



STUDENT PROGRESSION PLAN

Revised July 2012

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Introduction

It is the desire of the Washington County School System to meet the requirements established by Legislative Acts. It is also our desire to utilize the energies, abilities and knowledge of our school personnel in a way which will benefit the schools, communities and especially our students.

The contents of this Student Progression Plan are the end result of an effort to meet the laws relative to the accountability act pertaining to student progression and also a realistic attempt to adequately involve a variety of personnel, review a substantial data base and create awareness and understanding necessary for successful implementation.

Identifying standards all students must meet at various grades throughout the public school system, reviewing methods used to assess the accomplishment of specific standards, providing alternative programs for students who do not meet the established standards and the awarding of diplomas or certificates on the basis of factors not previously considered for graduation or the public school are integral parts in the development of this student progression plan.

Beginning with the 1996-97 school year, the State Board of Education approved Florida's new Sunshine State Standards. Implementation of these standards shall begin during the 1996-97 school year in all school districts. The Sunshine State Standards comprise seven documents which outline what Florida students should know and be able to do in language arts, mathematics, social studies, science, the arts, health and physical education and foreign languages at four grade clusters (pre-k - 2, 3 - 5, 6 - 8, and 9 - 12). These academic standards are rigorous and not minimal and are a part of Florida's System for School Improvement and Accountability.

Each school was involved in identifying and revising standards at all grade levels which must be met by students prior to their promotion to subsequent grades. Assessment techniques were studied and a review was made of existing objectives, materials and related supplies used in the instructional areas of language arts and computational skills. Parents, students and other community representatives were given the opportunity to make recommendations as well as share concerns relative to the final plan for student progression.

The goal of the Washington County Student Progression Plan is to help students learn. It will not encourage failure or prescribe it, but will seek to prevent it. It will encourage programs that provide for the accomplishment of standards.

The school day in Washington County is defined as having a minimum of five (5) hours of instruction.

Washington County is committed to the implementation of a Response to Instruction/Intervention framework to align efforts to improve educational outcomes and meet the academic and behavioral needs of all students. The district will provide high quality instruction and intervention matched to student needs and use learning rate and level of performance to inform instructional decisions—including decisions regarding promotion, acceleration, retention and remediation. Response to Intervention is a “data-based decision making” process applied to education. A four step problem solving method and the systematic use of assessment data—at the district, school, grade class, and individual level—will guide decisions about the allocation of resources and intensity of instruction/interventions needed to improve learning and/or behavior.

Foreword

It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress. Each district school board shall establish a comprehensive program for student progression which must include:

- (a) Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
- (b) Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and takes into account the student's learning style.
- (c) Appropriate alternative placement for a student who has been retained 2 or more years.

The District Comprehensive program for student progression uses assessment data (universal) screening and ongoing progress monitoring to evaluate the effectiveness of instruction, identify students needing more intensive instruction support, and monitor the student's response to implemented instruction/interventions.

District school boards shall allocate remedial and supplemental instruction resources to students in the following priority:

- (a) Students in 3rd and 10th grade scoring FCAT Level I
- (b) Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression.

Individual student scores available after the school year administration of FCAT will determine the following actions:

- Students who score at achievement Level I on FCAT SSS tests will be required to receive remediation or be retained, as determined by the district student progression plan.
- Students who score lower than 3 on the FCAT writing tests at grades 4, 8, and 10 will be required to receive remediation or be retained, as determined by the district student progression plan. Retention decisions must be based on more than a single test score.
- Students who have a national percentile rank score below the 25th percentile on the FCAT in reading comprehension or mathematics problem-solving at grade 3 - 10 will be required to receive remediation or be retained, as determined by the district student progression plan. Retention decisions must be based on more than a single test score.

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

Students enrolling in Grade 9 in the fall of 1999 and thereafter must earn a passing score on the grade 10 FCAT in reading and mathematics in order to meet graduation requirements. The passing score for ninth graders enrolled after 1999 is 300 for both Reading and Mathematics.

Responsibility

In developing and implementing the student progression plan, the following responsibilities must be understood:

- A. It is the responsibility of the School Board and the Administration of Washington County to provide all students with an instructional and remedial program that will meet their needs and that will insure that students will graduate from high school possessing the competencies necessary for post secondary education and/or workforce, and enjoyment of a successful life. Such a plan will monitor progress, promote continuous achievement and make provision for individual differences.
- B. The Board, through its administrators, will accept the responsibility of assisting teachers with the resources and staff development to accomplish these goals and will establish procedures for record keeping certifying the accomplishment of state and district standards.
- C. Teachers are responsible for providing effective instruction and remediation. Effectiveness will be based on evidence of academic progress and the establishment of a productive learning environment, e.g., good discipline, fair treatment, development of positive incentives, etc.
- D. Students must assume the responsibility for learning. They must accept the educational responsibility commensurate with their age and maturity. Students must be accountable for being at school and in class. Courtesy and good conduct will be expected of all students.
- E. Parents are responsible for seeing that their students are in school and in class and for promoting an interest in learning. They are responsible for the conduct of their children until the student reaches age 18 and is an adult.
- F. Beginning with the 1996-97 school year, standards shall be implemented in accordance with Florida's new Sunshine State Standards.

Parent/Teacher Conferences

Parent-teacher conferences are recommended at all grade levels, and may be initiated either by the parent or by school personnel.

K-5 Conferences - All teachers in grades K-5 will schedule at least two conferences per year with the parents of all students. Records will be maintained of such conferences and will contain information such as date of conference, personnel involved and comments. The conferences may involve school personnel other than the regular classroom teacher.

First Semester Conferences - Conferences with parents of students in grades K-4 will include but not be limited to the sharing of information such as:

- a. Need for parental involvement and support of child's program;
- b. Student attitude, behavior and achievement;
- c. Social and emotional growth of child;
- d. Attendance, tardiness, etc., and other information as deemed appropriate.

The data relative to the above four items will be available and compiled prior to the conference. The parent may review any of the data available and may request interpretation and/or clarification of any information presented.

Second Semester Conferences - Within the first two weeks of the second semester, all parents or adult students will be notified in writing if it is apparent the student may fail or is performing unsatisfactorily, and will be scheduled for a conference.

In addition, conferences may be held with parents of students who are experiencing other difficulties but who are not necessarily in danger of being retained.

During the month of May a follow-up conference will be scheduled with all parents who receive notification of the possibility of retention. This will provide information relative to the results of the review as well as the status of the student in terms of retention and promotion.

Parents of seniors will be notified of possible retention or ineligibility to graduate, by the end of the first semester of the senior year.

Exceptional Student Education - Reports on Annual Goals

Parents shall receive periodic reports of their child's progress toward meeting the annual goals on the individual educational plan.

Remediation

The school in which the student is enrolled must develop and implement a progress monitoring plan for all students at least three times a year, in consultation with the student's parent. A student who is not meeting the school, district or state requirement for proficiency in reading and math shall receive instructional and support services—to meet the desired levels of performance. District school boards shall assist schools and teachers to implement 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. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

F.S. 1011.62 requires students entering 6th grade in 2006-07 and 9th grade 2007-08 and score at Level 1 on FCAT Reading to be enrolled in and complete an intensive reading course the following year, and provides that placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Reading course shall be designed and offered pursuant to the comprehensive reading plan required by s. 1011.62(8) and requires students who score at Level 1 or Level 2 in FCAT Mathematics to receive remediation the following year.

F.S. 1003.4156 provides that middle and high school students may be exempt from reading remediation requirements under certain circumstances, effective July 1, 2011. Middle and high schools students who score at Level 1 or Level 2 on FCAT Reading, but who did not score below Level 3 in the previous 3 years, to be granted a 1 year exemption from the reading remediation requirement. Student must have an approved academic plan (form provided by district) in place, signed by school staff and the student's parent/guardian for the year for which the exemption is granted.

Strategies for Remedial Instruction

The list of strategies (summer school, extended day services, parent tutorial programs, contracted academic services, exceptional education services, and suspension of curriculum) has been deleted from the statute. This is intended to provide more local flexibility but does not prohibit the use of any of the named strategies. Proviso language in the General Appropriations Act relating to the Supplemental Academic Instruction categorical fund requires that:

- Schools shall determine the supplemental strategies that are most appropriate for each student. Strategies may include, but are not limited to: modified curriculum, reading instruction, after school instruction, tutoring, mentoring, class size reduction, extended school year, and intensive skills development in summer school.
- Students who are identified for remediation through scores on state tests no longer are required to retake and pass the state test in order to exit remediation. All students in grades 3-10 will take state assessment tests annually. Districts are responsible for determining when a student's deficiencies have been remediated.
- Remedial instruction that occurs in high school may not be in lieu of required English and mathematics credits and earns only elective credit.
- High schools, to the extent practicable must provide students in grade 12 who score below the minimum scores access to remedial instruction prior to graduation, which shall be a collaborative effort between secondary and postsecondary institutions.

