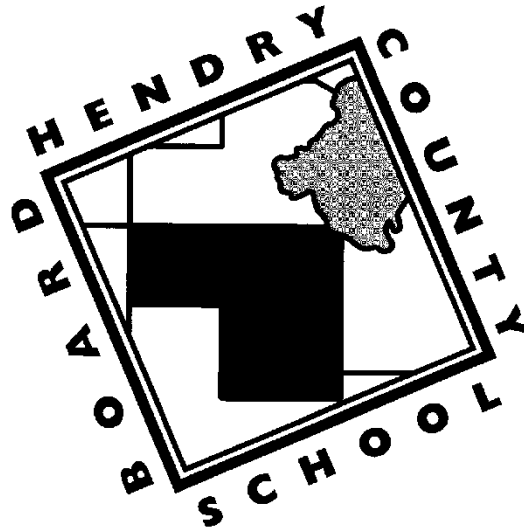


# HENDRY COUNTY SCHOOL BOARD



2015-16

## Student Progression Plan Requirements and Procedures

The School Board of Hendry County, Florida prohibits any policy or procedure, which results in discrimination of the basis of race, sex, national origin, marital status, disability, age, or religion. Individuals who wish to file a discrimination and/or harassment complaint, or individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may call the equity officer at (863) 674-4550.

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## **Introduction**

The Hendry County School District Student Progression Plan provides parents, students, school personnel, and the general public information regarding student progression requirements and procedures for Grades K-12.

It is the responsibility of the School Board of Hendry County per F.S. 1008.25 to implement a comprehensive student progression plan that serves as a guide and basis for graduation, retention, and promotion. The Hendry County School District Student Progression Plan is based upon Florida Statutes, local goals and objectives, as well as the Florida Standards and Next Generation Sunshine State Standards as approved by the State Board of Education.

The purpose of this document is to describe the administrative procedures necessary to implement student progression in the public schools of Hendry County and to meet the requirements outlined in Florida Statutes.

It is expected that the vast majority of Hendry County public school students will make satisfactory progress through the grades and achieve a level of academic proficiency and social and emotional development that will enable them to benefit from instruction at the next grade level. All students are expected to achieve the performance standards adopted by the State of Florida as defined in Florida Standards for language arts, mathematics, science, social studies, health and physical education, the arts, and foreign language as implemented at each grade level. The district's goal is that all students make adequate annual learning gains sufficient to acquire knowledge, skills, and competencies needed to master the Florida Standards.

Students are required to meet specific levels of performance in reading, writing, mathematics, and science for each grade level, including levels of performance on statewide assessments as defined by the commissioner of education. Students who score below the defined levels must receive remediation or be retained with an intensive program that is different from the previous year's program and that takes into account the student's learning style.

The district is committed to the idea that all students can learn when academic growth is continuous and is built on high expectations and quality instructional strategies to meet individual student needs. This Student Progression Plan implements school board policy and develops procedures to provide each student with the maximum opportunity to succeed in school.



## Common Core State Standards

Florida has adopted the Florida Standards which were developed to ensure that all students are prepared for success in postsecondary education and the workforce, regardless of where they live. These standards will ensure that students are receiving a high quality education and will provide the opportunity to share experiences and best practices within and across states.

Standards have been written for English Language Arts/Literacy and Mathematics. The grade specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations by the end of high school. As students advance through grades K-12, they are expected to meet each year's grade specific standards and retain or further develop skills mastered in previous grades.

Although the Florida Standards define what students should know and be able to do at each grade level, they do not define how a teacher should teach the Standards. Teachers are expected to use a variety of appropriate materials and strategies to meet the educational needs of the children who have been assigned to them. The Standards focus on what is most essential but do not describe all that should be or can be taught.

Although the Standards are divided for Literacy into Reading, Writing, Speaking and Listening, and Language strands, the processes of communication are closely connected. Writing standard 9 requires that students be able to write about what they read. Speaking and Listening standard 4 sets the expectation that students will share findings from their research. The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.

Key features of the Literacy Standards include the following:

- Reading: Text complexity and the growth of comprehension. Equal emphasis is placed on the complexity of what students read and the skill with which they read it. The expectation is that students read increasingly more complex text as they progress from grade to grade. Additionally students are expected to learn more from the text and analyze text more closely.
- Writing: Text types, responding to reading research. The basic skills of writing (planning, drafting, revising, editing, and publishing) are important. However, students must learn to write for specific audiences and needs.
- Speaking and Listening: Flexible communication and collaboration. Students are expected to develop skills in oral communication and interpersonal relationships. By working together, listening to the ideas of others, and evaluating what they hear students will be better prepared for postsecondary work and the workforce.
- Language: Conventions, effective use and vocabulary. Students are expected to abide by the essential rules of standard written and spoken English. Vocabulary development focuses on understanding words and phrases and their

relationships, and acquiring new vocabulary especially in specific areas of interest.

The Florida Standards for mathematics define what students should understand and be able to do in their study of mathematics. The Standards focus on fewer concepts but those concepts are studied more thoroughly than in the past.

The Standards for Mathematical Practice describe varieties of expertise that educators should develop in their students. The Standards for Mathematical Practice are as follows:

- Make sense of problems and persevere in solving them. Explain to yourself the meaning of a problem and determine how to begin to solve the problem. Analyze, experiment, explain to others, and check your answer using an alternate method. Ask, "Does this make sense?"
- Reason abstractly and quantitatively. Make sense of quantities and their relationships in problems.
- Construct viable arguments and critique the reasoning of others. Understand and use definitions and stated assumptions in explaining answers. Listen to the explanations and arguments of others as they defend their answers and process for solving the problem.
- Model with mathematics. Apply the mathematics that you know to solve real world problems.
- Use appropriate mathematical tools strategically. Consider the mathematical tools available (ruler, calculator, pencil and paper, geometry software, etc.) and use the most appropriate to solve the problem.
- Attend to precision. Communicate precisely to others. Use clear definitions as you give explanations to others.
- Look for and make use of structure. Look closely to determine if there is a pattern or structure.
- Look for and express regularity in repeated reasoning. Notice and determine if calculations are repeated and look for methods and shortcuts. Continually evaluate the reasonableness of your results.

Student proficiency or mastery of the Florida Standards will be measured by Florida State Assessments. The Florida State Assessments will replace FCAT as the statewide assessments in the Spring of 2015. Information regarding the Florida State Assessments can be found at [www.fsassessments.org](http://www.fsassessments.org).

The full Florida Standards are available at [www.floridastandards.org](http://www.floridastandards.org).

## **School Improvement**

The 1991 Florida Legislature mandated the School Improvement and Accountability Act. A requirement of the legislation is for each school to have a School Improvement Plan. The School Improvement Plan includes goals which address each school's needs as determined by student achievement data, climate surveys, discipline reports, attendance reports, and other pertinent information regarding improvement.

Each school is required to have a School Advisory Council which includes representation from teachers, parents, administrators, students, community and business representatives. The School Advisory Council for each school and school personnel collaborate in the development of the School Improvement Plan which when completed is submitted to the District School Board for approval.

### **Florida's Multi-Tiered System of Supports (MTSS)**

Through implementing the problem-solving framework, Florida's Multi-Tiered System of Supports (MTSS) provides high-quality instruction and intervention matched to student needs. According to the Florida Department of Education, MTSS involves the systematic use of assessment data to inform instructional decisions and efficiently allocate resources to improve learning for all students.

The core characteristics that underpin the MTSS model are:

- High-quality, research-based instruction provided to students in all settings;
- Continuous monitoring of student performance;
- Screening of all students for academic and behavioral problems;
- Multiple levels of tiers of instruction that are progressively more intense and based on the student's response to instruction;
- Implementation of a problem-solving method across all levels or tiers.

## General Requirements for Student Progression

### Admission to School

#### Entrance Requirements

HCSB-304

1003.01(4) FS

1003.22(1 & 4) FS

New students must meet all entrance requirements before they are eligible to attend school.

All students who are enrolling in a Hendry County public school for the first time must present the following information before they can enter school:

- Evidence of the child's birth date verified in priority order:
  - Birth Certificate;
  - Legally attested birth record;
  - Legally attested religious record;
  - Insurance policy on the child's life and in effect for at least two years;
  - A passport or certificate of arrival showing age of child;
  - An official educational transcript stating the child's age that is current and indicates enrollment for at least four years; or
  - An affidavit of age sworn to by the parent and accompanied by a certificate of age signed by a public health officer or by a public school physician, if none of the proofs of age above are available or can be produced.
- A certificate of immunization against communicable diseases. Student transfers entering a Hendry County school for the first time may be granted a 30-day waiver to produce an immunization certificate from the health department. (Refer to current immunization requirements for entrance to different grade levels.)
- Evidence of a physical examination within the last 12 months. Student transfers entering a Hendry County school for the first time may be granted a 30-day waiver to produce an acceptable physical examination.
- Evidence of custody if the child does not live with both natural parents.
- Proof of residence documentation such as homestead exemption, lease or rental agreement or utility deposit/receipt.
  - Homeless children are automatically eligible for a 30-day waiver of these requirements.

According to **Florida Statute §1003.01(12)** and **State Board of Education Rule 6A-6.03411(1)(s)**, students who are without a fixed, regular, and adequate nighttime residence, are considered children and youths who are experiencing homelessness. Pursuant to the **McKinney-Vento Homeless Education Assistance Improvement Acts of 2001** (Section 725) 42 U.S.C.A. § 11432(g)(3)(A)-(C), these children are to be enrolled immediately in the school that meets the best interest of the student.

Arrangements are to be made for immunizations, transportation, and all other school services. Appropriate students, school, and grade level placement, as well as completion of required immunizations and physical examination, shall occur within 30 school days of enrollment. Refer to **School Board Policy 339** entitled ***Homeless Students*** and **Florida Statute § 1003.21(1)(f)** for procedures relating to the enrollment of these students.

New students who do not meet these entrance requirements will not be eligible to attend school until all entrance requirements are met with the exception of students identified as homeless.

### **Transfer Requirements**

1006.07(1) FS

948.03(9) FS

The principal of the receiving school shall determine the grade placement of a student transferring into any Hendry County school from another country, state, or Florida school district. The requirements of the Hendry County School Board cannot be retroactive for a transfer student provided the student has met all the requirements of the state or Florida school district from which the student is transferring. All evidence of the student's work and placement shall be based upon an official transcript or record authenticated by the proper authority of the receiving school.

A student or parent must provide all information concerning the enrollee's arrest record (regardless of disposition), school expulsions (regardless of the status of the final order), and current and/or past DJJ/adult probation, community control, or monitoring programs at the initial time of enrollment. School authorities will provide adequate due process protection for all parties prior to establishing an appropriate educational placement or the mandatory notification of the student's teachers.

A transfer student from a non-accredited school or home education program may be placed in a 45-day trial grade placement. The student's work and trial placement shall be reevaluated and both may be validated based upon standardized test scores and/or student performance during the trial placement.

All ESE students transferring from private schools or out-of-state programs will be evaluated and staffed according to Special Programs and Procedures for Exceptional Student Education. ESE students from within Florida will be placed according to Special Programs and Procedures for Exceptional Student Education.

Upon initial enrollment, all students will be surveyed regarding home language and, if appropriate, will be assessed during the first four weeks of attendance for possible placement in an English Language Learners (ELL) program. Parents of ELL students will be invited to participate in the decision making for placement of a child in an ELL program. Students who are included in the ELL program will follow guidelines outlined in the current ELL Plan for Hendry County Schools.

## **Compulsory School Attendance**

1003.24 FS

1003.21(1)(a) FS

1002.41 FS

School attendance is crucial to student learning. It is the responsibility of parents and legal guardians to ensure that their children attend school in a regular and timely fashion.

School attendance is mandatory for all children who have attained the age of 6 years or who will become 6 years old by February 1 of any school year, or who are older than 6 years but who have not attained the age of 16 years.

A child who attains the age of 16 and the child's parent/guardian may file a formal declaration to terminate school enrollment with the district school board. This declaration must meet all the provisions of state statutes before the declaration can be accepted. The school district must notify the student's parent of receipt of the student declaration of intent to terminate school enrollment. The student's guidance counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation. This declaration does not exempt the student from the State's requirements for minors between the ages of 14-18 to retain driving privileges. Students terminating school enrollment prior to age 18 shall be recommended for denial of driving privileges.

Regular attendance may be:

- 1) Attendance in a public school supported by public funds;
- 2) Attendance in a parochial or religious school;
- 3) Attendance in a private school supported by tuition or endorsement;
- 4) Attendance in a recognized Virtual School; or
- 5) Attendance in a home education program as defined in Florida Statute 1002.41.

The Hendry District School Board of Hendry County recognizes excused absence as absence resulting from:

- 1) Illness of the student;
- 2) Death in the family;
- 3) Emergency in the family;
- 4) Religious holidays specific to the faith of the student;
- 5) Subpoena by any law enforcement agency;
- 6) Approved school activity; and/or
- 7) Other justifiable reasons approved by the principal or designee upon prior request of the parent.

A student who has 15 unexcused or unexplained absences within 90 calendar days and has demonstrated non-compliance after parent/guardian notice and the implementation of school initiated interventions will be identified as a habitual truant. The district's Truancy Intervention Plan (TIP) provides descriptions of the intervention strategies used by the Hendry County School Board.

### **Students with Disabilities (SWD) Program**

Students with a disability shall be considered to be "in a continuous study program" when that student's Individualized Education Program (IEP) requires continued services by the School District. If an ESE-eligible student graduates with a Special Diploma, a Certificate of Completion, or a Special Certificate of Completion, and has not reached age 22, the student may, at his/her option, continue to receive a Free Appropriate Public Education (FAPE) through the school year of the student's 22<sup>nd</sup> birthday, or until he/she earns a Standard Diploma, whichever comes first. Graduation with Standard Diploma, regardless of age, constitutes cessation of FAPE and a change in placement, requiring written prior notice. Students with disabilities continue to be eligible for FAPE through the end of the school year in which the student turns age 22 if they have not earned a Standard Diploma, even if they have earned a General Education Development (GED) credential. **[Title 34, Code of Federal Regulations (CFR) Section, 300.102(a)(3) and State Board of Education Rule 6A-6.03028]**

### **Students with Active Section 504 Accommodation Plans**

Students with a Section 504 Accommodation Plan must be "of school age" to continue receiving elementary and secondary educational services under Section 504. **[Title 34, Code of Federal Regulations Section 104.3(k)(4)(I)(2)]**

### **Students Who Qualify for ESOL**

Students who qualify for ESOL services may be enrolled in a regular high school program through the end of the semester in which he/she reaches 21 years of age, regardless of previously interrupted schooling.

### **Home Education Program**

1002.01 FS

1002.41 FS

1006.15 FS

Florida Statute 1002.01 defines home school as "the sequentially progressive instruction directed by his or her parent in order to satisfy attendance requirements". Home Education is a parent-directed educational choice and the Hendry County School District does not provide a curriculum or instructional materials to home school students.

Parents intending to establish a home education program must follow the responsibilities for conducting such a program as outlined in F.S. 1002.41. Home Education students may participate in the Florida State Assessment Program (FCAT and FSA) at a location and under testing conditions approved by the school district.

Home Education students may participate in dual enrollment, and career and technical dual enrollment (F.S. 1007.27). These students may also participate in interscholastic extra curricular activities (F.S. 1006.15), and may enroll in some local district course offerings upon district approval. In addition, Home Education students may take courses from Florida Virtual School.

### **Virtual School Program** 1002.45(5) FS

Hendry County School District students have both full-time and part-time options for participating in a virtual education program. The District shall provide students with access to courses available through the Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during and after the normal school day and through summer school enrollment.

#### Full-time Enrollment

Hendry Virtual School provides a full-time virtual program for eligible students in Grades K-12.

F.S. 1002.45(5) limits eligibility for the Hendry Virtual School to students residing with the district who meet at least one of the following conditions:

- 1) The student has spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the FEFP surveys;
- 2) The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders; or
- 3) The student was enrolled during the prior school year in a school district virtual instruction program under this section or a K-8 virtual school program under Section 1002.415, Florida Statutes.

Eligible students in Grades K-12 who wish to enroll in Hendry Virtual School may do so by completing an on-line enrollment application by accessing the website [www.flvs.net](http://www.flvs.net).

#### Part-time Enrollment

Students in Grades 6-12 may also enroll part-time and take select courses through Florida Virtual School at [www.flvs.net](http://www.flvs.net). Students should consult their guidance counselor to determine eligibility and appropriateness of the coursework.



## **Hospital/Homebound Program**

It is strongly recommended that students who anticipate absences for 15 or more consecutive days due to illness enroll in the school district's Hospital/Homebound Program. This will allow a student to continue to make academic progress and earn credit. A student who enrolls in the Hospital/Homebound Program is withdrawn from the regular school program.

Eligibility criteria to participate in the program are as follows:

- 1) A licensed physician must certify:
  - a) That the student is expected to be absent from school due to a physical or psychiatric condition for at least 15 consecutive school days (or the equivalent on a block schedule), or due to a chronic condition for at least 15 school days (or the equivalent on a block schedule), which need not run consecutively;
  - b) That the student is confined to home or hospital;
  - c) That the student will be able to participate in and benefit from an instructional program;
- 2) The student is under medical care for illness or injury that is acute, catastrophic, or chronic in nature;
- 3) The student can receive an instructional program without endangering the health and safety of the instructor or other students with whom the instructor may come in contact;
- 4) The student is in kindergarten through twelfth grade and is enrolled in a public school prior to the referral for homebound or hospitalized services, unless the student meets criteria for eligibility under Rules 6A-6.03011, 6A-6.03012, 6A-6.03013, 6A-6.03014, 6A-6.030151, 6A-6.030152, 6A-6.030153, 6A-6.03016, 6A-6.03018, 6A-6.03022, 6A-6.03023, 6A-6.03027, F.A.C.
- 5) A parent, guardian, or primary caregiver signs parental agreement concerning homebound or hospitalized policies and parental cooperation.

## **Interstate Compact on Educational Opportunity for Military Children** 1000.36 FS

### Applicability

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents and applies to local education agencies.

This compact applies to children of:

- 1) Active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to U.S.C. ss 1209 and 1211.
- 2) Members or veterans of the uniformed services, who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement.
- 3) Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.

This compact does not apply to:

- 1) Inactive members of the National Guard and military reserves
- 2) Members of the uniformed services now retired except as provided in the preceding section
- 3) Veterans of the uniformed services except as provided in the preceding section
- 4) Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.

### **Educational Records and Enrollment**

If a child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending State shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving State, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records as quickly as possible.

Simultaneous with the enrollment and conditional placement of the student, the school in the receiving State shall request the student's official education record from the school in the sending State. Upon receipt of the request, the school in the sending State shall process and furnish the official education records to the school in the receiving State within 10 days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.

School districts must give 30 days from the date of enrollment or within such time as is reasonably determined under the rules adopted by the Interstate commission for students to obtain any immunization required by the receiving State. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.

Students shall be allowed to continue their enrollment at grade level in the receiving State commensurate with their grade level, including kindergarten from a local education agency in the sending State at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending State is eligible for enrollment in the next highest grade level in the receiving State, regardless of age. A student transferring after the start of the school year in the receiving State shall enter the school in the receiving State on their validated level from an accredited school in the sending State.

If a student transfers before or during the school year, the receiving State school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending State school or educational assessments conducted at the school in the sending State if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, Vocational, Technical, and Career Pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. A school in the receiving State is not precluded from performing subsequent and continued enrollment of the student in the courses.

The receiving State school must initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending State or participation or placement in like programs in the sending State. Such programs, include but are not limited to:

- Gifted and talented programs
- English as a second language

When considering the eligibility of a child for enrolling in a school:

- A special power of attorney relative to the guardianship of a child of a military family and executed under applicable law is sufficient for the purposes of enrolling the child in school and for all other actions requiring parental participation and consent.
- A local education agency is prohibited from charging local tuition to a transitioning military child placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent.
- A transitioning military child, placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent, may continue to attend the school in which he or she enrolled while residing with the custodial parent.

State and local education agencies must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline, to the extent they are otherwise qualified.

In order to facilitate the on-time graduation of children of military families, states and local education agencies shall incorporate the following procedures:

- 1) Local education agency administration officials shall waive courses for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required graduation coursework so that graduation may occur on time.
- 2) States shall accept exit or end-of-course exams required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu of testing requirements for graduation in the receiving state.
- 3) If a military student transfers at the beginning of or during his or her senior year and is not eligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies must ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements from the sending local education agency. If one of the states in question is not a member of this compact, the member state shall use its best efforts to facilitate the on-time graduation of the student.

### **Character Education Program**

#### **1003.42 FS**

F.S. 1003.42(2) requires school districts to implement a Character Education Program. The Hendry County School District utilizes “Keys to Character” and “Uncommon Friends” to provide students examples of good character and core ethical values such as respect, honesty, responsibility, fairness, generosity, courtesy, patriotism, courage, and gratitude.

## **Student Performance and Promotion Through the Grades**

### **Florida Standards/Next Generation Sunshine State Standards**

Curriculum in the Hendry County School District is aligned to the Florida Standards/Next Generation Sunshine State Standards and the Grade Level Expectations that cover language arts, mathematics, science, social studies, health, physical education, and the arts. These subjects will be provided according to a regular schedule and it is expected that all students will demonstrate grade appropriate performance for each of the standards in reading, writing, science, and mathematics.

Appropriate mastery of the Florida Standards may be demonstrated by adequate performance on a state assessment, a nationally normed assessment, or a collection of student work that indicates grade level performance. No one measure shall be used for the purpose of promotion, program placement, or retention.

### **Curriculum**

The Hendry County School District Curriculum Guidelines incorporates the performance standards as defined by the Florida Department of Education (FLDOE) Florida Standards (for English Language Arts and Mathematics), Next Generation Sunshine State Standards (NGSSS). FLDOE course descriptions can be accessed through CPALMS at <http://www.cpalms.org/Public>. [State Board of Education Rule 6A-1.09401]

#### **Elementary School (K-5) Curriculum**

The elementary school curriculum includes standards for the following content areas:

- Health Education
- Language Arts
- Mathematics
- Music
- Physical Education
- Reading
- Science
- Social Studies
- Visual Arts
- Writing

These standards delineate the academic achievement for which the State will hold schools accountable. District-adopted and/or District-developed instructional materials are provided as tools to support instruction in elementary school classrooms.

