

Graduation Requirements

Parent/Student Notification Section 1003.429(3)

The school board shall provide each student in grades 6 through 12 and their parents with information concerning the 3-year and 4-year high school graduation options listed in subsection (1), including the respective curriculum requirements for those options, so that the students and their parents may select the postsecondary education or career plan that best fits their needs. A student may select a program without the written consent of the student's parent if the student is 18 years of age or older. The information shall include a time frame for achieving each graduation option.

1. Earn passing scores on the FCAT
2. Minimum GPA:
For students entering the 9th grade in the 1996-97 school year and thereafter, a cumulative GPA of 2.0 on a 4.0 scale or its equivalent in the courses required for graduation as specified in Subsection (1) of Section 1003.43, F.S., is necessary to graduate from high school. The definition for "cumulative grade point average in the courses required by Subsection (1) of Section 1003.43, F.S.," is the average grade point earned in the combined courses making up the credits used for high school graduation.
3. State Student Performance Standards
 - a. Mastery of Student Performance Standards
 - b. Passage of 10th grade FCAT for 9th graders enrolled 1999-2000
4. Four Year Standard Program (24 Credits) for students entering ninth grade prior to 2007-08 school year.

Applicable codes listed in the Course Code Directory which fulfill required graduation credits in the designated area are specified.

- a. English - 4 Credits (English courses must include major concentration in Composition and Literature.)
- b. Mathematics – 4 credits
For students entering 9th grade in 1997-1998, and thereafter, successful completion of Algebra I or a series of courses equivalent to Algebra I (or higher level mathematics course for those who have already completed an Algebra I course that is not reflected in the high school transcript or have clearly mastered Algebra I content) Courses or series of courses deemed "equivalents" for meeting Algebra I graduation requirements are:
Options: (1) Algebra I
(2) Algebra I Honors
(3) Algebra IA and IB
(4) Applied Mathematics I and Applied Mathematics II
(5) Integrated Math I and Integrated Math II
(6) Pacesetter Mathematics I

Credit may not be granted for more than one of the above options. Appropriate adjustments may be made for transfer students.

- c. Science - 3 Credits
Two of the science credits must include a laboratory component. Agriscience Foundations I (Course Code 8106810 will satisfy one science with a laboratory component.
- d. American History - 1 Credit
Courses must include instruction in African/American History as required by Florida Statutes.
- e. World History - 1 Credit
This course shall include a comparative study of the history, doctrines, and objectives of all major political systems in fulfillment of the requirements of Section 1003.43, F.S. (Not less than 30 hours of instruction in Americanism vs. Communism and instruction in History of the Holocaust [1933-1945]).
- f. Economics - ½ Credit
This course shall include a comparative study of history, doctrine, and objectives of all major economic systems.
- g. American Government - ½ Credit
This course includes a study of the Constitution of the United States. For students entering the ninth grade in the 1997-98 school year and thereafter, the curriculum for American Government shall include the study of Florida government, including the Florida Constitution, the three branches of state government, and municipal and county government. One-half (½) credit in social studies and ½ elective credit may be awarded for completing of non-paid voluntary community or school service work.
- h. Practical Arts Career and Technical Education or Exploratory Career and Technical Education - 1 Credit
Any career and technical education course as defined in s.1003.01 may be taken to satisfy the high school graduation requirement for one credit in practical arts or exploratory career and technical education provided in this subparagraph; 2. One credit in performing fine arts to be selected from music, dance, drama, painting, or sculpture. A course in any art form, in addition to painting or sculpture, that requires manual dexterity, or a course in speech and debate, may be taken to satisfy the high school graduation requirement for one credit in performing arts pursuant to this subparagraph; or 3. One-half credit each in practical arts career and technical education or exploratory career and technical education and performing fine arts, as defined in this paragraph. Such credit for practical arts career and technical education or exploratory career and technical education or for performing fine arts shall be made available in the 9th grade, and students shall be scheduled into a 9th grade course as a priority.
- i. Physical Education –1/2 credit in Personal Fitness and ½ Credit in Physical Education
One credit in physical education to include assessment, improvement, and maintenance of personal fitness. Participation in an interscholastic sport at the

junior varsity or varsity level, for two full seasons, shall satisfy the one credit requirement in physical education if the student passes a competency test on personal fitness with a score of “C” or better. The competency test on personal fitness must be developed by the Department of Education. A district school board may not require that the one credit in physical education be taken during the 9th grade year. Completion of one semester with a grade of “C” or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a Reserve Officer Training Corps (R.O.T.C.) class a significant component of which is drills shall satisfy a one-half credit requirement in physical education. This one-half credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual educational plan (IEP) or 504 plan.