Progress Monitoring Plan (PMP) S.1008.25 (4)(B)F.S.

The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a progress monitoring plan. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

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

Reading Deficiency and Parental Notification

(A) It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits 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 deficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction with the Response to Intervention Tiers. The student must continue to be provided with

intensive reading instruction until the reading deficiency is remedied.

- (B) Beginning with the 2002-2003 school year, if the student's reading deficiency, as identified in paragraph (a), is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained.
- (C) Beginning with the 2002-2003 school year, 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 (AIP) 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 (See IV D).
 - 5. Strategies for parents to use in helping their child succeed in reading proficiency
 - 6. FCAT is not the sole determiner of promotion and that the additional evaluations, portfolio reviews, and assessments are available to know when a child is reading at or above grade level and ready for promotion. In essence, mandatory retention for reading deficiency is not applicable until after a student has completed grade 3. However, a student not meeting levels of performance for student progression at any grade in any subject may be retained in accordance with school district policy.

Reporting To Parents

A. Informing Parents about the Student Progression Plan

Because of the important role that parents play in the total education of their children, each school shall develop procedures for making parents aware of the District Student Progression Plan, and to assist them in understanding the importance of the requirements in the plan, particularly the district and state standards.

Procedures which a school might use to inform parents and the public of the plan are:

- 1. PTO programs;
- 2. A special "parent night" meeting just for Student Progression
- 3. School/Parent newsletter
- 4. School Website

B. Reporting Student Progress to Parents

1. Report cards

Kindergarten report cards will be issued four times a year. Report cards for grades 1 - 12 are to be issued four times a year. Report cards, K-12, shall be the primary means of reporting student progress to parents. However, with the approval of the Superintendent, schools may develop additional or supplementary reporting instruments which may be used in conjunction with the standard report card.

2. Grading Scale

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

Each letter grade has a grade point average value as follows:

Unweighted

A = 4.00 B = 3.00 C = 2.00 D = 1.0 F = 0 I = 0

Weighted

A = 5.00 B = 4.00 C = 3.00 D = 2.00 F = 0 I = 0

NOTE: Beginning with entering ninth graders 2006 - 2007 and thereafter, High School students earning credits in advanced placement, dual enrollment (college and technical center) and Level 3 and above courses will use the Weighted Values to determine grade point average.

3. Report Card Grades [Section 1003.33(1) F.S.]

Report card grades or ratings are to provide the student and/or the student's parents with an objective evaluation of the student's scholastic achievement, effort and conduct. These report cards must clearly depict and grade

- the student's academic performance in each class or course in grades 1 through 12 based on examinations as well as written papers, class participation, and other academic performance criteria
- the student's conduct and behavior
- the student's attendance, including absences and tardiness.

The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or nonperformance at grade level, acceptable or

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

In Kindergarten and Grade 1 the report card is a checklist of the grade level standards and skills and reporting indicates mastery of those skills taught. In grades 2-4 at Kate M. Smith Elementary and 2-4 at Vernon Elementary, the report card uses letter grades which clearly indicate student mastery of the skills at the grade level at which the student is achieving. In grades 5-12, students who receive passing grades on their report cards can be assumed to be working within a range acceptable for the grade or subject course in which they are enrolled.

4. Annual Written Report to Parents or Guardian

An annual report in writing shall be made to the parents or guardians of each student which details the progress of the student toward achieving state and district expectations for proficiency in reading, writing, and mathematics and the student's results on each statewide assessment test.

The evaluation of this progress must be based on:

- Classroom work
- Observation
- Tests
- District and State Assessments
- Other Relevant Information

C. Local Newspaper [Section 1008.25(8)(b)]

The district school board must annually publish in the local newspaper and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:

- the provisions of the law relating to public school student progression and the district school board's policies and procedures on student retention and promotion
- by grade, the number and percentage of all students in grades 3-10 performing at levels 1 and 2 on the reading portion of the FCAT

Transfer of Students from Other States or Private Schools

The grade placement of students transferring from other states or private schools will be determined by the principal of the receiving school with involvement of the counselor and/or teachers and/or district level personnel in reviewing the appropriate student data. Determination of the transfer student's accomplishment of the district's and state's standards will be made as soon as possible. Credits should be interpreted so that requirements for promotion and graduation are not retroactive, provided the student has met all requirements for grade placement in the school from which the student is transferring. Temporary placement in a grade or course may be necessary in order to validate the placement decision.

Transfer of Students between Schools

During any one school year, students will not be permitted to transfer between schools within the district, unless there is a change in residence or circumstances that are deemed extenuating by the principal and approved by the superintendent.

Accelerated Placement

The assignment of a student to a higher grade which results in the student skipping a grade or part of a grade should be made on the basis of achievement by the student of the standards established by the district and evidence that the student will benefit more from the instructional program at the advanced grade level. The probable long range academic, social and emotional effect of the decision should be considered. The principal will identify the appropriate staff to review all information relative to each child who is being considered for accelerated placement. The parents must be involved during the process of considering a child for accelerated placement and must give permission for the placement. If more than one school is involved, the appropriate personnel at both schools will participate in the decision. The student's cumulative guidance record and report card should indicate "accelerated grade placement", major reason(s) for the assignment, and the name of the principal who made the placement.

Acceleration Options

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

ACCEL Options provides academically challenging curriculum or accelerated instruction to eligible public school students in grades K-12. Each school must offer whole grade and midyear promotion, subject-matter acceleration, virtual instruction in higher grade level subjects, and the courses and options in the existing credit acceleration program (CAP). Additional ACCEL Options may include enriched STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, advanced-content instruction, and telescoping curriculum. Information about these options must be made available to the parents by the school s. 1002.3105.F,S.

ACCEL Requirements

Each principal must establish a process for a parent to request student participation in ACCEL Options offered within the principal's school. School districts must also establish a process for a parent to request student participation in ACCEL Options that would result in a student attending, or being promoted to, a different school. If a parent requests an ACCEL Option and the student meets the eligibility requirements and district procedural requirements, if applicable, the student must be provided the opportunity to participate in the ACCEL Option. If a student participates in one or more ACCEL Options offered within one school pursuant to parental request, a performance contract must be executed by the student, the parent, and the principal, for each ACCEL option in which the student participates. At a minimum, the performance contract must require compliance with minimum student attendance and conduct requirements and with ACCEL Option requirements established by the principal.

Credit Acceleration Program (CAP)

All students will be allowed (rather than only secondary students) to participate in the CAP which allows students who are not enrolled in certain courses but who take and pass an EOC assessment for the course earn high school credit for the course. S.1003.4295.F.S..The middle and high school grading system set forth in s. 1003.437, F.S., applies to all secondary level courses that may be taken by an elementary student

Grade Forgiveness Policy

Forgiveness for required courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same course.

Forgiveness for elective courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned in subsequently in another subject. For 9th graders beginning 2000-2001 school year and each year thereafter any course grade not replaced according to the district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. These restrictions do not apply to high school courses taken below the ninth grade. Middle school students attempting high school courses will be allowed to forgive any grade below an "A", by successfully completing the same course again. The authority for the school board to adopt a forgiveness policy does not provide the authority to alter a student's record to delete the forgiven course and grade. The forgiveness policy authorization is for the express purpose as assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school. The board does not have the authority to purge that student's record to delete the first grade. All forgiven courses and grades must be included on a student's transcript as an accurate reflection of the student's record of achievement.

Home School/Dual Enrollment

The Washington County School District will enroll Home Education students on a part time basis in a school within the Washington County School System whenever a choice to participate in dual enrollment occurs. Home Education students may participate in dual enrollment career

and technical dual enrollment, early admission, and credit by examination. Prior to dual enrollment, they must document that they have met all requirements for continued home education enrollment, including documentation of an annual evaluation. Information concerning dual enrollment is included in each home education packet that parents receive prior to registering for home education. Home education students do not need to provide a GPA or transcript to be eligible for dual enrollment, however they are required to demonstrate readiness for college course work for college placement assessments such as SAT, ACT, or CPT. Home education students must meet the college's enrollment requirements to be admitted to specific courses. Pursuant to s. 1007.271, F.S., an eligible home education student is responsible for his or her own instructional materials, transportation, and any other associated expenses such as parking and library fees, to the desired post secondary institution.

