



2011-12

Student

Progression

Plan

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HOLMES DISTRICT SCHOOL BOARD
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INTRODUCTION

This document is provided by the Holmes District School Board to establish policies and procedures for the orderly and continuous progression of students in the Holmes District School System from pre- kindergarten through high school graduation.

Satisfactory progress of students through the Holmes County School System depends on the combined efforts of the students, parents, and professional educators. It is the intent of the District that with appropriate motivation and instruction, all students will make satisfactory progress. However, individuals may require varied amounts of time to develop their educational potential.

In compliance with Florida Statute 1008.25, this Student Progression Plan for the Holmes County Schools was developed to provide an instructional program in which each student may progress academically, emotionally, socially, and physically. This plan outlines provisions that will be made in all Holmes County Schools for the assignment and progression of students.

LEGAL BASIS FOR THE PLAN

STATE STATUTE 1008.25 STUDENT PROGRESSION

- 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 school district policies facilitate such proficiency; and that each student and his or her parent or legal guardian be informed of that student's academic progress.
- Each district school board shall establish a comprehensive program for student progression.
- All children who have attained the of six years or who will have attained the age of six years by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, are required to attend school regularly during the entire school term. FS. 1003.21

RESPONSIBILITIES

- A. It is the responsibility of the School Board and the Administration of the Holmes County School District to provide all students with research based curriculum/instruction and remedial programs. Such programs will monitor progress, promote continuous achievement, and make provisions for individual differences.
- B. The Board, through its administrators, will accept the responsibilities of assisting teachers with the resources and staff development to accomplish these goals and will establish procedures for record keeping to certify the accomplishment of state and district standards.
- C. The principal shall assume administrative responsibility for all required records and reports regarding students that transfer in the school, and for promotion or retention of students.
- D. Teachers are responsible for providing effective instruction and remediation. Effectiveness will be based on evidence of academic progress and establishment of a productive learning environment, e.g. good discipline, fair treatment, development of positive incentives, etc.

- E. Students must assume the responsibilities for learning. Educational responsibility commensurate with age and maturity must be accepted. Students must be accountable for being at school and in class. Courtesy and good conduct is expected of all students.

- F. Parents are responsible for their children's attendance in school and for promoting an interest in learning. They are responsible for the conduct of their children until the student reaches age 18.

- G. Selection of the graduation option is the responsibility of the parent and the student. If the student and parent fail to select an option, the student shall be considered to have selected the 24-credit option.

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SECTION 1
GENERAL PROVISIONS

It is the intent of the Holmes District School Board that each student's progression from one grade to another be based on procedures that meet all requirements of law. The procedures included herein assure that students promoted within the district have met district and state requirements, can benefit from the next grade level of instruction and that those who earn a diploma from high school have met or exceeded all of the requirements prescribed by the State of Florida and the Holmes District School Board.

The Holmes District School Board herein establishes a comprehensive program for student progression which meets those requirements. Each student's progression from one grade to another shall be determined in part by his/her proficiency in reading, writing, science and mathematics.

I. School Day

A school day for any group of students is that portion of the day in which school is actually in session and shall comprise not less than 5 net hours, excluding intermissions, for all grades above the third; not less than 4 net hours for the first three grades and not less than 3 net hours in kindergarten, or the equivalent as calculated on a weekly basis. The net hours shall consist only of instruction in an approved course of study and shall exclude all non-instructional activities.

II. Sunshine State Standards

The Sunshine State Standards are benchmarked standards that describe what students should know and be able to do at four progression levels (PreK-2, 3-5, 6-8, 9-12) in the subjects of the arts, health/physical education, foreign languages, language arts, mathematics, science, and social studies. These standards form the basis of the educational programs in all Holmes County Schools. They are interwoven throughout this document and addressed specifically in Section 5.

III. Student Progression

As required by FS 1008.25, each student's progression from one grade to another must be determined, in part, on proficiency in reading, writing, science, and mathematics. The Superintendent shall ensure that each school facilitates such proficiency and each student and his or her parent or guardian be informed of the student's academic progress in these areas.

A. Minimum Required Proficiency Levels in Reading, Writing and Math

To progress from one grade level to another, students are required to achieve minimum required proficiency levels for the appropriate grade level as defined in the following table.

READING	
Grade 1:	Stanford 10 Total Reading above the 50th percentile, or Diagnostic assessment at mid-year with at or above grade level designation.
Grade 2:	Stanford 10 Total Reading above the 50th percentile.
Grade 3:	Level 2 or higher on FCAT.
Grade 4:	Level 2 or higher on FCAT.
Grade 5:	Level 2 or higher on FCAT.
Grade 6:	Level 2 or higher on FCAT.
Grade 7:	Level 2 or higher on FCAT.
Grade 8:	Level 2 or higher on FCAT.
Grade 9:	Level 2 or higher on FCAT or final grade of D or above in English I.
Grade 10:	Level 2 or higher on FCAT or final grade of D or above in English II.
Grade 11:	Final grade above a D in English III.
WRITING	
Grade 2:	Writes upon request score at or above 3.0 (on a 4 point rubric).
Grade 3:	Writes upon request score at or above 4 (on a 6-point rubric).
Grade 4:	Florida Writes score at or above 4 (on a 6-point rubric).
Grade 5, 6, and 7:	Writes upon request score at or above 4 (on a 6-point rubric).
Grade 8:	Florida Writes score at or above 4 (on a 6-point rubric).
Grade 9:	Writes upon request score at or above 4 (on a 6-point rubric).
Grade 10:	Florida Writes score at or above 4 (on a 6-point rubric).
Grade 11:	Writes upon request score at or above 4 (on a 6-point rubric).
MATH	
Grade 1:	Stanford 10 Total Math above the 50th percentile or diagnostic assessment at mid-year with at or above grade level designation.
Grade 2:	Stanford 10 Total Math above the 50th percentile.
Grade 3:	Level 2 or higher on FCAT.
Grade 4:	Level 2 or higher on FCAT.
Grade 5:	Level 2 or higher on FCAT.
Grade 6:	Level 2 or higher on FCAT.
Grade 7:	Level 2 or higher on FCAT.
Grade 8:	Level 2 or higher on FCAT.
Grade 9:	Level 2 or higher on FCAT or a final grade above a D in mathematics.
Grade 10:	Level 2 or higher on FCAT; or final grade above a D in mathematics.
Grade 11:	Final grade of D or above in mathematics.
SCIENCE	
Grades 5, 8, and 11	Level 2 or higher on FCAT.
Grades 3, 4, 6, 7, 9 and 10	Final grade of D or higher in science.

NOTE: Proficiency in Kindergarten will be based upon the final report card grade in reading readiness and math readiness.

B. Promotion

Promotion of students from one grade to the next in Holmes District Schools is based upon evaluation of each student's achievement in terms of specified levels of performance on statewide assessments as defined by the commissioner of education and on assessment of district requirements. Every effort shall be made to assure that students develop sufficient skills and behaviors for success in school.

Student promotion shall be based in part, upon proficiency in reading, writing, science, and mathematics as outlined in the previous table.

The primary responsibility for determining each student's level of performance and ability to function academically, socially and emotionally at the next grade level is that of the classroom teacher(s), subject to review and approval of the principal. Criteria for the final decision concerning placement and promotion are outlined in appropriate sections of this plan and include:

1. Progress in academic areas including achievement of state performance levels on state assessments and local levels of performance on local student assessments,
2. Satisfactory report card grades,
3. Other alternative assessment.
4. Portfolio

C. Remediation and School Wide- Progress Monitoring

Students who do not meet specified levels of performance in reading, writing, science, and mathematics, or who do not meet the specific levels of performance on statewide assessments must be retained or remediated. The school in which the student is enrolled must develop, in consultation with the student's parents, a progress monitoring plan. The plan must be designed and implemented to assist the student in meeting state and district expectations for proficiency and must describe the services to be offered to the student.

A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- A federally required student plan such as an individual education plan (IEP);
- A schoolwide system of progress monitoring for all students; or
- An individualized progress monitoring plan

Each student who is part of a schoolwide progress monitoring plan may receive additional diagnostic assessment(s) and be provided intensive remediation. If the student has been identified as having a deficiency in reading, the plan shall identify;

1. the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary,

2. the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance.

School-identified assessments may be administered, such as those that accompany the mathematics and reading series. Other assessments might include, but are not limited to the Florida Assessments for Instruction in Reading (FAIR), Stanford Diagnostic Reading Test, STAR, informal reading inventory (IRI), Early Reading Diagnostic Assessment (ERDA), Gates-MacGinitie Reading Test, SRA Placement Tests, Dynamic Indicators of Early Literacy Skills (DIBELS) and Diagnostic Assessment of Reading (DAR). Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance.

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

The School Board shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students.

Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.

D. Retention

Student progression from grade to grade will be based primarily on achievement of district and state proficiency levels. Retention decisions should be based on more than a single test score except when mandatory retention is required by state law. At the beginning of the second semester, elementary, middle, and high school teachers must notify parents/guardians of students who are in danger of being retained at the end of the year.

Evidence of staffing is required for all students who are retained or placed for good cause. A staffing committee consisting of the principal/designee, the guidance counselor, the student's classroom teacher(s), and any other personnel deemed necessary by the principal, shall review the student's records to determine if retention should occur. The committee members should be in agreement that decisions made are in the best interest of the student, and that all other alternatives have been exhausted or would be ineffectual. In cases where evidence received indicates that retention would not be in the best interest of the student, the student may be placed for good cause.

Prior to the time that a student is placed or retained, a conference with the parent or legal guardian will be held to review the student's progress, progress monitoring plan or individual education plan. Retention will only be made following a parent conference. If parent contact is impossible, the principal must approve the recommended placement. A student may not be promoted based on age or other factors that constitute social promotion.

When a student is retained, he or she must receive an intensive program that is different from the previous year's program and must take into account the student's learning style. Any student who has been retained one year and is recommended for retention a second year is to be referred for further assessment/evaluation and an alternative placement considered.

E. Options for Remediation/Retention

The following options for remediation and retention have been identified and when available should receive consideration in retention decisions:

1. remediate before the beginning of the next school year and promote,
2. promote and remediate during the following school year with more intensive intervention and remediation strategies specified in a revised progress monitoring plan, or
3. retain and remediate in a different program.

G. Parent conferences regarding possible retention will be initiated during the second semester of the school year. Parents should be made aware of their child's possible retention status early in the second semester.

H. The child's report card should reflect below grade level performance and lack of adequate progress in reading and/or mathematics. Documentation of the student's progress will be maintained in the student's permanent record.

I. A student may earn credit toward promotion or graduation by successfully completing a district sponsored summer school program, or other district sponsored supplementary instructional program when available.

J. Grade placement at the high school level will be based on the number of credits earned.

K. Promotion and retention of an exceptional student education (ESE) student is a decision based on the student's individual needs as determined by the individual education plan (IEP) goals and objectives. When considering promotion and retention the following items should be taken into account:

1. Impact on the student's opportunities to be included in general education,
2. Developmental/maturational appropriateness,
3. Results of achievement of special sunshine state standards
4. Attendance,
5. Previous retention's, and
6. Parental and adult student input.

IV. Administrative Placement

Administrative placement of students is considered to be a serious decision and should be deliberated in the same manner as a retention decision. The same multiple criteria approach should be taken to make administrative placement decisions as is used with retention decisions. While other factors will be considered, academics will be the primary factor. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Administrative placement should be reserved for specialized situations rather than a blanket decision for all students below grade level.

Administrative placement should not be made unless the school is prepared to provide necessary documentation. In all cases of administrative placement, both the student's cumulative record folder and report card will include:

1. The grade assignment by administrative placement.
2. The major reason(s) for administrative placement.
3. The signature of the principal who initiated the placement.

Parents will be involved when an administrative placement is made.

V. Accelerated Placement

- A. The assignment of a student to a higher grade, which results in the student skipping a grade or part of a grade, should be made on the basis of exceptionally high achievement or successful performance in an alternative program and evidence that the student will benefit more from the instructional program at the advanced grade level. The probable long range, academic, social, and emotional effects of the decision should be considered. A committee consisting of the guidance counselor, if available, and teacher(s) of the student has the responsibility for making recommendations for accelerated placement to the principal.

- B. The following procedures for accelerated placement must be followed:
 - 1. Parents must be given written notification that their child is being considered for an accelerated grade placement.
 - 2. The parent must provide written consent.
 - 3. A copy of the notification and the consent must be placed in the cumulative record.
 - 4. The student's cumulative record and report card must be noted to indicate, "accelerated grade placement."

VI. Promotion of Exceptional Students

- A. The number of courses required for promotion of exceptional students shall be the same as those for regular students. However, the required course of study and the required level of achievement shall be determined by the student's IEP.
- B. Students with disabilities must master the appropriate Performance Standards (Sunshine State Standards or State Standards for Special Diploma) or have results of specific remediation strategies documenting mastery in their Individual Educational Programs prior to promotion to each grade level. Students with disabilities progressing in the general curriculum and participating in FCAT must meet third grade promotion requirements or good cause exemption from mandatory retention criteria. The Exceptional Student Education teacher is responsible for the assessment, remediation, and documentation of appropriate performance standards. This applies to all ESE students.

- C. The following factors must be considered for promotion of ESE students at all grade levels:
 - 1. successful completion of IEP goals and objectives,
 - 2. chronological age,
 - 3. grades earned in all courses,
 - 4. attendance, and
 - 5. previous retentions.

- D. The Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act requires that each district school board provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. For the purposes of this act, the term "student with a disability" means any student who is documented as having an intellectual

disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.

