that constitute social promotion (F.S. 1008.25).

Decisions regarding student promotion, retention and good cause placement are primarily the responsibility of the individual school's professional staff. The final decision in regard to grade placement is the responsibility of the principal.

Student promotion in St. Lucie County is based upon evaluation of each student's achievement in terms of appropriate instructional goals. The determination should reflect teacher judgment based upon the following:

- (1.) successful progress in the county adopted curriculum,
- (2.) progress tests,
- (3.) classroom assignments,
- (4.) daily observation,
- (5.) standardized tests, and
- (6.) other objective data.

The primary responsibility for determining each student's level of performance and ability to function academically, socially and emotionally at the next grade level is that of the classroom teacher, subject to review and approval of the principal.

b. General Promotion Requirements- Grades 6-8-Benchmark Testing and Value-Added Procedure

In order to be promoted to the next grade level, students in grades 6-8 must meet ALL of the following criteria:

- (1.) Pass each of the core subjects of mathematics, language arts, science, reading and social studies. The state adopted grading scale will determine a passing grade for each course.

- (2.) Final grades are awarded on a yearly basis in middle school.
- (3.) Purpose of Benchmark Testing - the tests are designed to monitor the progress students' mastery of the tested benchmarks on the FCAT in reading, mathematics, and science as aligned to the district's scope and sequence in these tested subject areas. The data from the performance of students on these tests will be used by teachers to guide instruction and assist administrators in monitoring the growth in student learning within classrooms, grade levels, and school sites.
- (3.) Students in grades 3-10 in reading and mathematics and grades 3-11 in science will take the benchmark progress monitoring tests. Students in grades 11-12 who have not passed the FCAT will also be required to take the benchmark tests.
- (4.) Quarterly benchmark testing will serve as an instrument to monitor progress and achievement of the Sunshine State Standards for students in grades 6-8.
- (5.) Starting in 2006-2007, tests will be "value-added" in that they will add points to a student's report card grade in the following manner:

Secondary (Grades 6-12) – Value-added points will be added to the teacher's nine week grade to arrive at the final Quarter grade. Benchmark scores of 90-100 will add 5 points, Benchmark scores of 80-89 will add 3 points, Benchmark scores of 70-79 will add 2 points, Benchmark scores of 60-69 will add 1 point, Benchmark scores of 0-59 will add 0 points.

For ESE students the following applies as it relates to benchmark testing:

1. Any student with a disability exempted from FCAT and alternately assessed will be exempted from the benchmark tests.
2. Any student with a disability following a modified (not parallel) ESE curriculum in any setting but participating in FCAT for exposure will take the benchmark tests. The grade will not be averaged for a final grade. (Classes with 7 million course codes indicate a modified curriculum. Students with Individual Education Plans specifically directing special diploma standards be taught in a general education setting may be considered in this category.)
3. Any student with a disability participating in an ESE course addressing a parallel curriculum to a general education course will take the benchmark tests and the grade will be averaged using the standard district criteria.

4. Any student with a disability participating in the general education curriculum in the general education classroom will take the benchmark tests and the grade will be averaged using the standard district criteria.

c) Reporting to Parents/Guardians or Adult Students

In addition to MIS interim progress reports and report cards, parents must be notified in writing or by documented phone calls at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignments. The teacher must maintain all documentation of the parent contact for one year. The opportunity for a conference with the teacher or principal must be provided for the parents or guardians of any child or an adult student who may fail and/or be retained. For students with disabilities, parents will be notified of student's progress on Individual Educational Plan annual goals as well as receive reports of progress according to the same frequency as parents of non-disabled students.

(F.S. 1008.25) Parents are to be notified annually in writing as to the progress of students toward achieving state and district expectations for proficiency in reading, writing, mathematics and science including the results on state assessment test.

d. **IEP ANNUAL GOAL PROGRESS REPORTS FOR EXCEPTIONAL STUDENT EDUCATION:** Annual Goal Progress Reports for Individual Education Plan (IEP) annual goals must be provided to parents to communicate student progress toward annual goals. IEP Progress Reports must be provided at least as often as that of general education students in their assigned school or more frequently as identified by the IEP. This requirement is in addition to the academic progress reports and report cards (Rule 6A-6.03028).

e. Student performance Levels for Reading, Writing, Science and Mathematics (F.S. 1008.25)

This law requires that the district define specific levels of performance in Reading, Writing, Science and Mathematics for each grade level except kindergarten. These levels of performance will be used to identify students who must receive remediation and may be retained.

Performance levels are determined by various indicators that will include, but are not limited to, multiple measures using appropriate grade-level assessments as well as teacher judgment.

In compliance with the School Board's Goal 1 (Student Performance) and (F.S. 1008.25), student will be identified as performing at one of three levels which indicates student achievement:

1. Above grade level,
2. At grade level, or
3. Below grade level.

f. Required Program of Study – Grades 6-8

Grades 6-8 promotion should be based on standardized test results, daily assignments, teacher observation, teacher made tests, satisfactory attainment of the student performance standards in the curriculum frameworks and other objective information. If the achievement level is not met, the teacher shall utilize deficiency/progress reports to communicate with the parent during the grading period. Notices to parent/guardian of LEP students must be provided in the primary language, where feasible.

(1.) Teacher Judgment

The teacher must provide compelling, verifiable evidence when student performance on appropriate grade-level assessments is not believed to be indicative of daily classroom performance.

Teacher judgment factors may include, but are not limited to:

- (a.) previous retentions
- (b.) level of text at which student is successful
- (c.) observations
- (d.) checklists
- (e.) student portfolios
- (f.) current grades/marks

(2.) Possible Grade Level Assessments

Grade 6

- (a.) Degrees of Reading Power (DRP)
- (b.) FCAT Reading
- (c.) FCAT Mathematics
- (d.) DAR
- (e.) FCAT ABACUS Assessments Reading
- (f.) FCAT ABACUS Assessments Mathematics
- (g.) SRI

Grade 7

- (a.)Degrees of Reading Power (DRP)
- (b.)FCAT Reading
- (c.)FCAT Mathematics
- (d) FCAT ABACUS Assessments Reading
- (e) FCAT ABACUS Assessments Mathematics
- (f) DAR
- (g) SRI

Grade 8

- (a.) Degrees of Reading Power (DRP)
- (b.) FCAT Reading
- (c.) FCAT Mathematics
- (d.) FCAT Science
- (e.) FCAT Writing
- (f.) DAR
- (g.) FCAT ABACUS Assessments
- (h.) Algebra I Test
- (i.) SRI

g. Promotion of ESE Students

1. Students with disabilities following the New Generation Sunshine State Standards are required to meet the same general education promotion requirements for grades 6-8 as their non-disabled peers.
2. Students with disabilities for whom the IEP team has determined should follow a modified curriculum must master the appropriate Performance Standards, Sunshine State Standards for Special Diploma, access points, or other appropriate standards) or have results of specific remediation strategies documenting mastery in their Individual Educational Plans prior to promotion to each grade level. The teacher(s) of record is responsible for the assessment, remediation, and documentation of appropriate Performance Standards, and/or Sunshine State Standards for a Special Diploma and access points.
3. The following factors must be considered for promotion of students following the Sunshine State Standards for Special Diploma and access points:
 - i. successful completion of IEP goals and objectives
 - ii. chronological age
 - iii. grades earned in all courses
 - iv. attendance
 - v. physical and social maturity
 - vi. alternate assessment

The school principal may confer with the IEP team to consider all of the factors above when determining whether promotion or retention is appropriate

4. The selection of a diploma option must take place at an Individual Education Plan (IEP) conference during the eighth grade or prior to the student turning fourteen years of age, whichever comes first. Since the selection of a diploma option will have a significant impact upon the student's high school curriculum and post-secondary options, parents must be involved in the decision making process. They must be informed about course/credit requirements for each diploma option and the post secondary options available with each diploma. The diploma option will be reviewed at all subsequent IEP meetings.

h. School Progress Monitoring Plan

1. Schools will develop and implement a progress monitoring plan for each student that does not meet state or district expectations of proficiency in Reading, Math, Writing, or Science, including scoring below Level 3 in FCAT Reading or Mathematics. A student who is not meeting the district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:
 - (a.) A federally required student plan such as an individual education plan (IEP); or
 - (b.) A school wide system of progress monitoring for all students; or
2. The district will provide guidelines to schools for developing and implementing the School Progress Monitoring Plan.
3. The plan chosen must be designed to assist the student or the school in meeting the state and district expectations for proficiency. The school must develop the plan in consultation with the student's parents.

i. Acceleration

1. The assignment of the student to a higher grade may be made on the basis of exceptionally high achievement by the student and on the basis of other supporting evidence indicating that the student will benefit more from the instructional program at the higher grade level.
2. The probable long range academic, social, and emotional effect of the decision will be considered by the school's Student Support Team or Problem Solving Intervention Team. The principal has the responsibility for making such assignments. The child will not be accelerated without parental consent.
3. The student's permanent record and report card must indicate, "accelerated placement." Parents must be notified in writing by the principal that their child is receiving an accelerated grade placement to the next higher grade. A copy of parent notification must be placed in the permanent record.
 - iii. The principal has the final decision for making such assignments.
 - iv. When administrative assignment is made for an identified exceptional education student, a school level articulation staffing involving teachers and administrators will be held to review the Educational Plan.

j. High School Credit

1. Middle School students may take a Math or Foreign Language that may earn a high school credit toward graduation. Middle School students in grades 6,7 and 8 may take Pre-Algebra, Algebra I, and Geometry in sequence in pursuant of a more rigorous curriculum. The Algebra I and Geometry will earn a credit toward high school graduation if completed

with a “C” or above. Students who earn a “D” or lower must retake Algebra or Geometry in the ninth grade for credit. The following criteria will apply to students who apply to take the more rigorous course sequence: (1) Sixth grade students who wish to take Pre-Algebra must have a Math and Reading FCAT score of Level 3 and above. (2) Seventh grade students who wish to take Algebra I must have a Math and Reading FCAT score of Level 3 or above and a GPA 2.5 or above. (3) Eighth grade students who wish to take Geometry must have a Reading and Math FCAT score of Level 3 or above and a GPA of 3.0 or higher. Other considerations could be good attendance and teacher recommendation. A course designated in the Course Code Directory as grade 9 through grade 12, which is taken below the ninth grade, may be used to satisfy high school graduation requirements or Florida Bright Futures Scholarship Program requirements. The student will be classified as a ninth (9th) grader for the portion of the day that he/she is enrolled in the above courses for credit.

2. Grade Forgiveness Policies Amends: (F.S. 1003.43)

The new language for concerning grade forgiveness was added, as follows:

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 “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 take any high school course for high school credit and earns a grade of “C,” “D,” “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 cumulative grade point average required for graduation (Section 1003.428(4)(d), F.S.).

3. Eligibility Requirements for taking High School credit courses:
- (a.) Needs Teacher recommendation
 - (b.) FCAT scores at Level III or above
 - (c.) Success in Pre-Algebra (C or above)

(d.) Success on a Pre-test

4. Students successfully completing Course #8400320 Medical Skills and Services as part of Forest Grove Middle School's Health Science Exploratory Program may earn high school credit. Students who earn below a "C" must retake this course in high school to receive the credit.

Note: Students who earn a D or lower must retake Algebra in the ninth grade for credit.

5. An eighth (8th) grade student may enroll in additional high school courses for credit based upon a written recommendation of the principal and the approval of the Superintendent or designee.
6. A student who is repeating eighth (8th) grade may earn a maximum of one (1) credit toward graduation in the areas of English, Mathematics, Science or Social Studies, provided the student has passed the previous course as an 8th grader. A student will be classified as a ninth (9th) grader the portion of the day that student is enrolled in the above for credit.
7. High school honors courses offered at the 8th grade will receive equivalent weightedness according to the criteria for determining weightedness in grades 9-12.
8. Students in grades 6-8 will be informed of the three (3) graduation options offered by the state of Florida. These options are:
 - (a.) 24 credits Regular Diploma
 - (b.) 18 credits College Prep Diploma
 - (c.) 18 credit Vocational Diploma
9. In consideration with parents, each student by the spring of their eighth grade year should choose the graduation option they would like to follow in pursuing their high school diploma.

k. Eligibility for Summer School (If funding is available)

1. A student may attend summer school if student has failed one of the following subjects: mathematics, language arts, science, social studies, or is enrolled in a school board recognized program. The student must be retained in present grade, and be eligible for promotion to the next grade upon successful completion of summer school.
2. A student may complete two (2) courses in summer school, which potentially qualifies student for promotion to the next grade.

3. **EXTENDED SCHOOL YEAR (ESY) FOR EXCEPTIONAL STUDENT EDUCATION:** The need for Extended School Year services must be addressed annually and provided for students with disabilities whose IEP team has determined that the services are necessary for the provisions of a Free and Appropriate Public Education (FAPE). **This is a non-promotional program.**

The purpose of the ESY program is to enable students with disabilities who are enrolled in ESE programs to meet certain critical goals prescribed on the student's IEP or to maintain and/or further develop the achievement of those critical IEP goals that have already been met.

- All students in grades 6-8 who are receiving ESE services pursuant to an IEP must be considered for ESY.
 - An IEP Team meeting must be held to determine the student's need for ESY services.
 - The IEP Team will determine the objectives that are to be addressed during ESY and the objectives will be highlighted to articulate needs to ESY staff.
4. A minimum of fifteen (15) students must be enrolled in a course in order for it to be offered during summer school.
 5. A student must have the approval of a guidance counselor for summer school admittance.
 6. All students enrolling from out-of district schools and private schools must fill out the appropriate form when applying for summer school.

1. **Placement of Transfer Students**

1. A student who transfers to a St. Lucie County school from any other public school in the United States is placed in comparable classes, and all records from the previous school are accepted.
2. A student who transfers from a school outside the St. Lucie County School District, including foreign schools, with inadequate or incomplete records is administratively placed, based upon the information available, including any or all of the following:
 - (a.) classroom performance during a probationary period to be established by the principal or designee(s)
 - (b.) a review of all existing school records or credit transcripts
 - (c.) a review of the previous educational program including, but not limited to, time spent in a program, and curriculum requirements of the program

- (d.) a test on grade level or individual subject area objectives or competencies, to be identified by the principal or designee(s)
- (e.) interview with the student and/or parent(s)/guardian(s) by the principal or designee(s)
- (f.) classroom performance during a probationary period to be established by the principal or designee(s)

NOTE: The student's parent(s)/guardian(s) may appeal the principal's decision in writing to the Superintendent or designee within 30 days of the principal's decision. The superintendent shall affirm or reverse the principal's decision in writing.

3. A student transferring into a St. Lucie County School must be in attendance in that school for at least twenty (20) days, or demonstrate knowledge in the subject matter, in order to receive a grade.

4. Exceptional Student Education (ESE) Students with Disabilities (State Board of Education Rule 6A-6.0334)

A transferring exceptional education student with a disability is one who was previously enrolled as an exceptional student in any other school or agency and who is enrolling in a Florida school district or in an educational program operated by the Exceptional Student Education Department through grants or contractual agreements.

An ESE student with a disability who is transferring from one Florida public school district to the School District of St. Lucie County who has a current Individual Educational Plan (IEP) or Education Plan (EP) for gifted students will be placed in the appropriate educational program(s) consistent with the plan. The receiving school **must** review and may revise the current IEP/EP as necessary.

An ESE student with a disability who is transferring from an out-of-state public school who has a current IEP/EP and evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs may be placed immediately in the appropriate educational program(s) without temporary assignment. An ESE student who is transferring from out-of-state and does not meet the district's criteria for dismissal from an ESE program will be placed immediately in the appropriate educational program(s), without temporary assignment. In both cases, the receiving school **must** review the current IEP/EP and may revise the document as necessary. (Refer to the Manual for Admission and Placement for further information regarding the placement of transfer students.)

m. Student Withdrawals Prior to the End of the Year

1. Students who leave school prior to the last two weeks of any semester will not be granted credit unless they enroll in another school and complete the course requirements, including examinations if appropriate.
2. Students who are required to leave school during the last two weeks of the year must show evidence that the withdrawal is mandatory and must complete final examinations in order to receive course credit. Principals are authorized to make appropriate arrangements for the administration of examinations.
3. Principals may waive the requirements for early withdrawal when unusual/extenuating circumstances preclude full compliance by the students. Approval prior to the student's leaving is mandatory.

n. Early Examinations

Examinations will not be given prior to the time regularly scheduled. Students who fail to take the scheduled final examinations for good and sufficient reasons may be allowed to take the examinations prior to the beginning of the next school term. In the case of a transfer, final examination shall be mailed to the receiving school upon written request.

