

STUDENT PROGRESSION PLAN

2019-2020



"Putting Children First"

GADSDEN COUNTY SCHOOLS
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FOREWORD

In 1976, the Florida State Legislature passed into law the Educational Accountability Act of 1976, which includes the statutory requirement that each school district in the State of Florida establish a comprehensive program for pupil progression.

In 2003, the Legislature enacted Florida Statute 1008.25, which changed the name of this document from Pupil Progression Plan to Student Progression Plan and requires more stringent student performance for promotion and greater communication with parents regarding progress, including the publication of annual reports in the local newspaper.

The Student Progression Plan is revised and updated annually, based on input from school and district personnel and legislative and State Board Rule changes. This plan is written in the best interest of individual students and complies with the State Statutes and directives from the Florida Department of Education. All district level and school level instructional personnel, parents, and students are encouraged to study the requirements of the Gadsden County Schools Student Progression Plan, with the understanding that the legislative intent is to raise the quality of education in Florida schools.

Promotion, remediation, retention, or specific assignment procedures contained in this plan are designed to ensure that each student's grade placement is made to serve the best interests of the student and are in accordance with *F.S.1008.25* and all other relevant state and school board rules.

The Gadsden County Public School District has a strategic plan in place to improve instruction and student achievement in all of its schools. The plan incorporates many of the Best Practices recommended by the guidelines of Florida's Office of Program Policy Analysis and Governmental Accountability (OPPAGA).

Every student in the Gadsden County public school system is expected to make satisfactory progress through the grades and achieve a level of academic proficiency and social/emotional development which will enable him/her to benefit from instruction at the next grade level. The Gadsden County Student Progression Plan implements school board policy and establishes procedures to be followed. It provides each student enrolled in the Gadsden County public schools with the maximum opportunity to succeed in school.

All Gadsden County Public Schools are expected to make every reasonable effort to assist students in meeting promotion and/or graduation requirements.

The Gadsden County School District is on a journey toward achieving excellence. Our students are the reason we exist, and everything we do must be focused on the things that are in their best interest. From this perspective, we will continue to be committed to collaborating with all stakeholders to better prepare our students for life in a global society.

CORE BELIEFS

The Gadsden County School District believes that:

- all students will learn when instruction is engaging, rigorous, differentiated and individualized;
- learning environments must be safe and supportive;
- schools exist to foster the development and well-being of the whole child;
- understanding and respecting diversity enriches students' lives;
- every student has a right to a high quality education;
- success requires shared responsibility, collaboration and communication among all staff, families, students and the community;
- engaged families combined with highly effective teachers and school leaders are the central components of a successful school;
- positive character education is essential to whole child development;
- high-quality customer service is a critical component of high-quality education;
- everyone must be held to the highest ethical standards to achieve excellence;
- everyone must contribute to and be held accountable for student achievement; and
- all district services must clearly be linked to student achievement.

VISION

The Gadsden County Public Schools comprises a system of excellence that prepares ALL students to live and successfully compete in a global society.

MISSION

The mission of Gadsden County Public Schools is to collaborate with all stakeholders to provide a safe, caring, rigorous and engaging instructional environment in which students can learn and succeed.

ELEMENTARY STUDENT



LEGAL BASIS OF THE STUDENT PROGRESSION PLAN

F. S. 1008.25 Public school student progression; remedial instruction; reporting requirements. 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.

ELEMENTARY SCHOOL (KINDERGARTEN THROUGH FIFTH GRADE)

I. ENTRANCE REQUIREMENTS AND PLACEMENT

A. INITIAL ENTRY INTO KINDERGARTEN

Students must be five years of age on or before September 1 of the school year. Parents/guardians must have documentation of the following:

- a. Evidence of child's date of birth.
- b. Evidence that the parent(s)/guardian(s) are legal residents of the school's attendance area or have district-approved registration through School Choice procedures.
- c. Evidence of immunizations.
- d. Evidence of a medical examination completed within the last twelve months.

B. INITIAL ENTRY INTO FIRST GRADE

Prior to placement in first grade, students are required to:

- a. Be six years of age on or before September 1 of the school year, and
- b. Have successfully completed a public school kindergarten program, or who otherwise meets the criteria through ACCEL (See section XII)
- c. Have satisfactorily completed a non-public kindergarten program and provide evidence such as a report card or letter by the administrator of the school, certifying satisfactory completion of a kindergarten program

C. TRANSFERS FROM OUT-OF-STATE SCHOOLS OR OUT-OF-COUNTRY SCHOOLS

Students who transfer from an out-of-state or out-of-country school must meet age requirements for admission to Florida public schools. The grade placement shall be age appropriate for English Language Learner (ELL)/ Limited English Proficient (LEP) students.

Students who transfer from an out-of-state school/country who met the age requirements in that state/country may be admitted if parent/guardians provide documentation of:

- a. Status as legal residents of that state/country at the time of their child's enrollment.
- b. Child's date of birth.
- c. Immunization.
- d. A medical examination completed within the last twelve months.
- e. An official transcript or letter from school authorities which shows a record of attendance, academic information, and grade placement of the student.

D. TRANSFERS FROM K-5 HOME EDUCATION AND PRIVATE SCHOOL

When a student who meets legal age requirements transfers from a home education or private school, the principal is responsible for appropriate grade level/program placement. Placement in

the same grade as that recommended by the former school is not automatic. Student performance during the first quarter of enrollment will also be considered. A placement decision may be made in consultation with teachers, other appropriate staff members, and parents/guardians.

E. SCREENING ACTIVITIES FOR NEW ENROLLEES

Kindergarten students will participate in the Florida Kindergarten Readiness Screener (FLKRS) upon fall entry into kindergarten. A four to six-week screening period will be allowed from time of enrollment in order to assist with placement adjustments.

Students may also participate in additional screening activities in order to assist with grade level placement. Screening may include, but is not limited to, the following measures and observations of:

- a. Academic performance/concept development
- b. Communication competence
- c. Social/emotional behavior
- d. Health and physical development
- e. Home language
- f. English language proficiency assessment
- g. Previous academic records

II. PROMOTION

Promotion to the next higher-grade level should be based upon the following factors:

A. ADEQUATE PROGRESS

Adequate progress in reading and mathematics as demonstrated by student performance on the Florida Standards as measured by the Florida Standards Assessment in grades 3-5 and district/classroom assessments in grades KG-2nd. Such assessments may include, but not be limited to: standardized assessments, state benchmark assessments, classroom performance assessments, fluency probes, reading comprehension level, etc.

B. ADEQUATE PROGRESS LEVELS

Grade Level	English/Language Arts	Mathematics
K	<i>iReady</i> 46-60	<i>iReady</i> 41-50
1st	<i>iReady</i> 46-60	<i>iReady</i> 41-50
2nd	<i>iReady</i> 39-52	<i>iReady</i> 32-41
3rd	≥ Level 2 FSA	≥ Level 2 FSA or <i>iReady</i> 28-37
4th	≥ Level 2 FSA or <i>iReady</i> 29-41	≥ Level 2 FSA or <i>iReady</i> 33-47
5th	≥ Level 2 FSA or <i>iReady</i> 29-41	≥ Level 2 FSA or <i>iReady</i> 33-47

C. PROMOTION FROM KINDERGARTEN TO GRADE 1

A student must receive a “satisfactory” grade in language, reading, mathematics, and writing and demonstrate progress in science and social studies. Consideration should also be given to social growth and work habits.

D. PROMOTION FROM GRADE 1 TO GRADE 2 AND GRADE 2 TO GRADE 3

A student must receive passing grades in the areas of reading, language and mathematics, and demonstrate progress in process writing, science and social studies.

E. PROMOTION FROM GRADE 3 TO GRADE 4

A student must receive passing grades in the areas of reading, language, mathematics, science, and process writing. Florida Statute 1008.25 (5) (b) requires that a grade 3 student must also score at or above Level 2 on the Florida Standards Assessment in Reading. A 3rd. grade student who is deficient in reading at the end of the school year, as demonstrated by not scoring a level 2 or higher on the statewide assessment test must be retained unless exempted for “good cause”.

F. PROMOTION FROM GRADE 4 TO GRADE 5 AND FROM GRADE 5 TO GRADE 6

In order to be promoted to the next grade, a student in grades 4 through 5 must receive passing grades in the areas of reading and/or language process writing (where applicable), mathematics and science.

G. RETENTION DECISIONS & THE ROLE OF JUDGMENT

While retention decisions will be made on a case by case basis with the principal having the final decision, the teacher’s judgment and the student’s work portfolio play a critical role in the evaluation of a student’s satisfactory performance and in the identification of a student’s area(s) of academic need. Pertinent factors, such as teacher observation, classroom assessment results, and classroom performance, must be considered by the teacher in order to identify the intervention(s) and/or intensive instructional strategies that will assist that student in meeting district and state performance levels. The Principal and IEP committee must adhere to the Good Cause Retention Waiver when considering retention for Students with Disabilities.

H. SOCIAL PROMOTION

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

I. GRADES/ATTENDANCE

Excessive absences may impact class grades.

J. ENGLISH LANGUAGE LEARNERS (ELL)/ LIMITED ENGLISH PROFICIENT LEP

No promotion or retention decision may be made for any individual student classified as ELL/LEP based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district’s formal assessment process. A formal retention recommendation regarding an ELL/LEP student may be made through action of an ELL/LEP committee. This committee meeting is held prior to Good Cause decision affecting

ELL/LEP students.

III. ASSESSMENTS

A. STATEWIDE ASSESSMENT PROGRAM

All students will participate in the statewide assessment program as specified by F.S. 1008.22. Students performing below the defined proficiency levels in reading and mathematics will receive further assessments to determine the nature of the student's difficulty and areas of academic need. These students will receive remediation through a variety of delivery models and will have systematic review through the school's Progress Monitoring Plan.

B. SCREENING AND DIAGNOSTIC ASSESSMENT

Elementary students will participate, as appropriate, in the screening, diagnostic assessment, intervention, remediation, and enrichment processes as published in the district's K-12 Comprehensive Reading Plan.

C. REGULAR DISTRICT OR CLASSROOM ASSESSMENT

Students in grades K-5 will participate in regular district or classroom reading, mathematics, science, social studies, and writing assessments.

IV. INTERVENTION AND REMEDIATION

A. SUBSTANTIAL DEFICIENCY IN READING

Students that exhibit a substantial deficiency in reading as determined by standard assessments will be provided intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency will be reassessed by locally-determined assessments or through standardized assessments at the beginning of the grade following the intensive reading instruction. Teachers will continue to implement intensive reading instruction until the reading deficiency is remediated.

B. REMEDIATION AND SUPPLEMENTAL INSTRUCTION

The classroom teachers shall allocate remedial and supplemental instruction (Tier 2 and/or Tier 3) as specified by current Florida Statute, with priority given to students who are deficient in reading by the end of grade 3. The district will provide the training and resources to ensure that teachers are implementing research based reading strategies that have been shown to be successful in improving reading among low-performing readers.

V. PARENT NOTIFICATION AND PROGRESS MONITORING

A. DANGER OF FAILURE NOTIFICATION

Any time during a grading period that a student is in danger of failing, the teacher must make a documented contact with the parent by speaking with them on the phone, meeting in a conference, or sending written notification. [FAC 6A-6.0908]

B. NOTIFICATION LANGUAGE

Notification will be in a language or mode of communication understandable by parents/guardians, unless clearly not feasible.

C. GRADE 3 RETENTION NOTIFICATION

The parent/guardian of any student in grades K-3 who exhibits a substantial deficiency in reading will be informed that if the student's reading deficiency is not remediated by the end of grade 3, the student must be retained unless exempt from mandatory retention for good cause. Parents and guardians will be provided strategies to use in helping their child succeed.

D. FREQUENT MONITORING OF STUDENT PROGRESS

Schools will provide frequent monitoring of student progress, and upon subsequent evaluation, if the deficiency has not been remediated, the student may be retained. Students will continue to receive remedial or supplemental (Tier 2 and/or Tier 3) instruction. [F.S. 1008.25(4)(c)]

E. ANNUAL PARENT NOTIFICATION REQUIREMENTS

Annually, the school district will provide a written report to parents/guardians in a language they understand, unless clearly not feasible [FAC 6A-6.0908(2)], the following information:

1. the progress of each student toward achieving state and district expectations for proficiency in reading and mathematics; and
2. the results on each statewide assessment test including: FCAT Science Grade 5; and
3. the evaluation of each student's progress based upon classroom work, observations, tests, district and state assessments, and other relevant information.

VI. INSTRUCTIONAL PROGRAM FOR RETENTION YEAR

A. INTENSIVE INSTRUCTION

Students who are retained will be provided an intensive program that is different from the previous year's program which can include, but not limited to adapting to a student's learning style, change in teacher, change in delivery models, or other assistance.

B. GRADE 3 RETENTION

If a student's reading deficiency is not remediated by the end of grade 3 as demonstrated by scoring a Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained unless determined to be exempt for good cause.

VII. INSTRUCTIONAL PROGRAM FOR STUDENTS WITH MULTIPLE RETENTIONS

Students who are retained two or more years will be provided an appropriate alternative placement that includes specialized diagnostic information and specific reading strategies in an altered instructional day as specified in the school's Progress Monitoring Plan.

VIII. GRADE THREE MANDATORY RETENTION EXEMPTIONS

A. GOOD CAUSE EXEMPTION DETERMINATION PROCESS

A team of professional staff shall review students who do not meet the mandatory reading requirement. Requests for good cause exemptions for grade 3 students from the mandatory retention shall be submitted to the school principal with appropriate documentation. The principal shall review and discuss the recommendation and make the determination as to whether the student should be promoted or retained. If the principal determines that the student meets the requirements for a good cause exemption and should be promoted, the principal shall make such recommendation in writing to the superintendent. The superintendent or designee shall accept or reject the principal's recommendation in writing.

B. GOOD CAUSE EXEMPTIONS

Good cause exemptions for grade three retentions shall be limited to the following: [F.S.1008.25 (6) (b)(1-6)]

1. A student with limited English proficiency who has had less than two (2) years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States and meets all other district promotion requirements;
2. A student with a disability whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule (Section 1008.212, F.S.);
3. A student who demonstrates an acceptable level of performance on a district and State approved alternative standardized reading or English Language Arts assessment;
4. A student who demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery of the English Language Arts Florida Standards tested in reading equal to at least a Level 2 performance. A student in grades 4-8 who demonstrates through a portfolio that promotion requirements have been met in other applicable subject areas;
5. A student with a disability, who has been previously retained in the K-3 grade group, who participates in the FSA, and who has an Individual Education Plan (IEP) or a 504 plan that reflects that the student has received intensive remediation in reading or English Language Arts for more than 2 years but still demonstrates a deficiency in reading;
6. A K-3 student who has received intensive remediation in reading for 2 or more years but still demonstrates a deficiency in reading and/or mathematics, and who was previously retained in the K-3 grade group for two or more years;
7. A 4-8 student who has received intensive remediation in reading and/or mathematics for 2 or more years in the 4-8 grade group but still demonstrates a deficiency in reading and/or mathematics and who has previously retained for 2 or more years in the 4-8 grade group or combined retentions of 3 years in the K-8 grade group.

See Appendix P.

IX. OTHER RETENTION WAIVERS

A. SOCIAL PROMOTION

A team of professional staff must conduct a case review for students being considered for retention. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

B. GOOD CAUSE RETENTION WAIVER

The principal, with input from the school intervention team (SIT), IEP committee, ELL/LEP committee and/or other professional staff, may waive the promotion requirements for students other than grade three students in reading by meeting any of these good cause conditions:

1. Previous retention – a student who has had a prior retention.
2. Alternative Programs – a student being considered for placement or currently placed in an approved special program such as ESE, dropout prevention, Section 504, or ESOL may be considered for an exemption. Good cause shall be based on documentation from an ELL/LEP, Section 504 meeting, ESE staffing or IEP review committee. The documentation must contain the recommendation and reasons for the student's exemption.
3. Attendance – a student with problems of a unique nature that causes extended absences.

X. MID-YEAR PROMOTION OF STUDENTS RETAINED IN GRADE THREE

A. MID-YEAR PROMOTION

Any student in Grade 3 who has been retained at least once in grades K-3 may be eligible for mid-year promotion.

B. MID-YEAR PROMOTION PRIOR TO NOVEMBER 1

On or before November 1, retained Grade 3 students may be recommended for promotion if they meet these criteria: For successful completion of the district Grade 3 portfolio assessments to document the recommendation for promotion, there must be evidence of mastery of Grade 3 tested Florida Standards for English/Language Arts. The district's portfolio requirements incorporate these required elements as specified in [FAC 6A- 1.094222]. The student's performance must include mastery of the benchmarks assessed in Grade 3. Students must show 80% mastery (4 of 5 items correct) on each benchmark on each assessment.

C. MID-YEAR PROMOTION AFTER NOVEMBER 1

For mid-year promotion after November 1:

Retained Grade 3 students may be recommended for mid-year promotion based on student's mastery of third grade tested Florida Standards Benchmarks for English/Language Arts and beginning mastery of the Benchmarks for fourth grade consistent with the month of promotion to fourth grade. These students may be recommended for promotion to Grade 4 at any time from November 1 until the last school day of the first semester.

D. MID-YEAR PROMOTION AUTHORITY

For all mid-year promotions: The principal will recommend mid- year promotion for all eligible students. The Superintendent/Designee will review and sign all mid -year promotion

recommendations.

E. PROGRESS MONITORING PLAN (PMP)

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented and monitored for the entire academic year.

XI. PROCEDURES FOR RETAINED STUDENTS NOT PROMOTED MID-YEAR

A. DIAGNOSTIC ASSESSMENT

Grade 3 students who are not promoted mid-year will continue to be monitored three times annually through the *iReady* assessment.

B. GRADE 3 RETENTION READING REQUIREMENT

Students who have been retained once in grade 3 will continue to participate in a 90-minute reading block and receive additional instructional time.

C. READING REMEDIATION FOR MULTIPLE RETENTION

Students who have been retained twice in grade 3 will be provided with 180 minutes of reading instruction.

XII. ACCELERATION

Academic Challenging Curriculum to Enhance Learning (ACCEL)

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. *For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.* The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** School principals are required to inform parents and students of the available ACCEL options and the student eligibility requirements. Parent permission is necessary for ACCEL options.

Acceleration Options:

Whole Grade Promotion – Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.**

Mid-Year Promotion – A student remains coded in the grade level they are currently enrolled in

and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** If appropriately placed, the student will be formally promoted to the next grade level mid-year.

Subject Matter Acceleration – A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** Core middle school courses (Language Arts, Math, Social Studies, or Science) taken in elementary school will be used to satisfy middle school promotion criteria once the student is enrolled in middle school. The grades will become part of the middle school academic record, including failing grades, and may impact future promotion. Student schedules must reflect courses taken. **Middle school courses are accessible only through K12 Virtual School and Panhandle Area Educational Consortium (PAEC) Virtual School.**

Virtual Instruction Higher Grade-Level Subjects - A student that is placed with students at a more advanced grade level in a virtual class for one or more subjects for a part of a day without being assigned to a higher grade. Middle school courses are accessible only through K12 Virtual School and Panhandle Area Educational Consortium (PAEC) Virtual School.

Advanced Work Class – A student is placed with students for the entire day without being assigned to a higher grade to work on more advanced work. The program provides a uniquely differentiated curriculum and allows students the opportunity to interact with intellectually similar peers throughout the day. This approach will allow students to collaborate with other like-minded students, engage in more challenging assignments and gain confidence to express ideas in alternative ways. Students will gain opportunities to study content with a greater depth and complexity. A student's current teacher initiates the request in writing to the principal and contacts parent.

The following procedure must be followed to consider a student for any of the ACCEL options:

1. If a parent requests consideration, it must be in writing using the *Request for Elementary Acceleration* form (**Appendix B**).
2. The parent must meet with the Principal to review the request and the student's eligibility for acceleration.
3. If the request is granted, the parent and student must agree to a *Elementary Performance Contract* (**Appendix C**) prior to acceleration being granted.

XIII. INSTRUCTIONAL PROGRAM

A. STANDARDS AND BENCHMARKS

The District School Board of Gadsden County Curriculum for elementary students is the benchmarks of the Florida State Board adopted Florida Standards in English/language arts,

mathematics, science/health, social studies, physical education, and the arts.

B. INSTRUCTIONAL ALIGNMENT AND FOCUS

All teachers shall provide instruction that supports student mastery of the Florida Standards. Students in K-5 shall have regular study of mathematics, science/health, English/language arts, art, music, social studies and physical education. Technology skills will be taught in the above subjects.

C. ENGLISH LANGUAGE LEARNERS (ELL) INSTRUCTION

Each school will offer instruction for English Language Learners that complies with the 1990 LULAC/META Consent Decree and with the District School Board of Gadsden County ELL Plan.

XIV. STUDENT RIGHTS FOR INSTRUCTION

A. STUDENT RIGHT TO PARTICIPATE

All District School Board of Gadsden County classes shall be available to all students without regard to race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation. This is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students. [F.S. 1000.05]

B. ENGLISH SPEAKERS OF OTHER LANGUAGES (ESOL) / ENGLISH LANGUAGE LEARNERS (ELL)

English for Speakers of Other Languages (ESOL) services are designed to meet the communicative, academic, and social needs of English Language Learners (ELL) as defined in [F.S. 1003.56].

C. PRIMARY LANGUAGE SERVICES

Services will be provided as outlined in the District School Board of Gadsden County ELL Plan. No ELL/LEP student will be retained solely due to a lack of English language proficiency.

D. USE OF PRIMARY LANGUAGE

No student will be denied appropriate use of his/her primary language [FS 1003.56]. No national language minority or English Language Learner/Limited English Proficient student shall be subjected to any disciplinary action based on his/her use of a language other than English. [FAC 6A-6.0908(3)]

E. DISCRIMINATION POLICY

Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against due to age, sex, race, color, religion, national or ethnic origin, disability, handicapping condition, pregnancy, parenthood, marriage, political beliefs, social and family background, or for any other reason not related to his/her individual capabilities, may file a grievance according to the procedure established in School Board policy.

F. FLORIDA VIRTUAL SCHOOL ACCESS

Students in grades K-5 that meet eligibility criteria outlined in [FS1002.455] may access K-5

courses through K12 Virtual School and PAEC Virtual School.

G. ACCESS TO MIDDLE SCHOOL COURSES

Students in grades 4 and 5 who score at level 5 on FSA reading or math and meet other criteria established in the ACCEL plan have the option to access 6th grade courses through K12 Virtual School and PAEC Virtual School.

H. GRIEVANCE PROCEDURES

In cases of alleged discrimination and/or harassment, nothing in this policy shall prohibit a student, applicant for admission to an educational program or service, or parent from pursuing a grievance through the complaint and/or grievance procedures as may be established by federal and/or state statutes or regulations. No student, applicant for admission to an educational program or service, parent, or employee shall be subject to adverse action in retaliation for having filed a grievance or for having testified, assisted, or participated in any manner in an investigation, proceeding, or hearing conducted under the authority of this policy.

I. K12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL

K12 Virtual School and PAEC Virtual School is completely Internet-based and serves students in grades K-12. Students with access to the Internet can complete their course work from any location, at any hour, and for as long as they choose. Students are responsible for completing their course assignments and submitting them via email to the teacher for feedback and grading. Students earn credits through course work completion.

XV. GRADING OF STUDENT PERFORMANCE

A. TEACHER AUTHORITY

The teacher will be the authority in assigning each student a grade.

B. ELEMENTARY GRADING GUIDELINES

The goal of Gadsden County School District is to move all students to academic success. This assures high levels of learning for all students. In order for all students to learn, there are four essential components:

1. Highly effective core instruction
2. Systematic identification of each student's level of success during instruction
3. A multi-tiered system of supports to ensure that all students learn
4. Accurate and meaningful reporting of student achievement

Section 1. Initial Instruction:

Teachers and students much have clear expectations of the course standards as defined in Florida's course descriptions located at <http://www.FLDOE.ORG/ACADEMICS/COURSES/COURSE-DESCRIPTIONS.STML>.

- Learning targets are clearly articulated (e.g. posted on board, described in rubrics, listed on assignments)

- Instruction is scaffolded to develop learning to achieve the targeted outcomes at a proficient level
- Assignments and assessments are aligned with the Florida standards

Section 2. Assessment Types and Calculation Method:

Teachers gather information for two distinct reasons: to make instructional decisions (diagnostic and formative assessment) and to communicate a summary of the student's achievement (summative assessment).

- It is the purpose and timing of the assignments that determine whether it is diagnostic, formative, or summative.
- When possible, the way students are formatively assessed should match the way they are summatively assessed. For example, if students are to give an extended oral presentation (summative assessment), it is appropriate that they first do smaller oral presentations (formative assessment).

Diagnostic measures have two purposes.

- Screening assessments prior to instruction provide information on learner readiness.
- Diagnostic information can also be used during instruction to target areas of intervention.

Formative measures involve ongoing assessment and grading feedback for the purpose of instructional decision-making and are vital to teaching and learning. Teachers must assess the learning of their students frequently in order to evaluate the effectiveness of instruction and plan for future instruction. Formative data:

- Provide evidence on recent performance and patterns of learning.
- May be derived from pretests and other diagnostic tools.
- Respond accordingly to student learning needs, perhaps with an adjustment in instruction.
- Enable the teacher to determine if students are prepared for the summative.
- Enable students to do a self-evaluation of their own learning so they can identify areas of need and seek out assistance.
- Align with standards, summative assessments, and reinforce learning.

Summative measures are essential to grading. Teachers use report card grades to share information with parents and students and to call attention to the needs of struggling students. Report card grades also play a role in higher education, career opportunities, promotion and retention decisions and may be used to identify students for evaluation of special programs and services.

Section 3. Assessment Guidelines, Grading Practices and Procedures:

Grades on both individual assessments and report cards should reflect students' achievement of standards on intended learning outcomes.

- Grades will be reported by letter grade or numerical score in recording student progress as follows:

Letter Grade	Numerical Score	Description
A	90-100	Outstanding Progress
B	80-89	Above Average Progress
C	70-79	Average Progress
D	60-69	Lowest Acceptable Progress
F	0-59	Failure

- A student's grade should consist of multiple measures (many different types of assessments— computer-based, pencil and paper assessments). The District's Uniform Guide for calculating students' grades each grading period (Kindergarten through Five) is indicated below.