j. Electives - 10 Credits (entering 9th grade prior to 2012-13 school year)

Electives – 8 credits (entering 9th grade 2012-2013 school year)

District school boards may award a maximum of one-half credit in social studies and one-half elective credit for student completion of non paid voluntary community or school service work, that have been approved by the State Board of Education. Students choosing this option must complete a minimum of 75 hours of service in order to earn the one-half credit in either category of instruction. To earn the FAS award, “a student must complete a program of community service work as approved by the district school board or the administrators of a nonpublic school, which shall include a minimum of 75 hours of service work and require the student to identify a social problem that interests him or her, develop a plan for his or her personal involvement in addressing the problem, and, through papers or other presentations, evaluate and reflect upon his or her experience.” Section 1009.534(1)(e), Florida Statutes. Credit may not be earned for service provided as a result of court action. District school boards that approve the award of credit for student volunteer service shall develop guidelines regarding the award of the credit, and school principals are responsible for approving specific volunteer activities. A course designated in the Course Code Directory as grades 9 through grade 12 that is taken below the 9th grade may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements as specified in a district school board’s student progression plan. A student shall be granted credit toward meeting the requirements of this subsection for equivalent courses, as identified pursuant to s.1007.271(6), taken through dual enrollment. Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit.

Students may earn credit by performing at least 75 hours of volunteer service in the Teen Court. The Teen Court Director will document the hours and that the service performed by the student meets the minimum competencies of the course description of:

- (1) Legal Systems and Concepts #2106380 (½ credit) or
- (2) Court Procedure #2106390 (½ credit)

The Teen Court Director will submit the documentation to the high school guidance counselor for verification.

- k. Career courses with grade level designation 30 may be taken by secondary or adult education students to satisfy high school graduation requirements. Students dually enrolled in postsecondary instruction shall use the number in the postsecondary State Course Numbering System. In order to provide courses of instruction which meet student needs, a student from a different grade level may be enrolled and generate FTE from the FEFP, provided the student meets the enrollment criteria specified in the appropriate Florida Statutes or State Board of Education Rules. Student qualifications for career certificate dual enrollment courses must include a 2.0 unweighted grade point average. Exceptions to the required grade point averages may be granted if the educational entities agree and the terms of the agreement are contained within the dual enrollment inter institutional articulation agreement.
 - l. Students enrolled in 8-12 high school programs in Washington County may be allowed to co-enroll in the Washington/Holmes Technical Center Adult Education Program when mutual consent is given from the home school principal and the career school principal, to be accompanied with written documentation and approval by the parent.
 - m. High school credits for graduation purposes can be earned by students in an approved distance learning environment. The student(s) must obtain the approval of the principal before registering for a course(s). If the textbook required for the course is currently used by the school, the school will provide that textbook at no charge. If the distance learning environment does not qualify for FTE funding, the student will be responsible for any and all expenses necessary to receive credit in that course. The district school board shall provide students with access to enroll in courses available through the Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during or after the normal school day, and through summer school enrollment. (Explanatory Note: A school district is not required to permit a student to take a Florida Virtual School course when that course is offered by the student's school during the regular school day.)
5. Three-year standard college preparatory program (18 credits)
For students that entered 9th grade 2003-2004
- English - 4 credits
 - Mathematics - 3 credits (Algebra I or higher)
 - Science - 3 credits (two labs)
 - Social Science - 3 credits
 - Foreign Language - 2 credits (same second language)
 - Elective - 3 credits
6. Three-year career preparatory program (18 credits)
For students that entered 9th grade 2003-2004
- English - 4 credits
 - Mathematics - 3 credits (including Algebra I)

Science - 3 credits (two labs)
Social Science - 3 credits
Foreign Language - 2 credits (same second language)
Elective - 3 credits

The two new options reduce the number of elective courses and require students to take two credits in foreign language. The college preparatory program also requires higher-level math courses than are currently required. In addition, districts cannot add extra requirements to either of the three-year, 18-credit programs. The selection of a high school graduation option is the exclusive right of the student and his or her parent(s). If the student and his or her parent(s) do not select an option, the student shall be considered to have selected the four-year, 26- credit program. The selection of one of the three year graduation program options may be completed by the student at any time during grades 9-12 and is exclusively up to the student and the parent.

7. Three-year Standard College preparatory program (18 credits)
For students who entered the 9th grade 2004-2005.
 - English-4 credits with major concentration in composition and literature
 - Mathematics - 3 credits (Algebra I or higher)
 - Science - 3 credits (two labs)
 - Social Science - 3 credits (one credit American History, one credit World History, one-half credit American Government and one-half credit Economics)
 - Foreign Language - 2 credits (same second language)
 - Electives - 3 credits

At least 6 of the 18 credits must be received in classes that are honors, dual enrollment, advanced placement, International Baccalaureate, or Advanced International Certificate of Education.