VII. New Students

New students entering school for the first time in this district shall:

1. Provide evidence of immunization against communicable diseases (Florida Statutes 1003.22),
2. Provide evidence of date of birth as per Florida Statute 1003.21, (kindergarten and first grade), and
3. Report any previous school expulsions, arrests resulting in a charge, and any juvenile justice actions the student has had.

In addition, all students not previously enrolled in a Florida public school shall provide evidence of medical examination completed within the last twelve months.

VIII. Transfer Students

- A. It shall be the responsibility of the principal to classify a new student entering school. Temporary classification may be made on the basis of the report card pending receipt of the student's official transcript. A new student who does not have a report card or transfer record shall be placed in the grade indicated by the student or his parent or guardian for a probationary period pending;
 1. receipt of substantiating data from the previous school attended, or
 2. completion of assessment to determine appropriate placement.
- B. When compatible courses are not offered at the high school level, the principal will evaluate the transcript and determine course credits. Credits should be interpreted so that the requirements for promotion and graduation are not retroactive, provided the student has met all requirements for such grade placement in the school from which he/she transferred. In this event, the student would only have to meet the number of credits and courses required for the typical student from that grade through the twelfth grade. The required number of credits and courses for such students shall be made a part of the student's permanent record at the time the student is admitted to the school. 6A-1.95(1)FAC.
- C. Students who enter a Florida public school at the 11th or 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average on a 4.0 scale and pass the grade 10 FCAT required in S. 1008.22(3), F.S. or an alternate assessment as described in S. 1008.22(10), F.S. Students who have met all requirements for the standard high school diploma except for passage of the Grade 10 FCAT or an alternate assessment by the end of Grade 12 must be provided the following learning opportunities:
 - Participation in an accelerated high school equivalency diploma preparation program during the summer.
 - Upon receipt of a certificate of completion, be allowed to take the Common Placement Test (CPT) and be admitted to remedial or credit courses at a state community college, as

appropriate. (*Explanatory Note:* The certificate of completion they may receive is a CPT-Eligible Certificate of Completion. It must be reported by districts in Survey 5 using Withdrawal Code W8. In addition, to assist community colleges in identifying these students during the admissions process, the certificate itself must bear the designation of “CPT eligible.”

– Participation in an adult general education program as provided in S. 1004.93, F.S., for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the Grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma.

D. Students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of the Grade 10 FCAT or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the FCAT or alternate assessment and receive a standard high school diploma upon passage of the Grade 10 FCAT or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

IX. Interstate Compact on Educational Opportunity for Military Children

Florida is a participating state in this ICEOMC, therefore, Holmes District Schools will adhere as possible to the guidelines of the compact. The purpose of the compact is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents by:

- facilitating timely enrollment
- facilitating student placement
- facilitating qualification and eligibility for enrollment in educational programs, extracurricular athletics and social activities
- facilitating on-time graduation
- providing for adoption and enforcement of administrative rules implementing the compact
- providing for the uniform collection and sharing of information between states
- promoting coordination between the compact and other compacts affecting military children
- promoting flexibility and cooperation between the educational system, parents and students

A. Applicability

The compact applies to active-duty armed forces personnel, National Guard and reserve on active-duty, or veterans who are medically discharged or retired for a period of one year, and personnel who die on active duty or as a result of injuries sustained on active duty for a period of one year after death. Local education agencies (LEA) must abide by compact terms. The terms of the compact are binding only on member states.

B. Records, Enrollment and Eligibility

The compact requires a student's former school to issue temporary transcripts in the event that it cannot furnish official transcripts timely. Pending receipt of official transcripts, the student's receiving school must accept the temporary transcripts for enrollment and placement purposes. Compact states must give

the student 30 days to obtain required immunizations. Students must be allowed to continue their enrollment at the grade level they were enrolled in at the former school. Likewise, a student who has completed a grade level in the former state must be allowed to enroll in the next highest grade level in the receiving state, regardless of age. The compact requires an LEA to honor temporary guardianships executed to enroll the child in school due to a student's parent being deployed out of state or country. Further, it prohibits an LEA from charging tuition to a student who is placed in the care of a person who lives outside of the LEA's jurisdiction. Such students must be allowed to remain at the original school. LEAs must also allow a transitioning military child to participate in extracurricular activities, regardless of when the child enrolled in the school.

C. Placement and Attendance

The compact provides that a transferring student must be allowed to continue in the academic program in which the student was enrolled at his or her former school, including, but not limited to, English as a second language, exceptional student education, gifted, honors, International Baccalaureate, Advanced Placement, and career and technical courses. Program placement must occur based upon prior participation or educational assessments conducted at the student's former school.

When a parent who has been deployed out of the state or country is home on leave, an LEA must allow the student additional excused absences to visit with the parent.

D. Graduation

To enable transitioning military students to graduate from high school on time, the compact requires states and LEAs to waive courses required for graduation if similar coursework was previously completed or provide alternative means for such students to satisfy coursework requirements. States must also accept exit exams, end-of-course exams, or other testing required for graduation in the student's former state. For military students who transfer before or during their senior year and who are not eligible to graduate from the receiving state, the current and former LEAs must arrange for the student to receive a diploma from the student's former LEA.

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

IX. Home Education Program

Holmes District Schools will accept students from home education programs, provided programs meet the criteria below.

A. The grade placement guidelines for students entering public schools are as follows:

1. Evidence of the annual education evaluation shall be provided as per section 1002.41, F.S.
2. Parents may be required to provide samples of the student's portfolio showing evidence of

- successful completion of course work.
3. Upon review of the materials provided by the parent, the principal will place the child in the grade deemed most appropriate. The decision for placement shall be based on evidence of student achievement and student age.
 4. Failure to comply with the above requirements will result in temporary student placement until further assessment can be accomplished.
 5. Promotion from one grade level to the next higher grade level shall be based on academic performance, proficiency of minimal competencies as measured by state assessment test and growth and developmental characteristics such as physical, social and emotional maturity.
 6. Home education students may participate in dual enrollment, career dual enrollment, early admission and credit by examination. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of S. 1002.41, F.S.
- B. High School - In addition to the above, the following criteria must be met in order for credit to be awarded:
1. Parents shall provide to the school a detailed written course description for each course area by year indicating instructional objectives, instructional materials, methods of student performance evaluation, and instructional hours.
 2. The principal shall, in consultation with appropriate staff, review the course description and determine that it matches a course listed in the State Course Code Directory and that it is parallel in terms of curriculum frameworks and student performance standards.
 3. The principal may administer the semester exam for the course to determine successful completion. A score of 70 or better must be earned for awarding of credit. Failure to comply with all requirement(s) will result in award of no credit.
 4. Validation of credits must be completed within ninety (90) days. However, when assessments are required, the student will be allowed ninety (90) days for preparation and in such case, the end of the school year must complete validation.

X. Reporting of Student Progress

- A. As a minimum, progress reports will be sent home during each nine-week grading period at the end of the fourth week.
- B. Report cards will be issued eight (8) school days following the end of the first nine (9) week grading periods. Grades must clearly reflect the student's level of achievement. Parents must be able to assume that a student earning satisfactory grades is achieving within the range appropriate or acceptable for the grade or the course in which the students are enrolled. The comments section of the report card shall be used to notify parents when a student is working at a skill level below that of his assigned grade placement.
- C. The number and letter grade will be recorded on the report card of students in grades 1-12.

XI. Annual Reports

The district school board will annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and

mathematics, including the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, teacher observations, tests, district and state assessments, and other relevant information.

This progress reporting must be in writing and in a format adopted by the district school board.

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

1. The provisions of the law relating to public school student progression and the district school board's policies and procedures on student retention and promotion,
2. By grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the reading portion of the FCAT,
3. By grade the number and percentage of all students retained in grades 3-10,
4. Information on the total number of students who were promoted for good cause, by each category of good cause,
5. Any revision to the district school board's policy on retention and promotion from the prior year.

XII. Allocation of Remedial and Supplemental Instructional Resources

Such funds will be allocated for students who are:

1. Deficient in reading at the end of grade 3.
2. Not meeting the performance levels required for promotion consistent with the Holmes County Student Progression Plan.

XIII. Student Assessment Program

As required by Section 1008.22, F.S., each student shall participate in statewide assessment tests. The Sunshine State Standards shall serve as the basis for both state and local assessment. Student assessment will be used to provide data necessary for decision making in matters of promotion, curriculum, allocation of funds, reassignment of personnel, program evaluation, and to provide information required in making application for federal program funds.

The program shall include, but is not limited to, administration of standardized tests and teacher developed tests, supplementary tests as needed, General Education Development Tests administered under established procedures for high school completion.

ESE and Section 504 students will be afforded accommodations on state and district assessments based on their IEP or Section 504 plan.

A. State Assessment

The Statewide Assessment Program includes but is not limited to the following:

- Florida Comprehensive Assessment Test SSS Reading-grades; 3-10
- Florida Comprehensive Assessment Test SSS Mathematics-grades; 3-10
- Florida Comprehensive Assessment Test SSS Writing – grades 4, 8, and 10
- Florida Comprehensive Assessment Test SSS Science – grades 3,5, 8, and 11

These tests are used to assess the Sunshine State Standards and to determine student progression

standards. The Sunshine State Standards represent high levels of expectations for student achievement. Participation in the statewide assessment tests is mandatory for all students except as otherwise prescribed by the Commissioner of Education (FS 1008.22).

Eligible students shall also take the appropriate end-of-course assessments as prescribed by the state.

As mandated by Section 1002.69 F.S., the Florida Kindergarten Readiness Screener (FLKRS) shall be administered to each student entering public school kindergarten for the first time within 30 school days.

The FLKRS is made up of two instruments: Early Childhood Observation System (ECHOS) and Florida Assessments for Instruction in Reading (FAIR). Information gained from screening may not be used to impede students from entering school. However, if a child's score on ECHOS or FAIR identifies significant concerns for that child, a specific plan for academic improvement shall be written according to Section 1008.25 F. S.

Students in grades K-10 will be administered the Florida Assessments for Instruction in Reading (FAIR) to determine appropriate reading placement. 11th and 12th grade students who score a level 1 or 2 on FCAT will be given the FAIR to determine appropriate reading placement.

Florida Statutes direct the Commissioner of Education to recommend rules for test adaptations and modifications, as necessary for exceptional education students and students who have Limited English Proficiency (FS 1008.22). These adaptations and modifications will be implemented as directed.

B. District Assessment

The Stanford 10 Achievement Test will be administered to students in grades 1 and 2. The program measures the extent to which students have acquired skills in the areas of reading, language, and mathematics. The results obtained provide specific information as to each student's academic growth. The results will also be used to assess Student progression standards in reading, writing, and mathematics.

ACT's PLAN Test will be administered to all students in grade 10. The PLAN testing program will measure students' achievement in key subject matter areas of English, mathematics, reading, and science. The results obtained will provide schools with information for program evaluation, accreditation, guidance, and educational/career planning. It will provide students with information they need to prepare for future academic and career success.

XIV. Participation of Exceptional Students in State Assessment/Alternate Assessment

The general expectation of state and district assessment systems is that all students participate in assessment for accountability purposes. However, a student's disability and characteristics may be such that regular assessment programs may not be appropriate for that individual student. The decision to exclude a student from district and/or state assessment must be made at the IEP meeting and be reflected on the IEP. The decision should be made based on whether the student is pursuing a standard diploma and past performance. If exemption or exclusion is the decision, the rationale should be included on the IEP, and decisions revisited annually. Exemption may be permitted only when the following criteria are met:

1. The student's demonstrated cognitive ability prevents the student from completing required course work and achieving Sunshine State Standards even with appropriate and allowed

- accommodations; and
- 2. The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure and vocational activities; and
- 3. The student's inability to complete the required course work is not due to excessive or extended absences or the result of social, cultural, or economic differences; and
- 4. For high school age students, the student's inability to complete the standard diploma program even with allowable course accommodations and adaptations; and
- 5. The student is unable to apply or use academic skills at a minimal competency level in the home, community, or work site.

A. Participation of Students with Disabilities in Statewide Assessment

Rule 6A-1.0943, FAC, provides the basis for modifications to Florida's statewide assessment for students with disabilities. Accommodations shall be identified for each eligible student and recorded on the student's IEP or plan developed under section 504 of the Rehabilitation Act. In addition, the test administrator's manual for each statewide assessment provides a listing of allowable modifications that can be used for students with disabilities. Such modifications include:

1. Presentation - The student may be administered any statewide assessment through the following presentation formats. Only the Department of Education (DOE) through request of waiver may enlarge regular print versions of the test through mechanical or electronic means. The district test coordinator may request large print versions. Braille versions may be requested for students who use Braille materials. DOE may alter some test items in format for Braille versions of the test authorized. Test items that have no application for the Braille reader will be deleted as authorized by DOE. Signed or oral presentation may be provided for all directions and items other than reading items. The students through visual or tactile means must read Reading items. The student may use means to maintain or enhance visual attention to test items. Presentation formats not covered by this rule may be requested through the Department of Education and will be provided, as appropriate, upon approval from the Commissioner of Education.
2. Responding - the student may use varied methods to respond to the test, including written, signed, and verbal response. Written responses may include the use of mechanical and electronic devices. A test administrator or proctor may transcribe student responses to the format required by the test. Transcribed responses must accurately reflect the response of the student, without addition or edification by the test administrator or proctor.
3. Scheduling - The student may be administered a test during several brief sessions, allowing frequent breaks during the testing sessions, within specifications of the test administration manual. Students may be provided additional time for the administration of the test.
4. Setting - the student may be administered a test individually or in a small group setting, and may be provided with adaptive or special furniture, lighting or acoustics.
5. Assistive Devices - The student may use the following assistive devices typically used in classroom instruction.
 - a. If the purpose of the assessment requires complex computation, calculators may be used as authorized in the test administration manual. A calculator may not be used on assessments of basic computation as specified in the test administration manual.
 - b. Visual magnification and auditory amplification devices may be used for students with visual or auditory impairments; an abacus may be used.