Letter Grade	Numerical Score	Description
Exams	50%	Ready LAFS/MAFS Assessments (Weekly/Interim) Journey's Assessments (Unit/Benchmark) Portfolio Assessments (Grade 3)
Classwork	10%	Science labs/lab reports Independent Practice Daily Instructional Practice Ready MAFS/LAFS Practice
Quiz	25%	Teacher Created Quizzes Spelling Quizzes Writing Assignments
Participation	10%	Small group participation Reading & notetaking Class discussions

Homework	5%	Homework Activities
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- Multiple formative assessments in a 9 week period are recommended.
- Students may be reassessed to maximize opportunities for progress. When a student's score on a retake is less than the original score, the higher score should be used.
- Students and parents need timely and accurate feedback in order to effectively monitor learning progress.
- Best practice: Skyward should be updated weekly (except in the case of unusual circumstances). Grades of "0" (zero) should not be entered in advance of assigning work to students. "0" (zero) is used when the score on the assignment is "0" (zero).
- Students who are submitting late work (due to absence) should have one day, or one day for each day absent (whichever is greater), to submit work unless the teacher determines there are extenuating circumstances which necessitate an extension, or a school-wide policy exists that grants additional time.
- Nonacademic behavior (conduct and effort) should be reported separately from achievement grade.

Homework Policy. Each school shall have a homework policy which ensures that students will have regular home assignments which reinforce and enhance student learning. Each school shall include its homework policy in the student handbook.

When developing the school based policy consider these best practices:

- Homework should be an enriching experience with meaningful feedback given promptly. It is critical for students to also understand the purpose of their assignments and should not be used as a form of punishment or busy work.
- Homework is not included in a student's academic grade.
- The purpose of homework is to develop intellectual discipline, establish good study habits, balance classroom workload, supplement and reinforce material covered in class, and serve as a link between home and school.
- Homework assignments should be at the instructional level that matches students' skills.

Section 4. Intervention and Remediation:

The focus of instruction should be getting students to achieve their full learning potential. When students demonstrate a lack of proficiency on standards they must receive intervention(s), which may lead to assessment retakes or alternative assignments aligned to the non-proficient standards. Proficiency is defined by the state of Florida as 70% or higher.

When considering the need for intervention and/or remediation, there are a number of factors that impact educational outcomes and student performance. The PAIR process is a problem-solving method used to determine student needs and assist teachers to align intervention and remediation methods appropriately.

PAIR Process:

1. Problem Identification (What is the Problem?)
 - Teacher analyzes formative assessments to identify weaknesses in performance due to student readiness or instructional alignment.
2. Analyze the Problem (Why is it occurring?)
 - These factors include: Instruction: (how content is presented including types of materials, grouping, etc.) Curriculum: (content that is taught including scope and sequence); Environment: (where the student sits, physical arrangement of the room, lighting, noise, etc.) Learner: (the actual student)
 - Considering the factors will help teachers to determine likely causes of the problem and to choose the appropriate intervention method.
3. Intervention Design and Implementation (What do we do about it?)
 - Based on the pervasiveness of the problem, the student is given access to the appropriate intensity of intervention in addition to core instruction.
 - Teacher and student determine a plan for remediation
 - Intervention may include but is not limited to reassessment, tutoring, or intervention support aligned to the non-proficient standards. Intervention does not necessitate retaking an assessment.
4. Response to Intervention (Is the plan working?)

When student performance is still below proficiency after intervention, the teacher should repeat the PAIR process to identify another intervention method.

It is the ongoing responsibility of the teacher to identify, as soon as possible, to the principal and parents/guardians, those students who do not appear to be making satisfactory progress toward achieving grade level objectives. For these students, the teacher should develop a progress monitoring plan. When the progress monitoring plan is unsuccessful in meeting the student's needs, the student should be referred to the school's Multi-tiered Systems of Support Team (MTSS). This team will further analyze barriers to academic success, develop targeted interventions, monitor the student's response to interventions, and refer for evaluation if deemed appropriate.

Section 5. District Grading Scale: (Grades K – 5) Mathematics, Language Arts, Science, and Social Studies

Letter Grade	Numerical Score	Description
A	90-100	Outstanding Progress (Mastery) Consistently demonstrates in-depth understanding of concepts, processes, and skills
B	80-89	Above Average Progress Often demonstrates an understanding of major concepts, processes,

		and skills
C	70-79	Average Progress (Proficiency) Demonstrates a developing understanding of major concepts, processes, and skills
D	60-69	Lowest Acceptable Progress Demonstrates a beginning understanding of major concepts, processes, and skills
F	0-59	Failure Demonstrates little or no understanding of major concepts, processes, and skills

COMPARISON OF ASSESSMENT CATEGORIES

FORMATIVE	SUMMATIVE
Occur during the learning process	Occur after the learning process
Provide feedback during the learning process to improve learning	Provide the information teachers need to assign a grade
Use quick questions to check for basic understanding	Do not have to cover an extended period; information could be chunked
Allow students to process smaller chunks of information and help students clarify their thinking before they become confused and frustrated	Allow students to prove what they have learned
Help teachers determine when to differentiate instruction to diverse needs	Help teachers analyze the effectiveness of their differentiation and decide if formative assessments provided needed information
Enable teachers to gauge students' understanding throughout the lesson	Enable teachers to make a judgment about students' learning

SAMPLE FORMATIVE ASSESSMENTS	SAMPLE SUMMATIVE ASSESSMENTS
<ul style="list-style-type: none"> • Informal teacher questions • Conversation with student • Informal observation • Rough drafts of written work • Learning log (in progress) • Reflective journal (multiple drafts) • Student Response Strategies: Thumbs - up, SMART BOARDS, Kagan structures, etc. 	<ul style="list-style-type: none"> • Formal oral interview • Conference with student • Formal observation • Final copy of written work • Final learning log entries* • Final journal entries*

*Would include elements of reflection, synthesis, and/or self-assessment

ASSESSMENT TYPES

	DIAGNOSTIC	FORMATIVE	SUMMATIVE
PURPOSE	To assess knowledge prior to instruction; to determine instructional needs in targeted areas	To monitor and guide a process/product while it is still in progress; to provide feedback to improve learning	To determine success of instruction
TIME OF ASSESSMENT	Prior to initial instruction; after instruction to determine gaps in learning	During the learning process	At the end of the instructional unit or at the end of instruction on a standard
TYPES OF ASSESSMENT TECHNIQUES	Informal observations, pre-tests, district accountability (e.g., FSA assessments in ELA, science and mathematics)	Quick checks for basic understanding, informal observations, quizzes, iReady assessments, teacher questions	Formal observation, tests, projects, term papers, exhibitions, district interim assessments

C. OTHER CONTENT AREAS

The academic grades reflecting achievement for art, music and physical education in Grades KG -

5th will use the following rubric:

S = Satisfactory

N = Needs Improvements

U=Unsatisfactory

D. CONDUCT

Student Conduct will be indicated by the following designations:

Excellent Shows outstanding participation. Strives beyond class assignments and homework and is highly motivated and well organized.

Satisfactory Usually participates. Completes class assignments and homework and is attentive.

Needs Improvement Rarely participates. Frequently does not complete assignments and is inattentive and poorly organized.

Unsatisfactory Does not participate. Never completes assignments and is disruptive in class.

E. EVALUATION OF ACHIEVEMENT

Evaluation of achievement will include progress toward mastery of Next Generation Sunshine State Standards and/or Florida Standards.

F. INSTRUCTIONAL LEVEL

The academic grade represents the progress made on a student's instructional level; it does not reflect achievement on grade level. The instructional level of the student will be indicated by the designation on, above, or below. These designations will be reflected in grades KG–5 quarterly. The designation will indicate the student is working on mastery of Next Generation Sunshine State Standards and/or Florida Standards predominately for that level.

XVI. REPORT CARDS

A. TEACHER COMMENTS

Teacher comments on the report card can be generated for each subject area.

B. NARRATIVE EXPLANATION OF GRADING SYSTEM

The report card shall contain an explanation of the grading system.

C. QUARTERLY ISSUANCE

Report cards shall be issued quarterly. Additionally, mid-grading period progress reports will be issued for all students.

D. PARENT/TEACHER CONFERENCES

Parent-teacher conferences shall be scheduled as requested by parents and/or teachers.

E. GRADE REVIEW

Any parent or guardian, after consulting with the teacher, may request the principal to review any grade given a student at the end of a reporting period. However, such grade may not be changed or altered by the principal unless there was an apparent error in the grade calculation.

MIDDLE SCHOOL STUDENT PROGRESSION



MIDDLE SCHOOL (SIXTH GRADE THROUGH EIGHTH GRADE)

I. MIDDLE GRADES SCHOOL PROMOTION REQUIREMENTS

A. SUCCESSFUL COMPLETION OF COURSES

Promotion from middle school grades 6, 7, and 8 requires that a student must successfully complete the following academic courses or higher:

Grade Level	Language Arts English/Language Arts	Mathematics	Science	Social Studies
6	M/J Language Arts 1	Grade 6 Mathematics	M/J Comprehensive Science 1	M/J World Geography
7	M/J Language Arts 2	Grade 7 Mathematics	M/J Comprehensive Science 2	M/J Civics
8	M/J Language Arts 3	Grade 8 Pre-Algebra	M/J Comprehensive Science 3	M/J United States History & Career Planning

** Each school that includes middle grades will offer at least one high school mathematics course for which students may earn high school credit. To earn high school credit for Algebra I, a middle grades student must take the Algebra I statewide, standardized assessment—which must constitute 30% of the final course grade—and earn a passing grade in the course.*

***To earn high school credit for geometry or Biology 1, the middle grades student must take the statewide, standardized geometry assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.*

****Each student's performance on the statewide, standardized End of Course (EOC) assessment in civics education constitutes 30% of the student's final course grade.*

B. CIVICS INSTRUCTION

If a student transfers into a Florida public school after the beginning of the second term of eighth grade, he or she is not required to meet the civics education requirement for promotion if the student's transcript documents passage of 1) three (3) courses in social studies and 2) two (2) year-long courses in social studies that include coverage of civics education. If this is not the case, the student must be immediately enrolled in civics, participate in the Civics EOC, and the results of the EOC must constitute 30% of the course grade. The school principal or designee shall determine whether a student who transfers to the middle grades school, and who has successfully completed a civics course at the previous school, must take the Civics EOC. [FS1008.22(3)]

C. CAREER AND EDUCATION PLANNING COURSE

The Career and Education Planning course is a required component of the Middle Grades Social Studies curriculum and will include online access to career planning options and tools. In grade 8, students will develop a personalized academic and career plan signed by student, teacher, and parent/guardian. The plan will be reviewed and updated by the student and school counselor.

D. MENTAL HEALTH

School districts must annually provide a minimum of five (5) hours of instruction to students in grades 6-12 related to youth mental health awareness and assistance, including suicide prevention and the impacts of substance abuse. Sections 1001.02(2)(n), 1003.43(2), F. S. Rule 6A-1.094121. Effective July 2019

E. REQUIRED PARENT MEETING

Each school that includes middle grades must conduct an annual parent meeting in the evening or on a weekend to inform parents about the course curriculum and activities. [F.S.1003.4156(1)(e)(1-4)]

II. REQUIRED REMEDIATION IN READING AND MATHEMATICS

A. INTENSIVE/INTEGRATED READING

Reading Remediation - If a middle grades student scores Level 1 or Level 2 on FSA Reading, the student must enroll in and complete a remedial course or content area course in which remediation strategies are incorporated into course content delivery. All diagnostic, placement, progress monitoring, and reading program strategies will be conducted in accordance with the District School Board of Gadsden County K-12 Comprehensive Reading Plan as required by [F.S. 1001.62(8)].

B. INTENSIVE/INTEGRATED MATHEMATICS

Mathematics Remediation – If a middle grades student scores Level 1 or Level 2 on FSA Mathematics, the student must receive remediation. This remediation requirement will either be integrated into the student's required mathematics course at the next grade level, or the student will participate in an intensive remedial course.

III. GRADING SYSTEM

A. TEACHER AUTHORITY

The teacher shall be the authority in assigning each student a grade.

B. GRADING SCALE

Evaluation of achievement will indicate progress toward the mastery of the Florida Standards and Next Generation Sunshine State Standards. The grades reflecting achievement in academic courses in grades 6-8 with numerical equivalents shall be:

Letter Grade	Percent	Grade Point	Rubric Description
A	90-100%	4.0 GPA	Outstanding Progress
B	80-89%	3.0 GPA	Above Average Progress
C	70-79%	2.0 GPA	Average Progress
D	60-69%	1.0 GPA	Lowest Acceptable Progress
F	45-59%	0.0 GPA	Failure
I	0%	0.0 GPA	Incomplete
N			No Grade

C. ASSIGNMENT OF FINAL GRADES

The student's final grade in a course will be determined by quarterly academic grades and other relevant performance criteria (e.g., exams, projects and other demonstrations of mastery of the Florida Standards or the Next Generation Sunshine State Standards). Teachers have the responsibility to determine final grades using quarter grades and other evaluations as appropriate. (The final grade does not always reflect a simple average of quarter grades).

Grade 6

1. For language arts, mathematics, science, and social studies, grades will be calculated based on a yearly average of each quarter's numeric grade (i.e., $Q1 + Q2 + Q3 + Q4 / 4 = \text{Course Grade}$).
2. Non-core courses shall use the following calculation method: $Q1 + Q2 + Q3 + Q4 / 4 = \text{Course Grade}$.
3. Quarterly grades for the four (4) core academic courses and grade 6 non-core courses shall be computed as follows:
 - Assessments (60%)
 - Daily Assignments (40%)

Grade 7 and 8

1. For all year-long courses, grades shall be calculated using the following formula: $[Q1 + Q2] (.35) + [Q3 + Q4] (.35) + \text{End of Year (EOY)/ End of Course (EOC)} (.30) = \text{Course Grade}$.
2. Semester exams for year-long courses are required at the end of the first semester. The numerical score of the first semester exam shall be included in the overall calculation of the Q2 numerical grade.
3. For any course in which the Florida Standards Assessment or FCAT 2.0 is administered (excluding statewide End-of-Course assessments), a semester exam for both semester 1 and semester 2 is required. The following formula for these courses shall be used: $[Q1 + Q2] (.50) + [Q3 + Q4] (.50) = \text{Course Grade}$.
4. Semester exams for courses in which the Florida Standards Assessment or FCAT 2.0 is administered (excluding statewide End-of-Course assessments) shall be included in the overall calculation of the Q2 and Q4 numerical grade, respectively.
5. For all semester-long courses, grades shall be calculated using the following formula: $Q1 (.35) + Q2 (.35) + \text{EOY/EOC} (.30) = \text{Course Grade}$.
6. Quarterly grades shall be computed as follows:
 - Assessments (60%)
 - Daily Assignments (40%)

D. TEACHER COMMENTS

Teacher comments on the report card shall be indicated through a coding system, and the report card shall contain a narrative explanation of the grading system.

E. FREQUENCY OF REPORT CARD DISTRIBUTION

Report cards shall be issued four times during the school year. In addition, schools are required to issue mid- quarter progress reports to all students.

F. DANGER OF FAILURE

Any time during a grading period that a student is in danger of failing, the teacher must make a documented contact with the parent by speaking with them on the phone, meeting in a conference, or sending written notification [[FAC 6A-6.0908](#)].

G. PARENT/TEACHER CONFERENCES

Parent-teacher conferences shall be scheduled as requested by parents and/or teachers.

H. RETENTION DECISIONS & THE ROLE OF JUDGMENT

While retention decisions will be made on a case by case basis with the principal having the final decision, the teacher's judgment and the student's work portfolio play a critical role in the evaluation of a student's satisfactory performance and in the identification of a student's area(s) of academic need. Pertinent factors, such as teacher observation, classroom assessment results, and classroom performance, must be considered by the teacher in order to identify the intervention(s) and/or intensive instructional strategies that will assist that student in meeting district and state performance levels.

IV. EXPECTED PERFORMANCE LEVELS

A. CHART OF GRADE LEVEL PERFORMANCE LEVELS

Students in Florida and Gadsden County are expected to meet state and local performance standards as follows:

Grade	Reading	Mathematics	Science	Social Studies
6	≥ Level 2 Grade 6 FSA ELA or <i>iReady</i> 23-35	≥ Level 2 Grade 6 FSA Mathematics* or <i>iReady</i> 20-35	60% or higher End-of-Year Assessment	60% or higher End-of-Year Assessment
7	≥ Level 2 Grade 7 FSA ELA or <i>iReady</i> 23-35	≥ Level 2 Grade 7 FSA Mathematics* or <i>iReady</i> 20-35	60% or higher End-of-Year Assessment	≥ Level 2 Civics EOC
8	≥ Level 2 Grade 8 FSA ELA or <i>iReady</i> 23-35	≥ Level 2 Grade 8 FSA Mathematics* or <i>iReady</i> 20-35	≥ Level 2 Grade 8 NGSS Science*	60% or higher End-of-Year Assessment

**or pass the appropriate high school end-of-course assessment*

B. STUDENTS WITH DISABILITIES

Students with disabilities are required to meet the same standards as non-disabled students unless they are taking access point classes and participating in Alternative Assessment instead of FCAT 2.0 or the Florida Standards Assessment.

V. RETENTION

A. MORE THAN TWO FAILURES

Students who fail more than two of the 4 core academic courses (language arts, mathematics, social studies, science) will be retained.

B. TWO FAILURES (GRADES 6 OR 7)

Students in grade 6 or 7 who fail two of the 4 core academic courses have the option to enroll in a virtual instruction program (Fuel Education/K12, Florida Virtual School, or Edgenuity) to engage in credit recovery during the summer. Students in grade 6 or 7 may be conditionally promoted to the next grade upon successful completion of one failed course through virtual instruction during the summer. These students are expected to be enrolled in credit recovery for the second failed course during the next school year.

C. ONE FAILURE

Students who fail one core academic course may be conditionally promoted to the next grade. These students are expected to do credit recovery through virtual instruction during the summer.

D. PROMOTION TO GRADE 8 OR 9

7th grade students must successfully complete all 6th grade core academic courses or higher and if necessary comply with B and C above to be promoted to grade 8. 8th grade students must successfully complete all 6th, 7th, and 8th grade core academic courses or higher to be promoted to grade 9. Grade 8 students may not be promoted to grade 9 until they have successfully passed all 12 middle grades core courses or higher.

E. CONDITIONAL PROMOTION (GRADES 7 OR 8)

Conditionally promoted students in grade 7 or 8 who have not passed all courses of the previous grade must be passing all courses at the end of the 1st quarter to remain at that grade level. Students failing one or more courses will be returned to previous grade.

F. ENGLISH LANGUAGE LEARNERS (ELL)/LIMITED ENGLISH PROFICIENT (LEP) PROMOTION/RETENTION

No promotion or retention decision may be made for any individual student classified as English Language Learner (ELL)/ Limited English Proficient (LEP) solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a formal district assessment process. A formal retention recommendation regarding an ELL/LEP student may be made through action of the school's ELL/LEP Committee [FAC 6A-1.09432].

G. SUMMER SCHOOL IN OTHER DISTRICTS

Students who attend academic summer school in other states or districts may be conditionally promoted based on transcripts or other data indicating that they have successfully completed remediation. This promotion will be validated through student performance in the first quarter of grade 7 or 8 through district and classroom assessments.

H. OTHER REASONS FOR RETENTION

Students will not be retained for reasons other than course failures as stated in A-G.

VI. ACCELERATION POLICY

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. *For the majority of students, in-class*

differentiation provides the learning opportunities needed for advanced students to be challenged. The school must carefully consider the effect of ACCEL options, especially mid-year and full- year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** School principals are required to inform parents and students of the available ACCEL options and the student eligibility requirements. Parent permission is necessary for ACCEL options.

Acceleration Options:

Whole Grade Promotion – Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.**

Mid-Year Promotion – A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** If appropriately placed, the student will be formally promoted to the next grade level mid-year.

Subject Matter Acceleration – A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** High school courses taken in middle grade schools will be used to satisfy middle school promotion criteria once the student is enrolled in high school. The grades will become part of the high school academic record, including failing grades, and may impact future promotion. Student schedules must reflect courses taken.

Virtual Instruction Higher Grade-Level Subjects - A student that is placed with students at a more advanced grade level in a virtual class for one or more subjects for a part of a day without being assigned to a higher grade. High school courses (see above) are accessible only through K12 Virtual School or PAEC Virtual School programs.

Credit Acceleration Program (CAP) - 1003.4295, F.S. The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of- course (EOC) assessment if the student attains a specified score on the EOC. For 2014-15, these courses include Algebra 1, Geometry, Biology, and United States History. The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, as defined in F.S. 1008.22(3)(c)(5) on the corresponding EOC. Students interested in this option should confer with their counselor. 1003.4295F.S.

The requirements and eligibility process is as follows:

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.
- For the April testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **February 1**.
- For the July testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **May 1**.
- For the September testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the school counselor no later than **July 1**.
- For the December/January testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **October 1**.
- As part of the Mastery Exam Request, students will be required to supply evidence that they are prepared to sit for the EOC or that there is reasonable justification for the request. This evidence includes but is not limited to previous FCAT or FSA scores and grade in the most recent math or science course taken.
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.

Multi-Age Gifted – A district identified gifted or high achieving student may be placed with multi-age students (Grades 6-8) for the entire day to work on Advanced 6-8 coursework (which generally rotates on a three year cycle). The program provides a uniquely differentiated curriculum and allows students the opportunity to interact with intellectually similar peers throughout the day. This approach will allow students to collaborate with other like-minded students, engage in more challenging assignments and gain confidence to express ideas in alternative ways. Students will gain opportunities to study content with a greater depth and complexity.

Procedures - The following procedure must be followed to consider a student for any of the ACCEL options:

1. If a parent requests consideration, it must be in writing using the *Request for Middle Grades Acceleration* form (**Appendix F**).
2. The parent must meet with the Principal/Counselor to review the request and the student's eligibility for acceleration.
3. If the request is granted, the parent and student must agree to a *Middle Grades Performance Contract (Appendix G)* prior to acceleration being granted.

Criteria and Procedures

Criteria	Whole Grade Promotion	Mid-Year Promotion	*Subject Matter Acceleration	Virtual Instruction Higher Grade-Level Subjects	Gifted Multi-Age (3 year program)
School Based, Parental and Teacher-Initiated Requests	Request must be submitted in writing by May 1 of the current school year using the <i>Request for Acceleration</i> form (Appendix F)		Request must be submitted in writing prior to the end of the first nine weeks of the current school year using the <i>Request for Acceleration</i> form (Appendix F)		School-Based decision
Assessment Results and Grades	A recent FSA level 5 in reading <u>and</u> mathematics.		A recent FSA Level 5 in reading <u>or</u> mathematics.		District identified gifted students
	Final grades in previous school year core course work (science, math, social studies, <u>and</u> English Language Arts) must reflect 90% or above. Current core course work (science, math, social studies, <u>and</u> English Language Arts) must reflect 90% or above.		Final grades in previous school year core course work being considered for acceleration must reflect 90% or above. Current core course work being considered for acceleration must reflect 90% or above. *See Appendix E for Fast-Track Advanced Math Placement Criteria		Students with high academic achievement pending availability as determined by school staff School-based matrix (See school counselor)
Attendance	No more than 5 absences in a period of 30 days or no more than 10 absences in a period of 90 calendar days				
Teacher Recommendation	A written recommendation from the student’s current grade level teachers for promotion requested				
School Counselor Recommendation	A written recommendation from the student’s current school counselor for promotion requested				
Principal Approval	In accordance with state statute 1212.28(5) F.S. the principal of the school is the final authority in the placement of students in programs or classes.				
District Approval	If promotion involves a change in schools, the Superintendent/Designee and principals of both schools must be involved in the decision process.				

VII. PARENT NOTIFICATION

Annually, the school district shall provide a written report to parents/guardians of students' performance on each statewide assessment [FAC 6A-6.0908(2)].

VIII. PROGRESSION FOR ENGLISH LANGUAGE LEARNER/LIMITED ENGLISH PROFICIENT STUDENTS

A. ENGLISH LANGUAGE LEARNERS (ELL)/ LIMITED ENGLISH PROFICIENT (LEP) READING INSTRUCTION

As required by [F.S. 1003.56], the District School Board of Gadsden County will provide ELL/ LEP students with comprehensive instruction that is equal in amount, sequence, and scope as that provided to non- ELL/LEP students. The district will enroll ELL/LEP students who are reading below grade level in English and who score Level 1 or Level 2 on FSA ELA in courses appropriate to their level of English proficiency and reading ability.

B. ENGLISH LANGUAGE LEARNER (ELL)/ LIMITED ENGLISH PROFICIENT (LEP) STUDENT READING PERFORMANCE

Diagnostic, placement, progress monitoring and evaluation of ELL/ LEP student performance in reading will be conducted as specified in the district's K-12 Comprehensive Reading Plan.

IX. HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL STUDENTS

A. COURSES AVAILABLE

High School Credit in Middle School

In accordance with Florida statutes 1003.4156 F.S., 1008.22 (3)(c)2.a. F.S., middle grades students may be enrolled appropriately in high school credit-earning courses. Courses will adhere to high school grading policy which may be found in the high school program section of the Student Progression Plan. Middle grades students earning high school credit shall simultaneously be credited with meeting the requirements for the appropriate corresponding pre-grade 9 courses. High school courses taken below grade 9 are included in student's cumulative GPA and may be used to satisfy high school graduation requirements and Bright Futures award requirements.

B. GRADE FORGIVENESS

Based on [F.S. 1003.4282(6)], middle school students who attempt Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Biology 1, Biology 1 Honors, Anatomy and Physiology, Spanish I, Spanish II, or other approved courses through ACCEL for high school credit may repeat the same or a comparable course to replace a grade of "C", "D", or "F" through grade forgiveness. Any grade for a repeated course for credit will replace the former grade in GPA calculation; however, all course grades will still be documented on high school official academic transcripts, cumulative student records, and in an automated system. In addition, grades from all courses taken must be included in the GPA calculation unless the grade has been forgiven by retaking the same or comparable course. Under local district policy, if retaking a course improves an "F" to a "D", only the "D" will be calculated in the GPA. If a student earns the same letter grade twice for the same course, only ONE of the letter grades will be counted in the student's GPA calculation. In all cases of grade forgiveness, only new grades shall be used in GPA calculation.