## **Middle School (6-8) Curriculum**

The middle school curriculum includes standards for the following content areas:

- Arts Education
- Career Education
- English Language Arts
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

## **High School (9-12) Curriculum**

The curriculum includes standards for the following content areas:

- Arts Education
- Career Education
- English Language Arts
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

High schools offer a wide range of courses in all disciplines. Courses are provided to meet the needs of all students. The School District shall provide all courses required for high school graduation and appropriate instruction designed to ensure that students meet the State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, world languages, health and physical education, and the arts. [Florida Statute §1003.42(1)]

High school courses may be yearlong or semester courses. 0.5 credit is awarded for passing a semester in each course.

## **Promotion/Retention**

Assessing and grading student academic performance is the responsibility of the classroom teacher. Promotion and student progress decisions will be determined by considering demonstrated proficiency of the Florida Standards/Next Generation Sunshine State Standards, district and school assessment programs, homework, teacher observation, classroom assignments/participation, and other academic performance information available.

Decisions of promotion, retention, or educational placement will not be based upon one measure exclusively, or without appropriate parental notification. No student may be assigned to a grade level based solely on age or other factors that constitute said promotion or administrative placement as referenced in F.S. 1008.25(6)(a).

## **Elementary School (K-5) Promotion/Retention**

### **Student Performance Levels (Reading, Writing, Mathematics, and Science)**

Various indicators, including but not limited to, multiple measures using appropriate grade level assessments, as well as teacher judgment, will be used to determine student performance. Each elementary school shall regularly assess the reading ability of each student in Grades K-3, as referenced in Florida Statute §1002.20(11), and in Grades 4 and 5.

### **Teacher Judgment for Promotion**

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 the following:

- previous retentions;
- level of text at which student is independently successful;
- observations;
- checklists;
- student portfolios;
- classroom assessments; and/or
- current marks

## **Alternatives to Promotion/Remedial Instruction**

### **Grade Retention**

#### 1008.25 FS

The Hendry County School Board has established the following comprehensive program for student progression:

- Evidence of a student's performance will be reflected by grades assigned in accordance with the district adopted grading policy.
- Students scoring at Level 1 on the FSA in reading and math and below a score of 3 on FSA writing in any grade where there is such a test must receive remediation.
- If a student is retained, the retention must be for placement within an intensive program that is different from the previous year's program and that takes into account the student's learning style.

- The plan must provide the appropriate alternative placement for a student who has been retained 2 or more years.

## **Assessment**

- Each student must participate in statewide assessment tests.
- Each elementary school must regularly assess the reading ability of each K-3 student.
- Students who fail to meet performance expectations must be provided with additional diagnostic assessments to determine the nature of the student's difficulty.
- Students must continue to be provided with remedial or supplemental instruction until expectations are met.
- If a student has a deficiency in reading, the remedial or supplemental instruction must address:
  - the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary;
  - the desired levels of performance in these areas.
- Schools must also provide frequent monitoring of the student's progress in meeting the desired levels of performance.
- Districts must assist schools and teachers in implementing research-based reading activities that have been shown to be successful in teaching reading to low-performing students.
- Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.

Specific levels of performance, including levels of performance on statewide assessments in reading, writing, science, and mathematics at grades 1-10 are required for promotion. Students in grades 3-10 scoring at Level 1 on FSA in reading, math, or FCAT science are required to receive remediation through a Progress Monitoring Plan (PMP) or be retained. Retention decisions must be based on more than one test score.

Allocation of remedial and supplemental instruction resources for students will occur based on two priorities:

- Students who are deficient in reading by the end of grade 3, and;
- Students who fail to meet performance levels required for promotion consistent with this plan for student progression.

Students performing below expected levels are required to meet the following requirements:



- Be remediated before the beginning of the next school year and promotion to the next grade;
- Be promoted to the next grade and receive remediation during the following school year with intensive intervention strategies specified in the student's PMP;
- Be retained and remediated in an intensive program that is different from the previous year's program and takes into consideration the student's learning style, or;
- Be provided with an appropriate alternative placement after two or more cumulative years of retention. This alternative placement must include intensive and targeted instruction with frequent monitoring of student learning gains. Parental notice and participation in alternate placement decisions is required.

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

### **Assessment and Support Grades K-3**

#### Parent Notification:

The parent of any K-3 student who exhibits a reading deficiency shall immediately be notified of the student's deficiency with a description and explanation of the student's difficulty in reading and lack of achievement.

Parents will be consulted in the development of a plan and informed that the student will be given intensive reading instruction until the deficiency is corrected.

#### State Requirements for Improvement Plan (all grades):

A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and Mathematics must be covered by one of the following plans:

1. A federally required plan such as an individual educational plan,
2. A school wide system of progress monitoring for all students (students scoring Level 4 or above on the English Language Arts and Mathematics assessments may be exempted), or
3. An individualized progress monitoring plan.

#### Reading Deficiency and Parental Notification:

- a) Any students who exhibit a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be monitored and the intensive instruction must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment.

- b) To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. 1008.22 for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required in s. 1008.22 for grade 3, the student must be retained.
- c) The parent of any student who exhibits a substantial deficiency in reading, as described in paragraph (a), must be notified in writing of the following:
1. That his or her child has been identified as having a substantial deficiency in reading.
  2. A description of the current services that are provided to the child.
  3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
  4. 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.
  5. Strategies for parents to use in helping their child succeed in reading proficiency.
  6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
  7. The district's specific criteria and policies for a portfolio as provided in subparagraph (6) (b) 4. and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
  8. The district's specific criteria and policies for midyear promotion. Midyear 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.

## **Early High School Graduation**

HB7059 created a new section of statute, s.1003.4281, F.S., to provide the option of early graduation. The term "early graduation" is defined as graduation from high school in fewer than eight semesters or the equivalent. Students who complete a minimum of 24 credits, achieve a cumulative grade point average of 2.0 on a 4.0 scale and earn a passing score on the statewide assessments required for high school have an option to graduate in fewer than eight semesters (four years). A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award during the

spring term following the student's graduation, as long as the student applies for the scholarship award no later than August 31 of the student's graduation year.

A student who graduates early may continue to participate in school activities and social events with the student's cohort, as if the student were still enrolled in high school. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort.

## **Assessment of Student Performance**

### 1008.25(4) FS

Each student must participate in the Statewide Assessment Testing Program that measures achievement of Florida State Standards:

- Florida State Assessment administered at grades 3-10 in English/Language Arts and Mathematics;
- **Florida Comprehensive Assessment Test, FCAT State** administered at grades 5 and 8 in science;
- **Florida Kindergarten Readiness System (FLKRS)**;
- Florida State End-of-Course Exams: Algebra I, Algebra II, Geometry, American History, Civics, and Biology

In addition to the required state assessments, Hendry County has identified various methods of assessing students' progress within the grades:

- Florida Assessment for Instruction in Reading (optional);
- District identified assessments will provide consistent documentation of performance regarding the Florida Standards;
- Portfolios of student work may be used to assess student performance; and
- Other locally developed assessments may be used to measure student performance.

Schools shall provide the appropriate diagnostic assessments for any student who does not meet the established performance standards in reading, writing, science, or math. These diagnostic tests are most often used in the five-skill areas of reading and further identify the specific areas of reading deficiency.

Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, the statewide, standardized Mathematics assessment, or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

A student who is not meeting the school requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:

1. A federally required student plan such as an individual education plan;
2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
3. An individualized progress monitoring plan.

### **Report Cards and Other Notices of Student Progress**

HCSB 401

HCSB 402

1003.33(1-2) FS

1003.437 FS

1008.25(1) FS

1008.25(2) FS

Levels of student proficiency and grade appropriate performance are monitored, evaluated and approved by the State Board of Education. Student progress towards achieving state and district expectations for proficiency in reading, writing, mathematics, and science must be reported annually to the parent or legal guardian of each student. The results of statewide assessments will be reported to the student's parent or legal guardian.

Report cards are one of the primary means of providing information to parents and students regarding school progress. The classroom teacher has the responsibility for a student's assessment and for grading a student's performance. Report cards may include the following information:

- Daily observations of classroom academic performance and participation;
- Attendance and readiness to learn;
- Student behavior;
- Student performance on teacher assigned practice;
- Written papers;
- Student projects (individual or group);
- Teacher constructed subject specific tests;
- Reading, writing, or mathematics performance; and
- Other appropriate assessments designated by the teacher and approved by the principal.

There shall be no exemption from student academic performance standards or requirements based upon good attendance or behavior.

Teachers are encouraged to assign grades that reflect the mastery level of student performance standards reflected in the Florida State Standards. Students should have ample opportunity on a variety of assessments to demonstrate mastery of the standards.

Students enrolled 20 days or less may be given a progress report of progress in lieu of a report card.

The district's calendar identifies interim grade reporting dates that are used to give the student and his/her parent/guardian notice of progress.

Teachers are encouraged to give additional informal progress reports between grading periods for a student experiencing academic or behavioral difficulty. Progress reports are mandatory for all students at the mid-point of the grading period. The end-of-year, term, or course completion grade indicates the student's final performance evaluation for a grade or course. Parents will be notified of the possibility of retention.

Schools are encouraged to regularly report and give students and parents/guardians notice of other indicators of student success, progress, and mastery of Florida State Standards. In addition, schools will recognize and celebrate student academic success.

A biological parent, regardless of who is primary custodial parent, has equal right to access their child's educational records. This applies to either parent unless a court order specifically revokes these rights, (F.S.61.13).

## **Grades**

HCSB 401

1003.437 F.S.

Elementary grades based on numerical averages will use the same scale used in the middle and high schools.

Parental notification and involvement are a necessary part of the grade reporting system. Progress of the student towards achieving state and district expectations for proficiency in reading, writing, science and mathematics will be reported to the parent/guardian annually.

<u>Grade</u>	<u>Percent</u>	<u>Grade Point</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	Failing
I			Incomplete
R			Replaced
P			Passing

End of Course exams and final exams are figured as 30% of the student's grade for that course.

K-8 level schools may use the following grades for enrichment programs:

<u>Grade</u>	<u>Definition</u>
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Elementary schools may utilize an adjustment period for first grade for the first grading period. The following alternative grading scale may be used to report student progress in grades K-1:

<u>Grade</u>	<u>Definition</u>
E	Excellent
S	Successful
N	Needs Improvement

In addition to academic performance at grade level expectation, attendance and student behavior shall be a regular part of student performance reporting. Teacher comments concerning a student's academic performance, behavior, or other relevant issues are encouraged. The final report card shall indicate a pass or fail on a student's grade level academic performance in all appropriate categories, promotion status, a summary of attendance, student behavior, and grade promotion or retention status.

## **Student Plans, Parent Information and Notification**

### **Student and Parent Information Regarding School-to-Work Transition**

#### 1006.02 FS

All schools are responsible to inform students and parent through the school's handbook and/or program of study about the required preparation for the workplace. This information should include access information for career counseling, and should also include a description of the available curriculum that may provide career and technical education, career exploration, job preparation, and career selection. The information provided by schools should emphasize the necessary educational preparation for a transition to the work force.

## **School Conferences for Parents in “Learnfare”**

### 414.1251(2) FS

Schools will cooperate with and assist the Department of Children and Families in monitoring the grades, attendance, and behavior of students within the score of the Learnfare program, and within the limits established in the interagency agreement.

## **Annual Report of Student Progress**

### 1008.25(8) FS

The district is required to annually report to parents their student’s proficiency in reading, writing, science, and math, including their performance on statewide assessments. This evaluation should be a comprehensive evaluation representing the totality of the student’s work, and not one measure exclusively. In addition, the district shall annually publish in the local newspaper of record, and report to the State Board of Education by September 1 of each year, the following information:

- The laws, policies, and procedures for promotion and retention;
- The number and percentage of students by grade, in grades 3-10, who are performing below proficiency on the FSA;
- The number and percentage of students in grades 3-10 retained in grade;
- The number of students promoted for good cause in each established category; and
- Any recent revisions to the district policies and procedures for promotion or retention.

## **Family Partnership for Student Achievement**

### 1002.23(1-9) FS

The Family Partnership for Student Achievement Education Act provides schools the opportunity to create a meaningful partnership between school and home. The purpose is to make available to parents:

- Specific information about their student’s educational progress;
- Comprehensive information about parental choices and increased opportunities for appropriate involvement; and
- A framework for enhancing relationships.

## **Privacy Rights of Students and Parents**

### 1002.22 FS

The Family Educational Rights and Privacy Acts, 20 U.S.C. 1232g (FERPA), and corollary state law, Section 1002.22, Fla. Statute affords parents and students who have attained 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

- The **right of privacy** with respect to the student’s education records. Personally identifiable records or reports of a student, and any personal information contained in those reports, are confidential. The School District of Hendry

County will not release the education records of a student without the written consent of the eligible student or the student's parent(s) or guardian(s), except to the extent FERPA and state law authorized disclosure without consent.

- The **right to inspect and review** the student's education record within 30 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The **right to request the amendment** of the student's education records that the parent or eligible student believes is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The **right to consent to disclosures** of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorized disclosure without consent.
- One exception which permits disclosure without consent is disclosure to the school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health person or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent of student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- The Hendry County School District will forward educational and disciplinary records to other schools that have requested records and in which the student seeks to enroll.
- Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (NOTE: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request).
- The **right to file a complaint** with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administer FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, S.W., Washington, DC 20205-4605.
- Florida Statute, 1002.22(2)(C), provides that an educational institution may, without authorization from parents, guardians, or eligible students, release "Directory Information". Directory information includes the following:



- Student's name, address, telephone listing if not an unlisted number, date and place of birth, a major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent educational institution attended by student ,photographs in the school year book and similar information. Section 9528 of the NCLB Act requires local education agencies (LEA's) to provide military recruiters with the name, address, and telephone listing of secondary students.

### **Multiple Birth Siblings/Classroom Placement**

#### **1003.06 FS**

The parent of multiple birth siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. The request must be made no later than 5 days before the first day of each school year or 5 days after the first day of attendance of students during the school year if the students are enrolled in the school after the school year commences. The school may recommend the appropriate classroom placement for the siblings and may provide professional educational advice to assist the parent with the decision regarding appropriate classroom placement. A school is not required to place multiple birth siblings in the same classroom if factual evidence of performance shows proof that the siblings should be separated or if the request would require the school district to add an additional call to the grade level of the siblings. Further, at the end of the first grading period following the multiple birth siblings' enrollment in the school, if the principal of the school, in consultation with the teacher of each classroom in which the siblings are placed, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings. A parent may appeal the principal's decision in the manner provided by the school district policy. During an appeal, the multiple birth siblings must remain the classroom chosen by the parent. This process does not affect a right or obligation involving placement decisions pertaining to students with disabilities under state law or the Individuals with Disabilities Education Act nor does it affect the right of a school district, principal, or teacher to remove a student from a classroom pursuant to school district discipline policies.

### **Supplemental Academic Instruction**

The following programs and activities are examples of strategies available to provide assistance to students experiencing difficulty attaining the proficiency levels required by the district and state. Supplemental Academic Instruction (SAI), Title I Supplemental Educational Services, and Exceptional Student Education provide some of the funding for the services and programs listed below.

#### **Special Programs for Special Needs**

- Exceptional Student Education (ESE)
- ESE Summer School

- Instruction Modification
- English Language Learners (ELL)

### **Special Programs for Acceleration and Intensive Instruction**

- Academic and Career/Technical Dual Enrollment Program
- Advanced Placement Program
- Articulated Acceleration Mechanism
- Credit by Examination Program
- Early Admission to Post-Secondary Program
- Elementary Summer Reading Academies
- Florida Virtual School (FLVS)
- Off-Campus Post-Secondary Program
- Special Elementary Transitional Classes
- Summer Enrichment Program
- Transfer of College Credit
- ACCEL

### **Drop-Out Prevention and Alternative Education**

- Academic Assistance and Achievement (AAA)
- Academic Tutorial Program
- Continuous Progress Scheduling
- Continuous Progress Summer School
- Extended Day/Year Program
- Integrated Learning Program
- Migrant Tutorial/Credit Recovery Program/Summer Migrant Institute/Portable Assisted Student Sequence (PASS)/High School Equivalency Program (HEP)
- Performance Based Diploma Program (PBD)
- Prerequisite Academy
- Student Support and Assistance (SSA)
- Teenage Parent Program (TPP)
- 13<sup>th</sup> Year Participation
- Truancy Intervention Plan (TIP)
- Youth Development Academies (CYDA, LYDA)

## **Elementary School Requirements for Student Progression**

### **Admission to Elementary School**

#### **Entrance Requirements for Kindergarten Students**

In addition to the entrance requirements listed under general requirements, a child must have attained the age of five on or before September 1 of the year in which he seeks entrance to kindergarten in a Hendry County public school. A student who transfers from a private kindergarten to the Hendry County public school kindergarten program must meet the age requirement. The Statewide Florida Kindergarten Readiness

Screener (FLKRS), must be administered to each kindergarten student with the first 30 school days of each school year (Florida Statute 1002.69(1)).

### **Exceptional Student Education (ESE) Entry Requirements**

An ESE student, who is entering Kindergarten and has a current Individual Education Plan/Education Plan (IEP/EP), as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs, will be placed immediately in the appropriate educational program(s) without temporary assignment. The receiving school must review the current IEP/EP and may revise the document as necessary, following appropriate procedures.

### **Transfer Requirements for Elementary School Students**

The transferring student must provide the Hendry County elementary school with the following information:

- Evidence of legal residency with the state of previous enrollment;
- Evidence the student has met the age requirements of the previous state of enrollment;
- An official letter or transcript from a proper school authority that shows record of attendance, academic information, and grade placement of the student;
- Evidence of immunization against communicable diseases;
- Evidence of date of birth; and
- Evidence of a medical examination completed with the last twelve months in accordance with F.S. 1003.22.

In addition to the requirements listed above, any student who transfers from an out-of-state nonpublic school may be admitted if the student meets the age requirement for public schools with the state from which the student is transferring.

### **Grade Placement in K-5 for Transfer Students**

#### **HCSB 310**

Elementary grade placement of all transfer students in grades K-5, including those enrolled in home education programs will be on a temporary basis until evidence of student achievement is made available to the receiving school principal. The principal or his/her designee will make the final placement decision based on academic testing and/or daily classroom performance. The principal of each school may assign a student to the grade level at which the student can best adjust academically, socially, or emotionally.

The basis for assignment shall be discussed in advance with the parent or guardian of each student placed at a level other than the grade level indicated by the student's previous placement.

## **Florida Kindergarten Readiness Screener**

The school district is required to administer the school readiness uniform screening implemented by the Department of Education to each kindergarten student in the district school system upon the student's entry into kindergarten.

The results of this assessment and the identification of each student's early childhood education provider for the year prior to kindergarten enrollment shall become part of each student's record in the state's automated student database.

The Statewide Kindergarten screening must be administered to each kindergarten student in the school district within the first 30 days of each school year. The Statewide Kindergarten screening assesses the readiness of each student for Kindergarten based upon the performance standards adopted by the FLDOE under S.1002.67(1) F.S. for the Voluntary Prekindergarten Program.

## **Academically Challenging Curriculum to Enhance Learning (ACCEL) Options**

### **House Bill 7059**

ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students in kindergarten through grade 12. Options available to students may vary by school and by level (elementary, middle school, high school) and include whole-grade and mid-year promotion, subject-matter acceleration, virtual instruction in higher grade-level subjects. Additional options that may be available at a school are enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advance academic courses; combined classes; self-paced instruction; curriculum compacting; and advanced content instruction.

Specific options and eligibility requirements are defined in the Elementary, Middle School, and High School sections of this plan. Specific students who take advantage of the whole-grade or midyear promotion will be required to have a performance contract. The performance contract will require compliance with minimum attendance requirements, minimum student conduct requirements, academic requirements, and ACCEL option requirements as established by the principal. Additionally, students who take advantage of the whole-grade or midyear promotion will be assigned a specific faculty member as a mentor/counselor.

## **Elementary Student Performance and Progression Through the Grades**

### **Promotion for Elementary School Students**

Promotion through the elementary grades will be determined by considering level of achievement, demonstration of performance relating to Florida Standards, Next Generation Sunshine State Standards, parental involvement, teacher recommendation, grades, and other information available.

### **K-3 READ Initiative/Preventative Strategies for Deficient Readers** 1008.25(7) FS

The focus of K-3 READ Initiative is to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to:

- grade 3 students who failed to meet standards for promotion to grade 4;
- each K-3 students who is assessed as exhibiting a reading deficiency.

The Hendry County School District READ Initiative will:

- be provided to all K-3 students at risk of retention as identified by the statewide assessment system that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- be provided during regular school hours in addition to the regular reading instruction;
- provide curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications:
  - ◇ assists students with a reading deficiency in developing the ability to read at grade level;
  - ◇ provides skill development in phonemic awareness, phonics, fluency, vocabulary and comprehension;
  - ◇ provides scientifically based and reliable assessment;
  - ◇ provides initial and ongoing analysis of each student's reading progress;
  - ◇ is implemented during regular school hours;
- provide a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

### **Promotion Alternatives for Elementary School Students**

#### **Promotion/Retention for 3<sup>rd</sup> Grade** 1008.25(5-7) FS

A student in grades kindergarten through third grade that exhibits substantial reading deficiencies as demonstrated by statewide assessment, district/school assessment, and/or teacher observation will be eligible for the following assistance:

- Coverage by one of the following plans:
  1. A federally required student plan such as an individual education plan (IEP)
  2. A school-wide system of progress monitoring for all students except a student who scores Level 4 or above in the specific subject area statewide assessment may be exempted from participation by the principal
  3. An individual progress monitoring plan
- Parent notification of deficiencies, current services, proposed supplemental or remedial strategies and reports of frequent monitoring and evaluation;
- Intensive Instruction that will include the following elements:
  - ◇ Diagnosis of specific reading deficiencies,
  - ◇ Prescription of specific remedial instructional strategies,
  - ◇ Repeated exposure to skills practice and development,
  - ◇ Smaller chunks of text or content,
  - ◇ Frequent monitoring, and
  - ◇ Criterion-based evaluation and reevaluation.

Third grade students with previously documented reading deficiencies who score at Level 1 on the third grade Florida Assessment reading test must be retained in third grade unless the teacher, principal, and superintendent can certify “good cause exemption” from the mandatory retention.

Transfer students must have their reading proficiency evaluated as soon after initial enrollment as is possible. Appropriate educational placement and possible remedial instruction will depend on this evaluation.