Exception: In exceptional cases, individual arrangements may be made by the principal within the current state regulations and School Board policies.

o. Progress Monitoring Plans

Personalized Middle School Success Plan

Beginning with the 2004-2005 school year, each principal of a school with a middle grade shall designate certified staff members to develop and administer a personalized middle school success plan for each entering sixth grade who scored below a Level 3 in reading on the most recent administration of the FCAT. The purpose of the plan is to assist the student in meeting state and school district expectations in academic proficiency and to prepare the student for a rigorous high school curriculum.

The personalized success plan must:

- (1.) Identify educational goals and intermediate benchmarks in core curriculum areas which will prepare the student for high school.
- (2.) Be based upon academic performance data and identification of the student's strengths and weaknesses.
- (3.) Include academic intervention strategies with frequent progress monitoring.
- (4.) Provide innovative methods to promote the student's advancement (flexible scheduling, tutoring, focus on core curricula, online instruction, alternative

learning environment, or other interventions shown to accelerate the learning process).

Additionally, the personalized success plan must:

- (1.) Identify educational goals and intermediate benchmarks in core curriculum areas which will prepare the student for high school
- (2.) Be developed in collaboration with the student and the student's parent(s)
- (3.) Be Implemented until the student completed eighth grade, or achieves Level 3 on the FCAT (Reading).
- (4.) Minimize paperwork.
- (5.) May be incorporated into a parent/teacher conference, included a part of a progress report or report card, included a part of a general orientation at the beginning of the school year, or provided by e-mail or other written correspondence.

C. HIGH SCHOOL PROGRESSION (GRADES 9 - 12)

1. GENERAL PROCEDURES

- a. General Requirements for High School Graduation
Beginning with the 2003-2004 school year, all students scheduled to graduate in 2004 and thereafter may select one of the following three high school graduation options. (F.S. 1003.429)
Student entering the ninth (9th) grade in the 2007-2008 school year must declare a major and earn 8 credits in the selected major, minor, or electives. These major areas of interest can be reviewed and revised on an annual basis.

Graduation Options:

- (1.) Completion of 4-year standard graduation requirements (minimum of 24 credits)
 - (a.) 4 credits in English (major concentration in composition and literature)
 - (b.) 4 credits in mathematics (one of which must be Algebra I)
 - (c.) 3 credits in science (two of which must include a lab component)
 - (d.) 1 credit of American History
 - (e.) 1 credit of world history
 - (f.) .5 credit in economics
 - (g.) .5 credit in American Government
 - (h.) 1 credit in Physical Education to include integration of health.
 - (i.) 8 credits of electives (4 in MAI; 4 in other)
 - (j.) Must pass FCAT with a GPA 2.0

NOTE: Beginning in the 2006-2007 school year as a part of the district's Science Initiative, certain district specified courses will require a science project that could include but not be limited to affiliated science fair, formal presentation of research or active participation in formal competitions.

- (2.) Three-year standard college preparatory program (18 credits)
- (a.) 4 credits in English (major concentration in composition and literature)
 - (b.) 3 credits in math (Algebra 1 or higher)
 - (c.) 3 credits in science (two of which must include a lab component)
 - (d.) 3 credits in social sciences (must include 1 credit in American History, 1 credit world history, .5 credit in American government, and .5 credit in economics)
 - (e.) 2 credits in same second language or demonstrate proficiency in another language
 - (f.) 3 credits of electives
 - (g.) At least 6 of the 18 credits required for this program must be received in classes that are honors, dual enrollment, advanced placement, International Baccalaureate, Advanced International Certificate of Education, specifically listed or identified by the Department of Education as rigorous pursuant to section 1009.531 (3) F.S. or weighted by the district school board for class ranking purposes.

**Note: Honors will no longer be accepted as part of the 6 hours for students entering grade 9 in the 2006-07 school year.

- (h.) Student must have a 3.0 grade point average to select this option and must maintain a 3.0 or equivalent in each course taken to satisfy the 18 credit requirement.

**Note: For students entering grade 9 in 2006-07, a 3.5 grade point average is required.

- (i.) Must pass the FCAT and maintain a 3.0 cumulative grade point average.

- (3.) Three-year career preparatory program (18 credits)

- (a.) 4 credits in English (major concentration in composition and literature)
- (b.) 3 credits in Math (must include Algebra I)
- (c.) 3 credits in Science (two of which must include a lab component)
- (d.) 3 credits in Social Sciences (must include 1 credit in American History, I credit in World History, .5 credit in American government, and .5 credit in Economics.
- (e.) 3 credits in single vocational or career education program, 3 credits in career and technical certificate dual enrollment, or 5 credits in vocational or career technical course.

- (f.) 2 credits in electives unless 5 credits are earned as referenced above.
 - (g.) Student must have a 3.0 grade point average to be eligible for this option and for their career preparatory track maintain a 2.0 or its equivalent in each course taken to satisfy the 18 credit requirement.
 - (h.) Must pass the FCAT and maintain a cumulative 3.0 grade point average.
- (4.) Provisions of the Accelerated Options
- (a.) If a student does not maintain the standards and course averages set forth by this bill, then they will automatically be reverted to the 24 credit standard diploma.
Students who have not made a choice by the end of the ninth grade will follow the four-year graduation program. Students who enter a Florida public school after grade nine or have had extenuating circumstances that prevented a choice being made, would be allowed to choose the 18 credit option up until the first semester of grade 10. For students and parents who fail to make a graduation option, the student will follow the traditional four-year program.
 - (b.) Students who selected the option before July 1, 2004, are grandfathered in under the old requirements.
- (5.) The International Baccalaureate diploma curriculum may be substituted to meet the state graduation requirements listed above.
- (6.) Students must also pass the Florida Comprehensive Assessment Test (FCAT), and earn a cumulative grade point average (GPA) of 2.0 on a 4.0 scale for all courses required for graduation. For students with disabilities see Appendix H. Students who are working toward a standard diploma (24 credits) must also pass the FCAT and earn a cumulative grade point average of 2.0 on a 4.0 scale for all courses required for graduation. Students who are opting for the accelerated option either college preparatory or career preparatory must have a cumulative grade point average of 3.0 on a 4.0 scale and pass the FCAT.
- (7.) A grade point average of 2.0 on a 4.0 scale is required along with Algebra I or its equivalent of a higher level mathematics course and remedial reading courses for ninth graders who are two grades behind (F.S. 1003.43). Remedial instruction provided during high school does not meet English and math requirements (F.S.1008.25(b)).
Algebra Equivalencies - those courses which are equivalent to Algebra I for graduation purposes and may be used to satisfy the graduation requirement are the following series:
- (a.) Applied Mathematics I and Applied Mathematics II;
 - (b.) Integrated Mathematics I and Integrated Mathematics II; or

(c.) Algebra Ia and Algebra Ib.

(8.) In addition to the 15 core subjects students are required to take three elective courses. The elective graduation requirements regarding admission to the State University System (SUS) are as follows:

(a.) Students entering the ninth grade after July 1, 2000 will be under the Path One. The requirements are that they can choose up to three elective credits from the following categories: *(Students are advised to consider their elective coursework carefully because the stronger an applicant's preparation, the better the chances were of admission in general and to the university of their choice.)*

- i. Up to four credits of Level II course in:
 - (1.) English/Language Arts, Mathematics, Natural Sciences, Social Science, Foreign Language, or Fine Arts
 - (2.) Level III courses in any discipline
 - (3.) Courses in the Humanities or Computer Science, grades nine or above
 - (4.) Dual Enrollment courses in any discipline as determined by the Articulation Coordinating Committee
- ii. Up to two credits of courses grade nine or above in:
 - (1.) ROTC/ Military Training
 - (2.) Career and Technical Education
- iii. Up to one credit of courses in:
 - (1.) Research
 - (2.) Leadership Skills
 - (3.) Executive Leadership
 - (4.) Physical Education and Life Management Skills

(b.) Students entering the ninth grade after July 1, 2000 will follow Path Two. The requirements are that they can choose up to four elective credits from the following categories:

- i. Up to four credits of Level II courses in:
 - (1.) English/ Language Arts, Mathematics, Natural Sciences, Social Science, Foreign Language, or Fine Arts
 - (2.) Level III courses in any discipline
 - (3.) Dual Enrollment courses for which both high school and postsecondary credits are granted
- ii. Up to two credits in:
 - (1.) Courses in ROTC/Military Training, grade nine or above
 - (2.) Equivalent courses in any discipline as determined by the Articulation Coordinating Committee.

(Access the following website for a list of Level II elective approved vocational courses: <http://www.firn.edu/doe/workforce>)

- (c.) Graduation GPA will be based on the Core 24 GPA. Credits earned above the Core 24 GPA will be used to give the student the greatest advantage when calculated electronically by MIS. (See Appendix I)
- (d.) Students who do not earn passing scores on the FCAT after three times taking it, can use an alternative assessment for graduation purposes. The approved assessments are the ACT and SAT. Students whose scores are equal to a passing score on the grade 10 FCAT can satisfy the assessment portion of graduation requirements.

b. Academic Requirements (F.S. 1008.25)

- (1.) Each school district must:
 - (a.) Establish expected levels of performance at each grade level for students in reading, writing, mathematics and science based on achievement of the appropriate Sunshine State Standards benchmarks;
 - (b.) Assess student's achievement of the expected levels and identify those students not meeting expectations at each grade;
 - (c.) Provide further diagnosis of such students to identify their areas of academic need, and
 - (d.) Provide remediation through an School Progress Monitoring Plan until the deficiencies are remediated.

c. Required Instruction (F.S. 1003.24)

- (1.) Members of the instructional staff of the public schools, subject to the rules and regulations of the state board and of the school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction of the following:
 - (a.) The content of the Declaration of Independence and how it forms the philosophical foundation of our government;
 - (b.) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers;
 - (c.) The essentials of the United States Constitution and how it provides the structure of our government;
 - (d.) The study of Florida government, including study of the state constitution; the three branches of state government; and municipal and county government. (F.S. 1003.43)
 - (e.) Flag education, including proper flag display and flag salute;
 - (f.) The elements of civil government;

- (g.) The history of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions;
- (h.) The history of African-Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African-Americans to society;
- (i.) The elementary principles of agriculture;
- (j.) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind;
- (k.) Kindness to animals;
- (l.) The history of the state;
- (m.) The conservation of natural resources;
- (n.) The study of Hispanic contributions to the United States;
- (o.) The study of Women's contributions to the United States; and
- (p.) The study of the sacrifices that veterans have made in serving the country and protecting democratic values worldwide. (Instruction must occur before Veterans Day and Memorial Day.) Amends (F.S (r) (1003.42));
- (q.) Such additional materials, subjects, courses, or fields in such grades as may be prescribed by law or rules of the state board and the school board in fulfilling the requirements of law;
- (r.) The last full week of classes in September, is designated, as Celebrate Freedom Week. At least 3 hours of appropriate instruction, in each social studies class on the intent, meaning, and importance of the Declaration of Independence. On each school day during this week, public school principals and teachers are required to conduct an oral recitation by students of the following excerpt of the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed." The bill provides that, upon written request by a student's parent, the student must be excused from participating in the recitation of the Declaration of Independence. (F.S. 233.0659).
- (s.) Each school will implement a program of character development, such as Character First, which is secular in nature and stresses such qualities as attentiveness, patience and initiative.

- (2.) State and district school officials shall furnish and put into execution a system and method of teaching the true effects of alcohol and narcotics on the human body and mind, provide the necessary textbooks, literature, equipment, and directions, see that such subjects are efficiently taught by means of pictures, charts, oral instruction, and lectures and other approved methods, and require such reports as are deemed necessary to show the work which is being covered and the results being accomplished.
- (3.) Any child whose parent presents to the school principal a signed statement that the teaching of disease, its symptoms, development, and treatment, and the viewing of pictures or motion pictures that teach about disease, conflict with the religious teachings of the child's religious affiliation, is exempt from such instruction; and a child so exempted may not be penalized by reason of that exemption.

Required instruction for students in Grades 9-12 will be provided through inclusion in regularly scheduled classes in the subject areas listed under General Requirements for High School Graduation.

d. Credit Towards Graduation

- (1.) Course credit will be awarded on a semester basis. All courses are offered as semester credit.

One full credit means a minimum of 135 hours of instruction in a designated course of study which contains student performance standards as provided for in (F.S. 1003.436).

High school credit will be awarded to students who demonstrate 60% mastery of the course performance standards as evidenced by teacher-made tests, criterion referenced tests, teacher observation, class projects, homework, or other activities as identified by the teacher.

Level 1 Courses - no student may be granted credit toward a high school graduation for enrollment in any Level 1 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 (F.S. 1003.43).

- (2.) Performance standards and student performance standards of excellence for Florida Schools in Mathematics, Science, Social Studies and Writing are a part of the Student Progression Plan and are found under separate cover entitled Sunshine State Standards and Standards of Excellence.
- (3.) Equivalent Defined: "Equivalent" is defined as school assembly programs which meet student performance standards, field trip experiences which meet student performance standards and class assignments for the purpose

of meeting performance standards which may be assigned to be accomplished at times other than the regular fifty (50) minute class period. When possible, school assemblies shall be scheduled so that a single class period is not disproportionately affected.

- (4.) School-Sponsored Activities in Lieu of Classes: A student who attends a school-sponsored activity shall be considered as being present for instruction. In instances in which there is a question concerning the validity of the activity, the determination shall be made by the Area Assistant Superintendents.
- (5.) Making Up Class Work Missed: Students who are absent or who are attending field trips or other school-sponsored student activities not related to the classes may earn credit by making up all work missed within ten (10) school days. The student will be allowed a period of two days make-up time for each day absent and make-up work must be turned in within 10 days of returning to school.

e. Career and Technical Education Courses:

- (1.) Career and Technical Education serves a diverse group of secondary students by providing an array of technical education and job preparatory programs in the areas of:
 - (a.) Agribusiness and Natural Resources,
 - (b.) Business Technology Education,
 - (c.) Diversified,
 - (d.) Health,
 - (e.) Family and Consumer Science,
 - (f.) Industrial,
 - (g.) Marketing,
 - (h.) Technology,
 - (i.) Public Service.

Through a sequence of academic and technical courses, students acquire both the academic and the technological competencies necessary for:

- (a.) occupational success,
 - (b.) adapting to workplace changes,
 - (c.) securing a job and advancing within the industry and/or their place of employment,
 - (d.) ensuring that they are prepared to enter, and succeed, in postsecondary studies at the technical certificate, associate degree, and/or baccalaureate degree levels.
- (2.) Substitution of Career and Technical Education Courses
 - (a.) Career and Technical Education course substitutions shall not exceed two (2) credits in each subject area. In addition, a program

which has been used to substitute in one subject area may not be used to substitute for any other subject area. Equivalency is provided for in the Course Code Directory. (F.S. 1011.62). A student who completes a job preparatory program and substitutes part of that program for regular course offerings may not take any of these courses and receive additional credit.

