

## I. INTRODUCTION

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

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

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

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

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

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

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

## II. RESPONSIBILITIES

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

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

F. Beginning with the 1996-97 school year, standards shall be implemented in accordance with Florida's new Sunshine State Standards.

### III. ASSESSMENT

- A. Each student must participate in the statewide assessment tests required by s.1008.25 (4)(a). Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance as determined by the commissioner on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.
- B. All tenth graders will take the PLAN for career planning preparation.
- C. Beginning with the 2008-09 school year, it is required that a college readiness assessment be administered to all high school students prior to grade 12 with defined FCAT scores and who indicate an interest in postsecondary education.

### REMEDIATION

The school in which the student is enrolled must develop and implement a progress monitoring plan for all students at least three times a year, in consultation with the student's parent. A student who is not meeting the school, district or state requirement for proficiency in reading and math shall receive instructional and support services-to meet the desired levels of performance. District school boards shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance. F.S. 1011.62 requires students entering 6<sup>th</sup> grade in 2006-07 and 9<sup>th</sup> grade 2007-08 and score at Level 1 on FCAT Reading to be

enrolled in and complete an intensive reading course the following year, and provides that placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Reading course shall be designed

and offered pursuant to the comprehensive reading plan required by s. 1011.62(8). Requires students who score at Level 1 or Level 2 in FCAT Mathematics to receive remediation the following year.

## 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 district school board policies facilitate such proficiency; and that each student and his or her parent informed of that student's academic progress. Each district school board shall establish a comprehensive program for student progression which must include:

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

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

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

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

- Students who score at achievement Level I on FCAT SSS tests will be required to receive remediation or be retained, as determined by the district student progression plan.

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

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

Students enrolling in Grade 9 in the fall of 1999 and thereafter must earn a passing score on the grade 10 FCAT in reading and mathematics in order to meet graduation requirements. The passing score on the 10<sup>th</sup> grade FCAT as designated by the State Board of Education for students enrolled in Grade 9 in 1999 is 287 for Reading and 295 for Mathematics. The passing score for ninth graders enrolled after 1999 is 300 for both Reading and Mathematics.

#### IV. REMEDIAL INSTRUCTION

##### A. Grades 9 - 12

###### Identification Procedures

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

##### B. Grades 1 - 12

###### Strategies for Remedial Instruction

The list of strategies (summer school, extended day services, parent tutorial programs, contracted academic services, exceptional education services, and suspension of

curriculum) has been deleted from the statute. This is intended to provide more local flexibility but does not prohibit the use of any of the named strategies. Proviso language in the General Appropriations Act relating to the Supplemental Academic Instruction categorical fund requires that:

Schools shall determine the supplemental strategies that are most appropriate for each student. Strategies may include, but are not limited to: modified curriculum, reading instruction, after school instruction, tutoring, mentoring, class size reduction, extended school year, and intensive skills development in summer school.

Students who are identified for remediation through scores on state tests no longer are required to retake and pass the state test in order to exit remediation. All students in grades 3-10 will take state assessment tests annually. Districts are responsible for determining when a student's deficiencies have been remediated.

Remedial instruction that occurs in high school may not be in lieu of required English and mathematics credits and earns only elective credit.

### C. Reading Deficiency and Parental Notification

(a) It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading deficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied. (b) Beginning with the 2002-2003 school year, if the student's reading deficiency, as identified in paragraph (a), is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained. (c) Beginning with the 2002-2003 school year, the parent of any student who exhibits a substantial deficiency in reading, as described in paragraph (a), must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed supplemental instructional services (AIP) and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause (See IV D).
5. Strategies for parents to use in helping their child succeed in reading proficiency
6. FCAT is not the sole determiner of promotion and that the additional evaluations, portfolio reviews, and assessments are available to know when a child is reading at or above grade level and ready for promotion.

In essence, mandatory retention for reading deficiency is not applicable until after a student has completed grade 3. However, a student not meeting levels of performance for student progression at any grade in any subject may be retained in accordance with school district policy.

#### D. Good Cause - Grade 3

- (a) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
- (b) The district school board may only exempt students from mandatory retention, as provided in paragraph IV C(b), for good cause. Good cause exemption shall be limited to the following:
  1. Limited English proficient students who have had less than 2 years of instruction in English for Speakers of Other Languages program.
  2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
  3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
  4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2

performance on the FCAT.