C. AWARDING OF CREDIT

Students who drop a high school course are strongly encouraged to do so during the first grading quarter to avoid academic penalties. If students remain in a high school course(s) through the second grading quarter (first semester), the grade(s) and credit(s) earned will be added to the high school official academic transcript. Any student dropping a high school course will be returned to a comparable middle school level course. One semester of a high school math course will be considered partial fulfillment of the math course requirement for promotion from 8th to 9th grade. Please see **Appendix D** for complete description of Middle Grades EOC requirements. Students successfully completing middle school may begin earning their community service hours for high school transcripts beginning on the first day of 9th grade. Students who successfully complete an online course in grades 6-8 for high school credit may use that course to satisfy the online course for high school graduation requirement.

X. TRANSFERS FROM OTHER SCHOOLS

A. FOREIGN STUDENTS

Foreign-Born Students - The grade placement shall be age-appropriate for English Language Learner students who are unable to obtain records from previous schools. The principal may review and make changes in placement based on the academic performance of the student during the first grading period. The principal is responsible for the final placement decision.

B. MILITARY CHILDREN

See **Appendix A** for Military Children

C. HOME EDUCATION

Home Education [F.S. 1002.41]

1. A "home education program" is the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirement of [F.S. 1002.41, 1003.41, 1003.01(4), 1003.21(1), and 1002.01].
2. Parents must register home education students with the District School Board of Gadsden County within 30 days of the establishment of the home education program.
3. Parents must provide written notice of termination to the District School Board of Gadsden County within 30 days of the termination of a home education program.
4. Parents must maintain a portfolio of records, educational activities and materials. Portfolios are to be preserved for 2 years after re-entry into Gadsden County and shall be made available for the district school superintendent, or the district school superintendent's designee, upon 15 days' written notice.
5. Parents shall provide for annual educational evaluations documenting that the student's educational progress is at a level commensurate with his or her ability.
6. A home education program shall be excluded from meeting the requirements of a school day.
7. Home education students may participate in the District School Board of Gadsden County interscholastic extra-curricular student activities at their zoned school. Home education students participating in an extra-curricular activity may attend the specific course required for participation in the activity.

D. VIRTUAL EDUCATION PROGRAMS

1. Students, including home education students, may take middle grades level courses offered through the virtual instruction programs (i.e., Fuel Education, Edgenuity, Florida Virtual School, and PAEC Virtual).
2. Virtual courses shall be available to students during or after the normal school day or during summer school enrollment. Students should be enrolled in a full schedule in the middle school which may include Fuel Education, Florida Virtual School, or Edgenuity course(s).
3. Students requesting to take a course offered by one of the aforementioned virtual providers must have parent approval. Students and their families must consult with the middle school counselor prior to applying to or enrolling in virtual courses.
4. Schools must accept all academic grades and credits attempted and/or earned through virtual coursework as approved by the school counselor. These grades will also be included in the calculation of the high school GPA for any high school courses taken at the middle school level. Grade forgiveness policies will apply to virtual school courses.
5. To avoid academic penalties, students must withdraw from courses based on deadlines set by the virtual education providers (Fuel Education, Florida Virtual School, or Edgenuity).
6. A full-time K12 Virtual School or PAEC Virtual School student who meets specified conduct and academic requirements is eligible to participate in extracurricular activities at the district public school to which the student would be assigned.

E. FUEL EDUCATION, FLORIDA VIRTUAL, & EDGENUITY

The aforementioned are **full-time** online district schools for students in grades K-12. A parent must request from the District School Board of Gadsden County Office of Virtual Learning a reassignment from the districted school and meet eligibility requirements in order for the student to be admitted. Enrollment is typically allowed during open enrollment periods prior to the beginning of the academic year and at midyear. These programs are completely Internet-based and serve students in grades K-12. Students with access to the Internet can complete their course work from any place, at any hour, and for as long as they choose. Students are responsible for completing their course assignments and submitting them via email to the teacher for feedback and grading. The chart below will provide a description of the district's full time virtual program and the eligibility criteria for entering a virtual learning program.

PROGRAM NAME	K12 Virtual School and PAEC Virtual School Grades 6-8
PROGRAM DESCRIPTION	<ul style="list-style-type: none"> • Fuel Education, Edgenuity, and Florida Virtual School are <u>Full Time</u> district schools. • Fuel Education, Edgenuity, and Florida Virtual School deliver online instruction through contracted Virtual Instruction Providers. • Fuel Education, Edgenuity, and Florida Virtual School operate by <u>all</u> District guidelines, policies, and procedures. • Fuel Education, Edgenuity, and Florida Virtual School follow the District's Student Progression Plan. • Fuel Education, Edgenuity, and Florida Virtual School students are <u>required</u> to follow the District Attendance Policy. • Fuel Education, Edgenuity, and Florida Virtual School follow the District school calendar. • Parents must commit to spending at least 2-4 hours per day as a learning coach for their student(s). • Parents and students must attend an orientation session and/or personal interview with the Fuel Education, Edgenuity, and Florida Virtual School Supervisor or designee prior to enrollment. • Traditional middle school activities such as, but not limited to, a promotion ceremony, are not available for Fuel Education, Edgenuity, and Florida Virtual School students. • Students are provided all required text books and necessary resources from the contracted Virtual Instruction Providers; all materials are shipped directly to the students' home from the provider. • Virtual Instruction Providers post grades at the end of first (mid-year) and second (end of the year) semesters; students and instructional coaches (parent/guardian) can access academic grades/progress 7 days a week 24 hours a day through the student/parent/guardian accounts that are set up with the selected Virtual Instruction Provider.
ELIGIBILITY CRITERIA	<ul style="list-style-type: none"> • According to section 1002.455, Florida Statutes, students who want to enroll in Fuel Education, Edgenuity, and Florida Virtual School must meet at least one of the following criteria specified: • Spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the Florida Education Finance Program (FEFP) surveys. • Is the dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders? Was enrolled during the prior school year in a school district virtual instruction program under Section 1002.45, a K-8 virtual school program under Section 1002.455, or a full-time Florida Virtual School Program under Section 1002.37 (8) (a) of Florida Statutes. • Has a sibling who is currently enrolled in the school district virtual instruction program and that sibling was enrolled in such program at the end of the prior school year?

PROMOTION POLICY	<p>Middle school grade promotions requires students in grades 6, 7, and 8 must successfully complete the following academic courses:</p> <ul style="list-style-type: none"> • 6th Grade- Language Arts, Math, Science, Social Studies • 7th Grade- Language Arts, Math*, Science, Social Studies/Civics** • 8th Grade- Language Arts, Math*, Science, Social Studies/Career Education and Planning <p><i>* To earn high school credit for Algebra 1, eligible students must pass the EOC assessment.</i> Beginning with the 2012-2013 school year, to earn high school credit for Geometry, eligible students must pass the Geometry end of course assessment (EOC) assessment. ** Beginning in the 2014-15 school year, the Civics EOC will constitute 30% of the student's final course grade. The school principal or designee shall determine whether a student who transfers to the middle school, and who has successfully completed a civics course at the previous school, must take the Civics EOC.</p>
EXTRA-CURRICULAR ACTIVITIES	<p>Fuel Education, Edgenuity, and Florida Virtual School students in grades 6-8 may participate in the District School Board of Gadsden County interscholastic extra- curricular student activities at their zoned school.</p>
STATE /LOCAL ASSESSMENTS REQUIRED	<p>6-8 students take <u>all</u> required state (FSA, FCAT, EOC, etc.) and district assessments identified on the District Assessment Calendar.</p>

XI. STUDENTS RIGHTS FOR INSTRUCTION

A. EQUAL ACCESS

All District School Board of Gadsden County classes shall be available to all students without regard to race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation. This is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students. [FS 1000.05]

B. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

English for Speakers of Other Languages (ESOL) services are designed to meet the communicative, academic, and social needs of English Language Learners (ELLs) as defined in [FS 1003.56]. Services will be provided as outlined the District ELL/LEP Plan. No ELL/LEP student will be retained solely due to a lack of English language proficiency.

C. APPROPRIATE USE OF PRIMARY LANGUAGE

No student will be denied appropriate use of his/her primary language [F.S. 1003.56]. No national language minority or English Language Learner student shall be subjected to any disciplinary action based on his/her use of a language other than English [FAC 6A-6.0908(3)].

D. TEEN PARENT PROGRAM

Students who become married and students who are pregnant shall not be prohibited from attending school. These students and students who are parents shall receive the same educational instruction or its equivalent as other students but may voluntarily be assigned to a class or program suited to their special needs. Consistent with [F.S. 1003.54], pregnant or parenting

teens may participate in a teenage parent program.

E. DISCRIMINATION

Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against due to age, sex, race, color, religion, national or ethnic origin, disability, handicapping condition, pregnancy, parenthood, marriage, political beliefs, social and family background, or for any other reason not related to his/her individual capabilities, may file a grievance according to the procedure established in School Board Policies and Procedures.

F. GRIEVANCE PROCEDURES

In cases of alleged discrimination and/or harassment, nothing in this policy shall prohibit a student, applicant for admission to an educational program or service, or parent from pursuing a grievance through the complaint and/or grievance procedures as may be established by federal and/or state statutes or regulations. No student, applicant for admission to an educational program or service, parent, or employee shall be subject to adverse action in retaliation for having filed a grievance or for having testified, assisted, or participated in any manner in an investigation, proceeding, or hearing conducted under the authority of this policy.

HIGH SCHOOL STUDENT PROGRESSION



HIGH SCHOOL (NINTH GRADE THROUGH TWELFTH GRADE)

I. GRADUATION REQUIREMENTS

To graduate from high school with a standard diploma, students must complete the following requirements:

1. Successfully complete all required courses for a standard diploma and earn twenty-four (24) credits.
2. Achieve a cumulative unweighted grade point average of 2.0 on a 4.0 scale.
 - Grade point averages in grades 9-12 shall be calculated on both a weighted (5 point) and unweighted (4 point) scale. A weighted system for courses in grades 9-12 shall be utilized so that students are not penalized in terms of final “average” or class standing if they undertake rigorous academic work.
 - All state requirements for reporting grade point averages will be computed and reported on an unweighted (4 point) scale. A weighted system for courses in grades 9-12 shall be utilized so that students are not penalized in terms of final “average” or class standing if they undertake rigorous academic work.
3. Pass the appropriate statewide, standardized assessments (FCAT 2.0, FSA) and End-of-Course Exams (EOC) required for graduation. Concordant score on the SAT/ACT or other approved tests can be used to meet this graduation requirement.
4. Any home school student wishing to receive a diploma from his/her district high school should get specific information about FCAT 2.0, FSA, EOC (End of Course) and statewide assessments testing from the School Choice office prior to the 10th grade.

II. GRADUATION PLANS AND TIMELINES

A. STUDENTS ENTERING GRADE NINE IN THE 2013-2014 SCHOOL YEAR

4 Credits English Language Arts (ELA)

- ELA I, II, III, IV
- ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.

4 Credits Mathematics

- One of which must be Algebra I and one of which must be Geometry.
- Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and geometry).

3 Credits Science

- One of which must be Biology I.
- Two of which must have a laboratory component.
- An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).
- An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I).

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- .5 credit in U.S. Government
- .5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts

- Eligible courses are specified in the Florida Course Code Directory at <http://www.fldoe.org/articulation/CCD/default.asp>

1 Credit Physical Education

- To include the integration of health

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average on a 4.0 scale.

B. STUDENTS ENTERING GRADE NINE IN THE 2014-2015 SCHOOL YEAR

4 Credits English Language Arts (ELA I, II, III, IV)

- ELA I, II, III, IV
- ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.

4 Credits Mathematics

- One of which must be Algebra I and one of which must be Geometry.
- Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and geometry).

3 Credits Science

- One of which must be Biology I.
- Two of which must have a laboratory component.
- An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).
- An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I).

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- .5 credit in U.S. Government
- .5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts

- Eligible courses are specified in the Florida Course Code Directory at <http://www.fldoe.org/articulation/CCD/default.asp>

1 Credit Physical Education

- To include the integration of health

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average on a 4.0 scale.

C. STUDENTS ENTERING GRADE NINE IN THE 2015-2016 SCHOOL YEAR

4 Credits English Language Arts (ELA I, II, III, IV)

- ELA I, II, III, IV
- ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.

4 Credits Mathematics

- One of which must be Algebra I and one of which must be Geometry.
- Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and geometry).

3 Credits Science

- One of which must be Biology I.
- Two of which must have a laboratory component.
- An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).

- An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I).

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- .5 credit in U.S. Government
- .5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts

- Eligible courses are specified in the Florida Course Code Directory at <http://www.fldoe.org/articulation/CCD/default.asp>

1 Credit Physical Education

- To include the integration of health

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average on a 4.0 scale.

D. STUDENTS ENTERING GRADE NINE IN THE 2016-2017 SCHOOL YEAR

4 Credits English Language Arts (ELA I, II, III, IV)

- ELA I, II, III, IV
- ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.

4 Credits Mathematics

- One of which must be Algebra I and one of which must be Geometry.
- Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and geometry).

3 Credits Science

- One of which must be Biology I.
- Two of which must have a laboratory component.
- An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).
- An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I).

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- .5 credit in U.S. Government
- .5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts

- Eligible courses are specified in the Florida Course Code Directory at <http://www.fldoe.org/articulation/CCD/default.asp>

1 Credit Physical Education

- To include the integration of health

8 Elective Credits

1 Online Course

Mental Health

- School districts must annually provide a minimum of five (5) hours of instruction to students in grades 6-12 related to youth mental health awareness and assistance, including suicide prevention and the impacts of substance abuse. Sections 1001.02(2)(n), 1003.43(2), F. S. Rule 6A-1.094121. **Effective July 2019**

Students must earn a 2.0 grade point average on a 4.0 scale.

E. ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) PROCEDURES AND GUIDELINES FOR 9-12 HIGH SCHOOL STUDENTS

Each high school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole- grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, and the Credit Acceleration Program (CAP). Program specifics are available through the student's school counselor. Such placement shall be made after review and approval by the school principal (or designee) and school counselor. (F.S. 1002.3105)

- **Whole-Grade Promotion:** Acceleration by whole grade promotion is the skipping of a grade level when the student has successfully earned **all** of the credits required to be promoted to the specific grade level. Credits required for specific grade promotions are listed in the Student Progression Plan.
- **Mid-Year Promotion:** Students who successfully complete all credits required by the beginning of semester 2 may be promoted to the next grade level. The credits and assessments required for specific grade promotion are listed in the Student Progression Plan.
- **High-School Credit in Middle School:** In accordance with Florida statutes F.S. 1003.4156, 1008.22 (3)(c)(2)(a), eligible middle school students may be enrolled in high school credit-earning courses. Students must meet all specified eligibility criteria for the high school course requested. Courses will adhere to high school grading policy which may be found in the Student Progression Plan. High School credits earned in grades 6-8 will become part of the student's permanent high school academic history and will be counted toward specific grade promotion in high school.
- **Subject-Matter Acceleration (Credit Acceleration Program – F.S. 1003.4295):** The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC)

assessment if the student attains a specified passing score on the EOC. These courses include Algebra 1, Geometry, Biology, and U.S. History and all other courses identified in state statutes.

The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score as defined in F.S.1008.22(3)(c)(5) on the corresponding EOC. Students and parents interested in this option should contact the school counselor.

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.
- For the April testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **February 1**.
- For the July testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **May 1**.
- For the September testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the school counselor no later than **July 1**.
- For the December/January testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the school counselor no later than **October 1**.
- As part of the Mastery Exam Request, students will be required to supply evidence that they are prepared to sit for the EOC or that there is reasonable justification for the request. This evidence includes but is not limited to previous FCAT/FSA scores and grade in the most recent math or science course taken.
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.

III. COURSE CREDIT (F.S. 1003.436)

A credit (1) for high school graduation is defined as a minimum of 135 hours (or 120 hours in a flexible/block schedule) of bona fide instruction in a designated course which contains student performance standards. Credit will also be awarded to students who demonstrate mastery of course content and student performance standards through alternative instructional delivery models such as performance-based instruction, extended school year programs, and flexible/block scheduling.

A. COURSES EXCLUDED FROM CREDIT AWARDING (F.S. 1003.43(7))

No high school student may be granted credit toward high school graduation for enrollment in the following courses or programs: more than a total of nine (9) elective credits in remedial programs, more than three (3) credits in practical arts family and consumer science classes, more than (1) credit in exploratory career and technical courses, or any level 1 courses unless the student's assessment shows a more rigorous course would not be appropriate (this need must be included in the student's IEP or performance plan, such as an Academic Performance Plan, and signed by principal, school counselor, student, and parent).

B. COURSE SUBSTITUTIONS AND WAIVERS (F.S. 1003.4282) ANNUAL COURSE CODE DIRECTORY

A course that has been used to substitute in one subject area may not be used to substitute for any other subject area. Course substitutions may not count toward state university system admissions requirements. The District School Board of Gadsden County curriculum and approved courses and programs are to be the means for granting credits. Some course substitutions are provided through state statute as follows:

Required Courses	Approved Substitutions
1.0 HOPE (Health Opportunities through Physical Education)	Participation in two (2) seasons of an interscholastic sport at the Junior Varsity (JV) and Varsity levels <u>and</u> a passing score of "C" on a Personal Fitness Competency test. OR Completion of two (2) full years of JROTC
1.0 Performing/Fine/Practical Arts	Completion of two (2) full years of JROTC

Other Course(s) with Allowable Substitution	Approved Substitutions
1.0 Physical Science	Successful completion of the JROTC Naval Science Program (Naval Science 1, 2, 3)
0.5 Physical Education	Successful completion of the Army JROTC Leadership Educational Training courses 1 and 2
Foreign-born students entering high school with 1.0 – 4.0 credits in the study of English language	1.0 – 4.0 credits for student's study of a foreign language (in this case, the foreign language is English for that student)
Foreign-born students entering high school with 1.0 – 4.0 credits in the study of their own country's primary language	1.0 – 4.0 credits in English (e.g., an Italian student get credit for studying Italian in the same way that an American student gets credit for studying English)
0.5 Credit / 1.0 Credit Performing/Fine/Practical Arts	Successful completion of any art form class that requires manual dexterity, or a course in speech and debate (F.S. 1003.43)
Mathematics credit other than Algebra I or Geometry	0200305 Computer Science Discoveries 0200315 Computer Science Principles 0200320 AP Computer Science A 0200325 AP Computer Science A Innovations 0200335 AP Computer Science Principles

Science Credit other than Biology	0200800 IB Computer Science 1 0200810 IB Computer Science 2 0200820 IB Computer Science 3
Substitutions listed in Annual DOE Course Code Directory	Successful completion of Career and Technical Education courses used as substitutes in Mathematics and Science (does not apply to scholar diploma)

C. NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY

If you wish to participate in NCAA Division I or II athletics, you need to be certified by the NCAA Eligibility Center. You need to qualify academically and you need to be cleared as an amateur student-athlete. You are responsible for achieving and protecting your eligibility status.

D. COURSE TITLES ON TRANSCRIPTS

A course title on a student schedule and transcript means that the student is receiving regular, planned instruction, by a teacher following the course content as defined in the State of Florida Curriculum Course Descriptions (Frameworks) and the District School Board of Gadsden County curriculum. GPA weight is dependent upon the course, and all weighted courses must be approved by the School Board and in compliance with statutory requirements and articulation agreement(s) with post-secondary institutions.

E. DETERMINATION OF MASTERY OF STUDENT PERFORMANCE

Student performance standards will be measured on a regular, continuous basis. Such measurements may be made through the use of teacher observations, classroom assignments, and traditional and alternative forms of assessment. A student will have demonstrated mastery of student performance standards for a district-approved course when through teacher observations, classroom assignments, and examinations, it has been determined that a student has attained a passing score for the course. This score and the procedures to be used to determine semester and yearly averages will be in accordance with the procedures as outlined in this Student Progression Plan and End of Course Examinations as mandated by the state. Although course preparation is recommended, students are not required to take the course prior to taking an EOC examination. In the determination of mastery of student performance standards for high school credit, it is the intent of the District School Board of Gadsden County to utilize student performance standards which are clear and precise statements of what the learner is expected to do by the end of a prescribed learning period; reflective of the essential knowledge, skills, concepts, or behaviors contained in the state-approved course descriptions; and clearly communicated to all learners at the beginning of a course or unit of instruction.

F. ENGLISH LANGUAGE LEARNERS (ELL)/LIMITED ENGLISH PROFICIENT (LEP) CREDIT

English Language Learners (ELL)/Limited English Proficient (LEP) shall be given credit toward fulfilling graduation requirements in English for each basic ELL course completed satisfactorily. Credit shall be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily which was delivered using ELL strategies. ELL/LEP students shall be given either elective credit or reading credit depending upon course content and teacher compliance for basic ESOL courses and Developmental Language Arts through ELL as outlined in the DOE Course Code Directory. English Language Learners/Limited English Proficient (ELL/LEP students) may not receive a failing grade if instructional strategies, materials, and assessment have not been modified in order to meet their instructional needs. In addition, these modifications and strategies must be documented in teacher lesson plans. School administrators in charge of teacher evaluation are responsible for ensuring that teachers are modifying instruction and assessment in order to provide comprehensive instruction to ELL/LEP students.

The grade placement shall be age appropriate for students identified as ELL/LEP students who were born in a foreign country and are registering for the first time in Gadsden County Schools. Each school will offer instruction for ELL/LEP that complies with the 1990 LULAC/META Consent Decree and the District ELL/LEP Plan (approved by the District School Board of Gadsden County and the Florida Department of Education).

G. VARIETY OF INSTRUCTIONAL TECHNIQUES AND INSTRUCTIONAL MEDIA

A variety of instructional techniques and instructional media consistent with the needs of individuals or student groups shall be utilized. In particular, varied instructional strategies, special communications equipment, or modification of methods of evaluation may be used to accommodate those students in exceptional student education and/or alternative education programs, and ELL/LEP.

IV. TRANSFER OF CREDITS

A. REQUIREMENTS FOR TRANSFER, FOREIGN-BORN AND/OR ELL/LEP STUDENTS

Students who enter a Florida public school in 11th and 12th grade from out-of-district or from a foreign country shall not be required to spend additional time in high school in order to meet Florida high school course requirements if the student has met all requirements of the school district, state or country from which he/she is transferring. However, to receive a standard high school diploma, a transfer student must earn an unweighted 2.0 grade point average and pass the grade 10 FSA/FCAT required in F.S. 1008.22(3), SAT/ACT and other alternate assessments described in F.S. 1008.22. Florida Statutes may change options for alternative assessments. End of course assessments required for the student's grade 9 cohort are required unless specific assessments have been taken in the state the student transfers from. The school counselor and registrar will determine the course and assessment requirements for the transferring student. The grade placement of any student transferring from another state or private school will be determined by the principal (or designee) of the receiving school. Students entering school from a foreign nation or from a public, private or home school, and who are not able to provide a valid transcript or original report cards, shall identify and describe all courses taken in previous years.

B. PROCEDURES FOR TRANSFER

All evidence of work or credits earned at another public school, community college, or university offered for acceptance shall be based on an official transcript authenticated by the principal (or designee).

C. INSTITUTIONS WITH AUTOMATIC CREDIT APPROVAL FOR TRANSFER

Credits earned through institutions affiliated with the following accrediting agencies will be automatically approved:

1. Southern Association of Colleges and Schools
2. Middle States Association of Colleges and Schools
3. New England Association of Colleges and Schools
4. North Central Association of Colleges and Schools
5. Northwest Association of Accredited Schools
6. Western Association of Colleges and Schools
7. Council of Bilingual Schools
8. Episcopal Diocese of Florida
9. Florida Coalition of Christian Private Schools
10. Florida Conference of Seventh-day Adventist Schools
11. Florida League of Christian Schools
12. Lutheran Schools of Florida-Georgia District (FLGA-LCMS)
13. National Council on Private School Accreditation (NCPSA) member agencies
14. Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities
15. Association of Christian Schools International
16. Association of Christian Teachers and Schools, Assemblies of God
17. Association of Independent Schools of Florida
18. Association of Waldorf Schools of North America

19. Christian Schools International
20. Christian Schools of Florida
21. Florida Catholic Conference
22. Florida Association of Christian Colleges and Schools
23. International Christian Accrediting Association
24. Kentucky Nonpublic School Commission
25. Montessori School Accreditation Commission
26. National Independent Private School Association
27. Florida Council on Independent Schools (FCIS)
28. Florida Association of Christian Colleges and Schools (FACCS)

D. TRANSFER FROM NON-ACCREDITED AND FOREIGN SCHOOLS

Credits from non-accredited schools, as well as foreign schools, will be evaluated on the basis of comparability to local courses in terms of course length and content in some cases, communications with the previous school will be necessary and a translation of transcripts required. Students transferring from another country shall receive English credit (Language Arts) for primary language study. English or a language other than student's native language as it appears on a foreign transcript will be reflected as foreign language credit. Students transferring into a public school from a non-accredited school or a foreign school must be placed at the appropriate sequential course level. For example, an 11th grade transfer student may validate his English I and II credits taken at the sending school with a 2.0 GPA in English III at the receiving school. Students who do not meet a 2.0 GPA, or choose not to continue to the next sequential level in a particular subject area (i.e., foreign languages), must have their credits validated using an approved alternative validation procedure (described below).

E. TRANSFER FOR HOME SCHOOLS

A student entering a School Board of Gadsden County high school from a home education program must present documentation (i.e., the student's portfolio with dated samples of work) which indicates the courses in which the student received home instruction. High School credits may not be given solely on the basis of time spent in a home education program. The decision regarding credits will be made by the high school principal. Parents shall provide to the school a detailed course description for each course, indicating objectives, instructional materials, and methods of student performance evaluation. Courses will be evaluated on the basis of comparability to local courses in terms of course length and content. Parents shall provide evidence that each course eligible for one high school credit consisted of at least 135 (or 120 in a flexible/block schedule) hours of instruction. If the receiving school cannot validate course/credit attainment through a portfolio assessment, the student shall be placed in an age appropriate course(s).