Digital Learning

Student Eligibility

Student eligibility for K12 virtual instruction is expanded to include students who are eligible to enter grades 2-5 and are enrolled full time in a school district virtual instruction program, virtual charter school, or the FLVS. As a result, in order to be eligible for K-12 virtual instruction, a student must meet one or more of the following criteria:

- The student spent the prior school year in a Florida public school;
- The student is a dependent child of a member of the U.S. Armed Forces who was transferred to Florida within the last 12 months;
- The student was enrolled during the prior school year in a virtual instruction program, the K-8 Virtual School Program, or a full-time FLVS program;
- The student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year;
- The student is eligible to enter kindergarten or first grade; or
- The student is eligible to enter grades 2-5 and is enrolled full-time in a school district virtual instruction program, virtual charter school, or the FLVS. s. 1002.455.F.S.

School District Virtual Instruction Programs

Student eligibility for the school district virtual instruction program has been expanded to include part-time virtual instruction for students enrolled in kindergarten through grade 12 (rather than grades 9 -12) courses that are measured by an evaluation method developed by the DOE. s. 1002.45(1).F.S.

Florida Virtual School (FLVS)

FLVS may provide full-time and part-time instruction for students in kindergarten through grade 12. To receive part-time instruction in kindergarten through grade 5, a student must meet at least one of the eligibility criteria for K-12 virtual instruction. In addition; all statewide assessments must be taken at the school to which the student would be assigned according to district school board attendance areas. A school district must provide the student with access

to the school's testing facilities. s.1002.37.F.S. A student in a FLVS full-time program who meets specified academic and conduct requirements is eligible to participate in extracurricular activities, including interscholastic activities, at the public school to which the student would be assigned or could choose to attend according to district school board policies. The student must meet academic and conduct requirements during the period of participation, must meet any additional requirements as determined by the board of trustees of the FLVS, must meet the same residency requirements as other students in the school at which he or she participates, and must meet the same standards of acceptance, behavior, and performance that are required of other students in interscholastic extracurricular activities. The student must register his or her intent to participate in interscholastic extracurricular activities with the school before the beginning date of the season for the activity in which he or she wishes to participate. In addition, an FLVS student must be able to participate in curricular activities if that is a requirement for an extracurricular activity. A student who transfers from the FLVS full-time program to a traditional public school before or during the first grading period is academically eligible to participate in interscholastic extracurricular activities during the first grading period if the student has a successful evaluation from the previous school year. A public or private school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate in such activities as a FLVS student until the student successfully completes one grading period in the FLVS. s.1002.20 and 1006.15.F.S.

Summer School Guidelines

Summer School offerings may be limited or discontinued due to budget constraints.

A. Elementary School

Students who need remediation in reading, those who do not meet the requirements of the grade level district standards in reading, writing, and mathematics, and those who do not meet the district and state cut-off points for passing the FCAT and Florida Writes may be recommended for summer school attendance.

B. Middle School (Grades 7 & 8)

1. When a 7th or 8th grade student fails to meet the criteria for promotion he/she may be placed in summer school upon recommendation by an administrative review committee. The administrative review committee will review the degree to which a student failed the course, attendance, met standards, and other pertinent data to determine if summer school or retaking the course would be more beneficial/

C. High School

Summer school will be offered to high school students for the following reasons:

1. To retake failed courses offered in summer school;
2. To permit a student to get back on schedule for graduation and/or promotion

- to the next grade level;
3. To remediate a student who has failed to meet assessment and standards and has less than 2.0 GPA;
 4. To offer courses such as driver education, career co-operative courses, and other subjects as approved by the School Board upon recommendation of the Superintendent;
 5. To permit students to raise the grade point average (GPA) to 2.0 or above for graduation and/or participation in extra-curricular competitive programs.
 6. A passing score on the final exam is required for a course less than 135 hours.

Attendance Regulations

Attendance procedures shall be carried out in accordance with the Attendance/Referral Procedures located in the Code of Student Conduct.

Required Instruction

1. **Sunshine State Standards**, pursuant to 1003.41, F.S. Schools will provide appropriate instruction to assist students in the mastery of the Sunshine State Standards for Reading and other Language Arts, Mathematics, Science, Social Studies, Foreign Languages, The Arts and Health/Physical Education. The Sunshine State Standards form the basis for curriculum, instruction and evaluation of student performance.
2. **Constitution of the United States and Florida Government**, pursuant to 1003.42 F.S. The history, meaning, significant, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides for structure of our government. The required one-half credit in American Government will include the study of the Constitution of the United States and Florida government, including study of the State Constitution, the three branches of the state government and municipal and county government.
3. **African American History**, pursuant to 1003.42 F.S. Instruction in the history of African Americans will include the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Such history will be presented in high school American History classes, eighth grade social studies and in other grades or classes where this content is already a part of the curriculum.
4. **The Holocaust**, pursuant to 1003.32 F.S. The history of the Holocaust and the systematic planned annihilation of European Jews by Nazi Germany during World War II will be taught in high school World History classes, in middle grades classes and other grades as designated by the district curriculum. Teaching of the Holocaust should lead to an investigation of human behavior, and understanding of the ramifications of prejudice,

racism, and stereotyping and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

5. **United States History**, pursuant to 1003.42 F.S. The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American History shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

6. **Other required instruction**, pursuant to 1003.42 F.S. In appropriate classes throughout the K-12 curriculum, schools will teach the following: The history and content of the Declaration of the Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty and property (including its study and recitation at all grade levels during the state-designated week in September); the importance of the Federalist Papers in presenting the arguments in support of adopting our republican form of government; the history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government; flag education; including proper display and salute; the elements of civil government; the elementary principles of agriculture; effects of alcohol and narcotics upon the human mind and body; kindness to animals; the history of Florida; the conservation of natural resources; the study of Hispanic contribution to the United States; the study of women's contributions to the United States; and the nature and importance of free enterprise to the United State economy. Instruction in the sacrifices that veterans have made in serving our country and protecting democratic values worldwide will be provided. Such instruction must occur on or before Veteran's Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veteran when feasible.

7. **Character Development and Law Education**, pursuant to 1003.42 F.S. Instruction will concern the common duties and obligations necessary to ensure and promote an orderly, lawful, moral and civil society, thereby enhancing collective security and well being. Obedience to the law, sobriety, honesty, truthfulness, the work ethic, financial self-support, respect for the family and marriage the need for children to have positive parental influences, the responsibility of both parents for the upbringing of their children and respect for authority must be included in the instruction, which will be a part of the curriculum in appropriate classes. A secular character-development program similar to Character First or Character Counts stressing patience, attentiveness and initiative will be taught in the elementary schools. Character education will be incorporated within the appropriate courses in grades 6-12.

8. **Comprehensive Health Education**, Comprehensive Health Education will address concepts of community health, environmental health, family life, mental and emotional health, injury prevention and safety, nutrition, personal health, prevention and control of disease, substance use and abuse and Internet safety. Instruction in teen dating violence and abuse prevention will be provided in grades 9-12.(FS 1003.42(2))

K-8.....25 hours

9-12.....10 hours

9. **Recycling of Waste Materials**, The District’s Elementary and Science Curriculum will provide instruction in recycling waste materials in accordance with Section 403.751, F.S.
10. **Veterans’ Day and Memorial Day**, Instruction of the sacrifices that veterans have made in serving our country must occur on or before Veterans’ Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practical.
11. **Celebrate Freedom Week** (233.0659, F.S.) will be the last full week of classes in September. This requires at least 3 hours of appropriate instruction, as determined by the school district, in each social studies class on the intent, meaning, and importance of the Declaration of Independence. On each school day during this week, public school principals and teachers are required to conduct an oral recitation by students of the following excerpt of the Declaration of Independence: “We hold these truths to be self- evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. Those to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.” The bill provides that, upon written request by a student’s parent, the student must be excused from participating in the recitation of the Declaration of Independence.

Instructional Materials

1006.40(2). F. S. relating to the purchase of instructional materials within two years of the adoption cycle to provide that, for the 2012-2013 mathematics adoption, a district using a comprehensive mathematics instructional materials program adopted in the 2009-2010 adoption shall be deemed in compliance with purchase requirements if it provides each student with such additional state adopted materials as may be necessary to align the previously adopted comprehensive program to common core standards and the other criteria of the 2012-2013 mathematics adoption.

English Language Learners (ELL)

Each student classified as Limited English Proficient is required to have an individualized LEP student plan which must include results of academic assessment and must also outline the instructional services to be provided. The LEP student plan may serve as the Academic Improvement Plan if it addresses the student's academic needs in reading, social studies, computer literacy, science and mathematics. All LEP students will participate in FCAT. In cases of LEP students who have been in an English-language program for less than two years and fail to meet district expectation on the state assessments in reading and writing at grades 4, 8 & 10, the district policy is to exempt such students for good cause from the mandatory retention.

Special Needs Students

Exceptional education students must meet the district proficiency levels unless their Individualized Education Plans (IEP) for exceptional students document that the student is unable to meet the levels of proficiency, and participate in alternate assessment.