5. Students with disabilities who participate in the FCAT and who have an individual education plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading, as required by III Remediation, for more than 2 years but still demonstrates a deficiency in reading And was previously retained in kindergarten, grade 1, or grade 2.
6. Students who have received the intensive remediation in reading as required by III Remediation for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, or grade 2 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers. Request for good cause exemptions for students from the mandatory retention requirement as described in D3 and 4 shall be made consistent with the following:
  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 progress monitoring plan, individual educational plan, if applicable, report card, or student portfolio.
  2. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

E. Successful Progression for Retained Readers

Students retained grade 3 under the provisions of s. 1008.25(5)(b), F.S. must be provided intensive interventions

in reading to ameliorate the student's specific reading deficiency, as identified by valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the school district's summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade. Beginning with the 2004-2005 school year, each school district shall:

- conduct a review of student progress monitoring results for all students who did not score above a level 1 on the reading portion of the FCAT and did not meet the criteria for one of the good cause exemptions outlined in s. 1008.25(6)(b). The review shall address additional supports and services needed to remediate the identified areas of reading deficiency. The school district shall require a student portfolio to be completed on each student. (*Explanatory Note:* This portfolio must contain evidence of mastery of benchmarks, other information to inform parents, as well as results of diagnostics and progress monitoring. Every retained third grade student who may qualify for a promotion for good cause must have the opportunity to have a portfolio. If a portfolio already exists for a student, it can continue to be used.)
- provide students who are retained in grade 3 due to reading deficiency as evidenced by not scoring level 2 on the reading portion of the grade 3 FCAT, (s. 1008.25(5)(b), F.S.), with intensive instructional services and supports to remediate the identified area of reading deficiency , including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district, which may
- include but are not limited to
  - ▶ small group instruction
  - ▶ reduced teacher-student ratio
  - ▶ more frequent progress monitoring
  - ▶ tutoring or mentoring
  - ▶ transition classes containing 3<sup>rd</sup> and 4<sup>th</sup> grade students
  - ▶ extended school day, week, or year
  - ▶ summer reading camps.
- provide written notification to the parent of any student who is retained in grade 3 due to a reading deficiency as evidenced by not scoring level 2 on the reading portion of

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

- Mid-Year Promotion of Retained Third Graders

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

(1) To be eligible for mid-year promotion, a student must demonstrate that he or she:

- (a) is a successful and independent reader as demonstrated by reading at or above grade level;
- (b) has progressed sufficiently to master appropriate fourth grade reading skills; and
- (c) has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.

(2) Standards that provide a reasonable expectation that the student has met the requirements of subparagraphs (1)(a)-(b) of this rule include the mastery of reading skills, consistent with the month of promotion to fourth grade, as presented in the scope and sequence of the school district's core reading program. Evidence of demonstrated mastery is as follows:

- (a) successful completion of portfolio elements that meet state criteria in subsection (3) of this rule; or

(b) satisfactory performance on a locally-elected standardized assessment is specified in subsection (4) of this rule.

(3) To promote a student mid-year using a student portfolio, as provided for in subparagraph (2)(a) of this rule, there must be evidence of the student's mastery of third grade Sunshine State Standard Benchmarks of Language Arts and beginning mastery of the Benchmarks for fourth grade as specified in subsection (2) of this rule. The student portfolio must meet the following requirements:

(a) be selected by the student's teacher

(b) be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;

(c) include evidence of mastery of the benchmarks assessed by the grade 3 Reading FCAT, as required by Rule 6A-1.094221, FAC,;

(d) include evidence of beginning mastery of fourth grade benchmarks as specified in subsection (2) of this rule that are assessed by the grade 4 Reading FCAT. This includes multiple choice, short response, and extended response items and passages that are approximately 50% literary text and 50% information text, and that are between 100-900 words with an average of 375 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the Sunshine State Standards. For each benchmark, there must be two examples of mastery as demonstrated by a grade of "C" or better; and

(e) be signed by the teacher and principal as an accurate assessment of the required reading skills.

(4) To promote a student mid-year using a locally-selected standardized assessment, as provided for in subparagraph (2)(b) of this rule, there must be evidence that the student scored at or above grade level in reading comprehension, as determined by standard scores or percentiles, consistent with the month of promotion to fourth grade.

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

- Students who are retained under s. 1008.25(5)(b), F.S., must have a high performing teacher as determined by student performance data and above-satisfactory performance appraisals.
- Schools must provide parents of students to be retained with at least one of the following instructional options in addition to required reading enhancement and acceleration strategies:
  - supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school
  - a “Read at Home” plan as outlined in a parental contract , including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading
  - a mentor or tutor with specialized reading training.  
(*Explanatory Note:* The student should also demonstrate his readiness for performing the work of the next grade in other core subjects before receiving mid-year promotion. The mentor/tutor option does not require that districts must pay private tutors. Volunteers or school staff may be used.)