- (b.) Any student in grades 9 through 12 who enrolls in, and satisfactorily completes, a job preparatory program may substitute credit for a portion of the required four credits in English, three credits in mathematics, and three credits in science. The credit substitution for English, mathematics, or science earned through the vocational job preparatory program shall be on a curriculum equivalency basis.
 - (c.) Marketing Cooperative Education - OJT (#8800410) taken for a full credit and passed may be substituted for Financial Internship (#8815130) or Travel and Tourism Internship (#8845130). (Both Financial Internship and Travel and Tourism Internship are six weeks in duration taken in the summer between the junior and senior year of high school.)
 - (d.) When taken, and successfully passed, Anatomy and Physiology (#200350) can be substituted for Health Careers 1 (#8417100).
- (3.) Agriscience Foundations I (# 8106810), the core course in secondary Agriscience and Natural Resources programs will satisfy a graduation requirement of a science with a laboratory component. This is not a substitution for any course.
- (4.) Practical Arts or Exploratory Career and Technical Education – Any vocational course which falls into any category below may be used to satisfy the graduation requirements for one-half credit in practical arts or exploratory career and technical education: (F.S. 1003.43)
- (a.) Exploratory courses designed to give students initial exposure to the skills and aptitudes associated with a broad range of occupations, to assist in preparation for academic and occupational plans;
 - (b.) Job preparatory instruction in the minimum competencies necessary for effective entry into an occupation; (22) (a), (b) (F.S. 1000.21)
- f. Practical Arts/Performing Fine Arts
- (2.) The requirements for practical arts and performing fine arts may be met by:
- (a) One (1) credit in practical arts or exploratory career and technical education; or
 - (b) One (1) credit in performing fine arts to be selected from music, dance, drama, painting, or sculpture; or

- (c) One-half (1/2) credit in practical arts or exploratory career and technical education AND one-half (1/2) credit in performing fine arts to be selected from music, dance, drama, painting, or sculpture.
- (d) A ninth grade course(s) in Practical Arts or Exploratory Career and Technical Education - Any career and technical course which falls into any category below may be used to satisfy the graduation requirement for one-half credit in practical arts or exploratory career and technical education: (F.S. 1003.43). Ninth grade course(s) in practical arts or exploratory career and technical education or performing fine arts is acceptable for meeting high school graduation requirements (F.S. 1003.43) and (F.S. 1011.62).
- (e) Upon completion of all of the courses in JROTC program, students may substitute on a curriculum equivalency basis one credit to satisfy the Practical Arts graduation requirement.

g. Driver Education

Driver Education may be offered as a part of the District's high school curriculum. A student may earn elective credit for satisfactory completion of the course; however, the course shall not be a part of, or substitute for, any of the minimum requirements for graduation in Florida Statutes.

h. Extracurricular Activities

- (1.) Prior to school year 1999-2000 students entering 9th grade, participation in an interscholastic sport at freshman, junior-varsity, or varsity-level for a full season shall satisfy the state graduation requirement for personal fitness. If the student satisfies the personal fitness requirement through the interscholastic sport option, he/she must substitute an elective .5 credit for the personal fitness .5 credit.
- (2.) For students entering 9th grade in school year 1999-2000 and thereafter, participation in an interscholastic sport at the junior-varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of a C or better. A school board may not require that the one credit in physical education be taken during the 9th grade year. (If the student satisfies the physical education requirement through the interscholastic sport option, he or she must substitute a one credit elective for the physical education credit.)
- (3.) Completion of one semester with a grade of "C" or better in a marching band class, ROTC, 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. This one-half credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual educational plan (IEP) or 504 plan.

- (4.) Students who volunteer at a school cannot volunteer during school hours without consent from the school of the volunteer.

i. Transfer of Credits - Home School, Public and Private Schools

- (a.) Students transferring into a public school must be placed at the appropriate sequential course level. Performance at a minimum grade point average of 2.0 in the placement validates the student's prior performance in that subject area. For example, an 11th grade transfer student may validate his English I and II credits taken at the sending school or home school with a 2.0 in English III at the receiving school.
- (b.) If a student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period in which the student enters public school.
- (c.) 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 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.
- (d.) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
- i. Portfolio evaluation by superintendent or designee;
 - ii. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - iii. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - iv. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - v. Demonstrated proficiencies on the FCAT; or
 - vi. Written review of the criteria for a given subject provided by the former school. Students must be provided at least ninety (90) days from the date of transfer to prepare for assessments.
- (e) Students in grade levels that do not earn credits and for whom the district cannot obtain an official transcript from the school in which the student was previously enrolled; will have their semester and/or annual grades calculated on the report card grades earned while a student at the school.

Authority: (F.S.1.09941(6A)) State Uniform Transfer of High School Credits;
(F.S.1003.25 (3))

j. Transfer Student Grades

A student transferring into a St. Lucie County School must be in attendance in that school for at least twenty (20) days, or demonstrate knowledge in the subject matter, in order to receive a grade. Graduation requirements for transfer students are specified later in this document.

k. Fulfillment of Sunshine State Standards

The State of Florida has established Sunshine State Standards in Reading, Writing, Mathematics, Science, and Social Studies for all grades PreK-12.

Students who pass the required Florida Comprehensive Test (FCAT) and the required units in these subject areas will be considered to have demonstrated mastery of the Sunshine State Standards and to have met Statewide Assessment Program requirements for graduation. Students entering the ninth grade for the 1999-2000 school year will have to pass the FCAT reading and math with achievement of level 2 in order to graduate with a standard diploma.

l. Time Needed to Complete Grades 9 - 12

The time required to complete grades nine through twelve will depend upon the time needed to complete the above requirements as determined by state statute and the School Board.

m. Determination of Competencies

Student Progression in St. Lucie County Schools is based upon an evaluation of each student's achievement in terms of appropriate instruction goals. The basis of making the determination should reflect teacher judgment based on the following: classroom assignments, daily observation, standardized tests, state assessment tests, and other objective data. The primary responsibility for determining each student's level of performance and ability to function academically, at the next grade level is that of the classroom teacher, subject to review and approval of the principal. Modification of testing instruments appropriate to the exceptionality of the student will be determined under the Guidelines for Appropriate Modifications. (see Appendix H)

- (1.) Purpose of Benchmark Testing - the tests are designed to monitor the progress students' mastery of the tested benchmarks on the FCAT in reading, mathematics, and science as aligned to the district's scope and sequence in these tested subject areas. The data from the performance of students on these tests will be used by teachers to guide instruction and assist administrators in monitoring the growth in student learning within classrooms, grade levels, and school sites.
- (2.) Students in grades 3-10 in reading and mathematics and grades 3-11 in science will take the benchmark progress monitoring tests. Students in grades 11-12 who have not passed the FCAT will also be required to take the benchmark tests.
- (3.) Tests for 2008-2009 will be "value added" in that they will add points to a student's nine week report card grade using the following differentiated model:
 - a) **Elementary (Grades K-5)** – Value-added points will be added to the teacher's nine week grade to arrive at the final Quarter grade. Benchmark scores of 90-100 will add 10 points, Benchmark scores of 80-89 will add 5 points, Benchmark scores of 70-79 will add 3 points, Benchmark scores of 60-69 will add 2 points, Benchmark scores of 50-59 will add 1 point, Benchmark scores of 1-49 will add 0 points.
 - b) **Secondary (Grades 6-12)** – Value-added points will be added to the teacher's nine week grade to arrive at the final Quarter grade. Benchmark scores of 90-100 will add 5 points, Benchmark scores of 80-89 will add 3 points, Benchmark scores of 70-79 will add 2 points, Benchmark scores of 60-69 will add 1 point, Benchmark Benchmark scores of 0-59 will add 0 points.
- (4.) Any student who has not satisfied the graduation requirement of passing the FCAT must take the benchmark tests in the areas of Mathematics and Reading or the area they have not passed. This includes Repeat Tenth Graders, Students in Alternative Education sites, Pre-IB students, and Performance Based Diploma students. Dual Enrollment students who take the course on a high school campus are also required to take the benchmark tests.
- (5.) For ESE students the following applies as it relates to benchmark testing:
 - a. Any student with a disability exempted from FCAT and alternately assessed will be exempted from the benchmark tests.

b. Any student with a disability following a modified (not parallel) ESE curriculum in any setting but participating in FCAT for exposure will take the benchmark tests. The grade will not be averaged for a final grade. (Classes with 7 million course codes indicate a modified curriculum. Students with Individual Education Plans specifically directing special diploma standards be taught in a general education setting may be considered in this category.)

c. Any student with a disability participating in an ESE course addressing a parallel curriculum to a general education course will take the benchmark tests and the grade will be averaged using the standard district criteria.

d. Any student with a disability participating in the general education curriculum in the general education classroom will take the benchmark tests and the grade will be averaged using the standard district criteria.

n. Reporting to Parents/Guardians or Adult Students

In addition to MIS interim progress reports and report cards, parents must be notified in writing or by documented phone calls at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignments. The teacher must maintain all documentation of the parent contact for one year. The opportunity for a conference with the teacher or principal must be provided for the parents or guardians of any child or an adult student who may fail and/or be retained. For students with disabilities, parents will be notified of student's progress on Individual Educational Plan annual goals as well as receive reports of progress according to the same frequency as parents of non-disabled students.

(F.S. 1008.25) Parents are to be notified annually in writing as to the progress of students toward achieving state and district expectations for proficiency in reading, writing, mathematics and science including the results on state assessment test.

IEP ANNUAL GOAL PROGRESS REPORTS FOR EXCEPTIONAL STUDENT EDUCATION: Annual Goal Progress Reports for Individual Education Plan (IEP) annual goals must be provided to parents to communicate student progress toward annual goals. IEP Progress Reports must be provided at least as often as that of general education students in their assigned school or more frequently as identified by the IEP. This requirement is in addition to the academic progress reports and report cards(Rule 6A-6.03028).

o. Promotion/Retention/Graduation Requirements Grades 9-12

(1.) Promotion

(a.) Minimum district-wide standards for promotion are established in this Student Progression Plan. The average pupil should perform well above these standards. Meeting the minimum standards does not automatically result in student promotion. Another factor considered is attendance.

(b.) Students who do not meet promotion requirements may be:

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

NOTE: Students who have been retained and are enrolled in a summer program will be re-evaluated at the end of the summer in terms of minimum requirements.

- (c.) The time required to complete senior high school will depend upon the time necessary to earn the credits required for graduation. The awarding of other than a standard diploma does not preclude a student with disabilities from returning to school until a standard diploma is awarded or the student ages out.
- (d.) In grades 9-11, students may be promoted on a semester basis. A student in the 11th grade may be promoted to the 12th grade at the end of the 1st semester provided it is determined by the principal that it is possible for the student to meet the graduation requirements at the end of the regular school term.
- (e.) Courses of study provide each student with the opportunity to achieve according to student's intellectual ability and initiative.
- (f.) Appropriate students, grades nine (9) through twelve (12), will be provided reading and mathematics basic skills remediation according to the school's remediation plan. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation
- (g.) Students in grades 9 through 12 who have a cumulative grade point average less than 2.0 will be identified at the end of each semester. The parent or guardian of each student must be notified that the student is at risk of not meeting the requirements for graduation.

Provision will be made to assist these students in achieving a grade point average of 2.0.

- (h.) A student's final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior, and attendance, and promotion or non-promotion.
- (i.) Students are required to enroll in seven (7) courses or equivalent programs each year. However, students who need additional credits in their 5th year of high school and are eligible to graduate at the end of the current school year may enroll for the number of class periods needed to meet graduation requirements. A student may retake a course during the regular school year or summer school which student has passed and for which student has received credit in order to raise student cumulative grade point average to a 2.0. The student may only earn credit once for the course.
- (j.) Students who complete four years of high school and have earned the credits required for a Special Diploma will graduate with their cohort group. Students who receive a Special Diploma may return to school until the semester in which they turn 22 or until they have earned a Standard Diploma, whichever comes first.

A withdrawal code of W07 for Special Diploma Option 1 or W27 for Special Diploma Option 2 will be input upon graduation with their cohort group. During the final year of school for a student who will not receive a Standard diploma, a withdrawal code of WPO will be input.

- (k.) In computing the final cumulative grade point average, elective courses with the lowest grades may be dropped from calculation of grade point average while maintaining a minimum of the 24 credits required for graduation.
- (l.) To move from grade 9 to grade 10 a student must earn 5 credits, to move from grade 10 to 11 a student must earn 11 credits, and to move from grade 11 to grade 12 a student must earn 18 credits.
- (m.) Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.

p. Requirements for Diplomas:

1. Diplomas and Certificates

A student may be awarded an Honors Diploma, a Standard Diploma, a Special Diploma, a Certificate of Completion, as determined by the following:

- (a.) The Academic Diploma will be awarded to students who have completed graduation requirements and earned a minimum of 15

Honor credits from among the areas of language arts, mathematics, social studies, science, and/or foreign language must be earned at the advanced level during the 9th through 12th grades. In addition students must also pass the FCAT and earn a cumulative grade point average (GPA) of 2.0 on a 4.0 scale for all courses required for graduation.

(b.) The Standard Diploma will be awarded to students who have earned 24 credits, which include required courses for the Standard Diploma. Students must pass the Florida Comprehensive Assessment Test (FCAT) and earn a cumulative grade point average (GPA) of 2.0 on a 4.0 scale for all courses required for graduation. Students in the Performance Based Diploma Program must also complete a vocational education course sequence. Students who complete all requirements of graduation which would include having a 2.0 GPA and completing 24 credits of course work, but have not passed one or both sections of the FCAT may participate in the graduation ceremony and receive a Certificate of - Completion. Students who receive a Certificate of Completion will have the option to take the June FCAT or participate in a GED program to complete their high school education. Students can return indefinitely to take and pass the FCAT if the credit requirement is met.

(c.) Diploma Options for Students in Exceptional Education Programs:

- i. A student may exit high school with either a Standard diploma or Special Diploma Option 1 or Special Diploma Option 2. If a student does not fulfill criteria for a diploma, the student may exit with either a Certificate of Completion or a Special Certificate of Completion.
- ii. The selection of a diploma option must take place at an Individual Education Plan (IEP) conference during the eighth grade or prior to the student turning fourteen years of age, whichever comes first. Since the selection of a diploma option will have a significant impact upon the student's high school curriculum and post-secondary options, parents must be involved in the decision making process. They must be informed about course/credit requirements for each diploma option and the post secondary options available with each diploma.
- iii. The diploma option should be reviewed at each IEP meeting. 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 or adult student.

Students enrolled in one or more of the following programs are only eligible to follow general education curriculum, with or without accommodations and shall meet all of the promotional requirements as their non-disabled peers leading toward a standard or honors diploma:

- Gifted only
- Speech Impaired only
- Homebound/Hospitalized only
- Visually Impaired only

(d.) Requirements for Standard Diploma for Exceptional Students

- i. Exceptional students should be awarded credit toward a standard diploma under the following conditions:
 - (1.) Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of nonexceptional students in the District Student Progression Plan; or
 - (2.) Assignment of the exceptional student to a basic education class for instruction that is modified to accommodate the student's exceptionality. The district shall determine which of these strategies to employ based upon an assessment of the student's needs and shall reflect this decision in the student's individual education plan.
- ii. The aforementioned requirements for graduation apply equally to exceptional students, who will receive a standard diploma; however, Section (F.S. 1003.438), and Rule 6A-6.0312, FAC, authorize district school boards to modify courses and programs for exceptional students.
- iii. As outlined below, basic courses shall be modified, as necessary, to assure students with disabilities the opportunity to meet the graduation requirements for a standard diploma. Vocational courses and programs of study shall be modified, as necessary, to assure students with disabilities the opportunity to meet graduation requirements for a standard or a special diploma.
 - (1.) Modifications to basic courses shall not include modification to the curriculum frameworks, course description, or student performance. When modifying vocational courses, the particular outcomes and student

- performance standards which a student must master to earn credit must be specified on the student's individual education plan.
- (2.) Modifications to basic or vocational courses may include any of the following:
 - (a.) The instructional time may be increased or decreased,
 - (b.) Instructional methodology may be varied,
 - (c.) Special communication systems may be used by the teacher or the students,
 - (d.) Classroom and district test administration procedures and other evaluation procedures may be modified as specified in Rule 6A-1.0943, FAC, to accommodate the student's disability in accordance with guidelines specified later in Appendix H.
 - (3.) When modifying basic courses, one of the following strategies shall be used: (as specified in Rule 6A-6.0312,FAC)
 - (a.) Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students in the district student progression plan, or
 - (b.) Assignment of the exceptional student to a basic education class for instruction which is modified to accommodate the student's exceptionality.
 - (c.) The district shall determine which of these strategies to employ based on an assessment of the student's needs and reflect this decision in the student's individual education plan.
 - (4.) The individual educational plan (IEP) committee shall document on the IEP developed during the student's eighth grade school year, or the IEP developed during the year prior to becoming age fourteen, whichever comes first, whether the student is pursuing a course of study toward a Standard or Special Diploma. This recommendation shall be reviewed annually.
 - (5.) Nothing contained in this plan shall be construed to limit or restrict the right of a student with disabilities solely to a Special Diploma: Any student with disabilities shall be afforded the opportunity to fully meet all requirements of Section 1003.43, Florida Statutes, through the procedures established therein, and thereby qualify for a Standard Diploma as prescribed in Rule 6A-1.095, FAC, upon graduation. Parents of each student shall be notified through the IEP process of the diploma options available.