Grade promotion with good cause exemption includes the following criteria:

- Any English Language Learner (ELL) student who has received instruction in an English Language Learners program for less than two years. The student’s ELL plan must include instructional strategies to correct the identified reading deficiencies;
- Any student with a disability and whose Individual Educational Plan (IEP) indicates that participation in the statewide reading assessment would be inappropriate;
- Any student with a disability who participates in the statewide reading assessment, and who has an EIP or 504 plan that documents the student has received intensive supplemental reading instruction for at least two years, and has retained at least one prior to the completion of the third grade. The student’s IEP must include instructional strategies to correct the identified reading deficiencies;
- Any student who has received intensive supplemental reading instruction for at least two years, and who has been retained at least twice prior to the completion of the third grade. A student promoted under the provisions of this just cause exemption must continue to receive intensive remedial instruction, and must include an altered instructional day or alternative educational;

- Any student who has demonstrated mastery of the appropriate Florida Standards benchmarks for grade level expectations in reading through a student’s reading portfolio. The reading portfolio must include the following elements:
  - ◇ Materials selected by the student’s primary reading teacher,
  - ◇ An accurate picture of the student’s ability and only include work that is independently produced by the student in the classroom,
  - ◇ Evidence that all the assessed benchmarks have been mastered, and that the submissions contain the following elements and requirements as outlined by the Third Grade Reading Assessment Portfolio and Portfolio Addendum provided by the Just Read Florida Office.
- Any student that can demonstrate an acceptable level performance as measured on an alternative standardized assessment approved by the State Board of Education provided the following requirements are met by the student:
  - ◇ Using any Nationally Norm Referenced Standardized Test, a student must rank in the 45<sup>th</sup> percentile to demonstrate an acceptable level of performance in reading,
  - ◇ Currently, SBE Rule 6A-1.094221(1)(a) authorizes the use of the following norm referenced tests in the determination of good cause exemption for promotion to the fourth grade:
    - Stanford Achievement Test, Tenth Edition (SAT-10)

### **Grade Promotion with Good Cause Exemption**

#### **1008.25(6) FS**

The student’s teacher makes the initial request for good cause exemption and grade promotion. The teacher’s recommendation must be based upon the student’s academic record. In addition, the teacher provides the following documentation to support the recommendation for grade promotion with good cause:

- Current Progress Monitoring Plan,
- Current IEP or 504 Plan for students with disabilities,
- Current ELL Plan for students with limited English proficiency,
- Student portfolio, or
- Any other assessment or teacher observations that would indicate grade level performance.

The school principal will review the recommendation and the supporting documentation provided by the student’s teacher. After a complete review, the school principal can accept or reject the recommendation. If the principal accepts the recommendation, a written recommendation for grade promotion with good cause exemption may be forwarded to the superintendent. The principal’s written recommendation to the superintendent should include copies of all documentation and there must be clear evidence of grade level performance by the student. The recommendation for grade promotion with good cause exemption must be signed and include a statement of assurance that the student’s performance has been reviewed and evaluated for grade

appropriate proficiency by both the student's teacher and the school principal. The superintendent will accept or reject the principal's recommendation in writing.

The district requires that all elementary schools evaluate the reading and math proficiency of all students using the Progress Monitoring Plan Criteria Matrix. The matrix documents six dimensions of student performance in each developmental area. Students are assigned one of four proficiency levels based upon performance within each of the six dimensions. The four levels include the following proficiencies:

- Enriched – students exceeding grade level expectations;
- Developmental – students meeting the majority of the grade level expectations;
- At-risk students deficient in some of the grade level expectations. At-risk students require parent notification and a Progress Monitoring Plan; and
- Critically low – students who have substantial deficiencies and do not meet a majority of the grade level expectations. Critically low students require parent notification and a Progress Monitoring Plan.

Schools shall use the following process for determining promotion or retention of third grade students:

- Third grade students shall receive a reevaluation on or before the end of the third grading term utilizing the Progress Monitoring Plan Criteria Matrix. Florida Standards Assessment reading third grade students previously identified as enriched may be promoted to the fourth grade after scoring at or above a Level 2 on the Florida Standards Assessment reading.
- Third grade students previously identified as enriched may be promoted to the fourth grade after scoring at Level 1 on the Florida Standards Assessment reading with a completed portfolio documenting good cause exemption.
- Third grade students previously identified as developmental may be promoted to the fourth grade after scoring at or above a Level 2 on the Florida Standards Assessment reading,
- Third grade students previously identified as developmental may be promoted to the fourth grade after scoring at level one on the Florida Standards Assessment with a completed portfolio documenting good cause exemption.
- Third grade students previously identified as at-risk may be promoted to the fourth grade after scoring at or above a Level 2 on the Florida Standards Assessment reading.
- Third grade students previously identified as at-risk may be promoted to the fourth grade after scoring at Level 1 on the Florida Standards Assessment reading with a completed portfolio documenting good cause exemption. In addition, at-risk students shall receive parent notification and may receive supplemental assistance through the summer reading academy. Schools may require alternative assessment for at-risk students prior to promotion to the fourth grade.
- Third grade students previously identified as critically low may be promoted to the fourth grade after scoring at or above a Level 2 on the Florida Standards Assessment reading.



- Third grade students previously identified as critically low shall be retained in third grade after scoring at Level 1 on the Florida Standards Assessment. Students eligible for retention must attend the summer reading academy and must successfully complete a portfolio indicating proficiency at or above the at-risk criteria, or must score at or above the 51<sup>st</sup> percentile on an appropriate alternative assessment in order to be considered for good cause promotion. In addition, critically low students shall receive appropriate parent notification.

### **\*Refer to Retention/Promotion for 3<sup>rd</sup> Grade Flow Chart and the PMP Criteria Matrix**

Student Portfolios based upon the Progress Monitoring Plan Criteria Matrix must include the following items:

- They are teacher selected and independently produced in the classroom;
- They provide an accurate picture of the student's ability and proficiency;
- They closely mirror the item specifications for Florida Standards Assessment reading, including question types, passage content and length, and items that accurately measure mastery of the Florida Standards benchmarks; and
- They contain no less than five examples of "C" level or on-grade level work.

Successful completion of the portfolio must be followed by a written teacher, principal, and superintendent recommendation for good cause exemption prior to granting a good cause promotion to the fourth grade.

### **Mandatory Retention for Grade 3 Students**

If a student's reading deficiency is not remedied by the end of 3<sup>rd</sup> Grade, as demonstrated by scoring Level 2 or higher on the statewide assessment required under Florida Statute §1008.22 for 3<sup>rd</sup> grade, the student must be retained. [Florida Statute §1008.25(5)b]

### **Parent Notification Requirements for Retained Grade 3 Students**

Written notification must be given to the parent(s) of any 3<sup>rd</sup> Grade student who is retained for reading stating that his/her child has not met the proficiency level required for promotion, and the reasons why the child is not eligible for a Good Cause Exemption. The notification must comply with the Student Report Cards provisions of Florida Statutes §1002.20(14) and 1003.33(2), as well as include a description of proposed interventions and supports that will be provided to the student to remediate the identified areas of reading proficiency. [Florida Statute §1008.25(7)(b)2]

### **Intensive Instruction Services for Retained Grade 3 Students**

Grade 3 students retained for reading must be provided with intensive instructional services and supports that include intensive interventions in the areas of reading deficiency. The specific areas of reading must be identified through the use of a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, a minimum of 90 minutes of daily uninterrupted reading instruction, an additional 30 minutes of daily intensive immediate intervention, the opportunity to participate in the District's Summer Reading Camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and be ready for promotion to the next grade. [Florida Statute §1008.25(7)(a)(b)1] and [State Board of Education Rule 6A-6.054(1)]

Other strategies prescribed by the District may include but not be limited to the following:

- small group instruction;
- integration of science and social studies within the 90 minute block;
- reduced teacher-student ratios;
- more frequent progress monitoring;
- tutoring or mentoring;
- transition classes containing 3<sup>rd</sup> grade and 4<sup>th</sup> grade students; and/or
- extended school day, week, or year.

Grade 3 students retained for reading must have a highly effective teacher as determined by the teacher's performance evaluation. [Florida Statute §1012.34]

### **Intensive Acceleration Class (IAC) for Grade 3 Students**

When applicable, each school must establish an Intensive Acceleration Class (IAC) for retained Grade 3 students who subsequently score at Level 1 on the Florida Standards Assessment (FSA). The focus shall be to increase a student's reading level and English Language Arts (ELA) skill level at least two grade levels in one school year. [Florida Statute §1008.25(7)(b)5]

In accordance with Florida Statute §1008.25, IAC shall:

1. be provided to any student in Grade 3 who scores Level 1 on the Florida Standards Assessment (FSA), as applicable, and who was retained in 3<sup>rd</sup> grade the prior year because of scoring at Level 1;
2. have a reduced teacher-student ration;

3. provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the Grade 4 Next Generation Sunshine State Standards (NGSSS) or Florida Standards in other core subject areas;
4. use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year; and
5. provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist.

### **Supplemental Academic Instruction (SAI) for Grade 3 Students**

Grade 3 students who are retained will receive additional reading instruction in the Supplemental Academic Instruction (SAI) Program, which provides for:

- a highly effective SAI teacher;
- 30-45 minutes of supplemental/additional instruction in reading (outside of the 90-minute reading block)

Instructional materials should include comprehensive research-based intervention strategies, which best meet the needs of the students. Students should be using materials that teach research-based reading strategies directly geared to their area(s) of weakness as identified by diagnostic assessments.

### **Good Cause Exemptions for Retained Grade 3 Students**

Good Cause is defined as conditions that exist such that retention would be more adverse for the student than promotion. In accordance with Florida Statute §1008.25(6)(b)(c) and State Board of Education Rule 6A-1.094221, the School Board may exempt a student from retention for Good Cause.

### **Good Cause Exemptions from Retention (Grade 3 Only)**

According to Florida Statute §1008.25(6)(b), Good Cause Exemptions are limited to the following:

1. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program;
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirement of State Board of Education Rule;

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 they are reading at least Level 2 on the Florida Standards Assessment (FSA), as evidenced by demonstrating mastery of applicable state standards in reading;
5. Students with disabilities who participate in the FSA and who have an IEP or a Section 504 Accommodation Plan that reflects that the student has received intensive remediation in reading and English Language Arts (ELA) for more than two years, but still demonstrates a deficiency and was previously retained in Kindergarten, Grade 1, Grade 2, or Grade 3,
6. Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in Kindergarten, Grade 1, Grade 2, or Grade 3, for a total of two years **(A student may not be retained more than once in Grade 3)**; and
7. Students who have received intensive remediation in reading and ELA for more than two years but still demonstrate a deficiency and who were previously retained in Kindergarten, Grade 1, Grade 2, or Grade 3 for a total of two years.

### **Review of Academic Portfolio for Good Cause Exemption**

In accordance with State Board of Education Rule 6A-1.094221(3)(a-e), the student portfolio must meet the following criteria:

1. be selected by the student's teacher;
2. be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
3. include evidence that the benchmarks assessed by the Grade 3 FSA Reading Assessments have been met. Evidence is to include multiple choice items and passages that are approximately 60 percent literary text and 40 percent information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the District's/School's adopted core reading curriculum or teacher assessments that are aligned with the Language Arts Florida Standards (LAFS);
4. be an organized collection of evidence of the student's mastery of the NGSSS Benchmarks for Language Arts that are assessed by the Grade 3 FSA-Reading; and
5. be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The HCSB has opted to utilize the Third Grade Reading Assessment Portfolio and Portfolio Addendum provided by the Just Read, Florida Office in order to ensure consistency throughout the District. This assessment portfolio meets all of the criteria outlined in State Board of Education Rule 6A01.094221(3)(a-e).

A parent of a student in Grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio. [Florida Statute §1008.25(5)(c)7]

### **Documentation for Grade 3 Good Cause Exemption**

The classroom teacher must provide the principal with documentation that indicates the student should be promoted based on one of the Good Cause Exemption criteria listed above. This documentation should consist only of the existing Individual Educational Plan (IEP), 504 Accommodation Plan and/or Progress Monitoring Plan (PMP), the report card, or the student portfolio. Documentation for Exemptions 3 and 4 shall be consistent with Florida Statute §1008.25(6)(c).

In the case of Good Cause Exemptions due to academic performance (Grade 3 mandatory retention only), the teacher will complete the Third Grade Reading Assessment Portfolio Recording Sheet for each student. [Florida Statute §1008.25(6)(c)(1)]

The school principal shall review and discuss recommendations with the teacher and make the determination as to whether the student should be promoted or retained. In accordance with Florida Statute §1008.25(6)(c)2, information gathered for Third Grade Good Cause Promotion/Retention school lists will now be automatically generated.

### **During the School Year Promotion of Retained Grade 3 Students**

In accordance with State Board of Education Rule 6A-1.094222, a student retained in 3<sup>rd</sup> grade may be eligible for mid-year promotion if he/she demonstrates:

- successful and independent reading at or above grade level;
- sufficient progress to master appropriate 4<sup>th</sup> grade reading skills; and
- meeting any additional requirements, such as satisfactory achievement in other curriculum areas, per local school board policies.

Documentation for midyear promotion should include successful completion of portfolio elements that meet State/District criteria or satisfactory performance on a locally selected standardized assessment. [Florida Statute §1008.25(7)(b)3]

A student portfolio used during the school year to document promotion to 4<sup>th</sup> grade must have evidence of the student's mastery of Grade 3 Next Generation Sunshine State Standards (NGSSS), Language Arts Florida Standards (LAFS), and beginning mastery

of the 4<sup>th</sup> grade standards/benchmarks. [State Board of Education Rule 6A-1.094222(3)(a-e)]

To promote a student during the school year using a locally selected standardized assessment, there must be evidence that the student scored at or above grade level in reading comprehension. This must be demonstrated by standard scores or percentiles, consistent with the month of promotion to Grade 4. [State Board of Education Rule 6A-1,094222(4)]

The Progress Monitoring Plan (PMP) for any retained Grade 3 student who has been promoted midyear to Grade 4 must continue to be implemented for the entire school year. [State Board of Education Rule 6A-1.094222(4)]

### **Identified Reading Deficiencies**

Any student who exhibits substantial deficiency in reading skills, based on locally determined assessments conducted before the end of grade 1 or grade 2 or based on teacher recommendation, must be given intensive reading instruction immediately following the identification of the deficiency. The student's reading proficiency must be reassessed by locally determined assessment or based on teacher recommendation at the beginning of the grade following the intensive reading instruction. The student must continue to be given intensive reading instruction until the reading deficiency is remedied. If the student's reading deficiency, as determined by the locally determined assessment at grades 1 and 2 or by the statewide assessment at grade 3, is not remedied by the end of grade 3, and if the student scores below Level 2 on the statewide assessment test in reading, the student must be retained unless board approved alternatives provide a good cause exemption for continued progression.

In addition to the options listed in the general requirements, schools may use one or more of the following methods to accelerate and/or remediate identified deficiencies:

- Specific instruction to address reading weaknesses through technology;
- Additional time to receive reading instruction to meet needs of the child;
- Alternative reading strategies that are proven to assist in the instruction of students who are experiencing difficulty learning to read; and
- Many opportunities for students to use their reading skills in other subject areas and for pleasure.

### **Health and Physical Education**

Students will participate in physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit to students, subject to their differing capabilities. Florida House Bill 967 requires 150 minutes of Physical Education per week in grades K-5. Accordingly, students in grades K-5 will receive at least 150 minutes per week of physical education. On any day during which physical education instruction is conducted, there must be 30 consecutive minutes of instruction. The time

will be dedicated to supervised physical activity, health instruction, and nutrition instruction.

Students will demonstrate competency in Physical Education and Health related Sunshine State Standards.

Students in grade K-5 are eligible to waive the physical education requirement if they meet any of the following criteria:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that:
  - ◇ The parent requests that the student enroll in another course from among those offered as options by the school district; or
  - ◇ The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

## **Student Plans, Parent Information, and Notification for Elementary School Students**

### **Performance Monitoring Plan (PMP)**

1008.25(4)(b-c) FS

The Progress Monitoring Plans used in grades K-5 must meet all the requirements established in the general requirements. The Progress Monitoring Plan Criteria Matrix is used in the district's elementary schools to identify a student's proficiency in reading and mathematics, and to determine the appropriate use of the Progress Monitoring Plan. The matrix employs a variety of student performance measures that do not rely on one exclusive determinate measure.

### **Parent Notification of Substantial Reading Deficiency in K-3 Students**

1008.25(5-7) FS

Parents of any K-3 student exhibiting substantial deficiencies in reading (Critically Low, Progress Monitoring Plan Criteria Matrix) or any student retained in grade 3 must be notified in writing of the following:

- Identification of critically low status in reading and the specific measures related to that determination. In addition, provide assurance that no one measure was the exclusive determining measure used in the evaluation;
- A description of the intensive remedial and supplemental instruction proposed and strategies parents may employ to assist their children;
- Retention at the end of grade 3;
- If there is no remediation of the deficiency, and no reason for just cause exemption;
- The district's criteria for mid-year promotion; and
- Provide parents the opportunity to review the Progress Monitoring Plan Criteria Matrix and to participate in the development of their student's Progress Monitoring Plan.

- Strategies parents may employ to help their child succeed in reading.

### **Exceptional Student Education (ESE)**

Pursuant to State Board of Education Rule 6A-6.03028, Individual Education Plans (IEPs) for students with disabilities enrolled in an Exceptional Student Education (ESE) Program must specify the specially designed instruction and related services that are necessary to meet each student's unique needs.

All students must be given access to the general curriculum, as is appropriate, in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the General Education standards should be the basis of their curriculum. For some students, modified standards and/or benchmarks in one or more content areas may be more appropriate. The Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS) include access points for students with significant disabilities. The Next Generation Sunshine State Standards (NGSSS) include access points in the content area of science and social studies. These access points are expectations for students with significant cognitive disabilities to access the General Education curriculum. Access points reflect the core intent of the standards with reduced levels of complexity. (Refer to State Board of Education Rule 6A-1.09414 for course descriptions).

In all cases, the IEP Team, which must include the parent(s), makes special program placements and educational decisions. The IEP must include a statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the student's needs that result from the student's disability. As appropriate, the IEP should enable the parent(s) and student to be involved in determining how the student will be involved/progress in the General Education curriculum, and how the student will participate in appropriate activities. The IEP shall also address how each of the student's other educational needs (that result from the student's disability) will be met. [State Board of Education Rule 6A-6.03028(3)(h)2]

The IEP Team must draft benchmarks and short-term objectives for students with disabilities who take the alternative assessments aligned to alternative achievement standards. The IEP Team has the discretion to also draft benchmarks and short-term objectives for other students with disabilities. [State Board of Education Rule 6A-03028]

The IEP may specify whether accommodations/modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations/modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as drafted by the IEP Team. The IEP must contain an explanation of the extent, if any, to which the student will not participate with non-disabled students in the General Education class. [State Board of Education Rule 6A-6.03028(3)(h)2]. In compliance with the least restrictive environment mandate, a student with a disability may be removed from the General Education environment, only if the nature and/or



severity of the disability are such that education in General Education classes, with the use of supplementary aids and services cannot be achieved satisfactorily.

The HCSB shall establish procedures that provide the opportunity for one or both of the student's parent(s) to participate in meetings and decisions concerning the student's IEP. A written notice of the meeting must be provided to the parents and must indicate the purpose, time, and location of the meeting, as well as whom, by title or position, will be attending.

No later than the first IEP to be in effect when a student turns 14 or younger if determined appropriate by the IEP Team, the notice must also indicate that a purpose of the meeting will be identifying transition services needs of the student.

To ensure quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities, an IEP Team shall begin the process of, and develop an IEP for, identifying the need for transition services before the student with a disability attains the age of 14 years in order for the postsecondary goals and career goals to be identified and in place when the student attains the age of 16 years. This process must include, but is not limited to: consideration of the student's need for instruction in the area of self-determination and self-advocacy to assist the student's active and effective participation in an IEP meeting and preparation for the student to graduate from high school with a Standard High School Diploma pursuant to Florida State Statute §1003.4282 with a Scholar Designation unless the parent chooses a Merit Designation.

Beginning not later than the first IEP to be in effect when the student attains the age of 16 or younger, if determined appropriate by the parent and the IEP Team, the IEP must include the following statements that must be updated annually:

1. a statement of intent to pursue a Standard High School Diploma and a Scholar or Merit designation, pursuant to Florida Statute §1003.4285 or Special Diploma as determined by the parent;
2. a statement of intent to receive a Standard High School Diploma before the student attains the age of 22 and a description of how the student will fully meet the requirements in Florida State Statutes §1003.4285 and 1003.4282, as applicable, including, but not limited to, a portfolio pursuant to Florida State Statute §1003.4282(10)(b) which meets the criteria specified in State Board of Education Rule. The IEP must also specify the outcomes and additional benefits expected by the parent and the IEP Team at the time of the student's graduation; and
3. a statement of appropriate measurable long-term postsecondary education and career goals based upon age-appropriate transition assessments related to training, education, employment, and if appropriate, independent living skills, and

the transition services, including course of study needed to assist the student in reaching those goals. [Florida Statute §1003.5716]

To the extent appropriate, and with the consent of the parents or a student who has reached the age of majority, the District shall invite a representative of any participating agency that may be responsible for providing or paying for transition services. Parental consent or the consent of the student who has reached the age of majority must also be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services. [State Board of Education Rule 6A-6.03028 (3)(c)8]

Public school students with disabilities must be provided the opportunity to meet the graduation requirements for a Standard High School Diploma as set forth in Florida Statute §1003.4282 in accordance with the provisions of Florida Statutes §§ 1003.57 and 1008.22. Pursuant to Florida Statute §1003.438, certain public school students with disabilities may be awarded a Special Diploma upon high school graduation. [Florida Statute §1002.20(8)]

Programs for students with disabilities are defined by the diploma options identified in each student's Individualized Education Plan (IEP).

### **Section 504 Accommodation Plans**

A student is eligible for accommodations, under Section 504 of the Rehabilitation Act of 1973, if the student is determined to have a physical or mental impairment that substantially limits one or more major life activity of such student. In addition, a student with either a record of impairment, or who is regarded as having impairment, is protected from discrimination under both Section 504 and the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act of 2008, effective January 1, 2009.

A student meets the requirement of being regarded as having impairment by establishing that the student has been subjected to a prohibited act because of an actual or perceived physical or mental impairment, whether or not the impairment limits or is perceived to limit a major life activity. This provision shall not apply to a student's impairments that are transitory and minor. A transitory impairment has an actual or expected duration of six months or less.