8. Three-year career preparatory program (18 credits)
For students who enter the ninth grade 2004-2005.
 - English - 4 credits with major concentration in composition and literature.
 - Mathematics - 3 credits (including Algebra I)
 - Science - 3 credits (two labs)
 - Social Science - 3 credits (American History one credit, World History one credit, American Government one-half credit and Economics one-half credit.
 - Career/Career - 3 credits in a single career or career education program, 3 credits in career and technical certificate dual enrollment courses, or five credits in career or career education courses.
 - Electives - 2 credits unless five credits are earned in career/career.

Students who choose any three-year program, complete the 18 credits, earn a cumulative weighted GPA (with individual course credit GPA requirements), and pass the FCAT must graduate at the end of the three years. They cannot remain in school for a fourth year. Students will lose a year of potential athletics eligibility by opting for a three-year program.

Issues such as continued eligibility for high school athletics or other extracurricular activities should be taken into consideration when making the decision. Students who choose any three-year program will automatically move to the four-year, 26 credit program if they do not earn 5 credits by the end of grade 9 or 11 credits by the end of grade 10; do not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment; do not pass the grade 10 FCAT; or do not meet credit or GPA requirements by the end of their third year. Passing the Grade 10 FCAT is critical. June is the end of the third year of 18 credit options. After June 30, they must have 26 credits and pass FCAT to receive a diploma.

Section 1003.429 establishes a cumulative weighted grade point average of 3.0 on a 4.0 scale or its equivalent, in the courses required for graduation for both three year programs.

Three-Year, 18 Credit –College Preparatory Program

Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade.

Three-Year, 18-Credit – Career Preparatory Program

Cumulative weighted GPA of 3.0 on a 4.0 scale in required course

Early High School Graduation

According to s. 1003.4281, F.S., an option will be provided for a student to graduate from high school in fewer than 8 semesters if the student has completed 24 credits and meets the general requirements for high school graduation set forth in s. 1003.428, F.S. Each school district must notify the parent of a student who is eligible to graduate early and the school district may not prohibit a student who meets the requirements of the bill from graduating early. A student who graduates early may continue to participate in school activities, social events, and graduation events with the student's cohort and will be included in class ranking, honors, and award determinations for the student's cohort. However, 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. If eligible for a Florida Bright Futures Scholarship Program award under ss. 1009.53-1009.538, F.S., a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation.

HIGH SCHOOL PROGRAMS FOR STUDENTS ENTERING THE NINTH GRADE IN 2007-2008			
Subject Area	Graduation Requirements Traditional Program	Graduation Requirements of Three-Year College Preparatory Program (1)	Graduation Requirements of Three-Year Career Preparatory Program
English	4 credits with major concentration in Composition, Reading for Information, and Literature	4 credits with major concentration in Composition and Literature	4 credits with major concentration in Composition and Literature
Mathematics	4 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course (2)	3 credits at the Algebra I level or above, from the list of courses that qualify for state university admission (2)	3 credits, one of which must be Algebra I or its equivalent (2)
Science	3 credits in Natural Science, two of which must have a laboratory requirement	3 credits in Natural Science, two of which must have a laboratory requirement	3 credits in Natural Science, two of which must have a laboratory requirement
Social Studies	1 credit World History 1 credit American History 0.5 credit American Government 0.5 credit Economics	3 credits	3 credits
Foreign Language	Not required for high school graduation, but required for state university system admission	2 credits in the same language or demonstrated proficiency in a second language	2 credits in the same language or demonstrated proficiency in a second language
Fine Arts	1 credit in Fine Arts	Not required	Not required
Physical Education	½ credit in Physical Education and ½ credit in Personal Fitness	Not required	Not required
Majors, Minors, or Electives	10 credits in elective courses, which may include intensive reading, mathematics intervention courses, credit recovery courses, dual enrollment, or Advanced Placement	3 credits in electives	3 credits in a single career/career education program or 3 credits in a single career/technical dual enrollment program, and 2 elective credits or 5 credits in career/career education courses (including 3 credits in one sequential career and technical education program)
TOTAL	26 credits	18 credits (4)	18 credits
State Assessment Requirements	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Earn a passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative GPA of 3.5 on a 4.0 scale in the course required for the college preparatory program and earn weighted or unweighted grade that earns at least 3.5 points or its equivalent in each of the 18 required credits	Earn a cumulative GPA of 3.0 on a 4.0 scale in the courses required for the career preparatory program and earn at least 2.0 point or its equivalent in each of the 18 required credits