- (6.) Students with disabilities working towards a standard diploma shall be required to pass the FCAT.
- (7.) The IEP shall indicate the other standardized tests the student will take including but not limited to Florida Writes and FCAT.
- (8.) Test modifications are allowable as prescribed by the state and producers of tests for a standard high school diploma.
- (9.) Students with disabilities shall meet the Algebra I or equivalent requirement.
- (10.) Students with disabilities must maintain a 2.0 grade average for a standard diploma. A minimum GPA requirement is not applicable to students earning a Special Diploma.
- (11.) FCAT Waiver for 12th graders based on “Enhanced New Needed Opportunity for Better Life and Education for Students With Disabilities (ENNOBLES)”. A student with disabilities may receive a standard high school diploma, without passing all or parts of the FCAT, if the following conditions are met:
 - (a.) The student must have a current IEP, and the FCAT must be listed as the graduation test.
 - (b.) The student must have earned 24 credits/courses, and met the 2.00 GPA requirement,
 - (c.) Have taken the FCAT once in grades 10 and 11 and not received a passing score and the student must have achieved any other district criteria.
 - (d.) Beginning immediately after the first failed attempt at passing the grade 10 FCAT, the IEP team will implement the F-Track to collect evidence of mastery and or tracking student progress toward alternate demonstration of mastery on the required standards. Tracking progress of standards mastery will guide service and instructional decisions to increase positive student outcomes.
- (12.) Through a formal IEP meeting, the IEP team is required to determine and document on the DOE prescribed form, “Waiver of FCAT Graduation Requirement for Students With Disabilities,” that the FCAT cannot accurately measure the student’s abilities, taking into account appropriate, allowable accommodations.

Factors the IEP team would consider may include but not be limited to:

- (a) Were classroom accommodations different than the FCAT accommodations for the student?

- (b) Was the student in the proper courses?
- (c) Did the student follow Sunshine State Standards for a Standard Diploma and are the student's grades and classroom performance reflective of mastering the SSS.
- (d) What has been the student's past performance on FCAT?
- (e) Did the student participate in remediation activities?

The parent shall be notified of the IEP team decision.

In addition, the Superintendent/Designee shall review the IEP team decision and sign-off on all cases where the FCAT is waived. All applicable due process procedures apply.

- (13.) "ENNOBLES" provisions for transition to post secondary education allow for the following to take place for students with disabilities:

A student who has been awarded a special diploma or a certificate of completion is eligible to enroll in career education programs, and a student with a documented disability may be eligible for reasonable substitutions as prescribed in F.S. 1007.264 and 1007.265.

In addition, any student with a disability, except for those who have intellectual disabilities, shall be eligible for reasonable substitutions for any admissions requirements, when documentation is provided that the person's failure to meet the admissions criteria is due to the disability.

Any student with a disability, except for those who have intellectual disabilities, shall be eligible for reasonable substitutions for graduation, for admission into a program of study, or for entry into the upper division, where documentation is provided that the person's failure to meet the admissions criteria is related to the disability, and where failure to meet the graduation requirements or program admission requirements does not constitute a fundamental alteration in the nature of the program.

e. Requirements For A Special Diploma

- i. Sunshine State Standards for Special Diploma describe what certain students with a disability should be able to do at three (3) proficiency levels. The proficiency levels are identified as Independent, Supported and Participatory. These standards are herein incorporated into this Student Progression Plan.
- ii. Students who have been properly classified as intellectually disabled, hearing impaired, specific learning disabled, other health impaired, orthopedically impaired, traumatic brain injured, language impaired, emotionally/behavioral disabled, autism spectrum disorder, or dual-sensory impaired, may be eligible for a special diploma.
- iii. There are two options by which a student may earn a Special Diploma: Option 1 is based on mastery of all required Sunshine State Standards for a Special Diploma or Access Points and 24 credits; and Option 2 is based on academic, employment, and community competencies as outlined in the graduation plan of the Transition IEP.

Special Diploma Option 1 - For students entering ninth grade in or after 1999-2000, special diploma requirements for certain students with disabilities shall include:

- (a) Demonstration of proficiency at the independent, supported, or participatory level of each Sunshine State Standard for Special Diploma or Access Points as prescribed in paragraph (1) (h) of Rule 6A-1.09401, FAC, and as determined through the IEP process, and
- (b) Completion of the minimum number of course credits for a special diploma as prescribed by the school board.

Sunshine State Standards for students with disabilities or Access Points as defined in this rule, mastery of the Sunshine State Standards through successful completion of courses that meet graduation requirements for a standard diploma, specified in paragraphs (1) (a) through (g) of Rule 6A1.09401, FAC, shall be accepted in lieu of Sunshine State Standards for Special Diploma noted in subsection (12) of this rule for awarding of a special diploma.

Special Diploma Option 2 - includes procedures for determining and certifying mastery of demonstrated academic, employment

and community competencies in accordance with Rule 6A1.0996, FAC.

- a. Employment and community competencies - The School Board's requirements for demonstration of mastery of specified academic, employment and community competencies ensure:
 1. The student has achieved all the annual goals and short-term objectives as were specified on the IEP related to the employment and community competencies;
 2. The student is employed in a community-based job, for the number of hours per week specified in the student's training plan, for the equivalent of one (1) semester, and paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act;
 3. The student has mastered the employment and community competencies specified in the training plan. The training plan is developed and signed by the student, parent, teacher, and employer prior to placement in employment and identifies the following:
 - (a) The expected employment and community competencies;
 - (b) The criteria for determining and certifying mastery of the competencies;
 - (c) The work schedule and the minimum number of hours to be worked per week; and
 - (d) A description of the supervision to be provided by school district staff.
 4. Student mastery of performance standards may be documented through tracking sheet checklists, grades, or samples of student work. Written documentation of student mastery must minimally include the date each standard was mastered, and signed by the teacher who verifies mastery. Written documentation shall be maintained until the student graduates.
 5. Diploma procedures - Students may select and move between two special diploma options and between courses of study leading to Standard or Special Diplomas, as appropriate.
 6. The individual educational plan (IEP) committee shall document whether the student

is pursuing a course of study leading toward a Standard or Special Diploma on the IEP developed during the student's eighth grade year, or the IEP developed during the year prior to the student's fourteenth birthday, whichever occurs first. This decision shall be reviewed annually.

7. Nothing contained in this plan shall be construed to or restrict the right of an exceptional student solely to a Special Diploma. The parents of each exceptional student eligible for a Special Diploma for students with disabilities shall be notified in writing of the options available under this rule prior to tenth grade FCAT testing.

The following requirements are effective for students entering 9th grade prior to the 2008-2009 school year.

Requirements for Special High School Diploma Option 1

i) Independent Level

Courses	Credits
*Language Arts (includes all Reading, English 9-12)	4
Math	3
Science	3
Social Studies	3
Life Management	1/2
Visual Performing Arts	1/2
Physical Education	1
Practical Arts	1/2
**Electives	<u>8 1/2</u>
Total	24 credits

As specified in the Individualized Education Plan

The requirements for practical arts and performing arts may also be earned using the same plan as the standard diploma.

*Students must be enrolled in Language Arts for each of the 4 years.

** May be comprised of vocational, special skills courses, supported courses, miscellaneous courses, chorus/band, learning strategies, physical education, and other basic education courses, including community-based instruction.

Beginning with the 9th grade class of 2008-2009

Independent Level

<u>Courses</u>	<u>Credits</u>
*Language Arts (includes all Reading, English 9-12)	4
Math	3
**Science	3
Social Studies	2
Life Management	1
Self Determination	1/2
Visual Performing Arts	1/2
Physical Education	1
Practical Arts	1/2
***Electives	<u>8 1/2</u>
Total	24 credits

As specified in the Individualized Education Plan

The requirements for practical arts and performing arts may also be earned using the same plan as the standard diploma.

*Students must be enrolled in Language Arts for each of the 4 years.

**Health and Safety 9-12 (7920050) is required to satisfy 1 credit of the science course requirement.

** May be comprised of vocational, special skills courses, supported courses, miscellaneous courses, chorus/band, learning strategies, physical education, and other basic education courses, including community-based instruction.

ii) Supported Level

<u>Courses</u>	<u>Credits</u>
Academic Skills for Functional Living	4
Communication Skills for Functional Living	4
Personal and Home skills for Functional Living	2
Leisure and Recreational Skills for Functional Living	2
Community and Social Skills for Functional Living	2
Vocational/Occupational Training/Employability Skills	4
Physical Education	1/2
Electives	<u>5 1/2</u>
Total	24 credits

As specified in the Individualized Education Plan

iii) Participatory Level

<u>Courses</u>	<u>Credits</u>
Cognitive and Linguistic Skills	Multiple
Life Sustaining and Environmental Interaction Skills	Multiple
Leisure/Recreation Skills for Improvement of Quality of Life	Multiple

Developmental-Functional Motor and Sensory Skills	Multiple
Physical Education	1/2
Total	24 credits
As specified in the Individual Education Plan	

*** 24 credits are required. Students who obtain appropriate credit shall be promoted to their appropriate grade level to facilitate graduation with age-level peers when appropriate.

Students with disabilities shall earn credit in the courses listed above at the level determined by the IEP committee, i.e., independent, supported or participatory.

1. The Certificate of Completion will be awarded to students who have met Standard Diploma requirements but have not passed the Florida Comprehensive Assessment Test (FCAT) for those students enrolled in 9th grade during or after the 1999-2000 school year. The Gold Seal Vocational Scholars (formerly the Gold Seal Vocational Endorsement) see Appendix G for eligibility requirements.
2. The Vocational Certificate of Program Completion is awarded (in addition to a diploma) to students successfully completing a vocational job-preparatory program.
3. The School Board shall make provisions for each student to use basic vocational and exceptional student education courses. The school board shall make provision for each student to use basic, vocational and exceptional student education courses as appropriate for meeting graduation requirements. Any such student completing the special requirements shall be awarded a Special Diploma in the form prescribed by Rule 6A-1.0995(2), FAC.

Provisions shall include procedures for determining mastery of demonstrated employment and community competencies in accordance with as prescribed in Rule 6A-1.0995(2), FAC.

4. Any student with disabilities, upon written request by his/her parent or guardian, shall be afforded the opportunity to fulfill all of the requirements for a Standard Diploma as designated by Florida Statutes and State Board of Education Rule 232.246. The awarding of other than a Standard Diploma does not preclude a student with disabilities from returning to school until a standard diploma is awarded or the student ages out.

q. Placement of Transfer Students

- (1.) A student who transfers to a St. Lucie County school from any other public school in the United States is placed in comparable classes, and all records from the previous school are accepted.
- (2.) A student who transfers from a school outside the St. Lucie County School District, including foreign schools, with inadequate or incomplete records is administratively placed, based upon the information available, including any or all of the following:
 - (a.) student's age

- (b.) a review of all existing school records or credit transcripts
 - (c.) a review of the previous educational program including, but not limited to, time spent in a program, and curriculum requirements of the program
 - (d.) a test on grade level or individual subject area objectives or competencies, to be identified by the principal or designee(s)
 - (e.) interview with the student and/or parent(s)/guardian(s) by the principal or designee(s)
 - (f.) classroom performance during a probationary period to be established by the principal or designee(s)
- (3.) The student's parent(s)/guardian(s) may appeal the principal's decision in writing to the Superintendent or designee within 30 days of the principal's decision. The superintendent shall affirm or reverse the principal's decision in writing.
- (4.) Exceptional Student Education (ESE) students with disabilities (State Board of Education Rule 6A-6.0334)
- A transferring exceptional education student with a disability is one who was previously enrolled as an exceptional student in any other school or agency and who is enrolling a Florida school district or in an educational program operated by the Exceptional Student Education Department through grants or contractual agreements.
- An ESE student with a disability who is transferring from one Florida public school district to the School District of St. Lucie County who has a current Individual Educational Plan (IEP) or Education Plan (EP) for gifted students will be placed in the appropriate educational program(s) consistent with the plan. The receiving school **must** review and may revise the current IEP/EP as necessary.
- An ESE student with a disability who is transferring from an out-of-state public school who has a current IEP/EP and evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs may be placed immediately in the appropriate educational program(s) without temporary assignment. An ESE student who is transferring from out-of-state and does not meet the district's criteria for dismissal from an ESE program will be placed immediately in the appropriate educational program(s), without temporary assignment. In both cases, the receiving school **must** review the current IEP/EP and may revise the document as necessary. (Refer to the Manual for Admission and Placement for further information regarding the placement of transfer students.)
- (5.) Foreign Students - any student who moves to Florida from a foreign country and enters the SLC school system as a resident of Florida. Foreign students without credits seeking enrollment in St. Lucie County schools will be placed according to chronological age/grade placement. However, the student must earn the equivalent of two years credits, pass FCAT, and earn a Cumulative Grade Point Average (GPA) of 2.0 on a 4.0 scale for all

courses taken in St. Lucie County in order to be eligible for a St. Lucie County standard diploma.

- (a.) Any foreign student seeking enrollment should be sent immediately to the guidance office.
 - (b.) The guidance counselor should conduct an entrance interview with the student and parent(s)/guardians(s) to explain the high school curriculum, graduation requirements, and appropriate programming for the students.
- (6.) Foreign Exchange Students B Any student who is from a foreign country and is sponsored by a foreign exchange visitor program may attend a St. Lucie County high school if the student: (School Board Policy 5.09)
- (a.) Agrees to attend two consecutive semesters;
 - (b.) Is at least fifteen (15) years old but no more than seventeen (17) years old on the first day of school;
 - (c.) Has sufficient knowledge of the English language to participate in high school classes;
 - (d.) Has appropriate medical documentation as described in School Board Policy 5.04(1) and (2);
 - (e.) Has not received a degree or other certificate of completion from a high school;
 - (f.) Obtains written approval of the principal;
 - (g.) Agrees to follow the Pupil Progression Plan for the District;
 - (h.) Agrees to adhere to all student assignment procedures of the District;
 - (i.) Agrees that any participation in extracurricular activities will be governed by the rules of Florida High School Activities Association; and
 - (j.) Agrees to abide by the Code of Student Conduct and all other applicable policies and procedures of the district.
- (7.) Foreign Exchange students should not expect to earn a high school diploma from the St. Lucie County School District unless:
- (a.) They can produce an official stamped and sealed translated transcript that shows credits, and
 - (b.) Have met all the graduation requirements of the State of Florida.

r. Graduation Requirements for Transfer Students

- (1.) For students entering high school in St. Lucie County from another district or state, the student must be in attendance for at least twenty (20) days, or demonstrate knowledge in the subject matter, in order to receive a grade

for that grading period. Graduation requirements for transfer students are as follows.

- (a.) The student is required to satisfy the requirements common to the class in which the student enters.
 - (b.) Students transferring into grades nine (9) or ten (10) must fulfill the graduations requirements of their class.
 - (c.) Students transferring into grades eleven (11) or twelve (12) must take a full schedule of courses to comply as closely as possible to the graduation requirements of their class.
 - (d.) If such credit requirements are judged to be impossible to meet time wise because of late transfer to St. Lucie County, requirements of the School Board shall not be retroactive. Such students, however, will be expected to meet the planned program requirements of the school system from which they transferred as specified in State Board of Education Administrative Rule. These students shall be assigned to full-class loads each year and shall take as many of the required courses as practical.
 - (e.) If these students complete all courses, pass the FCAT, earn a cumulative Grade Point Average (GPA) of 2.0 on a 4.0 scale and be eligible for a high school diploma in their previous state, they are eligible for a St. Lucie County diploma.
- (2.) Unless a course has been failed, no student should be required to take concurrently two required courses in the same discipline.
 - (3.) Students may continue in school for one additional year to receive a diploma if they do not choose to accept a Certificate of Completion.

s. Transfer and Acceptance of Adult High School Credits

Upon written approval of the principal, a high school student needing credits for graduation may attend Indian River State College Adult High School.

t. Student Withdrawals Prior to the End of the Year

- (4.) Students who leave school prior to the last two weeks of any semester will not be granted credit unless they enroll in another school and complete the course requirements, including examinations if appropriate.
- (5.) Students who are required to leave school during the last two weeks of the year must show evidence that the withdrawal is mandatory and must complete final examinations in order to receive course credit. Principals are authorized to make appropriate arrangements for the administration of examinations.
- (6.) Principals may waive the requirements for early withdrawal when unusual/extenuating circumstances preclude full compliance by the students. Approval prior to the student's leaving is mandatory.

u. Early Examinations

Examinations will not be given prior to the time regularly scheduled. Students who fail to take the scheduled final examinations for good and sufficient reasons may be allowed to take the examinations prior to the beginning of the next school term. In the case of a transfer, final examination shall be mailed to the receiving school upon written request.

Exception: In exceptional cases, individual arrangements may be made by the principal within the current state regulations and School Board policies

v. Withdrawal from Dual Enrollment Courses

Students who withdraw after Indian River State College's drop/add period from dual enrollment classes with a grade of "I" should have the "I" posted as an "F" on their academic history.