1. The Policy on Accountability for Students with Disabilities in State and District Assessment Programs. The decision for a student with a significant cognitive disability to participate in the state wide alternate assessment is made by the individual educational plan (IEP) teams and recorded on the IEP. The following criteria must be met:
 - The student is unable to master the grade-level general state content standards pursuant to Rule 6A-1.09041, F.A.C., even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials;
 - The student is participating in a curriculum based on the state standards access points, for all academic areas; and
 - The student requires direct instruction in academics based on access points, in order to acquire, generalize, and transfer skills across settings
2. Students exempted from statewide testing must be provided Alternate Assessment provided by the state to reflect student achievement.

Promotion of Exceptional Students

Regular Diploma Student Progression for ESE Students

Students who participate in the FCAT in grades 3 through 12, and in the general assessment program in K-2, shall be expected to successfully complete the appropriate regular Sunshine State Standards in order to be promoted from grade to grade. The IEP shall specify accommodation in assessment and recommendation and modification for instruction.

Procedures for making promotion and retention decisions are the same as for general education students except that good cause exemptions shall be considered for 3rd grade student. Good cause exemptions for 3rd grade ESE students include the following:

1. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
2. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
3. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a level 2 performance on the FCAT.
4. Students with disabilities who participate in the FCAT and who have an individual education plan that reflects that the student has received the intensive recommendation in reading, as required by III Remediation, for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1 or grade 2.

Promotion of ESE Students Who Participate in Alternate Assessment

Parents shall be made aware of the minimum requirements for promotion, graduation and/or completion of the program at the time of the initial placement of the child in the exceptional student program. ESE students who participate in alternate assessment have a separate and district set procedures for promotion and retention decisions, different than ESE students who are working on the regular Sunshine State Standards.

Decisions for promotion shall consider the following factors:

1. Results on alternate assessment
2. Results of achievement of special Sunshine State Standards
3. Age of student
4. Previous retention
5. Parental and adult student input

Response To Intervention Plan/Multi Tier System Of Student Supports

Schools are required to utilize the district Response to Intervention Plan/Multi Tier System of Student Supports for all students including those students who fail to meet performance standards. The RtI/MTSS Handbook is designed to guide schools and teachers as they implement RtI/MTSS for all students. The RtI/MTSS model requires that teachers monitor student data obtained through formative progress monitoring and classroom assessment/observation throughout the year and implement interventions to meet student needs as identified by this data. Students who do not respond to Tier I classroom interventions must be reviewed by the Intervention Support Team in the school. This team, in conjunction with the teacher, will design a plan for progress monitoring the student and determine the extent to which intervention must be intensified.

The RtI/MTSSS plan is supported by the required administration of FAIR, Florida Assessment for Instruction in Reading, three times each year. Students who fail to make progress with Tier I classroom intervention must be provided with additional diagnostic assessment.

Students who score below level 3 on FCAT Reading and/or Math, in addition to students not meeting the specific levels of proficiency as defined by the school district, are included in ongoing progress monitoring and are provided with classroom intervention specific to their identified need(s). Strategies for these students must be documented by the classroom teacher and monitored to assure that the students are improving as a result of the intervention(s). A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- 1) A federally required student plan such as an individual education plan (IEP)
- 2) A school wide system of progress monitoring for all students (as described above); or
- 3) An individualized progress monitoring plan (as determined by the school Intervention Support Team).

The plan chosen shall be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 Comprehensive Reading Plan includes instructional and support services to help the student meet the desired levels of performance. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics shall continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

Admission

A. Admission to Kindergarten

Any child who will attain the age of five years on or before September 1 of the entering school year shall be eligible for admission to kindergarten in accordance with criteria established by the State Board of Education. Any five year old who has not been in kindergarten previously during the school year may not enter after January 1.

A child who attended a non-public or public kindergarten from another state and who does not meet the age requirement (five by September 1) may be admitted to kindergarten following satisfactory completion of the kindergarten screening process. Transfer of such a child in kindergarten may not occur unless the parents or legal guardians were legal residents of the state in which the child attended kindergarten.

- Beginning with the 2002-2003 school year, all school districts are required to administer the school readiness uniform screening implemented by the Department of Education to each kindergarten student in the district school system within 30 days of each school year.
- Reading instruction/interventions are provided based upon the screening results and diagnostic assessment.
- State that children who enter public school for the first time in first grade must be administered the school readiness uniform screening adopted for use in first grade.

B. Admission to First Grade

Any child who will attain the age of six years on or before September 1 of the entering school year shall be eligible for admission to first grade. No child shall be admitted or promoted to the first grade in any school until he/she has satisfactorily completed kindergarten in a public school or a non-public school from which the District School Board accepts transfers of academic credit or otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades.

C. Exceptional Student Programs

The procedures for placement in exceptional student programs are prescribed in the Special Programs and Procedures for Exceptional Student Education in Washington County. A copy is available at the district office and/or in the school.

Promotion of Students

Every effort will be made to assure that each student develops sufficient skills, behaviors and attitudes to warrant promotion; however, if such is not the case, retention or special assignment will take place to provide an appropriate foundation for future school success. No student may be assigned to a grade level based solely on age or other factors that constitute social level promotion.

- ### **A. Promotion within the Elementary School (Kate M. Smith Elementary; Vernon Elementary)**

1. Criteria - Kindergarten
 - a. To be eligible for promotion from kindergarten, a student must have mastered the state and district kindergarten standards in reading, writing and math. Students who do not meet the criteria for promotion may be laced in an alternative transitional class before going to first grade.
2. Criteria - First through Fourth
 - a. Satisfactory performance in the classroom as measured by passing reading, writing, science and mathematics subjects at grade level.
 - b. Mastery of the identified state and district standards at grade level as identified by the Sunshine State Standards/Grade Level Expectations
 - c. See Section III
3. Administrative Review of Certain Students
 - a. Definitions
 - (1) Exceptional students are those who are placed in the following identified exceptional programs: EMH, TMH, SLD, EH, PMH, Deaf, Vision, and Homebound.
 - (2) Low ability students are those who demonstrate intellectual functioning in the low borderline range (scores 75-85) as measured by individually administered intellectual and achievement test.
 - (3) Excessively absent students are those who have missed twenty-six or more days of schools.
 - b. Procedures/Criteria for Administrative Review
 - (1) An administrative review committee may consist of the homeroom teacher, special area teacher(s), principal, and guidance counselor. The parents and students will be involved as appropriate. Any change of the placement of an exceptional student will also involve the Exceptional Staffing Committee as outlined in placement procedures.
 - (2) Students classified in either of the three categories listed above will be subject to the following considerations:
 - (a) Demonstration of satisfactory achievement in relation to expectancy on the following measures:
 1. Classroom performance
 2. Performance standards established at each grade level
 3. District and State Assessments
 - (b) Demonstration of achievement of academic, behavioral, social and/or emotional goals and objectives as established on the Individual Educational Program.
 - (3) Students who do not meet all the above criteria and who have been excessively absent will be subject to review. The committee will review documented evidence related to the following factors:
 - (a) The achievement in relation to student ability
 - (b) The number of previous retentions
 - (c) The degree of expectancy of students to profit from retention
 - (d) The student's attendance and reasons for absence, if excessive

It is the responsibility of all elementary personnel to identify and/or refer students for individual diagnostic evaluations as soon as possible after they begin to appear unable to make satisfactory achievement in order that:

- (1) Placement may be made in an appropriate exceptional education program
- (2) Retention, if necessary

Remedial Instruction

The areas of academic need and intervention strategies are identified through a problem-solving/response to instruction/intervention process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency. Students needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring and diagnostic assessments.

Good Cause Promotion- Grade 3

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.(b) The district school board may only exempt students from mandatory retention, as provided in paragraph IV C(b), for good cause. Good cause exemption shall be limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in English for Speakers of Other Languages program.
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements 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 the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT.
5. Students with disabilities who participate in the FCAT and who have an individual education plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading, as required by III. Remediation, for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, or grade 2.
6. Students who have received the intensive remediation in reading as required by III Remediation for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, or grade 2 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving

reading among low performing readers. Request for good cause exemptions for students from the mandatory retention requirement as described in D3 and 4 shall be made consistent with the following:

Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the progress monitoring plan, individual educational plan, if applicable, report card, or student portfolio.

The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

Successful Progression for Retained Readers

Students retained grade 3 under the provisions of s. 1008.25(5)(b), F.S. must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the school 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 ready for promotion to the next grade. Beginning with the 2004-2005 school year, each school district shall:

- conduct a review of student progress monitoring results for all students who did not score above a level 1 on the reading portion of the FCAT and did not meet the criteria for one of the good cause exemptions outlined in s. 1008.25(6)(b).
- The school district shall require a student portfolio to be completed on each student. This includes multiple choice, short response, and extended response items and passages that are approximately 60% literary text and 40% information text, and that are between 100 - 700 words with an average of 350 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the Sunshine State Standards. For each benchmark, there must be three examples of mastery as demonstrated by a grade of "C" or better.
- Accurate assessment of the required reading skills will require signature by the teacher and principal.