#### F. K-3 READ Initiative

Each elementary school shall establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4 and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative must

- be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools (The assessment must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension.)
- be provided during regular school hours in addition to the regular reading instruction

- provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications:
  - ▶ assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level
  - ▶ provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension
  - ▶ provides scientifically based and reliable assessment
  - ▶ provides initial and ongoing analysis of each student's reading progress
  - ▶ is implemented during regular school hours
  - ▶ Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.  
(*Explanatory Note:* The comprehensive core reading programs on the state adopted list satisfy this requirement).

#### G. Intensive Acceleration Class for Retained Third Graders

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

Applicable schools are those retained grade 3 students who subsequently score at level 1 on FCAT reading. Through this class, a retained third grader could be promoted from third grade to fifth grade.) The intensive acceleration class must:

- ▶ be provided to any student in grade 3 who scores at level
- ▶ 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year because of scoring at level 1 on the reading portion of the FCAT
- ▶ have a reduced teacher-student ratio
- ▶ provide 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 areas
- ▶ use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year

- ▶ provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist (*Explanatory Note:* This provision does not mandate the use of a speech and language pathologist but rather allows the speech and language pathologist to be involved in designing the intensive accelerated class and, through multi-stream funding, perhaps work with certain students whose diagnosed reading deficiency might best be addressed by a speech and language pathologist.)
- ▶ include weekly progress monitoring measures to ensure progress is being made
- ▶ report to the Department of Education, in the manner described by the department, the progress of students in the class at the end of first semester
- ▶ report to State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level. (*Explanatory Note:* The DOE plan is for this report to be web-based and data driven. Information will be provided to districts before September 2004).
- ▶ provide a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency. (*Explanatory Note:* The primary factor is what is being provided to help the student catch up, not where it is being provided.)

H. Middle School(Section 1003.4156 F.S.)

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

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

completed in 7<sup>th</sup> or 8<sup>th</sup> grade. Course may be taught by any member of instructional staff; must include career exploration using CHOICES for 21<sup>st</sup> Century or comparable program; must include educational planning using FACTS.org; and must result in personalized academic and career plan signed by student, guidance counselor and parent. By January 1, 2007, DOE must develop course frameworks and professional development materials for course to be implemented as stand-alone course or integrated into another course or courses.

Annual Review: 100% of 9<sup>th</sup> graders in 2009-2010 will have an ePEP which they must review yearly to track their progress and modify as required.

Each school must hold parent meeting to inform parents about course curriculum.

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

Requires Level 1 students in reading to take reading course following year. Level 2 placement depends on needs. Level 1 or Level 2 student in math, student must receive remediation following year, which may be integrated into required mathematics course.

#### I. Special Needs Students

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

##### 1. The Policy on Accountability for Students with Disabilities in State and District Assessment Programs.

All students will participate in state assessment for accountability purposes. The decision to include or exclude a student with disabilities in FCAT or Alternate Assessment shall be made by the Individual Educational Plan (IEP) team based on the following guidelines for FCAT exemption of selected students:

1. Is the student unable to master the grade-level Sunshine State Standards, even with appropriate and allowable course accommodations?
  2. Is the student's demonstrated cognitive ability the primary reason for the inability to master grade-level standards?
  3. Is the student participating in a modified or functional curriculum based on competencies in the Sunshine State Standards for Special Diploma for all academic areas?
  4. Does the student require extensive direct instruction in functional academics and vocational competencies as well as domestic, community living and leisure activities?
  5. Does the student have deficits in adaptive behavior, as demonstrated by the inability to function effectively and independently in everyday living skills (interpersonal and social interactions) across a variety of settings?
2. For students of high school age an additional criterion must also be met:

The student is unable to complete the regular diploma program even with allowable course modifications and adaptations.

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

## V. ADMISSION AND PLACEMENT

## A. Admission to Kindergarten

Any child who will attain the age of five years on or before September 1 of the entering school year shall be eligible for admission to kindergarten in accordance with criteria

established by the State Board of Education. Any five year old who has not been in kindergarten previously during the school year may not enter after January 1.

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

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

## B. Admission to First Grade

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

## C. Exceptional Student Programs

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

#### D. Transfer Students

##### 1. Transfer of Students from Other States or Private Schools:

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

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

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

- ▶ Participation in an accelerated high school equivalency diploma preparation program during the summer.
- ▶ Upon receipt of a certificate of completion, be allowed to take the College Placement Test and be admitted to remedial or credit courses at a state community college, as appropriate ( Explanatory

Note: The certificate of completion they may receive is a different type of certificate of completion. It must be reported by districts in Survey 5 using Withdrawal Reason W8 (Any student who met all of the requirements to receive

a standard diploma except passing the graduation test and received a certificate of completion and is eligible to take the College Placement Test and be admitted to remedial or credit courses at a state community college, as appropriate. In addition, to assist community colleges in identifying these students during the admissions process, the certificate itself must bear the designation of "CPT eligible".)