2. SPECIAL GRADUATION PROGRAMS

a. Dual Enrollment Acceleration Program

The Dual Enrollment Program is the enrollment of an eligible secondary school student in a postsecondary course creditable toward a vocational certificate or an associate or baccalaureate degree. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollment. Students shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. Any student so enrolled shall be exempt from the payment of registration, matriculation, and laboratory fees. Vocational preparatory instruction, college preparatory instruction and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, shall be ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

Vocational 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. However, vocational dual enrollment shall not supplant student acquisition of the diploma. Vocational dual enrollment shall be available for secondary students seeking a degree or certificate from a complete job preparatory program, but shall not sustain student enrollment in isolated vocational courses. (F.S. 1008.38) and (F.S.1007.271).

Joint Dual Enrollment and Advanced Placement Instruction may be offered by the school district, community colleges, and state universities upon the agreement between all parties. The type of credit awarded when taking a Joint Dual Enrollment and Advanced Placement course will be based on student preference.

b. Student Qualifications

(1.) According to HB2105, 2000 Florida Legislature, students who are eligible for dual enrollment pursuant to this section shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. The eligibility criteria for student participation in dual enrollment courses and programs shall be as set forth in sections (F.S. 1007.27 and F.S. 1008.30), and, provided further, all eligible students shall be enrolled in grades 11 through 12 in the high school principal may, when appropriate, allow students enrolled in the 9th and 10th grades to participate in dual enrollment.

A student in grades 11-12 may enroll in a dual enrollment course if one or more of the following criteria are met:

(a.) The student has completed the most advanced courses in a particular academic area at the high school or the student's academic level exceeds the level of instruction available in a particular academic area at the high school.

OR

(b.)The student enrolls in a dual enrollment course that incorporates the performance standards of the high school course that the student is opting to replace.

OR

(c.)The dual enrollment course is offered as a high school elective credit course.

OR

(d.) A comparable course is not offered at the high school.

(2.) High school unweighted grade point average of 3.0 and appropriate scores (see item (7)) on the SAT, ACT, or CPT test for enrollment in academic courses.

(3.) Recommendation from a high school guidance counselor

(4.) Approval of high school principal/designee

- (c.) Approval of principal/designee
- (d.) Parental approval
- (e.) Acceptance by an accredited college with a formal early admission program
- (f.) Fulfillment of the Florida Comprehensive Assessment requirement (FCAT).
- (g.) Eligibility criteria, as stated under Dual Enrollment - STUDENT QUALIFICATIONS – item (7) above.

(11.) Vocational Dual Enrollment

A student in Grades 11-12 may enroll in vocational dual enrollment courses if one of the following requirements are met:

- (a.) Be enrolled in high school home-education program pursuant to 1000.21 or enrolled in grades 11 through 12 in a Florida public secondary or in a Florida non-public secondary school which is in compliance with 1002.42. (The high school principal, when appropriate may allow students enrolled in the 9th and 10th grades to participate in dual enrollment).
- (b.) Student must have a high school unweighted grade point average of 2.0.

AND

- (c.) The student has completed one of the specialized vocational job preparatory programs at the high school.

OR

- (d.) A secondary vocational job preparatory program of interest to the student is not available at the home high school.

(12.) Transportation Requirement

A student may provide own transportation at no expense to the high school if approval is granted by the principal and the student's parent signs a Release of Liability form.

c. Articulation

Eligible students may earn college credit or credit toward a vocational certificate, as well as high school credit, through an articulation agreement, with a post secondary institution. In order to earn credit through this program, students must meet the following criteria as well as the criteria in the INTER-INSTITUTIONAL ARTICULATED ACCELERATION AGREEMENT:

An unweighted grade point average of 3.0 is required for academic courses, 2.0 for vocational course. The student must maintain a 2.0 overall on all attempted college level classes. If an articulation agreement is in the areas of mathematics or English, students must submit the following: SAT score of 440 on Math and

440 on Verbal or ACT score of 17 in English, 19 in Mathematics and 18 in Reading.

d. High School Equivalency Diploma

The School Board in cooperation with the designated testing center will make available the General Education Development Tests (GED) for secondary school students as an alternative to graduation from high school. (F.S.1003.435)

The following requirements shall govern eligibility of candidates to take the GED tests:

(1.) A person who is not currently enrolled in an elementary or secondary school shall:

(a.) Be at least eighteen (18) years of age at the time of application. However, persons who are at least sixteen (16) years of age may be permitted to take the tests upon submission of a statement of justification signed by the Superintendent or designee.

(b.) Consideration will be given to candidate's request if the request is based on the following extraordinary circumstances:

- i. candidate is married (proof must be provided);
- ii. candidate is pregnant (doctor's statement may be necessary);
- iii. candidate is a mother or father (proof must be provided);
- iv. candidate is entering the Armed Services (must provide document);
- v. candidate has been exempted from school for physical and/or mental disabilities;
- vi. candidate has been employed at present job for a period of eight months or more (employer's statement is necessary).

When a request is made by a candidate that does not fall in one of the six categories identified above, the Superintendent or designee will review this request and make a determination whether or not extraordinary circumstances do in fact exist.

(2.) A candidate who is currently enrolled in a secondary school who desires to exit high school by examination (GED) shall:

(a.) be at least 16 years of age at the time of application:

(b.) complete career planning conferences with the parent or guardian in attendance.

Career planning conferences for a student enrolled in regular day school choosing to graduate from high school by examination shall

include, but not be limited to, a pre-test conference and post-test conference.

These conferences shall be conducted at the school where the student is enrolled and shall include at least the following processes:

(c.) Pre-test career planning conference:

- i. reviewing the career or educational plans of the student;
- ii. reviewing the academic achievement of the student;
- iii. assessing the social maturity of the student in relation to career and educational plans;
- iv. assessing the job skills of the student in relation to career and educational plans;
- v. informing the student and parent or guardian that upon successful completion of the General Education Development (GED) tests, the student shall be issued a state high school equivalency diploma and shall be considered a high school graduate.

(d.) Recommendation of principal or designee. Upon completion of the pre-test career planning conference, the principal or designee shall make a recommendation as to the advisability of the student taking the General Education Development (GED) tests and such recommendation shall become part of the student's record.

(e.) Post-test career planning conference:

- i. interpreting the General Education Development (GED)
- ii. relating the test results to the student's career and educational plans;
- iii. assisting the student to achieve career or education plans.

e. The Second Year Senior

Any student who is entitled to a certificate of completion, may refuse the certificate of completion and elect to remain in the secondary school on either a full-time or a part-time basis for up to one additional year, and receive special instruction designed to remedy his identified deficiencies.

If the student elects to receive the certificate of completion the student forfeits the opportunity to receive instruction by remaining in the high school as a second year senior.

The awarding of other than a standard diploma does not preclude a student with disabilities from returning to school until a standard diploma is awarded or the student ages out.

Regular education students who receive a certificate of completion due to not meeting graduation requirements by the intended June graduation date, may receive their high school diploma from the high school they attended after meeting all graduation requirements. The student may be responsible for any cost incurred for ordering a standard diploma.

ESE students who receive a certificate of completion have until the end of the semester in which they turn 22 to meet the graduation requirements in order to receive their high school diploma from the high school they attended.

3. SPECIAL PROVISION FOR CREDIT

a. Summer School (If funding is available)

Students in grades 9-12 who fail courses in the core subject areas such as: mathematics, science, social studies, and English, should makeup those courses in the summer school sessions preceding the next school year. Failed courses in the identified core subject areas should be taken before other basic program courses or vocational-technical internship/OJT courses are taken. Counselors should advise students of the need to makeup credits for promotion and high school graduation requirements, in courses failed in the identified core subject areas, during the summer school sessions held in the year the student failed. Classes are held for a total of 120 hours for the equivalent of one (1) credit; satisfactory completion of either the first semester or second semester of a course is equivalent to one-half (.5) credit.

Basic skills classes in mathematics and language arts are offered.

A student may retake a course which the student has passed and for which the student has received credit in order to raise student's cumulative grade point average to a 2.0. The student may only earn credit once for the course.

A student's registration form must be signed by a guidance counselor in order for the student to attend summer school.

All students enrolling from out-of district schools and private schools must fill out the appropriate form when applying for summer school.

A separate class setting for students with disabilities will be provided during summer school for students who have a current IEP with specialized instruction identified. An ESE student with a disability who has previously failed a general education course may attend the general education summer school

program. The IEP team would need to reconvene if general education summer school is a change in placement from the current IEP.

EXTENDED SCHOOL YEAR (ESY) FOR EXCEPTIONAL STUDENT

EDUCATION: The need for Extended School Year services must be addressed annually and provided for students with disabilities whose IEP team has determined that the services are necessary for the provisions of a Free and Appropriate Public Education (FAPE). **This is a non-promotional program.**

The purpose of the ESY program is to enable students with disabilities who are enrolled in ESE programs to meet certain critical goals prescribed on the student's IEP or to maintain and/or further develop the achievement of those critical IEP goals that have already been met.

- All students in grades 9-12 who are receiving ESE services pursuant to an IEP must be considered for ESY.
- An IEP Team meeting must be held to determine the student's need for ESY services.
- The IEP Team will determine the objectives that are to be addressed during ESY and the objectives will be highlighted to articulate needs to ESY staff.

b. Course Code Modifications

Students enrolled in an approved secondary dropout prevention program may earn credit in a shorter period of time through course code modifications.

c. Grade Forgiveness Policies Amends: (F.S. 1003.43)

- (1.) The new language for concerning grade forgiveness was added, as follows:

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 "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 take any high school course for high school credit and earns a grade of "C," "D," "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 cumulative grade point average required for graduation. (Section 1003.428(4)(d), F.S.)

- (a.) The student will receive the higher grade earned of the attempts for credit when taken under the Forgiveness Rule.
- (b.) The student can substitute a regular course for the honors equivalent.
- (c.) Credit will be awarded only once for the repeated course.
- (d.) The lower grade for the forgiven course and the attempted credit will not be figured in the calculation of the grade point average (GPA). However, both attempts will remain as part of the academic record.

NOTE: MOST COLLEGES AND UNIVERSITIES CALCULATE GRADE POINT AVERAGES (GPAs) BASED ON ALL COURSES ATTEMPTED.

d. Correspondence Course Credit

A correspondence course from an approved college may be taken for credit with prior approval from the principal. To be approved, a correspondence course must be listed in the State Course Code Directory for the year the student took the course, satisfy the state approved Curriculum Frameworks, meet the Student Performance Standards for the course, and the student needs to:

- (1.) Make-up a course which has previously been failed, or
- (2.) Complete a semester course for which only partial credit has been granted, or
- (3.) Complete a full-year course for which credit has only been granted for either the first or the second semester, or
- (4.) Repeat a course in order to improve the grade point average and academic skills in the subject area, or
- (5.) Obtain credits necessary to advance to a grade placement more appropriate for the age (over age students), or
- (6.) Obtain unearned credits necessary to graduate on schedule. (i.e., out-of-state transfer student), or
- (7.) Obtain greater knowledge and skills necessary for the Florida Academic Scholars Program and/or college entrance requirements.

e. Performance Based Diploma Requirements

- (1.) The Performance Based Diploma Program is essentially a two (2) year program in which an enrolled student may meet academic and other graduation requirements at an accelerated rate while working at their own pace.
- (2.) A diploma will be awarded when a student:
 - (a.) Successfully meets the requirements listed under General Requirements for High School Graduation on pages 68-77 of this Pupil Progression Plan.
 - (b.) Successfully completes vocational specialization which indicates that the student is proficient for employment in a specific work area.
- (3.) Letter grades and credits are required:
 - (a.) Credits and grades are recorded for the Performance Based Diploma Program.
 - (b.) A credit will be earned when a teacher certifies that the student has satisfactorily met the District Student Performance Standards for that course.
- (4.) Performance based students are assigned a teacher-counselor who meets daily to teach employability skills and conduct, individual, group, and career counseling. Students enrolled in the Performance Based Diploma Program will choose and specialize in at least one vocational area.
- (5.) The Performance Based Diploma Program is a voluntary program in which students are referred by a counselor, teacher, or significant others.
- (6.) Students are enrolled in the Performance Based Diploma Program when they meet the following requirements:
 - (a.) Student is referred and applies for enrollment,
 - (b.) Student is tested,
 - (c.) Student meets program standards, and
 - (d.) Student is accepted by the Screening Committee.

f. Florida Virtual School

Florida Virtual School is an Internet-based 6-12 school serving the students and teachers in the State of Florida. The for-credit coursework of the school is based on the Sunshine State Standards. Students are eligible to participate in these courses by registering online and having their school guidance counselor sign and fax the permission form to Florida Virtual School. All approved courses are subject to the same prerequisites as the 6-12 school curriculum.

Students who wish to participate in Florida Virtual School have the following options

(1) Underclassman (9-11) To retain their school assignment students must take:

- Grade 9 – 7 courses at the school site with the option to take FLVS on-line courses during the regular school day as part of the 7 courses.
- Grade 10 – 7 courses at the schools site with the option to take FLVS on-line courses during the regular school day as part of the 7 courses.
- Grade 11 – 12 If the FCAT has been passed, 5 courses at the school site with the option to take FLVS on-line courses during the regular school day or outside the regular day to meet the graduation requirements. Parent permission needs to be obtained for these students.
- The district will not be accountable for courses dropped or failed by the students who choose this path toward their high school diploma.

(2) Seniors who have:

- Passed the FCAT and
- Lack only 3 credits or less

May enroll full time in FLVS and receive a diploma from their high school and walk with their classmates during graduation. Parent permission should be obtained.

The district will not be held accountable for dropped courses that might prevent a timely graduation.

(3.) Florida Virtual School for Middle School Students

Middle school students may take on-line classes from Florida Virtual school if the student has a level 3 FCAT score and demonstrates the ability to work independently and meet deadlines as independent learners.

At the recommendation of the counselor, teacher or principal.

III. APPENDICES

APPENDIX A

GRADE POINT AVERAGE (GPA)

1. Four Point System: Grade point averages are computed on a 4.0 scale:

A=4, B=3, C=2, D=1, F=0, I=0 points

Letter grades in all courses are given the same point value.

The maximum G.P.A. is 4.0.

The system is utilized to determine eligibility for graduation, extra-curricular activities, and Florida Bright Futures Scholarship awards.

Each semester the G.P.A. is computed on a four-point scale by Data Processing and recorded on the semester transcript label.

2. Honors Weighting-Point System: A weight factor of .02 is assigned for each semester of advanced academic course that is taken in high school. A weight factor of .04 will be assigned for each semester of advanced placement course work or equivalent dual enrollment course work.

The .02/.04 weight factor is added for each semester of advanced courses with a grade of C or higher. The cumulative weight is added to the cumulative G.P.A. to determine the student's grade point average.

The maximum honors grade-point average is determined by adding the cumulative honors points to the cumulative G.P.A. based on a four-point scale, for example: If a student took four advanced courses during each semester of high school and earned a grade of C or higher in each, his honors would be +.64 ($32 \times .02 = .64$). This weight would be added to his/her cumulative G.P.A. ($4.0 + .64 = 4.64$).

3. The following criteria will be used in all district high schools to assign weightedness of .02 or .04 to specific courses. These weighted factors are to be used when calculating the weighted grade point averages of students to determine class rank within a graduating class in St. Lucie County.

CRITERIA FOR ASSIGNING WEIGHTED FACTORS

<u>Description</u>	<u>Weighted Factor</u>
a. All courses with Honors in Title	.02
b. All Advanced Placement Courses	.04
c. Foreign Language Courses*	.02
d. All Pre-IB Courses	.02

- e. All IB Courses .04
 - f. All Group 3 Math Courses not Designated as AP or IB .02
 - g. All Group 3 Science Courses not Designated as AP or IB. .02
 - h. Humanities Courses .02
 - i. Semantics - Logic Course .02
 - j. **Approved Dual Enrollment Courses .04
- (In order to receive weightedness for a course, a student must take a course included on the District's list of Approved Weighted Dual Enrollment Courses and receive permission from the high school principal to register for the class.)
- **Note: For entering students in grade 9 for 2006-07, all Dual Enrollment courses will be weighted at .04.

NOTE: NO EXTRA WEIGHTED FACTOR IS ASSIGNED TO COURSES SCHEDULED FOR GIFTED STUDENTS. COURSES SCHEDULED FOR GIFTED STUDENTS RECEIVE WEIGHTEDNESS ONLY IF THEY MEET ONE OF THE TEN CRITERIA LISTED ABOVE.