F. VALIDATION OF CREDIT

Work or credits from home schools, private schools, other than those accredited by agencies in (c) above, as well as tutorial agencies, and correspondence school programs, shall be validated by performance assessments conducted during the first grading period. If requested, home education students shall be provided up to ninety days to prepare for the required assessment(s). A transferring student 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. For

students who do not meet this requirement, any of the following alternatives may be used by the District to validate credits:

- Portfolio evaluation by principal or designee.
- Written recommendation by a Florida-certified teacher selected by the parent and approved by the principal.
- Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools.
- Demonstrated proficiencies on nationally-normed subject area assessments.
- Written review of the criteria utilized for a given subject provided by the former school.
- Demonstrated by 70% proficiency level on the end of course exam.

Academic Services and the school will assist with the evaluation of Home School student credit. If letter or numerical grades were not awarded at the prior school, the student will be awarded a grade that is equivalent to his/her end-of-course summative performance in the next sequential course. The final decision regarding credit is the responsibility of the school principal.

G. TRANSFER FOR FOREIGN EXCHANGE STUDENTS

Foreign Exchange students who wish to enroll in a Gadsden County school must show proof of English Language proficiency in listening, speaking, reading, and writing prior to enrolling. Students who wish to enroll in a Gadsden County school and who have been foreign exchange students (i.e., U.S. citizens who left the U.S.A. through a recognized program for one or more years) must present a valid transcript or original report card upon their registration in a Gadsden County school. All grades for these high school students will have the option to be converted to pass/fail. Special note: Acceptance of pass/fail would prohibit student eligibility for all interscholastic competition due to the inability to calculate and meet the minimum 2.0 grade point average requirement. Foreign exchange students (non U.S. citizens) shall be given the option of accepting the grades earned in course work or accepting a pass/fail designation. [Special note: Acceptance of pass/fail would prohibit student eligibility for all interscholastic competition due to the inability to calculate and meet the minimum 2.0 grade point average requirement.] Foreign exchange students from other countries (in an approved exchange program listed in the most current Council on Standards for International Education Travel [CSIET] Advisory List) upon leaving a Gadsden County school shall receive a valid transcript of their work while in the district. Students in their fourth year of high school, and who provide a valid transcript of their three previous year's work, shall be eligible for a Gadsden County diploma if they meet all requirements for graduation. In addition, the student must earn the required grade point average and pass the appropriate state test(s) required for graduation and have met the minimum state of Florida graduation credits.

H. TRANSFER OF CREDIT: EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

Transfer of Credit: Educational Opportunity for Military Children – See **Appendix A**

V. DROP/ADD TIMELINES, PROCEDURES, AND GRADING FOR CONTINUING STUDENTS

A. TIMELINE FOR DROPPING DUAL ENROLLMENT COURSES

Post-secondary institutions have drop/add procedures and timelines. Students who are enrolled in a Gadsden County high school and taking dual enrollment off the campus of their district school sites must comply with the timelines delineated by the post-secondary institution.

B. TIMELINE FOR DROPPING VIRTUAL SCHOOL COURSES

Fuel Education, Florida Virtual School, and Edgenuity have institutional drop/add procedures and timelines; however, all School Board of Gadsden County students who participate in virtual school must be enrolled for full school days in a District School Board of Gadsden County school and must comply with the timelines delineated by the School Board. While students await acceptance to a virtual education program, they must remain enrolled full-time in District School Board of Gadsden County schools.

The “W/F” codes assigned by Fuel Education, Florida Virtual School, and Edgenuity will be treated as a grade of “F” on the student’s transcript.

C. GRADE ASSIGNMENT FOR DROPPED COURSES

In a drop/add situation, the receiving teacher assigns the grade. The teacher of the dropped course will not assign a grade.

- **Record of Changes:** Courses which are dropped within the add/drop window may not appear on report cards; however, the student information system will retain all drop/add changes. The grade for a dropped course will not be calculated in the GPA.
- **Exceptions:** Exceptions to these rules may be made only by written request to the Principal. In a drop/add situation beyond the two-week window (full-credit course) or the one-week window (half- credit course), the Principal (or designee) will determine which teacher assigns the grade. The Principal may determine that the grade will consist of an average between the teacher of the dropped course and the receiving teacher.

D. ESE CONSIDERATIONS

A student may transfer from a regular education course into a one-credit ESE fundamental course prior to the beginning of the second semester to earn credit toward a special diploma. The grade in a regular education course may not equate to the sample grade in an ESE fundamental course (special diploma) due to the differences in course expectations and performance standards. Consequently, it is the responsibility of the ESE teacher to assign a grade based on demonstrated mastery of fundamental standards for work completed before and after the course change. Exceptions to the above mentioned timeline can be made based on the individual student needs as determined by the IEP team.

VI. GRADE LEVEL CLASSIFICATION (F.S. 1008.25)

A. TRADITIONAL HIGH SCHOOL (K12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL)

TRADITIONAL HIGH SCHOOLS & VIRTUAL EDUCATION PROGRAMS (24 CREDITS) END OF YEAR PROMOTION			
CLASS OF	TO BE PROMOTED TO	CREDITS EARNED	COURSES REQUIRED
2013 & thereafter	10th Grade	5	
	11th Grade	11	1.0 English and 1.0 Math
	12th Grade	17	2.0 English and 2.0 Math

B. TRADITIONAL HIGH SCHOOL: MID-YEAR PROMOTION (K12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL)

TRADITIONAL HIGH SCHOOLS (24 CREDITS) MID YEAR PROMOTION K12 Virtual School, PAEC Virtual School			
CLASS OF	TO BE PROMOTED TO	CREDITS EARNED	COURSES REQUIRED
2013 & thereafter	10 th Grade	6	
	11 th Grade	12	1.0 English and 1.0 Math
	12 th Grade	18	2.0 English and 2.0 Math
2012	10 th Grade	7	
	11 th Grade	13	1.0 English and 1.0 Math
	12 th Grade	19	2.0 English and 2.0 Math

VII. READING REMEDIATION (F.S. 1003.428(2)(C))

Each year a student scores Level 1 OR Level 2 on 9th grade/10th grade state-level reading exam, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation skills not acquired by the student. Students identified as having a deficiency in reading will undergo a series of diagnostic testing to determine the specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary. Students will be placed according to the district K-12 Comprehensive Reading Plan. Schools shall also provide for the frequent progress monitoring of all Level 1 and 2 FCAT 2.0/FSA reading students' progress in meeting the desired levels of performance.

VIII. REMEDIATION

Schools are expected to provide, with school district assistance, a variety of strategies to meet the individual needs of students. These strategies may include but are not limited to extended school year, dropout prevention services, tutorial programs, exceptional student education, modified curriculum, reading instruction, after-school instruction and other extended day services, tutoring, mentoring, class size reduction, and intensive skills development programs. For each year in which a student scores a Level 1 on the state-level Mathematics exam, the student must complete an intensive mathematics course the following year, which may be taught through applied, integrated, or combined courses. Each year a student scores Level 1 or Level 2 on the Algebra 1 EOC assessment, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.

The Individual Education Plan (IEP) will serve as the remediation plan for most ESE students. Remedial instruction provided during high school may not be counted in lieu of English and mathematics credits required for graduation. Beginning with the 2011-2012 school year, SB 1908 requires that a college readiness assessment (PERT, ACT, or SAT) shall be administered to all high school students prior to grade 12 with defined FCAT/FSA 2.0 scores. The State Board of Education has established by rule the minimum test scores a student must achieve to demonstrate readiness. See **Appendix J**. Students achieving the minimum scores, and enrolling in a community college within two years, will not be required to enroll in remediation courses. High schools must provide students in grade 12 who score below the minimum scores access to remedial instruction prior to graduation.

IX. PROMOTION, RETENTION, AND PROMOTION WITH INSTRUCTIONAL SUPPORT

A. PROMOTION NOTIFICATION OF PROGRESS

Student promotion in grades 9-12 is based on results of locally determined assessment, and where appropriate, statewide assessment (F.S. 1008.25). The time required to complete senior high school will depend upon successful completion of required state and district credits, testing requirements and grade point average.

B. PARENT NOTIFICATION OF POTENTIAL FAILURE

Parents or guardians of each student will be notified in writing annually of the progress of the student toward achieving the district's identified minimum levels of performance in reading and mathematics and the student's results on each statewide assessment test to include those needed as graduation requirements. Evaluation of each student's progress will be based upon the student's classwork, observations, tests, district and state assessment and other relevant information. Teachers must contact parent(s) by phone call, email or letter any time during a grading period when it is apparent that the student may fail. Formal notification must include progress reports as well as letters, documented phone calls, report cards and parent conferences. Every effort will be made to provide communication in the child's/parent's home language, if feasible. The opportunity for a conference with the teacher or principal must be provided to the parent of any student who may be retained. At the end of each semester, the parent or guardian of each student in grades 9, 10, 11, 12 who has an unweighted cumulative grade point average of less than 2.5 must be notified that the student is at risk of not meeting the requirements for graduation. School personnel should attempt to identify those students at each grade level in grades 9 through 12 who have attained a cumulative grade point average at or below the minimum grade point average required for graduation pursuant to F.S. 1003.43(5)(e)2. School must further inform parents of provisions for assisting such students to achieve the required cumulative grade point average F.S. 1003.43(5)(e)2. Provisions may include but not be limited to:

- Referral to the School Intervention Team
- Remedial groups within existing classes
- Extended School Year programs for students who qualify
- Credit recovery programs for students who qualify
- Remedial programs during the day

C. RETENTION FOR ELL/LEP

No student may be retained based solely on his/her level of English language proficiency. A formal retention recommendation regarding an English Language Learner/Limited English Proficient may be made through the action of an ELL/LEP committee [F.S. 1008.25].

D. HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL STUDENTS

Middle grade students are expected to meet the same course and grade requirements for such courses as their counterparts enrolled in the same courses in the district's high schools. These courses may be used to satisfy high school graduation requirements and/or Florida Bright Futures Scholarship Program. Grade replacement and/or forgiveness policies may be found in this document. Based on [FS 1003.428], middle school students who attempt Algebra I, Algebra I Honors, Geometry, Geometry Honors, Spanish I, French I, Chinese I, or Speech I or other approved courses through ACCEL for high school credit may repeat the same or a comparable course to replace a grade of "C", "D", or "F" through grade forgiveness. Any grade for a repeated course for credit will replace the former grade in GPA calculation' however, all course grades will be documented on high school official academic transcripts, cumulative student records, and an automated system. In addition, grades from all courses taken must be included in the GPA calculation unless the grade has been forgiven by retaking the same or comparable course. Under local district policy, if retaking a course improves an "F" to a "D", only the "D" will be calculated in the GPA. If a student earns the same letter grade twice for the same course, only

ONE of the letter grades will be counted in the student's GPA calculation. In all cases of grade forgiveness, only new grade shall be used in GPA calculation. Students who drop a high school course are strongly encouraged to do so during the first grading quarter to avoid academic penalties. If students remain in a high school course(s) through the second grading quarter (first semester), the grade(s) and credit(s) earned will be added to the high school official academic transcript. Any student dropping a high school course will be returned to a comparable middle school level course. One semester of a high school math course will be considered partial fulfillment of the math course requirement for promotion from 8th to 9th grade.

X. REQUIREMENTS FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT

A. CAREER AND PROFESSIONAL ACADEMIES

Each high school offers options to students to enter a Career and Professional Education (CAPE) Academy. CAPE Academies are small, personalized career themed learning communities within a high school that offer a rigorous academic curriculum and career themed courses that lead to an industry certification. Industry certifications articulate to postsecondary level coursework and provide instruction to high skill, high wage and high demand careers. CAPE Academies have partnerships with post-secondary institutions, business and industry. The district will make available at least one Career and Professional Academy to students in each high school. All students will receive information on the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at post-secondary educational institutions (F.S. 1003.433).

B. REQUIREMENTS FOR ENGLISH LANGUAGE LEARNER INSTRUCTION

Each school will offer instruction for English Language Learners/Limited English Proficient (ELL/LEP) that complies with the 1900 LULAC/META Consent Decree and the District ELL/LEP Plan (approved by the District School Board of Gadsden County and the Florida DOE).

C. REQUIREMENTS FOR PARTICIPATION IN STATEWIDE ASSESSMENT

Each student must participate in statewide assessment tests at designated grade levels as required by F.S.

1008.22, 1008.34 & 1001.11.

XI. COMMUNITY SERVICE

A. REQUIREMENTS FOR CREDIT AND REPORTING

Students who enroll in and successfully complete 75 hours of non-paid voluntary community or school service work may earn one-half elective credit in Voluntary School/Community Service (course number 2104330) or one-half elective credit in Voluntary Public Service (course number 0500370). A total of one credit may be earned through community service. The grade awarded is "pass" (P). Students must complete a minimum of 75 hours of service in order to earn the one-half credit for either course. Credit may not be earned for service provided as a result of court action. The school principal or designee is responsible for pre-approving specific volunteer

activities before the student begins any community service project for high school elective credit. Community service begins on the first day of school. For high school credit and Bright Futures eligibility, volunteer/community service hours must be completed prior to graduation. Note: Please see Bright Futures website for most updated information.

XII. STUDENT RIGHTS FOR INSTRUCTION

A. STATEMENT OF NON-DISCRIMINATION

All District School Board of Gadsden County classes, including those that are designed to provide accelerated graduation options or additional opportunities for weighted GPAs, shall be available to all students without regard to race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation. This is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students (F.S. 1000.05).

B. PROVISIONS FOR ENGLISH LANGUAGE LEARNERS (ELL)

English for Speakers of Other Languages (ESOL) services are designed to meet the communicative, academic, and social needs of English Language Learners/Limited English Proficient (ELL/LEP) as defined in F.S. 1003.56. Services will be provided as outlined in the District ELL/LEP Plan. No ELL/LEP student will be retained solely due to a lack of English language proficiency.

C. EQUITY AND NON-DISCRIMINATION/HARASSMENT POLICY

No student will be denied appropriate use of his/her primary language [F.S. 1003.56].

D. PARTICIPATION IN RIGOROUS COURSEWORK

Students who score at highly proficient levels on the Grade 10 PSAT may be afforded the opportunity to participate in rigorous honors, Advanced Placement or Dual Enrollment courses. No student will be denied access to such rigorous course on the basis of a single assessment or any other single criterion. The following guidelines were recommended for high school students to access rigorous courses:

- Demonstrate regular school attendance.
- Demonstrate academic performance by grades and standardized test scores (FCAT/FSA, ReadStep, PSAT, SAT, ACT, PERT, etc.).
- Parents/students can select rigorous courses when a student demonstrates master of curricular prerequisites as evidenced through academic history (grades/standardized test scores).
- Any student taking an AP, AICE, or IB course(s) will be required to take the end of the year AP, AICE or IB course tests and any other final exam pertaining to the course.

E. BOARD POLICY ON NON-DISCRIMINATION

Any student who believes that he/she has been denied participation in or access to an education program or activity, or has otherwise been discriminated against due to age, sex, race, color, religion, national or ethnic origin, disability, handicapping condition, pregnancy, parenthood, marriage, political beliefs, social and family background or for any other reason not related to his/her individual capabilities, may file a grievance according to the procedure established

in School Board policy.

F. GRIEVANCE PROCEDURES

In cases of alleged discrimination and /or harassment, nothing in this policy shall prohibit a student, applicant (for admission to an educational program or service) or parent from pursuing a grievance through the complaint and /or grievance procedures as may be established by federal and/or state statutes or regulations. No student, applicant (for admission to an educational program or service), parent, or employee shall be subject to adverse action in retaliation for having filed a grievance or for having testified, assisted, or participated in any manner in an investigation, proceeding, or hearing conducted under the authority of this policy.

XIII. GRADING AND GRADE POINT AVERAGE (GPA)

A. QUALITY POINTS FOR GRADES (F.S. 1003.437)

The following quality points will be assigned for grades in all courses except AP, DE, Pre-AICE, AICE, IB, Level 3 CTE courses, and those approved as "Honors" level by District School Board of Gadsden County:

A= 4.0

B= 3.0

C= 2.0

D= 1.0

F=0

B. QUALITY POINTS FOR HONORS, CTE, ADVANCED PLACEMENT, AND DUAL ENROLLMENT COURSES

Some District School Board of Gadsden County-approved level 3 Honors and CTE, identified Pre-international Baccalaureate and all Advance Placement, International Baccalaureate, Pre-AICE, AICE, and Dual Enrollment courses will receive quality points as follows:

A = 5.0

B = 4.0

C = 3.0

D = 2.0

F =0

C. COMPUTATION OF GRADE POINT AVERAGE (GPA)

Grade Point Averages are computed as both weighted and unweighted for specific purposes related to athletic eligibility, graduation, class ranking, scholarship opportunities, etc. The school

counselors will share calculations with students as defined in the district's Guidance Department Handbook.

D. GPA AND OTHER ELIGIBILITY REQUIREMENTS FOR INTERSCHOLASTIC ACTIVITIES (F.S.1006.15(2))

Interscholastic extracurricular activities are those organized student activities between, among or within schools which are carried on outside the curriculum or regular course of study in school. These activities may involve displays of talent which include, but are not limited to, sports, speech debate, and fine arts interscholastic competitions or festivals and career and technical student organization activities. In order to comply with the District School Board of Gadsden County and the Florida High School Athletic Association policies to be eligible to participate in interscholastic extracurricular student activities, a student must maintain an unweighted cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by F.S. 1006.43(1) at the conclusion of each semester in order to be eligible during the following semester. A student shall be eligible for the first semester of the ninth-grade year provided it is the student's first entry into the ninth grade, and he or she was regularly promoted from the eighth grade the immediate preceding year. A student who is ineligible during the second semester of his or her ninth grade year or during the first semester of his or her tenth grade year as a result of earning a GPA of less than 2.0 may regain eligibility for the following semester provided: The student signs an academic performance contract that states, at a minimum, the student will attend summer school or its equivalent, and the student earns a GPA of 2.0 or above in all courses taken during the semester of ineligibility. Once a student enters grade 11, he or she must have an unweighted cumulative GPA of 2.0 or greater on a 4.0 scale in all courses required for graduation at the conclusion of each semester in order to maintain eligibility for the following semester. Additionally, a student must maintain satisfactory conduct. If a student is arrested and charged or is found to have committed a felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in the interscholastic extracurricular activities is contingent upon established and published school board policy.

E. GRADUATION GPA (F.S. 1007.27(6))

The achievement of a cumulative unweighted grade point average of 2.0 on a 4.0 scale in the courses needed for graduation is required. All courses must be included in unweighted GPA calculation unless the grade has been forgiven or replaced. Semester grades will be averaged for the unweighted GPA calculation [F.S.1003.43(5)].

F. LEVEL 1 COURSES AND GRADUATION CREDIT

Any Level 1 course may only be taken if the student's assessment indicates that a more rigorous course of study would be inappropriate. In this case a written assessment of the need must be included in the student's individual education plan or in a student performance plan, signed by the principal, the school counselor, and the parent of the student, or the student if the student is 18 years of age or older. S. 1003.43(7)(d) F.S. with Superintendent/Designee's signature of approval.

XIV. GRADING AND STUDENT PERFORMANCE

A. TEACHER AUTHORITY AND RESPONSIBILITY FOR GRADES

Initial and primary authority and responsibility for assessment and reporting of students' classroom performance is assigned to the classroom teacher.

B. GRADING SCALE

The grades reflecting achievement in courses for grades 9 – Adult, with numerical equivalents, shall be:

Letter Grade	Grade Range	Rubric Description
A	90-100	Outstanding Progress
B	80-89	Above Average Progress
C	70-79	Average Progress
D	60-69	Lowest Acceptable Progress
F	59 and Below	Failure
I		Incomplete

C. QUARTERLY GRADES

Quarterly grades shall be computed as follows:

- Assessments (60%)
- Daily Assignments (40%)

D. DETERMINATION OF FINAL COURSE GRADES

- For all year-long courses, grades shall be calculated using the following formula: $[Q1 + Q2] (.35) + [Q3 + Q4] (.35) + EOY/EOC (.30) = \text{Course Grade}$.
- Semester exams for year-long courses are required at the end of the first semester. The numerical score of the first semester exam shall be included in the overall calculation of the Q2 numerical grade.
- For any course in which the Florida Standards Assessment or FCAT 2.0 is administered (excluding statewide End-of-Course assessments), a semester exam for both semester 1 and semester 2 is required. The following formula for these courses shall be used: $[Q1 + Q2] (.50) + [Q3 + Q4] (.50) = \text{Course Grade}$.
- Semester exams for courses in which the Florida Standards Assessment or FCAT 2.0 is administered (excluding statewide End-of-Course assessments) shall be included in the overall calculation of the Q2 and Q4 numerical grade, respectively.
- For all semester-long courses, grades shall be calculated using the following formula: $Q1 (.35) + Q2 (.35) + EOY/EOC (.30) = \text{Course Grade}$.

E. SEMESTER EXAMS FOR WEIGHTED COURSES

The purposes of giving the mid-term exams are to provide instruction and experience in preparing

for and taking comprehensive, cumulative assessments; to prepare students for post-secondary college course work; and to serve as a validation of mastery of the course content. The design of mid-term exams should provide an overview of the major course content and facilitate connections within and among key concepts and processes of the course work and is not limited to any one method. All teachers are expected to give a mid-term exam.

F. FAILURE OF ONE SEMESTER OF A ONE-CREDIT COURSE

A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each results in a passing grade.

G. REPORTING OF GRADES AND ATTENDANCE

Report card grades are to provide the student and/or the student's parents/guardians with an objective evaluation of the student's scholastic achievement, conduct, attendance and tardies. Students are to receive grades for all courses. In addition, the final report card must contain a statement reporting promotion or non- promotion.

H. GRADE CHALLENGE

1. No grade or evaluation shall be changed except where an obvious mathematical or clerical error has been made, and the teacher cannot be contacted through normal communication efforts.
2. In the event a grade or evaluation is challenged, the following procedure shall be followed. The teacher's principal shall investigate the challenge, and:
 - a) The grade or evaluation stands, OR
 - b) The grade or evaluation goes to review.

The challenged grade or evaluation will be reviewed by a panel consisting of members with expertise in the area under challenge selected by the teacher (1), the Superintendent (1) or designee, and one selected jointly by the Superintendent and teacher. The review panel shall investigate the challenge and render a binding judgment.

I. INCOMPLETE GRADE

Students are to satisfy course requirements within ten (10) days of the last day of the previous grading period. The principal may extend the time requirement for extreme hardships. A grade of "Incomplete" will calculate as a zero unless changed to reflect course work completed.

J. GRADE REPLACEMENT/FORGIVENESS

In all cases of grade forgiveness only the new grade shall be used in the calculation of the student's grade point average. Any grade for a completed course repeated for credit (regular school or adult education) will replace the former grade in GPA calculation' however, all course outcomes will still be documented in the cumulative record and automated system. Grade forgiveness for all required courses will be limited to replacing a final grade of "D" or "F" with a

final grade of “C” or higher earned subsequently in the same or comparable course. An exception to this will be made for grade 9 students who are retaking Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Spanish 1, or Spanish 2, for the purpose of replacing a grade of “C”, “D” or “F” earned in the high school course attempted at the middle grades level. Grade forgiveness for elective courses shall be limited to replacing a final grade of “D”, or “F” with a final grade of “C” or higher earned subsequently by retaking the same or comparable course or another course. In addition, all courses taken must be included in the GPA calculation unless grade had been forgiven by retake [F.S. 1003.43(5)(e). Under local district policy, if upon retaking a course, improves an “F” with a “D”, only the “D” will be calculated in the GPA. If, upon retaking a course, a student earns a second “D”, only ONE “D” will be counted in the student’s GPA.

K. END-OF-COURSE EXAMINATION RETAKES

Grade forgiveness still applies for courses where participation in the state EOC is required and the score must count for 30% of the final grade. If the student’s final course average, with the EOC assessment included as 30%, results in course grade of “D” or “F”, the options for the student include one of the following:

- Retaking a semester of the course
- Retaking the entire course
- Retaking only the EOC assessment for that course
- Retaking both the course and the EOC assessment to improve the student’s final course grade

If retaking the course, including the EOC assessment as 30%, or retaking the EOC assessment results in a final course average of “C” or above, then this grade replaces the “D” or “F” if it does not result in a “C” or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student’s GPA (F.S. 1003.428(4)(d): “In all cases of grade forgiveness, only the new grade shall be used in the calculation of student’s grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.”

Pass/fail grades will not be included in GPA calculation. If a student passes the EOC in the second year of its administration or thereafter, without taking the course and therefore earns the credit, the credit will meet the course graduation requirement but will not be included in the GPA calculation.

L. REQUIRED INFORMATION FOR REPORT CARDS

Each report card will provide information on grade level status, attendance and tardies. [F.S. 1003.33(1)]

M. RECOGNITION OF GRADUATES

Graduates are recognized for high achievement as follows:

Designation	GPA Requirement
Cum Laude	3.50 – 3.69 (unweighted)
Magna Cum Laude	3.70 – 3.89 (unweighted)
Summa Cum Laude	3.90 – 4.00 (unweighted)

N. REPORT CARD REQUIREMENTS AND DISTRIBUTIONS

1. Standard Report Card Requirement (F.S. 1003.33): All schools shall use a standard report card appropriate for high school, as the primary means of reporting student progress. When feasible, notification will be in the language or mode of communication understandable by parents/guardian.
2. Report Card Distribution Schedule is posted on district website.
3. Report cards are to be issued quarterly for all students in grades 9-12.

O. INSTRUCTION AND ATTENDANCE REQUIREMENTS FOR CREDIT EARNING

1. A student must receive a minimum of 135 hours (120 hours in a flexible block schedule) of instruction and complete all course requirements as specified in the Student Progression Plan and the approved course description before credit may be earned for the course. However, any student who has not been in attendance for 135 hours (or 120 hours in a flexible block schedule) may be awarded credit if the student has demonstrated mastery of the performance standards specified in the courses.
2. One-half credit courses will use one-half of the instructional hours as specified for a one-credit course.
3. Students enrolled in the Performance-Based Diploma Program, K12 Virtual School, PAEC Virtual School or Extended School Year programs are not required to complete the 135 hour minimum requirement.
4. All high school students enrolled in the Gadsden County schools are obligated to attend classes regularly and punctually and to satisfy all course requirements. Participation in classroom activities is an important part of the credit earned in any course.