A Multi-Disciplinary Team must meet as necessary to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one or more of the student's major life activities.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activities also include the operation of a major bodily function, including but

not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

An episodic or in remission impairment is a disability if it would substantially limit a major life activity when active. Impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability.

The determination of whether the impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as:

- Medication, medical supplies, equipment or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
- Use of assistive technology;
- Reasonable accommodations or auxiliary aids or services; or
- Learned behavioral or adaptive neurological modifications.

However, the ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether the impairment substantially limits a major life activity.

To ensure compliance for all school decisions made under Section 504 and ADA, two components are necessary. First, the parent(s) must always be notified of any meeting scheduled to determine eligibility or subsequent meetings to make changes to the Section 504 Accommodation Plan. Secondly, the student's Multi-Disciplinary Team must make service, accommodation, and placement decisions. A Section 504 Accommodation Plan cannot be changed without proper parental notice and a Multi-Disciplinary Team Meeting. The individual student's Section 504 Accommodation Plan documents the accommodations and/or modifications that are required to ensure that the student has an equal opportunity to access the General Education curriculum. [Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104]

## **Middle School Requirements for Student Progression**

### **Admission to Middle School**

#### **Entrance Requirements for Middle School Students**

##### HCSB 400

A middle school student, grades 6-8, must comply with all the general requirements for admission to Hendry County Schools.

A student entering a secondary school must meet the immunization requirements for that grade level.

Each student at the time of initial registration for school shall declare previous school expulsions, arrests resulting in a charge, and juvenile justice actions the student has had.

### **Middle School Student Performance and Progress Through the Grade 6-8**

##### 1003.4156 FS

Student progression in the Hendry County Public Schools is based upon an evaluation of each student's achievement as per state and local requirements.

#### **Middle School (6-8) Requirements for Promotion and Retention**

In accordance with Florida Statute §1003.4156, promotion from a school composed of middle Grades 6-8 requires that the student must successfully complete academic courses as follows:

#### **Middle School English Language Arts (ELA) Requirements**

- A student must successfully complete three middle school or higher courses in English Language Arts (ELA).

#### **Middle School Mathematics Requirements**

1. Students must successfully complete three middle school or higher courses in mathematics. Each middle school must offer at least one high school level mathematics course for which students may earn high school credit.

2. Beginning with the 2011-2012 school year, in accordance with Florida Statutes §§1008.22(3)(b)(1) and 1003.4156(1)(b), successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student's performance on the End-of-Course (EOC) Assessment, or upon transition to Mathematics Florida Standards (MAFS) for the Algebra 1 or Geometry Assessments.
3. Middle school students enrolled in Algebra 1 must take the Algebra 1 EOC Assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course. A middle school student is not required to earn a proficient score on the Algebra 1 EOC Assessment in order to earn high school credit or be promoted to high school. However, students are required to earn a proficient score on the Algebra 1 EOC Assessment in order to earn a Standard High School Diploma. [Florida Statute §1003.4156]
4. Middle school students enrolled in high school Geometry must take the Geometry EOC Assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course. Middle school students must earn a proficient score on the Geometry EOC Assessment in order to earn a Standard High School Diploma Scholar Designation. [Florida Statute §1003.4156]
5. Middle school students enrolled in Algebra 2 must take the Algebra 2 EOC Assessment, which constitutes 30 percent of the student's final course grade. Middle school students must earn a proficient score on the Algebra 2 EOC Assessment in order to earn a Standard High School Diploma Scholar Designation. [Florida Statute §1003.4282]

### **Social Studies Middle School Requirements**

- A student must successfully complete three middle school or higher courses in social studies.

#### **Middle School Social Studies Courses**

- Grade 6 – M/J World History
- Grade 7 – M/J Civics
- Grade 8 – M/J United States History

- Beginning with students entering 6<sup>th</sup> grade in the 2012-2013 school year, per Florida Statute §1003.4156(1)(c), one of the courses must be at least a one semester civics education course that a student completes and that includes:
  - The roles and responsibilities of federal, state, and local governments;
  - The structures and functions of the legislative, executive, and judicial branches of government;
  - The meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States; and
- Beginning with the 2013-2014 school year, each student's performance on the statewide, EOC Assessment in civics education constitutes 30 percent of the student's final course grade. (Refer to Florida Statute §1008.22)

**NOTE:** A middle school student who transfers into the State's public school system from out of country, out-of-state, a private school, or a home education program after the beginning of the second term of 8<sup>th</sup> grade is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education. [Florida Statute §1003.4156(1)(c)]

## Science Middle School Requirements

- Per Florida Statute §1003.4156(1)(d), a student must successfully complete three middle school or higher courses in science. Successful completion of a high school level Biology 1 course is not contingent on the student's performance on the EOC Assessment.
- Beginning with the 2011-2012 school year, all students enrolled in Biology 1 must take the Biology 1 EOC Assessment. Beginning with students entering Grade 9 in the 2013-2014 school year, performance on the Biology 1 EOC Assessment constitutes 30 percent of the student's final course grade [Florida Statute §1008.22(3)(b)(2)]. Further, to earn high school credit, beginning with the 2012-2013 school year, per Florida Statute §1003.4156(1)(d), a middle school student taking Biology 1 must take the Biology 1 EOC Assessment, which constitutes 30 percent of the final course grade, and earn a passing grade in the course. Middle school students must earn a proficient score on the Biology 1 EOC Assessment in order to earn a Standard High School Diploma Scholar Designation. [Florida Statute §1003.4285(1)(a)(3)]

## Suggested Enrollment for Grade 6

Students are required to enroll in each of the following courses	Duration
Intensive Reading* (based on Florida State Assessment, Florida Assessments Instruction in Reading (FAIR) data and teacher input) Certain students may be serviced through specific content area classes. Refer to the K-12 Comprehensive Reading Plan for specific details. <b>Note:</b> Assignment of ESE students with a disability and ELLs who participate in statewide assessments will be determined by the appropriate Multi-Disciplinary Team.	As long as needed
Language Arts	1 year
Science	1 year
Mathematics**	1 year
World History	1 year
Physical Education***	1 semester
Electives (various courses/subject areas)	As offered by each school

\*Florida Statute §1008.25 mandates that intensive academic assistance be provided for any student who demonstrates substantially deficient skills in reading, writing, mathematics, and/or science.

\*\*Mathematics remediation, if required, may be provided within the Mathematics class.

\*\*\*The physical education requirement shall be waived for a student who meets the criteria outlined in Florida Statute §1003.455.

## Suggested Enrollment for Grade 7

Students are required to enroll in each of the following courses	Duration
Intensive Reading* (based on Florida State Assessment, Florida Assessments Instruction in Reading (FAIR) data and teacher input) Certain students may be serviced through specific content area classes. Refer to the K-12 Comprehensive Reading Plan for specific details. <b>Note:</b> Assignment of ESE students with a disability and ELLs who participate in statewide assessments will be determined by the appropriate Multi-Disciplinary Team.	As long as needed
Language Arts	1 year
Science	1 year
Mathematics**	1 year
Civics	1 year
Physical Education***	1 semester
Electives (various courses/subject areas)	As offered by each school

\*Florida Statute §1008.25 mandates that intensive academic assistance be provided for any student who demonstrates substantially deficient skills in reading, writing, mathematics, and/or science.

\*\*Mathematics remediation, if required, may be provided within the Mathematics class.

\*\*\*The physical education requirement shall be waived for a student who meets the criteria outlined in Florida Statute §1003.455.

## Suggested Enrollment for Grade 8

Students are required to enroll in each of the following courses	Duration
Intensive Reading* (based on Florida State Assessment, Florida Assessments Instruction in Reading (FAIR) data and teacher input) Certain students may be serviced through specific content area classes. Refer to the K-12 Comprehensive Reading Plan for specific details. <b>Note:</b> Assignment of ESE students with a disability and ELLs who participate in statewide assessments will be determined by the appropriate Multi-Disciplinary Team.	As long as needed
Language Arts	1 year
Science	1 year
Mathematics-M/J Pre-Algebra; Algebra 1, Geometry**	1 year
United States History	1 year
Physical Education***	1 semester
Electives (various courses/subject areas)	As offered by each school

\*Florida Statute §1008.25 mandates that intensive academic assistance be provided for any student who demonstrates substantially deficient skills in reading, writing, mathematics, and/or science.

\*\*Mathematics remediation, if required, may be provided within the Mathematics class.

\*\*\*The physical education requirement shall be waived for a student who meets the criteria outlined in Florida Statute §1003.455.

## Promotion to Grade 9

In order to be promoted to Grade 9, students must meet the following requirements:

Subject	Number of Courses Passed
English Language Arts	3
Mathematics	3
Science	3
Social Studies	3
Career and Education Planning	1

**Note:** Promotion to high school is contingent on meeting the requirements above.

## Considerations for Special Program Students

The following sections address the considerations of Exceptional Student Education (ESE) students, students with a Section 504 Accommodation Plan, and English Language Learner (ELL) students that do not meet the mandatory retention criteria.



## English Language Learners (ELLs)

In accordance with State Board of Education Rules 6A-6.0902, 6A-6.0903, 6A-6.0904, and 6A-1.09432(6) a student identified as an ELL must meet the District levels of performance, as indicated on the Student Progression charts. The HCSB Plan for Services to English Language Learners (ELLs) is located at: <http://www.hendry-schools.org>.

Promotion for an ELL shall be based on the student's academic performance, regardless of the level of English Language proficiency. ELLs must demonstrate literacy skills on grade level in either English or their native language. ELLs may not be retained if they are substantially below grade level in reading in English, but can demonstrate grade level literacy skills in their native language. Retention of an ELL requires the review and recommendation of the ELL Committee and may not be based solely on lack of English proficiency, demonstration of grade level content knowledge in English, or on a score on any single assessment instrument. An ELL Committee must meet to determine whether an ELL should be retained. Adequate progress, defined in the ELL Plan, should be used by the ELL Committee as cause for promotion. An ELL may be retained if the ELL Committee has determined that the student has not progressed satisfactorily according to his/her ELL Plan.

An ELL is required to meet student performance standards for the appropriate grade level. However, ELLs who have been in an approved English for Speakers of Other Languages (ESOL) Program for less than two complete school years should not be accountable to demonstrate the standards in English. The Consent Decree and Title III requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language.

## Exceptional Student Education (ESE)

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires that the IEP for each child with a disability include a statement of measurable annual goals, including academic and functional goals. The IEP must meet the child's needs that result from the disability to enable the child to be involved in and make progress in the General Education curriculum.

A student who is enrolled in Exceptional Student Education (ESE) **must** meet the School District's performance standards, **unless** the IEP specifies that the student is unable to meet the grade level performance standards, because:

- the student's demonstrated cognitive ability and/or behavior prevent the student from completing required classwork and achieving the Next Generation Sunshine State Standards (NGSSS), Language Arts Florida Standards (LAFS),

- or Mathematics Florida Standards (MAFS), even with appropriate and allowable class work modifications; or
- the student is unable to apply or use academic skills at a minimal competency level in the home or community.

When an ESE student with a disability is determined to be performing below grade level in reading, writing, mathematics, and/or science, the IEP Team shall be convened to review the IEP. The student's IEP must address all of the student's educational needs, including the student's below grade level performance. The IEP Team may recommend a Progress Monitoring Plan (PMP) to address the student's educational need in reading, writing, mathematics, and/or science.

Students with disabilities who are enrolled in an ESE program(s) may be considered to have met promotion requirements when he/she has achieved the goals that are specified on the student's IEP. The primary responsibility for determining each student's level of performance is that of the special program teacher and the General Education teacher. The principal may (upon recommendation of the instructional staff and the IEP Team) determine that the promotion requirements have been satisfied.

Other factors that may be considered for student promotion include:

- previous retention history;
- current goals and objectives on the student's IEP;
- social/emotional behavior;
- attendance;
- placement and a possible change in the current placement;
- grades; and/or
- current accommodations/modifications/services.

In accordance with Florida Statute §1008.25(1), it is the responsibility of the School Board and School District administration to provide all students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. With respect to ESE students, the School Board and School District administration have additional responsibilities, as set forth below.

The IDEA requires the School District to provide a Free Appropriate Public Education (FAPE) to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade [34 C.F.R. §300.101(c)(1)].

State law requires that ESE students who are included in the General Education curriculum must meet School District and/or State levels of performance for student progression; unless the student's IEP Team determined that the student should follow a modified curriculum aligned with ESE course requirements and benchmarks.

State law prohibits social promotion for any public school student, including ESE students. Social promotion occurs when a student is promoted based on factors other than the student achieving School District and State levels of performance for student progression. In accordance with Florida Statute §1008.25(6)(a), no student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

### **Improvement Plans All Students**

A student not meeting the school district or state requirements for satisfactory performance in English Language Arts and Mathematics must be covered by one of the following plans:

- 1) A federally required plan such as an individual education plan.
- 2) A school-wide system of progress monitoring for all students.
- 3) An individualized progress monitoring plan.

### **Active Section 504 Accommodation Plans**

As outlined in Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104, a student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a Free Appropriate Public Education (FAPE) and has an equal opportunity to access the General Education curriculum in the least restrictive environment. If a Section 504 Team decides to make any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan, such alteration must be documented in the student's Section 504 Accommodation Plan. A parent of a student with an active Section 504 Accommodation Plan must be notified of any proposed changes to the Plan. In addition, a parent must be given the opportunity to provide input on decisions made by the 504 Team.

A student with an active Section 504 Accommodation Plan must meet the School District's levels of performance. Parent(s) must be notified if a student with a Plan is being considered for retention. The Team must determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Accommodation Plan. If the Team determines that the below grade level performance is caused by the disability, the student's placement must be re-evaluated.

The re-evaluation must include a review of the student's records, the student's intellectual and academic abilities, and other pertinent information provided by the student's teachers. Comprehensive documentation regarding student placement must be provided each time re-evaluation occurs.

If the Team determines that the below grade level performance is not caused by the disability, the student is treated in the same manner as any General Education student.

## Promotion for Middle School Students

### 1003.415(2-5) FS

Reading is the foundation in developing a rigorous and challenging middle school curriculum. A middle school student that has met a preponderance of the requirements listed below may be promoted to the next grade. Middle school promotion through the grades is based upon the following elements:

- Success in building on the learned skills and content from elementary school in the core disciplines of Reading, Language Arts, Mathematics, Science, and Social Studies;
- Mastering the appropriate State Standards in the core disciplines,
- Demonstrating proficiency as defined by FLDOE for:
  - Reading and Mathematics;
  - Science for Grade 8;
  - Writing
  - Performing at C or above on the majority of class work; and
  - Performing at the 51<sup>st</sup> percentile or above on any nationally normed assessment.
- A middle school student promoted to the 9<sup>th</sup> grade should be prepared to begin a challenging program of study at the high school, and equally prepared to successfully complete all graduation requirements in no more than 4 years of high school.

### **Alternatives to Promotion for Middle School Students**

#### 1003.415(2-6) FS

A middle school student who has not met the majority of requirements for regular promotion may be promoted with a Performance Monitoring Plan (PMP), Individual Educational Plan (IEP), or an English Language Learners Plan (ELLP). Each of these plans must contain the following elements:

- Identifies the areas of deficiency in reading, mathematics, writing, and science based upon the most recent assessment results;
- Places a priority on the acquisition of grade appropriate skills in reading;
- Provides diagnosis and prescriptive interventions for all 5-skill areas of reading;
- Provides intensive remedial instruction that will accelerate learning and the mastery of Sunshine State Standards necessary for a successful transition to high school, which may include any of the programs listed under Supplemental Instruction;
- Frequent monitoring with no less than quarterly evaluations of student learning gains in the identified areas of deficiency; and
- Promote parental involvement through notification and collaboration in the development, monitoring, and implementation of the plan.

## **Required Physical Education**

### 1003.455 FS

The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited to pursuant to s.1010.305. Such instruction may be provided by any instructional personnel as defined in s.1012.01(2), regardless of certification, who are designated by the school principal.

The requirement shall be waived for a student who meets one of the following criteria:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that:
  - ◇ The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
  - ◇ The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Each school shall notify the student's parent of the options available before scheduling the student to participate in physical education.

## **Florida Virtual Courses**

Middle School students may have the opportunity to take additional coursework through Florida Virtual School. Virtual coursework is extremely rigorous. Prior to enrollment in Florida Virtual School, students must have permission of the school guidance counselor and principal.

Parents are responsible for monitoring student progress for virtual school coursework. Student learning style and impact on meeting course completion should be carefully considered before enrolling student.

## **Advanced Academic Courses**

Middle School students may be eligible to enroll in advanced courses in the core academic content areas of language arts, mathematics, science, and social studies. These courses are planned to include more rigorous content in an effort to make the classes more challenging. In order to qualify to enroll in advanced coursework the following minimum requirements are necessary:

1. Teacher recommendation;
2. Review of student grade history for the specific content/subject area; and
3. Review of student State Assessment results.

## **High School Courses**

1003.428 FS

1008.22 FS

1007.02 FS

A middle school student may take courses designated in the Florida Course Code Directory as Grades 9-12. These courses/credits may be used to satisfy high school graduation requirements and Florida Academic Scholars award requirements. They may take place at the assigned middle school or through Florida Virtual School if approved by the student's guidance counselor and principal.

Successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student's performance on the end-of-course assessment required under 1008.22(3)(c) 2.a(i) FS. However, beginning with the 2011-2012 school year, to earn high school credit for an Algebra 1 course, a middle school student must pass the Algebra 1 end of course assessment and beginning with the 2012-2013 school year, to earn high school credit for a geometry course, a middle school student must pass the geometry end-of-course assessment.

A student with a disability, as defined in 1007.02(2) FS, for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, and taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit as required.

Students taking high school credit courses on the middle school campus are required to meet all expectations for earning high school credit including taking mid-term and final examinations to meet course requirements.

Scheduling conflicts, course offerings, and course prerequisite requirements may limit participation in these courses.

# High School Requirements for Student Progression

## Graduation Requirements

Students are required to satisfy the graduation requirements in effect at the time the student first enters Grade 9, regardless of the date the student graduates, unless the requirements change for the entire class, **or** unless requirements are changed for all students by Florida Statute. Refer to Appendix A, B, C, and D for FLDOE Advisement Flyer.

Schools shall provide parent(s) with information concerning all graduation options, including the respective curriculum requirements for those options, so that the students and their parent(s) may select the program that best fits their needs.

### Graduation Requirements for a Standard Diploma

#### Assessments for Standard Diploma

In order to receive a Standard Diploma, students must achieve proficient scores on the required statewide assessments or meet the concordant subject area test score on a State Board of Education approved alternate assessment. They must also satisfy student performance standards for each course in Grades 9-12 for which credit toward graduation is awarded. As for students with a disability, see below as to the criteria for waivers from this graduation requirement. [Florida Statutes §§1008.22(3), 1003.438, State Board of Education Rules 6A-1.0995, & 6A-1.09961]

Beginning with the 2011-2012 school year, the administration of the Grade 10 FCAT 2.0 Mathematics has been discontinued, except as required for students who have not attained minimum performance expectations for graduation. Beginning with the students entering Grade 9, for the first time in the 2011-2012 school year and thereafter, students must achieve a proficient score on the Algebra 1 End-of-Course (EOC) Assessment or subsequently thereafter meet the comparative score of 97 on the Postsecondary Education Readiness Test (P.E.R.T.).

A student may satisfy the FCAT 2.0 Reading requirement by achieving an equivalent or concordant score on an alternate assessment, the ACT, or SAT.

The concordant/comparative scores for ACT, SAT, and P.E.R.T. updates are located at: <http://fcats.fldoe.org/pdf/fcatpass.pdf>.

Students who have met all of the requirements for the Standard High School Diploma, except for earning a proficient score on the FCAT 2.0 Reading/FSA ELA/Algebra 1 EOC Assessment or an alternate assessment by the end of 12<sup>th</sup> grade, must be given the opportunity to participate in an accelerated High School Equivalency Diploma Preparation Program. This should include FCAT 2.0 Reading/FSA ELA/Algebra 1 EOC Assessment remediation. Students must also be allowed to take a college placement test and be admitted to remedial or credit courses at a state community college or participate in an adult general education program. [Florida Statute §1003.433(2)]

### **Standardized Assessment Waivers (ESE) for Standard Diploma**

As for students with a disability, see below as to the criteria for waivers from this graduation requirement. (For additional information refer to Florida Statutes §§1008.22(3)(c), 1003.438 and State Board of Education Rule 6A-1.0995 and 1.09961.)

The waiver from the general assessment graduation requirement process is designed for consideration of students with disabilities who may be eligible for a waiver on one or both sections of the FCAT 2.0, the Algebra 1 EOC Assessment, or the FSA in English Language Arts or Mathematics.

In accordance with the Individuals with Disabilities Education Act (IDEA), students with disabilities may receive services through the public school system through age 21 (i.e., until their 22<sup>nd</sup> birthday or, at the option of the School District, the end of the semester or school year in which the student turns age 22) or until they graduate with a Standard Diploma, whichever occurs first.

In order for the general assessment graduation requirement to be waived, the IEP Team must meet to determine whether or not the general assessment can accurately measure the student's abilities, taking into consideration allowable accommodations.

### **Assessment Waiver Eligibility Criteria for Standard Diploma**

To be considered for a waiver from the general assessment graduation requirement for a Standard High School Diploma, **the student must:**

1. be identified as having a disability as defined in Florida Statute §1007.02(2);
2. have an Individual Educational Plan (IEP);
3. have been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression and high school graduation;
4. have taken the Grade 10 general assessment with appropriate, allowable accommodations at least twice, once in Grade 10 and once in Grade 11; and



5. be progression toward meeting the State's credit, course, and cumulative grade point average (GPA) requirements and any other district requirements for graduation with a Standard Diploma.

A student who transfers from another state must pass the Grade 10 general assessment or an alternate assessment that is concordant with the general assessment; earn a 2.0 GPA; and meet all requirements of the school, district, or state from which he/she is transferring **or** meet Florida's course requirements to earn a Standard Diploma. A transfer student may be considered for the assessment waiver. [Florida Statute §1003.433(1)]

Additionally, to ensure that each student has had every opportunity to earn a proficient score on the statewide assessments required for graduation, participation in FSA Reading during March of the senior year is recommended.

### **EOC Assessment Waiver for Students with Disabilities**

A student with a disability, as defined in Florida Statute §1007.02(2), for whom the IEP Committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the EOC Assessment results waived for the purpose of determining the student's course grade and credit.