- ▶ Participation in an adult general education program as provided in s. 1004.93, F.S. for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary or 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.
- ▶ Students who have been enrolled in an ESOL program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the FCAT or alternate assessment and receive a standard high school diploma upon passage of the grade 10 FCAT or alternate assessment.

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

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

A dependent child of a member of the United States Armed Forces who enters a public school at the grade 12 level from out-of-state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a

passing score on the grade 10 FCAT shall satisfy the assessment requirement for a standard high school diploma as provided in s. 1003.43(5)(a) (General requirements for high school graduation).

## 2. State Uniform Transfer of High School Credits

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

(1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving schools accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.

(2) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.

(3) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

(a) Portfolio evaluation by the superintendent or designee;

(b) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;

(c) Demonstrated performance in courses taken through

dual enrollment or at other public or private accredited schools;

(d) Demonstrated proficiencies on nationally-normed standardized subject area assessments;

(e) Demonstrated proficiencies on the FCAT; or

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

### 3. Transfer of Students Between Schools:

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

#### E. Accelerated Placement

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

#### F. Early College Admission

To provide for a program of early admission to college, a

student may be excused from attendance his/her senior year provided the following conditions are met:

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

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

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

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

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

#### G. Dual Enrollment

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

Typically, six semester credit hours earned through dual enrollment will equal one high school credit (3 semester hours equals one half credit). However, some three and four credit courses in math, science, and foreign language will

receive a full high school credit. The complete list of dual enrollment courses and their high school equivalencies is available in the Counseling for Future Education Handbook and online at [www.facts.org](http://www.facts.org).

#### H. Home School

Home education students may participate in dual enrollment, career and technical dual enrollment and early admission.

### VI. PROMOTION OF STUDENTS

Every effort will be made to assure that each student develops sufficient skills, behaviors and attitudes to warrant promotion; however, if such is not the case, retention or special assignment will take place to provide an appropriate foundation for future school success.

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

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

##### 1. Criteria - Kindergarten

- a. To be eligible for promotion from kindergarten, a student must have mastered the state and district kindergarten standards in reading, writing and math. Students who do not meet the criteria for promotion may be placed in an alternative transitional class before going to first grade.

##### 2. Criteria - First through Fourth

- a. Satisfactory performance in the classroom as measured by passing reading, writing, science and mathematics subjects at grade level.
- b. Mastery of the identified state and district standards at grade level as identified by the Sunshine State Standards/Grade Level Expectations
- c. See Section III

### 3. Administrative Review of Certain Students

#### a. Definitions

- (1) Exceptional students are those who are placed in the following identified exceptional programs: EMH, TMH, SLD, EH, PMH, Deaf, Vision, and Homebound.
- (2) Low ability students are those who demonstrate intellectual functioning in the low borderline range (scores 75-85) as measured by individually administered intellectual and achievement test.
- (3) Excessively absent students are those who have missed twenty-six or more days of schools.

#### b. Procedures/Criteria for Administrative Review

- (1) An administrative review committee may consist of the homeroom teacher, special area teacher(s), principal, and guidance counselor. The parents and students will be involved as appropriate. Any change of the placement of an exceptional student will also involve the Exceptional Staffing Committee as outlined in placement procedures.
- (2) Students classified in either of the three categories listed above will be subject to the following considerations:
  - (a) Demonstration of satisfactory achievement in relation to expectancy on the following measures:
    1. Classroom performance
    2. Performance standards established at each grade level
    3. District and State Assessments
  - (b) Demonstration of achievement of academic, behavioral, social and/or emotional goals and objectives as established on the Individual Educational Program.
- (3) Students who do not meet all the above criteria and who have been excessively absent will be subject

to review. The committee will review documented evidence related to the following factors:

- a. The achievement in relation to student ability
- b. The number of previous retentions
- c. The degree of expectancy of students to profit from retention
- d. The student's attendance and reasons for absence, if excessive

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

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

B. Promotion within the Middle School  
(Roulhac Middle School, Grades 5-8)  
(Vernon Middle School, Grades 5-8)

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

1. Grade 5 for Vernon Middle School and Roulhac Middle School

Pass five of the six subjects taken (reading, language arts, math, science, social studies, physical education, band, and any exploratory courses). Accomplishment of the Sunshine State Standards will be indicated in the passing/failing of reading, language arts, math, science, social studies, health, music, and physical education.