P. EXCUSED ABSENCES

1. Schools shall require written explanations or personal communication from parents when students are absent. This should occur upon the student's return to school. All other absences from school shall be considered unexcused and shall be dealt with according to the Code of Student Conduct. Failure to provide requested documentation will result in unexcused absences. In the case of excessive absences, upon request of the principal a parent must provide documentation (doctor's statement) of a student's illness.
2. Students who have an excused absence(s) from instructional time will be provided the opportunity to demonstrate mastery of student performance standards using either the same or an equivalent method as provided during the missed instructional time.

Q. MAKE-UP WORK FOLLOWING AN EXCUSED ABSENCE

Students who have excused absences from instructional time are guaranteed the right to make up work at full credit and to demonstrate mastery of such student or course performance standards as may have been introduced and/or measured during their excused absence. Such demonstration of mastery of student performance standards shall take place within a reasonable period of time as specified by the Code of Student Conduct. If a student has an excused absence from one or more classes, the teacher may permit the student to complete make-up work in traditional ways (e.g. in class or outside of school). Excused absences are those delineated in the Code of Student Conduct for the District School Board of Gadsden County. Absence from instructional time will

also be considered excused if that absence is part of an approved school program such as those services provided by exceptional student education or student services personnel.

R. TIMELINES FOR MAKE-UP WORK FOLLOWING AN EXCUSED ABSENCE

The student is responsible for asking the teacher for assignments and make-up tests. The teacher shall specify a reasonable period of time for completion of make-up work. In no case shall the time be less than one full calendar day for each day missed.

S. UNEXCUSED ABSENCES

- All absences, which have not been specifically identified as excused, are unexcused absences.
- A student who has 15 unexcused absences within 90 calendar days is a habitual truant under state law. The student may be dealt with as a child in need of services under Chapter 984, Florida Statutes. In addition, the parent/guardian may be subject to criminal prosecution under Chapter 1003.24, Florida Statutes.
- Students will be afforded an opportunity to make up work for an unexcused absence. There may be some academic penalty in accordance with attendance policies and procedures.
- When students are late to school or leave school early without an adequate excuse the tardy or early dismissal will be unexcused.

T. ATTENDANCE AND ACADEMIC PERFORMANCE EXPECTATIONS/EXEMPTIONS (F.S. 1003.33)

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 requirements.

U. FULL-TIME STUDENTS

All students must attend a full day of instruction unless approved otherwise by the principal in consideration of extenuating circumstances.

V. ACCOMMODATIONS FOR ELIGIBLE STUDENTS

Instructional and assessment accommodations must be provided as indicated on an eligible students' 504 Plan, IEP (Individual Education Plan) or student LEP Plan.

W. STUDENT RE-ENROLLMENT

A student eighteen years of age or older who has interrupted his or her education and who subsequently desires to enter the District School Board of Gadsden County shall physically enroll either in the adult day school or an adult evening school. The student may not enroll in a regular high school. In extenuating circumstances, a principal may recommend an exception to this policy to the Superintendent/Designee. Students may not be enrolled in a regular high school for more than 10 semesters, unless the principal approves the enrollment beyond 10 semesters. The principal will consider the reason the student wants to continue high school, the educational

progress to date, and the commitment to education. Semesters begin when the student first enrolls in ninth grade in any public or private school. Students may not enroll in a regular high school if they cannot earn the number of required credits to graduate by their 20th birthday, unless enrollment is approved by the principal. For students with disabilities who have not graduated with a standard diploma, the district will provide services until the end of the school year in which the student turns 22 years old. The Superintendent or designee is authorized to assign a student to any program or school as deemed to be in the best interest of the student or school district.

XV. DIPLOMAS AND CERTIFICATE OF COMPLETION OPTIONS

A. STANDARD DIPLOMA

To earn a standard diploma, students must earn the state/district-prescribed credits, meet the state/district GPA requirement, and earn passing scores (as defined by the State of Florida) on the required graduation assessments that are approved by the State of Florida. Standard diplomas will be issued by each high school in the district.

B. CERTIFICATE OF COMPLETION

Option 1:

Students may earn a Certificate of Completion if they earn the state and district prescribed credits, BUT have not attained the required GPA, or have NOT earned passing scores (as defined by the State of Florida) on the FCAT/FSA reading and math or scores required on other assessments that are approved by the State of Florida. [F.S. 1008.22] if they meet all requirements for a standard high school diploma except earning a passing score on the Grade 10 FCAT/FSA.

Option 2:

Students may also earn a PERT Eligible Certificate of Completion [F.S. 1008.22] if they meet all requirements for a standard high school diploma except earning a passing score on the Grade 10 FCAT/FSA.

- take the (PERT)
- are admitted to remedial or credit courses at a state community college. This certificate of completion must bear the designation "College Placement Test Eligible."
- Students who earn a Certificate of Completion may return as a "13th" year student to meet the required GPA and/or earn passing scores (as defined by the State of Florida) on the FCAT/FSA reading and math or scores on other assessments that are approved by the State of Florida. [F.S. 1003.4285 (7b)]
- ELL/LEP students who by the end of grade 12 fail to pass the FCAT/FSA shall be provided appropriate coursework as 13th year students. [SBER 6A-6.0909(3)]

C. SPECIAL DIPLOMA/SPECIAL CERTIFICATE OF COMPLETION

Refer to ESE Section for requirements for a Special Diploma and requirements for a Special Certificate of Completion.

D. MERIT HIGH SCHOOL DIPLOMA DESIGNATION

In addition to meeting the standard high school diploma requirements based on grade 9 cohort year, in order to earn a merit diploma designation a student must attain of one or more industry

certifications from the list established under F.S. 1003.4285.

E. SCHOLAR HIGH SCHOOL DIPLOMA DESIGNATIONS

For grade 9 cohorts 2011-12, 2012-13, 2013-14, students must meet the 24-credit standard high school diploma requirements and the following:

- Earn 1 credit in Algebra 2
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn 1 credit in Chemistry 1 or Physics 1
- Earn 1 credit in a course equally rigorous to Chemistry 1 or Physics 1
- Pass the U.S. History EOC
- Earn 2 credits in the same World Language
- Earn at least 1 credit in AP, IB, AICE, or dual enrollment

For the 2014-15 & 2015-16 grade 9 cohorts, students must meet the 24-credit standard high school diploma requirements and the following:

- Pass the ELA Grade 11 statewide assessment
- Earn 1 credit in Algebra 2
- Must pass Algebra 2 EOC
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn 1 credit in Chemistry 1 or Physics 1
- Earn 1 credit in a course equally rigorous to Chemistry 1 or Physics 1
- Pass the U.S. History EOC
- Earn 2 credits in the same World Language
- Earn at least 1 credit in AP, IB, AICE, or dual enrollment

F. SCHOLAR DIPLOMA DESIGNATION EXEMPTIONS

A student is exempt from the Biology 1 or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course and the student

- Takes the respective AP, IB, or AICE assessment and
- Earns the minimum score to earn college credit.

G. GRADUATION PLAN

Seniors will be notified during the first quarter of each school year regarding his or her credit standing in order that he/she can plan for graduation activities. A written graduation credit check will be completed and discussed with each student so that he or she will be able to complete all required course work prior to graduation. For senior transfer students, the graduation credit check should be completed as soon as records are received and evaluated by the school counselor. Each year underclassmen will meet with a school counselor every spring to discuss credit standing and scheduling requirements.

H. CERTIFICATE OF COMPLETION AND COMMENCEMENT

Students who earn a certificate of completion may participate in commencement.

XVI. SECONDARY CREDIT-EARNING OPTIONS

A. DROPOUT PREVENTION PROGRAMS

Graduation requirements for students enrolled in dropout prevention programs are identical to the requirements for other students in grades 9-12. The exceptions are described below (see Performance-Based Diploma and Performance-Based Exit Option). Modifications in courses may take one or more of the following forms: the amount of in-class instruction required to earn a credit may be lengthened or shortened; alternative methods of assessing mastery of performance standards may be utilized in addition to meeting state required assessments.

****Students not eligible for military and NCAA****

B. PERFORMANCE-BASED DIPLOMA PROGRAM

Students who participate in and successfully complete the Performance-Based Diploma Program shall receive a regular high school diploma. Students must:

- a) Earn passing scores (as defined by the State of Florida) on the FCAT/FSA reading and math or scores on other assessments that are approved by the State of Florida AND
- b) Earn a 2.0 grade point average or better on a 4.0 scale for courses taken while enrolled in the program AND
- c) Complete the required credits for graduation

C. PERFORMANCE-BASED EXIT OPTION PROGRAM

In order for students to be eligible for participation in the Performance-Based Exit Option Program, they must:

- a) Be behind to graduate with their kindergarten cohort due to over-age for grade,
- b) Be behind in credits or have a GPA that is less than 2.0,
- c) Be approved by Principal, School Counselor, and Exit Option Coordinator,
- d) Demonstrate a reading level of at least 9th grade as evidenced by a TABE test,
- e) Earn passing scores (as defined by the State of Florida) on the FCAT/FSA reading and math or scores on other assessments that are approved by the State of Florida
- f) Have Parent/Guardian notification and consent.

Students participating in the Performance-Based Exit Option Program will be awarded a State of Florida High School Performance-Based Diploma issued by the district high school. Students participating in the Performance-Based Exit Option Program who are over-age for grade and classified as a ninth grader may be promoted to the 10th grade for the purpose of taking the grade 10 FCAT/FSA or EOC exams.

D. HOME EDUCATION

A "home education program" is the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirement of F.S. 1002.41, 1003.41, 1003.01(4), 1003.21(1), and 1002.01.

1. Parents must register home education students with the District School Board of Gadsden County within 30 days of the establishment of the home education program.
2. Parents must provide written notice of termination to the District School Board of

- Gadsden County within 30 days of the establishment of the home education program.
3. Parents must maintain a portfolio of records, education activities and materials. Portfolios are to be preserved for 2 years after re-entry into Gadsden County schools and shall be made available for the district school superintendent, or the district school superintendent's designee, upon 15 days' written notice.
 4. Parents shall provide for annual educational evaluations documenting the student's educational progress is at a level commensurate with his or her ability.
 5. A home education program shall be excluded from meeting the requirements of a school day.
 6. Home education students may participate in the District School Board of Gadsden County interscholastic extra-curricular student activities at their zoned school. If eligible, Home education students participating in an extra-curricular activity may attend the specific course required for participation in the activity.
 7. Home education students at the high school level may enroll as a part-time student at their zoned school. Enrollment is contingent on space availability. Student schedule and time on campus is subject to the principal's approval.
 8. In order to receive a diploma from a district high school there are strict guidelines and timelines that must be followed in order to meet graduation requirements. Students officially registered as home school students who wish to graduate from their district zoned high school must do the following:
 - a) Alert the Home School Office of that intent prior to entering 10th grade so that appropriate guidance can be given related to mandatory testing and credit requirements.
 - b) Designate the 10th grade reading FCAT/FSA and other state assessments as one measure of annual evaluation in the home education evaluation plan.
 - c) Take 10th grade reading FCAT/FSA and successfully meet all current testing requirements in all areas specified by the state.
 - d) Must enroll full time in the district zoned high school for the entire final or "senior" year.
 - e) Must successfully complete all school graduation requirements (testing, credits, GPA).

E. HOME EDUCATION STUDENTS AND HIGH SCHOOL GRADUATION

Only Home Education students who have met all the above requirements will be permitted to participate in graduation celebrations and activities and be eligible to receive a district high school diploma. Students who are unable to meet the FCAT/FSA and state assessments requirements in the 10th grade should enroll full time in their district zoned high school no later than the second semester of the 11th grade in order to meet all graduation requirements.

F. VIRTUAL EDUCATION PROGRAMS

Fuel Education, Florida Virtual School, and Edgenuity are full time online district schools for students in grades K-12. Enrollment is allowed during specified open enrollment periods: Prior to the beginning of the academic year and at midyear.

1. Students enrolled in virtual school must meet all standards and graduation requirements of the state and district.
2. Students enrolled in virtual education are entitled to participate in extracurricular activities at their districted school.
3. Virtual education students must take state required assessments (FCAT 2.0,

- FSA, etc.) since they are enrolled in a public school.
4. At the completion of all graduation requirements, a student will be awarded a diploma from Gadsden County School District.
 5. Parents of student in grades K-8 must commit to spending at least 4-6 hours per day as a learning coach for their child.
 6. Parents must attend an orientation session and/or personal interview with a representative from Fuel Education, Florida Virtual School, and/or Edgenuity prior to enrollment.
 7. Good attendance and satisfactory completion of coursework is required for continuation in the school.
 8. Parents of ESE students must request an IEP meeting at their districted school prior to enrollment in virtual education.
 9. Students may remain enrolled in virtual school for any or all of their education in the district as long as they meet appropriate attendance and course requirements.

G. VIRTUAL SCHOOLS

1. Students, including Home School students, may earn credits offered through Fuel Education, Florida Virtual
2. School, and Edgenuity each year.
3. Students who are enrolled in virtual education full-time and meet specified conduct and academic requirements are eligible to participate in extracurricular activities at the district public school to which the student would be assigned. Fuel Education, Florida Virtual School, and Edgenuity part time program's courses shall be available to students before, during or after the normal school day or during summer school enrollment. Students participating in the part time program must be enrolled in a full schedule in the district high school.
4. Students requesting to take a course through the Virtual School's part time program must have parent and school counselor approval. Students and their families are strongly urged to consult with the school counselor and classroom teachers prior to applying to or enrolling in virtual school.
5. Schools must accept all academic grades and credits attempted and/or earned at through Fuel Education, Florida Virtual School, and Edgenuity full time and through Fuel Education, Florida Virtual School and Edgenuity's part time program.
6. ***"W/F" codes will be treated as a grade of "F" on a student's transcript.***
7. Part-time virtual school enrollment does not grant a high school diploma.

XVII ADDITIONAL SECONDARY AND POSTSECONDARY CREDIT-EARNING OPTIONS

A. ADVANCED PLACEMENT (F.S. 1007.27)

Advanced Placement (AP) is the enrollment of an eligible secondary student in an Advanced Placement course as described by the College Board. State of Florida community colleges or universities may award credit for an AP course to students who score a minimum of 3 on a 5 point scale on the corresponding AP exam. Colleges and universities accept an award AP credit based on the policies of the post-secondary school; graduates are responsible for confirming

policies with their selected post-secondary school(s). Students enrolled in AP courses shall be exempt from the payment of any fees (F.S. 1007.27). Students enrolled in AP courses are required to take the AP exam. If a student chooses to take an AP exam without taking the course, he or she is responsible for the fee.

B. DUAL ENROLLMENT

Dual Enrollment is defined as the enrollment of an eligible secondary student in a post-secondary course creditable toward a vocational certificate or an associate or baccalaureate degree.

- a) Students may earn high school and college credit simultaneously by enrolling in approved Dual Enrollment courses as specified in the articulation agreements between the District School Board of Gadsden County and other accredited post-secondary institutions, including Tallahassee Community College and Florida Agricultural and Mechanical University. Students are expected to adhere to all deadlines and Dual Enrollment requirements published by participating colleges and universities.
- b) Dual Enrollment credits may affect a student's application status and the number of credit hours available in the lower division program of some colleges and universities.
- c) Students may take Dual Enrollment courses during school hours, after school hours, and during the summer term.
- d) Students seeking to take technical dual enrollment courses must demonstrate readiness for technical level coursework and have a 2.0 unweighted cumulative GPA for technical credit certificate Dual Enrollment courses.
- e) For academic Dual Enrollment courses, students must have a cumulative 3.0 unweighted GPA and obtain the required PERT/ACT/SAT where applicable.
- f) The maximum course load for dual enrollment students will be governed by the current articulation agreement with the post-secondary institutions that is awarding the course credit.

C. THE CREDIT ACCELERATION PROGRAM (CAP)

CAP is available for the purpose of allowing a student to earn high school credit in a course that requires statewide standardized end-of-course (EOC) assessment if the student attains a specific passing score on the assessment without enrollment or completion of the course. F.S. 1003.4295.

D. EARLY ADMISSION TO COLLEGES AND UNIVERSITIES

Early Admission is a form of dual enrollment through which eligible secondary students enroll full-time in a post-secondary institution in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students on Early Admission are registered with the college schedule at the high school. Early Admission to colleges and universities allows the student to enroll full time in a college or university following the completion of grade 11 provided the student has a weighted grade point average of 3.0 or above, is socially mature, has the joint approval of the high school principal and the college registrar, has the approval of his/her parents, and has the approval of the Superintendent and the District School Board of Gadsden County.

- a) Early Admissions students are advised to not enroll for more than 15 credit hours per semester.

- b) Early Admission students are eligible to receive the appropriate honors designation.
- c) Full-time status is determined by the college or university. Dual Enrollment and Early Admission students must meet all state and district course and graduation requirements in order to be awarded a high school diploma from the District School Board of Gadsden County.

E. NATIONALLY RECOGNIZED INDUSTRY CERTIFICATION

The State Board of Education has approved the listed Statewide Career and Technical Education Articulation Agreements which are based on industry certification. These agreements are intended to be a minimum guarantee of articulated credit into related A.S. and A.A.S. programs and do not preclude institutions from granting additional credit based on local agreements.

F. CAREER AND TECHNICAL EDUCATION PROGRAM ARTICULATION

Our local Articulation Agreements with surrounding colleges and technical centers ensures that students completing identified secondary Career and Technical Education programs and continue into post-secondary A.S. and A.A.S. degree programs at no cost to students, will receive articulated college credit for prior coursework, providing all articulation criteria are met. These requirements may include industry certification, college end-of-course assessments, portfolio review, and other artifacts that indicate student prior knowledge and are outlined in detail in the Articulation Agreement.

K-12 EXCEPTIONAL STUDENTS



INDIVIDUALS WITH DISABILITIES EDUCATION ACT, 2004 (IDEA)

Placement in an Exceptional Student Education (ESE) program is in accordance with Federal Law, IDEA 2004, Florida Statute 1003.57, and local rules and procedures reflected in the Gadsden County Exceptional Student Education Policies and Procedures. Programs are provided for the following exceptionalities:

- A. Autism Spectrum Disorder
- B. Deaf/Hard of Hearing
- C. Developmentally Delayed
- D. Dual Sensory Impaired
- E. Emotional/Behavioral Disability
- F. Hospital/Homebound
- G. Intellectual Disability
- H. Language Impaired
- I. Occupational Therapy
- J. Orthopedically Impaired
- K. Other Health Impaired
- L. Physical Therapy
- M. Specific Learning Disabled
- N. Speech Impaired
- O. Traumatic Brain Injured
- P. Visually Impaired

Although in Florida, students receiving services under the program of Gifted fall under Exceptional Student Education, this section does not apply to those students unless they are also served in one of the other ESE programs or have a Section 504 Plan.

SECTION 504 OF THE REHABILITATION ACT OF 1973 AND THE AMERICANS WITH DISABILITIES ACT AMENDMENT OF 2008

A student may be considered a student with a disability if the student has a mental or physical impairment that substantially limits a major life function. Students who are not eligible under the Individuals with Disabilities Education Act (IDEA) may be eligible for services and protection including educational accommodations under Section 504 of the Rehabilitation Act of 1973.

INSTRUCTION FOR STUDENTS WITH DISABILITIES

It is the responsibility of each student's IEP (Individual Education Plan) or Section 504 team to insure that all students with disabilities are afforded the opportunity to participate in academic courses, career/technical courses/experiences as well as social and extracurricular activities, as appropriate. It is the expectation that all students with disabilities will participate in courses at their grade level, and work toward mastery of those standards assigned to the course. It is also the expectation in accordance with federal and state legislation that each student with disabilities will participate in educational activities in the Least Restrictive Environment (LRE), with appropriate supports and accommodations as prescribed by the IEP Team. It is also the expectation of the

District that students with disabilities will be progress monitored regarding progress toward state standards as well as IEP goals, and the strategies and services will be adjusted as needed.

INSTRUCTIONAL ACCOMMODATIONS

Each Individual Education Plan (IEP) lists accommodations that the student must have in order to achieve a Free and Appropriate Public Education (FAPE). These accommodations may fall into the following categories:

- Flexible Presentation
- Flexible Responding
- Flexible Scheduling
- Flexible Setting

However, accommodations are based on individual needs and are not limited to these categories as a part of the student's daily instruction.

The Section 504 Plan lists accommodations that the student needs in order to access the curriculum or learning environment.

It is the responsibility of each teacher to be knowledgeable about each student in the class and provide the accommodations specified in the IEP or Section 504 Plan as a part of daily instruction. If accommodations are no longer needed or additional ones are recommended, it is the responsibility of the IEP or Section 504 Team of which the parent is a part) to convene and amend the document. Each school has a principal designee responsible for oversight of IDEA and Section 504 of the ADA. The designee at the school site should be contacted by teachers to schedule meetings and notify participants of the meeting time, date and purpose.

ACCESS POINTS COURSES

Students entering 9th grade must be enrolled in general education core courses unless the IEP team determines that the student has a significant cognitive disability and that Access Points are the most appropriate way for the student to access the curriculum. Access Points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The Access Points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities. Access courses are setting neutral. A student may be enrolled in an access course but receive instruction in a general education class. Parents must give signed consent in order for students to participate in Access Points courses, and this course of study must be designated on the IEP.

Access courses are based on Access Points, are approved by the State Board of Education and are described in the *Course Code Directory and Instructional Personnel Assignments*. Access Points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of Access Points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying

levels of complexity and are a resource when planning for instruction.

Students with disabilities who are following the high school graduation option outlined in s.1003.4282(11)(b)1., F.S. (the IEP team has determined Florida Standards Alternate Assessment is the most appropriate measure of the student's skills), may substitute an eligible secondary CTE course for English IV; for one math, with the exception of Algebra I or Geometry; for one science, with the exception of Biology; and for one social studies, with the exception of U.S. History. Any CTE course that has content related to the course for which it is substituting may be used.

Information on CTE courses is available at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu>. There are also Exceptional Student Education (ESE) CTE courses with related content that can substitute for these courses. These substitutions are permitted by Rule 6A-1.09963(3)(a), F.A.C. Districts may use course standards to determine suitable substitutions. Many CTE curriculum frameworks (available at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu>) contain academic alignment tables, noting the percentage of standards CTE courses have in common with science, mathematics and English/language arts courses.

Additional resources to use in determining suitable substitutions include:

- Course Code Directory (CCD) & Instructional Assignments, <http://www.fldoe.org/policy/articulation/ccd/>
- CPALMS, <http://www.cpalms.org/>

Section 1003.4282(4), F.S., requires that at least one course within the 24 credits required be completed through online learning. However, it also states that this requirement does not apply to a student for whom the IEP team has determined that an online course would be inappropriate. Because many students with disabilities will be accessing online instruction in a postsecondary or employment setting, it is critical that efforts be made to support the participation of students in an online course. IEP teams should consider what supports, services, accessible instructional materials (AIMs), assistive technologies and accommodations the student will need to be able to participate and progress in an online learning environment and also consider whether the student will need time to become proficient in using these tools.

ASSESSMENT – STUDENTS WITH DISABILITIES

Students with disabilities will participate in appropriate class, district and state assessments. Decisions will be made by the IEP Team, with parents as participating members, and will be indicated on the IEP. The decision that a student with a significant cognitive disability will participate in the Florida Standards Alternate Assessment is made by the IEP team and recorded on the IEP. The parent must consent in writing for the student's participation in the Florida standards Alternate Assessment and the following criteria must be met:

- Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modification to the grade-level general state content standards.
- The student requires direct instruction in academic areas of English/language arts, math, social studies and science based on access points.

All students with disabilities will participate in the statewide standardized assessment program based on state standards, without accommodations unless the IEP team, or the Section 504 team determines and documents that the student requires allowable accommodations during instruction and for participation in a statewide standardized assessment.

ASSESSMENT ACCOMMODATIONS

6A-1.0943 F.A.C.

Accommodations are defined as adjustments to the presentation of the statewide standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide standardized assessment to include amount of time for administration, settings for administration of a statewide standardized assessment and the use of assistive technology or devices to facilitate the student's participation in a statewide standardized assessment.

Teachers are required to implement the accommodations in a manner that ensures that the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. **Accommodations that negate the validity of a statewide standardized assessment ARE NOT allowable.**

For specific examples of appropriate accommodations for assessment, refer to *Accommodations for Florida's Statewide Student Assessments, Florida Department of Education, Bureau of Exceptional Education and Student Services, 2015.*

UNIQUE ACCOMMODATIONS

The need for any unique accommodations for use on a statewide standardized assessment must be submitted to the District Director of Exceptional Student Education and District Assessments Coordinator, who must submit the request to the Department of Education Commissioner of Education. In order to be approved, a unique accommodation must be:

- allowable for use on a statewide standardized assessment
- used by the student during classroom instructions and for assessments
- described in the student's IEP or Section 504 Plan

WAIVERS

WAIVER OF STATEWIDE STANDARDIZED ASSESSMENT RESULTS (End of Course Exams (EOC), Florida Standards Alternate Assessment (FAA), Florida Comprehensive Assessment (FCAT), Florida Standards Assessment (FSA)

Florida Statute requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade to grade progression and high school graduation. Assessment

results may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade or a standard high school diploma.

Criteria:

- The student must be identified as a student with a disability.
- The student must have an IEP.
- The student must have taken the statewide, standardized assessment with appropriate, allowable accommodations at least once.
- The IEP team (with the parent as a participating member for students under the age of 18) must make a determination of whether a statewide standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations.
- The waiver must be approved by the parent if the student is under the age of 18.
- **In addition to the above, for the Florida Standards Alternate Assessment to be waived, a graduation portfolio of quantifiable evidence of achievement is required. It must contain a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement and mastery of required Access Point Course standards.**

Evidence to be considered by the IEP Team to determine that the results of a statewide, standardized assessment are not an accurate measure of the student's ability may include, but is not limited to:

- Classroom work samples
- Course grades
- Teacher observations
- Relevant classroom data derived from formative assessments
- Intensive remediation activities on the required course standards
- Higher-level, related coursework (honors, dual enrollment, Advanced Placement, etc.)
- Other standardized academic assessments, such as the SAT, the ACT or PERT
- Portfolio

A student who waives the statewide, standardized assessment results MAY NOT receive a scholar diploma designation.