Summary of High School Assessments and High School Graduation Requirements

The statewide assessment program will be changing over the next several years to phase in new assessments aligned to Florida’s new expectations for student learning, known as the Next Generation Sunshine State Standards. These new assessments will be named FCAT 2.0 and Florida End-of-Course (EOC) Assessments. FCAT 2.0 will measure student achievement in reading (grades 3-10), mathematics (grades 3-8), and science (Grades 5, 8), and the design of the assessments will be similar to the current FCAT. The Florida EOC Assessments will be very different from the FCAT – students will participate in these assessments **on the computer** at the conclusion of specific high school courses. The following information is provided to summarize the implementation schedule and how these requirements will likely impact students and school accountability calculations.

High School Graduation Requirements by 9 th Grade Year of Entry					
9 th grader in...	2009-10	2010-11	2011-12	2012-13	2013-14
Graduation Requirements	<ul style="list-style-type: none"> ● Gr. 10 FCAT 2.0 Reading: 300 (FCAT Linked score) ● Gr. 10 FCAT Math: 300 	<ul style="list-style-type: none"> ● Gr. 10 FCAT 2.0 Reading: Level 3 ● Algebra 1 EOC 30% of Course Grade* 	<ul style="list-style-type: none"> ● Gr. 10 FCAT 2.0 Reading: Level 3 ● Algebra 1 EOC: Level 3 ● Geometry EOC 30% of Course Grade* ● Biology EOC 30% of Course Grade* 	<ul style="list-style-type: none"> ● Gr. 10 FCAT 2.0 Reading: Level 3 ● Algebra 1 EOC: Level 3 ● Geometry EOC: Level 3 ● Biology EOC: Level 3 	<ul style="list-style-type: none"> ● Gr. 10 FCAT 2.0 Reading: Level 3 ● Algebra 1 EOC: Level 3 ● Geometry EOC: Level 3 ● Biology EOC: Level 3

**This requirement does not apply to students who complete the course prior to this year.*

HIGH SCHOOL PROGRAMS FOR STUDENTS ENTERING THE NINTH GRADE IN 2011-2012			
Subject Area	Graduation Requirements of 26-Credit Program	Graduation Requirements of Three-Year, 18-Credit College Preparatory Program	Graduation Requirements of Three-Year, 18-Credit Career Preparatory Program
English	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra I or its equivalent and one of which must be in geometry or its equivalent, or a higher-level mathematics course	4 credits, one of which must be Algebra I or its equivalent, one of which must be in geometry or its equivalent, or a higher-level mathematics from the list of courses that qualify for state university admission (SJS)	4 credits, one of which must be Algebra I or its equivalent, one of which must be in geometry or its equivalent, or a higher-level mathematics course
Science	3 credits in science, two of which must have a laboratory component	3 credits in science, two of which must have a laboratory component	3 credits in science, two of which must have a laboratory component
Social Studies	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not required
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in Course Code Directory)	Not required	Not required
Physical Education	1 credit in physical education to include the integration of health	Not required	Not required
Electives	10 Credits – Amends s. 1003.428(2)(c) – Beginning with students entering grade 9 in 2011/12, at least one course within required 26 credits must be completed online. Online course taken during 6-8 grades fulfills requirement. Requirement met through online course offered by FLVS, online course offered by high school or online dual enrollment courses. Student enrolled in full- or part-time VIP meets requirement.	2 credits	3 credits in single vocational/ career education program and 1 elective credit OR 3 credits in single career/ technical certificate dual enrollment and 1 elective credit OR *4 credits in vocational/career education (including 3 credits in one sequential career and technical education program)
total	26 credits	18 credits	18 credits
State Assessment Requirements	Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant	Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant	Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that

	with the passing scores on the FCAT (ACT or SAT [Scholastic Aptitude Test])	with the passing scores on the FCAT (ACT or SAT)	are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits

* Pending Legislative action

HIGH SCHOOL PROGRAMS FOR STUDENTS ENTERING THE NINTH GRADE IN 2012-2013

Subject Area	Graduation Requirements of 24-Credit Program	Graduation Requirements of Three-Year, 18-Credit College Preparatory Program	Graduation Requirements of Three-Year, 18-Credit Career Preparatory Program
English	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra I or its equivalent and one of which must be in geometry or its equivalent, or a higher-level mathematics course	4 credits, one of which must be Algebra I or its equivalent, one of which must be in geometry or its equivalent, or a higher-level mathematics from the list of courses that qualify for state university admission (SUS)	4 credits, one of which must be Algebra I or its equivalent, one of which must be in geometry or its equivalent, or a higher-level mathematics course
Science	3 credits in science, two of which must have a laboratory component	3 credits in science, two of which must have a laboratory component	3 credits in science, two of which must have a laboratory component
Social Studies	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not required
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in Course Code Directory)	Not required	Not required
Physical Education	1 credit in physical education to include the integration of health	Not required	Not required
Electives	8 Credits – Amends s. 1003.428(2)(c) – Beginning with students entering grade 9 in 2011/12, at least one course within required 24 credits must be completed online. Online course taken during 6-8 grades fulfills requirement. Requirement met through online course offered by FLVS, online course offered by high	2 credits	3 credits in single vocational/ career education program and 1 elective credit OR 3 credits in single career/ technical certificate dual enrollment and 1

	school or online dual enrollment courses. Student enrolled in full- or part-time VIP meets requirement.		elective credit OR *4 credits in vocational/career education (including 3 credits in one sequential career and technical education program)
total	24 credits	18 credits	18 credits
State Assessment Requirements	Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT [Scholastic Aptitude Test])	Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
* Pending Legislative action			

Assessment

- A. Each student must participate in the statewide assessment tests required by F.S.1008.25 (4)(a). Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance as determined by the commissioner on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student’s difficulty and areas of academic need.

Beginning with 2010-11 school year, administration of grade 9 FCAT Math shall be discontinued. Beginning with 2011-12 school year, administration of grade 10 FCAT Math shall be discontinued. End of Course exams shall be administered in addition to comprehensive assessments that are aligned to Next Generation Standards.

- B. All tenth graders will take the PSAT for career planning preparation and identification of Advanced Placement potential students.
- C. Beginning with the 2008-09 school year, it is required that a college readiness assessment be administered to all high school students prior to grade 12.
- D. Student End of Course Exam Requirements as required by F.S. 1008.22

Students Entering 9th grade in 2010-11

- *Algebra I EOC for students enrolled in Algebra or an equivalent course
- *Algebra I EOC 30% of student’s final grade

2011-12 School year

- *Students entering grade 9 and future high school students must pass Algebra I EOC to

earn high school credit

Students Entering 9th grade in 2011-12

- *Geometry EOC for students enrolled in Geometry or an equivalent course
- *Geometry EOC 30% of student's final grade

2012-13 School year

- *Students entering grade 9 and future high school students must pass Geometry EOC to earn high school credit

Students Entering 9th grade in 2010-11

- *Biology I EOC for students enrolled in Biology or an equivalent course
- *Biology I EOC 30% of student's final grade

2012-13 School Year

- *Students entering grade 9 and future high school students must pass Biology EOC to earn credit high school credit

If student transfers into high school, school principal shall determine, in accordance with SBE rule, whether student must take an EOC in course for which student has credit that was earned from previous school.

Required Reporting to Parents

A. Grading Criteria

In grades 7-12 students are to be advised of the grading criteria employed in the school and each class prior to the beginning of the grading period so that they clearly understand the class or course requirements which are needed to earn a letter grade of A, B, C, etc.

B. District Standards for Promotion

Students and parents are also to be advised of district standards for promotion and graduation as applied to student grade placement. They are to be advised that the student who is not working at grade level may be considered for retention.

C. Cumulative Grade Point Average

At the end of each semester the parent or guardian of each student in grades 9-12 who has a grade point average of less than 2.5 will be notified that the student is at risk of not meeting the graduation Requirements.

D. Notice of Policy

This notice will contain an explanation of district policies to assist the student in meeting the grade point average. The district policy includes, but is not limited to:

- Forgiveness policies;
- Summer school attendance;
- Special counseling;
- Volunteer and/or peer tutors;
- School-sponsored help sessions;
- Homework hotlines; and
- Study skills classes