2. General Requirements for Grades 6, 7 and 8 (F.S. 1003.4156)

a. Beginning with students entering grade 6 in the 2006-2007 school year and hereafter, promotion from a school composed of middle grades 6, 7, and 8 requires that:

1. The student must successfully complete academic courses as follows:

- (a) Three (3) middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text.
- (b) Three (3) middle school or higher courses in mathematics. Each middle school must offer at least one high-school mathematics course for which students may earn high school credit.
- (c) Three (3) middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education.
- (d) Three (3) middle school or higher courses in science.
- (e) One (1) course in career and education planning to be completed in the 7<sup>th</sup> or 8<sup>th</sup> grade. The course may be taught by any member of the instructional staff; must include career exploration using CHOICES for the 21<sup>st</sup> Century or a comparable cost-effective program; must include educational planning using the online advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan. This requirement will apply to all 2008-2009 8<sup>th</sup> grade students. Florida Statute 1003.413 now requires an annual review of each high school student's electronic personal education plan. All high school students' ePEP's must be revisited at least once a year to assess their progress and update the plan as required.  
Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities. Each student shall have an electronic personal education plan that must be signed by the student, and student's instructor or guidance counselor, and the student's parent.

2. For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and pass an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Reading courses shall be designed and offered pursuant to the comprehensive

reading plan required by 1011.62(8) F.S.

3. For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be

integrated into the student's required mathematics course.

- 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).

### 3. Placement Promotion and Remediation in Grades 6 - 8

A. A student who is promoted to the sixth grade must have met all requirements set forth in the K-5 section of this plan for promotion to sixth grade.

B. To be promoted in grades 6-8, a student must pass five subjects. For incoming 6<sup>th</sup> graders in the 2006-2007 school year, students must complete all four academic subjects, English, Mathematics, Science and Social Studies, each year before being promoted to the 9<sup>th</sup> grade (F.S. 1003.42).

C. Students who fail to achieve these requirements will be retained in the respective grade. In addition, the student must pass intensive reading and/or intensive mathematics, if required.

### 3. Students may be eligible for promotion upon:

- a. Mastery of Sunshine State Standards as documented by:

(1) Tests (FCAT, Florida Writes, District and/or teacher-made), samples of student work, and teacher observation

(2) Certified remediation on and attainment of standards

b. Achievement of specific district-established levels of performance in reading, writing, and mathematics for each grade level, including levels of performance on statewide assessments at grade eight.

c. Pertinent factors to be considered:

(1) The achievement in relations to student ability

(2) The number of previous retentions

(3) The degree of expectancy of students to profit from retention

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

#### C. Promotion Within the High School (9-12)

1. Credit Defined - A credit for high school graduation is defined as a minimum of 135 hours of instruction (a minimum of 120 hours for block schedule) in a designated course which contains student performance standards, or the equivalent of six semester hours of college credit (  $\frac{1}{2}$  credit is defined as  $\frac{1}{2}$  of these requirements). A student enrolled in a full-time year course will receive one-half credit if the student successfully completes either the first or second half of the course but fails the other half and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course will receive full credit if the student successfully completes either the first or second half of the course but fails to successfully complete the other half and the averaging of the grades in each half results in a passing grade.

2. Students in grades nine through eleven on the - 26 credit graduation option must meet the following criteria prior to promotion:

- a. Beginning 2009-2010 freshmen must obtain at least six (6) credits prior to classification as sophomores.
  - b. Beginning 2009-2010 sophomores must have earned twelve (12) credits to include one credit in math, one credit in language arts and at least one credit in science prior to classification as juniors.
  - c. Juniors must have earned nineteen (19) credits before they will be classified as seniors.
3. Students on the 18 credit graduation option must meet the following criteria prior to promotion:
- a. Freshman must obtain at least five (5) credits prior to classification as sophomores.
  - b. Sophomores must have earned eleven (11) before they will be classified as juniors.

#### D. Promotion of Exceptional Students

##### 1. Regular Diploma Student Progression for ESE Students

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

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

1. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
2. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.

3. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a level 2 performance on the FCAT.
4. Students with disabilities who participate in the FCAT and who have an individual education plan or a Section 504 plan that reflects that the student has received the intensive recommendation in reading, as required by III Remediation, for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1 or grade 2.