References: *Technical Assistance Paper Waiver of Statewide, Standardized Assessment Results for Students with Disabilities BEESS, April 2015; Section 1008.22 FS*

WAIVER OF THE ON-LINE COURSE REQUIREMENT

The graduation requirement for successful completion of an online course may be waived for students with disabilities whose IEP indicates that an online course is inappropriate.
1003.428, F.S.

GRADING FOR STUDENTS WITH DISABILITIES

Students should be graded on mastery of state standards or Access Points. Daily lessons

should integrate standards or Access Points, and the state grading scale should be used to provide an indication of the extent of mastery. Students who are not working on Access Points should be provided instruction on grade level standards. If a student is reading significantly below grade level, the IEP team may meet and determine that the student should work in a supplementary reading material that has been district approved at his/her level. However, the student should still be afforded the opportunity to learn grade level vocabulary and standards. If the student is working two or more years below grade level, the school administrator or designee should be a part of the IEP team, and the student's report card must specify that he/she is working below grade level in the comment section. The academic goals on the IEP should reflect strategies and frequent progress monitoring to insure that the student is making progress. If the student is not making progress, the IEP team should reconvene to determine more appropriate strategies and accommodations. A formal re-evaluation of the student's strengths and weaknesses may be requested by the IEP team to help drive appropriate instruction and grading.

If a student with disabilities is failing a course, the following procedures should be followed:

- The teacher should go through the problem solving process with the IEP team (with the parent(s) as participating members). The team will determine if the IEP goals need to be adjusted or additional goals/services added.
- Identify the reason that the student is failing.
- Put strategies/interventions in place to address the area of weakness.
- Monitor the student's progress and effectiveness of the strategies/interventions and maintain records.
- Maintain a log of communication with the student and parents.
- Seek outside resources through the guidance office, ESE office or other district-approved support agencies.
- Continue the problem solving process to adjust methodology, Universal Design for Learning, or strategies. If the student continues to fail, the IEP team MUST convene and review the goals/objectives in the IEP for appropriateness, making revisions as necessary.
- The IEP team may also request a re-evaluation to gather additional data to support the problem solving/intervention process.

REPORT OF PROGRESS

Parent/guardian will be supplied with the following: Notification that students with disabilities will receive a statement of progress toward IEP Annual Goals and the extent to which progress is sufficient to enable the student to achieve goals by the annual review date of the IEP. The number of notifications per year is identified in the student's IEP.

PROMOTION

Students with disabilities who are receiving instruction based on Florida Standards-based curriculum are promoted based upon the same promotion criteria as that for non-disabled students. Allowable accommodations as determined by the IEP team must be implemented. Criteria for students with disabilities is included in the Good Cause Clause for promotion in special circumstances.

RETENTION

Students with IEPs who are pursuing a standard diploma are affected by the same guidelines for retention as are students in regular education. Refer to the sections of this document for general education promotion requirements and retention considerations. **Students with IEPs may be exempted from the mandatory retention in grade 3 for good cause as outlined in state statute. The Principal and IEP committee must adhere to the Good Cause Retention Waiver when considering retention for Students with Disabilities.** Retention decisions for students with IEPs who are following access points for students with significant cognitive disabilities are made on an individual basis by the IEP team which will include the school principal/designee and/or Director of ESE. Careful consideration should be given to educating the student with disabilities with his/her chronologically age appropriate peers throughout their school experience.

GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES

There are two graduation options available to students with disabilities entering ninth grade in 2014 and after:

Standard diploma, meeting 24 course graduation and assessment requirements specified in Student Progression. Students with disabilities may elect to participate in the Scholar or Merit Diploma Designations, but must meet assessment requirements with no waivers.

Standard diploma, via Access Points. The student must meet the same 24 course requirements as all students, but will use Access courses.

Beginning no later than the IEP in effect when the student attains age 16, or younger, if appropriate, the IEP must reflect:

- A statement of intent to pursue a standard high school diploma and Scholar or Merit designation as determined by the parent
- A statement of intent to receive a standard diploma before age 22 and how the student will meet requirements
- Inclusion of outcomes and additional benefits expected by the parent and the IEP team at the time of graduation
- A statement of measureable postsecondary goals and career goals
- If there are changes proposed to postsecondary or career goals included in the IEP, the parent must approve the changes

A student who does not meet/satisfy the standard high school diploma requirements shall be awarded a certificate of completion.

SUMMARY OF PERFORMANCE (SOP)

When a student with an IEP graduates from high school with a standard diploma or “ages out” of ESE (age 22), the school is required to provide a summary of academic achievement and functional performance. The Summary of Performance (SOP) will include recommendations and means to meet post-secondary goals.

The SOP must be completed during the final year of a student’s high school education and is most useful when completed during the transition IEP process when the student has the opportunity to actively participate in the development of the document. The document will contain the most updated information on performance of the student and include both the student’s abilities and aspirations.

DEFERRAL OF GRADUATION

A student with a disability who meets the standard high school diploma requirements may defer the receipt of a standard high school diploma if the student:

- Has an IEP that prescribes special education, transition planning, transition services or related services through age 21
- Is enrolled in accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements or a structured work-study internship or pre-apprenticeship program.

The district has the following obligations with regard to the deferral of the standard high school diploma:

- Review the benefits of deferring with the parent and the student, including continuation of education and related services
- Describe to the parent and student, in writing, all of the services and programs available to students who defer.
- Note the deferral decision on the IEP.
- Provide a document that notes the decision for the parent, or the student if over 18 and rights have transferred, to sign that is separate from the IEP.
- Inform the parent and the student in writing, by January 30th, of the year in which the student is expected to meet all graduation requirements, that failure to defer releases the school district of the obligation to provide FAPE, that deadline for acceptance or deferral is May 15, and that failure to attend the graduation ceremony does NOT constitute deferral.
- Ensure that the names of students who are deferring are entered into the information management system.

Students who elect to defer graduation or receive a certificate of completion may participate in graduation activities ONCE. They may elect to walk with their peer group, and receive a certificate of deferment or certificate of completion OR walk when they receive their diploma.

A student who defers graduation may request his/her diploma the next date that the district awards them. Rule 6A-1.9963, F.A.C.

TRANSITION PROGRAM

The Requirements for entry into the Transition Program (18-22 years old) are:

1. The student has been served under IDEA through an IEP (and not dismissed and has elected to defer the receipt of a standard diploma or, in extraordinary circumstances, has earned a certificate of completion;
 - a. The student has mastered all required academic curriculum and can be determined
 - b. To have achieved the highest level of academic independence through his/her high school ESE Program.
 - c. The IEP prescribes a need for transition planning, transition services or related services up to age 22.
 - The student is in pursuit of:
 - Structured work-study, internship or employment
 - d. Functional Life skills training
 - e. The student has a desire to apply his/her individual academic skills toward a vocational/functional academic program, with the expectation that the program will enhance his/her independence for transitioning into the adult world.
2. The student is under the age of 22.

EXTENDED SCHOOL YEAR (ESY)

Extended School Year services (ESY) may be provided for students with disabilities, whose Individual Education Plan (IEP) team has determined, based upon data review, that services are necessary for the provision of a Free and Appropriate Public Education (FAPE). The IEP must document the IEP Team's consideration of and decision regarding ESY.

OTHER PROGRAMS: THERAPIES AND ITINERANT SERVICES

Speech Therapy, Language Therapy, Physical Therapy, Occupational Therapy, and itinerant Hearing Impaired and Vision services are designed to reinforce and enhance a student's ability to benefit from instruction. Participation in these services will not affect the minimum course instruction requirements for basic, CTE or ESE courses.

APPENDICIES

APPENDIX A: EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN INTERSTATE COMMISSION MEETING – Rules (Approved, Nov. 2009)

INTRODUCTION:

Upon activation of the Interstate Compact a year ago, one of the first tasks necessary for the Commission was the creation of administrative rules under which the Compact would operate. A Rules Committee was formed and over the past year, the Committee met on several occasions to develop the rules. Comments were solicited from various stakeholders and input was considered. The rules complement the Interstate Compact and may not conflict with it. In addition, the rules are not designed to address every issue arising under the Compact, however, there is flexibility to make reasonable changes or clarification as the need arises through amendment, advisory opinions, and training opportunities. Attached is a final draft of the proposed rules for your consideration.

Chapter – 100 DEFINITIONS SEC. 1.101 Definitions

As used in these rules, unless the context clearly requires a different construction—

- A. “Active duty” means: full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211.
- B. “By-laws” means: those by-laws established by the Interstate Commission on Educational Opportunity for Military Children for its governance, or for directing or controlling the Interstate Commission’s actions or conduct.
- C. “Children of military families” means: a school-aged child (ren), enrolled in kindergarten through twelfth (12th) grade, in the household of an active duty member.
- D. “Compact commissioner” means: the voting representative of each compacting state, appointed pursuant to Article VIII of this compact.
- E. “Days” means: business days, unless otherwise noted.
- F. “Deployment” means: the period one (1) month prior to the service members’ departure from their home station on military orders through six (6) months after return to their home station.
- G. “Education(al) records” means: those official records, files, and data directly related to a student and maintained by the school or local education agency (LEA), including but not limited to records encompassing all the material kept in the student’s cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.
- H. “Extracurricular activities” means: a voluntary activity sponsored by the school or LEA or an organization sanctioned by the LEA. Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.
- I. “Interstate Commission on Educational Opportunity for Military Children” means: the commission that is created under Article IX of this compact, which is generally referred to as Interstate Commission.
- J. “Local education agency” means: a public authority legally constituted by the state as an administrative agency to provide control of and direction for kindergarten through twelfth

- (12th) grade public educational institutions.
- K. "Member state" means: a state that has enacted this compact.
 - L. "Military installation" means: a base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the Department of Defense, including any leased facility, which is located within any of the several States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. territory. Such term does not include any facility used primarily for civil works, rivers and harbors projects, or flood control projects.
 - M. "Non-member state" means: a state that has not enacted this compact.
 - N. "Receiving state" means: the state to which a child of a military family is sent, brought, or caused to be sent or brought.
 - O. "Rule" means: a written statement by the Interstate Commission promulgated pursuant to Article XII of this compact that is of general applicability, implements, interprets or prescribes a policy or provision of the compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of statutory law in a member state, and includes the amendment, repeal, or suspension of an existing rule.
 - P. "Sending state" means: the state from which a child of a military family is sent, brought, or caused to be sent or brought.
 - Q. "State" means: a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. territory.
 - R. "Student" means: the child of a military family for whom the LEA receives public funding and who is formally enrolled in kindergarten through twelfth (12th) grade.
 - S. "Transition" means: 1) the formal and physical process of transferring from school to school or 2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.
 - T. "Uniformed service(s)" means: the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.
 - U. "Veteran" means: a person who served in the uniformed services and who was discharged or released under conditions other than dishonorable.

Chapter 200 – GENERAL PROVISIONS

SEC 2.101 Adoption of rules; Amendment

Proposed rules or amendments to the rules shall be adopted by majority vote of the members of the Interstate Commission in the following manner:

- (a) Proposed new rules and amendments to existing rules shall be submitted to the Interstate Commission office for referral to the Rules Committee as follows:
 - (1) Any Commissioner may submit a proposed rule or rule amendment for referral to the Rules Committee during the annual Commission meeting. This proposal must be made in the form of a motion and approved by a majority vote of a quorum of the Commission members present at the meeting;
 - (2) Standing Committees of the Commission may propose rules or rule amendments by

majority vote of that Committee;

- (3) Any regional group of states as may be subsequently recognized by the Commission may propose rules or rules amendments by a majority vote of members of that region;
- (b) The Rules Committee shall prepare a draft of all proposed rules and provide the draft to all Commissioners for review and comments. All written comments received by the Rules Committee on proposed rules shall be posted on the Commission's website upon receipt. Based upon the comments made by the Commissioners, the Rules Committee shall prepare a final draft of the proposed rule(s) or amendments for consideration by the Commission no later than the next annual meeting falling in an odd-numbered year.
 - (c) Prior to promulgation and adoption of a final rule by the Interstate Commission, the text of the proposed rule or amendment shall be published by the Rules Committee no later than thirty (30) days prior to the meeting at which the vote is scheduled, on the official web site of the Interstate Commission and in any other official publication that may be designated by the Interstate Commission for the publication of its rules. In addition to the text of the proposed rule or amendment, the reason for the proposed rule shall be provided.
 - (d) Each administrative rule or amendment shall state—
 - (1) The place, time, and date of the scheduled public hearing;
 - (2) The manner in which interested persons may submit notice to the Interstate Commission of their intention to attend the public hearing and any written comments; and
 - (3) The name, position, physical and electronic mail address, telephone, and telefax number of the person to whom interested persons may respond with notice of their attendance and written comments.
 - (e) Every public hearing shall be conducted in a manner guaranteeing each person who wishes to comment a fair and reasonable opportunity to comment. No transcript of the public hearing is required, unless a written request for a transcript is made, which case the person or entity making the request shall pay for the transcript. A recording may be made in lieu of a transcript under the same terms and conditions as a transcript. This subsection shall not preclude the Commission from making a transcript or recording of the public hearing if it chooses to do so.
 - (f) Nothing in this section shall be construed as requiring a separate hearing on each rule. Rules may be grouped for the convenience of the Interstate Commission at hearings required by this section.
 - (g) Following the scheduled hearing date, or by the close of business on the scheduled hearing date if the hearing was not held, the Interstate Commission shall consider all written and oral comments received.
 - (h) The Interstate Commission shall, by majority vote of a quorum of the commissioners, take final action on the proposed rule and shall determine the effective date of the rule, if any, based on the rulemaking record and the full text of the rule.
 - (i) Not later than sixty (60) days after a rule is adopted, any interested person may file a petition for judicial review of the rule in the United States district court of the District of Columbia or in the federal district court where the Interstate Commission's principal office is located. If the court finds that the Interstate Commission's action is not supported by substantial evidence, as defined in the federal Administrative Procedures Act, in the rulemaking record,

the court shall hold the rule unlawful and set it aside.

- (j) Upon determination that an emergency exists, the Interstate Commission may promulgate an emergency rule that shall become effective immediately upon adoption, provided that the usual rulemaking procedures provided in the compact and in this section shall be retroactively applied to the rule as soon as reasonably possible, in no event later than ninety (90) days after the effective date of the rule. An emergency rule is one that must be made effective immediately in order to—

- (1) Meet an imminent threat to public health, safety, or welfare;
- (2) Prevent a loss of federal or state funds;
- (3) Meet a deadline for the promulgation of an administrative rule that is established by federal law or rule; or
- (4) Protect human health and the environment.

SEC. 2.102 Dues formula

- a) The commission shall determine the formula to be used in calculating the annual assessments to be paid by states. Public notice of any proposed revision to the approved dues formula shall be given at least 30 days prior to the Commission meeting at which the proposed revision will be considered.
- b) The Commission may consider the population of the states, the number of students subject to the compact within each state, and the volume of student transfers between states in determining and adjusting the assessment formula.
- c) The approved formula and resulting assessments for all member states shall be distributed by the commission to each member state annually.
- d) The dues formula shall be based on the figure of one dollar per child of military families eligible for transfer under this compact.

Chapter 300 – TRANSFER OF EDUCATION RECORDS AND ENROLLMENT

SEC. 3.101 Eligibility for transfer and enrollment

- a) Unofficial or “hand-carried” education records –In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, the school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible. In the event a state or LEA charges a fee for copies of educational records, such a fee shall not exceed the reasonable cost of reproduction.
- b) Official education records/transcripts-- Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student’s official education record from the school in the sending state. Upon receipt of this request, the school in the sending state will process and furnish the official education records to the school in the receiving state within ten (10) business days except for a designated school staff break including, but not limited to, spring, summer, or holiday. Records should be furnished as soon as possible following the return of staff from a school staff break; however, the time shall not exceed ten (10) days after the return of staff.

SEC. 3.102 Application for transfer of student records and enrollment

An application for transfer of educational records of students subject to this compact shall contain the following:

- a) Immunizations – Compacting states shall give thirty (30) calendar days from the date of enrollment. For a series of immunizations, initial vaccinations must be obtained within thirty (30) calendar days.
- b) Kindergarten and First grade entrance age – Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level (including Kindergarten) from a LEA in the sending state at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level in the local education agency in the sending state shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.
 - 1) Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to the school of the state being transferred into shall be admitted upon presentation of the data required in subsection (3).
 - 2) Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to a public school in the state being transferred, shall be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3).
 - 3) In order to be admitted into a school in the receiving state, such a student transferring from the sending state must provide the following data:
 - i. Official military orders showing that the military member was assigned to the state (or commuting area) of the state in which the child was previously duly enrolled and attended school. If a child of a military member was residing with a legal guardian during the previous enrollment and not the military member, a copy of the family care plan, or proof of guardianship, as specified in the Interstate Compact, or any information sufficient for the receiving district to establish eligibility under this compact shall be provided;
 - ii. An official letter or transcript from the proper school authority which shows record of attendance, academic information, and grade placement of the student;
 - iii. Documented evidence of immunization against communicable diseases; and
 - iv. Evidence of date of birth.

SEC 4.101 Graduation

- a) Waiver requirements - LEA administrative officials shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another LEA or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the LEA shall provide an alternative means of acquiring required coursework so that graduation may occur on time. If the receiving LEA requires a graduation project, volunteer community service hours, or other state or LEA

- specific requirements, the receiving LEA may waive those requirements.
- b) Exit exams – States shall accept: 1) exit or end-of-course exams required for graduation from the sending state; or 2) national norm-referenced achievement tests or 3) alternative testing, in lieu of testing requirements for graduation in the receiving state. In the event the above alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the provisions of Article VII, Section C of the Compact shall apply.
 - c) Transfers during senior year – There may be cases in which a military student transferring at the beginning or during his or her senior year is ineligible to graduate from the receiving LEA after all alternatives have been considered. In such cases the sending and receiving LEA's shall ensure the receipt of a diploma from the sending LEA, if the student meets the graduation requirements of the sending LEA. In the event that one of the states in question is not a member of this compact, the member state shall use best efforts to facilitate the on-time graduation of the student in accordance with Sections A and B of Article VII of the Compact.

Chapter 500 – PLACEMENT & ATTENDANCE SEC.

5.101 Course placement

The receiving school shall initially place a student who transfers before or during the school year in educational courses based on the student's enrollment in the sending state school and/or educational conducted at the school in the sending state to the extent the educational courses are provided by the receiving school. Course placement includes but is not limited to Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). The receiving school may allow the student to attend similar educational courses in other schools within the LEA if the receiving school does not offer such educational courses.

SEC. 5.102 Educational program placement

The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). The receiving school may allow the student to attend similar educational courses in other schools within the LEA if the receiving school does not offer such programs.

SEC. 5.103 Special education services

- (a) In compliance with the federal requirements of the Individuals with Disabilities Education Act (IDEA), 20 U.S.C.A. Section 1400 et. Seq., the receiving state shall initially provide comparable services to a student with disabilities based on his/her current Individualized Education Program (IEP); and
- (b) In compliance with the requirements of Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and with Title II of the Americans with Disabilities Act, 42 U.S.C.A. Sections 12131-12165, the receiving state shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities, subject to an existing 504 or Title II Plan, to

provide the student with equal access to education.

(c) The receiving school may perform subsequent evaluations to ensure appropriate placement and appropriate services. The receiving school shall follow any current regulations the receiving state has in place in order to comply with federal or state law.

SEC. 5.104 Placement flexibility

LEA officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered under the jurisdiction of the LEA.

SEC. 5.105 Absence as related to deployment activities

A student whose parent or legal guardian is an active duty member of the uniformed services, as defined by the Compact, and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the LEA superintendent or head of school to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian. Notwithstanding the above, the LEA superintendent or head of school may provide a maximum number of additional excused absences.

Chapter 600 -- ELIGIBILITY

SEC. 6.101 Eligibility for Enrollment

- (a) A custody order, special power of attorney, or other applicable document relative to the guardianship of a child of a military family and executed under the applicable law of each member state shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent. A special power of attorney form, which is acceptable in some jurisdictions, can be obtained through the JAG offices pursuant to Military Family Care Plan regulations.
- (1) A local education agency shall be prohibited from charging local tuition to a transitioning military child placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent. Tuition may be charged for optional programs offered by the LEA.
- (2) A transitioning military child, placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which he/she was enrolled while residing with the custodial parent. The local education agency shall not charge tuition. In addition, transportation to and from school is the responsibility of the non-custodial parent or other persons standing in loco parentis.
- (b) Eligibility for extracurricular participation – State and local education agencies shall facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadlines, with consultation with the state high school athletic association, to the extent they are otherwise qualified. Application deadlines include tryouts, summer conditioning and other coach or district prerequisites.

Chapter 700 – OVERSIGHT, ENFORCEMENT, AND DISPUTE RESOLUTION

SEC. 7.101 Informal communication to resolve disputes or controversies

- (a) States shall attempt to resolve disputes or controversies by communicating with each other by

telephone, telefax, or electronic mail.

(b) Failure to resolve dispute or controversy—

- (1) Following an unsuccessful attempt to resolve controversies or disputes arising under this compact, its by-laws or its rules as required under sec.7.101 (a), states shall pursue one or more of the informal dispute resolution processes set forth in sec. 7.101 (b)(2) prior to resorting to formal dispute resolution alternatives.
- (2) Parties shall submit a written request to the executive director for assistance in resolving the controversy or dispute. The executive director shall provide a written response to the parties within ten (10) days and may, at the executive director's discretion, seek the assistance of legal counsel or the executive committee in resolving the dispute. The executive committee may authorize its standing committees or the executive director to assist in resolving the dispute or controversy.

SEC. 7.102 Formal resolution of disputes and controversies

- a) Alternative dispute resolution – Any controversy or dispute between or among compacting states that arises from or relates to this compact that is not resolved under sec. 7.101 may be resolved by alternative dispute resolution processes. These shall consist of mediation and arbitration.
- b) Mediation and arbitration
 - 1) Mediation
 - i. A state that is party to a dispute may request, or the executive committee may require, the submission of a matter in controversy to mediation.
 - ii. Mediation shall be conducted by a mediator appointed by the executive committee from a list of mediators approved by the national organization responsible for setting standards for mediators and pursuant to procedures customarily used in mediation proceedings.
 - 2) Arbitration
 - i. Arbitration may be recommended by the executive committee in any dispute regardless of the parties' previous submission of the dispute to mediation.
 - ii. Arbitration shall be administered by at least one neutral arbiters or a panel of arbiters not to exceed three members. These arbiters shall be selected from a list of arbiters maintained by the commission staff.
 - iii. The arbitration may be administered pursuant to procedures customarily used in arbitration proceedings and at the direction of the arbiter.
 - iv. Upon the demand of any party to a dispute arising under the compact, the dispute shall be referred to the American Arbitration Association and shall be administered pursuant to its commercial arbitration rules.
 - a) The arbiter in all cases shall assess all costs of arbitration, including fees of the arbiter and reasonable attorney fees of the prevailing party, against the party that did not prevail.
 - b) The arbiter shall have the power to impose any sanction permitted by this compact and other laws of the state or the federal district in which the commission has its principal offices.
- v. Judgment on any award may be entered in any court having jurisdiction.

SEC 7.103 Enforcement actions against a defaulting state

- (a) If the Interstate Commission determines that any state has at any time defaulted ("defaulting state") in the performance of any of its obligations or responsibilities under this Compact, the by-laws or any duly promulgated rules the Interstate Commission may impose any or all of the following penalties:
- 1) Damages or costs in such amounts as are deemed to be reasonable as fixed by the Interstate Commission;
 - 2) Remedial training and technical assistance as directed by the Interstate Commission;
 - 3) Suspension and termination of membership in the compact. Suspension shall be imposed only after all other reasonable means of securing compliance under the by-laws and rules have been exhausted. Immediate notice of suspension shall be given by the Interstate Commission to the governor, the chief justice or chief judicial officer of the state, the majority and minority leaders of the defaulting state's legislature, and the state council.
- (b) The grounds for default include, but are not limited to, failure of a Compacting State to perform such obligations or responsibilities imposed upon it by this compact, Interstate Commission by-laws, or duly promulgated rules. The Interstate Commission shall immediately notify the defaulting state in writing of the penalty imposed by the Interstate Commission on the defaulting state pending a cure of the default. The Interstate Commission shall stipulate the conditions and the time period within which the defaulting state must cure its default. If the defaulting state fails to cure the default within the time period specified by the Interstate Commission, in addition to any other penalties imposed herein, the defaulting state may be terminated from the Compact upon an affirmative vote of a majority of the compacting states and all rights, privileges, and benefits conferred by this Compact shall be terminated from the effective date of suspension.
- (c) Within sixty (60) calendar days of the effective date of termination of a defaulting state, the Interstate Commission shall notify the governor, the chief justice or chief judicial officer, the majority and minority leaders of the defaulting state's legislature, and the state council of such termination.
- (d) The defaulting state is responsible for all assessments, obligations, and liabilities incurred through the effective date of termination including any obligations, the performance of which extends beyond the effective date of termination.
- (e) The Interstate Commission shall not bear any costs relating to the defaulting state unless otherwise mutually agreed upon between the Interstate Commission and the defaulting state.
- (f) Reinstatement following termination of any compacting state requires both a reenactment of the Compact by the defaulting state and the approval of the Interstate Commission pursuant to the rules.

SEC 7.104 Judicial enforcement

The Interstate Commission may, by majority vote of the members, initiate legal action in the United States District Court for the District of Columbia or, at the discretion of the Interstate Commission, in the federal district where the Interstate Commission has its offices to enforce compliance with the provisions of the Compact, its duly promulgated rules and by-laws, against any compacting state in default. In the event judicial enforcement is necessary, the prevailing party shall be awarded all costs of such litigation including reasonable attorneys' fees.

APPENDIX B: REQUEST FOR ELEMENTARY ACCELERATION
(To be completed by parent/guardian)

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. *For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.* The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** Parent permission is necessary for ACCEL options.

Student (Legal Name): _____ DOB: _____ GRADE: _____

School: _____ Teacher: _____

Parent/Guardian: (Please print first and last name) _____

Address: _____

Parent/Guardian Email: _____ Phone: _____

Select the ACCEL Option you are requesting:

_____ Mid-year promotion to grade

_____ Full-year promotion to grade

_____ Subject-matter acceleration for subject(s) _____

**(request must be submitted prior to the end of the first nine weeks)*

_____ Virtual instruction in higher grade level subject(s) _____

**(request must be submitted prior to the end of the first nine weeks)*

_____ Advanced Work Class (Teacher initiated prior to May 1)

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

Signature of individual submitting request: _____ Date _____

Please submit this form to the School Principal prior to the deadline noted above.