Every retained third grade student who may qualify for a promotion for good cause must have the opportunity to have a portfolio. If a portfolio already exists for a student, it can continue to be used.)

The district shall provide students who are retained in grade 3 due to reading deficiency as evidenced by not scoring level 2 on the reading portion of the grade 3 FCAT, (s. 1008.25(5)(b), F.S.), with intensive instructional services and supports to remediate the identified area of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district, which may include but are not limited to

- small group instruction
- reduced teacher-student ratio
- more frequent progress monitoring
- tutoring or mentoring
- transition classes containing 3rd and 4th grade students
- extended school day, week, or year
- summer reading camps.

Provide written notification to the parent of any student who is retained in grade 3 due to a reading deficiency as evidenced by not scoring level 2 on the reading portion of the grade 3 FCAT, (s. 1008.25(5)(b), F.S.), that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in s. 1008.25(6)(b), F.S. The notification must comply with the provisions of s. 1002.20(14), F.S. and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

Mid-Year Promotion of Retained Third Graders

Effective with the 2004-2005 school year, district school boards are required to adopt and implement a policy for the mid-year promotion of any student retained in third grade due to a reading deficiency, as required by section 1008.25(5)(b), Florida Statutes. Such midyear promotions of retained third grade students should occur during the first semester of the academic year.

- (1) To be eligible for mid-year promotion, a student must demonstrate that he or she:
 - (a) is a successful and independent reader as demonstrated by reading at or above grade level;
 - (b) has progressed sufficiently to master appropriate fourth grade reading skills; and
 - (c) has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.
- (2) Standards that provide a reasonable expectation that the student has met the requirements of subparagraphs (1)(a)-(b) of this rule include the mastery of reading skills, consistent with the month of promotion to fourth grade, as presented in the scope and sequence of the school district's core reading program. Evidence of demonstrated mastery is as follows:
 - (a) successful completion of portfolio elements that meet state criteria in subsection (3) of this rule; or
 - (b) satisfactory performance on a locally-elected standardized assessment is specified in subsection (4) of this rule.

- (3) To promote a student mid-year using a student portfolio, as provided for in subparagraph (2)(a) of this rule, there must be evidence of the student’s mastery of third grade Sunshine State Standard Benchmarks of Language Arts and beginning mastery of the Benchmarks for fourth grade as specified in subsection (2) of this rule. The student portfolio must meet the following requirements:
- (a) be selected by the student’s teacher
 - (b) be an accurate picture of the student’s ability and include only student work that has been independently produced in the classroom;
 - (c) include evidence of mastery of the benchmarks assessed by the grade 3 Reading FCAT, as required by Rule 6A-1.094221, FAC,;
 - (d) include evidence of beginning mastery of fourth grade benchmarks as specified in subsection (2) of this rule that are assessed by the grade 4 Reading FCAT. This includes multiple choice, short response, and extended response items and passages that are approximately 60% literary text and 40% information text, and that are between 100—700 words with an average of 350 words. Such evidence could include chapter or unit tests from the district’s/school’s adopted core reading curriculum or teacher-prepared assessments that are aligned with the Sunshine State Standards. For each benchmark, there must be — five examples of mastery as demonstrated by a grade of “C” or better; and
 - (e) be signed by the teacher and principal as an accurate assessment of the required reading skills.
- (4) To promote a student mid-year using a locally-selected standardized assessment, as provided for in subparagraph (2)(b) of this rule, there must be evidence that the student scored at or above grade level in reading comprehension, as determined by standard scores or percentiles, consistent with the month of promotion to fourth grade.

Specify Authority: Section 1008.25(7)(b)4, F.S. Law
Implemented 1008.25(7)(b)4, F.S. History-New 9-21-2004.

- Students who are retained under s. 1008.25(5)(b), F.S., must have a high performing teacher as determined by student performance data and above-satisfactory performance appraisals.
- Schools must provide parents of students to be retained with at least one of the following instructional options in addition to required reading enhancement and acceleration strategies:
- Response to Intervention Tiers
- Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school
- A “Read at Home” plan as outlined in a parental contract, including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading a mentor or tutor with specialized reading training. (*Explanatory Note:* The student should also demonstrate his readiness for performing the work of the next grade in other core

subjects before receiving mid-year promotion. The mentor/tutor option does not require that districts must pay private tutors. Volunteers or school staff may be used.)

K-3 READ Initiative

Each elementary school shall establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be 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 and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative must

- be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools (The assessment must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- be provided during regular school hours in addition to the regular reading instruction
- provide a state-identified reading 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 assessed as exhibiting 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
- Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects. (*Explanatory Note:* The comprehensive core reading programs on the state adopted list satisfy this requirement).

Intensive Acceleration Class for Retained Third Graders

Each elementary school shall establish, where applicable, an intensive acceleration class for retained grade 3 students who subsequently score at a level 1 on the reading portion of the FCAT. The focus of the intensive acceleration class shall be to increase a child's reading level at least two grade levels in one school year. (*Explanatory Note:* This class is for a student who would be spending his third year in third grade. Applicable schools are those retained grade 3 students who subsequently score at level 1 on FCAT reading. Through this class, a retained third grader could be promoted from third grade to fifth grade.) The intensive acceleration class must:

- be provided to any student in grade 3 who scores at level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year because of scoring at level 1 on the reading portion of the FCAT
- have a reduced teacher-student ratio

- Provide a minimum of 90 minutes of daily, uninterrupted scientifically research based reading and instruction and other strategies and incorporate opportunities to master the grade 4 Sunshine State Standards in other core areas
- use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year
- Student progression decisions consider the student's response to evidence-based instruction/interventions implemented with fidelity.
- provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist (*Explanatory Note:* This provision does not mandate the use of a speech and language pathologist but rather allows the speech and language pathologist to be involved in designing the intensive accelerated class and, through multi-stream funding, perhaps work with certain students whose diagnosed reading deficiency might best be addressed by a speech and language pathologist.)
- include weekly progress monitoring measures to ensure progress is being made
- report to the Department of Education, in the manner described by the department, the progress of students in the class at the end of first semester
- report to State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level.
- provide a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency. (*Explanatory Note:* The primary factor is what is being provided to help the student catch up, not where it is being provided.)

Physical Education

Students shall participate in a physical education program that stresses physical fitness and encourages healthy, active lifestyles. Physical education shall consist of physical activities of a least a moderate level of intensity with a duration period sufficient to provide significant health benefits to students, subject to the individual student differences.

Kate M. Smith Elementary and Vernon Elementary shall, at a minimum, implement a mandatory physical education program which provides students with 50 minutes of physical education, 3 days a week.

Physical education expected outcomes will be the Sunshine State Standards which describe the student achievement that the State will hold schools accountable for students learning in the subject area of physical education.

Florida Virtual School (FLVS)

Each elementary school principal must notify parent of each student who scores at Level 4 or Level 5 on FCAT Reading or Math of option for student to take accelerated courses through Florida Virtual School.

Students in grades 4-5 may enroll in FLVS grades 6-8 courses as part of the regular school day. District enrollment forms must be completed to document that all requirements are met and that the course is appropriate for the student. See Appendix Form A

Admission and Placement

In order to be admitted to middle schools in Florida, a student must provide the following data:

1. Evidence of date of birth in accordance with FS 1003.21;
2. Evidence of immunization against communicable diseases as required by FS 1003.22;
3. Evidence of a medical examination completed within the last twelve months in accordance with FS 1003.22; and
4. Evidence of residence of the child's custodial parent or legal guardian at an address within the attendance area of the school to which admission is requested **or** an approval from the school board.
5. Evidence of promotion to the appropriate grade level based on previous school records and/or placement tests.

Florida Curriculum Frameworks And Sunshine State Standards

In accordance with 6A-1.09401 SBR, the Sunshine State Standards shall be the basis for the curriculum and instruction in grades 6 - 8. These benchmarked standards provide a broad curriculum base and describe what students should know and be able to do in grades 6-8 in the subjects of language arts, math, science, social studies, art, health/physical education, and foreign language will be included in the middle school curriculum. Appropriate instruction will be provided to assist students in the achievement of these standards.

COURSE CURRICULUM FRAMEWORKS

Florida Course Descriptions for Grades 6 - 12, Basic and Adult Education which provides the essential content and course requirements for courses listed in the *Course Code Directory and Personnel Assignments for Florida Schools* will form the basis of instruction for each course. In order to successfully complete a course, a student must master these curriculum frameworks and obtain a passing grade for the course. The grading scale is as follows:

Grade	Percent	Grade Point Value	Definition
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure
I	0	0	Incomplete

Middle School (Section 1003.4156 F.S.)