2. Promotion of ESE Students Who Participate in Alternate Assessment

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

Decisions for promotion shall consider the following factors:

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

E. Instruction in Health Education and Alcohol Substance Abuse Prevention will be provided for the minimum number of hours as specified below by grade level:

K-8.....25 Hours  
 9-12.....10 Hours

- F. The District's Elementary and Science Curriculum will provide instruction in recycling waste materials in accordance with Section 403.751, F.S.
- G. State Board of Education Adopted Student Performance Standards of Excellence in Math, Science, Social Studies, and Writing are also adopted by the district and shall be included in the instructional program.
- H. Instruction of the sacrifices that veterans have made in serving our country must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practical.
- I. Celebrate Freedom Week (233.0659, F.S.) will be the last full week of classes in September. This requires at least 3 hours of appropriate instruction, as determined by the school district, in each social studies class on the intent, meaning, and importance of the Declaration of Independence. On each school day during this week, public school principals and teachers are required to conduct an oral recitation by students of the following excerpt of the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed." The bill provides that, upon written request by a student's parent, the student must be excused from participating in the recitation of the Declaration of Independence.
- J. Character Education (Section 1003.42(2)(q) School Code) Amends the currently required instruction in character education to be offered in kindergarten through grade 12 beginning in the 2004-2005 school year.
- K. Physical Education

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

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

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

Beginning in 2009-2010 at Roulhac Middle School and Vernon Middle School the physical education requirement shall be waived for a student who meets one of the following criteria:

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

ChIPLEY High School and Vernon High School will offer a minimum of one credit in personal fitness that is required for graduation.

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

## VII. SUMMER SCHOOL GUIDELINES

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

### A. Elementary School

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

### B. Middle School (Grades 7 & 8)

1. When a 7th or 8th grade student fails to meet the criteria for promotion he/she may be placed in summer school

upon recommendation by an administrative review committee. The administrative review committee will review the degree to which a student failed the course, attendance, met standards, and other pertinent data to determine if summer school or retaking the course would be more beneficial.

2. To take courses for credit.

### C. High School

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

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

## VIII. GRADUATION REQUIREMENTS

### A. Parent/Student Notification Section 1003.429(3)

The school board shall provide each student in grades 6 through 9 and their parents with information concerning the 3-year and 4-year high school graduation options listed in subsection (1), including the respective curriculum requirements for those options, so that the students and their parents may select the postsecondary education or career plan that best fits their needs. The information shall include a time frame for achieving each graduation option.

1. Earn passing scores on the FCAT  
Enrolled Grade 9 in 1999 (287 in Reading and 295 in Mathematics)  
Enrolled Grade 9 after 1999 (300 in Reading and Mathematics)

Enrolled Grade 9 in 2006-07, and thereafter, must meet the FCAT Writing+ graduation requirement.

## 2. Minimum GPA:

Students entering grade nine (9) before the 1996-97 school year must have a 1.5 GPA on all 24 credits required by state law for high school graduation. These students entering grade nine (9) before 1996-97 must, in addition to maintaining a minimum GPA of 1.5 for all courses required for graduation, either (1) maintain a GPA of 2.0 for all credits earned toward high school graduation requirements after July 1, 1997, or (2) if it is to the student's advantage, choose the option of a 2.0 overall GPA for all high school courses in the student's educational program, except those to which a forgiveness policy has been applied.

For students entering the 9th grade in the 1996-97 school year and thereafter, a cumulative GPA of 2.0 on a 4.0 scale or its equivalent in the courses required for graduation as specified in Subsection (1) of Section 1003.43, F.S., is necessary to graduate from high school. The definition for "cumulative grade point average in the courses required by Subsection (1) of Section 1003.43, F.S.," is the average grade point earned in the combined courses making up the credits used for high school graduation.

## 3. State Student Performance Standards

- a. Mastery of Student Performance Standards
- b. Passage of 10<sup>th</sup> grade FCAT for 9<sup>th</sup> graders enrolled 1999-2000

## 4. Four Year Standard Program (24 Credits) for students entering ninth grade prior to 2007-08 school year.

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

- a. English - 4 Credits (English courses must include major concentration in Composition and Literature.)
- b. Mathematics - 3 Credits

For students entering 9<sup>th</sup> grade in 1997-1998, and thereafter, successful completion of Algebra I or a series of courses equivalent to Algebra I (or higher level mathematics course for those who have already completed an Algebra I course that is not reflected in the high school transcript or have clearly mastered Algebra I content) Courses or series of courses deemed “equivalents” for meeting Algebra I graduation requirements are:

- Options: (1)Algebra I  
(2)Algebra I Honors  
(3)Algebra Ia and Algebra Ib  
(4)Applied Mathematics I and Applied Mathematics II  
(5)Integrated Math I and Integrated Math II  
(6)Pacesetter Mathematics I

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

c. Science - 3 Credits

Two of the science credits must include a laboratory component. Agriscience Foundations I (Course Code 8106810 will satisfy one science with a laboratory component.