APPENDIX C: ELEMENTARY PERFORMANCE CONTRACT
(To be completed before each new ACCEL Option)

Student (Legal Name): _____ DOB: _____ GRADE: _____

School: _____ Teacher: _____

Parent/Guardian: (Please print first and last name) _____

Address: _____

Parent/Guardian Email: _____ Phone: _____

Select the ACCEL Option you are requesting:

_____ Mid-year promotion to grade
_____ Full-year promotion to grade
_____ Subject-matter acceleration for subject(s) _____
_____ Virtual instruction in higher grade level subject(s) _____
_____ Advanced Work Class)

Agreement

Student participation in the selected ACCEL Option is contingent upon the student meeting eligibility and procedural requirements, as explained in the District School Board of Gadsden County Student Progression Plan. Students are required to participate in all state, federal, and local assessments if mid-year or full-year promotion occurs. If a student fails to comply with the stipulated requirements at any time after the ACCEL Option is in effect, the principal may terminate the student's participation and will determine the appropriate placement in lieu of the ACCEL Option.

I grant permission for my student to accelerate his/her learning and agree to the conditions stated above:

Parent/Guardian's Name (print): _____ Date: _____

Parent/Guardian's Signature: _____ Date: _____

Principal's Name: _____ Date: _____

Principal's Signature: _____ Date: _____

**APPENDIX D: MIDDLE GRADES STUDENTS AND EOC ASSESSMENT
REQUIREMENTS (Beginning 20140-2015)**

MS Algebra 1 EOC	MS Geometry and Biology 1 EOC	MS Civics
<p>A student completing Algebra 1 or Algebra 1 Honors must take the Algebra 1 EOC Assessment and achieve a passing score to be awarded high school credit. The score will count as 30% of the final course grade. If the student passes the course (regardless of the Algebra 1 EOC Assessment score), the course may count as one of the three math courses required for promotion to high school and the course grade used as part of the high school grade point average (GPA). If a student does not pass the EOC Assessment, the student must retake the Algebra 1 EOC Assessment and achieve a passing score to earn a standard high school diploma. The student can only retake the same course through middle grade forgiveness (C, D, or F in course); a student who passes the EOC but not the course is not required to retake the course.</p>	<p>A student completing Geometry or Geometry Honors must take the Geometry EOC Assessment and achieve a passing score which constitutes 30% of the student's final course grade to be awarded high school credit. If the student passes the course (regardless of the Geometry EOC Assessment score), the course may count as one of the three math courses required for promotion to high school and the course grade used as part of the high school grade point average (GPA). If a student does not pass the EOC Assessment, the student must retake the Geometry EOC Assessment and achieve a passing score to earn the required high school credit for Geometry. The student can only retake the same course through middle grade forgiveness (C, D, or F in course); a student who passes the EOC but not the course is not required to retake the course.</p>	<p>Each student's performance on the statewide standardized EOC assessment in Civics Education constitutes 30% of the student's final course grade.</p>

APPENDIX E: MIDDLE GRADE FAST-TRACK MATHEMATICS CRITERIA
Grade 7 Mathematics, Advanced (1205050) in Sixth Grade – Required eligibility criteria

If student does meet the criteria below, then placement is Grade 6 Mathematics (1205020).

Fifth grade Student must meet 4 out of 5 of these criteria:

- Teacher, Department Chair, and Administrator recommendation
- 95% + cumulative mathematics grade average in 5th grade advanced
- 95% + cumulative mathematics test average in 5th grade advanced
- 3.75 + cumulative grade point average in core content classes through three quarters 5th grade
- Other appropriate diagnostic assessment (TBA)

Student must meet the following two criteria:

- Level 5 on FSA Mathematics
- Level 5 on FSA ELA

Algebra 1 Honors (1200320) in Seventh Grade – Required eligibility criteria

If student does not meet criteria below, then placement is Grade 8 Pre- Algebra (1205080) or Grade 8 Pre-Algebra

Advanced (1205050)

Student must meet 4 out of 5 of these criteria:

- Teacher, Department Chair, and Administrator recommendation
- 92% + cumulative mathematics grade average in Grade 7 Mathematics Advanced (1205050)
- 90% + cumulative mathematics test average in Grade 7 Mathematics Advanced (1205050)
- 3.5+ cumulative grade point average of core content classes for quarters one through three
- Other appropriate diagnostic assessment (TBA)

Student must meet the following two criteria:

- Level 5 on FSA Mathematics
- Level 4 + on FSA ELA

Geometry Honors (1206320) in Eighth Grade – Required eligibility criteria

If student does not meet all criteria, then placement is Algebra 1 honors (1200320) Student must meet all the following criteria:

- Passing score on the Algebra 1 End-of-Course Assessment
- 80% + cumulative mathematics average grade in Algebra 1 Honors (1200320)
- Teacher, Department Chair, and Administrator recommendation

APPENDIX F: REQUEST FOR MIDDLE GRADES ACCELERATION
To be completed by Parent/Guardian

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged. The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements. Parent permission is necessary for ACCEL options.

Student (Legal Name): _____ DOB: _____ GRADE: _____

School: _____ Teacher: _____

Parent/Guardian: (Please print first and last name) _____

Address: _____

Parent/Guardian Email: _____ Phone: _____

Select the ACCEL Option you are requesting:

_____ Mid-year promotion to grade

_____ Full-year promotion to grade

_____ Subject-matter acceleration for subject(s) _____

**(request must be submitted prior to the end of the first nine weeks)*

_____ Virtual instruction in higher grade level subject(s) _____

**(request must be submitted prior to the end of the first nine weeks)*

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

Signature of individual submitting request: _____ Date _____

Please submit this form to the School Principal prior to the deadline noted above.

**APPENDIX G: ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE
LEARNING 9ACCEL0 MIDDLE GRADES PERFORMANCE CONTRACT**

To be completed by parent/guardian

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. ***For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.*** The school must carefully consider the effect of ACCEL options, especially mid-year and full- year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** Parent permission is necessary for ACCEL options.

Student (Legal Name): _____ DOB: _____ GRADE: _____

School: _____ Teacher: _____

Parent/Guardian: (Please print first and last name) _____

Address: _____

Parent/Guardian Email: _____ Phone: _____

Select the ACCEL Option you are requesting:

_____ Mid-year promotion to grade

_____ Full-year promotion to grade

_____ Subject-matter acceleration for subject(s) _____

**(request must be submitted prior to the end of the first nine weeks)*

_____ Virtual instruction in higher grade level subject(s) _____

**(request must be submitted prior to the end of the first nine weeks)*

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

Signature of individual submitting request: _____ Date _____

Please submit this form to the School Principal prior to the deadline noted above.

APPENDIX H: MASTERY EXAM REQUEST

Student Name: _____ **Counselor:** _____

School: _____ **Grade Level:** _____

Date of Request: _____ **School Year:** _____

Data in Support of Credit Acceleration by Mastery Exam:

FCAT/FSA Assessment in Math: _____ Date of Assessment: _____

Most recent math or science course: _____ Grades Earned: _____

Other justification: _____

Guidance Counselor's Communication with Parent _____ Date: _____

Parent in agreement that grade will appear in student records and transcript. ☐

Requested State EOC in _____ administration date, _____,
aligns with required dates (CAP section SPP, page 73)

Has the student attempted the EOC in Algebra 1, Geometry or Biology 1 previously?

Yes ☐ No ☐ If so, which one? _____

If yes, please provide date, score and evidence of additional preapproved preparation.

Date: _____ Score: _____

Additional preapproved preparation: _____

Recommendation of Principal:

- 1) There is adequate documentation to support the student taking the EOC in Algebra 1, Geometry, or Biology 1.
- 2) There is NOT adequate documentation to support the student taking the EOC in Algebra 1, Geometry, or Biology 1.

Signature: _____

Additional Comments:

APPENDIX I: GRADUATION REQUIREMENTS FOR FLORIDA'S STATEWIDE ASSESSMENTS (July 2018 FLDOE Updates)

Overview

According to Florida law, students must meet certain academic requirements to earn a standard high school diploma from a public school. This means that students must pass required courses, earn a minimum number of credits, earn a minimum grade point average and pass the required statewide assessments. Students who meet these requirements but do not pass the required assessments will receive a certificate of completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education.

Graduation Requirements

Grade 10 Florida Standards Assessments English Language Arts

The reading/English Language Arts (ELA) assessment students must pass to graduate with a standard high school diploma is determined by each student's year of enrollment in grade 9. The Florida Standards Assessments (FSA), aligned to the Florida Standards, were introduced in 2014–15, and the Grade 10 FSA ELA Assessment was administered for the first time in spring 2015. Table 1 below lists the required passing score for the Grade 10 FSA ELA (Reading and Writing) based on grade 9 cohort.

Table 1: FSA ELA Assessment Requirement and Passing Score by School Year

School Year When Students Entered Grade 9	Passing Score
2014–15 to current	350
2013–14	349*

*Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

For more information on the Grade 10 FSA ELA Assessment, please see the 2018–19 FSA English

Grade 10 FCAT 2.0 Reading

Students who entered grade 9 in the 2010–11 school year through the 2012–13 school year were required to earn a passing score of **245** on the Grade 10 FCAT 2.0 Reading Assessment. The last administration of the FCAT 2.0 Reading Retake was in spring 2018. Students whose graduation requirement is Grade 10 FCAT 2.0 Reading may satisfy this requirement by earning the alternate passing score of **349** on the FSA ELA Retake or a concordant score on the SAT or ACT as described in Table 3 on page 3.

FSA Algebra 1 End-of-Course Assessment

The Algebra 1 End-of-Course (EOC) assessment students must pass to graduate with a standard high school diploma is determined by when students completed the Algebra 1 or equivalent course. Students who completed a course in the 2014–15 school year and beyond are required to pass the FSA Algebra 1 EOC Assessment, and the required passing score is determined by when students first participated in an FSA Algebra 1 EOC Assessment administration. The FSA Algebra 1 EOC Assessment was first administered in spring 2015. Table 2 on the following page lists the required passing score for the FSA Algebra 1 EOC Assessment based on when the student first participated in the FSA Algebra 1 EOC Assessment administration.

Table 2: FSA Algebra 1 EOC Assessment Requirement and Passing Score by First Participation

First Participation in FSA Algebra 1 EOC	Passing Score
Spring 2016 and beyond	497
Spring, Summer, Fall or Winter 2015	489

For more information on the FSA Algebra 1 EOC Assessment, please see the 2018–19 FSA End-of-Course Assessments Fact Sheet.

NGSSS Algebra 1 EOC Assessment

Students who completed Algebra 1 or an equivalent course in the 2011–12 school year through the 2013–14 school year were required to earn a passing score of 399 on the Next Generation Sunshine State Standards (NGSSS) Algebra 1 EOC Assessment. The last administration of the NGSSS Algebra 1 EOC Assessment was in summer 2017. Students whose graduation requirement is the NGSSS Algebra 1 EOC Assessment may satisfy this requirement by earning the alternate passing score of 489 on the FSA Algebra 1 EOC Assessment or a comparative score as described in Table 3 on the following page.

Students who entered grade 9 in the 2010–11 school year were required to earn course credit in Algebra 1 or an equivalent course and participate in the NGSSS Algebra 1 EOC Assessment. The results of the NGSSS Algebra 1 EOC Assessment must constitute 30% of these students' final course grade, but there is not a passing requirement for this cohort of students.

Graduation Options

- **Statewide Assessment Retakes**—Students can retake the Grade 10 FSA ELA Assessment or FSA Algebra 1 EOC Assessment each time the test is administered until they achieve a passing score, and students can continue their high school education beyond the twelfth-grade year should they need additional instruction. Students currently have up to five opportunities to pass the grade 10 ELA assessment before their scheduled graduation. Students who do not pass the grade 10 ELA assessment in the spring of their tenth-grade year may retest in fall and spring of their eleventh- and twelfth-grade years. The number of opportunities to retake the Algebra 1 EOC assessment will depend on the grade students are in when they first take the test, since it is taken at the conclusion of the course. The FSA Algebra 1 EOC Assessment is currently administered four times each year, in the fall, winter, spring, and summer.
- **Concordant and Comparative Scores**—A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in Rule 6A-1.09422, Florida Administrative Code (F.A.C.). Table 3 on the following page shows the concordant and comparative scores students may use to satisfy assessment graduation requirements.

Table 3: Concordant and Comparative Scores

Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading	
Available for all students who entered grade 9 in 2010–11 and beyond:	
SAT Evidence-Based Reading and Writing (EBRW)*	480
ACT English and Reading subtests**	18
Available only for students who entered grade 9 prior to 2018–19:	
SAT EBRW*	430
SAT Reading Subtest*	24
ACT Reading	19
Algebra 1 EOC (FSA or NGSSS)	
Available for all students who entered grade 9 in 2010–11 and beyond:	
PSAT/NMSQT Math***	430
SAT Math****	420
ACT Math	16
Available only for students who entered grade 9 prior to 2018–19:	
PERT Mathematics	97

*Administered in March 2016 or beyond. Students who entered grade 9 prior to 2018–19 may also use a concordant score of 430 on SAT Critical Reading if it was earned prior to March 2016.

**The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (0.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

***Administered in 2015 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

****Administered in March 2016 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

In accordance with section (s.) 1008.22, Florida Statutes (F.S.), all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment and all students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing concordant or comparative score on file.

- **Scholar Diploma Designation**—To qualify for a Scholar diploma designation on a standard high school diploma, a student must earn a passing score on each of the statewide assessments shown in Table 4.

Table 4: Passing Scores Required for a Scholar Diploma Designation

Student Entered Ninth Grade	EOC Assessment		
	Geometry	Biology 1*	U.S. History*
2010–11 through 2013–14		X	X
2014–15 and beyond	X	X	X
<p>* A student meets this requirement without passing the Biology 1 or U.S. History EOC assessment if the student is enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology 1 or U.S. History course and the student:</p> <ul style="list-style-type: none"> ○ Takes the respective AP, IB, or AICE assessment, and ○ Earns the minimum score to earn college credit. 			

The passing score for each EOC assessment is the minimum score in Achievement Level 3 (see the Assessment Results section on the End-of-Course Assessments page on the Florida Department of Education [FDOE] website).

The passing score for the FSA Geometry EOC Assessment was adopted in State Board of Education rule in January 2016. For students who took the FSA Geometry EOC Assessment (2014–15) prior to the adoption of passing scores, the alternate passing score is 492, which corresponds to the passing score of 396 for the NGSSS Geometry EOC Assessment (2010–11), last administered in December 2014.

- **Waivers for Students with Disabilities**—Students with disabilities who entered grade 9 in 2014–15 and beyond are required to work toward a standard high school diploma and are expected to participate in statewide, standardized assessments. (Students with disabilities who entered grade 9 in 2013–14 or earlier and are working toward a standard high school diploma are also expected to participate in statewide, standardized assessments.) State law, however, provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. 1008.22(3)(c)2., F.S., “A student with a disability, as defined in s. 1007.02(2),

for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript." For additional information, visit the Bureau of Exceptional Education and Student Services webpage.

- **High School Equivalency Diploma Program (2014 GED® Test)**—The high school equivalency diploma program is designed to provide an opportunity for adults who have not graduated from high school to earn a GED®, the only state-approved high school equivalency diploma, by measuring the major academic skills and knowledge associated with a high school program of study, with increased emphasis on workplace and higher education. The state selected the 2014 GED® test as the assessment for the high school equivalency program during a competitive process conducted in 2014. The 2014 GED® test includes four required content area tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. It is a computer-based test. Passing the test may require some preparation. Adult education programs located in school districts, colleges, and community organizations provide instruction and the opportunity to practice the skills necessary to meet the minimum passing score of 145. The FDOE website has additional information and resources regarding the GED® test and the high school equivalency program.

Previous Scores Required for Graduation

Assessment requirements for students originally scheduled to graduate between 2004 and 2013 are as follows:

- Students who entered grade 9 in the 2000–01 school year through the 2008–09 school year and were originally scheduled to graduate between 2004 and 2013 were required to earn passing scores on grade 10 FCAT Reading and Mathematics assessments, or their equivalents.
- Students who entered grade 9 in the 2009–10 school year were required to earn an alternate passing score (comparable to the passing score for Grade 10 FCAT Reading) on Grade 10 FCAT 2.0 Reading and a passing score on Grade 10 FCAT Mathematics, or their equivalents.

Students with these requirements currently have the following opportunities to meet them:

- The FCAT Reading Retake and FCAT 2.0 Reading Retake are no longer administered. Students who still need to satisfy this requirement must earn an alternate passing score on the FSA ELA Retake or a concordant score on the SAT or ACT.
- The FCAT Mathematics Retake is no longer administered. Students who still need to satisfy this requirement must earn a concordant score on the SAT or ACT. Students may also meet the FCAT Mathematics requirement by passing the FSA Algebra 1 EOC Assessment.

The required passing and concordant scores for students who entered grade 9 from 2000–01 to 2009–10 are provided in Table 5 on the following page.

Table 5: Passing Scores for Students Entering Grade 9 from 2000–01 to 2009–10

Assessment	Reading	Mathematics
FCAT	1926 (scale score of 300)	1889 (scale score of 300)
FCAT 2.0	241	N/A
SAT Concordant Score	<p>SAT administered prior to March 2016 For students who entered grade 9 in 2006–07 or earlier: 410 – Critical Reading For students who entered grade 9 in 2007–08, 2008–09, or 2009–10: 420 – Critical Reading</p> <p>SAT administered after March 2016 For students who entered grade 9 in 2006–07 or earlier: 410 – Evidence-Based Reading and Writing (EBRW) OR 22 – Reading Subtest</p> <p>For students who entered grade 9 in 2007–08, 2008–09, or 2009–10: 420 – EBRW OR 23 –Reading Subtest</p>	340**
ACT Concordant Score	15 (for students who entered grade 9 in 2006–07 or earlier) 18 (for students who entered grade 9 in 2007–08, 2008–09, or 2009–10)	15

*Students who participated in the spring 2011 Grade 10 FCAT 2.0 Reading Assessment received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is comparable to a score of 241 on the FCAT 2.0.

**A concordant score of 370 on SAT Mathematics was previously established in 2003 as an alternative for the Grade 10 FCAT Mathematics requirement. This alternative passing score was lowered to a score of 340 after a concordance study was conducted in November 2009 on a revised, more challenging version of the SAT. Students required to pass FCAT Mathematics for graduation may submit a score of 340 or higher regardless of

their year of enrollment in grade 9 if the score is dated March 2005 and beyond.

Class of 2003—Students who were originally scheduled to graduate in 2003 may satisfy their graduation requirements by earning a score of 339 on the Grade 10 FSA ELA Assessment, which is equivalent to a score of 236 on Grade 10 FCAT 2.0 Reading Assessment.

High School Competency Test (HSCT) Requirement—The HSCT State Board Rule (6A-1.09421, F.A.C.) was repealed in fall 2015. Students who were scheduled to graduate in 2002 or earlier and have not passed the HSCT as part of their graduation requirements will need to enroll in an adult education program to earn a standard high school diploma. In accordance with Rule 6A-6.020, F.A.C., those who enter adult high school after their ninth-grade cohort has graduated or who are not part of a ninth-grade cohort must meet the current grade 12 cohort's graduation requirements that are in effect the year they enter adult high school.

Helpful Resources

- An academic advisement flyer for students related to graduation requirements is available on the Graduation Requirements page.
- The FSA Portal and the following pages on the FDOE website provide information about the assessments currently administered and serve as valuable resources to students, parents/guardians, and educators: FSA, Statewide Science Assessment, and EOC Assessments. For previous assessments, please visit the FCAT Historical page and the FCAT 2.0 Historical page on the FDOE website.
- Schedules for FSA, Statewide Science Assessment, and EOC assessment administrations are accessible from the Assessment Schedules page on the FDOE website.
- FloridaStudents.org provides student tutorials and resources for the Florida Standards.
- CPALMS.org is Florida's official source for standards information and course descriptions and includes helpful resources for educators and students.

APPENDIX J: COLLEGE READINESS COURSES

The State Board of Education shall adopt rules that require high schools to evaluate before the beginning of grade 12 the college readiness of each student who indicates an interest in postsecondary education and scores at Level 2 or Level 3 on the reading portion of the grade 10 FCAT/FSA or Level 2, 3, or 4 on the Algebra 1 EOC. High schools shall perform this evaluation using results from the corresponding component of the Postsecondary Education Readiness Test (PERT) or an equivalent test identified by the State Board of Education. The State Board of Education shall establish by rule the minimum test scores a student must achieve to demonstrate readiness.

Students who demonstrate readiness by achieving the minimum test scores established by the state board and enroll in a community college within two years of achieving such scores shall not be required to enroll in remediation course as a condition of acceptance to any community college. The high school shall use the results of the test to advise the students of any identified deficiencies and to the maximum extent practicable provide grade 12 students access to appropriate remedial instruction prior to high school graduation. The college ready instruction provided under this subsection shall be a collaborative effort between secondary and postsecondary educational institutions. To the extent courses are available; the Gadsden County Virtual School may be used to provide the college-ready instruction required by the subsection.

College Readiness Course Placement Score Recommendations*

Subject	Course Title	PERT	SAT	ACT
Reading	English 4: FL College Prep	50-105	< 440	< 19
	English 4		≥ 440	≥ 19
Writing	English 4: FL College Prep	50-102	< 440	< 17
	English 4		≥ 440	≥ 17
Mathematics	Math for College Readiness	50-113	≥ 440	≥ 19

The College Readiness Course Placement Score Recommendations apply to students who will be seniors in 2014-2015. The PERT is administered to grade 11 students who have not previously met college readiness standards.

Statewide college – ready cut scores for PERT Reading, 106
 Writing, 103
 Mathematics, 114

College Readiness Courses Offered in Gadsden County English IV:

- Florida College Prep (Course Code: 1001405)
- Mathematics for College Readiness (Course Code: 1200700)

APPENDIX K: FOREIGN EXCHANGE PROGRAM REQUIREMENTS

The school board recognizes the importance of intercultural and international education as part of a school program.

Any student from a foreign country sponsored by a Foreign Exchange Visitor Program who fulfills all eligibility requirements (applicable federal, state, and district regulations), including the approval of the principal, may attend a Gadsden County High School at the discretion of the District School Board of Gadsden County. All students must be approved by the district, through Academic Services, before enrolling in a district school. In no case can the number of foreign exchange students exceed 1 % of the school's enrollment. The district reserves the right to limit the number of students placed by any sponsor or from any country.

Organizations and institutions sponsoring students must be approved by the Council on Standards for International Educational Travel (CSIET) and have J visa status in order to be eligible to participate in the Foreign Exchange Visitor Program.

1. ELIGIBILITY REQUIREMENTS

- A. Sponsors: Applications may be made by CSIET approved organizations desiring to sponsor foreign students in Gadsden County School District. Any organizations sponsoring a student must supply the name, address, and telephone number of the local representative who is a resident of Gadsden County and can be contacted at any time in case of emergency or other problem.
- B. Students: Students must meet the following eligibility requirements prior to acceptance:
- agree to be in attendance for one academic school year
 - be at least 15 but not more than 18 ½ years of age on the date of enrollment in the program and have not completed more than 11 years of primary and secondary education (exclusive of kindergarten) [NOTE: students who have already graduated will not be allowed to enroll in a Gadsden County high school]
 - have sufficient knowledge of the English language to participate in high school classes
 - be accepted by a suitable host family, not to be hosted by the area representative of the sponsoring organization
 - provide an English translation of the student's official academic transcript for at least 2
 - years prior to entry into the program, including a description of each course

2. PROCEDURES FOR ADMISSION OF ELIGIBLE STUDENTS

The sponsoring organization must apply for and obtain the approval for admission of the student through the local representative by Academic Services at least fifteen (15) working days prior to enrollment in school.

- A. Notification: A copy of the District School Board of Gadsden County Foreign Exchange Program procedures shall be sent to local coordinators when requesting placement. Written approval or denial for admission shall be given to the local coordinator of the sponsoring organization by the Academic Services. The exchange student must be accompanied by the

sponsoring organization coordinator and a member of the host family when enrolling at the approved school. Formal entrance to school shall be at the beginning of the school year. An orientation designed to acquaint the student with the American school and with the rules governing the behavior of all students shall be provided by the school staff. The student shall follow school rules and shall participate fully in the educational program provided.

- B. Supervision: It is the sponsor's responsibility to make all travel and accommodation arrangements, including securing the host family. It is the sponsor's responsibility to resolve problems that arise between the student, the host family, and /or the school including, if necessary, the changing of host families or the early return home of the exchange student due to unresolved or personal difficulties .It is the responsibility of the sponsor to notify Academic Services of all changes of host family or address.
- C. Financial Support: All expenses, including school and school-related expenses are the responsibility of the student, the sponsoring organization, and the host family. Foreign Exchange students are not eligible for lunch subsidy.
- D. Employment: Exchange students are not permitted to take regular or part-time jobs during their stay in the United States.
- E. Athletic Eligibility: Students shall be governed by the Florida High School Athletics Association rules and regulations regarding participation in inter- scholastic athletic competition.
- F. Completion: Upon completion of the stay in Gadsden County, the student shall be issued an official transcript of all work completed. A certificate of participation shall also be awarded. Schools are encouraged to honor the foreign exchange student's program completion and award the certificate at an award ceremony.
- G. Monitoring: CSIET approved programs are monitored by Academic Services for
 - quality of foreign exchange student recruited (e.g., English proficiency, attitude, behavior) and
 - appropriateness of host family placement (e.g., high school age student in host family home, family stability)

Sponsoring organizations that have violated requirements of student eligibility shall not be eligible to submit applications for students to attend Gadsden County High School for a period of two years. Programs with a second violation shall be permanently removed as approved programs for placement in Gadsden County.

APPENDIX L: THIRD GRADE STUDENT PROGRESSION – TECHNICAL ASSISTANCE

A-1. For the 2014-15 school year, what statewide Florida Standards Assessments-English Language Arts (FSA-ELA) score would mandate the retention of a third-grade student?