* Foreign Language I or Foreign Language II courses will not receive weighting. Foreign Language I and II are Level 2 courses which are defined by the Course Code Directory as *regular courses, those courses which are not fundamental or basic nor are they honors, international baccalaureate, advanced placement, or other advanced courses.* Level 2 courses do not qualify for weighting.

While the criteria for determining weightedness and Honor Diploma eligibility will remain the same, the list of exact courses meeting the criteria may vary from year to year as the Department of Education (D.O.E.) adds or deletes courses. Therefore, a list of courses eligible to receive weightedness and to be counted toward an honors diploma will be distributed to high schools each school year.

4. Advanced level courses for honors diploma

Courses assigned weightedness are the only courses that meet the advanced level coursework requirements for an Honors Diploma.

APPENDIX B

CLASS RANK

1. Class rank is a system of recognizing student achievement among the members of a specific graduating class. The purposes of class rank are:
 - a. To honor academic excellence by rewarding students who successfully complete a rigorous program of studies.
 - b. To offer incentive for students to select scholastically challenging courses.
 - c. To determine the valedictorian and salutatorian of each class.
 - d. To provide colleges and universities the requested rank in class information.
 - e. To provide scholarship committees the requested rank in class information.
2. Class rank is computed via the weighted quality point system described in Appendix A. The points are generated based upon both the grade earned and the instructional level difficulty of each course completed as indicated in Appendix A.
3. For courses that are repeated to make up failing grades, improve knowledge, and improve grade point averages(GPA's)(including courses in which F, D, and C were previously earned), the higher grade will be used in computing the grade point average(GPA) for class rank.
4. Honors and High Honors for graduation will be computed on a weighted GPA at the end of the 7th semester as follows:
 - High Honors = 3.8-4.0
 - Honors = 3.79-3.0
5. Class rank for the above stated purposes will be computed based on grades earned by the conclusion of the first ninety days (90) of the senior year. Students must be enrolled in a specific St. Lucie County high school a minimum of one and one-half (1/2) years/ten and one half (1/2) credits to be eligible for official class rank. Others may request an approximate class rank.
6. The student who is ranked first in a specific graduating class will be the valedictorian of that senior class. Whereas the student who is ranked second in a specific graduating class will be the salutatorian of that senior class.
7. Valedictorians and salutatorians must be enrolled in a specific St. Lucie County high school for a minimum of two (2) years/fourteen (14) credits to be eligible for those designations.
8. 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 St. Lucie County high school for a minimum of two (2) years/fourteen (14) credits to be eligible for official final class rank. Others may request an approximate class rank.

9. A transfer student has the option to be unranked without prejudiced at the written request of the parent/guardian if student's transfer grades are numerical.

APPENDIX C

PASS (P) and FAIL (F) LETTER GRADES

1. PASS (P) or FAIL (F) letter grades, for which equivalent numerical grade point average values and percent as those outlined in (F.S.1003.437) cannot be ascertained, will be omitted when calculating the cumulative grade point average of students for class ranking. However, a course with a letter grade of PASS (P) will be counted as credit for the purpose of determining credit requirements for grade classification, participation in interscholastic extracurricular activities, and graduation.
2. PASS (P) and FAIL (F) letter grades, with equivalent numerical grade point average values and percent as those outlined in (F.S. 1003.437), will be included when calculating the cumulative grade point average of students for participation in interscholastic extracurricular activities, class ranking, graduation, and determining credit requirements for grade classification.
3. Upon receipt of PASS (P) and FAIL (F) letter grades for an identified student, an identified staff member for the receiving school shall request in writing an interpretation of the letter grades from the sending school district(s).
4. Written correspondence between the receiving school's staff member and/or letter grades verification from the sending school district(s) will be placed in the identified student's cumulative folder for future reference.

APPENDIX D

UNIFORM GRADING SYSTEM

In grades K-2, the indicators of E (Excelling at or above grade level expectations), S (Satisfactory performance - uses skill effectively), P (Progress made - help and time needed), and N (Not progressing as expected) will be used to indicate student progress.

Students in grades 3-12 will be awarded letter grades to indicate student progress.

<u>GRADE</u>	<u>PERCENT</u>	<u>GRADE POINT AVERAGE</u>	<u>DEFINITION</u>
A	90-100	4	outstanding progress
B	80-89	3	above average progress
C	70-79	2	average progress
D	60-69	1	lowest acceptable progress
F	0-59	0	failure
I	0	0	incomplete

CALCULATION OF MIDDLE & HIGH SCHOOL GRADES

1) Full Year

1st 9 weeks	= 20%
2nd 9 weeks	= 20%
semester exam	= 10%
3rd 9 weeks	= 20%
4th 9 weeks	= 20%
semester exam	= 10%

2) Term 1 / Term 2 Only

1st 9 weeks	= 40%
2nd 9 weeks	= 40%
semester exam	= 20%

Point Value: A = 4, B = 3, C = 2, D = 1, F = 0

3) Total points divided by 10 = GPA to letter grade

Grade Point Average	Grade Given
3.51 - 4.0	A
2.51 - 3.50	B
1.51 - 2.50	C
.51 - 1.50	D
0 - .50	F

If a student is in a single term (1/2 year) course and has two or more F's, the final grade is automatically determined as "F".

APPENDIX E

PARTICIPATION IN INTERSCHOLASTIC EXTRA CURRICULAR ACTIVITIES

Students entering the ninth grade must maintain a cumulative grade point average of 2.0 or above on a 4.0 scale in the courses required for graduation. (F. S. 1003.43)

Students in the 9th or 10th grade must maintain a GPA of 2.0 or above in the semester preceding participation or a cumulative GPA of 2.0 or above. If the student's GPA falls below the cumulative 2.0, the student must enter a contractual agreement with the district, the appropriate extracurricular governing association, and the student's parent. The contract must require that the student attend summer school, or its graded equivalent, between the 9th and 10th grades or the 10th and 11th grades as necessary. (F. S. 1008.25), (F. S. 1006.20 (2))

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 an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon established and published school board policy.

Students who are exempt from attending a full school day under (F.S. 1000.21) must maintain the grade point average required by (F.S. 1006.15).

PARTICIPATION IN PHYSICAL EDUCATION PROGRAM – (F.S. 230.22(2))

A student who by reason of an extended illness or disability is unable to participate in a physical education activity shall be assigned to an alternative activity upon the request of a parent, accompanied by documentation from the attending physician when the condition is extended or not readily apparent. Credit shall be awarded commensurate with the St. Lucie County Student Progression Plan.

APPENDIX F

Promotion and Graduation Requirements for all other schools in St. Lucie Count is as follows:

<u>Grade Level</u>	<u>Credits Needed 24 Option</u>	<u>18 Credit Option</u>
<u>Grade 9</u>	<u>5</u>	<u>5</u>
<u>Grade 10</u>	<u>11</u>	<u>10</u>
<u>Grade 11</u>	<u>18</u>	<u>18</u>
<u>Grade 12</u>	<u>24</u>	

MINIMUM NUMBER OF HOURS OF INSTRUCTION IN HEALTH EDUCATION AND ALCOHOL AND SUBSTANCE ABUSE PREVENTION.

The minimum number of hours of instruction in health education and alcohol and substance abuse prevention shall be:

Grades K-5	1.5 hours per week
Grade 6	18 hours per year
Grade 7	75 hours per year
Grade 8	10 hours per year
Grade 9	67.5 hours per year - 24 Credit Option
Grades 10-12	1 hour per year - 24 Credit Option

Florida Statute 1003.435, 1001.41, 1008.25, 1003.438, 1003.43, 1011.62, 1003.436

SBE Rules 6A-1.942, 1.95, 6A-1.995, 6A-6.21, 6A6.211

Amended: May 22, 1979, March 25, 1980, May 26, 1981, August 9, 1983, August 14, 1984, June 17, 1986, August 18, 1987, January 10, 1989, May 9, 1989, April 23, 1991

GRADUATION REQUIREMENTS FOR LINCOLN PARK

1. Earn 24 credits including all required courses.
2. Pass Florida Comprehensive Achievement Test (FCAT)
3. Earn a GPA of 2.0 on a 4.0 scale for all required courses.

<u>Subject</u>	<u>LPA</u>
English	4 credits
Mathematics	4 credits
Science	4 credits
Social Studies	4 credits
Foreign Language	2 credits
Performing Arts	(Art, Band, Chorus, Orchestra, Debate, Drama, Speech)
Practical Arts	(Computer Applications, Applied Computer Technology, Engineering)
	(1 credit or 1/2 credit of each)
Physical Education	1 credit (1/2 credit Personal Fitness)

Life Management	1/2 credit
Electives	<u>3 1/2 credits</u>
Total Required	24 credits

English, Mathematics, Science and Social Studies must be taken each of the four years in high school.

4. Students will need the following credits to be promoted to the next grade:

Grade 9 to Grade 10	5 credits
Grade 10 to Grade 11	10 credits (including Health/Life Management)
Grade 11 to Grade 12	18 credits

5. The International Baccalaureate diploma curriculum may be substituted to meet state graduation requirements.

Students who first enroll at Lincoln Park for the 2004-2005 school year and subsequent school years, will be offered only the 24-credit option to graduate.

APPENDIX G

FLORIDA'S BRIGHT FUTURES SCHOLARSHIP PROGRAM

1. General Eligibility Requirements for the Florida Bright Futures Scholarship Program
 - a. Be a Florida resident.
 - b. Earn a standard high school diploma or its equivalent from a public or private high school, complete a home education program.
 - c. Be accepted by and enrolled in an eligible Florida public or independent postsecondary institution.
 - d. Be enrolled for at least six (6) semester credit hours or its equivalent.
 - e. Not have been found guilty of or pled nolo contendere to a felony charge.
 - f. Apply for a scholarship during the last semester before high school graduation.
2. Eligibility Criteria for specific Bright Futures Scholarships for students graduating in 2002 and Beyond
 - a. The Florida Academic Scholars Award (formerly The Florida Undergraduate Scholars Program)
 - (1.) Student has a minimum state calculated weighted cumulative GPA of 3.5 on a 4.0 scale in the 15 credits identified by the Florida Board of Regents as college preparatory courses. The GPA will be calculated after the fifth or seventh semester of high school, as do universities and financial aid offices in determining eligibility; AND
 - (2.) Has obtained a score to be established by the state board on the SAT or ACT tests. (These scores are likely to be in line with the currently required 1270 on the SAT and 28 on the ACT); OR
 - (3.) Has received an International Baccalaureate Diploma from the International Baccalaureate Office; OR
 - (4.) Has completed a state-approved home education program (participating in a least grade levels 11 and 12) and has earned a SAT or ACT score that meets state board established levels; OR
 - (5.) Is a scholar or finalist in either the National Merit Scholarship Program or the National Achievement Scholarship Program for Outstanding Negro Students sponsored by the National Merit Scholarship Corporation.
 - (6.) To be eligible for an Academic Scholars award, students will be required to complete 75 hours of community volunteer service.

*Section (F.S. 1009.531) was amended in November of 1997 to authorize the Department of Education to assign additional weights to grades earned in the following courses when determining student eligibility for the Bright Futures Scholarship Program:

- Courses identified in the Course Code Directory as Advanced Placement, Pre-International Baccalaureate, or International Baccalaureate.
- Courses designated as academic dual enrollment courses in the Statewide Course Numbering System. These courses must be in the areas of mathematics, language arts, science, social studies, and foreign languages.
- Courses identified in the Course Code Directory as Level 3 in the subject areas of mathematics, language arts, science, and social studies.

The additional weight assigned to a course shall not exceed 0.5 per course. For example:

One Semester Course Eligible for Additional Weight:

$$\text{Letter Grade A (1st Semester)} = 4.0 + 0.5 = 4.5 \text{ GPA}$$

Full Year Course Eligible for Additional Weight:

$$\text{Letter Grade A (1st Semester)} = 4.0 \text{ GPA}$$

$$\text{Letter Grade B (2nd Semester)} = 3.0 \text{ GPA}$$

$$\text{Yearly Average } 4.0 + 3.0 = 3.5$$

$$3.5 + 0.5 = 4.0 \text{ GPA}$$

Full Year Block Scheduled Course Eligible for Additional Weight:

$$\text{Letter Grade B} = 3.0 + 0.5 = 3.5 \text{ GPA}$$

b. The Florida Medallion Scholars Program (Formerly the Merit)

- (1.) The student has achieved a minimum, weighted 3.0 GPA on a 4.0 scale or its equivalent, in the 15 credits identified by the Florida Board of Regents as college preparatory courses in Rule 6C-6.002 of the Florida Administrative Code. (The list of courses is available from high school counselors); AND
- (2.) Has earned a minimum score of 970 on the recentered Scholastic Assessment Test (SAT 1) if taken on or after April 1, 1995, or a minimum score of 20 on the American College Testing Program (ACT); OR
- (3.) Has documented the 15 credit hours identified by the Florida Board of Regents as college preparatory courses in Rule 6C-6, FAC, in a state-approved home education program and has earned the minimum required SAT or ACT score; OR
- (4.) Has completed a state-approved home education program and has earned the required score on the SAT or the ACT, but has not documented completion of the 15 credits identified by the Florida Board of Regents as college preparatory courses.

NOTE: Test score requirements will be set by the State Board of Education.

c. The Gold Seal Vocational Scholars (Formerly the Gold Seal Vocational Endorsement)

- (1.) The student has completed the secondary school portion of a program of studies that requires at least three secondary school vocational credits (excluding on-the-job-training) taken over at least two academic years, and is continuing in a planned, related postsecondary education program. If the student's school does not offer such a two-plus-two or tech-prep program, the student must complete a job-preparatory career education program selected by the Workforce Estimating Conference or The Agency For Workforce Innovation (AWI) Florida; AND
- (2.) Has passed the College Placement Test or its equivalent as identified by the Department of Education; AND
- (3.) The student has achieved a minimum, weighted 3.0 GPA on a 4.0 scale or its equivalent, in the 15 credits identified by the Florida Board of Regents as college preparatory courses in Rule 6C-6.002 of the Florida Administrative Code. (The list of courses is available from high school counselors);
- (4.) Has earned a minimum, unweighted 3.5 GPA in a minimum of 3 required vocational courses; AND
- (5.) Has earned a vocational-ready diploma as determined by the State Board of Education.
- (6.) NOTE: Recipients of the Gold Seal Vocational Scholars award are not required to take the SAT or ACT.

3. 15 Credit College Preparatory Curriculum

For 1998 and beyond, The Academic Scholars and the Merit Scholars awards required completion of the college preparatory curriculum. Furthermore, calculation of a student's GPA will be based ONLY on these college preparatory courses.

- a. English (4 credits)
(Three of which must have included substantial writing requirements)
- b. Math (3 credits)
At the Algebra I and above levels
- c. Natural Science (3 credits)
(Two of which must have included substantial laboratory requirements)
- d. Social Sciences (3 credits)
(Includes: History, Civics, Political Science, Economics, Sociology, Psychology, and Geography)
- e. Foreign Language (2 credits)
(Both credits must be in the same language.) (For the purposes of this admission requirement, American sign language will be accepted in place of a foreign language. An alternative method for students to demonstrate equivalent foreign language competence by examination is described in Rule 6C-6.004(1))

- f. Students entering the ninth grade will be under the Path One.
- (1.) The requirements are that they can choose up to four elective credits from the following categories:
(Students are advised to consider their elective coursework carefully because the stronger an applicant's preparation, the better the chances were of admission in general and to the University of their choice.)
- (a) Up to four credits of Level II course in:
- (1) English/Language Arts, Mathematics, Natural Sciences, Social Science, Foreign Language, or Fine Arts
 - (2) Level III courses in any discipline
 - (3) Courses in the Humanities or Computer Science, grades nine or above
 - (4) Dual Enrollment courses in any discipline as determined by the Articulation Coordinating Committee
- (b) Up to two credits of courses grade nine or above in:
- (1) ROTC/ Military Training
 - (2) Vocational Education
- (c) Up to one credit of courses in:
- (1) Research
 - (2) Leadership Skills
 - (3) Executive Leadership
 - (4) Physical Education and Life Management Skills
- (2.) Students entering the ninth grade after July 1, 2000 will follow Path Two. The requirements are that they can choose up to four elective credits from the following categories:
- (a) Up to four credits of Level II courses in:
- (1) English/Language Arts, Mathematics, Natural Sciences, Social Science, Foreign Language, or Fine Arts
 - (2) Level III courses in any discipline
 - (3) Dual Enrollment courses for which both high school and postsecondary credits are granted
- (b) Up to two credits in:
- (1) Courses in ROTC/Military Training, grade nine or above
 - (2) Equivalent courses in any discipline as determined by the Articulation Coordinating Committee.