- c. Technology may be used without accessing spelling or grammar checking applications for writing assessments and without using speech output programs for reading items assessed. Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of testing is not violated. Implementation of assistive devices must assure that test responses are the independent work of the student. The Department of Education before use must approve unusual circumstances of accommodations through assistive devices.

B. Guidelines for Determining Appropriate Modifications

Determination of appropriate modifications/accommodations in assessment situations for students with disabilities shall be based on the individual needs of each student and decisions shall be made at IEP meetings and recorded on the IEP. Guidelines to consider are as follows:

1. Modifications should facilitate an accurate demonstration of what the student knows or can do.
2. Modifications should not provide the student with an unfair advantage or interfere with the validity of the test.
3. Modifications must be the same or nearly the same as adaptations used by the student completing classroom instruction and assessment activities.
4. Modifications must be necessary for enabling the student to demonstrate knowledge, ability, skill or mastery.
5. If a student does not participate in the statewide assessment, the district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation. If modifications are made in the student's instruction to provide accommodations that would not be permitted on the statewide assessment tests, the district must notify the student's parent of the implications of such instructional modifications. A parent must provide signed consent for a student to receive instructional modifications that would not be permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations.

C. Exemptions

If the IEP committee makes the determination to exempt/exclude the student from district and/or state assessment, alternative assessment must be conducted using district-approved instruments. An alternate assessment profile must be completed with documentation maintained at the school site.

XV. Intent to Terminate School Enrollment

A student between the ages of 16 and 18 who chooses to terminate his/her education must officially withdraw and complete a "Declaration of Intent to Terminate School Enrollment" form, which will acknowledge that this action is likely to reduce the student's earning potential and which must be signed by the parent and student. Such action, unless recognized by the school board as a hardship condition, will cause the student to lose his/her driving privileges.

SECTION 2
STUDENT PROGRESSION
GRADES K-5

General Requirements for Grades K - 5

I. The Curriculum

- A. The curriculum in the elementary schools is determined by the laws of the State of Florida, the accreditation standards of the Southern Association of Colleges and Schools, and the needs of students as determined by local curriculum studies and surveys, and by continuous evaluation of the effectiveness of the curriculum in meeting the needs of all students.
- B. A Reading Enhancement and Acceleration Development (READ) initiative will be established to prevent retention and to offer intensive accelerated reading instruction to grade 3 or grade 3+ students who failed to meet standards for promotion to grade 4, and to K-3 students who are assessed as exhibiting a reading deficiency. The READ Initiative shall:
 - 1. Be provided to all K-3 students at risk of retention as identified by an assessment system that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension,
 - 2. Be provided during regular school hours in addition to the regular reading instruction, and
 - 3. Use a state-identified reading curriculum.

II. General Programs of Instruction

The program of instruction shall include language arts, mathematics, reading, social studies, science, health, art, music, physical education, and computer literacy. Instruction in environmental education, recycling waste materials, conservation of natural resources, career education and Florida History will be provided in appropriate classes and grade levels and may be incorporated into designated subject areas. Computer literacy will be taught to all students. Critical thinking/problem solving and related skills will be incorporated in the academic curriculum.

Additionally, students will receive instruction in the curriculum areas listed in Section 5 of this plan.

III. Sunshine State Standards

The Sunshine State Standards are benchmarked standards that describe what students should know and be able to do at two progression levels at elementary (PreK-2 and 3-5), in language arts, mathematics, science, social studies, the arts, health and physical education, and foreign languages. In addition, K-5 grade level expectations are now specified for language arts, science, mathematics and social studies.

Appropriate instruction shall be provided to assist students in the achievement of these standards and grade level expectations in grades K-5.

Teachers are responsible for documentation of instruction in the Sunshine State Standards.

IV. Attendance

Elementary School students who have absences (excused or unexcused) in excess of twelve (12) classes or days in one school year subjects the student to retention in the current grade contingent on evaluation by a child study team.

V. Acceptance of Credit from a Non-Public Florida Kindergarten

For acceptance of kindergarten credit from a non-public Florida kindergarten:

1. The student must have attended a non-public school, which voluntarily observes the statutory age requirements for admission, which apply to public schools.
2. The student must have maintained regular attendance during an entire school term of at least 180 actual school days.
3. The non-public school shall submit a transcript of kindergarten skills achieved by the student and certification that all above requirements have been met.

VI. Acceptance of Out-of-State Transfer Students to Kindergarten and First Grade

Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he/she is transferring, and if initial screening indicates that the child will be able to perform at the level to which he is being assigned. Prior to admission, the parent or guardian must also provide the data required below.

1. Official documentation that the parent or guardian was a legal resident of the state in which the child was previously enrolled in school,
2. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student,
3. Evidence of immunization against communicable diseases as required in Section 1003.22, Florida Statutes,
4. Evidence of date of birth in accordance with Section 1003.21, Florida Statutes, and
5. Evidence of a medical examination completed within the last twelve- (12) months in accordance with Section 1003.22, Florida Statutes.

VII. Placement and Promotion in Kindergarten

- A. A child is eligible to apply for admission to public kindergarten if he has attained the age of five years on or before September 1st of the school year and has met the state requirements of Section I, Subsection VII of this plan.
- B. Promotion from kindergarten to first grade shall be based on criteria established in Section 1 of this plan. Parents shall be notified by the end of the first semester if their child is not making satisfactory progress. If the child is to be retained, parents will be notified of that possibility by the end of the third (3rd) nine weeks grading period.

VIII. Placement in Grade 1

A child may be admitted or promoted to the first grade if he has attained the age of six years on or before September 1st of the school year and has satisfactorily completed kindergarten in a public or non-public school from which the School Board accepts transfer of academic credit. A student not meeting the September 1st age requirement will not be accepted at any time during first grade.

IX. Placement in Grades 2-5

The age of the student as of September 1st of the school year shall be the official age used to determine the appropriate grade level for placement. Any student who transfers from an out-of-state school and who does not meet regular age requirements for Florida public schools, but meets age requirements for public schools with the state from which he/she is transferring may be admitted.

X. Promotion in Grades 1–2

Promotion in grades one and two shall be based on criteria established in Section I, of this plan. Any student not passing reading shall be given a diagnostic assessment and the resulting data considered in determining promotion.

XI. Promotion in Grades 3-5

To be eligible for promotion in grades 3-5 a student shall have passed reading and either writing or math along with two other core academic subjects. Core academic subjects are reading, math, writing (language), science, and social studies. In addition, students must meet the requirements found in Section I.

XII. Virtual School Acceleration Option for Elementary Students

Section 1002.37, authorizes Florida Virtual School (FLVS) to offer part-time instruction for public school students in grades 4-5. It limits this part-time instruction to public school students taking grades 6-8 courses. When students in grades 4-5 enroll in grades 6-8 courses at FLVS, both the district and FLVS will be involved in the enrollment process and follow the requirements in law related to eligibility and funding prior to allowing the student to enroll in the course.

XIII. Mandatory Retention

A. Any student who exhibits substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade one (1), grade two (2) or grade three (3), or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied. If the student's reading deficiency is not remedied by the end of grade three (3), as demonstrated by scoring at Level 2 or higher on the statewide assessment test (FCAT), or at the 45th percentile or higher on the norm referenced test, the student must be retained.

B. Parent Notification

The parent/guardian of any student, who exhibits a substantial deficiency in reading in kindergarten, grade 1, grade 2, or grade 3, must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading, and
2. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.

In addition, the parent/guardian shall be provided with:

1. A description of the current services that are provided to the child.
2. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
3. Strategies for parents to use in helping their child succeed in reading proficiency.

If the student's reading deficiency, as identified above, is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained.

- C. Third grade students who are retained must be provided intensive interventions in reading to ameliorate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive intervention must include:
 1. effective instruction practices;
 2. participation in the district's summer reading camp; and
 3. appropriate teaching methodologies.
- D. A student portfolio must be completed for each retained third grade student.
- E. Retained third grade students must be provided with intensive instructional services and support to remediate the identified area of reading deficiency including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies, which may include, but are not limited to:
 1. small group instruction;
 2. reduced teacher-student ratios;
 3. more frequent progress monitoring;
 4. tutoring or mentoring;
 5. transition classes containing 3rd and 4th grade students;
 6. extended school day, week or year; and /or
 8. summer reading camps.
- F. A third grade student who has been retained and can demonstrate that he or she is a successful and independent reader, reading at or above grade level may be promoted at mid-year to the 4th grade by scoring a 45% or above on the SAT 10 or grade level mastery as evidenced the third Grade Benchmark Assessment Portfolio Level A (3.6-3.9 readability).
- G. A retained third grader will be provided with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.
- H. All schools will provide retained third grade students with at least one of the following instructional options:
 1. Supplemental tutoring in research-based reading services;

2. A “Read at Home” plan outlined in a parental contract, including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading, and/or;
 3. A mentor with specialized reading training.
- I. At applicable schools an Intensive Acceleration Class (IAC) will be provided to any student in grade 3 who scored at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year. The IAC must:
1. have a reduced teacher-student ratio;
 2. provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas;
 3. use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year;
 4. provide research-based intensive language and vocabulary instruction, including use of a speech language therapist; and
 5. provide weekly progress monitoring measures.
- J. Retained third grade students who have received intensive instructional services but are still not ready for grade promotion must be offered the option of being placed in a transitional instructional setting. Such a setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.
- K. The school board may exempt the student from mandatory retention for good cause. Florida Statute 1008.25 clearly intends that students be able to read before moving beyond grade three. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.
- L. The district will report to the Department of Education on the progress of students in the IAC at the end of the first semester. To implement this requirement, the administration of the grade three Probes from the Diagnostic Indicators of Basic Early Literacy Skills (DIBELS) along with the Progress Monitoring and Reporting Network (PMRN) is required for these students.

XIV. Remediation/Retention Options

Any student failing to attain the specified district or state levels of performance for student progression on designated district or state assessments in reading, writing, mathematics, or science must receive remediation or be retained. This evaluation of progress must be based on the student’s classroom work, teacher observations, tests, district and state assessments, and other relevant information, as provided in FS 1008.25. If a student is retained, it must be in a program different from the previous year’s program. The new program must take into account the student’s learning style.

The following options for remediation and retention are available:

1. remediate before the beginning of the next school year and promote;
2. promote and remediate during the following year with more intensive intervention and remediation strategies specified in a revised progress monitoring Plan; or
3. retain and remediate in a different program

XV. Good Cause Exemptions

The district school board may only exempt students from mandatory retention for good cause. Good cause exemptions shall be limited to the following:

1. Limited English Proficient students who have less than two (2) years of instruction in an English for speakers of other languages program,
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with requirements of State Board of Education rule,
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education,
4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT,
5. Students previously retained in Kindergarten, grade 1, 2, or 3 with an IEP or Section 504 plan who participate in the FCAT and have received intensive remediation for more than two years but still demonstrate a deficiency,
6. Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade one (1), or grade two (2), or grade three (3) for a total of two (2) years.

The 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.

XVI. Good Cause Exemption Requests

Requests for good cause exemptions for students from the mandatory retention requirement as described in FS 1008.25 (b)3. and 4. shall be made consistent with the following:

1. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing individual educational plan or progress monitoring plan, if applicable, report card, or student portfolio, or alternate assessment profile.
2. The principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. The principal shall make such recommendation in writing to the superintendent. The superintendent shall approve or disapprove the principal's recommendation in writing.

XVII. Progression of Students with Disabilities

A. Promotion

The district school board shall provide instruction to prepare students with disabilities to demonstrate proficiency in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. The Individual Education Plan will specify the type of progression plan a student will follow based upon the individual needs of the student. A student with a disability must meet the same district proficiency levels required for a regular education student unless the IEP team determined that the student:

1. Is one for whom the Sunshine State Standards are not appropriate standards, and

2. Meets the exception criteria as set forth in the District Special Programs and Procedures Document for FCAT and/or other standardized assessments.

Appropriate accommodations for State and District-wide assessments are determined by the IEP team as allowed by Florida's Statewide Testing Program for FCAT and other required standardized tests administered by the district. (Accommodations are designed to allow students with disabilities access to the general curriculum as well as state and district assessments without changing the content or the intended outcomes of the course or assessment.)

B. Retention

If a student with a disability does not score a level 2 or higher on FCAT Reading in grade 3, the student must be retained unless good cause exemptions are met. The District may exempt an ESE student from mandatory grade 3 retention based on the following good cause exemptions:

1. The student's IEP indicates participation in the FCAT is inappropriate, consistent with the requirements of State Board of Education Rule (6a-6.03411, FAC).
2. The student demonstrates acceptable performance on an alternative standardized reading assessment that has been approved by the State Board of Education.
3. Students who demonstrate mastery of the Sunshine State Standards through a teacher-developed portfolio.
4. The student has had 2 or more years of intensive remediation and has previously been retained in kindergarten, first, or second grades.
5. The student has received intensive remediation in reading for two or more years but still has a deficiency in reading and who has already been retained in kindergarten through grade 3 for a total of two years.

For students with disabilities in grades other than those in grade 3, retention should be based upon the same district proficiency levels as delineated above unless the exemption criteria set forth in the previous section is met. However, students with disabilities who are not exempt from FCAT and other district and statewide assessments shall be allowed classroom and/or test accommodations as specified in their Individual Education Plans.