Section 1008.25, Florida Statutes (F.S.), requires any third-grade student scoring Level 1 on the grade 3 statewide FSA-ELA to be retained. Some students may qualify for a good cause exemption and be promoted to fourth grade (see A-2.).

A-2. What promotion options are available to grade 3 students who have not achieved a Level 2 or above on the statewide FSA-ELA?

Students in grade 3 who score Level 1 on the statewide FSA-ELA may be exempted from the retention requirement and be promoted to fourth grade [section 1008.25(6), F.S.]. This is called a good cause exemption. Good cause exemptions are limited to the following:

- Limited English Proficient (LEP) students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program;
- Students with disabilities whose Individual Educational Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;
- Students who demonstrate an acceptable level of performance on a state-approved alternative standardized reading or English Language Arts assessment approved by the State Board of Education;
- Students who demonstrate, through a student portfolio, that he or she is performing at least at Level 2 on the statewide standardized assessment;
- Students with disabilities who participate in the statewide standardized assessment and whose IEP or 504 Plan reflects that the student has received intensive remediation in reading and English Language Arts for more than two years, but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2 or grade 3;
- Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years. A student may not be retained more than once in grade 3.
- Students who have received intensive remediation in reading and English Language Arts for two or more years, but who still have a deficiency in reading and have already been retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two year

A-3. Will students scoring Level 1 on the grade 3 statewide FSA-ELA be retained in other grades or only in third grade?

Third grade is the only grade at which there is state-mandated retention for public school students [section 1008.25(5)(b), F.S.]. School districts must establish a comprehensive program for student progression that includes specific levels of performance in reading, writing, science and mathematics for each grade level, including the levels of performance on statewide assessments, 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. The promotion/retention policy for all grade levels must be specified in the district's Student Progression Plan.

A-4. Can a student be promoted to fourth grade without a grade 3 statewide FSA-ELA score?

Third-grade students must participate in the statewide standardized assessment program required by section 1008.22, F.S., and demonstrate proficiency in reading in order to be promoted to fourth grade. Students not achieving a Level 2 or higher on the statewide assessment may qualify for a good cause exemption (see A-2.).

A-5. What services should a student receive if they were promoted to fourth grade based on a good cause exemption, but are still reading below grade level?

A student promoted based on a good cause exemption and who is not reading on grade level should be provided intensive instruction which must include an altered instructional day. The altered instructional day must include 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. Section 1008.25(6)(b)4., F.S.

A-6. What are the guidelines/requirements that districts must implement to meet the needs of third-grade students identified with a reading deficiency who have not been previously retained in third grade?

Teacher-Student Ratio	Same as other students.
Reading Instructional Time	90-minute reading block in a smaller group size setting or one-on-one. Rule 6A-6.054, Florida Administrative Code (F.A.C.)
Materials	<p>Core/State Identified Reading program that is research based and has proven success teaching the components of reading. Rule 6A-6.053 F.A.C.</p> <p>Differentiated Materials Research-based materials that reinforce the initial instruction.</p> <p>Intervention Materials Research-based materials that teach areas of deficits as determined by an assessment measure. This instruction must take place in addition to the 90-minute reading block. Rule 6A-6.054 & 6A-6.053 F.A.C.</p>
Screening	Options may include, but are not limited to, program-based materials, teacher observation or a screening/progress monitoring tool such as the Florida Assessments for Instruction in Reading Florida Standards (FAIR-FS). Rule 6A-6.053 F.A.C.

Progress Monitoring	Students identified with a reading deficiency must be progress monitored. Schools must progress monitor students with a reading deficiency a minimum of three times per year. This includes a baseline, mid-year and an end-of-year assessment. Rule 6A-6.054 F.A.C. FAIR-FS and ongoing progress monitoring (OPM) components of FAIR-FS are tools that can be used for these students.
Diagnostic	A student who does not meet specific levels of performance on the required assessment as determined by the district school board or who scores below Level 3 on the statewide standardized assessment as applicable under section 1008.22, F.S., must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the area of academic need and strategies for appropriate intervention and instruction. Section 1008.25(4)(a), F.S.
Progress Monitoring Plan (PMP)	A PMP must be developed and implemented for any student who is not meeting the school district or state requirements for proficiency in reading. Section 1008.25(4)(b), F.S.
Data Reporting	In anticipation of a change to State Board Rule 6A-6.053 eliminating the requirement for school districts to report progress monitoring assessment scores, districts are no longer required to submit progress monitoring data to the Automated Student Database System. Progress monitoring is still required either at the district level or through the Progress Monitoring and Reporting Network (PMRN).

A-7.What are the guidelines/requirements for meeting the needs of third-grade students who have been retained once in third grade?

Teacher-Student Ratio	Reduced student-teacher ratio. Section 1008.25(7)(b)1.c., F.S.
Teacher Quality	Provide students with a highly effective teacher as determined by the teacher's performance evaluation under section 1012.34, F.S. Section 1008.25(7)(b)4., F.S.
Reading Instructional Time	Minimum of 90 minutes of daily uninterrupted reading instruction which includes small group instruction. Section 1008.25(7)(b)1., F.S. Intervention in addition to 90-minute reading block. Rule 6A-6.054 F.A.C.
Materials	<p>Core/State Identified Reading program that is research based and has proven success teaching the components of reading. Rule 6A-6.053 F.A.C.</p> <p>Differentiated Materials Research-based materials that reinforce the initial instruction.</p> <p>Intervention Materials Research-based materials that teach areas of deficits as determined by an assessment measure. This instruction must take place in addition to the 90- minute reading block. Rule 6A-6.054 and Rule 6A-6.053 F.A.C.</p> <p>Differentiated Instruction Should be treated as immediate intensive intervention with prescribed materials for the students' deficits. Immediate Intensive Intervention (iii) Materials should continue to be used during iii after the 90-minute reading block. Rule 6A-6.054 and Rule 6A-6.053 F.A.C.</p>
Screening	Options may include, but are not limited to, program-based materials, teacher observation or screening/progress monitoring tool such as the FAIRFS. Rule 6A-6.053 F.A.C.
Progress Monitoring	Progress monitoring should be more frequent for these students than for non-retained students and should be ongoing. This can be as simple as a Comprehensive Core Reading Program (CCRP) or Supplemental Reading Program (SRP) weekly test, timed readings or teacher observations. Schools must progress monitor students with a reading deficiency a minimum of three times per year. This includes a baseline, mid-year and an end-of-year assessment. Rule 6A-6.054 F.A.C. FAIR-FS and OPM components of FAIR-FS can be used for these students.
Diagnostic	A student who does not meet specific levels of performance on the required assessment as determined by the district school board or who scores below Level 3 on the statewide standardized assessment as applicable under section 1008.22, F.S., must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the area of academic need and strategies for appropriate intervention and instruction. Section 1008.25(4)(a), F.S

Progress Monitoring Plan (PMP)	A PMP must be developed and implemented for any student who is not meeting the school district or state requirements for proficiency in reading. Section 1008.25(4)(b), F.S.
Data Reporting	In anticipation of a change to State Board Rule 6A- 6.053 eliminating the requirement for school districts to report progress monitoring assessment scores, districts are no longer required to submit progress monitoring data to the Automated Student Database System. Progress monitoring is still required either at the district level or through the PMRN.
Summer Reading Camps	Districts will provide access to Summer Reading Camps for students scoring Level 1 on the FSA-ELA. Districts may extend summer reading camp services to other students. Section 1008.25(7)(b)1., F.S. School districts will provide written notification to the parent of any student who has not met the proficiency level required for promotion and therefore is retained. Section 1008.25(7)(b)2., F.S.
Strategies prescribed by school district which may include, but are not limited to:	
Tutoring and Mentoring	A trained volunteer or mentor may be assigned to each student and/or someone may be assigned to tutor each student on deficit areas. Section 1008.25(7)(b)1.e., F.S.
Transition Classes	The school district has the option of placing students who have been retained in grade 3 and have received intensive instructional services but are still not ready for promotion, as determined by the school district, in a transitional instructional setting. Section 1008.25(7)(b)1.f., F.S.
Extended School Day	Provide an after-school program with research-based materials and certified teachers to tutor and remediate students. Saturday school with research-based materials and certified teachers to tutor and remediate students. Extended year with research-based materials and certified teachers to tutor and remediate students. Section 1008.25(7)(b)1.g., F.S.

STUDENT PORTFOLIOS FOR THIRD-GRADE STUDENTS

B-1.Why would a teacher use a student portfolio?

Section 1008.25(6)(b)4., F.S., states that a student who scores a Level 1 on the grade 3 statewide FSAELA may be promoted to fourth grade if the student demonstrates through a student portfolio that the student is performing at least at Level 2 on the statewide standardized assessment.

B-2.When should the teacher and students begin the third-grade student portfolio?

A parent of a student in grade 3 who is identified anytime during the school year as being at risk of retention may request that the school immediately begin collecting evidence for the portfolio.

B-3.Are there guidelines provided by the state for the third-grade student portfolio?

Yes. As provided in the updated Rule 6A-1.094221, F.A.C., to be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio must:

- Be selected by the student's teacher;
- Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- Include evidence that the standards assessed by the grade 3 statewide English Language Arts assessment have been met. Evidence is to include multiple choice items and passages that are approximately 60 percent literary text and 40 percent information text that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Language Arts Florida Standards or teacher-prepared assessments;
- Be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide English Language Arts assessment. For each standard, there must be at least three examples of mastery as demonstrated by a grade of 70 percent or above on each example; and
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Additionally, note that the Just Read, Florida! Office has begun creating an updated Third Grade State Portfolio.

B-4.Do the same portfolio guidelines apply to ESE students?

Yes. The state portfolio guidelines apply to all students, including ESE students.

B-5.Is the student portfolio the only tool used for good cause exemption and/or promoting a third-grade student to fourth grade in the middle of the year?

No. The student portfolio and an alternative assessment are the two state-approved options for good cause exemption and mid-year promotion. The student must be offered both options. However, the student must only demonstrate proficiency on one of the options in order to receive a good cause exemption or be promoted midyear.

B-6.If a teacher is monitoring the progress of a student, is a portfolio needed?

Yes. A portfolio provides ongoing information on how a student is performing on tested benchmarks. There are specific requirements of necessary elements that must be included in a portfolio used for promotion (please refer to question B-3 of this document for the requirements). If a teacher chooses to follow the rigor of the state portfolio requirements, a portfolio may be used for progress monitoring as well as promotion.

B-7.Can parts of the FAIR-FS be used as part of the portfolio for good cause exemption or mid-year promotion?

No. The FAIR-FS tasks are adaptive in nature and are designed to provide teachers screening, diagnostic and progress monitoring information for the purpose of informing instruction to meet student needs through differentiating instruction. The FAIR-FS tasks do not meet the state portfolio requirements as described in question B-3 of this document.

B-8.Can grade 3 English Language Arts items from the Florida's Item Bank and Test Platform be used as part of a student's third-grade portfolio for good cause exemption or mid-year promotion?

Yes. Items used in a student portfolio must meet the specifications stated in question B-3 Rule 6A-1.094221, F.A.C.

APPENDIX M: HOUSE BILL 7069 CHANGES TO ASSESSMENT, ACCOUNTABILITY AND STUDENT PROGRESSION

<https://info.fldoe.org/docushare/dsweb/Get/Document-8139/DPS-2017-118.pdf>

House Bill 7069 was passed during the 2017 legislative session, signed into law by Governor Rick Scott and took effect on July 1, 2017. It enacts changes that impact assessment, accountability and student progression for schools and districts. Below is information regarding these changes listed by the section of the bill in which they are found. If there are questions about this information, please contact the appropriate staff member at the department, as indicated for each section.

Section 27. (Contact: Jason Gaitanis; 850-245-9618; Jason.Gaitanis@fldoe.org) Amends section (s.) 1008.34, Florida Statutes (F.S.), School grading system; school report cards; district grade, to:

- Require that students who transfer to a private school with which the district has a contractual relationship be included in the students' home school's graduation rate. District MIS Directors and Accountability Coordinators received information in a memo about the graduation rate corrections process about a new withdrawal code established to collect data so that this requirement can be implemented. This began with the 2016-17 graduation rate calculations.

Section 28. (Contact: Jason Gaitanis; 850-245-9618; Jason.Gaitanis@fldoe.org) Amends s. 1008.341, F.S., School improvement rating for alternative schools, to:

- Require that concordant scores be used in determining an alternative school's school improvement rating. The 2016-17 School Improvement Ratings were calculated with this change.

Section 33. (Contact: Monica Verra-Tirado; 850-245-0941; Monica.Verra-Tirado@fldoe.org) Amends s. 1003.4282, F.S., Requirements for a standard high school diploma, to make the following changes:

Additions

- A district school board or charter school governing board may allow a student to satisfy the online course requirement by completing a blended learning course.
- A school district may not require a student to take a blended learning course outside of the school day or in addition to a student's courses for a given semester.
- The online course graduation requirement does not apply to a student who has an individual educational plan (IEP) under s. 1003.57, F.S., which indicates a blended learning course would be inappropriate.

Deletions

- The requirement that a student selecting Algebra 2 must take the Algebra 2 End-of-Course (EOC) assessment and must have the results constitute 30 percent of the student's final course grade.
- The provision for the requirement for a student to pass a personal fitness competency test

with a score of “C” or better if they satisfy the one-credit physical education requirement through participation in two full seasons of an interscholastic sport (junior varsity or varsity level).

- The provision that a student may satisfy the online course requirement by passage of an online content assessment without enrollment in or completion of the corresponding course or courses.

Districts will need to review and revise their pupil progression plans to incorporate the additions and deletions noted above, and to provide this information to students, parents and other interested stakeholders.

The 2017-2018 Secondary Student Progression Frequently Asked Questions resource is available on the Graduation Requirements webpage.

Section 34. (Contact: Monica Verra-Tirado; 850-245-0941; Monica.Verra-Tirado@fldoe.org) Amends s. 1003.4285, F.S., Standard high school diploma designations, to:

- Delete the requirement that a student must pass the Algebra 2 EOC statewide standardized assessment in order to earn a scholar diploma designation

Section 35. (Contact: Vince Verges; 850-245-0513; Vince.Verges@fldoe.org) Amends s. 1008.22, F.S., Student assessment program for public schools, to:

- Make the following changes that impact statewide assessment schedules and test administration. The updated 2017-18 statewide assessment schedule is posted on the department’s website at <http://fldoe.org/accountability/assessments/k-12-student-assessment/assessment-schedules.shtml>.
 - Removes the provision for an Algebra 2 EOC assessment. The last test administration of the Algebra 2 EOC assessment was the spring 2017 test administration.
 - Requires that the statewide, standardized English Language Arts (ELA) and Mathematics assessments in grades 3 to 6 be delivered only in a paper-based format with a process that begins with the 2017-18 school year so that all such assessments are paper-based no later than the 2018-19 school year. There is no longer a requirement that the grade 3 ELA assessment be computer-based in 2017-18.
 - The testing windows and administration timeframes for the statewide assessments (excluding retake assessments) are now specified in s. 1008.22, F.S., and will be effective beginning in the 2018-19 school year, as follows:
 - The grade 3 ELA assessment and the Writing component of the ELA assessment for grades 4 through 10 cannot start earlier than April 1, and its window can be no more than two weeks.
 - All other paper-based assessments cannot start earlier than May 1, and their window cannot exceed two weeks.
 - All assessments not specified in the above bullets (i.e., any computer-based assessments other than ELA Writing) must be administered within a four-week

assessment window that opens no earlier than May 1.

- Assessments other than the grade 3 ELA assessment and the Writing component of the ELA assessment can only be administered no earlier than four weeks before the last day of school for the district. The bill analysis provided by legislative staff offers the following guidance: “[HB 7069] requires school districts to administer the assessments associated with a May 1 assessment window no earlier than four weeks before the last day of school for the district. In effect, this will require the last four weeks of a school district’s school year to overlap with the May 1 assessment windows to the extent necessary for all assessments in the district to be administered. This does not require the last four weeks of the school year to start with the May 1 assessment window; rather, school districts will have the flexibility to adjust their last day of school to provide sufficient time, based upon the district’s capacity and needs, to administer these assessments within their respective assessment windows.”
- The department’s publication requirement for the uniform assessment calendar is moved from August to January each year, beginning in 2018. By January 1, 2018, the department will publish the statewide assessment schedule in the uniform assessment calendar format for the 2018-19 and 2019-20 school years. The uniform assessment calendars will be sent to school district superintendents and district assessment coordinators and posted at <http://fldoe.org/accountability/assessments/k-12-studentassessment/assessment-schedules.shtml> on the department’s website. District requirements for publishing the uniform assessment calendar did not change.
- Make the following changes that impact the reporting of students’ assessment scores.
 - Statewide assessment results must be made available no later than June 30, except for the results for the grade 3 ELA assessment which must be available by May 31.
 - Districts must report district-required assessment results to teachers within 1 week of their test administration and to the student’s parents within 30 days after administering the assessments.
 - A new, more comprehensive student score report for the statewide assessments will be implemented. The new report format must contain an explanation of the student’s results; information identifying the student’s strengths and weaknesses; specific actions that can be taken and resources that can be utilized for improving areas of weaknesses; and longitudinal, comparative and predictive data for the student.
- Require the department to solicit cost proposals for releasing the grades 3-10 ELA and grades 3-8 Mathematics assessments in any procurement for such assessments, beginning with the next scheduled procurement. Assessments must be published on a triennial basis, based on a schedule determined by the commissioner. Each published assessment must have been administered during the most recent school year. The deadline for the initial publication of released statewide assessments is June 30, 2021, subject to legislative appropriation, and must at a minimum include grade 3 ELA and Mathematics, grade 10 ELA and the Algebra 1 EOC assessment. The department must publish materials on its website for understanding released statewide assessments.
- Clarify in adult education reporting requirements that secondary education subsequent to grade 8 refers to grades 9-12, not adult education.

Section 36. (Contact: Jason Gaitanis; 850-245-9618; Jason.Gaitanis@fldoe.org) Amends s. 1012.34, F.S., Personnel evaluation procedures and criteria, to make the following changes to the teacher evaluation system in Florida:

- Districts may choose, but are no longer required, to use the student growth measure adopted by the Commissioner in teacher evaluation systems. The law does still require that at least 1/3 of each teacher's evaluation is based upon three years (if available) of student performance data (either growth or achievement) for students taught by the teacher.
- The bill removes rulemaking requirements to establish performance-level standards based on the Commissioner's approved student learning growth model.

In addition to the above changes, the department is required to contract with a third party to develop a data visualization tool using the data from the Commissioner's approved student learning growth model (Florida's value-added model), to enable teachers to understand and evaluate data and to enable school administrators to improve instruction, evaluate programs, allocate resources, plan professional development and communicate with stakeholders.

Section 37. (Contact: Vince Verges; 850-245-0513; Vince.Verges@fldoe.org) Creates a new section of law to:

- Require the Commissioner to contract for an independent study to determine whether the SAT and ACT may be administered in lieu of the grade 10 ELA and Algebra 1 EOC assessments while continuing to meet federal requirements. The findings of the study are due to the Governor, President of the Senate, Speaker of the House and the State Board by January 1, 2018.

Section 42. (Contact: Tammy Duncan; 850-850-245-0022; Tammy.Duncan@fldoe.org) Amends s. 1008.345, F.S., Implementation of state system of school improvement and education accountability, to include the following reporting requirements:

- The commissioner must annually report to both the State Board of Education and Legislature recommended changes to state policy for fostering school improvement and education accountability. Additions to this report include:
 - Information contained in the district's annual report required under s. 1008.25(8), F.S. Components of the district's annual report are published in the PK-12 portal of the EDStats tool, which may be accessed at <https://edstats.fldoe.org>.
 - Intervention and support strategies effective in improving reading performance of students who are identified as having a substantial reading deficiency.

Changes listed here for this section of the bill are specific to reporting requirements for the annual report. For information about school improvement policies, please contact Melissa Ramsey at 850-245-0841 or Melissa.Ramsey@fldoe.org.

APPENDIX N: GRADUATION REQUIREMENTS FOR DISPLACED PUERTO RICO HIGH SCHOOL STUDENTS

<https://info.fldoe.org/docushare/dsweb/Get/Document-8138/DPS-2017-172.pdf>

We are excited and pleased to announce that we have confirmation for graduation requirements for displaced Puerto Rican high school juniors and seniors to substantially complete the Puerto Rico high school curriculum and earn a Puerto Rico high school diploma if they choose this option.

Eligible Students

The Florida Department of Education (FDOE) will request that Florida public school districts provide students with an option to earn a Puerto Rico high school diploma if the student

- 1) is enrolled in a public school in Florida;
- 2) was enrolled in a public school in Puerto Rico;
- 3) has been displaced by Hurricane Maria; and
- 4) had attained the 11th or 12th grade in Puerto Rico by the time Hurricane Maria made landfall in October 2017.

Requirements for Earning a Puerto Rico High School Diploma for a Student Who is currently a junior or a senior in High School

- In order for a student to earn a high school diploma from Puerto Rico, the student must complete a minimum of 18 credits, 20 hours of occupational experiences (which may include mentoring, internship or work experience, or a combination thereof) and 40 hours of community service.
- The 18 credits required for a student to earn a Puerto Rico high school diploma must include the following:
 - Spanish – 3.0 credits
 - English – 3.0 credits
 - Mathematics – 3.0 credits
 - Social Studies – 3.0 credits
 - Science – 3.0 credits
 - Physical Education – 1.0 credit
 - Art – 0.5 credit
 - Health – 0.5 credit
 - Responsible Parenting – 0.5 credit (may also be satisfied with a Health Education or elective course)
 - Technology, Family Science, Agriculture or other elective – 0.5 credit.
- There are no specific courses required for the credits in mathematics, English, Science or Social Studies.
- There are no requirements for a student to earn a minimum grade point average or satisfy standardized assessment requirements.

Student Transcripts

We will need to identify the process by which students may request official transcripts and a diploma from

the Puerto Rico Department of Education. Until that process has been established, there is a process in place for establishing a student's progression plan that is outlined in State Board of Education Rule 6A1.09941, Florida Administrative Code. When a high school student transfers into a Florida public school, the credits and grades earned and offered for acceptance are based on official educational records. If a high school student from Puerto Rico transfers into a Florida public school without official educational records, then the receiving school determines grade-level placement based on the district student progression plan. Principals, in cooperation with faculty, take steps to assess the student's level of learning in the core content areas. An academic history is created based on student and parent interviews, assessments, teachers' consultation and other factors. The student is then placed in the most appropriate sequential course. Validation of credits established in the academic history is based, in part, upon performance during the first grading period. Please refer to questions and answers in the Guidance to School Districts of Enrolling Students Displaced by Hurricane Maria (pdf).

The Florida Department of Education is working collaboratively with the Puerto Rico Department of Education to ensure that student credit hours are accurately transferred. Further information will be forthcoming. In the meantime, any student choosing this option and transferring back to their school in Puerto Rico will not count in the denominator and/or adversely affect graduation rates. These students will be coded as "W3B – Any PK12 student who withdraws to attend a public school in another public school out-of-state or out-of-country." This code should be used for all students returning to Puerto Rico including seniors who are returning to receive their high school diploma.

APPENDIX O: MULTI-TIERED SYSTEM OF SUPPORTS

Schools are required to utilize the district Multi-Tiered System of Support Plan for all students, including those students who fail to meet performance standards. The *Multi-Tiered System of Support Handbook* (located on our District Website) is designed to guide schools and teachers as they implement a Multi-Tiered System of Support for all students. The Multi-Tiered System of Support model requires that teachers monitor student data obtained through universal screening, formative progress monitoring and classroom assessment/observation throughout the year and implement interventions to meet student needs as identified by this data. According to House Bill 7069 "...students must be provided intensive explicit, systematic, and multisensory reading interventions" (F.S. 1001.215).

Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity (tiers). Three Tiers describe the level and intensity of the instruction/interventions provided across the continuum:

Tier 1 - Core Universal Instruction and Supports

General academic and behavior instruction and support designed and differentiated for all students in all settings

Tier 2 - Targeted Supplemental Interventions and Supports

More focused, targeted instruction/intervention and supplemental support, in addition to and aligned with the core academic and behavior curriculum/instruction

Tier 3 - Intensive Individualized Interventions and Supports

More focused, targeted *individualized* instruction/intervention and supplemental support, in addition to and aligned with the core academic and behavior curriculum/instruction

The three Tiers are not used to describe categories of students, timelines, procedures, or specific programs.

APPENDIX P: REQUEST FOR ASSIGNMENT TO NEXT GRADE FOR GOOD CAUSE

School Name: _____
Student Name: _____ Student Number _____
Current Grade: _____

Record of prior retentions: _____
Special Classes (i.e., ESOL, ESE): _____

FSA RESULTS

Reading: _____ Math: _____

GRADES IN ACADEMIC SUBJECTS

Language Arts _____ Reading _____ Math _____

Social Studies _____ Science _____ Writing _____

Checked below is the area in which the above named student is eligible for assignment to the next grade as provided by the Student Progression Plan.

- _____ 1. A student with limited English proficiency who has had less than two (2) years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States and meets all other district promotion requirements;
- _____ 2. A student with a disability whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule (Section 1008.212, F.S.);
- _____ 3. A student who demonstrates an acceptable level of performance on a district and State approved alternative standardized reading or English Language Arts assessment;
- _____ 4. A student who demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery of the English Language Arts Florida Standards tested in reading equal to at least a Level 2 performance. A student in grades 4-8 who demonstrates through a portfolio that promotion requirements have been met in other applicable subject areas;
- _____ 5. A student with a disability, who has been previously retained in the K-3 grade group, who participates in the FSA, and who has an Individual Education Plan (IEP) or a 504 plan that reflects that the student has received intensive remediation in reading or English Language Arts for more than 2 years but still demonstrates a deficiency in reading;
- _____ 7. A K-3 student who has received intensive remediation in reading for 2 or more years but still demonstrates a deficiency in reading and/or mathematics, and who was previously retained in the K-3 grade group for two or more years; a 4-8 student who has received intensive remediation in reading and/or mathematics for 2 or more years in the 4-8 grade group but still demonstrates a deficiency in reading and/or mathematics and who has previously retained for 2 or more years in the 4-8 grade group or combined retentions of 3 years in the K-8 grade group.

Superintendent's Signature

Principal's Signature

Date

Date