### **District Responsibilities**

The IEP Team will convene to make a determination whether the EOC Assessment accurately measures the student's abilities, taking into consideration all allowable accommodations. The IEP Team is encouraged to maintain documentation regarding the team's analysis of the student's course performance data used to make the decision to grant or deny a waiver of the EOC Assessment results.

### **Eligibility Criteria**

To be considered for an EOC Assessment waiver, the student must meet all the following criteria:

- be identified as a student with a disability, as defined in Florida Statute §1007.02(2);
- have an active IEP;
- have taken the EOC Assessment with appropriate allowable accommodations at least once; and
- have demonstrated, as determined by the IEP Team, achievement of the course standards.

## **Course Credit for Standard Diploma**

In accordance with Florida Statute §1003.436(2), credits are awarded in 0.5 credit increments per semester upon successful completion of course requirements.

## **Online Learning for Standard Diploma**

Beginning with the 2011-2012 incoming Grade 9 students, the Digital Learning Now Act requires that all high school students graduating with a 24-Credit Standard Diploma (except those enrolled in the ACCEL Option, Special Diploma, International Baccalaureate (IB) Program, or the Advanced International Certificate of Education (AICE) Program) successfully complete at least one online course. The course has to be within the 24 credits required for high school graduation and must be passed. Courses may be either 0.5 credit or 1.0 credit in value. Online credit recovery or original credit courses may be used to satisfy this requirement. [Florida Statute §1002.45282(4)] (Students may take these courses online, outside of, or as a part of the school day.)

In accordance with Florida Statute §1003.4282(4), online high school credit courses successfully completed in Grades 6-8 may be used to fulfill this requirement. Student eligibility for participation in a Virtual Education Program is determined by Florida Statute §1002.455 and participation requirements are set forth in Florida Statute §1002.45(6).

This requirement does not apply to a student who has an IEP, which indicates that an online course would be inappropriate, or a student who is enrolled in a Florida high school and has less than one academic year remaining in high school. [Florida Statute §1002.4282(4)]

## **Grade Point Average (GPA) for Standard Diploma**

In middle and high school, GPA is defined as the numerical average represented by the point value of the letter grades earned, divided by the number of semester grades. The scale is based on 4.0 (A), 3.0 (B), 2.0 (C), 1.0 (D) and 0 for any other grade. [Florida Statute §1003.437]

Students must earn a minimum GPA of 2.0 on a 4.0 scale for all credits attempted, except for those replaced according to the Forgiveness Rule. [Florida Statute §1003.437]

## **Four-Year, 24-Credit Traditional Option Requirements**

The 24 credits may be earned through applied, integrated, and combined courses approved by the Department of Education.

## **Virtual/Online Course Requirements for Four-Year 24-Credit Option**

Beginning with students entering Grade 9 in the 2011-2012 school year, at least one course within the 24 credits required in this subsection must be completed through online learning. An online high school credit course taken during Grades 6-8 fulfills this requirement. [[Florida Statute §1003.4282\(4\)](#)]

## **English Requirement for Four-Year 24-Credit Option**

- Students must earn four English credits (English I, II, III, and IV).

## **Mathematics Requirements for Four-Year 24-Credit Option**

1. Students must earn four high school mathematics credits, which must include Algebra 1 and Geometry. [[Florida Statute §1003.4282\(3\)\(b\)](#)]
2. Three of the four required mathematics credits must be earned in Grades 9-12. However, students who score a minimum of 550 on the mathematics portion of the SAT, or a minimum score of 24 on the mathematics portion of the ACT, may be exempt from the requirement that the three credits be earned in Grades 9-12 and may use all high school mathematics credits earned at middle school toward the four-credit graduation requirement. (Students should be reminded that meeting only the minimum mathematics credit requirement might adversely impact college admission.)
3. The grades earned in high school course, taken in middle school, will be included on the high school transcript.
4. Students enrolled in Algebra 1 in 2011-2012 and thereafter, must earn a proficient score on the Algebra 1 EOC Assessment, in order to fulfill the graduation requirement. [[Florida Statute §1008.22\(3\)\(b\)1](#)]
5. Beginning with the 2011-2012 school year, all students enrolled in geometry must take the Geometry EOC Assessment. [[Florida Statute §1008.22\(3\)\(b\)1](#)]
6. Students who enroll in Algebra 1 in the 2013-2104 school year and thereafter, must pass the Algebra 1 course and take the Algebra 1 EOC Assessment, which will count as 30 percent of the student's final course grade. Algebra 1 credit is **not** reliant upon entering a proficient score on the Algebra 1 EOC Assessment.
7. A student must earn a proficient score on the Algebra 1 EOC Assessment to earn a Standard Diploma. A comparative score of 97 on the Postsecondary Education Readiness Test (P.E.R.T.) will satisfy this requirement.

8. Students who enroll in Geometry in the 2013-2014 school year and thereafter, must pass the geometry course and take the Geometry EOC Assessment, which will count as 30 percent of the student's final course grade.
9. Beginning with the 2013-2014 school year, a student taking Algebra 2 must take the statewide Algebra 2 EOC Assessment, and that score will count as 30 percent of the student's final course grade.
10. Industry certification courses that lead to college credit may substitute for up to two mathematics credits, not including Algebra 1 or Geometry.

### **Algebra 1 End-of-Course (EOC) Assessment Requirement**

All students enrolled in and completing any of the following courses must take the Algebra 1 EOC Assessment:

Course	Course Code
Algebra 1	1200310
Algebra 1 Honors	1200320
Pre-AICE Mathematics 1	1209810
IB MYP Algebra 1 Honors	1200390

All students who entered Grade 9 in the school year 2011-2012 or thereafter, who have previously scored non-proficient on the Algebra 1 EOC Assessment, unless they earned a comparative score of 97 on the P.E.R.T. must take the Algebra 1 EOC Assessment.

### **Geometry End-of-Course (EOC) Assessment Requirement**

All students enrolled in and completing any of the following courses must take the Geometry EOC Assessment:

Course	Course Code
Geometry	1206310
Geometry Honors	1206320
Pre-AICE Mathematics 2	1209820
IB MYP Geometry	1206810

## Algebra 2 End-of-Course (EOC) Assessment Requirement

All students enrolled in and completing any of the following courses must take the Algebra 2 EOC Assessment:

Course	Course Code
Algebra 2	1200330
Algebra 2 Honors	1200340
Pre-AICE Mathematics 3	1209825
IB MYP Algebra 2	1200395

## Science Requirements for Four-Year 24-Credit Option

1. All three required science credits must be earned in Grades 9-12.
2. Students who enter Grade 9 in the 2012-2013 school year or earlier, must earn three science credits, as follows:
  - \* 1.0 credit in Biology 1;
  - \* 1.0 credit in physical science (Earth/Space, Chemistry, Astronomy or Physical Science); and
  - \* 1.0 credit in science.
3. Two courses must include a laboratory component. [Florida Statute §1003.4282(3)(c)]
4. Beginning with the 2011-2012 school year, all students enrolled in Biology 1 must take the Biology 1 EOC Assessment. [Florida Statute §1008.22(3)(b)2]
5. Students who enter Grade 9 and enroll in Biology 1 in the 2013-2014 school year or thereafter, must take the Biology 1 EOC Assessment, which will count as 30 percent of the final course grade. [Florida Statute §1003.4282(3)(c)]
6. Students who enter Grade 9 in the 2013-2014 school year or thereafter, must earn three science credits, as follows:
  - \* 1.0 credit Biology 1;
  - \* 1.0 credit in a physical science (must be an equally rigorous course: Earth/Space, Chemistry, Physics, Astronomy, or Physical Science courses); and
  - \* 1.0 credit in science (must be an equally rigorous course).

7. Students entering Grade 9 in the 2013-2014 school year and thereafter, must earn a credit in Biology 1 and pass two equally rigorous courses as a requirement for graduation. An industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education or an identified computer science course with a related industry certification may substitute for up to one science credit, not including Biology 1. [Florida Statute §1003.4282(3)(c)]

### **Biology 1 End-of-Course (EOC) Assessment Requirement**

All students enrolled in and completing the following courses are to be tested during the 2014-2015 school year:

Course	Course Code
Biology 1	2000310
Biology 1 Honors	2000320
Pre-AICE Biology	2000322
Biology 1 Pre IB	2000800
IB MYP Biology Honors	2000850
Biology Technology*	2000430
Integrated Science 3*	2002440
Integrated Science 3 Honors*	2002450

\* Not offered in the HCSB schools

Students in a Credit Acceleration Program (CAP) who wish to take the Biology 1 EOC Assessment to earn Biology 1 course credit are to be tested during the 2014-2015 school year.

### **Social Studies Requirements for Four-Year 24-Credit Option**

Students must earn three social studies course credits for graduation. [Florida Statutes §1003.4282(3)(d)], as follows:

- Grade 10 World History – 1.0 credit
- Grade 11 United States (US) History – 1.0 credit course codes 2100310/2100320 (US History EOC Assessment results count 30 percent of the final course grade)
- Grade 12 US Government – 0.5 credit
- Grade 12 Economics with Financial Literacy – 0.5 credit

## Social Studies End-of-Course (EOC) Assessment Requirement

All students enrolled in and completing the following courses are to be tested during the 2014-2015 school year:

Course	Course Code
United States History	2100310
United States History Honors	2100320
Visions and Countervisions: Europe, U.S. and the World from 1848	2100390
Visions and Countervisions: Europe, U.S. and the World from 1848 Honors	2100480

## Physical Education Requirements for Four-Year 24-Credit Option

- In accordance with Florida Statute §1003.4282(3)(f), the school may not require that the one credit physical education requirement be taken during the 9<sup>th</sup> grade year.
- For students who entered Grade 9 in the 2007-2008 school year and thereafter, this requirement may be met by completing one of two options:
  - **Option 1:** 0.5 credit Personal Fitness/0.5 credit Physical Education Activity Elective; or
  - **Option 2:** 1.0 credit Health Opportunities through Physical Education (HOPE).

## Fine and Performing Arts Requirements for Four-Year 24-Credit Option

- Students entering Grade 9 in the 2007-2008 school year and thereafter must take one credit in fine or performing arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. [Florida Statutes §1003.4282(3)(e)]
- Eligible practical arts courses shall be identified through the Florida Department of Education Course Code Directory. [Florida Statute §1003.4282(3)(e)]

## World Language Requirements for Four-Year 24-Credit Option

The successful completion of two sequential World Language courses is **not** a graduation requirement. However, this is a requirement for entry into the State University System (SUS) and the Florida Bright Futures Scholarship Program. Students not completing this requirement while in high school must make up the credits at a postsecondary institution prior to graduation from a university. World Language to the second level is also required for Florida College System Associate in Arts graduates.

A student must demonstrate World Language proficiency at a level equal to two years of high school World Language (in the same language) or American Sign Language coursework. This requirement can be met in one of the following ways:

1. complete two high school credits in the same language;
2. complete one high school World Language credit at second Level (i.e., Spanish 2, French 2, etc.);
3. pass an AP, AICE (AS or A Level), or IB (Diploma Program Standard Level or Higher Level) World Language course;
4. complete a second post-secondary course (i.e., Elementary II), as long as the course is 4.0 semester credits; **or**
5. pass a third post-secondary course (i.e., Intermediate 1), regardless of credit.

### **Community Service for Four-Year 24-Credit Option Students**

All students must earn 20 hours of community service, using the honor system.

### **Graduation Requirements for Transfer Students**

Per Florida Statute §1003.433, students who enter a Florida public school in the 11<sup>th</sup> or 12<sup>th</sup> grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements, if the student has met all requirements of the school district, state, or country from which he/she is transferring. However, to receive a Standard High School Diploma, a transfer student must earn a 2.0 GPA and proficient score on all required graduation assessments according to Florida Statute §1008.22(3) or an alternate assessment as described in Florida Statute §1008.22 (3).

1. A student entering high school from another district, state, or country is required to satisfy the graduation requirements of his/her enrolled cohort.
2. The student must take a full schedule of courses to comply as closely as possible with the graduation requirements of the cohort, but shall not be required to spend additional time in school in order to meet these requirements. Unless prescribed by his/her Progress Monitoring Plan (PMP), no junior or senior will be required to take two required courses in the same discipline concurrently.
3. Per Florida Statute §1003.4282(4), a student who is enrolled in a Florida high school and has less than one academic year remaining may waive the on-line course requirement.



4. A transfer student may not waive credits required for graduation if he/she will receive a Certificate of Completion.

## **Other Graduation Options**

### **Early Graduation for Four-Year 24-Credit Option Students**

Per Florida Statute §1003.4281, a high school student may be provided the option of early graduation. Students who complete the requirements for graduation before their cohort class may elect to:

1. graduate at the time that all requirements have been completed; **or**
2. with principal's permission, continue enrollment as a full-time student in the Hendry County School District until the end of the regular school year in which their cohort class graduates. All grades earned by the student will become a part of the student's permanent record and calculated in the student's GPA.

The principal may deny continued enrollment for a student who has met graduation requirements. Students who graduate early may participate in the end-of-year graduation ceremonies.

### **18-Credit ACCEL Graduation Option**

Per Florida Statute §1002.3105(5), the 18-Credit ACCEL graduation option is now available for students. All graduation requirements for a Standard Diploma must be met, per Florida Statute §1003.4282(3)(a-e), **except** for the following credits:

- Physical Education Credit
- Virtual requirement
- Three elective credits

### **Advanced International Certificate of Education (AICE) Diploma**

The Advanced International Certificate of Education (AICE) Diploma Program is an international university curriculum and examination system. AICE courses are equivalent to those offered at a U.S. university, freshmen level or beyond. AICE is administered and assessed by the University of Cambridge international Examinations (CIE) of the University of Cambridge. [Florida Statute §1007.27(8)]

Students must complete the AICE Diploma curriculum requirements, including the required exam components, within 25 months from the first exam to the last exam. The student must **pass** the AICE exams in order to receive an AICE Diploma. If the student does not pass the AICE exams, the student will receive a Standard High School Diploma.

## International Baccalaureate (IB) Program

The IB Diploma Program is a rigorous pre-university course of studies, leading to internationally standardized examinations. The Program is designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems. Students enrolled in the IB Diploma Program meet state requirements for graduation by completing the IB curriculum. Diploma candidates are required to select one subject from each of six subject groups listed in the IB Program Standards and Practice document. At least three, and not more than four subjects are taken at higher level (HL), the others at standard level (SL). HL courses represent 240 teaching hours; SL courses represent 150 teaching hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly, over the two-year period.

IB Diploma candidates must also demonstrate their mastery of the coursework by passing a battery of comprehensive written, and in some cases oral examinations in the subject areas. To fulfill requirements for the IB Diploma curriculum, students must complete required coursework and internal and external assessment requirements for the IB Diploma, including satisfactory completion of the three core elements: Extended Essay reflecting independent research; Theory of Knowledge (TOK) interdisciplinary course; and at least 150 Creativity, Action, Service (CAS) hours of extracurricular activities. [Florida Statute §1007.27(7) & <http://www.ibo.org/diploma>]

Students must complete a minimum of 13 credits in courses identified by IBO.org [<http://www.ibo.org/diploma>] or equivalent courses as identified in the *Bright Futures Comprehensive Course Table*. Students must complete any prerequisite courses identified by the school's IB Program of Study.

IB examinations may be used to grant postsecondary credit at community colleges and universities. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination. [Florida Statute §1007.27(7)]

IB exams are graded from 1.0 point to 7.0 points maximum. Students must score a minimum total of 24 points to acquire an IB Diploma. Students will take six IB exams during the junior and senior years. [Florida Statute §1007.27(7)]

Students must complete the IB Diploma curriculum requirements, including passing the required exam components, in order to earn an IB Diploma. If a student completes the curriculum, but does not pass the exam requirements, the student will receive a Standard High School Diploma.

The Bright Futures Scholarship Program requirements that are met by IB Diploma Program students include:

- four English (three with substantial writing);
- four mathematics (Algebra 1 level and above);
- three natural science (two with substantial lab);
- three social science; and
- two World Language (sequential, in the same language).

A student may use up to two additional credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise his/her GPA.

### **Graduation Options for Students with Disabilities (SWD)**

The Florida Course Descriptions document, Exceptional Student Education (ESE), contains a listing and description of course options available along with suggested course performance objectives and credit requirements.

In accordance with State Board of Education Rule 6A-1.09961, students entering high school must demonstrate mastery of the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS), and Next Generation Sunshine State Standards (NGSSS) in Science. Each includes access points for students with significant disabilities. These access points are expectations for students with significant cognitive disabilities to access the General Education curriculum. Access points reflect the core intent of the standards with reduced levels of complexity.

As all ESE courses are repeatable or multi-credit, the particular course requirements and course performance objectives that a student must master to earn each credit must be specified on an individual basis for each student.

Targeted course requirements, objectives, and a record of individual student mastery must be documented by a school or teacher-developed record of course achievement.

Nothing contained in this document shall be construed to limit or restrict the right of an ESE-eligible student solely to a Special Diploma. [Florida Statute §1003.438]

The IEP will include a statement of intent to pursue a Standard High School Diploma and a Scholar or Merit designation, pursuant to Florida State Statute §1003.4285, as determined by the parent.

Only students beginning Grade 9 before 2013 are eligible for a Special Diploma. The parent(s) shall be notified through the IEP process, of the diploma options available. [State Board of Education Rule 6A-1.09961(2)(b)]

Students who have not received a Standard Diploma may continue to receive a Free Appropriate Public Education (FAPE) through the end of the school year in which the student turns 22 years old.

### **Special Diploma: Option 1**

Special Diploma: Option 1 is for students properly identified as having an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; another health impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability, are deaf or hard of hearing, or dual sensory impaired.

### **Special Diploma: Option 1 Requirements**

(For students who enter Grade 9 prior to the 2011-2012 school year)

<b>Course/Content</b>	<b>Credit(s)</b>
Reading*	2.0
English	2.0
Mathematics**	3.0
Social Studies	2.0
Career Preparation	1.0
Life Management and Transition	1.0
Science***	2.0
Physical Education	1.0
Electives	10

\*Intensive Reading (Course Code 1000410) may substitute for Reading 9-12 (7910400) credits.

\*\*Intensive Mathematics (Course Code 1200900) may substitute for any Access Mathematics course (79 Course Code).

\*\*\*Health and Safety 9-12 (Course Code 7920050) can satisfy one credit of the science course requirement.

Course credits from a Standard Diploma course may be substituted for a Special Diploma course in the same subject area. Additional vocational courses may be substituted for one science and/or one social studies credit as indicated on the student's IEP.

The Career Preparation course or similar General Education vocational course must be successfully completed prior to taking the Career Placement course. Additional vocational courses may be substituted for one science and/or one social studies credit as indicated on the student's IEP.

For students identified as having significant cognitive or orthopedic disabilities or Intellectual Disabilities (InD), an IEP Team can recommend one credit of Leisure and Recreation Skills (Course Code 7962030) as a substitute for a full-year of Physical Education.

**For students entering Grade 9 during the 2012-2013 and 2013-2014 school years:**

<b>Course/Content</b>	<b>Credit(s)</b>
English*	4.0
Mathematics**	4.0
Social Studies***	3.0
Career Preparation	1.0
Physical Education	1.0
Electives	8.0

\*Intensive Reading (Course Code 1000410) may substitute for Reading 9-12 (7910400) credits.

\*\*Intensive Mathematics (Course Code 1200900) may substitute for any Access Mathematics course (79 Course Code).

\*\*\*Health and Safety 9-12 (Course Code 7920050) can satisfy one credit of the science course requirement.

Access courses are intended only for students with the most significant cognitive disabilities who are eligible under IDEA and meet the Florida Alternate Assessment criteria set forth in State Board of Education Rule 6A-1.0943. A minimum 2.0 cumulative GPA must be earned for all credits applied toward graduation.

**Special Diploma: Option 2**

In accordance with State Board of Education Rule 6A-1.09961, students must:

1. be properly classified, in accordance with State Board of Education Rules, as having Intellectual Disabilities (InD), hearing impairments, specific-learning disabilities, emotional/behavioral disorders, physical impairment, language impairment, autistic or dual sensory impairment;
2. be at least 16 years of age; and
3. be successfully employed in the community and paid at or above minimum wage in compliance with the requirements of the Fair Labor Standards Act.

Students placed on Option 2 during or prior to the 2009-2010 school year, must be successfully employed in the community for a minimum of one semester, at a minimum of 30 hours per week, as noted on the Individual Graduation Plan.

Students placed on Option 2 during the 2010-2011 school year and thereafter, must be successfully employed in the community, for a minimum of 630 hours, as noted on the Individual Graduation Plan. In order to graduate under Option 2, students must:

1. achieve all employment and community competencies as specified on the student's Transition IEP; and

2. demonstrate 100 percent mastery of exit competencies as indicated on the student's Graduation Plan Form. The Graduation Plan shall be developed and signed by the student, parent(s), teacher, and employer prior to placement and shall identify the expected employment and community competencies, the criteria for determining and certifying mastery, the work schedule and minimum hours to be worked per week and a description of supervision by School District staff.

Students must have completed a minimum of one semester in a high school level program; and prior to employment, have successfully completed at least one semester of a high school job preparatory course (i.e., ESE Career Preparation, ESE Job Preparatory Education, ESE Career Experiences, etc.) and have demonstrated mastery of pre-employment competencies.

Students with disabilities placed in Option 2 prior to and including the 2009-2010 school year, shall have the grade level reflect 12<sup>th</sup> Grade, upon nine weeks of successful employment. Students placed in Option 2 during the 2010-2011 school year and thereafter, shall have the grade level reflect 12<sup>th</sup> Grade, upon 315 hours of successful employment.

### **Students with Disabilities Entering Grade 9 during the 2014-2015 School Year**

All students with disabilities should be supported through the provision of allowable accommodations and specially designed instruction to work toward a Standard Diploma, as defined in section Florida Statute §1003.4285. In accordance with Florida Statute §1003.4282(11), beginning in the 2014-2015 school year, students with disabilities entering 9<sup>th</sup> Grade may also earn a Standard High School Diploma through alternative courses of study. Nothing contained in this rule shall be construed to limit or restrict the right of a student with a disability solely to the options described in this rule. A certificate of completion will be awarded to students who receive credit for all of the courses listed, but who do not achieve the required GPA or who do not achieve proficiency on required assessments for which they have not been granted a waiver.