Diploma Requirements for Exceptional Students 9-12

- A. Exceptional Students must meet the 26 credit requirement and should be awarded credit toward a standard diploma under the following conditions:
 1. The exceptional student has taken a course (regular course code directory number) with regular students and has passed the course or
- B. The aforementioned requirements for graduation apply equally to exceptional students, who will receive a standard diploma; however, Section 232.264(4), F.S., and Rule 6A-6.0312, FAC, authorize district school boards to modify courses and programs for exceptional students.
- C. As outlined below, basic courses shall be modified, as necessary, to assure students with disabilities the opportunity to meet the graduation requirements for a standard diploma. Career courses and programs of study shall be modified, as necessary, to assure students with disabilities the opportunity to meet graduation requirements for a standard or a special diploma.
 1. Modifications to basic courses shall not include modifications to the curriculum frameworks, course description, or student performance standards which a student must master to earn credit and must be specified on the student's individual education plan.
 2. Modifications to basic or career courses may include any of the following:
 - a. The instructional time may be increased or decreased,
 - b. Instructional strategies may be varied,
 - c. Special communication systems may be used by the teacher or the students.
 - d. Classroom and district test administration procedures and other evaluation procedures may be modified as specified in Rule 6A-1.0943, FAC, to accommodate the student's disability in accordance with guidelines specified later in this section.
 3. When modifying basic courses, one of the following strategies shall be used:
 - a. Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students, or
 - b. Assignment of the exceptional student to a basic education class for instruction which is modified to accommodate the student's exceptionality.
 4. Career course performance standard may be modified for an ESE student, and shall be reflected in the IEP.
 5. The IEP committee shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's individual educational plan.
 6. Rule 6-1.0996, FAC, specifies that the diploma options shall be addressed on the IEP developed during the student's eighth grade school year, or the IEP developed during the year prior to becoming age fourteen, whichever comes first. This recommendation shall be reviewed annually.
 7. Nothing contained in this plan shall be construed to limit or restrict the right of a

student with disabilities solely to a Special Diploma. Any student with disabilities shall be afforded the opportunity to fully meet all requirements of Section 232.246, Florida Statutes, through the procedures established therein, and thereby qualify for a Standard Diploma as prescribed in Rule 6A-1.095, FAC, upon graduation. Parents of each student shall be notified through the IEP process of the diploma options available. A student with disabilities who receives a special diploma or special certificate of completion shall not be precluded from working towards a standard diploma or from receiving a free appropriate public education until the end of the semester after their 22nd birthday.

8. Based on Enhanced New Needed Opportunity for Better Life and Education for Students With Disabilities (ENNOBLES), our district assures that it provides instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. A student with a disability may receive a standard high school diploma, without passing all or parts of the FCAT, if the following conditions are met:

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

- a) be identified as a student with a disability, as defined in Section 1007.02(2), Florida Statutes;
- b) have an individual educational plan (IEP);
- c) be a senior or student with disabilities who remains enrolled seeking a standard diploma for whom the FCAT is the graduation test;
- d) have demonstrated mastery of the Grade 10 Sunshine State Standards;
- e) have taken the Grade 10 FCAT with appropriate allowable accommodations at least twice if not continuously enrolled in public schools in Florida at least once during each year of enrollment in grades 10, 11 or 12,
- f) have participated in intensive remediation for FCAT Reading and/or FCAT Mathematics, if passing scores were not earned; and
- g) be progressing towards meeting the state's credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

Through a formal IEP meeting (not reevaluation review), the IEP team is required to determine and document on the DOE prescribed form, that the FCAT cannot accurately measure the student's abilities, taking into account allowable accommodations.

In addition, the Superintendent/designee shall review the IEP team decision and sign-off on all cases where the FCAT is waived.

The parent shall be notified of the IEP team decision, by way of copy of the notice, provided by DOE. All applicable due process procedures apply, since the parent can challenge an IEP decision through a due process hearing.

9. The IEP shall indicate the other standardized tests the student will take including but not limited to Florida Writes, FCAT and EOC.
10. Test modifications are allowable as prescribed by the state and producers of tests. See later guidelines on appropriate modifications.
11. Students with disabilities shall meet the Algebra I or equivalent requirement.
12. The requirements of ss1003.429, Accelerated high school graduation options, are applicable to students with disabilities working towards a standard diploma.

Requirements for a Special Diploma

- A. Sunshine State Standards for special diploma describe what certain students with a disability should be able to do at three (3) proficiency levels - independent, supported and participatory. These standards are incorporated into this Student Progression Plan.
- B. Students who have been properly classified as intellectually disabled, hearing impaired, specific learning disabled, language impaired, or emotionally behaviorally disabled may be eligible for a special diploma.

Washington County School Board may award special diplomas based on two (2) options.

1. One option includes procedures for determining and certifying mastery of student performance standards for exceptional students as prescribed in subsections (3)-(12) of Rule 6A-1.0996, FAC, and minimum number of course credits specified by the School Board, for students currently enrolled through 2001-2002.
2. Beginning with school year 2002-2003, special diploma requirements for certain students with disabilities shall include:
Demonstration of proficiency at the independent, supported, or participatory level of each Sunshine State Standard for Special Diploma prescribed in paragraph (1) (h) of Rule 6A-1.09401, FAC, as determined through the IEP process, and
 - A. Completion of the minimum number of course credits for a special diploma as prescribed by the school board as follows:

Number of Credits: 24 Credits to include the following:

English (Language Arts)	3 Credits
Math	3 Credits
Science	3 Credits
Social Studies	2 Credits
Physical Education	1 Credit (or 1/2 PE/1/2 Health related course)
Electives	12 Credits
TOTAL	24 Credits