C. Exceptional Students Instruction

The school district shall provide for an appropriate program of special instruction, facilities, and services for exceptional students as prescribed by the State Board of Education as acceptable, including provisions that:

- (a) The district school board provide the necessary professional services for diagnosis and evaluation of exceptional students.
- (b) The district school board provide the special instruction, classes, and services, either within the district school system, in cooperation with other district school systems, or through contractual arrangements with approved private schools or community facilities that meet standards established by the commissioner.

- (c) The district school board annually provide information describing the Florida School for the Deaf and Blind and all other programs and methods of instruction available to the parent of a sensory-impaired student.
- (d)The district school board, once every 3 years, submit to the department its proposed procedures for the provision of special instruction and services for exceptional students.
- (e)A student may not be given special instructions or services as an exceptional student until after he or she has been properly evaluated, classified, and placed in the manner prescribed by rules of the State Board of Education. The parent of an exceptional student evaluated and placed or denied placement in a program of special education shall be notified of each such evaluation and placement or denial. Such notice shall contain a statement informing the parent that he or she is entitled to a due process hearing on t he identification, evaluation, and placement, or lack thereof. Such hearings shall be exempt from the provisions of ss. 120.569, 120.57, and 286.011, except to the extent that the State Board of Education adopts rules establishing other procedures and any records created as a result of such hearings shall be confidential and exempt from the provisions of s. 119.07(1). The hearing must be conducted by an administrative law judge from the Division of Administrative Hearings of the Department of Management Services. The decision of the administrative law judge shall be final, except that any party aggrieved by the finding and decision rendered by the administrative law judge shall have the right to bring a civil action in the circuit court. In such an action, the court shall receive the records of the administrative hearing and shall hear additional evidence at the request of either party. In the alternative, any party aggrieved by the finding and decision rendered by the administrative law judge shall have the right to request an impartial review of the administrative law judge’s order by the district court of appeal as provided by s. 120.68. Notwithstanding any law to the contrary, during the pendency of any proceeding conducted pursuant to this section, unless the district school board and the parents otherwise agree, the student shall remain in his or her then-current educational assignment or, if applying for initial admission to a public school, shall be assigned, with the consent of their parents, in the public school program until all such proceedings have been completed.
- (f) In providing for the education of exceptional students, the district school superintendent, principals, and teachers shall utilized the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate. Segregation of exceptional students shall occur only if the nature or severity of the exceptionality is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- (g) In addition to the services agreed to in a student’s individual education plan, the district school superintendent shall fully inform the parent of a student having a physical or developmental disability of all available services that are appropriate for the student’s disability. The superintendent shall provide the student’s parent with a summary of the student’s rights.

SECTION 3
STUDENT PROGRESSION
GRADES 6-8

I. General Requirements for Grades 6-8

- A. Effective for the 2006-2007 school year, students entering the 6th grade shall receive instruction in grades 6 through 8 in the following basic subjects:

MIDDLE SCHOOL PROMOTION AND REQUIREMENTS

New middle school promotion and requirements include:

1. 3 middle school or higher , year long courses in English
2. 3 middle school or higher, year long courses in Mathematics
3. 3 middle school or higher, year long courses in Science
4. 3 middle school or higher, year long courses in Social Studies; and
5. 1 course in career and education planning to be completed in 7th or 8th grade, which can be a stand-alone course or instruction integrated into an existing course or courses. Each student shall complete an electronic personal education plan (ePEP) that must be signed by the student; the student's instructor, guidance counselor, or academic advisor; and the student's parent. The ePEP must inform students of high school graduation requirements, high school assessment, college entrance test requirements, and programs through which a high school student can earn college credit, including Advanced Placement, dual enrollment, career academy opportunities, and courses that lead to national industry certification.
6. A middle school student earning a high school credit in Algebra I must take the Algebra I End of Course exam and meet the state requirements. Students in grades six through eight who earn high school credit for an Algebra I course before the 2010-2011 school year are not subject to the EOC assessment requirement.
7. Beginning with the 2007-2008 school year and thereafter, a middle school student who successfully completes a high school course in middle school shall receive high school credit.
 - As resources are available, computer literacy will be taught,
 - Physical education shall be regularly scheduled each year.
 - A series of experiences shall be provided for student development through exposure to experiences to be selected from, but not limited to the following; art, music, foreign languages, exploratory vocational education, and health (F.S. 1003.42).
 - In addition instruction in the curriculum areas listed in Section 5 will be included.
 - Requires middle school students who score at Level 1 on FCAT Reading to be enrolled in and complete an intensive reading course the following year, and provides that placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Each year in which a student scores Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course . Middle and high school students who score at Level 1 or Level 2 on

FCAT Reading, but who did not score below Level 3 in the previous 3 years, may be granted a 1-year exemption from the reading remediation requirement. However, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

- Secondary schools are schools that primarily served students in grades 6 through 12. It is the intent of the Legislature to provide for secondary school redesign so that students promoted from the 8th grade have the necessary academic skills for success in high school and students graduating from high school have the necessary skills for success in the workplace and postsecondary education.
- Students in Grade 6, 7, or 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements of this section

II. Placement, Promotion and Remediation in Grades 6 - 8

- A. A student who is promoted to the sixth grade must have met all requirements set forth in the K-5 section of this plan for promotion to sixth grade.
- B. To be promoted in grades 6-8, a student must pass five subjects, three of which must be math, science, language arts, or social studies. For incoming 6th graders in the 2006-2007 school year, students must complete all four academic subjects each year before being promoted to the 9th grade (F.S. 1003.42).
- C. In addition, students must meet the requirements Section I of this plan.
- D. Remediation will be as provided in Section I.

III. Attendance

“The Legislature finds that early intervention in school attendance habits will lead to improved student learning and achievement.” Florida statute 1003.21 requires students ages 6 and up to 18 to be in regular attendance at school. All students are expected to attend all classes each day that school is in session. Unexcused absences will result in a disciplinary consequence and will negatively affect a student's grade. Determination of whether an absence is excused or unexcused is the responsibility of the site principal or designee. Student absences must be tracked on a daily basis and parents contacted as required by law.

A student who has been absent from school shall have his or her absence reported in a manner which is described in the following policy:

- A. Excused absences: Absences for personal illness, illness or death of a member of the immediate family, medical or dental appointments, religious holidays, legal requirements, and special emergencies or pre-arranged absences approved by the principal or designee. The parent/guardian must notify the school providing the reason for the absence, or respond to the school's inquiry about the reason for the absence, within three days of the absence or it becomes an unexcused absence.

Note: Absences in excess of three (3) in nine (9) weeks will be excused for extended and/or recurring illness only, and will require verification by a doctor or other qualified medical personnel.

A student who desires to be absent for reasons not given above may make a prior arrangement request to the principal by bringing in a written request from his/her parent or guardian. These requests will be considered under the following conditions.

1. Pre-arranged absence requests must be made at least two (2) days prior to the date of the absence except in the case of an emergency.
 2. Students shall make pre-arrangements for their schoolwork to be done and due the day the student returns to school. Work done in the prearranged time allotted will be for full credit.
- B. Unexcused Absences: Work cannot be made up for unexcused absences except for nine-week and semester tests which may be made up at the discretion of the principal. A zero will only be given for work missed when a grade is recorded for other students. Out-of-school suspension is treated as an unexcused absence.

Work completed during an in-school suspension will be accepted and proper credit given.

- C. Notification to School: Any time that a student is absent from school during school hours, a written, dated statement explaining the absence should be signed by the parent or guardian and filed at the school.
- D. Definition of Habitual Truant: A habitual truant is a student who has 15 unexcused absences within 90 calendar days, with or without the knowledge, or the justifiable consent of the child's parent or legal guardian, who is subject to compulsory school attendance under Florida Statute 1003.21 or 1003.24 or any other mandate specified by law or rules of the State Board of Education.
- E. Truancy Procedures: Students aged six (6) to eighteen (18) are subject to mandatory school attendance unless those students aged sixteen (16) to eighteen (18) have filed with the district a formal statement of intent to withdraw from school which includes acknowledgements that terminating school enrollment is likely to reduce a student's earning potential and that driving privileges may be withheld or terminated. This statement must be signed by the student, parent or guardian and school representative.

Middle school students whose absences (excused or unexcused) result in less than 135 classroom hours per year or 67.5 hours per semester cannot receive credit/passing grade in a course unless he/she makes up the time in the before school, afterschool, or Saturday school program. To further clarify, students who have absences (excused or unexcused) beyond 18 days per year for middle school courses and 9 days per semester for high school courses cannot receive credit/passing grade in a course unless he/she makes up the time. Parents and students should contact the school counselor to make arrangements. Time must be made up before the end of the semester in which the absence occurred. Parents and students should contact the school counselor to make arrangements. Students may also make up the time in the WINGS program upon the approval of the principal and the program director. Time must be made up before the end of the semester in which the absence occurred.

After the fifteenth (15th) unexcused absence from school during school hours within ninety(90) calendar days, a student subject to compulsory school attendance will be classified as a habitual truant and will be reported to the School Board or designee. The Superintendent or designee may file a truancy petition in circuit court and will notify the Department of Highway Safety and Motor Vehicles to withhold or suspend driving privileges and/or license.

The principal shall, unless there is clear evidence that the absences are not a pattern of non-attendance, refer the case to the school's Child Study Team to determine if early patterns or truancy are developing.

The Child Study Team shall be diligent in facilitating intervention services including remedial strategies if needed and shall report the child to the superintendent only when all reasonable efforts to resolve the non-attendance behavior are exhausted. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. If the determination is that the strategies of the child study team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate; the superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.

- F. Prolonged or Repeated Absences: When a student is absent repeatedly or for a prolonged period of time due to an illness or injury, the principal or designee may require documentation. If not provided, the absence will be unexcused. A student, who has medically diagnosed physical or mental conditions which confine the student to home or hospital and whose activities are restricted for a period of at least 15 consecutive school days, may be eligible for homebound/hospital services. Parents should contact the student's school to secure an application for these services.

A student who has been sent home with head lice and/or nits should return to school, free of head lice and/or nits within three (3) calendar days; absences from school during the three calendar days will be excused. For each occurrence of head lice and/or nits, absences beyond three (3) calendar days will be unexcused.

- G. Department of Motor Vehicles Sanctions: A student who is 14 years of age, but less than 18 years of age, and who has had 15 (fifteen) unexcused absences within 90 calendar days period, may have his/her motor vehicle operator's license suspended in accordance with Florida Statute.

A student may have his/her license reinstated after he/she has attended school for 30 days with no unexcused absences. The student must apply to the driver's license office to have the license reinstated.

- H. The official attendance report will be the final authority in determining the number of absences for each student.
- I. Students attending curriculum-related field trips with teacher chaperones and principal approval will be in legal school attendance, only their classroom site has changed.
- J.. Any student who attends a function as an administratively recognized representative of a school shall be considered in legal school attendance. These days will not count against the three (3) days.

K. Make-Up Work

It is the student's responsibility to arrange with the teacher to make up work missed during an excused absence. Arrangements to do so must be made immediately upon return to that class. Assignments due on the day of the absence will be due on the day the student returns to that class. The time frame for

make-up work is the number of days absent plus one day commencing immediately upon return from the absence. (i.e. 1 day absent plus 1 equals 2 days to make up work).

L. Work completed during an in-school suspension will be accepted and proper credit given.

SECTION 4
STUDENT PROGRESSION
GRADES 9-12

I. Enrollment

Holmes District Schools provide seven class periods per day for students in grades 9-12. All students enrolled in Holmes County Schools must attend a full school day, unless they are enrolled in a vocational, dual enrollment or Distributive Cooperative Training (DCT) program.

Students may enroll in courses available through the Florida Virtual School and will be awarded credit for successful completion of such courses. Access is available to students during or after the normal school day and through summer enrollment. Interested students should see their guidance counselor.

Schools have the option of offering a modified block schedule.

II. Credit

A. Definition - A credit for high school graduation is defined as a minimum number of hours of instruction required by law in a designated course which contains student performance standards, or as the equivalent of 6 semester hours of college credit for all college courses except those defined by state board rule as having a different equivalency. (1/2 credit is defined as 1/2 these requirements).

B. Limits - No student shall be awarded more than eight (8) credits during any school year (from the beginning of one school year, to the beginning of the next) except as follows:

1. Students enrolled in an approved dual enrollment program or the 18-credit graduation option may earn additional credit as approved by the principal.
2. Students enrolled in an approved summer school or other approved program may earn one additional credit for make up only.
3. Students enrolled in an approved summer school Driver Education program may earn an additional 1/2 credit.
4. Students enrolled in alternative education programs may earn additional credits as the program permits in order for them to graduate with their group or as soon as possible thereafter.
5. Students enrolled in a summer vocational Agriculture Coop Program may earn an additional 1/2 credit.
6. Students enrolled in a summer DCT or approved Workforce Development Program may earn up to one additional credit.
7. Students enrolled in a summer JROTC program and completing the summer camp may earn an additional 1/2 credit.
8. Credit for a course taken in adult or vocational school will be accepted for graduation only with prior written approval by the principal and if the course requires 135 hours of instruction and mastery of the course student performance standards (1/2 this requirement for 1/2 credit),
9. Remedial instruction provided during high school may not be in lieu of required English and mathematics credit. Remedial and compensatory courses taken in grades 9 – 12 may only be counted as elective credit.