### **Diploma Designations**

Students may earn one or more "designations" on their Standard Diploma. Students are not required to obtain a "designation." There is no deadline for choosing a "designation." There are two "designations;" the scholar diploma designation and the merit diploma designation:

1. **Scholar Diploma Designation** – In addition to meeting the Standard Diploma requirements, the following criteria must be met.

- Students must earn:
    - 1.0 credit in Algebra 2 (must earn a proficient score on the EOC Assessment beginning with students entering Grade 9 in school year 2014-2015)
    - 1.0 credit in statistics (or an equally rigorous mathematics course);
    - 1.0 credit in Chemistry or Physics;
    - 1.0 credit in a course equally rigorous to chemistry or physics; and
    - 2.0 credits in the same world language.
  - Students must earn a proficient score on the ELA Grade 11 statewide assessment (beginning with students entering Grade 9 in school year 2014-2015).
  - Students must earn a proficient score on the Geometry, Biology 1, and US History EOC Assessments.
  - Students must earn at least one credit in AP, IB, AICE, or a Dual Enrollment course.
2. **Merit Designation** – In addition to meeting the Standard Diploma requirements, students must attain one or more industry certifications from the list established, per Florida Statute §1003.492.

### **Florida High School Performance-Based Diploma**

A Florida High School Performance-Based Diploma is awarded to students who completes the Performance-Based Exit Option Model. Students who are enrolled in credit earning courses and earn proficient scores on the FCAT 2.0 **and** the Algebra 1 EOC Assessment (or alternative assessment) as well as the GED tests may be awarded this diploma. A Performance-Based Diploma may not provide the same postsecondary options as a Standard Diploma.

### **Certificates of Completion**

In accordance with State Board of Education Rule 6A-1.0995(4), a Certificate of Completion shall be awarded in a form prescribed by the State Board of Education.

### **Standard Certificate of Completion**

Standard Certificate of Completion is awarded to students who meet all criteria established by the School Board and State law, except for earning a proficient score on the required state assessments and/or the required minimum 2.0 cumulative GPA. [Florida Statute §1003.4282(7)(c)]

Any student who is otherwise entitled to a Certificate of Completion may elect to remain in the high school either as a full-time student or a part-time student for up to one additional year and receive special instruction designed to remedy his/her identified deficiencies, in accordance with Florida Statute §1003.4282(7)(c).

A student who has received a Certificate of Completion who subsequently meets the requirements for a Standard High School Diploma shall be awarded a Standard High School Diploma dated the school year in which the requirements are completed.

Students who receive a Standard Certificate of Completion will have the following options:

1. take the Florida Comprehensive Assessment Test (FCAT) 2.0/End-of-Course (EOC) Assessments;
2. take ACT or SAT and earn the scores concordant with FCAT 2.0/EOC Assessments;
3. return to school for a 13<sup>th</sup> year to remediate the FCAT 2.0/EOC Assessment and/or GPA;
4. stay in school and enroll in a Performance-Based Exit Option Model;
5. enroll in an Adult GED Program or credit program; or
6. take the Postsecondary Education Readiness Test (P.E.R.T.) and attend Palm Beach State College while continuing to take the FCAT 2.0/EOC Assessment, if the only graduation deficiency is FCAT 2.0/EOC Assessments.

### **Performance Based Diploma Program (PBD)**

The Sunshine State Standards and the Florida Course Descriptions base course credits and grades earned within PBD upon student performance and mastery of course standards as defined. Credit is not given based on time spent on standards acquisition. The student must meet the requirements for a standard diploma, and she/he must have a dropout prevention plan.

### **Standard Diploma Requirements for a GED Exit Option** 1003.43(5) FS

A high school student may not receive special assistance toward earning a General Education Development (GED) test unless the student has met all other graduation requirements with the exception of the 2.0 GPA. In addition, a student enrolled in an approved GED Exit Option program may receive special assistance in passing the GED test and mastering the necessary skills to pass the FCAT.



A student must pass FCAT requirements and the GED in order to receive a Standard Diploma under the GED Exit Option. Requirements to participate in the GED Exit Option are updated yearly. This option is available only to students who are past the compulsory attendance age.

## **Florida Department of Education Scholarships**

### **Florida Bright Futures Scholarship Program**

Per Florida Statute §1009.53, the Florida Bright Futures Scholarship Program is created to establish a lottery-funded scholarship program to reward any Florida high school graduate who merits recognition of high academic achievement, and who enrolls in a degree program, certificate program, or applied technology program at an eligible Florida public or private postsecondary education institution within three years of graduation from high school. For information regarding Bright Futures Scholarship recipients attending nonpublic institutions, refer to Florida Statute §1009.538.

Additional information can also be obtained from the Florida Bright Futures Scholarship Program website located at: <http://www.floridastudentfinancialaid.org/SSFAD/bf>.

The Florida Bright Scholarship Program consists of three awards:

- Florida Academic Scholars Award;
- Florida Medallion Scholars Award; and
- Florida Gold Seal Vocational Scholars Award

Each award has its own academic eligibility requirements, award amounts, and funding length. A student may receive funding for only one of the above awards. The highest award earned by the student will be selected. The eligibility requirements are subject to change with each legislative session.

Home Education students may apply for the Bright Futures Scholarship Program if registered with the School District's Home Education Office during Grades 11 and 12 with qualifying SAT or ACT scores. The Home Education Office verifies registration and community service hours in accordance with Florida Department of Education (FLDOE) guidelines and applicable statutes. [Florida Statute §1002.41]

## **Grades and Other Notices of Student Progression**

### **High School Grade Forgiveness**

1003.437 FS

Students in grades 9-12 may retake a course in which he/she receives a final grade of “D” or “F” for the purpose of improving the final grade. If a higher grade is earned, the lower grade will be forgiven and the higher grade will be used to compute the student’s official grade point average. Both the first time a course is taken and subsequent course attempts will be a part of the student’s record of courses completed (official transcript). Only the course counted for the official GPA will reflect credit earned.

A student in the middle grades who takes a high school course for high school credit and earns a grade of C, D, and R in that course must be allowed the opportunity to replace that grade with a C or higher in a grade earned subsequently in the same or comparable course. The higher grade will be used to compute the student’s official grade point average.

### **High School Weighted Grades**

1003.437 FS

1007.271 FS

High schools may use a weighted grading system to establish class rank and to provide an incentive for a course with rigorous expectations for student achievement. A high school student may earn an additional quality point for a passing grade in any Advanced Placement or dual enrollment course. In addition, specific courses designated as Level III in the state’s Course Code Directory and identified as honors courses in the high school program of study may also earn an additional quality point for a passing grade. These quality points increase the point value for credits earned, and when divided by the credits attempted may result in a higher GPA for a student enrolled in these more challenging courses.

College level dual enrollment courses must be weighted the same as honors and advanced placement courses. A student must have a 3.0 unweighted GPA in order to enroll in a college credit class and a 2.0 unweighted GPA in order to enroll in a career certification program. There must be no discrimination against dual enrollment courses in the assigning of weighted grades or the calculation of cumulative grade point averages.

## **Middle and High School Student Plans, Parent Information, and Notification**

### **Readiness for Post Secondary Education and the Workplace**

1007.02 FS

1006.024(4) FS

Middle and high schools are required to assist students and parents to establish any appropriate pathway to post secondary education and/or the workplace. This pathway should include clear expectations for student performance, appropriate course selection, and goal setting. It is the intent of the district as well as the state that students with disabilities be actively involved in this process. These expectations for students with disabilities are articulated within the state's ENNOBLES Act.

The FSA assesses the workforce skills contained in the state's Education Goal 3 standards. Further, these Goal 3 Standards are directly related to the U.S. Department of Labor's SCAN report on skills necessary in the workplace. High schools are required to use FSA results to assess a student's preparation for the workforce, and to provide both the student parent the results of this assessment.

### **Career and Professional Education**

1003.491 FS

1003.492 FS

1003.493 FS

1011.62 FS

Middle and high school students will be provided rigorous and relevant career-theme courses that articulate to postsecondary-level coursework and lead to industry certification, support local and regional economic development, respond to Florida's workforce needs, and provides residents with high-wage and high-demand careers.

Beginning with the 2007-2008 school year, the district school board will develop, in collaboration with workforce boards and postsecondary institutions, a five-year strategic plan to address and meet local and regional workforce demands. This plan must be completed by June 30, 2008, and it must include provisions to have in place at least one operational and professional academy at the beginning of the 2008-09 school year.

### **Student and Parent Notification of Graduation Options**

1003.429(4) FS

Beginning with the 2006-07 school year each student in grades 6-9 and their parents will be provided a summary of the three graduation options, curriculum, and timeframe for each option. Selection of the graduation option is exclusively the choice of the student and parent, and an accelerated option must be made by the end of the student's ninth grade year. If the student and parent do not select a graduation option, the standard four-year option will be considered the selection of the student.

## **Student and Parent Notification for Students with GPA Below 2.0**

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

## **Student and Parent Notification for Acceleration Mechanisms**

### **1003.021(1) FS**

The high school's Program of Studies, on or before the beginning of each school year, will notify students and parents of the opportunities and advantages of Advanced Placement and dual enrollment. These programs provide a student the opportunity to acquire college credit while attending high school and working toward high school graduation.

Parents of students in or entering high school will be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses.

## **Assistance to Transitioning Students from Military Families: Special Academic Programs**

### **1003.05 FS**

Dependent children of active military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume responsibility for transporting the student to that school. Special academies include magnet schools, advanced studies programs, Advanced Placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate.

## **Commencement Exercises**

Commencement exercises will include only those students who have successfully completed all of the requirements for a Standard Diploma, Special Education Diploma Option 1 and Option 2, Certificate of Completion, or a School Board Approved Honorary Diploma. No student who has completed the requirements for graduation shall be denied a Diploma or Certificate of Completion as a disciplinary action. A student may be denied participation in the ceremony of graduation when personal conduct as defined by the District's Student Code of Conduct warrants exclusion.

School districts are not authorized to award a regular high school diploma to home education students and home education students are not eligible to participate in district commencement exercises.

Graduates of Hendry County Virtual School receive a Hendry County Virtual School Diploma and are recognized at a District School Board meeting. Because they receive a Hendry County Virtual School Diploma and not a diploma from either of the two district high schools, they are eligible to participate in the commencement exercises at the high schools.

### **Adult School**

HCSB 410

HCSB 411

HCSB 412

1004.93 FS

1006.43(6) FS

A student may enroll in adult school if she/he is beyond the state's compulsory education age (16 years of age) and has appropriately withdrawn from her/his K-12 school of record. A student not meeting the age requirement may petition the superintendent for a waiver to attend adult school.

A student enrolled in adult school may continue to pursue a high school diploma under any of the available graduation options. A student may receive support and assistance in the following areas:

- Remedial skill development and mastery of the Florida State Standards necessary to pass the FSA for reading and mathematics required for graduation,
- Credit accrual in order to meet the credit and course requirements for graduation. The following course credit requirements for graduation may be different than the regular high school graduation requirements:
  - The 1 credit in physical education is not required and may be replaced with an elective credit;
  - The science credits required for graduation are not required to have a lab component; and

- Any course in art, music, dance, or drama listed in the state's Course Code Directory will satisfy the credit requirement in performing arts; and
- Improved grade point average within the district's grade forgiveness policy.

A student may choose to pursue a General Educational Development (GED) diploma in lieu of a standard high school diploma through the adult school.

### **13<sup>th</sup> Year Participation**

A student who has earned the credits required for graduation, but who has not mastered the State Student Performance Standards as shown on the FSA, and receives or is eligible for a Certificate of Completion, may elect to remain in the secondary school either as a full-time student or a part-time student for up to one additional year and receive remedial instruction.

### **Teenage Parent Program (TAP)**

TAP provides an appropriate instructional program that will not only provide a more wholesome and healthful existence for teen parents and children, but also serve as a guide for future family planning. Through follow-up Student Support and Assistance, TAP students are assisted in transitioning to the parent/student role.

### **Youth Development Academies (CYDA, LYDA)**

The academies offer a student a second chance for success within a positive and firm, yet nurturing environment. There will be NO idle time: active learning and meaningful work will be a part of every minute, every hour and every day at the academy. A student will develop skills, values, and attitudes that will allow either the successful return to a regular school setting to earn a high school diploma. The student may also opt to earn a GED diploma. The mission of the academies is that every student be prepared to successfully compete in the job market and to become a responsible member of their community.

## **Middle and High Student Attendance**

### **Compulsory Attendance**

HCSB 301  
1003.21(1) FS

A secondary student with unacceptable patterns of attendance may fail to be promoted. Secondary courses have discrete Florida State Standards, which must be substantially mastered before a passing grade and/or credit can be earned.

A truant or habitual truant student shall demonstrate mastery as determined by the classroom teacher before a passing grade or credit is earned. In addition, a student may lose driving privileges or be unable to obtain a valid Florida Driver's License. Both

a student and parent/guardian may be liable for legal action for chronic non-attendance. If a student is 16 years of age and desires to drop out of school, a formal declaration of intent to terminate school enrollment must be signed by both the student and parent and filed with the district school board. The school is required to inform both the student and parent of the negative consequences of such a decision, including the long term financial impact.

### **Interscholastic Extracurricular Eligibility**

#### **1006.15 FS**

Extracurricular is any school-authorized or education-related activity occurring during or outside the regular instructional activity. In order to participate in interscholastic extracurricular student activities, a student must maintain a cumulative GPA of 2.0 or above on a 4.0 scale in his/her coursework.

## **Veteran's Day and Memorial Day Activities**

### **Celebrate Freedom Week**

To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded the last full week of classes in September shall be recognized as Celebrate Freedom Week. Students will participate in activities which highlight the intent, meaning and importance of the Declaration of Independence.

## **Special Programs for Acceleration and Intensive Instruction**

### **Elementary Summer Reading Program**

The Summer Reading Academy provides extended and intensive work for Grade 3 students who score Level 1 or 2 on FSA Reading or who are at risk or critically low in reading as identified by district assessments. Priority is given to those students who have been retained or who are in danger of being retained in Grade 3.

### **Summer Enrichment Program**

Summer enrichment programs if available may be used to extend the students' school year to enable certain remedial activities in math and reading to take place.

## **Drop-out Prevention and Alternative Education**

### **Continuous Progress Summer School**

The district may provide continuous progress summer school for K-5 students, if funding permits. The program is designed to provide continuous instruction in reading, writing, and mathematics, with priority to those students who are identified as not performing at district or state proficiency levels.

### **Extended Day/Year Instructional Program**

Provision of accelerated learning activities for students with identified instructional needs.

### **Integrated Learning Programs**

These programs provide diagnosis and prescriptive instruction through the use of technology to meet individual student needs. These programs also monitor and evaluate student-learning gains over time.

### **Migrant Tutorial Program, Migrant Advocate/Counselor Program, and Summer Migrant Institute**

These programs meet the special needs of a highly mobile population with a traditionally high dropout rate.

## **Academically Challenging Curriculum to Enhance Learning (ACCEL) Options**

ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students in kindergarten through grade 12. ACCEL options at the middle school level include the following: enrichment activities in core academic subjects designed to promote inquiry and a deeper level of knowledge of content, computer-based instruction programs that assess the level of individual students and place them at the appropriate instruction level, advanced courses in Language Arts, Mathematics and Science at seventh and eighth grades, offering Algebra 1 and Algebra 1A (for high school credit) to eligible students in eighth grade, flexible grouping of students to accommodate differentiated instruction which is challenging and appropriate for students, and virtual education opportunities.

Eligibility requirements for whole-grade promotion at the middle school level are as follows:



- The student must be eligible for the gifted program, although is not required to attend the program.
- If the student has taken the FSA, the student must have scored at achievement level 5 on both FSA Reading and Mathematics for the most recently completed grade.
- The student must have earned a grade of A for each of the grading periods for each of the core courses in the most recently completed grade.
- The student must score at 95% proficiency on second semester exams for the core courses for the grade which the student will skip.

## **Academically Challenging Curriculum to Enhance Learning (ACCEL)**

THE HCSB provides unique learning opportunities and options for students on various levels of learning. The ACCEL options provide academically challenging curriculum or accelerated instruction to eligible public school students in Kindergarten through 12<sup>th</sup> Grade. Eligibility requirements and procedures have been established by the HCSB.

### **General Elementary and Middle School ACCEL Options**

According to Florida Statute §1002.3105, ACCEL options include, but are not limited to, the following:

- whole-grade and midyear promotion;
- subject-matter acceleration;
- virtual instruction; and
- Credit Acceleration Program (CAP)

Additional acceleration options include, but are not limited to, STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, advanced-content instruction, or telescoping curriculum. Parents and students should contact the school for acceleration options and eligibility criteria. Schools shall notify parents and students of the District's process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in the student attending a different school.

Schools shall advise students and parents to contact the principal at the student's school for information related to the school's process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal. Schools shall also advise parents to contact the principal at the student's school for information related to eligibility requirements for ACCEL options.

## General High School ACCEL Options

According to Florida Statute §1002.3105, ACCEL options include, but are not limited to, the following:

- Credit Acceleration Program (CAP);
- Advanced Placement (AP) Program;
- International Baccalaureate (IB) Program;
- Advanced International Certificate of Education (AICE);
- Dual Enrollment and Early Admission
- Career Academy Courses; and
- Virtual Courses

### Credit Acceleration Program (CAP)

- The CAP Program allows a student to earn high school credit in Algebra 1, Geometry, United States History, or Biology, if the student earns a proficient score on the statewide assessments administered under Florida Statute §1008.22.
- Course credit shall be awarded to a student who is not enrolled in the course, or who has not completed the course, if the student attains a proficient score on the corresponding statewide assessment.

### Elementary and Middle School Eligibility Criteria for CAP

EOC	Prerequisite required for CAP
Algebra 1	FCAT 2.0 Mathematics Level 5 or comparable standardized assessment (prior two years); and Algebra 1 Diagnostic EOC Assessments score of Level 5
Algebra 2	Algebra 1 EOC Assessment score of Level 5; and Geometry EOC Assessment score of Level 5; and Algebra 2 Diagnostic EOC Assessment Score of Level 5
Geometry	Algebra 1 EOC Assessment score of Level 5; and Geometry Diagnostic EOC Assessment score of Level 5
Biology 1	Reading and Mathematics Level 5 or comparable standardized assessment (prior two years); and Biology 1 Diagnostic EOC Assessment score of Level 5
U.S. History	Reading FCAT 2.0 of Level 5 or comparable standardized assessment (prior two years); and U.S. History Diagnostic EOC Assessment score of Level 5

## **High School Eligibility Criteria for CAP**

The School District shall permit a student who is not enrolled in the course, to take the assessment during the regular administration of the assessment

## **Elementary School Acceleration Requirements**

### **Subject-Area Acceleration (Including Virtual Instruction in Higher Grade Level Subjects)**

For subject-area acceleration to occur, all of the following indicators must be met:

1. Student must have a recommendation supported by the School Based Team, school counselor, teacher(s) of record for the subject-area requested, and approval of school principal.
2. Student must be in attendance in the school where the ACCEL request is being made for a minimum of 30 consecutive school days. If acceleration will result in the student attending a different school, a designee from that school should be included in developing the ACCEL Plan.
3. Student must demonstrate regular attendance and punctuality during the previous nine academic months.
4. Student must demonstrate an overall high academic performance (i.e., report card ratings of “Exemplary” or all “A”s in subject-area requests for acceleration).
5. Student must demonstrate mastery of K-3 Florida Standards in reading, mathematics, and writing as related to the subject-area being requested for acceleration. Student mastery levels must reflect scores in the 9<sup>th</sup> stanine or equivalent. In 4<sup>th</sup> and 5<sup>th</sup> grade, a student must demonstrate the following as related to the subject-area being requested: a Level 5 on the Reading and Mathematics FSA; in Science, a proficiency score of 225-260; and in Writing a Level of 5.

## **Middle School Acceleration Requirements**

### **Subject Area Acceleration (Including Virtual Instruction in Higher Grade Level Subjects)**

For subject area acceleration to occur, all of the following indicators must be met:

1. Recommendation supported by the School Based Team, school counselor, teacher(s) of record for the subject area requested, and approval of school principal.

2. Student must be in attendance in the school where the ACCEL request is being made for a minimum of 30 consecutive school days. If acceleration will result in the student attending a different school, a designee from that school should be included in developing the ACCEL Plan.
3. Student must demonstrate regular attendance and punctuality during the previous nine academic months.
4. Student must demonstrate all “3”s and “4”s in conduct on report card from the previous nine academic months.
5. Student must demonstrate an overall high academic performance by report card ratings of all “A”s in subject area(s) requests for acceleration.
6. Student must demonstrate an overall high academic performance (i.e., the highest level for each applicable test) on all standardized tests midyear and end-of-year as applicable, including, but not limited to FSA Reading and Mathematics, End-of-Course (EOC) Assessments and/or the Florida State Standards Assessments. Mastery levels reflect scores in the 9<sup>th</sup> stanine or equivalent.

## **Whole-Grade and Midyear Promotion Procedures**

### **Elementary School Requirements**

For whole-grade promotion and/or midyear promotion to occur, all of the following indicators must be met:

1. Acceleration for specific core courses should be **considered**.
2. Gifted Program eligibility should be **considered**.
3. Recommendation supported by School Based Team, school counselor, two of the student’s current or former core curriculum teachers, and approval from the school principal.
4. Student must be in attendance in the school where the ACCEL request is being made for a minimum of 30 consecutive school days. If acceleration will result in the student attending a different school, a designee from that school should be included in developing the ACCEL Plan.
5. Student must demonstrate regular attendance and punctuality during the previous nine academic months.

6. Student must meet all expectations on Characteristics of Proficient Learners, as identified on the report card.
7. Student must demonstrate an overall high academic performance by report card ratings of “Exemplary” or all “A”s in core areas.
8. Student must demonstrate proficiency on the Grade 3 FSA. In order for a student in 2<sup>nd</sup> grade to be promoted 4<sup>th</sup> grade, the student must first have a midyear promotion to 3<sup>rd</sup> grade to enable the student to take the Grade 3 FCAT 2.0. Upon successful completion of the second part of 3<sup>rd</sup> grade, including earning a proficient score on the Grade 3 FSA, the student will be eligible for promotion to 4<sup>th</sup> grade.
9. Student must demonstrate mastery of K-3 Florida Standards in mathematics, reading, and writing. Mastery levels must reflect scores in the 9<sup>th</sup> stanine or equivalent. In Grades 4-5, student must demonstrate a Level of 5 on the FSA Reading and Mathematics.