Minimum GPA: 2.0

3. Sunshine State Standards for students with disabilities as defined in this rule, mastery of the Sunshine State Standards through successful completion of courses that meet graduation requirements for a standard diploma, specified in paragraphs (1) (a) through (g) of Rule 6A-1.90401, FAC, shall be accepted in lieu of Sunshine State Standards for Special Diploma noted in subsection (12) of this rule for awarding of a special diploma.
4. The second option includes procedures for determining and certifying mastery of demonstrated employment and community competencies in accordance with subsection (14) of Rule 6A-1.0996, FAC.
5. Diploma procedures - Students may select and move between two special diploma options and between courses of study leading to Standard or Special Diplomas, as appropriate.
6. The individual educational plan (IEP) committee shall document whether the student is pursuing a course of study leading toward a Standard or Special Diploma on the IEP developed during the student's eighth grade year, or the IEP developed during the year prior to the student's fourteenth birthday, whichever occurs first. This decision shall be reviewed annually.
7. Nothing contained in this plan shall be construed to limit or restrict the right of an exceptional student solely to a Special Diploma. The parents of each exceptional student eligible for a Special Diploma for students with disabilities shall be notified in writing of the options available under this rule prior to tenth grade testing.
6. Employment and community competencies - The School Board's requirements for demonstration of mastery of specified employment and community competencies ensure:
 - a. The student has achieved all the annual goals and short-term objectives which were specified on the IEP related to the employment and community competencies;
 - b. The student is employed in a community-based job, for the number of hours per week specified in the student's training plan, for the equivalent of one (1) semester, and paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act;
 - c. The student has mastered the employment and community competencies specified in the training plan. The training plan is developed and signed by the student, parent, teacher, and employer prior to placement in employment and identifies the following:
 1. The expected employment and community competencies;
 2. The criteria for determining and certifying mastery of the competencies;
 3. The work schedule and the minimum number of hours to be worked per week; and
 4. A description of the supervision to be provided by school district staff.
 - d. Student mastery of performance standards may be documented through tracking sheet checklists, grades, or samples of student work. Written documentation of student mastery must minimally include the date each standard was mastered, and sign off by the teacher who verifies mastery. Written documentation shall be maintained until the student graduates.
 - e. A student who has been awarded a special diploma or a certificate of completion is

eligible to enroll in certificate career education programs, and a student with a documented disability may be eligible for reasonable substitutions as prescribed in ss 1007.264 and 1007.265

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

Requirements of Regular Diploma at Washington/Holmes Technical Center

Students at the Washington/Holmes Technical Center will be eligible for a regular High School Diploma given at/by the Technical Center if they:

1. Pass the GED;
2. Pass the FCAT
3. Satisfy the following criteria:
 - a) Meet program eligibility including being of high school age and enrolled in an approved dropout prevention program;
 - b) Have permission to take the GED exam, due to extenuating circumstances;
 - c) Demonstrate probability for success on the GED test documented by a practice test or achievement test scores;
 - d) Are officially withdrawn from their high school;
 - e) Are enrolled in a GED prep course for at least 8 weeks;
 - f) Will not graduate before the graduation date of the class with whom they entered kindergarten.

Requirements for Adult Students

Graduation requirements for students in adult education programs who are earning standard diplomas are identical to the requirements for students in grades 9-12 with the following exceptions:

- a. The one-half credit in physical education is not required for graduation and shall be substituted with elective credit to keep the total number of credits needed for graduation consistent.
- b. School boards may waive the laboratory component of the science requirement when facilities are inaccessible or do not exist.
- c. Adult students enrolled in adult secondary education in pursuit of a high school diploma after the beginning of the 1978-79 school year and before the 1984-85 school year are required to meet only those requirements for graduation that were in effect at the time of their enrollment when such enrollment has been continuous except for summer terms.
- d. Any career and technical education course as defined in s.1003.01 may be taken to satisfy the high school graduation requirement for one credit in practical arts or exploratory career and technical education provided in this subparagraph;
 - * One credit in performing fine arts to be selected from music, dance, drama, painting, or sculpture. A course in any art form, in addition to painting or sculpture, that requires manual dexterity, or a course in speech and debate, may be taken to satisfy the high school graduation requirement for one credit in performing arts pursuant to this subparagraph;
 - or
 - * One-half credit each in practical arts career and technical education or exploratory career and technical education and performing fine arts, as defined in this paragraph. Such credit for practical arts career and technical education or exploratory career and technical education or for performing fine arts shall be made available in the 9th grade, and students shall be scheduled into a 9th grade course as a priority.