For students entering their first year of high school during the 2008-2009 school year, and thereafter, a Science credit must be included during the 11<sup>th</sup> grade year.

d. American History - 1 Credit

Courses must include instruction in African/American History as required by Florida Statutes.

e. World History - 1 Credit

This course shall include a comparative study of the history, doctrines, and objectives of all major political systems in fulfillment of the requirements of Section 1003.43, F.S. (Not less than 30 hours of instruction in Americanism vs. Communism and instruction in History of the Holocaust [1933-1945]).

f. Economics - ½ Credit

This course shall include a comparative study of

history, doctrine, and objectives of all major economic systems.

g. American Government - ½ Credit

This course includes a study of the Constitution of the United States. For students entering the ninth grade in the 1997-98 school year and thereafter, the curriculum for American Government shall include the study of Florida government, including the Florida Constitution, the three branches of state government, and municipal and county government. One-half (½) credit in social studies and ½ elective credit may be awarded for completing of non-paid voluntary community or school service work.

h. Practical Arts Career and Technical Education or Exploratory Career and Technical Education - 1 Credit

Any career and technical education course as defined in s.1003.01 may be taken to satisfy the high school graduation requirement for one credit in practical arts or exploratory career and technical education provided in this subparagraph; 2. One credit in performing fine arts to be selected from music, dance, drama, painting, or sculpture. A course in any art form, in addition to painting or sculpture, that requires manual dexterity, or a course in speech and debate, may be taken to satisfy the high school graduation requirement for one credit in performing arts pursuant to this subparagraph; or 3. One-half credit each in practical arts career and technical education or exploratory career and technical education and performing fine arts, as defined in this paragraph. Such credit for practical arts career and technical education or exploratory career and technical education or for performing fine arts shall be made available in the 9<sup>th</sup> grade, and students shall be scheduled into a 9<sup>th</sup> grade course as a priority.

i. Life Management Skills - ½ Credit

This includes consumer education, positive emotional development, marriage and relationship skill-based education, nutrition, prevention of human immunodeficiency virus infection and acquired immune deficiency syndrome and other sexually transmissible diseases, benefits of sexual abstinence and consequences of teenage pregnancy, information and instruction on breast cancer detection and breast self-examination, cardiopulmonary resuscitation, drug education, and the

hazards of smoking.

Upon completion of the Army JROTC Leadership Education and Training courses I and II(1801300 and 1801310), students may substitute, on a curriculum equivalency basis, one JROTC credit for 0.5 credit of Health I-Life Management Skills (0800300) to satisfy the Life Management Skills requirement needed for graduation.

j. Physical Education - 1 Credit in Personal Fitness

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

k. Electives - 8 ½ Credits

District school boards may award a maximum of one-half credit in social studies and one-half elective credit for student completion of non paid voluntary community or school service work, that have been approved by the State Board of Education. Students choosing this option must complete a minimum of 75 hours of service in order to earn the one-half credit in either category of instruction. Credit may not be earned for service provided as a result of court action. District school boards that approve the award of credit for student volunteer service shall develop guidelines regarding the award of the credit, and school principals are responsible for approving specific volunteer activities. A course designated in the Course Code Directory as grade

9 through grade 12 that is taken below the 9<sup>th</sup> grade may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements as specified in a district school board's student progression plan. A student shall be granted credit toward meeting the requirements of this subsection for equivalent courses, as identified pursuant to s.1007.271(6), taken through dual enrollment. Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit.

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

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

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

- I. Vocational courses with grade level designation 30 may be taken by secondary or adult education students to satisfy high school graduation requirements. Students dually enrolled in postsecondary instruction shall use the number in the postsecondary State Course Numbering System. In order to provide courses of instruction which meet student needs, a student from a different grade level may be enrolled and generate FTE from the FEFP, provided the student meets the enrollment criteria specified in the appropriate Florida Statutes or State Board of Education Rules. Student qualifications for vocational certificate dual enrollment courses must include a 2.0 unweighted grade point average. Exceptions to the required grade point averages may be granted if the educational entities agree and the terms of the agreement are contained within the dual enrollment interinstitutional articulation agreement.
- m. Students enrolled in 8-12 high school programs in Washington County may be allowed to co-enroll in the Washington/Holmes Technical Center Adult Education Program when mutual consent is given from the home school principal and the vocational school principal, to be accompanied with written documentation and approval by the parent.

n. High school credits for graduation purposes can be earned by students in an approved distance learning environment. The student(s) must obtain the approval of the principal before registering for a course(s). If the textbook required for the course is currently used by the school, the school will provide that textbook at no charge. If the distance learning environment does not qualify for FTE funding, the student will be responsible for any and all expenses necessary to receive credit in that course. The district school board shall provide students with access to enroll in courses available through the Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during or after the normal school day, and through summer school enrollment. (Explanatory Note: A school district is not required to permit a student to take a Florida Virtual School course when that course is offered by the student's school during the regular school day.)