### **Middle School Requirements**

For whole-grade promotion and/or midyear promotion to occur, all of the following indicators must be met:

1. Acceleration for specific core courses should be **considered**.
2. Gifted program eligibility should be **considered**.
3. Recommendation supported by School Based Team, school counselor, two of the student’s current or former core curriculum teachers and approval from the school principal. Area Superintendent recommendation is required if there is a change in school.
4. Student must be in attendance in the school of requested ACCEL for a minimum of 30 consecutive school days. If acceleration will result in the student attending a different school, a designee from that school should be included in developing the ACCEL Plan.
5. Student must demonstrate regular attendance and punctuality during the previous nine academic months.
6. Student must demonstrate all “3”s and “4”s in conduct on report card from the previous nine academic months.
7. Student must demonstrate an overall high academic performance by report card ratings of all “A”s in all classes (core and elective).

8. Students requesting promotion to Grade 9 must demonstrate an overall high academic performance by earning at least four academic high school credits with grades of “A” or “B”. High school World Language courses may be included. Grade of “A” is required for middle school courses.
9. Student must demonstrate an overall high academic performance (i.e., the highest level for each applicable test) on all standardized tests midyear and end-of-year as applicable, including, but not limited to EOC Assessments and/or Florida Standards Assessments (FSA). Mastery levels must reflect scores in the 9<sup>th</sup> stanine or equivalent.
10. Student must meet all expectations of Characteristics of Proficient Learners.

### **High School Requirements**

Whole-year and midyear promotion will be determined by the number of credits needed for the grade level.

### **Recommended Assessments for Subject Area Acceleration**

#### **Elementary and Middle School Assessments (Whole-Grade & Midyear Promotion)**

All available data must be considered. Mastery levels for eligibility reflect scores in the 9<sup>th</sup> stanine, highest level, or equivalent. The following data/assessments must be considered, if available:

- Current available FSA scores, or comparable statewide standardized assessments
- Most recent HCSB diagnostic scores
- Psycho-educational assessment
- Midyear and end-of-year assessments, as appropriate for ACCEL request
- Work samples of products

### **Procedures for Requesting Acceleration**

#### **Elementary School (K-5) Procedures for Requesting Acceleration**

Parents and students should contact the school for information related to student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration.

1. Parent submits written request for ACCEL option to the principal. The principal may also initiate student participation in ACCEL. If the principal initiates the student’s participation in an ACCEL option, the parent(s) must be notified.

2. School principal prescreens initial student eligibility in accordance with acceleration guidelines outlined above and refers to the School Based Team (SBT).
3. The principal and the SBT determine the student's eligibility in accordance with acceleration guidelines outlined above.
4. The principal and the SBT, in conjunction with parent and student, develop acceleration plan and timeline.
5. Once the Plan is implemented, the student's progress will be monitored throughout the first 60 consecutive school days of acceleration. If at any time, during the progress monitoring period, there are student, teacher, parent, or principal concerns, the Plan will be reviewed by the SBT and appropriate placement will be made. Any change of placement should be made prior to the end of the monitoring period. After successful completion of the monitoring period, the student should remain on the accelerated track.

### **Middle School (6-8) Procedures for Requesting Acceleration**

1. Parent submits written request for ACCEL option to the principal. Requests for the next school year should be submitted prior to the end of the third quarter. Requests for midyear promotion should be submitted prior to the end of the first quarter of the current school year. The principal may also initiate student participation in ACCEL. If the principal initiates the student's participation in an ACCEL option, the parent(s) must be notified.
2. School principal prescreens initial student eligibility in accordance with acceleration guidelines outlined above and refers to SBT.
3. The principal and SBT determine student eligibility in accordance with Acceleration guidelines outlined above.
4. The principal and SBT, in conjunction with parent(s) and student, complete Acceleration Plan and timeline.
5. Once the Plan is implemented, the student's progress will be monitored throughout the first semester of acceleration. If at any time during the progress monitoring semester, there are student, teacher, parent, or principal concerns, the Plan will be reviewed by the SBT and appropriate placement will be made. Any change of placement must be made prior to the end of the first semester of acceleration, before the student takes final exams. After successful completion of one semester, the student should remain on the accelerated track.

### **High School (9-12) Procedures for Requesting Acceleration**

To explore acceleration options, the student and parent(s) should contact the school to initiate the process of determining the student's eligibility for each option and develop a plan for acceleration, as appropriate. Upon notification of student and parent(s) request for acceleration, the school will:

1. review student achievement and academic performance data to establish eligibility for one or more ACCEL options;
2. notify student of eligibility and program requirements;
3. assist the student in meeting timeline and ACCEL option requirements; and
4. develop a schedule to meet student's needs and chosen program.

### **High School Credits for Middle School (6-8) Students**

Some high school courses will be offered in middle school. Students in Grades 6-8 who are enrolled in a high school credit course, who meet the same attendance requirements met by high school students (see [Florida Statute §1003.436](#)) and who successfully complete the course, may earn high school credit.

Middle school students who take high school courses for credit should be counseled that grades earned in those courses will be used in the future to calculate high school Grade Point Average (GPA) and cumulative class ranking, and they will remain a part of the student's academic record.

Students who take a high school credit course will be considered dually enrolled in both middle and high school and the credit earned will satisfy the middle school course requirement for the appropriate grade level and will allow the student to acquire high school credit as well. High school rules apply for grading and attendance.

**NOTE:** Three of the four mathematics credits and all three of the science credits required for graduation must be earned in Grades 9-12.

### **High School Mathematics Requirements for Middle School (6-8) Students**

Middle school students who have successfully completed a high school mathematics course will earn high school credit and that credit will count as one of the four mathematics credits that must be earned in Grades 9-12. Middle school students enrolled in Algebra 1 must take the Algebra 1 EOC Assessment and pass the course to earn high school Algebra 1 credit. A middle school student is **not** required to earn a proficient score on the Algebra 1 EOC Assessment in order to earn high school credit or be promoted to high school. Beginning with the 2013-2014 school and thereafter, a middle school student's performance on the Algebra 1 EOC Assessment constitutes 30 percent of the student's final course grade. If a middle school student takes Algebra 1,



the student is required to earn a proficient score on the Algebra 1 EOC Assessment in order to earn a Standard Diploma from high school. [\[Florida Statute §1003.4156\]](#)

Middle school students enrolled in high school Geometry must take the Geometry EOC Assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course. Middle school students must earn a proficient score on the Geometry EOC Assessment in order to earn a Standard High School Diploma Scholar Designation. [\[Florida Statute §1003.4156\]](#)

Middle school students selecting Algebra 2 must take the Algebra 2 EOC Assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course. Middle school students must earn a proficient score on the Algebra 2 EOC Assessment in order to earn a Standard High School Diploma Scholar Designation. [\[Florida Statute §1003.4282\]](#)

Beginning with the 2012-2013 school year, the requirements for out-of-country, out-of-state, private school, or Home Education Program students who transfer into a Florida public school with a transcript that indicates Algebra 1 course credit, must earn a proficient score on the Algebra 1 EOC Assessment in order to earn a Standard Diploma unless the student met one of the following requirements:

- earned a comparative score of 97 or higher on the Postsecondary Education Readiness Test (P.E.R.T.); or
- earned a proficient score on an approved statewide assessment in Algebra 1 administered by the transferring entity; or
- earned a proficient score on an approved statewide mathematics assessment the transferring entity used to satisfy the requirements of the Elementary and Secondary Education Act (20 U.S.C. s. 6301). [\[Florida Statute §1003.4282\]](#)

If a transfer student's transcript shows a final course grade and credit in Algebra 1, Geometry, or Algebra 2, the transferring final grade and credit must be honored without the student taking the requisite EOC Assessment and without the results constituting 30 percent of the student's final course grade. However, a student must earn a proficient score on the Algebra 1 EOC Assessment in order to earn a Standard Diploma. To qualify for a Scholar Diploma designation, the student must earn a proficient score on the EOC Assessment in Geometry (2014-2015 Grade 9 cohort and forward), and Algebra 2 (2014-2015 Grade 9 cohort and forward). [\[Florida Statutes §§1003.4282 and 1003.4285\(1\)\(a\)\]](#)

### **Students Attending Summer/College Programs for Enrichment**

Students who elect to participate in college/university summer programs will **not** receive high school credit.

### **Credit By Examination**

Credit by examination shall be the program through which postsecondary credit is earned by secondary students based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. [Florida Statute §1007.27(6)]

### **International Baccalaureate (IB) Diploma Program**

The IB Diploma Program is an international two-year pre-university curriculum leading to internationally standardized written and oral examinations. Eligible secondary students are enrolled in a Program of Study that includes courses identified by the IB Organization or equivalent courses identified in the Bright Futures Comprehensive Course table. One credit in Theory of Knowledge course is required.

The State Board of Education and The Board of Governors shall specify in the statewide articulation agreement cutoff scores and IB examinations that will be used to grant postsecondary credit at community colleges and universities. Students will be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examination, regardless of whether or not the student achieves a passing score on the examination. [Florida Statute §1007.27(7)]

State Board of Education Rule 6A-1.09441 requires that students must earn credit toward high school graduation through membership in courses listed in the State Board of Education Course Code Directory. IB Middle Years Program (IBMYP) or other accelerated courses that are listed in the Course Code Directory may be offered to prepare prospective students in Grades 9 and 10 to enroll in IB Diploma Program courses in Grades 11 and 12.

### **Advanced International Certificate of Education (AICE)**

The Advanced International Certificate of Education (AICE) Program shall be the curricula in which eligible secondary students are enrolled in programs of study offered through the AICE Program. Students will be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination. [Florida Statute §1007.27(8)]

### **Advanced Placement (AP)**

Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit may be awarded to students who score a minimum of three on a five-point scale on the corresponding postsecondary institution AP Exam. Students shall be exempt from any fees for administration of the examination, regardless of whether or not the student achieves a passing score on the examination. [Florida Statute §1007.27(5)]

## Dual Enrollment Program

The Dual Enrollment Program is the enrollment of an eligible secondary student or Home Education student in a postsecondary course creditable toward high school completion and a career and technical certificate or an Associate or Baccalaureate Degree. [Florida Statute §1007.271]

In accordance with Florida Statute §1007.23(5), a Dual Enrollment Articulation Committee made up of the HCSB, Palm Beach State College, Florida SouthWestern State College, and Florida Gulf Coast University personnel, as applicable, establishes rules, regulations, and policies of Dual Enrollment.

The Dual Enrollment Program provides an opportunity for students to simultaneously earn high school and college credit. Course credit earned in college-level courses shall be counted as college-level credit and may also be used to meet high school academic unit credit. Dual Enrollment credit can be earned at Palm Beach State College, Florida SouthWestern State College, Florida Gulf Coast University, or any other public institution of higher learning that has an established Dual Enrollment Articulation Agreement with the HSCB, pursuant to Florida Statute §1007.271. Course credit earned in these courses with a grade of “C” or better, shall transfer as college-level credit to a state college/university in Florida. College credit is transferable to other colleges according to the individual college guidelines and requirements. Where sufficient numbers of qualified students have been identified, a college course may be offered at the local high school.

Some college courses equate to a 0.5 high school credit, while others equal one credit. All Dual Enrollment grades shall receive the same weight as an Advanced Placement (AP) course. The Dual Enrollment Articulation Agreement lists Dual Enrollment courses and credits meeting specific subject area credit toward graduation. College courses equivalent to less than three credit hours do not qualify for high school credit. Certain Dual Enrollment courses may be used to satisfy specific required courses for graduation. (See the Florida Department of Education’s *Dual Enrollment Equivalency List* at: <http://www.fldoe.org/policy/articulation/dual-enrollment-agreements.stml>.)

Students must meet the following requirements and conditions, as stated in the Dual Enrollment Articulation Agreements, in order to be eligible for participation in the Dual Enrollment Program:

1. Students must be enrolled in Grades 10-12 (beginning the summer after Grade 9). Students may enroll (or participate) for up to three years.
2. Students must have a minimum 3.0 GPA for all courses except career/technical courses, for which a minimum 2.0 GPA is required. [Florida Statute §1007.271(3)]

3. Students must earn college ready scores on either the SAT, ACT, Postsecondary Education Readiness Test (P.E.R.T.) or Florida College Entry-Level Placement Test (FCELPT), as specified in the Dual Enrollment Articulation Agreement. Students must earn college ready scores on all sections of the above named tests, as specified in the Dual Enrollment Articulation Agreement, to enroll in any course except career/technical courses at Palm Beach State College.
4. Students enrolling in a career/technical course must earn passing scores on the Test of Adult Basic Education (TABE) required by the individual vocational program.
5. Students must limit enrollment to no more than eight total college credit hours per semester, regardless of the number of institutions they attend (per Dual Enrollment Articulation Agreement).
6. Students must contact the school counseling office to begin the Dual Enrollment application process.
7. Students must receive approval of the high school principal/designee.
8. Students must adhere to the Dual Enrollment Agreement Guidelines set up by the school. Participation in Dual Enrollment is subject to the school's schedule.
9. Students must satisfy any course prerequisites.
10. The college/university must have space available in the requested course.
11. Students must maintain a minimum 3.0 cumulative GPA [Florida Statute §1007.271(3)] per semester and earn a grade of "C" or better in any college-level course, in order to continue in the Dual Enrollment Program. A student will no longer be eligible for the Dual Enrollment Program if he/she earns a grade of "D", "F", or "W". These grades will be reflected on the high school and college transcripts.
12. Students may not enroll in a Dual Enrollment course that cannot be completed prior to graduation.

Students may not enroll in vocational-preparatory instruction, college-preparatory instruction, and other forms of precollegiate instruction, or physical education courses that focus on the physical execution of a skill, rather than the intellectual attributes of the activity. [Florida Statute §1007.271(7)]

Career and Technical Dual Enrollment courses shall be available for students seeking a degree or certificate from a complete job preparatory program, but shall not sustain

student enrollment in isolated career and technical courses. [Florida Statute §1007.271(4)]

Career Dual Enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. It is the intent of the legislature that Career Dual Enrollment provides a comprehensive academic and Career Dual Enrollment Program within the career center or community college. [Florida Statute §1007.271(4)(21)]

Per Florida Statute §1007.271(2)(10)(11)(16), there are not tuition, registration, laboratory fees, or textbook costs to students participating in either the Advanced Placement (AP) Program or the Dual Enrollment Program. Students are responsible for textbooks that must be returned to the vendor. Fees will be charged to students who lose or damage textbooks. Students will be responsible for parking permits, identification card fees, late fees, library fees, special course fees, etc. or other course-related materials.

A student may attempt a single course, a maximum of three times, during their college career in a Florida postsecondary educational facility. These three attempts include withdrawals. A student who requires less than six credits, in order to graduate, may opt to complete all needed credits through the School District's Dual Enrollment Program, if eligible. This student does not need to enroll in a full schedule, of at least six courses, through the high school. However, if a student enrolls in a high school course on the high school campus, the student will be required to enroll in six courses or eight courses in schools on a four-by-four block schedule. Students may not dually enroll if they will graduate prior to the end of the postsecondary course. The students may apply to the postsecondary institution and pay the required registration, tuition, and fees, if the student meets the postsecondary institution's admissions requirements. [Florida Statute §1007.271(2) & Florida Counseling for Future Education Handbook]

### **Enrollment in Schools without Dual Enrollment Agreements**

With principal's permission, students may dual enroll in colleges or universities other than those that have Dual Enrollment Agreements with the HCSB. Students must adhere to the Dual Enrollment Agreement Guidelines set up by the school. Participation in Dual Enrollment is subject to the school's schedule. Students must meet the Dual Enrollment eligibility criteria set forth by the District.

The parent(s) and/or student will be responsible for payment of fees and instructional materials. Excluding the required fees, all other rights and privileges will be afforded these students as those under Dual Enrollment Agreements (Dual Enrollment Articulation Agreement between the School District, Palm Beach State College, Florida SouthWestern State College, and Florida Gulf Coast University). All courses that are not on the Dual Enrollment Course Equivalency List will be awarded a 0.5 elective credit. (Refer to *Dual Enrollment Equivalency List* at: <http://www.fldoe.org/policy/articulation/dual-enrollment-agreements.stml>)

## Dual Enrollment for Home Education Students

Registered Home Education students may participate in the Dual Enrollment Program following the criteria set forth in the Dual Enrollment Articulation Agreement, including written verification of active status provided by the Home Education Office for each term enrolled. Home Education students incur no tuition costs, but are responsible for textbook costs, unless waived by the post-secondary institution. [Florida Statute §1007.271(1)(13)(17)]

## Early Admission to College

The University Boards of Trustees, Florida College System Institution Boards of Trustees, and District School Boards are encouraged to establish intrainstitutional and interinstitutional programs to maximize articulation. All secondary students and their parent(s) shall be informed of Dual Enrollment as an educational option and mechanism for acceleration. [Florida Statutes §§1007.22(1)(2), 1007.27, & 1007.271(10)]

In accordance with Florida Statutes §§1007.271(10) and 1002.20(6)(a), early admission is a public school choice option and an acceleration mechanism. Students who apply for early admission to college must notify the high school principal prior to submitting an application for acceptance to a college, university, or career center. In the event that a qualified student is accepted for admission to an accredited college or university prior to the completion of high school graduation requirements, the high school principal may approve the fulfillment of graduation requirements through the acceptance of college-level credit. Early admission students are eligible to participate in graduation ceremonies and social events that would be afforded them, had they remained at the high school for their last year. Such students are not eligible for recognition as valedictorian or salutatorian during graduation ceremonies.

Early admission may be a form of Dual Enrollment; thus tuition and book fees are waived, as specified under a Dual Enrollment Articulation Agreement between the HCSB, Palm Beach State College, Florida SouthWestern State College, Florida Gulf Coast University, or other public institution of higher learning pursuant to State law. [Florida Statute §1007.27]

To qualify for early admission, a student must meet the following criteria:

1. have a GPA of 3.2;
2. be accepted by an accredited college, university, or career center as a full-time student [Florida Statute §1007.271(7)];
3. successfully complete a minimum of six semesters of high school work for a student who selected the 24-Credit Graduation Option;

4. successfully complete a minimum of four semesters of high school work for a student who selected the 18-Credit Graduation Option;
5. enroll in the postsecondary institution as a full-time student (at least 12 credit hours) and maintain full-time status, per the Dual Enrollment Articulation Agreement between the School District, Palm Beach State College, Florida SouthWestern State College, Florida Gulf Coast University;
6. enroll in college courses equivalent to remaining graduation requirements, per the Dual Enrollment Articulation Agreement between the HCSB, Palm Beach State College, Florida SouthWestern State College, Florida Gulf Coast University [Florida Statute §1007.27(5)]; **and**
7. maintain a minimum “C” average both cumulatively and per semester.

A student may be eligible to continue as an Early Admission student if he/she withdraws from a course provided that a full-time status of 12 credit hours is maintained. However, a grade of “W” will be added to the high school and college transcripts. (Refer to FLDO Dual Enrollment FAQs for additional details.)

Students may select colleges or universities other than those that have Dual Enrollment Agreements with the HCSB. However, the parent(s) and/or student will be responsible for payment of fees. All other statutory rights and privileges will be afforded these students as those under Dual Enrollment Agreements. [Florida Statute §1007.27(5)]

Students must meet Early Admission eligibility criteria set forth by the District. [Dual Enrollment FAQs]

### **Early Admission to College for Home Education Students**

Home Education students may participate in early admission to college following criteria set forth in the Dual Enrollment Articulation Agreement, including written verification of active status provided by the Home Education Office for each term enrolled. Home Education students incur no tuition costs, but are responsible for textbook costs. [Florida Statute §1007.271(13)(a)(2)]

## **Collegiate High School Program**

Purpose and Goal – The CHSP is an articulated acceleration mechanism between FSW and the School District, which shall serve to shorten the time necessary for students to complete the requirements associated with the conference of an AA degree; broaden the scope of curriculum options available to students; and increase the depth of study available for a particular subject by offering college credit courses to eligible high school students, while these students are simultaneously completing their high school requirements.

The goal of a CHSP is to provide education to high school students who seek the environment of a high-performing high school while also undertaking advanced and college-level studies. The curriculum will enable students to complete a high school diploma and simultaneously work towards completion of an AA degree.

Courses and Industry Certification – Each CHSP will offer the option for high school students in 12<sup>th</sup> grade participating in the CHSP for at least one full school year to earn CAPE Industry Certification. The Florida Department of Economic Opportunity (DEO) defines industry certification as: *A voluntary process, through which individuals are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills and competencies, resulting in the award of a time-limited credential that is nationally recognized and applicable to an occupation that is included in the workforce system’s targeted occupation list or determined to be an occupation that is critical, emerging or addresses a local need.* Further, each CHSP will provide an opportunity for the successful completion of a minimum of thirty (30) credits through the dual enrollment towards completion of an AA degree.

CHSP college credit courses shall be those courses offered by FSW and also designated by the State-wide Articulation Coordinating Committee Dual Enrollment Course Equivalency list. On-line availability of courses shall be governed by the FSW course schedule. The course list of CHSP courses offered each year shall be provided by FSW to the collegiate high school program coordinator by April 24 for implementation during the next school year.

### **Opportunities for Student Participation**

The School District and FSW will work collaboratively to notify students and their parents of CHSP acceleration mechanisms. The School District shall inform eligible secondary students and their parents of dual enrollment as an educational option and mechanism for acceleration, including the eligibility criteria, the option for taking CHSP courses beyond the regular school year, the potential for courses to articulate as an elective or a general education course in a postsecondary degree or certificate program, and the process by which students and parents exercise their option to participate in the CHSP. This information shall be included annually in the high school student handbook. FSW will work with the high school to provide course lists for their curriculum guides and will coordinate inquiries to FSW from parents and students with high school guidance staff.

### **Eligible Students**

CHSP college credit courses shall be those courses that are offered by FSW and are also recommended to the SBE by the State Articulation Coordinating Committee meeting high school graduation requirements, identified on the Dual Enrollment Course Equivalency List. Students who wish to enroll in other FSW courses for CHSP credit will obtain the high school course equivalency from the high school guidance



department. These courses may include all courses offered by FSW with the exception of physical education, college preparatory courses and courses less than three credit hours unless they are co-requisites for other courses.