Beginning with students entering grade 6 in 2006-07 school year, establishes middle school promotion requirements. Requires successful completion of:

- 3 English, emphasizing literature, composition, technical text.
- 3 Mathematics; at least 1 high school level math course must be offered
- 3 Social Studies; one semester must include study of state/federal government and civics education.

Students entering 6th grade in 2013-14 to be promoted out of middle grades:

- *Must take a course that includes a semester of Civics
- *Must take the Civics End of Course Assessment
- *30% course grade must include results of the End of Course Assessment

Students entering 6th grade in 2014-15 to be promoted out of middle grades:

- *Must take a course that includes a semester of Civics
- *Must pass the Civics End of Course Assessment

- 3 Science
- 1 course in career and education planning to be completed in 6th, 7th or 8th grade. The course must:
 - Result in a completed personalized academic career plan
 - Emphasize technology or the application of technology in career fields
 - Beginning with the 2014-15 academic year include information from the Department of Economic Opportunity's security report as described in s.445.07, F.S.
- For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and pass an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by 1011.62(8) F.S.
- Progress monitoring assessments (Florida Assessments for Instruction in Reading) will be administered three times during the school year. All screening, diagnostic assessments and progress monitoring assessment data will be used in making decisions about core, targeted, and intensive (universal, strategic, and intensive) instructional needs in reading.
- For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course. Progress monitoring assessments will be administered in Math three times during the school year. Diagnostic assessment and

progress monitoring assessment data will be used in making decisions about core, targeted, and intensive (universal, strategic and intensive) instructional needs in math.

- As resources are available, computer literacy will be taught.
- Physical Education shall be regularly scheduled each year.
- A series of experiences shall be provided for student development through exposure to experiences to be selected from, but not limited to the following; art, music, foreign languages, exploratory career education, and health (F.S. 1003.42).

Other requirements:

100% of 9th graders in 2009-2010 will have an ePEP which must be reviewed to track their progress and modify as required.

Each school must hold a parent meeting to inform parents about course curriculum. Provide a minimum of 90 minutes of daily, scientific research based reading and instruction and other strategies.

Beginning 2009-2010 there will be only one high school credit in Math given by the Middle School.

FLORIDA VIRTUAL SCHOOL (FLVS)

Florida law allows students to enroll in courses available through the Florida Virtual School and the school district shall award credit for successful completion of such courses. Students may access FLVS courses before, or after the school day off campus as pre-approved by the principal or guidance counselor and pre-arranged with the parent/guardian.

Promotion within the Middle School

To be eligible for promotion from grades five, students must meet the following criteria:

1. Grade 5 for Vernon Middle School and Roulhac Middle School
Pass five of the six subjects taken (reading, language arts, math, science, social studies, physical education, band, and any exploratory courses. Accomplishment of the Sunshine State Standards will be indicated in the passing/failing of reading, language arts, math, science, social studies, health, music, and physical education.
2. Placement Promotion and Remediation in Grades 6 - 8
 - A. A student who is promoted to the sixth grade must have met all requirements set forth in the K-5 section of this plan for promotion to sixth grade.

- B. To be promoted in grades 6-8, a student must pass five subjects. For incoming 6th graders in the 2006-2007 school year, students must complete all four academic subjects, English, Mathematics, Science and Social Studies, each year before being promoted to the 9th grade (F.S. 1003.42).
- C. Students who fail to achieve these requirements will be retained in the respective grade. In addition, the student must pass intensive reading and/or intensive mathematics, if required.
- D. Students may be eligible for promotion upon:
 - 1. Mastery of Sunshine State Standards as documented by:
 - (a) Tests (FCAT, Florida Writes, District and/or teacher-made), samples of student work, and teacher observation
 - (b) Certified remediation on and attainment of standards
 - 3 . Achievement of specific district-established levels of performance in reading, writing, and mathematics for each grade level, including levels of performance on statewide assessments at grade eight.
 - 4 . Pertinent factors to be considered:
 - (a) The achievement in relations to student ability
 - (b) The number of previous retentions
 - (c) The degree of expectancy of students to profit from retention

The promotion of those students who do not meet all of the above criteria will be subject to review by an administrative review committee composed of the students' teachers and a representative of the school administration. The committee will review the documented evidence stated above.

Physical Education

Students shall participate in a physical education program that stresses physical fitness and encourages healthy, active lifestyles. Physical education shall consist of physical activities of a least a moderate level of intensity with a duration period sufficient to provide significant health benefits to students, subject to the individual student differences.

Roulhac Middle School and Vernon Middle School will provide, at a minimum, one period four days a week of physical education.

Beginning in 2009-2010 at Roulhac Middle School and Vernon Middle School the physical education 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:
 - 1. The student's parent requests that the student enroll in another course from among those offered as options by the school district, OR
 - 2. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Physical education expected outcomes will be the Sunshine State Standards which describe the student achievement that the State will hold schools accountable for students learning in the subject area of physical education.

Admission and Placement

In order to be admitted to middle schools in Florida, a student must provide the following data:

1. Evidence of date of birth in accordance with FS 1003.21;
2. Evidence of immunization against communicable diseases as required by FS 1003.22;
3. Evidence of a medical examination completed within the last twelve months in accordance with FS 1003.22; and
4. Evidence of residence of the child's custodial parent or legal guardian at an address within the attendance area of the school to which admission is requested **or** an approval from the school board.
5. Evidence of promotion to the appropriate grade level based on previous school records and/or placement tests.

Florida Curriculum Frameworks and Sunshine State Standards

In accordance with 6A-1.09401 SBR, the Sunshine State Standards shall be the basis for the curriculum and instruction in grades 9 - 12. These benchmarked standards which provide a broad curriculum base and describe what students should know and be able to do in grades 9 - 12 in the subjects of language arts, math, science, social studies, art, health/physical education, and foreign language will be included in the high school curriculum. Appropriate instruction will be provided to assist students in the achievement of these standards.

Course Curriculum Frameworks

Florida Course Descriptions for Grades 6 - 12, Basic and Adult Education which provides the essential content and course requirements for courses listed in the *Course Code Directory and Personnel Assignments for Florida Schools* will form the basis of instruction for each course. In order to successfully complete a course, a student must master these curriculum frameworks and obtain a passing grade for the course. Methods for assessing mastery of these standards can be by observation, classroom work, homework assignments, and examinations. Certification of mastery of these standards will be a passing score in the course. The grading scale is as follows:

Grade	Percent	Grade Point Value	Definition
A	90-100	4	Outstanding Progress
B	80-89	3	Above-Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure
I	0	0	Incomplete

Hourly Credit Requirements

One (1) full credit for high school graduation is defined as a minimum of 135 hours of instruction in a designated course which contains Student Performance Standards, or the equivalent of six (6) semester hours of college credit. The hourly requirement for one-half ($\frac{1}{2}$) credit is defined as one-half ($\frac{1}{2}$) the requirement of a full credit. Courses will be defined as one (1) year, one (1) credit course, and as one (1) semester, one-half ($\frac{1}{2}$) credit course. A student enrolled in a full year course will receive one-half credit if the student successfully completes either the first or second half of the course but fails the other half and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course will receive full credit if the student successfully completes either the first or second half of the course but fails to successfully complete the other half and the averaging of the grades in each half results in a passing grade within the same year (August 1 to August 1). Instructional time is defined to include time spent in the classroom, time spent in activities related to affective development and/or motivation, orientation and testing of students and other activities related to educational goals including, but not limited to, cultural and/or educational programs or trips and enrichment or accelerated instructional activities.

Exception: Students will not be awarded any credit in courses for which there is a state mandated End of Course Exam until results of the EOC Exams are assessed.

Attendance Regulations

Any student who is not in attendance for the minimum of 135 hours may be awarded credit if the student has demonstrated mastery of the student performance standards for the course, fulfilled course requirements as specified by the classroom teacher and received a passing grade of 60%.

Attendance procedures shall be carried out in accordance with Washington County High School Attendance Policy.

Exception: Students will not be awarded any credit in courses for which there is a state mandated End of Course Exam until results of the EOC Exams are assessed.

Washington County Virtual School Full Time

1. Washington County School District contracts with K12 to offer a virtual school as part of the Washington County School District for grades K-12.
2. Washington County FLVSFT is a full class schedule for 180 days that aligns with the Washington County School District calendar.
3. Students are considered fully enrolled in this school (7001).
4. Registration for Washington County's FLVSFT is online at FLVS.net through approximately the first two weeks of school. Parents are notified online if students qualify for this program.

Grades 9 - 12

Identification Procedures

In addition to FCAT scores, procedures have been identified at each 9-12 grade level to identify students who have attained a cumulative grade point average of only 2.0 or below. Those are copies of report cards for teacher advisors and counselors, student and advisor meetings and reporting of these students to principal and/or his designee.