(Access the following website for a list of Level II elective approved vocational courses: <http://www.firn.edu/doe/workforce>)

APPENDIX H

GUIDELINES FOR STATE AND DISTRICT ASSESSMENT OF STUDENTS WITH DISABILITIES

1. The general expectation of state and district assessment systems is that all students participate in assessment for accountability purposes. However, a student's disability and characteristics may be such that assessment programs may not be appropriate for that individual student. The decision to exclude a student from district and/or state assessment must be made at the IEP meeting and reflected on the IEP. The decision should be made based on whether the student is pursuing a standard diploma and past performance. If exemption or exclusion is the decision, the rationale should be included on the IEP and decisions revisited annually. Exemption may be permitted only when all of the following criteria are met:
 - a. The student's demonstrated cognitive ability and/or behavior prevent the student from completing required coursework and achieving Sunshine State Standards (SSS) and Student Performance Standards even with appropriate and allowable course accommodations.
 - b. The student requires extensive direct instruction to accomplish the application and transfer of skills needed for domestic, community living, leisure and vocational activities.
 - c. The student's ability to complete the required coursework is not due to excessive absences or the result of social, cultural or economic differences.
 - d. The student is unable to apply or use academic skills at a minimal competency level in the home, community or work site.
 - e. The student is unable to complete the standard diploma requirements even with allowable course modifications and adaptations (for students of high school age).

2. ALTERNATE ASSESSMENT- PARTICIPATION

The Florida Alternate Assessment is an alternate achievement standards-based test designed specifically for students with significant cognitive disabilities. Individual Education Plan (IEP) teams are responsible for determining whether students with disabilities will participate in alternate assessment. The IEP team should consider the student's present level of education performance in reference to the Sunshine State Standards. In order to facilitate informed and equitable decision making, IEP teams should answer the following questions when determining the appropriate assessment:

- Is the student unable to master the Sunshine State Standards, even with appropriate and allowable course accommodations?
- Is the student's demonstrated cognitive ability the primary reason for the inability to master these standards?
- Is the student participating in a modified curriculum based on competencies in the Sunshine State Standards Access Points for all academic areas?
- Does the student require extensive direct instruction in academic and vocational competencies as well as domestic, community living and leisure activities?

- Does the student have deficits in adaptive behavior, as demonstrated by the inability to function effectively and independently in everyday living skills (interpersonal and social interactions) across a variety of settings?

If the IEP team determines that all five of the questions accurately characterize a student's current education situation, then the Florida Alternate Assessment should be used to provide a meaningful evaluation of the student's current academic achievement. If "yes" is not indicated in all five areas, then the student should participate in the Florida Comprehensive Assessment Test (FCAT) with accommodations, as appropriate.

3. **GUIDELINES FOR DETERMINING APPROPRIATE MODIFICATIONS** - Determination of appropriate modifications/accommodations in assessment situations for students with disabilities shall be based on the individual needs of each student and decisions shall be made at IEP meetings and recorded on the IEP. It is appropriate to orient students to testing format and procedures near test time. Guidelines to consider are as follows:
 - a. Accommodations should facilitate an accurate demonstration of what the student knows or can do.
 - b. Accommodations should not provide the student with an unfair advantage or interfere with the validity of the test.
 - c. Accommodations must be the same or nearly the same as adaptations used by the student in completing classroom instruction and assessment activities.
 - d. Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill or mastery.

TESTING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES IN STATEWIDE ASSESSMENT

Rule 6A-1.0943, FAC, provides the basis for modification to St. Lucie County's and State assessment system for students with disabilities. In addition, the test administrators's manual for each statewide assessment provides a listing of allowable accommodations that can be used for students with disabilities. Such accommodations include:

Accommodations are defined as adjustments to the presentation of the assessment questions, methods of recording examinee responses to the questions, schedule for administration of the assessment, or use of assistive devices to facilitate administration of the assessment. Statewide assessment accommodations may be used only if they do not alter the underlying content is being measured by the assessment or negatively affect the assessment's reliability or validity. Accommodations shall be identified for each eligible student and recorded on the student's IEP or plan developed under Section 504 of the Rehabilitation Act. Allowable accommodations are those that have been used by the student in classroom instruction as long as the accommodations are within the limits specified in this rule. Such accommodations may include:

- a. **PRESENTATION:**
 - (1) **VISUAL ACCOMMODATIONS**
 - (a) Regular print versions of the test may be enlarged through mechanical or electronic means
 - (b) The district test coordinator may request large print version

- (c) Braille versions may be requested for students who use Braille materials. Some test items may be altered in format for Braille versions of the test as authorized by the Department. Test items that have no application for the Braille reader will be deleted as authorized by the Department. Student performance standards that cannot be assessed in the Braille format will be deleted from the requirements of Section 1008.22, Florida Statutes.
- (d) The student may use means to maintain or enhance visual attention to test items.
- (e) Provide student with a copy of directions read by teacher from FCAT administration script.
- (f) Mask portions of the test to direct attention to uncovered item(s).
- (g) Use colored transparencies/overlays.
- (h) Secure papers to work area.*
- (i) Increase spacing between test items.*
- (j) Fewer items placed on each page.*
- (k) Positioning tools such as a reading stand.
- (l) Highlight keywords or phrases in directions to items.

(2) AUDITORY ACCOMMODATIONS

- (a) Signed or oral presentation may be provided for all directions and items other than reading items. Reading items must be read by the student through visual or tactile means.
- (b) Use a reader to read directions and items other than reading items.
- (c) Repeat, clarify or summarize test directions.
- (d) Allow student to demonstrate understanding of directions (e.g., repeat or paraphrase) to ensure understanding.
- (e) Use of text-to-speech technology to communicate directions, items other than reading items.
- (f) Provide verbal encouragement (e.g., “keep working” “make sure to answer every question”); may not be used to cue a student regarding correct/incorrect responses.
- (g) Use white noise (sound machines) to reduce auditory distractions.

b. RESPONDING:

(1) ACCOMMODATIONS TO RESPONSE INPUT

- (a) The student may use varied methods to respond to the test, including written, signed and verbal response. Written responses may include the use of mechanical and electronic devices. A test administrator or proctor may transcribe student responses to the format required by the test. Transcribed responses must accurately reflect the response of the student, without addition or edification by the test administrator or proctor.
- (b) Dictate responses to proctor.
- (c) Use of speech-to-text technology to indicate answers.
- (d) Use of computer switch to indicate answers.

- (e) Use of computer/alternative keyboard to indicate answers.
- (f) Use of pointing device to indicate answers.
- (g) Use of other communication devices to indicate answers.
- (h) Enter answers directly into test booklet.
- (i) Signing responses to interpreter.
- (j) Dictate responses into a tape recorder.
- (k) Use of special paper such as raised, line, shaded line, or color- decoded for long or short response (would require that responses are then transcribed).
- (l) Use of math guides to organize mathematical computation.
- (m) Use of writing guides (grids) to produce legible answers.
- (n) Check periodically to be sure student is marking in correct spaces.

(2) ACCOMMODATIONS TO RESPONSE PREPARATION

- (a) Calculator for math problems grades 7 and up.
- (b) Abacus for all grade levels for students with visual impairments.

c. SCHEDULING:

- (a) The student may be administered a test during several brief sessions allowing frequent breaks during the testing sessions, within specifications of the test administration manual. Students may be provided additional time for the administration of the test.
- (b) Specific time of the day for specific subtests.

d. SETTING:

- (a) The student may be administered a test individually or in a small group setting. The student may be provided with adaptive or special furniture and special lighting or acoustics.
- (b) Special lighting.
- (c) Adaptive or special furniture.
- (d) Special acoustics such as FM systems to enhance sound or special rooms to decrease auditory distractions.
- (e) Increase or decrease the opportunity for movement.
- (f) Reduce stimuli (e.g., limit number of items on desk).
- (g) Other specialized settings.*
- (h) Administer the test in a familiar place such as the home with a test proctor present and/or by a familiar person. (*students homebound or hospitalized*)

e. ASSISTIVE DEVICES: The student may use the following assistive devices typically used in classroom instruction:

- (a) If the purpose of the assessment requires complex computation, calculators may be used as authorized in the test administration

manual. A calculator may not be used on assessments of basic computation as specified in the test administration manual.

(b) Visual magnification and auditory amplification devices may be used. For students with visual impairments, an abacus may be used.

(c) Technology may be used without accessing spelling or grammar-checking applications for writing assessments and without using speech output programs for reading items assessed. Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated.

Implementation of assistive devices must assure that test responses are the independent work of the student. Unusual circumstances of accommodations through assistive devices must be approved by the Commissioner of Education before use.

In accordance with Rule 6A-1.0943, FAC, school districts may request unique accommodations for individual students. Unique accommodations usually involve alterations of existing test materials, must be regularly used by the student for classroom instruction, and must not alter the underlying content of the assessment. Each unique accommodation must be approved by the Commissioner of Education prior to its use. Examples of unique accommodations are identified by an asterisk (*).

District personnel are required to implement the accommodations in a manner that ensures the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. In no case shall the accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

APPENDIX I

AUTOMATED SYSTEM ADDENDUM

Several Grade Point Averages are available throughout the Student Information System. The following chart describes each GPA that is available and where it can be found in the automated system.

GPA DESCRIPTION	LOCATION
Unweighted cumulative	Panel A13, field labeled GPA also on transcript
Weighted Cumulative	Panel A14, field labeled WGT GPA also on transcript
FHSA GPA	Panel A13, field labeled FHSA GPA
State Core 24	Panel A14, field labeled ST CORE 24
Local Core	Panel A14, field labeled LOCAL CORE (this will be available later in FY99 year)
Bright Futures GPA	Report EZS241 (Bright Future Candidates)
Vocational Bright Futures	Report TS2068 (Voc. Gold Seal Report)

Additional Notes: Except for cumulative GPA's, the best grades for the student are used when selecting applicable credits for the GPA calculation. Forgiveness courses are excluded from all GPA's shown above.

APPENDIX J

HOMEWORK ASSIGNMENTS - (F.S.1001.41; F.S.1001.42,)

Each school shall have a written homework policy that:

- (1.) Emphasizes homework as an integral part of the student's total instructional program;
- (2.) Requires that homework assignments reinforce learning skills introduced during classroom instruction; and
- (3.) Assures that homework is not given in excessive amounts or for disciplinary reasons.

APPENDIX K

DISTRICT AND STATE-WIDE ASSESSMENT PROGRAM – (F.S. 1001.41; F.S.1001.42)

- (1) St. Lucie District Schools shall periodically assess student performance and achievement within each school of the District. The assessment programs must be based upon local goals and objectives that are compatible with the state plan for education and that supplement the skills and competencies adopted by the State Board of Education. St. Lucie District Schools will participate in the state assessment program designed to measure annual student learning and school performance. Assessment results will be reported as required by the management information system.
- (2) Participation in the testing program is mandatory for all students, including students served in Department of Juvenile Justice programs, except as otherwise prescribed by the Commissioner of Education. The District will follow recommendations of the State Board of Education for the provision of test adaptations and modifications of procedures as necessary for student in exceptional student education programs and for student who have limited English proficiency.
- (3) Students for whom the district and/or statewide assessment is not appropriate as determined by their IEP committees, shall be administered an alternate assessment with scores reported to the Department of Education.
- (4) A student seeking an adult high school diploma or a regular high school diploma must meet the testing requirements as determined by the state.
- (5) The parent or guardian of each student must be notified as to the progress of the student towards achieving state and district expectations for proficiency in reading, science, writing, and mathematics. A student's state assessment results must be reported to the parent or guardian.

APPENDIX L

GRADUATION EXERCISES – (F.S.230.22 (2))

Graduation exercises will be held for each high school on the date established by the school calendar in a facility large enough to accommodate all graduating seniors and their guests in a single ceremony.

- (1) Participation in baccalaureate and graduation ceremonies may not be required. However, participation will be based upon strict adherence to guidelines set by the Superintendent.
- (2) Graduates who do not participate in formal ceremonies will be awarded their diplomas no later than the last regular work day.
- (3) Principals should insure that graduation exercises do not become a burden on the students or their parents.

GRADUATION - (F.S. 230.22(2))

- (1) Students who meet all graduation requirements as specified in the District Student Progression Plan may participate in graduation exercises. Graduation exercises shall be considered school functions and shall be conducted under the school's principal direction.
- (2) The principal is authorized to exclude, prior to or during graduation exercises, any student for misconduct or for refusing to follow established rules or procedures for graduation exercises.
- (3) The school principal may plan, schedule, and conduct appropriate graduation exercises with the School Board's approval.

APPENDIX M

SCIENCE EXPERIMENTS – (F.S. 230.22 (2))

- (1) All science curriculum guides, student and teacher handbooks, and science instruction that relate to scientific experimentation in grades K-12 shall meet the requirements specified in Florida Statutes.
- (2) Biological science instructors are encouraged to use any of the following instructional tools in biological investigations in class (es):
 - a. Commercial drawings/diagrams
 - b. Computer simulations
 - c. Live specimens
 - d. Models
 - e. Prepared microscope slides
 - f. Preserved specimens
 - g. Teacher/student prepared microscope slides
 - h. Video tapes
 - i. Written materials

Upon written request of a parent or guardian, optional activities/assignments shall be provided for those who object to dissection. Students shall be excused from dissection upon written request of a parent or guardian.

- (3) Notices shall be sent to parents or guardians of students in classes where dissection may be involved informing them of the availability of optional activities/assignments. Students using an optional activity/assignment will not be penalized.

APPENDIX N
ELEMENTARY READING DECISION TREE

CHART D1 K-3 Assessment Decision Tree

Grade Levels (Schools)	SCREENING Assessment	IF	THEN PROGRESS MONITOR Assessment (3 Windows)	AND DIAGNOSTIC Assessment	USE ASSESSMENT RESULTS FOR INSTRUCTIONAL DECISION MAKING FOR DIFFERENTIATED SMALL GROUPS (60 minutes of the 90 minute block is dedicated to meet with four small groups per day)
K-2 (Reading First)	DIBELS	Reading First School	DIBELS/PMRN (All K-2)	Fox in a Box	<ul style="list-style-type: none"> Form flexible small groups (3-6 students) Identify teaching target (skills) Find appropriate leveled text aligned to teaching target (skills)
K (NonReading First)	FLKRS-DIBELS	Benchmark Score is High or Moderate Risk Level	DIBELS-LNF (Y Flagged)	Fox in a Box	<ul style="list-style-type: none"> Form flexible small groups (3-6 students) Identify teaching target (skills) Find appropriate leveled text aligned to teaching target (skills)
1-2 (NonReading First)	SAT10	45%tile & below	Harcourt ORF (Y Flagged)	Fox in a Box	<ul style="list-style-type: none"> Form flexible small groups (3-6 students) Identify teaching target (skills) Find appropriate leveled text aligned to teaching target (skills)
3 (Reading First)	DIBELS-ORF SAT10	Reading First School 45%tile & below and Level 1 FCAT	DIBELS-ORF & SRI (All 3)	DAR	<ul style="list-style-type: none"> Form flexible small groups (3-6 students) Identify teaching target (skills) Find appropriate leveled text aligned to teaching target (skills)
3 (NonReading First)	SAT10	45%tile & below and Level 1 FCAT	Harcourt ORF & SRI (Y Flagged)	DAR	<ul style="list-style-type: none"> Form flexible small groups (3-6 students) Identify teaching target (skills) Find appropriate leveled text aligned to teaching target (skills)
K-3	If students have not responded to a specific reading intervention, then the reading intervention or placement will be changed based on student data				<ul style="list-style-type: none"> Use of in-class intervention materials appropriate based on student data; time and group size based on intervention and need
	If students have not responded to a specific reading intervention during the prior school year, then reading intervention placement will be changed based on student data as well as parent, teacher, and/or reading coach recommendation before the start of the school year				<ul style="list-style-type: none"> Appropriate reading intervention materials will be provided to ensure materials will be sufficiently different