10. Students may be awarded a maximum of one-half credit in social studies and one-half credit in an elective for completion of nonpaid voluntary community or school service work. Students must complete a minimum of 75 hours of service in either category. Credit may not be earned for service provided as a result of court action.
- C. Credits will be awarded as follows: A student enrolled in a full-year course will receive one half credit if the student successfully completes either the first or second half of the course but fails the other half and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course will receive full credit if the student successfully completes either the first or second half of the course but fails to successfully complete the other half and the averaging of the grades in each half results in a passing grade for the year, provided that additional requirements, such as class attendance are met.
 - D. Students taking high school courses in grade eight shall be classified as high school students for the time they are enrolled in the high school course. The high school course code number shall be used and mastery of student performance standards required as per district procedures for all 9-12 courses. A student will be granted credit toward high school graduation requirements and Florida Academic Scholars award requirements.
 - E. Students enrolled in DCT during the school year must attend classes at the high school for a minimum of four periods per day.

III. Attendance

“The Legislature finds that early intervention in school attendance habits will lead to improved student learning and achievement.” Florida statute 1003.21 requires students ages 6 and up to 18 to be in regular attendance at school. All students are expected to attend all classes each day that school is in session. Unexcused absences will result in a disciplinary consequence and will negatively affect a student's grade. Determination of whether an absence is excused or unexcused is the responsibility of the site principal or designee. Student absences must be tracked on a daily basis and parents contacted as required by law.

A student who has been absent from school shall have his or her absence reported in a manner which is described in the following policy:

- A. Excused absences: Absences for personal illness, illness or death of a member of the immediate family, medical or dental appointments, religious holidays, legal requirements, and special emergencies or pre-arranged absences approved by the principal or designee. The parent/guardian must notify the school providing the reason for the absence, or respond to the school's inquiry about the reason for the absence, within three days of the absence or it becomes an unexcused absence.

Note: Absences in excess of three (3) in nine (9) weeks will be excused for extended and/or recurring illness only, and will require verification by a doctor or other qualified medical personnel.

A student who desires to be absent for reasons not given above may make a prior arrangement request to the principal by bringing in a written request from his/her parent or guardian. These requests will be considered under the following conditions.

1. Pre-arranged absence requests must be made at least two (2) days prior to the date of the absence

except in the case of an emergency.

2. Students shall make pre-arrangements for their schoolwork to be done and due the day the student returns to school. Work done in the prearranged time allotted will be for full credit.

B. Unexcused Absences: Work cannot be made up for unexcused absences except for nine-week and semester tests which may be made up at the discretion of the principal. A zero will only be given for work missed when a grade is recorded for other students. Out-of-school suspension is treated as an unexcused absence.

Work completed during an in-school suspension will be accepted and proper credit given.

C. Notification to School: Any time that a student is absent from school during school hours, a written, dated statement explaining the absence should be signed by the parent or guardian and filed at the school.

D. Definition of Habitual Truant: A habitual truant is a student who has 15 unexcused absences within 90 calendar days, with or without the knowledge, or the justifiable consent of the child's parent or legal guardian, who is subject to compulsory school attendance under Florida Statute 1003.21 or 1003.24 or any other mandate specified by law or rules of the State Board of Education.

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The Child Study Team shall be diligent in facilitating intervention services including remedial strategies if needed and shall report the child to the superintendent only when all reasonable efforts to resolve the non-attendance behavior are exhausted. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. If the determination is that the strategies of the child study team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate; the superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.

- F. Prolonged or Repeated Absences: When a student is absent repeatedly or for a prolonged period of time due to an illness or injury, the principal or designee may require documentation. If not provided, the absence will be unexcused. A student, who has medically diagnosed physical or mental conditions which confine the student to home or hospital and whose activities are restricted for a period of at least 15 consecutive school days, may be eligible for homebound/hospital services. Parents should contact the student's school to secure an application for these services.

A student who has been sent home with head lice and/or nits should return to school, free of head lice and/or nits within three (3) calendar days; absences from school during the three calendar days will be excused. For each occurrence of head lice and/or nits, absences beyond three (3) calendar days will be unexcused.

- G. Department of Motor Vehicles Sanctions: A student who is 14 years of age, but less than 18 years of age, and who has had 15 (fifteen) unexcused absences within 90 calendar days period, may have his/her motor vehicle operator's license suspended in accordance with Florida Statute.

A student may have his/her license reinstated after he/she has attended school for 30 days with no unexcused absences. The student must apply to the driver's license office to have the license reinstated.

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- L. Make-Up Work

It is the student's responsibility to arrange with the teacher to make up work missed during an excused absence. Arrangements to do so must be made immediately upon return to that class. Assignments due on the day of the absence will be due on the day the student returns to that class. The time frame for make-up work is the number of days absent plus one day commencing immediately upon return from the absence. (i.e. 1 day absent plus 1 equals 2 days to make up work).

Work completed during an in-school suspension will be accepted and proper credit given.

IV. Grade Classification of Students

Students in grades 9-12 must have the following number of credits to be promoted to the next higher grade:

- 9th to 10th - 6 credits
- 10th to 11th - 12 credits
- 11th to 12th - 18 credits

V. High School Graduation Options

Three graduation options are available to all students. They are simply options. The selection of a high school graduation option is the exclusive right of the student and his or her parents. Students and parents are encouraged to consider the benefits of other acceleration opportunities, such as dual enrollment, advanced placement, Florida Virtual School and early admission. Advanced coursework in high school continues to be the best predictor of student success after high school. Students and parents are encouraged to discuss these plans with their school counselor on a regular basis during 6th through 12th grades. The three options and the requirements of each are as follows.

A. The four-year, standard graduation program requires:

1. For students entering ninth grade beginning with the 2005-2006 school year;
26 credits including the following:
 - a. 4 credits in English (major concentration in composition and literature)
 - b. 3 credits in Mathematics (must include Algebra I or its equivalent, or a higher level mathematics course)
 - c. 3 credits in science (two of which must include a lab component)
 - d. 1 credit in United States History
 - e. 1 credit in World History
 - f. ½ credit in Economics
 - g. ½ credit in American Government
 - h. 1 credit in practical arts/career and technical education or performing fine arts
 - i. ½ credit in life management skills
 - j. 1 credit in physical education to include 0.5 credit Personal Fitness and 0.5 physical education
 - k. 10 ½ credits in electives.
2. For students entering ninth grade beginning with the 2007-2008 school year and thereafter;
26 credits including the following:
 - a. 4 credits in English (major concentration in composition and literature)
 - b. 4 credits in Mathematics (one of which must include Algebra I or its equivalent, or a higher level mathematics course)
 - c. 3 credits in science (two of which must include a lab component)
 - d. 1 credit in United States History

- e. 1 credit in World History
 - f. ½ credit in Economics
 - g. ½ credit in American Government
 - h. 1 credit in fine or performing arts, which may include speech and debate or practical arts
 - i. 1 credit in physical education to include the integration of health
 - j. 10 credits in electives
3. For students entering ninth grade beginning with the 2010-2011 school year and thereafter; 26 credits including the following:
- a. 4 credits of English (major concentration in composition and literature)
 - b. 4 credits in mathematics (must include Algebra I or its equivalent and 1 credit in geometry or its equivalent. The Algebra I End of Course assessment requirement must be met in order for a student to earn the required Algebra I credit)
 - c. 3 credits in science (two of which must include a lab component)
 - d. 1 credit in United States history
 - e. 1 credit in world history
 - f. 1/2 credit in economics
 - g. 1/2 credit in government
 - h. 1 credit in fine or performing arts, speech and debate, or practical arts
 - i. 1 credit in physical education (Physical education must include integration of health)
 - j. 10 elective credits.
4. For students entering ninth grade beginning with the 2011-2012 school year and thereafter; 26 credits including the following:
- a. 4 credits of English (major concentration in composition and literature)
 - b. 4 credits in mathematics one which must be Algebra I or an equivalent course or series of courses or a higher level mathematics course and one of which must be Geometry or an equivalent course. The Algebra I End of Course assessment requirement must be met in order for a student to earn the required Algebra I credit. . Geometry EOC is required, if enrolled, and will count as 30 percent of course grade.
 - c. 3 credits in science, two of which must include a lab component and one of which must be Biology I or an equivalent course or series of courses
 - d. 1 credit in American history
 - e. 1 credit in world history
 - f. 1/2 credit in economics
 - g. 1/2 credit in government
 - h. 1 credit in fine or performing arts, speech and debate, or practical arts
 - i. 1 credit in physical education (Physical education must include integration of health)
 - j. 10 elective credits.
- B. The three-year, 18-credit standard college preparatory graduation program requires:
- 1. 4 credits in English (major concentration in composition and literature)
 - 2. 4 credits in mathematics at the Algebra I level or above, from the list of courses that qualify for state university admission and 1 credit in geometry or its equivalent. Students must pass the Algebra I End of Course assessment in order to earn the required Algebra I credit. Geometry EOC is required, if enrolled, and will count as 30 percent of course

- grade.
3. 3 credits in natural science, two of which must include a lab component, and one of which must be Biology I or an equivalent course or series of courses. The Biology I EOC is required, if enrolled, and will count 30% of the course grade.
 4. 3 credits in social science (1 credit in American History, 1 credit in world history, ½ credit in economics, and ½ credit in American Government)
 5. 2 credits in the same foreign language
 6. 3 credits in electives.

At least 6 of the 18 credits required for this program must be earned in classes that are honors, dual enrollment or advanced placement.

For students who enter grade 9 in the 2006-2007 school year and thereafter:

- Requires that six of the 18 credits must be earned in advanced placement, International Baccalaureate, dual enrollment or Advanced International Certificate of education courses. Honors courses will no longer be accepted as part of the six hours.
- Receive a weighted or unweighted grade that earns at least 3.0 on a 4.0 scale to earn course credit.
- Additionally, the grade point average required to participate in the 18 credit college preparatory track will be 3.5 on a 4.0 scale.

C. The three-year, 18-credit career preparatory graduation program requires:

1. 4 credits in English (major concentration in composition and literature)
2. 4 credits in math. For entering 9th graders in the 2010-2011 school year students must earn 1 credit in geometry or its equivalent and meet the Algebra I End of Course assessment requirement in order for a student to earn the required Algebra I credit. For students entering 9th grade in the 2011-2012 school year, students must pass the Algebra I End of Course assessment in order to earn the required Algebra I credit. Geometry EOC is required, if enrolled, and will count as 30 percent of course grade.
3. 3 credits in science, two of which must include a lab component, and one of which must be Biology I or an equivalent course or series of courses. The Biology I EOC is required, if enrolled, and will count 30% of the course grade.
4. 1 credit in United States History
5. 1 credit in world history
6. ½ credit in economics
7. ½ credit in American Government
8. 3 credits in a single vocational or career education program, and 2 credits in electives, or 3 credits in career and technical certificate dual enrollment and 2 credits in electives, or 5 credits in vocational/career educations (including 3 credits in one sequential CTE program)
9. 1 credits in electives unless 5 credits are earned as referenced above.

A cumulative weighted grade point average of 3.0 on a 4.0 scale for the career preparatory program and for the college preparatory program for those students who began the program before July 1, 2006 is required in all courses.

Beginning with 2006-2007 school year, the school board shall provide each student in Grades 6-9 and their parents with information concerning the three-year and four-year high school graduation options listed S. 1003.429(1), F.S., including the respective curriculum requirements for these options so that the

students and their parents may select the program that best fits their needs. The district may not establish requirements for accelerated three-year high school graduation options in excess of the requirements in S. 1003.429(1), F.S., three-year standard college preparatory program, and in S. 1003.429, F.S., three-year career preparatory program. The college preparatory program and the career preparatory program are designed for students who are interested in graduating from high school in three years if that will further their academic and career goals. The number of credits within the college preparatory program aligns with the minimum standards for admissions into Florida's state university system, while the career preparatory program requirements are aimed toward entrance into a technical center or community college for career preparation. These three-year options are designed for students who are clear on their future goals, possess the maturity to leave high school, and feel they are ready to pursue their goals beyond high school in an accelerated manner. Each student and his or her parents may select the graduation option and curriculum that most appropriately prepares the student for his or her postsecondary education or career plan at any time during grades 9 -12. If at the end of Grade 10, a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the parent of the following:

- The requirement the student is not currently meeting.
- The specific performance necessary in Grade 11 for the student to meet the accelerated graduation requirements.
- The right of the student to change to the four-year program set forth in S. 1003.43 F.S.

. A student who meets all requirements in S. 1003.429(1) and (6), F.S. shall be awarded a standard diploma. Students selecting one of the three-year programs must be treated equally with students graduating via the 26 credit general high school graduation program in all ways, including eligibility for valedictorian, salutatorian, Talented 20 and Bright Futures. The district school superintendent shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at post secondary institutions.

NOTE: Accelerated high school graduation options are applicable to all students including students with disabilities working toward a standard diploma.

D. End of Course Assessments

The Holmes district School board will establish standards for graduation including weighting of statewide End of Course (EOC) assessments that are developed in Algebra I, Geometry and Biology and others that may be developed by the state as at least 30% of the course grade. The Board also creates the Credit Acceleration Program (CAP) that allows secondary students to earn high school credit if the student earns a specified score on the corresponding standardized EOC assessment, whether or not the student is enrolled in the course or has finished the course. EOC assessment results may be waived for the purpose of determining the student's course grade and credit for a student with a disability for the Individual Education Plan (IEP) committee determines that the assessment can't accurately measure the student's abilities, taking into consideration all allowable accommodations.

VI. Graduation Requirements

The requirements set forth in this section provide the standards which a student must achieve in order to earn a high school diploma. Graduation exercises are provided each year to honor those students who have

completed these requirements or who will be able to complete them by the end of the current school year including summer school; however, to be able to participate in the graduation ceremony, a student must not lack more than one credit.