NOTE: Secondary courses for both adults and regular high school students are the same.

Qualifications/Restrictions

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

- a. More than a total of nine elective credits in remedial programs as provided for in Section 1003.43(7) (a) F.S.
- b. More than one credit in Exploratory Career Courses as defined in Section 1003.43(7) (b) F.S.
- c. More than three credits in Practical Arts Home Economics as defined in Section 1003.43(7) (c) F.S.
- d. Any level 1 course unless the student's assessment indicates a more rigorous course would be inappropriate. Section 1003.43(7)(d), F.S.

Course Offerings/Career Substitutions

Courses listed in the Course Code Directory are approved annually by the School Board. Curriculum Descriptions and Performance Standards approved by the State are also

adopted. Principals will report by October 31, those courses being taught at his/her respective schools.

The following procedures are to be followed when substituting career education courses:

- a. A student in grade 9 through 12 who enrolls in and satisfactorily completes a job preparatory program may substitute credit for a portion of the required four credits in English, three credits in mathematics, and three credits in science. The credit substituted for English, mathematics, or science earned through the career preparatory program shall be on a curriculum equivalency basis.
- b. Career courses substitutions shall not exceed two (2) credits in each subject area. In addition, a program which has been used to substitute in one subject area may not be used to substitute for any other subject area.
- c. Job preparatory programs which have been identified as being the equivalent of Business English I (#1001440), Business English II (#1001450), Business Mathematics I (#1205380), Business Mathematics II (#1205390), General Science (#2002310), Anatomy and Physiology (#2000350), and Pre-Algebra (#1200300) are listed as follows:

Job Preparatory Program Substitutions

SUBJECT AREA	PROGRAM	COURSE	NUMBER
Business English I (#1001440)	Office Records Clerk Receptionist and Communications Systems Operator Clerk Typist Secretarial Services Basic Business Management		8209200 8209100 (not avail.) 8209000 (not avail.) 8212300 8215100
Business English I (#1001440) and/or Business English II (#1001450)	Secretarial Information Processing Junior Secretary		8212200 8212000 8212100
Business Mathematics I (#1205380)	Information Processing Office Support Technology Business Computer Programming Secretarial Services Data Entry Computer Application		8212000 8209000 8206300 8212300 8206200 8206100
Business Mathematics I (#1205380) and/or Business Mathematics II (#1205390)	Financial Records Business Management Secretarial Accounting Junior Secretary Accounting Operations		8203100 8215100 8212200 8203200 8212100 8203000

Pre-Algebra (#1200300)	Electronics	8730000
General Science (#2002310)	Nursery Operations Landscape Operations Animal Production Livestock Production Agricultural Production Crop & Specialty Plant Production Citrus Production Forestry Renewable Natural Resources Forest and Natural Resources Management	8121200 (not avail.) 8121300 8106100 (not avail.) 8106600 (not avail.) 8106000 (not avail.) 8106400 (not avail.) 8106300 (not avail.) 8118300 8112000 (not avail.) 8118100 (not avail.)
Anatomy and Physiology (#2000350)	Medical Laboratory Assisting Health Services Occupations	8417200 8415100 (not avail.)

NOTE: A student who completes a job preparatory program and substitute's part of that program for Business Mathematics I, Business Mathematics II, Pre-Algebra, Business English I, Business English II, General Science, or Anatomy and Physiology may not take any of these courses and receive additional credit.

GPA Requirements For Participation In Extracurricular Activities

High School Extracurricular Activities

A cumulative GPA of 2.0 or above is required for participation in the junior or senior year. However, students in the 9th or 10th grade must maintain a GPA of 2.0 or above in the semester preceding participation or a cumulative GPA of 2.0 or above.

If the student's GPA falls below the cumulative 2.0, the student must enter a contractual agreement with the district, the appropriate extracurricular governing association, and the student's parent. The contract must require that the student attend summer school, or its grade equivalent, between the 9th and 10th grades or the 10th and 11th grades, as necessary. In addition, the bill clarifies that home education students may participate in extracurricular activities at the school to which they would have been assigned according to district school attendance policies or which the student could have chosen to attend pursuant to district controlled open enrollment provisions.

Additionally, a student must maintain satisfactory conduct and, if a student is convicted of, or is found to have committed a felony or a delinquent act that would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon established and published school board policy.

Acceleration Mechanisms Parental Notification

[Section 1007.271 (5) F.S.]

At the beginning of each school year, notify parents of students in or entering high school of the opportunity and benefits of Advanced Placement, dual enrollment, and Florida Virtual School courses, and 18 credit graduation options.

Reporting Requirements Student Workforce Preparation

[Section 1006.02 (4) F.S.]

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