Students who enter a Florida public school at the eleventh or twelfth grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 FCAT, specified in s. 1008.22(3), F.S., or an alternate assessment as specified in s.1008.22(9), F.S.

Students who have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or an alternate assessment by the end of grade 12 must be provided the following learning opportunities:

- Participation in an accelerated high school equivalency diploma preparation program during the summer.
- Upon receipt of a certificate of completion, be allowed to take the College Placement Test and be admitted to remedial or credit courses at a state community college, as appropriate (Explanatory Note: The certificate of completion they may receive is a different type of certificate of completion. It must be reported by districts in Survey 5 using Withdrawal Reason W8 (Any student who met all of the requirements to receive a standard diploma except passing the graduation test and received a certificate of completion and is eligible to take the College Placement Test and be admitted to remedial or credit courses at a state community college, as appropriate. In addition, to assist community colleges in identifying these students during the admissions process, the certificate itself must bear the designation of “CPT eligible”.)
- Participation in an adult general education program as provided in s. 1004.93, F.S. for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary or career-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma.
- Students who have been enrolled in an ESOL program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such

instruction are eligible to take the FCAT or alternate assessment and receive a standard high school diploma upon passage of the grade 10 FCAT or alternate assessment

This section will be implemented to the extent funding is provided in the General Appropriations Act.

The district superintendent shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at a postsecondary educational institution.

A dependent child of a member of the United States Armed Forces who enters a public school at the grade 12 level from out-of-state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the grade 10 FCAT shall satisfy the assessment requirement for a standard high school diploma as provided in s. 1003.43(5)(a) (General requirements for high school graduation).

State Uniform Transfer of High School Credits

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools. The procedures shall be as follows:

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

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

Promotion Within the High School (9-12)

1. Credit Defined - A credit for high school graduation is defined as a minimum of 135 hours of instruction in a designated course which contains student performance standards, or the equivalent of six semester hours of college credit ($\frac{1}{2}$ credit is defined as $\frac{1}{2}$ of these requirements). A student enrolled in a full-time year course will receive one-half credit if the student successfully completes either the first or second half of the course but fails the other half and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course will receive full credit if the student successfully completes either the first or second half of the course but fails to successfully complete the other half and the averaging of the grades in each half results in a passing grade
2. For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading. Progress monitoring for Reading will be administered three times a year (FAIR). Progress monitoring assessment and diagnostic data will be used in making decisions about core, targeted, and intensive instructional needs in reading.
3. For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated or combined courses. Schools will administer progress monitoring in math three times a year. All diagnostic and progress monitoring assessment data will be used in making decisions about core, targeted, and intensive instructional needs in math.
4. Students in grades nine through eleven on the - 26 credit graduation option must meet the following criteria prior to promotion:
 - a. Beginning 2009-2010 freshmen must obtain at least six (6) credits prior to classification as sophomores.
 - b. Beginning 2009-2010 sophomores must have earned twelve (12) credits to include one credit in math, one credit in language arts and at least one credit in science prior to classification as juniors.
 - c. Juniors must have earned nineteen (19) credits before they will be classified as seniors.
5. Students on the 18 credit graduation option must meet the following criteria prior to promotion:
 - a. Freshman must obtain at least five (5) credits prior to classification as sophomores.
 - b. Sophomores must have earned eleven (11) before they will be classified as juniors.

Early College Admission

To provide for a program of early admission to college, a student may be excused from attendance his/her senior year provided the following conditions are met:

1. Satisfactory completion of the equivalent of two school years of instruction, above grade 9
2. Acceptance of the student by a postsecondary institution authorized by Florida Law or accredited by the Southern Association of Colleges and Schools.

When the above stated conditions have been met, the student may be awarded a diploma of graduation with his/her regular class or at a time convenient to the principal, provided that:

1. The student has completed two college semesters or equivalent with normal class load and maintained at least a C average or equivalent, or
2. The student has earned sufficient college credits to fulfill graduation requirements as specified by the district school board (six semester hours of college credit equals one high school credit)
3. An official transcript of credits furnished by the student to the high school for inclusion in the student record
4. A course in American vs. Communism or the equivalent has been completed as prescribed by Florida Statutes
5. A course in African/American History and the History of the Holocaust (1933-1945) or the equivalent has been included as required by Florida Statutes

Early College admission students may participate in the following activities at the home high school:

1. Senior portraits with a copy placed in a yearbook
2. Junior-Senior Prom
3. Senior Trip
4. Commencement Exercise

Grade point Average Calculation

The GPA is computed by using the yearly average of all courses. Semester courses will be computed at $\frac{1}{2}$ the yearly value. The following scale will be used:

Unweighted

A = 4.00 B = 3.00 C = 2.00 D = 1.0 F = 0 I = 0

Weighted

A = 5.00 B = 4.00 C = 3.00 D = 2.00 F = 0 I = 0

Beginning with students entering grade 9 in the 2006-2007 school year, school districts and community colleges must weigh dual enrollment courses the same as advanced placement, International Baccalaureate and Advanced International Certificate of Education courses when grade point averages are calculated. Students entering 9th grade in 2011-12 that are enrolled in Project Lead the Way will have a weighted GPA in these courses. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

Dual Enrollment

Beginning with 2011/12 school year, each high school must offer IB, AICEP, or combination of at least 4 courses in dual enrollment or AP, including one course each in English, math, science, and social studies.1003.4295

Dual enrollment courses may be available to high school students on the high school campus and Washington Holmes Technical Center. Credit will be granted by the high school and college. Students must meet the high school's and college's enrollment requirement to be admitted to these courses.

Students may not enroll in courses that are offered on the high school campus.

Typically, six semester credit hours earned through dual enrollment will equal one high school credit (3 semester hours equals one half credit). However, some three and four credit courses in math, science, and foreign language will receive a full high school credit. The complete list of dual enrollment courses and their high school equivalencies is available in the Counseling for Future Education Handbook and online at www.facts.org.

Advanced Placement Courses/Exams

Advanced Placement courses can be offered to qualified students in the areas of English, math, science, social studies. These rigorous courses prepare students to succeed in college. AP courses have a weighted grade point averages. Students can earn college credits by passing AP exams.

- Students are required to take the AP exam at the end of an AP course.
- Taking no more than three (3) AP courses per school year is recommended. A parent conference with the Assistant Principal of Curriculum may be required for students requesting more than three AP courses per school year.

Participation in Graduation Ceremonies

All requirements for regular or special diploma or a certificate of completion must be met by the end of the regular school term in order to participate in graduation ceremonies.

Awarding of Diplomas and Certificates

1. Standard Diploma

A student may be awarded a standard diploma if he/she does the following:

- a. Earns the required number of course credits
- b. Passes the FCAT
- c. Meets State and District Standards or receives appropriate remediation

If a student fails the FCAT, he/she will receive a certificate of completion. However, he/she may pursue remedial courses and then be eligible for a standard diploma upon passing the FCAT. However, this must be accomplished within one year of the previously scheduled graduation.

2. Certificate of Completion

Any student who meets the minimum number of course credits and all other requirements as prescribed above but is unable to meet the requirements for mastery of the state standards, mastery of FCAT, and have a 2.0 GPA may be awarded a certificate of completion in a form prescribed by the State Board.

3. Special Diploma

Upon meeting the following requirements as well as the special graduation requirements prescribed by the State Board, a student classified as ESE, as specified in Section B, may be awarded a Special Diploma in a form prescribed by the State Board:

Option 1 is based on student mastery of state-prescribed standards and accumulation of the minimum number of course credits specified by the school district

Option 2 is based on mastery of employment and community competencies.

4. FCAT Waiver [Section 1003.43(11)(b)F.S.]

To be considered for a waiver from the FCAT graduation requirement, the student must:

- a. Be identified as having a disability as defined in Section 1007.02(2), F.S.
- b. Have a current individual educational plan (IEP)
- c. Be a senior or a student with disabilities who remains enrolled seeking a standard diploma for whom the FCAT is a required graduation test
- d. Have demonstrated mastery of the Grade 10 Sunshine State Standards (SSS)
- e. Have taken the Grade 10 FCAT with appropriate, allowable accommodations at least twice including March of the senior year or if not continuously enrolled in public school 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 FCAT Mathematics if passing scores were not earned on the assessments
- g. Be progressing toward meeting the district's 26 required credits and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma

Academic Recognition

Graduation honors will also be awarded according to weighted grade point averages as follows:

Magna Cum Laude (honors)

A student may graduate Magna Cum Laude if he/she:

- A. Earns a standard diploma
- B. Has a weighted GPA of 3.65
- C. Any course grade not replaced by the forgiveness policy shall be included in the calculation of the GPA.