A. To earn a high school diploma, a student must:

1. Complete one of the graduation options,
2. Earn passing scores on the Grade 10 Reading Florida Comprehensive Assessment Test 2.0 (FCAT), as required by Section 1008.22 (5) F.S., and a passing score on the Algebra I EOC in order to earn course credit to qualify for a regular high school diploma, except as provided in Section 1003.43 (11)(b) which states a student may substitute the following scores:

Concordant Scores			
Reading		Mathematics	
FCAT	1926	FCAT	1889
ACT	18	ACT	15
SAT	420	SAT	340

and,

3. Maintain an overall unweighted grade point average of 2.0 on a 4.0 scale for the standard 24 credit option and a weighted 3.0 on a 4.0 scale for the two three year options.

Or,

4. Complete the GED Exit Option Program as approved for the Graduation Assistance Program, and West Florida Wilderness Institute.
5. Beginning with 2011-2012 school year, each student entering 9th grade must graduate from high school having taken at least one online course.

B. Qualifications and Restrictions

1. Applicable courses or programs listed in the Course Code Directory which fulfill required graduation credits in the designated area above are identified with an asterisk throughout the directory.
2. Any student who entered ninth grade before the 2000-2001 school year and earns more than 24 credits may drop elective courses with the lowest grades from the calculations of grade point averages for the purpose of determining overall GPA for graduation and for qualifications as an honor student. Students entering ninth grade in the 2000-2001 school year may only do so for qualification as an honor student.
3. A student may retake a required course in which a grade of “D” or “F” was earned and replace it with a grade of “C” or higher earned in the same or a comparable course. For elective courses, a grade of “D” or “F” may be replaced with a grade of “C” or higher earned in the same or another course. In such case, the higher of the two grades will be used in the calculation of the GPA for graduation and for qualification as honor student.
4. No student shall be granted credit toward high school graduation for enrollment in the following courses or programs as provided for in Section 1003.43:
 - a. More than a total of nine electives credits in remedial programs.

- b. More than one credit in Exploratory Career Education as defined in Section 1003.014(4), F.S.
 - c. More than three credits in Practical Arts Family and Consumer Sciences as defined in Section 1003.01(4)(a), F.S.
- 5. Two of the four mathematics credits required for graduation must be Algebra I, a series of courses equivalent to Algebra I, and Geometry, a series of courses equivalent to Geometry, or a higher-level mathematics course.
- 6. A student may not enroll in Level I courses unless assessment of the student 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 Educational Plan or in a student performance plan, signed by the principal, the guidance counselor, and the parent or guardian (or the student if he/she is 18 years old or older).
- 7. The Credit Acceleration Program (CAP) purpose is to allow a secondary student to earn high school credit in a course that requires a statewide, standardized EOC assessment if the student attains a specified score on the assessment. Notwithstanding s. 1003.436, F.S., Definition of "credit", a school 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 s. 1008.22, (3)(c)5, on the corresponding statewide, standardized EOC assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized EOC assessment during the regular administration of the assessment.
- 8. Requires high school students who score at Level 1 on FCAT Reading to be enrolled in and complete an intensive reading course the following year, and provides that placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Each year in which a student scores Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course. Middle and high school students who score at Level 1 or Level 2 on FCAT Reading, but who did not score below Level 3 in the previous 3 years, may be granted a 1-year exemption from the reading remediation requirement. However, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.
- 9.

C. Certificate of Completion

A student who has met all credit and subject requirements for a Standard Diploma, but has failed to master the Sunshine State Standards or has failed to pass the Florida Comprehensive Assessment Test will be eligible for a certificate of completion and may participate in graduation exercises upon acceptance of the certificate of completion.

D. Requirement for Adult Students

- 1. Adult high school programs in Holmes County are administered through the Washington-Holmes Area Vocational Technical School.
- 2. Graduation requirements for students in adult education programs who are earning diplomas are identical to the requirements for students in grades 9-12 with the following exceptions:
 - a. The one credit in physical education is not required for graduation and shall be substituted with elective credit to keep the total number of credits needed for graduation

consistent.

- b. The laboratory component of the science requirement may be waived when facilities are inaccessible or do not exist.
- c. The one credit in performing fine arts shall be satisfied by enrollment in and satisfactory completion of any course grade 9 or above listed in the art, dance, drama, or music areas of Section 3 of the Course Code Directory.

F. Requirement for Standard Diploma for Exceptional Students

The district school board may require specific courses and programs of study within the minimum credit requirements for high school graduation and shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma, using one of the following strategies:

1. Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of nonexceptional students in the district school board student progression plan; or
2. Assignment of the exceptional student to a basic education class for instruction that is modified to accommodate the student's exceptionality. The district school board shall determine which of these strategies to employ based upon an assessment of the student's needs and shall reflect this decision in the student's individual education plan.

1. The aforementioned requirements for graduation apply equally to exceptional students, who will receive a standard diploma; however, Section 1003.43(4), F.S., and Rule 6A-6.0312, FAC, authorize district school boards to modify courses and programs for exceptional students. The requirements of FS 1003.429 Accelerated high school graduation options are applicable to students with disabilities working toward a standard diploma.
2. As outlined below, basic courses shall be modified, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma. Vocational courses and programs of study shall be modified, as necessary, to assure students with disabilities the opportunity to meet graduation requirements for a standard or a special diploma.
 - a. Modifications to basic courses shall not include modifications to the curriculum frameworks or Sunshine State Standards, which a student must master to earn credit and must be specified on the student's individual education plan.
 - b. Modifications to basic or vocational courses may include any of the following:
 - (1) The instructional time may be increased or decreased,
 - (2) Instructional strategies may be varied,
 - (3) The teacher or the students may use special communication systems,
 - (4) Classroom and district test administration procedures and other evaluation Procedures may be modified as specified in Rule 6A-1.0943, FAC, accommodate the student's disability
 - c. When modifying basic courses, one of the following strategies shall be used:
 - (1) Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those of non-exceptional students, or
 - (2) Assignment of the exceptional student to a basic education class for instruction, which is modified, to accommodate the student's exceptionality.
 - d. The IEP committee shall determine which of these strategies to employ based on an

assignment of the student's needs and shall reflect this decision in the student's individual educational plan.

3. The individual educational plan (IEP) committee shall document on the IEP developed during the student's eighth grade school year, or the IEP developed during the year prior to becoming age fourteen, whichever comes first, whether the student is pursuing a course of study toward a Standard or Special Diploma. This recommendation shall be reviewed annually.
4. Nothing contained in this plan shall be construed to limit or restrict the right of an exceptional student solely to a Special Diploma. Any exceptional student shall be afforded the opportunity to fully meet all requirements of Section 1003.43, Florida Statutes, through the procedures established therein, and thereby qualify for a Standard Diploma as prescribed in Rule 6A-1.095, FAC, upon graduation.
5. The district school board must provide instruction to prepare students with disabilities to demonstrate proficiency in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation.

A student with a disability, as defined in S. 1007.02(2), F.S., for whom the individual educational plan (IEP) committee determines that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the FCAT requirement of S. 1003.43 paragraph (5)(a), F.S., waived for the purpose of receiving a standard high school diploma, if the student:

1. Completes the minimum number of credits and other requirements specified in S. 1003.43 subsections (1) and (4), F.S.
2. Does not meet the requirements of S. 1003.43(5)(a), F.S., after one opportunity in 10th grade and one opportunity in **11th** grade.

G. Requirements for a Special Diploma or Certificate of Completion

A student who has been identified as a student with disabilities who has an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; any other health impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; or students who are deaf or hard of hearing or dual sensory impaired shall not be required to meet standard high school graduation requirements of S. 1003.43, F.S. and, upon meeting all applicable requirements prescribed by the district school board pursuant to S. 1008.25, F.S. shall be awarded a special diploma. Any student who meets all special requirements of the district school board, but is unable to meet the appropriate special state minimum graduation requirements, shall be awarded a special certificate of completion. This does not limit or restrict the right of an exceptional student solely to a special diploma or special certificate of completion. Upon proper request, the student shall be afforded the opportunity to fully meet all requirements of S. 1003.43, F.S. or 1003.428F.S), and qualify for a standard diploma.

1. Sunshine State Standards for Special Diploma describe what certain students with a disability should be able to do at three (3) proficiency levels – independent, supported, and participatory. These standards are herein incorporated into this Student Progression Plan.
2. Students who have been properly classified as educable mentally handicapped, trainable mentally handicapped, hearing impaired, specific learning disabled, physically impaired, language impaired, emotionally handicapped, or profoundly handicapped may be eligible for a special diploma. Access to a special diploma may be made available for a profoundly handicapped

- student through the requirements for any other exceptionality eligible for a special diploma.
3. Students may be awarded Special Diplomas based on two (2) options. One option includes determining and certifying mastery of student performance standards for exceptional students as prescribed by state adopted minimum student performance standards in subsections (3)-(12) of Rule 6A-1.0996, FAC, and completing the minimum number of course credits specified by the School Board.
 4. Special diploma requirements for certain students with disabilities shall include:
 - a. Demonstration of proficiency at the independent, supported, or participatory level of each Sunshine State Standard for Special Diploma prescribed in paragraph (1)(h) of Rule 6A-1.09401, FAC, as determined through the IEP process, and
 - b. Completion of the minimum number of course credits for a special diploma as prescribed by the chart below:

SUBJECT AREAS	# OF CREDITS
English (Language Arts)	4
Math	4
Science/Health (Unique Skills)	3
Social Studies (including career exploration and Employability skills)	3
Physical Education	1
Vocational	4
Electives	6
Total	24 credits

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

- c. Mastery of the Sunshine State Standards through successful completion of courses that meet graduation requirements for a standard diploma, specified in paragraphs (1) (a) through (g) of Rule 6A-1.09401, FAC, shall be accepted in lieu of Sunshine State Standards for Special Diploma noted in subsection (12) of this rule for awarding of a special diploma.
5. The second option includes determining and certifying mastery of demonstrated employment and community competencies in accordance with subsection (14) of Rule 6A-1.0996, FAC.

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

Nothing contained in this plan shall be construed to limit or restrict the right of an exceptional student solely to a Special Diploma. The parents of each exceptional student eligible for a Special Diploma for exceptional students shall be notified in writing of the options chosen, through the IEP process. The awarding of a special diploma or special certificate of completion does not prevent a student with disabilities from pursuing a standard diploma or from receiving a free appropriate public education until the student reaches age 22.

To receive a Special Certificate of Completion, the student must meet requirements for a special diploma, but fail to demonstrate mastery of the appropriate state adopted minimum student performance standards as prescribed in State Board of Education Rules.

VII. Alternative Methods for Credit and/or Graduation

The Superintendent of Schools and the President of the Community College shall jointly develop and implement a comprehensive interinstitutional articulated acceleration program for students enrolled in their respective school districts and service areas. This Interinstitutional Articulation Agreement must be completed before the start of each school year. Students shall be informed of eligibility criteria, the option for taking dual enrollment classes beyond the regular school year and the minimum academic credits required for graduation. Students who meet the eligibility requirements of S. 1007.271 F.S., and who choose to participate in dual enrollment programs are exempt from the payment of registration, tuition and laboratory fees.

A. Early Admission Program

Advanced students may elect to pursue a program of early admission to college under the following conditions. The student must:

1. Have completed the eleventh (11th) grade with seventeen (17) or more credits toward graduation.
2. Have a cumulative grade point average of 3.0 or higher for grades 9, 10, and 11, or an Enhanced American College Test (E-ACT) composite score of 21 or a Scholastic Aptitude Test (SAT-I) score of 500 verbal and 500 quantitative. Scores can be no more than 24 months old.
3. Be 16 years of age at the time of admission.
4. Have written approval of the high school principal, or when applicable, be verified by the district school board home education liaison.
5. Have written approval from the district school board.
6. Have on file at the college official passing scores on the Enhanced American College Test (E-ACT), Scholastic Aptitude 1 (SAT 1), or the Florida College Entry-Level Placement Test (FCE-LPT).

The student will receive both high school and college credits for courses taken and will be able to return to the high school to graduate with his/her class.

B. Dual Enrollment

Advanced students may elect to enroll in both high school and college part-time and earn both high school and college credit for courses taken at the college. In order to do this a student must:

1. Have completed the ninth grade,
2. Have a grade point average of 3.0 or higher, or an Enhanced American College Test (E-ACT) composite score of 21 or a Scholastic Aptitude Test 1 (SAT 1) score of 500 verbal and 500 quantitative. Scores can be no more than 24 months old.
3. Be in the upper 25% of his/her class,
4. Have permission of the principal or, when applicable, be verified by the district school board home education liaison,
5. Have on file at the college official passing scores on the Enhanced American College Test (E-ACT), Scholastic Aptitude Test (SAT-1), or the Florida College Entry-level Placement Test (FCE-LPT).

The school district, community college and state university may conduct advanced placement instruction within dual enrollment courses. Each joint dual enrollment and advanced placement course shall be incorporated within and subject to the provisions of the district interinstitutional articulation agreement pursuant to S. 1007.235 F.S. Students enrolled in a joint dual enrollment and advanced placement course may be funded by either dual enrollment or advanced placement formula specified in S. 1001.62 F.S.; however no student shall be funded through both a dual enrollment and advanced placement program. The school board shall utilize the funding formula that more closely approximates the cost of the course. Post secondary credit for joint dual enrollment and advanced placement course shall be awarded as either dual enrollment or advanced placement credit, based on student preference. An award of advanced placement credit must be limited to students who score a minimum of 3 on a 5-point scale on the Advanced Placement Examination. No student shall claim double credit based on the completion of a single joint dual enrollment and advanced placement course, nor shall any student be required to complete the Advanced Placement Examination.