Eligible high school students are enrolled full-time at Florida SouthWestern State College in college-level courses during the senior year of high school. To be eligible, students must meet the required placement test scores and academic benchmarks prior to the end of the junior year of high school. To be eligible for acceptance into the CHSP, a rising senior in high school must:

1. Have a 3.0 unweighted cumulative high school grade point average.
2. Meet one of the following test requirements:
3. 114 Math, 106 Reading and 103 Writing on the PERT, or
4. 440 Math/440 Critical Reading on the SAT, or
5. 19 Reading, 17 English, 19 Math on the ACT.
6. Students with prior college credit from an institution or body other than Florida SouthWestern State College must submit official transcripts and/or score reports to the Office of the Registrar. This includes college credit earned at other colleges or through credit by examination (AP, IB, AICE, and/or CLEP).
7. Exceptions to the required GPA may be granted if both the College Provost and the Deputy Superintendent for Teaching and Learning mutually agree to the specific exception.

Graduating seniors are not eligible for dual enrollment status, including fee exemptions, during the term immediately following their graduation date, even if the registration period or college classes begin prior to the students' actual graduation dates.

## **Enrollment**

In order to receive FSW credit in CHSP courses, high school students will be required to complete an FSW Application for Admission and submit the required supporting documentation and appropriate test scores to the FSW Dual Enrollment Office in accordance with the FSW Dual Enrollment Student Handbook and The District policies and procedures. All paperwork must be submitted in accordance with FSW registration deadlines. Specific information for participating in the CHSP can be found at the website: [www.fsw.edu/dualenrollment](http://www.fsw.edu/dualenrollment).

## **High School Credit Earned for CHSP Courses**

Students enrolled in CHSP and meeting the minimum requirements for satisfactory completion of CHSP courses shall earn both high school credit from the School District and college credit from FSW. Students who complete a three (3), four (4) or five (5) credit CHSP course with a passing grade will earn at least one-half (.5) credit in the designated subject towards the high school diploma and/or credit assigned by the Dual Enrollment Course Equivalency List.

## **Student Advising Services/Progress Monitoring**

FSW shall provide advising services regarding its educational programs to CHSP students participating in the Program with the goal of developing an individual student progression plan. Both FSW and the School District will ensure that students and their parents understand that CHSP courses are college courses and the amount of work necessary to succeed. FSW student monitoring services shall include the following:

1. Initial Advisement Session with FSW advisor in Spring of 11<sup>th</sup> grade year.
2. New student orientation in August prior to beginning first term.
3. Prior to registration for each term:
  - a. Student and high school designee review high school graduation progress.
  - b. Student and FSW Advisor review AA degree audit.
  - c. Student and FSW Advisor review course selection and register for classes.
  - d. Student submits schedule to high school designee.
4. Student is required to meet with FSW advisor at least once per term.
5. A student must enroll in a minimum of 12 college credit hours per semester; however, a student may not be required to enroll in more than 15 college credit hours per semester of the equivalent.
6. Students who drop or withdraw from an FSW course and fall below 12 credit hours, must return to the assigned high school for class assignment by the Principal or designee and will lose his/her CHSP enrollment status.
7. In order to remain eligible for college credit coursework, students must maintain the 3.0 unweighted high school grade point average required for initial eligibility and a 3.0 college GPA.
8. All grades, including "W" for withdrawal, become a part of the student's permanent college transcript and may affect subsequent postsecondary admission.
9. Students who fall below the required GPA will be placed on academic probation at Florida SouthWestern State College for one semester. A review of the student's GPA in the next term will determine program continuation. Students whose GPAs are not satisfactory after probation will not be allowed to continue in the CHSP. Both the student and high school designee will be notified in writing of the probationary status or dismissal from program.
10. Students will be required to follow an individualized course progression plan, developed in coordination between the high school and college designees. Modification of the progression plan can be done by written agreement between the Superintendent of Schools and the President of Florida SouthWestern State College, or their designees.
11. Students cannot repeat courses while enrolled in the CHSP program. A student who does not successfully complete a course may forfeit their seat in the program.

## **Calendar**

The Florida SouthWestern State College Calendar for registration, drop, withdrawal, and other important deadline dates shall be applicable to all courses offered through the CHSP.

The Hendry County Public School bell schedule, activities schedule, and school calendar do not coincide with those of Florida SouthWestern State College. It is the student's responsibility to ensure that he/she can adhere to the college calendar.

Students are eligible to participate in high school functions and extracurricular activities. However, CHSP students will be required to adhere to the college calendar for all college closings, dates, and deadlines. Students will not be given any excused absence because of their status as a high school student.

## **Funding**

The CHSP is to be funded pursuant to Section 1007.271, Florida Statutes, and 1011.62, Florida Statutes.

1. Students enrolled in Hendry County Public Schools shall be exempt from payment of all registration, matriculation, textbooks, and laboratory fees.
2. For The District students enrolled in courses on the College campus, the School District pays the standard tuition rate per credit hour from the Florida Education Finance Program (FEFP). For 2015-16, the standard tuition at a Florida College System institution is \$71.98 per credit hour. The School District will be invoiced each term one week after the last day of drop and add. Payment will be due 45 days from date of invoice.

## **Textbooks**

FSW shall select textbooks used in CHSP courses.

1. Books and other instructional materials, with the exception of lab supplies, shall be provided by the School District to high school students enrolled under the provisions of this Agreement at no cost to the student. Students who withdraw, with permission from a high school principal or designee, from a course(s) prior to completion shall be required to return textbooks and other instructional materials to the School District designee, and reimburse the School District for any/all lost or damaged textbooks/instructional materials.
2. The College will communicate to the School District at the earliest possible date, all relevant information about the texts which have been selected for specific courses involved in the Dual Enrollment program. Based upon this information, the School District will purchase and distribute the appropriate texts from the College bookstore (or other provider if the textbook costs are less) to the Dual Enrollment students.

3. The Superintendent, or designee, shall be responsible for the preparation of Department of Education form MIS 636, which is to be submitted to the College by the student at the time of purchase.
4. The textbooks and other materials will be collected from the students at the conclusion of the course (or at the time of termination of the student prior to the completion of the course) by The District or high school designee. The books will remain housed in the School District book repository for future disposition at the discretion of the School District.

## **Student Responsibilities**

Each student participating in the CHSP must enter into a student performance contract which must be signed by the student, the parent, and a representative of the school district and FSW. By registering, students pledge to accept and obey the rules and regulations of the College. Students are responsible for the observance of all policies and procedures as published in the College Catalog, the Student Handbook, Board of Trustees Policies, and other College documents. Students who fail to observe College regulations or to maintain acceptable standards of personal conduct are subject to disciplinary action. Students and parents desiring to have their child take classes on a FSW campus shall be responsible for the cost and arrangements of transportation to the campus.

## **Special Programs for High School**

### **Career and Technical Education (CTE)**

Students are eligible for consideration and participation in Career & Technical Education Programs. Recent legislation and rule revisions have substantially changed many of these programs and have mandated placement and productivity standards as conditions for continued funding. [Florida Statutes §§1003.491 and 1003.492; and State Board of Education Rule 6A-6.0573]

It is essential that parents, students, teachers, school counselors, and administrators be aware that individual CTE courses do not stand alone, but are part of a planned program of study leading to college and career readiness and industry certifications, where applicable. Not all CTE programs or academies are offered at all high schools. Students should take advantage of available career planning activities within their schools when selecting CTE programs of study.

### **Core Credit for Career and Technical Education (CTE)**

A student who completes selected Career and Technical Education (CTE) Industry Certification courses, which lead to college credit, may elect to substitute the course for up to two mathematics courses and up to one science credit. However, CTE Industry Certification courses may not be substituted for Algebra 1, Geometry, or Biology credits.

Course code waiver numbers have been added to the Course Code Directory (CCD) for student transcript purposes:

- Industry Certification Mathematics Waiver numbers are 1200998 and 1200999; and
- Industry Certification Science Waiver number is 2000999. (Refer to Section 5 of the CCD).

For a listing of applicable industry certifications, please visit the resource section located at: <http://www.fl DOE.org/articulation/CCD/1415.asp> and access the *Statewide Articulation Agreements-Industry Certification*.

**NOTE:** Students interested in an applicable mathematics and/or science substitution through an Industry Certification, which lead to college credit, should consult with a school counselor regarding college admissions criteria utilizing course substitutions. Course substitutions may not count towards State University System admission requirements.

## **Career Academies**

Students completing CTE programs or academies may receive a Standard High School Diploma or a Special Diploma, contingent on all other graduation requirements being met. In addition, students have the opportunity to earn one or more of the following:

- Scholar Diploma Designation
- Merit Diploma Designation
- Career Education Program Completion Certificate;
- Articulated credits through Career Pathways (local and statewide);
- Dual enrollment credits;
- State Licensure, if applicable; and
- Florida Bright Futures Vocational Gold Seal Scholarship.

Additional information is available at <http://www.hendry-schools.org>.

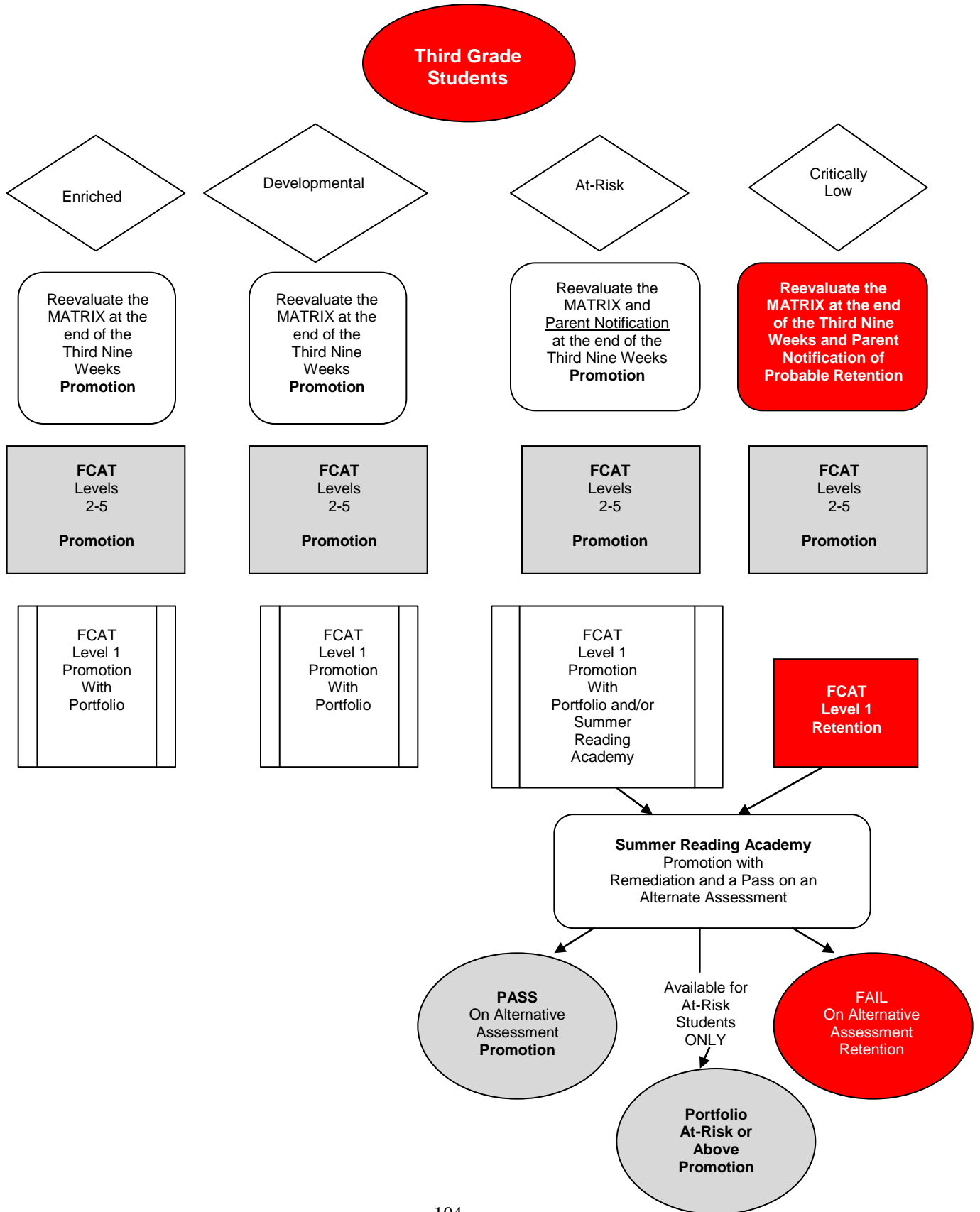
## **Career Education Program Completer Certificate**

A Career Education Program Completer Certificate is awarded to students who successfully complete all courses in a CTE Program or Academy, as set forth by the Florida Department of Education (FLDOE) and outlined in the District Career and Technical Education Resource Manual which is available on the District's CTE website: <http://www.hendry-schools.org>.

Beginning in middle school, a student can begin a CTE Program of Study that includes proficiency in mathematics, communications, science, and a sequence of courses in a CTE Program or Academy, such as business, marketing, drafting, computer technologies, culinary, public service, early childhood education, and health science occupations, etc. This will provide preparation for careers that will have continued growth in the 21<sup>st</sup> Century. In addition, Articulation Agreements with postsecondary institutions are developed to provide students with the opportunity to receive college credit for certain secondary CTE courses upon matriculation. [Florida Statute §1007.22]

Scholarships are available to eligible students who successfully complete a CTE Program of Study through the Florida Bright Futures Scholarship Program.

# Retention/Promotion for 3<sup>rd</sup> Grade Students



## Appendix A

### Students Entering Grade Nine in the 2011-2012 School Year What Students and Parents Need to Know

#### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

#### What are the state assessment requirements\*?

Students must pass the following statewide assessments:

- Grade 10 reading (or ACT/SAT concordant score)
- Algebra 1 end-of-course (EOC) if Algebra 1 is taken after 2010-2011 or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments:

- Algebra 1 (if enrolled after 2010-2011)
- Biology 1 (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012)

#### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra 1
- Geometry
- U.S. History
- Biology 1
- Algebra 2

#### What are the requirements for the 24-credit standard diploma option?

<b>4 Credits English Language Arts (ELA)</b>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry</li> <li>• Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>• One of which must be Biology 1, two of which must have a laboratory component.</li> <li>• An industry certification that leads to college credit substitutes for up to one science credit (except from Biology 1)</li> <li>• An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology 1)</li> </ul>
<b>3 Credits Social Studies</b>
1 Credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts</b>
Eligible courses are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/articulation/CCD/default.asp">http://www.fldoe.org/articulation/CCD/default.asp</a>
<b>1 Credit Physical Education</b>
To include the integration of health
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average of a 4.0 scale.

#### What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1-5, Florida Statutes [F.S.]).



## What are the requirements for standard diploma designations?

<b>Scholar Diploma Designation</b>
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> <li>• Earn 1 credit in Algebra 2;</li> <li>• Earn 1 credit in Statistics or an equally rigorous mathematics course;</li> <li>• Pass the Biology 1 EOC;</li> <li>• Earn 1 credit in Chemistry or Physics;</li> <li>• Earn 1 credit in a course equally rigorous to Chemistry or Physics;</li> <li>• Pass the U.S. History EOC;</li> <li>• Earn 2 credits in the same World Language; and</li> <li>• Earn at least 1 credit in AP, IB, AICE, or a dual enrollment course.</li> </ul> <p>A student is exempt from the Biology 1 or U.S. History assessment if the student is enrolled in an AP, IB and AICE Biology 1 or U.S. History course and the student.</p> <ul style="list-style-type: none"> <li>• Takes the respective AP, IB and AICE assessment; and</li> <li>• Earns the minimum score to earn college credit.</li> </ul>
<b>Merit Diploma Designation</b>
<ul style="list-style-type: none"> <li>• Meet the standard high school diploma requirements</li> <li>• Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</li> </ul>

## Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate with fewer than eight semesters.

## Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, go to <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

## What are the public postsecondary options?

<b>SUS (State University System)</b>
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> <li>• High school graduation with a standard diploma</li> <li>• Admission test scores</li> <li>• 16 credits of college preparatory academic courses</li> <li>• 4 English (3 with substantial writing)</li> <li>• 4 Mathematics (Algebra 1 level and above)</li> <li>• 3 Natural Science (2 with substantial lab)</li> <li>• 3 Social Science</li> <li>• 2 World Language (sequential, in the same language)</li> <li>• 2 approved electives</li> </ul> <p><a href="http://www.flbog.edu/forstudents/planning">http://www.flbog.edu/forstudents/planning</a></p>
<b>The Florida College System</b>
<p>Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p><a href="http://www.fldoe.org/fcs">http://www.fldoe.org/fcs</a></p>
<b>Career and Technical Centers</b>
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p><a href="http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf">http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</a></p>

## Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

<http://www.floridastudentfinancialaid.org>

## Appendix B

### Students Entering Grade Nine in the 2012-2013 School Year What Students and Parents Need to Know

#### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

#### What are the state assessment requirements\*?

Students must pass the following statewide assessment:

- Grade 10 reading (or ACT/SAT concordant score)
- Algebra 1 end-of-course (EOC) if Algebra 1 is taken after 2010-2011 or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments:

- Algebra 1 (if enrolled after 2010-2011)
- Biology 1 (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012) and performance on the EOC constitutes 30 percent of the final course grade

#### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra 1
- Geometry
- U.S. History
- Biology 1
- Algebra 2

#### What are the requirements for the 24-credit standard diploma?

<b>4 Credits Language Arts (ELA)</b>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry</li> <li>• Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>• One of which must be Biology 1, two of which must have a laboratory component</li> <li>• An industry certification that leads to college credit substitutes for up to one science credit (except from Biology 1)</li> <li>• An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology 1)</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics
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Eligible courses are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/articulation/CCD/default.asp">http://www.fldoe.org/articulation/CCD/default.asp</a>
<b>1 Credit Physical Education</b>
To include the integration of health
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale

## What are the requirements for standard diploma designations?

<b>Scholar Diploma Designation</b>
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> <li>• Earn 1 credit in Algebra 2;</li> <li>• Earn 1 credit in Statistics or an equally rigorous mathematics course;</li> <li>• Pass the Biology 1 EOC;</li> <li>• Earn 1 credit in Chemistry or Physics;</li> <li>• Earn 1 credit in a course equally rigorous to Chemistry or Physics;</li> <li>• Pass the U.S. History EOC;</li> <li>• Earn 2 credits in the same World Language; and</li> <li>• Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</li> </ul> <p>A student is exempt from the Biology 1 or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course and the student</p> <ul style="list-style-type: none"> <li>• Takes the respective AP, IB or AICE assessment; and</li> <li>• Earns the minimum score to earn college credit.</li> </ul>
<b>Merit Diploma Designation</b>
<ul style="list-style-type: none"> <li>• Meet the standard high school diploma requirements</li> <li>• Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</li> </ul>

## Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

## What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1-5, Florida Statutes [F.S.]).

## Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, go to

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>

## What are the public postsecondary options?

<b>SUS (State University System)</b>
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> <li>• High school graduation with a standard diploma</li> <li>• Admission test scores</li> <li>• 16 credits in college preparatory academic courses</li> <li>• 4 English (3 with substantial writing)</li> <li>• 4 Mathematics (Algebra 1 level and above)</li> <li>• 3 Natural Science (2 with substantial lab)</li> <li>• 3 Social Science</li> <li>• 2 World Language (sequential, in the same language)</li> <li>• 2 approved electives</li> </ul> <p><a href="http://www.flbod.edu/forstudents/planning">http://www.flbod.edu/forstudents/planning</a></p>
<b>The Florida College System</b>
<p>Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p><a href="http://www.fldoe.org/fcs">http://www.fldoe.org/fcs</a></p>
<b>Career and Technical Centers</b>
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p><a href="http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf">http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</a></p>

## Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

<http://www.floridastudentfinancialaid.org>

\* Policy adopted in rule by the district school board may require for any cohort of students that performance of a statewide, standardized EOC assessment constitutes 30 percent of a student's final course grade.

## Appendix C

### Students Entering Grade Nine in the 2013-2014 School Year What Students and Parents Need to Know

#### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

#### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra 1 end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra 1
- Biology 1
- Geometry
- U.S. History
- Algebra 2 (if enrolled)

#### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra 1
- Geometry
- U.S. History
- Biology 1
- Algebra 2

#### What are the requirements for the 24-credit standard diploma option?

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>• ELA I, II, III, IV</li> <li>• ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement</li> </ul>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry</li> <li>• Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>• One of which must be Biology 1, two of which must be equally rigorous science courses</li> <li>• Two of the three required credits must have a laboratory component.</li> <li>• An industry certification that leads to college credit substitutes for up to one science credit (except from Biology 1)</li> <li>• An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology 1)</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*</b>
<b>1 Credit in Physical Education*</b>
To include the integration of health
*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/articulation/CCD/default.asp">http://www.fldoe.org/articulation/CCD/default.asp</a>
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale.

## What are the requirements for standard diploma designations?

<b>Scholar Diploma Designation</b>
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> <li>• Earn 1 credit in Algebra 2;</li> <li>• Earn 1 credit in Statistics or an equally rigorous mathematics course;</li> <li>• Pass the Biology 1 EOC;</li> <li>• Earn 1 credit in Chemistry or Physics;</li> <li>• Earn 1 credit in a course equally rigorous to Chemistry or Physics;</li> <li>• Pass the U.S. History EOC;</li> <li>• Earn 2 credits in the same World Language; and</li> <li>• Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</li> </ul> <p>A student is exempt from the Biology 1 or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course and the student</p> <ul style="list-style-type: none"> <li>• Takes the respective AP, IB or AICE assessment; and</li> <li>• Earns the minimum score to earn college credit.</li> </ul>
<b>Merit Diploma Designation</b>
<ul style="list-style-type: none"> <li>• Meet the standard high school diploma requirements</li> <li>• Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</li> </ul>

### Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

### What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1-5, Florida Statutes [F.S.]).

### Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, go to

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>

## What are the public postsecondary options?

<b>State University System</b>
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> <li>• High school graduation with a standard diploma</li> <li>• Admission test scores</li> <li>• 16 credits of college preparatory academic courses</li> <li>• 4 English (3 with substantial writing)</li> <li>• 4 Mathematics (Algebra 1 level and above)</li> <li>• 3 Natural Science (2 with substantial lab)</li> <li>• 3 Social Science</li> <li>• 2 World Language (sequential, in the same language)</li> <li>• 2 approved electives</li> </ul> <p><a href="http://www.flbog.edu/forstudents/planning">http://www.flbog.edu/forstudents/planning</a></p>
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### Where is information on financial aid located?

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## Appendix D

### Students Entering Grade Nine in the 2014-2015 School Year What Students and Parents Need to Know

#### What are the diploma options?

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