CHART D2 4-5 Assessment Decision Tree

SCREENING Assessment	IF	THEN PROGRESS MONITOR Assessment (3 Windows)	<i>IF</i>	THEN ADMINISTER DIAGNOSTIC Assessment	THEN USE ASSESSMENT RESULTS FOR INSTRUCTIONAL DECISION MAKING FOR DIFFERENTIATED SMALL GROUPS (60 minutes of the 90 minute block is dedicated to meet with four small groups per day)
FCAT SSS & NRT	Level 1 and/or below 25th%tile	<ul style="list-style-type: none"> • Harcourt ORF • SRI • District Benchmarks 	→→→	<ul style="list-style-type: none"> • DAR 	<ul style="list-style-type: none"> • Form flexible small groups (3-6 students) • Identify teaching target (skills) • Find appropriate leveled text aligned to teaching target • READ 180*
FCAT SSS & NRT	Level 2 and/or at/below 45th%tile	<ul style="list-style-type: none"> • Harcourt ORF • SRI • District Benchmarks 	<ul style="list-style-type: none"> • Fluency Accuracy is below 90% and/or • Fluency Rate is below 3rd quartile and/or • Lexile Score is below target 	<ul style="list-style-type: none"> • DAR 	<ul style="list-style-type: none"> • Form flexible small groups (3-6 students) • Identify teaching target (skills) • Find appropriate leveled text aligned to teaching target • READ 180*
			<ul style="list-style-type: none"> • Fluency accuracy & rate, and lexile score are on or above target 	→→→	Provide on or above grade level instruction and continue to monitor progress with ORF, SRI, and District Benchmarks
FCAT SSS & NRT	Levels 3 and higher and/or above 45th%tile	<ul style="list-style-type: none"> • SRI • District Benchmarks 	<ul style="list-style-type: none"> • Lexile Score is below target <ul style="list-style-type: none"> ○ Below 500 – 4th ○ Below 600 – 5th 	<ul style="list-style-type: none"> • DAR 	<ul style="list-style-type: none"> • Form flexible small groups (3-6 students) • Identify teaching target (skills) • Find appropriate leveled text aligned to teaching target
			<ul style="list-style-type: none"> • Lexile Score is on or above target 	→→→	Provide on or above grade level instruction and continue to monitor progress with SRI and District Benchmarks
4-5	If students have not responded to a specific reading intervention, then reading intervention placement will be changed based on data		<ul style="list-style-type: none"> • Use of in-class intervention materials appropriate based on student data; time and group size based on intervention and need 		
	If students have not responded to a specific reading intervention during the prior school year, then reading intervention placement will be changed based on student data as well as parent, teacher, and/or reading coach recommendation before the start of the school year		<ul style="list-style-type: none"> • Appropriate reading intervention materials will be provided to ensure materials will be sufficiently different 		

* Schools with READ 180 provide Level 1 and/or Level 2 Students a 90 minutes reading intervention block beyond the 90 minute reading block

APPENDIX O
MIDDLE SCHOOL READING DECISION TREE

IF				
FCAT	L1 Disfluent 6-8	L1 and L2 Disfluent 6-8	L1 Fluent 6-8	L2 Fluent 6-8
INCOMING ORF - WCPM	6th: Below 100 WCPM 7th: Below 114 WCPM 8th: Below 120 WCPM	6th: Below 100 WCPM 7th: Below 114 WCPM 8th: Below 120 WCPM	6th: At or above 100 WCPM 7th: At or above 114 WCPM 8th: At or above 120 WCPM	6th: At or above 100 WCPM 7th: At or above 114 WCPM 8th: At or above 120 WCPM
INCOMING SRI	At or below 299 Lexile	6th: 300-599 Lexile 7th: 300-649 Lexile 8th: 300-699 Lexile		6th: 600-699 Lexile 7th: 650-799 Lexile 8th: 700-849 Lexile
THEN PLACE STUDENT INTO				
COURSE TITLE	M/J Intensive Reading 1	M/J Intensive Reading 2	M/J Intensive Reading 3	Option 1: M/J Intensive Reading 3 Option 2: M/J Reading
COURSE CODE	1000010 (Qualifier)	1000010 (Qualifier)	1000010 (Qualifier)	Option 1: 1000010 (Qualifier) Option 2: 10080XX (Qualifier)
PERIODS / MINUTES	2 Periods (90 Minutes)	2 Periods (90 Minutes)	1 Period (47 Minutes)	1 Period (47 Minutes)
# of STUDENTS	15 Students	20 Students	Meets Class Size Reduction	Meets Class Size Reduction
TEACHER: Professional Development	Reading Endorsed/Certified CRISS	Reading Endorsed/Certified CRISS	Reading Endorsed/Certified CRISS	Reading Endorsed/Certified CRISS
ADMINISTER				
PROGRESS MONITOR	SRI and ORF	SRI and ORF	SRI	SRI
DIAGNOSTIC	DAR	DAR (At or below 600 Lexile)		
INTERVENTIONS/MATERIALS				
READING ELEMENTS	PA, PH, WS, F, V, C	WS, F, V, C	WS, V, C	WS, V, C
CIRP Educational Technology	Language!(PA,PH,WS,F,V,C) Destination Reading	Option 1: READ 180 (Stage B) Option 2: Bridges To Literature- (F,WS,V,C) 90 Minute Reading Instruction Destination Reading	Bridges To Literature- (F,WS,V,C) Destination Reading	
OTHER CIRP/SIRP OTHER	Wilson-CIRP Great Leaps (F) - SIRP Classroom Libraries	Great Leaps (F)-SIRP Classroom Libraries	Classroom Libraries	Plugged Into NonFiction 6,7,8 (V,C)

IF

L3, L4, and L5

6th: 700-1000 Lexile
7th: 800-1050 Lexile
8th: 850-1100 Lexile

If students have not responded to a specific reading intervention, then the reading intervention or placement will be changed based on student data

If students have not responded to a specific reading intervention during the prior school year, then reading intervention placement will be changed based on student data as well as parent, teacher, and/or reading coach recommendation before the start of the school year

THEN PLACE STUDENT INTO

M/J Reading or Advanced Reading

Reading 6-8 (ESE)

1008010 (6th) or 1008020 (6th)
1008040 (7th) or 1008050 (7th)
1008070 (8th) or 1008080 (8th)

7810020

1 Period (47 Minutes)

Meets Class Size Reduction

Self-Contained

Reading Endorsed/Certified
CRISS

Reading Endorsed/Certified
CRISS

ADMINISTER

SRI

Not Applicable

INTERVENTIONS/MATERIALS

WS, V, C

Language!(PA,PH,WS,F,V,C)

Use of in-class intervention materials appropriate based on student data; time and group size based on intervention and need

Appropriate reading intervention materials will be provided to ensure materials will be sufficiently different

Day Book(C)
Reader's Handbook (C)
Destination Reading

Plugged Into NonFiction 6,7,8
(V,C)

Classroom Libraries

Classroom Libraries

APPENDIX P
HIGH SCHOOL READING DECISION TREE

IF

FCAT INCOMING ORF - WCPM	L1 Disfluent 9-12	L1 and L2 Disfluent 9-12 (Option 1: Year 1 and Lowest SRI & DSS) (Option 2: Beyond Year 1)	L1 Fluent 9-10 and L1 Fluent 11-12 (NOT MET GRAD. REQ.) and L1 11-12 (MET GRAD. REQ. through Concordant Score of 410/SAT or 15/ACT)	L2 Fluent 9-12
INCOMING SRI	Below 122 WCPM	Below 122 WCPM	At or above 122 WCPM	At or above 122 WCPM
	At or below 500 Lexile	500-899 Lexile		

THEN PLACE STUDENT INTO

COURSE TITLE	Intensive Reading 1	Intensive Reading 2	Intensive Reading 3	Option 1: Intensive Reading 3 Option 2: Course w/ CAR-PD Teacher
COURSE CODE	1000410 (Qualifier)	10000410 (Qualifier)	1000410 (Qualifier)	xxxxxxx (Qualifier)
PERIODS / MINUTES	2 Periods (90 minutes) Reading	2 Periods (90 Minutes)	1 Period (50 Minutes)	1 Period (50 Minutes)
TEACHER: Professional Devel.	Endorsed/Certified CRISS	Reading Endorsed/Certified CRISS	Reading Endorsed/Certified CRISS	CAR-PD Completion CRISS
# of STUDENTS	15 Students	21 Students	20 Students	Class Size Reduction

ADMINISTER

PROGRESS MONITOR	SRI and ORF	SRI and ORF	SRI	SRI
DIAGNOSTIC	DAR	DAR (At or below 600 Lexile)		

INTERVENTIONS/MATERIALS

READING ELEMENTS	PA, PH, WS, F, V, C	WS, F, V, C Option 1: READ 180 (Stage C) Option 2:EDGE-Level A (F,V,C) 90 Minute Reading Instruction	WS, V, C	WS, V, C
CIRP	Language! (PA,PH,F,WS,V,C)	Option 2:Reader's Handbook(C) Reading Advantage (C)	EDGE-Level B: 9-10(F,V,C) EDGE Level C:11-12(F,V,C)	
SIRP Educational Technology	Reading Advantage(C) Destination Reading	Option 2: Destination Reading	Reader's Handbook (C) Reading Advantage (C)	
OTHER CIRP/SIRP OTHER	Wilson -CIRP Classroom Libraries	Classroom Libraries	Plugged into NonFiction 9-12-(V,C) SIRP Classroom Libraries	Classroom Libraries

Revised 5/14/08

IF

L2 11-12 (Fluent/Disfluent)
(MET GRAD. REQ. through FCAT
score of 1926-2067 or Concordant
Score of 410/SAT or 15/ACT)

If students have not responded to a
specific reading intervention, then the
reading intervention or placement will
be changed based on student data

If students have not responded to a
specific reading intervention during
the prior school year, then reading
intervention placement will be
changed based on student data as
well as parent, teacher, and/or
reading coach recommendation
before the start of the school year

THEN PLACE STUDENT INTO

Content Area w/ CRISS Teacher
xxxxxxx
1 Period (50 Minutes)

Reading 9-12 (ESE)
7910100
Self-Contained
Reading Endorsed/Certified
CRISS

CRISS
Class Size Reduction

ADMINISTER

SRI

INTERVENTIONS/MATERIALS

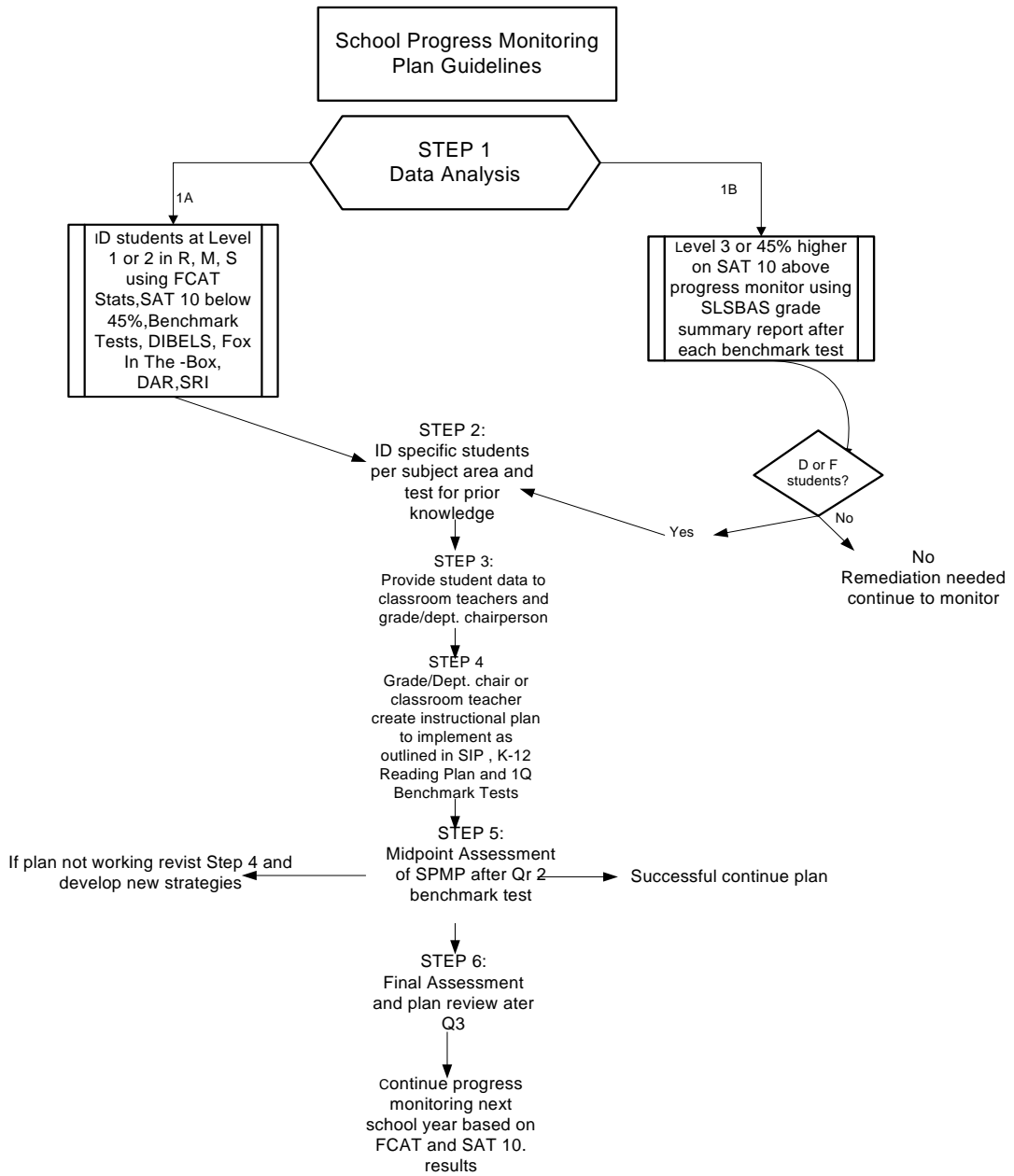
V, C

Edge-Level A,B or C

Use of in-class intervention materials
appropriate based on student data;
time and group size based on
intervention and need

Appropriate reading intervention
materials will be provided to ensure
materials will be sufficiently different

APPENDIX Q



APPENDIX R

PARENT NOTIFICATION OF READING DEFICIENCY

Date:

_____, _____

Dear Parents (guardian) of _____, Grade _____,

Florida Statute section 1008.25(5)c, requires that the parent of any student in grades one, two, or three, who exhibits a substantial deficiency in reading must be notified in writing. **This letter is to inform you that your child has a reading deficiency.** *If this reading deficiency is not remediated by the end of grade three, as demonstrated by scoring a Level 2 or higher on the statewide assessment your child must be retained unless he or she is exempt from mandatory retention for good cause.*

The Statute further states that the parent must be given a description of the current services being offered and of the proposed support services to remediate the reading deficiency. At this time, your child is receiving the following services:

- A minimum of 90 minutes of daily, uninterrupted reading instruction
- Daily differentiated small group instruction
- Diagnostic and progress monitoring assessments

The following services are being proposed:

- _____
- _____
- _____

Your child's teacher has informed you of your child's progress consistently through progress reports, report cards, and conferences. Your child's report card has consistently indicated that he/she has been working below grade level.

Research shows that parents play an integral role in assisting student learning. There are many resources for reading tips for parents. The ***Just Read, Florida!*** website has many excellent links at <http://www.justreadflorida.com>. To assist your child at home with his or her learning, the following reading strategies can be used to help your child succeed in gaining reading proficiency.

Strategies for you to use with your child include:

- (1) _____,
- (2) _____, and
- (3) _____.

If you have any questions regarding this notification or your child's progress, please contact your child's teacher or the principal at the school.

APPENDIX S

Academic Contract 2008-2009

School Name: _____ Date: _____

To the Parent or Guardian of: _____

This is a behavior/academic contract. By agreeing to the terms and conditions of this contract, I understand that my child, _____, will be conditionally promoted/retained. If the contract is not fulfilled, the student can be placed back into the appropriate grade level.

Student/Parent Expectations

1. Student must have regular attendance. All absences must be excused.
2. Student must maintain an academic standard of _____ in all courses.
3. Student must attend progress monitoring session with _____
4. Parent must attend parent conferences when requested by the school
5. Student may have no discipline infraction—including dress code. Inappropriate behavior/discipline can result in dismissal from the program.

6. Specific Stipulations:

We are pleased to be able to offer this opportunity to you and your child; it is however, a partnership between the student, parent and school. Please do not hesitate to contact me for any reason.

School Designee

Parent Signature

Student Signature