Summa Cum Laude (high honors)

A student may graduate Summa Cum Laude if he/she:

- A. Earns a standard diploma
- B. Has a weighted GPA of 3.85
- C. Any course grade not replaced by the forgiveness policy shall be included in the calculation of the GPA.

Chipola Valedictorian Scholarship

In case of a tie the student with the highest numerical average in the sixteen courses required for Bright Futures will receive the valedictorian scholarship to Chipola College. The sixteen courses are: four (4) English (three (3) with substantial writing), four (4) Mathematics (Algebra I and above), three (3) Natural Science (two (2) with substantial lab), three (3) Social Science and two (2) Foreign Language (in the same language). GPA will be rounded off to the fourth decimal place.

General Educational Development

The School Board authorizes the administration of General Educational Development (GED) Tests for secondary students desiring to graduate from high school under the provisions of F.S. 1003.435(1), (2), (3). A candidate must be at least eighteen years of age at the time of examination except in extraordinary circumstances. A 16 or 17 year old may take the GED in extraordinary circumstances, approved by the Superintendent or his designee. Candidates ages 16 or 17 must be legally withdrawn from the regular high school program prior to age waiver approval. Extraordinary circumstances are defined as early admission to college, junior or university, commitment to HRS facility for juvenile delinquents, military entry, career training requirement, emotional, psychological or serious social difficulty prohibiting the student from attending regular class, serious financial need or employment where a diploma is required. GED testing will be administered through the WHTC. Students must meet guidelines/criteria prior to testing. Candidates are responsible for all fees. Upon successful completion of the tests as prescribed in SBR 6A-6.21, the student shall be awarded a State of Florida High School Diploma.

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.

Washington County School Programs (WCSP) Okeechobee

The following section contains the revisions to the Washington County School Board Student Progression Plan which apply solely to the Department of Juvenile Justice (DJJ) Contracted Program in Okeechobee, FL. Any area not addressed in the following will be consistent with the District's Student Progression Plan as approved.

- A. Admission - Students admitted to OYDC are those who have been committed to the Department of Juvenile Justice by the circuit court(s).
- B. Placement - Students who are admitted to this facility are placed into appropriate educational programs including traditional academic courses, exceptional student education (ESE) courses, remedial/intensive courses, competency-based programs, Florida Virtual School, credit recovery courses, GED preparation, career training, career awareness exploration and/or workplace readiness training following a joint review of need by DJJ and WCSP personnel. A joint review of need includes, but is not limited to, a review of available educational records, recently completed student interest inventory, results of personal interviews, standardized group test results, and other pertinent social information. Rule 6A-6.05281, F.A.C. requires that all students served in DJJ education programs "receive a curriculum to address their individual, academic, career, and transition needs." Upon receipt of the formal school transcript(s) and/or other pertinent data initial and subsequent placement(s) may be reviewed to determine whether or not a change is appropriate.
 - 1. Traditional Academic Courses: Placement in traditional academic courses is consistent with the procedures prescribed for other Washington County Schools.
 - 2. Exceptional Student Education - Placement in Exceptional Education is consistent with the procedures prescribed in the Special Programs and Procedures for Washington County.
 - 3. Career Education - Placement in Career_Education includes one or more periods of career exploration and/or two or more periods of career preparation. Specific career placement is determined by analysis of student interest, prior educational records, and available assessment data.
 - 4. Credit recover/competency based programs – Credit recovery programs are designed to assist students with earning credits for courses that they have previously failed or been unable to complete. Competency based programs focus on mastery specific objectives rather than focusing on "class time or seat time" for completion.
 - 5. Remedial/Intensive Coursework - Students needing remediation will be identified and will be provided with one or more of the following:

- Title I programs;
- Change in student assignment;
- Schedule adjustment;
- Counseling;
- Assistance from a paraprofessional during basic skills instructions; and

Peer tutoring in the classroom

- C. Student Progression - Educational services are provided in a multi-grade environment with an emphasis on individualized learning. Instructors use the appropriate New Generation Standards to teach and evaluate students' mastery. Mastery will be evaluated through one or more of the following:

1. Teacher observations;
2. Classroom assignments;
3. Teacher-made tests; and/or
4. Comprehensive exams

A student is eligible to earn the maximum amount of credit which can be awarded for each assigned course upon demonstrating mastery of the student performance standards without regard to the length of instructional time. Courses offered are assigned from the current DOE approved Course Code Directory and Personnel Assignments.

- D. GED Options

Students are provided an opportunity to take the GED if the following criteria are met:

1. Meet program eligibility (age or parent permission);
2. Demonstrate probability for success on the GED tests documented by a practice test or achievement test scores;

- E. Performance-Based Exit Option

Effective June 15, 2010, DOE approved the Performance-Based Exit Option, 6A-6.0212, F.A.C. (formerly the GED Exit Option). Students previously enrolled in the GED Exit Option and students now enrolling in the Performance-Based will be awarded the State of Florida High School Performance-Based Diploma. This option cannot be used as an accelerated means of completing high school. It is to be used for students who are off track to graduate, overage age for their current grade, behind in credits or have a low grade point average (GPA). Students enrolling in this option cannot graduate before their kindergarten cohort group. Students enrolling must meet eligibility criteria as outlined in 6A-6.0212, F.A.C. which include: age sixteen (16) or older, enrolled/attending high school, in jeopardy of not graduating with their kindergarten cohort group, behind in credits, assessed at a seventh grade reading level (ninth grade at time of GED testing). Students must receive counseling prior to enrolling and parents must be notified.

- F. Reporting to Parents

Communication with parents regarding student participation and performance is consistent with procedures outlined for the district. In addition, progress reports are regularly sent home to parents.

G. Education Exit and Records Transmittal

At time of release from the institution, a copy of the youth's educational transcript will be prepared for transmission to the receiving public school, the youth's parents/guardians and the youth. The transcript will contain a listing of courses taken and credits earned, as well as other information that might be beneficial to the receiving school. A recommendation for grade placement will be made which reflects careful consideration of previous grade placement, number of credits earned, chronological age and potential for academic success as demonstrated in the classroom.

Special education students will be provided with additional transitional assistance as appropriate.

Washington Institute for Specialized Education (WISE)

Washington Institute for Specialized Education (WISE) provides a learning environment to meet a variety of student needs. Students are provided opportunity to earn credits through a traditional class or computer based curriculum. Students who meet state criteria and are 1 or more years behind are provided a GED Performance Based option to graduate.

WISE serves students from fifth through twelfth grade. Students in lower grades, who display behavioral difficulties, may be placed at the superintendent's discretion, based on principal's recommendation. The purpose of WISE is to enable students to successfully work toward meeting graduations requirement.

**Enrollment Verification for Elementary Public School Students Taking
Grades 6-8 Courses Offered by Florida Virtual School**

STUDENT INFORMATION:				
Last Name		First Name		Middle Name
Student No. Identifier, FL _____		Student Grade Level _____	Date of Birth ____/____/_____	
ENROLLMENT INFORMATION: (District of Enrollment)				
District No. _____	District Name		School No. _____	School Name
INSTRUCTION INFORMATION:				
District No. _____	District Name Florida Virtual School		School No. 0500	School Name Florida Virtual Middle School
Course Code Directory _____		Course Title		
<i>Section 1002.37, F.S., authorizes the Florida Virtual School to offer grades 6-8 courses to advanced public school students in grades 4 and 5.</i>				
Is the course selected above appropriate for the student based on the student's academic history? _____ YES _____ NO				
Is the course selected above a grade 6-8 course? _____ YES _____ NO				
Is this student a public school student? _____ YES _____ NO				
<i>By signing below, I acknowledge that the FTE for the course listed above will be reported for funding by FLVS and the home school district will not report the student for funding for this course. A one year-long course is equivalent to 1/6 FTE and one semester is equivalent to 1/12 FTE. The combined total of all FLVS and school district FTE may not be reported as more than 1.0 FTE in for the school year.</i>				
Signature		DATE	Signature	
District of Enrollment Authorized Representative		Florida Virtual School Authorized Representative		

REVISIONS TO STUDENT PROGRESSION PLAN

Section I, Page 6, Responsibilities, Reporting Student Progress to Parents

Section I, Page 8-9, Responsibilities, Acceleration Options

Section I, Page 10, Responsibilities, Digital Learning

Section I, Page 14, Responsibilities, Instructional Materials

Section II, Page 9, Elementary, Florida Virtual School

Section III, Page 2, Middle School, Promotion Requirements

Section III, Page 3, Middle School, Florida Virtual School

Section IV, Page 7, High School, Participation in Graduation Ceremonies

Section IV, Page 10, High School, Graduation Requirements

Section IV, Page 11, High School, Graduation Requirements

Section IV, Page 12, High School, Graduation Requirements

Section IV, Page 15, High School, Early High School Graduation

Section IV, Page 19, High School, Graduation Requirements chart

Appendix A