VIII. Florida Bright Futures Scholarship Program

The Florida Legislature currently funds the Bright Futures Scholarship Program and eligibility requirements are outlined in state law and Department of Education Rules. Complete details shall be available in each high school counselor's office. Students are encouraged to become very familiar with these requirements and work diligently toward earning one of these scholarships.

IX. Honor Students

A. Selection Procedures

The procedures for determining grade point averages for the selection of honor students are as follows:

1. Semester grades for all courses used to satisfy the required credits for graduation excluding electives will be used in the calculation.
2. For courses in which the state requirement is one-half credit, only one semester grade will be used. For each full credit course two semester grades will be used in the calculation.
3. When a student elects to take more than the minimum required credits in a subject area, the course(s) with the highest grades will be used in the calculation.
4. Grade point averages shall be calculated by converting semester grades to a 4.0 scale for all courses except dual enrollment, advanced placement, honors and other upper level courses so designated by individual schools. These courses, because of the degree of difficulty, shall be converted to a 5.0 scale. This calculation shall be as follows:
 - a. Regular courses; A = 4.0, B = 3.0, C = 2.0, D = 1.0, F = 0.0.
 - b. Dual Enrollment, advanced placement, honors and other upper level courses; A = 5.0, B = 4.0, C = 3.0, D = 2.0, F = 0.0.
 - c. Calculations will be done at the end of the senior year or at the end of the third year for those participating in the three year 18 credit graduation program.
5. All grade point averages will be rounded off to the fourth decimal place.
6. To be eligible to be an honor student (including valedictorian and salutatorian) all credits must be earned in a regular academic or advanced program. Beginning with the 2007-2008 school year honors classes taken before the 10th grade will not be considered weighted courses for the purpose of this calculation.
7. Florida Statute 1007.271 (16) states: School districts and community colleges must weigh comparable dual enrollment courses the same as honors courses and advanced placement courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited. This rule applies to incoming 9th graders for the 2006-2007 school year and thereafter.

B. High Honors

A student earning a regular diploma and having a weighted or un-weighted grade point average of 3.5 or higher on the sixteen required courses and an overall grade point average of 3.0 in all courses taken may graduate with high honors.

C. Honors

A student earning a regular diploma and having a weighted or un-weighted grade point average of 3.25 to 3.4999 on the sixteen required courses and an overall grade point average of 3.0 in all courses taken may graduate with honors.

D. Valedictorian

The graduating High Honors student with the highest grade point average will be designated valedictorian. To be eligible, the student must have attended the school from which he/she graduates for the final two years prior to graduation. In the event of a tie, co-valedictorians will be named.

E. Salutatorian

The graduating High Honors student g senior with the second highest average as determined per above procedures will be designated salutatorian. To be eligible, the student must have attended the school from which he/she graduates for the final two years prior to graduation. In the event of a tie, co-salutatorians will be named.

F. Cum Laude

Beginning with the incoming 9th graders for the 2010-11 school year, the senior class of 2013-2014, Holmes County Schools will use the Cum Laude system to calculate class rank and honors designations for standard diploma students.

A district unweighted or weighted grade point average on the sixteen required courses and an overall grade point average of 3.0 in all courses will be used to calculate class rank and honors designations for standard diploma students. At the end of the eighth semester for 24-credit graduates and the end of the sixth semester for the 18-credit graduates, honor graduates will be determined by the following scale:

Summa Cum Laude
4.25 and above

Magna Cum Laude
3.75 – 4.24

Cum Laude
3.5 – 3.74

SECTION 5 CURRICULUM GRADES K-12
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I. The Curriculum

A. Sunshine State Standards

The Sunshine State Standards are standards to benchmark student achievement and to serve as guides to best practices for local curriculum designers to help schools implement school improvement strategies to raise student achievement. The benchmarked standards describe what students should know and be able to do at four progression levels (grades PreK-2, 3-5, 6-8, 9-12) in the subjects of art, health/physical education, foreign languages, language arts, mathematics, science, and social studies. All Holmes District Schools shall provide appropriate instruction to assist students in the achievement of these standards. The following publications are hereby incorporated by reference and made a part of this plan.

Sunshine State Standards - Language Arts, 2006.

Sunshine State Standards - Mathematics, 1996.

Sunshine State Standards - Science, 1996.

Sunshine State Standards - Social Studies, 1996.

Sunshine State Standards - Foreign Languages, 1996.

Sunshine State Standards - The Arts, 1996.

Sunshine State Standards - Health/Physical Education, 1996.

Copies of the publications containing the Sunshine State Standards may be obtained from the Division of Public Schools, Department of Education, 325 W. Gaines Street, Tallahassee, Florida 32399-0400.

- B. The Sunshine State Standards shall serve as the basis for statewide assessment.
- C. The curriculum of the schools of Holmes County shall incorporate Sunshine State Standards at appropriate levels and course student performance standards in grades 6-12.
- D. The Superintendent may appoint such committees and special study groups as may be necessary to assist him/her in determining the educational needs of the district.
- E. The program of instruction in the elementary school shall include language arts, mathematics, social studies, science, health, physical education, music, art, computer literacy, and such other disciplines as may be considered necessary for a well-rounded elementary school program. All elementary schools shall offer a minimum of 30 minutes of physical education 3 days per week.
- F. The middle grades shall offer a program that meets all the legislative requirements and those outlined in Section 3 of this plan.

- G. The Superintendent shall develop and submit to the Board for approval a curriculum description for each course or program offered in the school system. Such descriptions shall be consistent with the Course Code Directory and the course descriptions approved by the State Board of Education, and shall include Sunshine State Standards where applicable.
- H. District minimum skills for each course or program shall be those established in the curriculum description required above. A passing grade in a course or program shall be evidence of mastery of a majority of these skills and of mastery of the Sunshine State Standards in grades 9-12.
- I. All high schools shall provide educational services which will meet the needs of all students. Courses shall be offered at levels, which will challenge each student to perform in accordance with his/her ability. In providing such programs for students the school shall utilize the services of the community college to the extent feasible. The following programs shall be offered at the appropriate levels.
 - 1. Library instruction and counseling shall be provided.
 - 2. There shall be a broad program of athletics, student government, student publications, and social activities to provide for the development of effective citizenship.
 - 3. Programs in drama, music, art, and the humanities shall be made available as feasible.
 - 4. At least two years of a foreign language shall be available to high school students where possible.
 - 5. There shall be instruction in any subject matter field or specific area required by law or rules of the State Board of Education.
 - 6. The life management curriculum shall include “marriage and relationship skill -based education” as required by law.
 - 7. The curriculum for American government shall include the study of Florida government, including the Florida constitution, the three branches of state government, and municipal and county government.

J. Required Instruction

The Superintendent through the curriculum development process shall ensure that the following areas of required instruction are incorporated into the curriculum at all levels as required by law. Students shall receive instruction in:

- 1. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, shall be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
- 2. The history of African-Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African-Americans to society shall be included.
- 3. The study of Hispanic and Women’s contributions to the United States shall be included.
- 4. FS 1003.42 mandates that, in order to encourage patriotism, public schools teach the sacrifices that veterans have made in serving the country and protecting democratic values worldwide. Such instruction must occur on or before Veterans’ Day and Memorial Day. The instructional staff is encouraged to use the assistance of local veterans when practicable.

5. FS 1003.44, Declaration of Independence/Flag Education Requires that in the last full week of classes in September all schools shall celebrate “Freedom Week”. During this week at least three hours of in-depth instruction on the intent, meaning, and importance of the Declaration of Independence must be included in each social studies class. In addition, at the beginning of each school day or in homeroom during this week, principals and teachers must conduct an oral recitation by students of the following portion of the Declaration of Independence:

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among them are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”
6. A character development program must include instruction in a secular character-development program stressing patience, attentiveness, and initiative. This instruction shall be incorporated in the social studies or other appropriate curriculum.
7. A minimum of five (5) instructional hours in Health Education and a minimum of five (5) instructional hours in alcohol and substance abuse prevention must be provided at each grade level. The health curriculum shall include instruction in the following areas at the appropriate levels:
 - a. Instruction in health education as a specific area of health education instruction. Nutrition education shall include, but not be limited to, sound nutritional practices, wise food selection, analysis of advertising claims about food, proper food preparation, and food storage procedures. The purpose of such nutrition education programs shall be to educate students in the overall area of nutrition education and significantly reduce health problems associated with poor or improper nutrition practices.
 - b. Instruction in substance abuse prevention in kindergarten through grade 12. Such instruction shall articulate clear instructional objectives aimed at the prevention of alcohol and substance abuse. The instruction shall be appropriate for the grade and age of the student and shall reflect current theory, knowledge, and practice regarding prevention of substance abuse and may contain instruction in such components as health, personal and economic consequences of substance abuse and instruction in decision making, resisting peer pressure, self-concept building skills, and identifying and dealing with situations that pose a risk to one's health and may lead to substance abuse.
 - c. Instruction in the causes, transmission, and prevention of human immunodeficiency virus infection and acquired immune deficiency syndrome and other sexually transmissible diseases for students. Such instruction shall be included in appropriate middle school health and science courses and in life management skills and other high school courses. Any student whose parent makes a written request to the school principal shall be exempt from reproductive health or AIDS instructional activities, as requested. Curriculum frameworks for comprehensive health education shall not interfere with local determination of appropriate curriculum that reflects local values and concerns.
 - d. Instruction, appropriate at each grade level, in reproductive health, interpersonal skills, and parenting to reduce teenage pregnancy and to promote healthy behavior in all students in kindergarten through grade 12.
 - e. Instruction in the benefits of sexual abstinence and consequence of teenage pregnancy, sexually transmitted diseases, and acquired immune deficiency syndrome in appropriate middle school or junior high school health, science, and home economics courses and in life management skills and other appropriate high school courses.

II. Course of Study

- A. Any course required by a school in addition to those required by law or by the State Board of Education shall be approved by the School Board. Any new course added to the curriculum of a school shall be approved by the School Board.
- B. Teachers shall teach the prescribed curriculum.
- C. The teacher shall keep course content and methods of instruction current.

III. Use of Course Numbers and Titles on Permanent Records, Transcripts, and Report Cards

- A. State course numbers and abbreviated titles as found in the Course Code Directory shall be recorded on permanent records and transcripts.
- B. Report cards shall reflect state abbreviated titles without alteration and may also reflect state course numbers without alteration.

IV. Grading System

- A. The following grading system shall be used by all Holmes County Schools.

- 1. Kindergarten S - Satisfactory N - Needs Improvement
U – Unsatisfactory

- 2. Grade 1 - A - 90-100---Outstanding Performance
B - 89-80-----Above Average Performance
C - 79-70-----Average Performance
D - 69-60-----Lowest Acceptable Performance
F - 59-0-----Failure
I - 0-----Incomplete

First grade students will receive a letter and a number grade for all subjects with the exception of science and social studies. Science and social studies will be reported as follows:

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

- 3. Grades 2 - 12 A - 90-100---Outstanding Performance
B - 89-80-----Above Average Performance
C - 79-70-----Average Performance
D - 69-60-----Lowest Acceptable Performance
F - 59-0-----Failure
I - 0-----Incomplete

No grade higher than 100 may be given for the nine weeks, semester exams, or final grades.

- B. In grades 6-12, semester exam scores will account for 1/5 (20%) of the final semester grade and the average of the nine weeks grades will account for 4/5 (80%) of the final semester grade. Grades will be calculated as follows:

Step 1 - Average the two- (2) nine weeks grades
(Example: $87 + 76 \div 2 = 81.500$)

Step 2 - Multiply the average of the nine weeks grades from step 1 by 80% (.8)
(Example: $81.500 \times .8 = 65.200$)

Step 3 - Multiply the semester exam grade by 20% (.2)
(Example $92 \times .2 = 18.4000$)

Step 4 - Add the results of steps 2 and 3 to get final semester grade.
(Example: $65.200 + 18.4000 = 83.600$)

Step 5 - Round 83.600 to the nearest 2-digit integer. (.5 or higher round up, .49 or lower rounds down)
(Example: 83.600 rounds to 84)

Final grade in example is 84.

NOTE: All calculations are carried to four (4) decimal places and integer rounding occurs only at the last step of the calculation process.

Additional tests will be given at the discretion of the teacher.

C. Examination Exemptions—Grade 12 ONLY

1. Seniors having a 90 or above average in an individual class will be exempt from the semester exam in that class.
2. If a student has earned a semester exam exemption he/she may elect to take the test to improve his/her average. The semester exam will be counted only if it improves the average.
3. Any student who transfers into a Holmes County school or a student who transfers from one school to another in Holmes County must take the semester test.
4. Any student who is suspended from school or placed in an in-school suspension program shall lose his/her opportunity to earn a semester exam exemption that semester.

- D. Unweighted grade point averages are determined by averaging grade points after converting individual grades to the 4.0 scale.

Letter grades are converted to a 4.0 scale as follows:

- A - 4.0
- B - 3.0
- C - 2.0
- D - 1.0
- F - 0.0

- E. Weighted grade point averages are determined as per procedures outlined in Section 4 of this plan.

V. Reporting Student Academic Progress to Parents and Students

District schools must report in writing to the student and his/her parent or legal guardian the student's results on each statewide assessment test. The progress of students toward achieving state and district requirements for proficiency in reading, writing, science and mathematics shall be reported through the report card to each student and their parents or guardian each nine weeks. For students in grades 1-12, writing composition, spelling and grammar are a part of the Language Arts or English grade. A reading grade must be reported for each student in grades K-5. In grades 6-8, a reading grade must be reported for students enrolled in middle grades intensive reading and for all other students, reading may be reported as part of the Language Arts grade. Students in grades 9-12 enrolled in Intensive Reading will receive a reading grade. All students in grade 9 will receive a reading grade. In grades 10-12, reading is a part of the English grade.

A. Individual Student Achievement

Student achievement of state and district standards, including the Sunshine State Standards, will be communicated to parents in one or more of the following ways.

- Conferences
- Skills Checklist
- Report Card
- Individual Student Profiles from the State Assessment Tests
- Student's achievement test
- Interim reports during the grading period

B. Report Cards

1. The report card must clearly depict academic and grade level performance. It will reflect student achievement as below grade level, grade level, or above grade level. A report of the student's conduct and behavior, and attendance, including absences and tardiness will be included.

The student's final report card for the school year shall contain a statement indicating end-of-year status regarding performance or nonperformance at grade level, conduct/citizenship, attendance, and promotion or non-promotion.

2. The criteria used for marking on-grade level performance on the final report card shall be as follows:
 - a. Grade K-Final grades on the report card will determine if a student has shown mastery of required standards.
 - b. Grade 1
 - (1). Reading—score above the 50th percentile in total reading on the Stanford Achievement Test and Final grade of “60” or better.
 - (2). Math – Score above the 50th percentile in total math on the Stanford Achievement Test and Final grade of “60” or better.
 - (3). Science – Final grade of “60” or better
 - (4). Language Arts – Final grade of 60 or higher and a score above the 35th percentile on Stanford Achievement Test

- c. Grade 2
 - (1). Reading – Score above the 50th percentile in total math on the Stanford Achievement Test and Final grade of “60” or better.
 - (2). Math – Score above the 50th percentile in total math on the Stanford Achievement test and Final grade of “60” or better.
 - (3). Science – Final grade of “60” or better
 - Language Arts – Score of 4.0 or better on the April Writes-Upon-Request
- d. Grades 3-8
 - (1). Reading - Score above Level 2 on FCAT Reading SSS and final grade of “60” or better.
 - (2). Math – Score above Level 2 on FCAT Math SSS and final grade of “60” or better.
 - (3). Science - Final grade of “60” or better
 - (4). Language Arts – Score of 4.0 or better on FCAT Writing/April Writes-Upon-Request
- e. Grades 9-10
 - (1). English/Reading – Score above level 2 on FCAT Reading SSS and final grade of “60” or better
 - (2). Math -Score above Level 2 on FCAT Math SSS and final grade of “60” or better
 - (3). Science – Final grade of “60” or better
 - (4). English/Writing – Score of 4.0 or better on FCAT Writing/April Writes-Upon-Request
- f. Grades 11-12
 - (1). English/Reading – Final grade of “60” or better in English and has passed FCAT Reading SSS
 - (2). Math– Final grade of “60” or better in math and has passed FCAT Math SSS
 - (3). Science – Final grade of “60” or better

C. Identification, Notification, and Assistance to Students with Cumulative Grade Point Average less than Required for Graduation.

1. Each school center containing grades 9 - 12 shall identify students who are earning grade point averages less than required for graduation. Parents or guardians of students who have cumulative grade point averages less than 0.5 above the required graduation level shall be notified that the student is at risk of not meeting the graduation requirements (FS 1003.43). The students' names shall be maintained on a list and kept in the Guidance Counselor’s office
2. Each school center will identify the assistance available and notify parents for each student whose name appears on the above list.

D. Letters to Parents Regarding Grades

1. Teachers will notify parents in writing by the end of the fourth week of each grading period when it is apparent that the student may fail or he/she is performing unsatisfactorily.
2. Parents of students in grades K-12 will be notified in writing by the end of the first semester (or the middle of the semester for semester courses) if the student at that time is having difficulty and may fail the course or the grade.
3. Parents of students in grades 9 - 12 will be notified if the student has a cumulative grade point average less than 0.5 above the required graduation level and is at risk of not meeting graduation

- requirements. The notification will also include notification of available remedial assistance to help the student achieve the necessary GPA. (FS 1003.43)
4. Parents of students in grades K-8 will be notified in writing at the end of the school year if, on recommendation of the staffing committee the student is recommended for retention or required to attend summer school, if available, as a condition for promotion or for remediation.
- E. At the end of each semester, the parent or legal guardian of each student in grades 9-12 who has a cumulative average of less than 0.5 above the cumulative GPA required for graduation must be notified that the student is at risk of not meeting the requirements for graduation. The notice must contain an explanation of the programs the district has in place to assist the student in meeting the GPA requirement. The notice must be in a language that is understandable to all parents in the district.
- F. Any parent whose child has a teacher who is teaching out-of-field shall be notified in writing.

VI. Class Records and Grade Books

The grade book is the teacher's official record of each student's work and class attendance. Grade books should be kept up-to-date, coincide with computer attendance and grades, and be available upon request from the principal. Class attendance will be marked using the appropriate symbols for absences or tardies. Grade books are turned into the office at the end of the year with the teacher's name and the year clearly marked on the cover.

VII. Grade Point Average for Extra-Curricular Activities Participation

A. Middle School (grades 6-8)

Students entering the sixth grade for the first time must be regularly promoted from the fifth grade to be eligible for the fall semester. To be eligible during the spring semester and each semester thereafter; all middle school students must maintain a grade point average of 2.0 or higher for courses taken the previous semester.

B. High School (grades 9-12)

Students who enter the ninth grade for the first time must be regularly promoted from the eighth grade to be eligible for the fall semester of the ninth grade. To be eligible during the spring semester of the ninth grade, a student must have maintained a cumulative grade point average of 2.0 or higher during the fall semester OR have signed an academic agreement with his/her school at the beginning of the spring semester with the goal of achieving a 2.0 cumulative grade point average by the end of the year. The agreement will state the student's commitment to conscientiously engage in remedial activities as prescribed by the school's administration for the semester. Students entering the tenth grade for the first time and for each semester thereafter must have maintained a cumulative grade point average of 2.0 or higher the previous semester to be eligible.

Cumulative grade point average means the grade point average for all semesters in high school, not just for work completed the previous semester. Therefore, it will be possible in future years for a student to earn a 3.0 grade point average for a semester's work, but remain ineligible for the following semester because his/her cumulative grade point average remains below 2.0.

VIII. Informing Parents About the Student Progression Plan:

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

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

- Parent-teacher programs,
- A special "parent night" meeting,
- Memorandum/newsletter to parents,
- School and district advisory meetings,
- News media release,
- School/district newsletter,
- Parent-teacher conferences,
- Student Handbooks,
- District web-page.

IX. District Reporting

The district will publish in a local newspaper and submit to the State Board of Education by September 1 of each year:

- Policies/procedures on retention/promotion,
- Number/percent students in 3-10 at Levels 1 and 2 on FCAT reading by grade,
- Number/percent retained 3-10 by grade,
- Number promoted for good cause by each category of good cause,
- Revisions to policy on retention/promotion from prior year.

Appendix A

FCAT Reading Achievement Levels					
Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	100 – 258	259 - 283	284 – 331	332 - 393	394 - 500
4	100 – 274	275 - 298	299 – 338	339 - 385	386 - 500
5	100 – 255	256 - 285	286 – 330	331 - 383	384 - 500
6	100 – 264	265 - 295	296 – 338	339 - 386	387 - 500
7	100 – 266	267 - 299	300 – 343	344 - 388	389 - 500
8	100 – 270	271 - 309	310 – 349	350 - 393	394 - 500
9	100 – 284	285 - 321	322 – 353	354 - 381	382 - 500
10	100 – 286	287 - 326	327 – 354	355 - 371	372 - 500

FCAT Mathematics Achievement Levels					
Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	100 - 252	253 - 293	294 – 345	346 - 397	398 - 500
4	100 - 259	260 - 297	298 – 346	347 - 393	394 - 500
5	100 - 287	288 - 325	326 – 354	355 - 394	395 - 500
6	100 - 282	283 - 314	315 – 353	354 - 390	391 - 500
7	100 - 274	275 - 305	306 – 343	344 - 378	379 - 500
8	100 - 279	280 - 309	310 – 346	347 - 370	371 - 500
9	100 - 260	261 - 295	296 – 331	332 - 366	367 - 500
10	100 - 286	287 - 314	315 – 339	340 - 374	375 - 500

FCAT Science Achievement Levels

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
5	100 - 272	273 - 322	323 - 376	377 - 416	417 - 500
8	100 - 269	270 - 324	325 - 386	387 - 431	432 - 500
11	100 - 278	279 - 323	324 - 379	380 - 424	425 - 500

The Spring 2006 Florida Comprehensive Assessment Test® (FCAT) administration marks the first time FCAT SSS Science scores are reported by Achievement Levels. FCAT SSS Science Achievement Levels were approved by the State Board of Education on March 21, 2006.

FCAT Achievement Levels

The Florida Comprehensive Assessment Test (FCAT) measures student performance on selected benchmarks in reading and mathematics that are defined by the Sunshine State Standards. The Standards articulate challenging content that Florida Students are expected to know and be able to do. The Standards were developed in seven content areas and were adopted by the State Board of Education in May 1996. All public schools are expected to teach students the content found in the Sunshine State Standards.

Students' proficiency in reading and mathematics in grades 4, 5, 8, and 10 is measured with the Florida Comprehensive Assessment Test. The results of the tests will be reported in terms of the following five achievement levels.

Level 5: Performance at this level indicates that the student has success with the most challenging content of the Sunshine State Standards. A Level 5 student answers most of the test questions correctly, including the most challenging questions.

Level 4: Performance at this level indicates that the student has success with the challenging content of the Sunshine State Standards. A Level 4 student answers most of the questions correctly but may have only some success with the questions that reflect the most challenging content.

Level 3: Performance at this level indicates that the student has partial success with the challenging content of the Sunshine State Standards but performance is inconsistent. A Level 3 student answers many of the questions correctly but is generally less successful with questions that are most challenging.

Level 2: Performance at this level indicates that the student has limited success with the challenging content of the Sunshine State Standards.

Level 1: Performance at this level indicates that the student has little success with the challenging content of the Sunshine State Standards.

CC-64-PPSF
5-10-2000
Exp. 6-30-10

Appendix B
HOLMES COUNTY SCHOOL BOARD
PUPIL PROGRESSION STAFFING FORM FOR K8

School: _____

Date: _____

Student: _____

Grade: _____

A review of school records including standardized tests and daily work for _____ has been reviewed to determine appropriate placement for the _____ school year. In addition, the criteria for promotion as outlined in the Pupil Progression Plan has been reviewed.

The committee is in agreement that the following placement is in the best interest of the student and that all other alternatives have been exhausted and would be ineffective at this time.

Placement

Retained in grade _____
Placed for Good Cause in grade _____

Reasons for placement: _____

Summer School _____
Other _____

Staffing Committee:

Principal/Designee _____ Date

Guidance Counselor _____ Date

Teacher(s) _____ Date

Parent/Guardian _____ Date

- Parent came to meeting Contacted parent by phone
 Mailed copy to parent

(If parent is unable to attend the meeting, contact by phone may be made with documentation. Copy should be mailed if parent does not attend the meeting.)

Distribution: White - Cumulative folder, Yellow - Parent/Guardian

Appendix C

HOLMES COUNTY

FOREIGN EXCHANGE VISITOR PROGRAM REQUIREMENTS AND PROCEDURES

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

Foreign exchange visitor programs improve America's knowledge of a foreign culture by allowing county students and their communities to experience international understanding on a personal basis. Further, these programs improve the foreign student's knowledge of American culture and language skills through active participation in family, school, and community life.

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 Holmes County high school at the discretion of the Holmes County School Board.

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. It should not be necessary to issue an I-20 to foreign exchange students. The USIA "Regulations governing Designated Foreign-Exchange Visitor Programs" is the Federal guidelines under which all foreign exchange student-sponsoring organizations must operate.

ELIGIBILITY REQUIREMENTS

Sponsors: Applications may be made by CSIET – approved organizations desiring to sponsor foreign students in Holmes County Schools. Any organization sponsoring a student must supply the name, address, and telephone number of a local representative who is a resident of Holmes County and can be contacted at any time in case of emergency or other problem.

Students: Students must meet the following eligibility requirements prior to acceptance:

Agree to be in attendance for one school year.

Be at least 15 but not more than 18 ½ years of age on the date of enrollment in the program or who have not completed more than 11 years of primary and secondary education (exclusive of kindergarten)

Effective as of 2001-2002 school year, must have sufficient knowledge of the English language to participate in high school classes as evidenced by a pre-entry score of 45 on the Test of Spoken English (TSE) and a pre-entry score of 520 (paper-based total) or 157 (computer-based total) on the Test of English as a Foreign Language (TOFEL).

Have appropriate medical insurance coverage with a hold harmless clause for the Holmes County School Board and Public School System.

Be accepted by a suitable host family; any agency that places a student with a host family that is unsuitable will be prohibited from placing students in Holmes County.

Obtain written approval of the principal.

Must provide an official transcript in English from the school, which the student is transferring from with subjects, description of subjects, grades, and credits earned.

An official copy of these scores must be presented to the school prior to acceptance.

PROCEDURES

The total number of exchange students placed will be at the discretion of the Superintendent. This would include all organizations sponsoring exchange students. Student assignment for each organization would be on first come, first serves basis.

Transcripts are to be evaluated by the Exchange Program home office for each student prior to enrolling and recommended grade placement based on Holmes County credit requirements.

Exchange students who have finished high school in their home county will not be placed in high school. They would be better served at the college level.

Exchange students would be informed by the Exchange Program home office of recommended grade/school placement before coming to Holmes County.

Students meeting academic requirements for graduation would graduate with a high school diploma.