5. Three-year standard college preparatory program (18 credits)

For students that entered 9<sup>th</sup> grade 2003-2004

English - 4 credits

Mathematics - 3 credits (Algebra I or higher)

Science - 3 credits (two labs)

Social Science - 3 credits

Foreign Language - 2 credits (same second language)

Elective - 3 credits

6. Three-year career preparatory program (18 credits)

For students that entered 9<sup>th</sup> grade 2003-2004

English - 4 credits

Mathematics - 3 credits (including Algebra I)

Science - 3 credits (two labs)

Social Science - 3 credits

Foreign Language - 2 credits (same second language)

Elective - 3 credits

The two new options reduce the number of elective courses and require students to take two credits in foreign language. The college preparatory program also requires higher-level math courses than are currently required. In addition, districts cannot add extra requirements to either of the three-year, 18-credit programs. The selection of a high school graduation option is the exclusive right of the student and his or her parent(s). If the student and his or her parent(s) do not

select an option, the student shall be considered to have selected the four-year, 24- credit program.

7. Three-year Standard College preparatory program (18 credits)

For students who entered the 9<sup>th</sup> grade 2004-2005.

English-4 credits with major concentration in composition and literature

Mathematics - 3 credits (Algebra I or higher)

Science - 3 credits (two labs)

Social Science - 3 credits (one credit American History, one credit

World History, one-half credit

American Government and one-half credit Economics

Foreign Language - 2 credits (same second language)

Electives - 3 credits

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

8. Three-year career preparatory program (18 credits)

For students who enter the ninth grade 2004-2005.

English - 4 credits with major concentration in composition and literature.

Mathematics - 3 credits (including Algebra I)

Science - 3 credits (two labs)

Social Science - 3 credits (American History one credit, World History one credit, American Government one-half credit and Economics one-half credit.

Vocational/Career - 3 credits in a single vocational or career education program, 3 credits in career and technical certificate dual enrollment courses, or five credits in vocational or career education courses.

Electives - 2 credits unless five credits are earned in vocational/career.

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

should be taken into consideration when making the

decision.

Students who choose any three-year program will automatically move to the four-year, 24 credit program if they do not earn 5 credits by the end of grade 9 or 11 credits by the end of grade 10; do not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment; do not pass the grade 10 FCAT; or do not meet credit or GPA requirements by the end of their third year. Passing the Grade 10 FCAT is critical. June is the end of the third year of 18 credit options. After June 30, they must have 24 credits and pass FCAT to receive a diploma.

Section 1003.429 establishes a cumulative weighted grade point average of 3.0 on a 4.0 scale or its equivalent, in the courses required for graduation for both three year programs. Must maintain at least a 3.0 on a 4.0 scale to earn course credit for the college preparatory accelerated option and must receive at least a 2.0 to earn course credit toward the career preparatory accelerated option.

**HIGH SCHOOL PROGRAMS FOR STUDENTS ENTERING NINTH GRADE IN 2006-2007**

Subject Area	Graduation Requirements of Traditional 24-Credit Program	Graduation Requirements of Three-Year College Preparatory Program (1)	Graduation Requirements of Three-Year Career Preparatory Program
English	4 credits with major Concentration in Composition And Literature	4 credits with major Concentration in Composition And Literature	4 credits with major Concentration in Composition And Literature
Mathematics	3 credits, one of which must be Algebra I or its equivalent (2)	3 credits at the Algebra I level or above, from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra 1 or its equivalent (2)
Science	3 credits in Natural Science, two of which must have a laboratory requirement	3 credits in Natural Science, two of which must have a laboratory requirement	3 credits in Natural Science, two of which must have a laboratory requirement
Social Studies	1 credit World History 1 credit American History 0.5 credit American Government 0.5 credit Economics	3 credits (American History, World History, Economics, American Government)	3 credits (American History, World History, Economics, American Government)
Foreign Language	Not required for high school graduation, but required for state university system admission	2 credits in the same language or demonstrated proficiency in a second language	Not required
Practical Arts/ Performing Fine Arts	1 credit Practical Arts Career/Technical education or Exploratory Career Education or 1 credit Performing Fine Arts, or 0.5 credit in Practical Arts and 0.5 credit in Performing Fine Arts	Not required	3 credits 1 a single vocational/career education program Or 3 credits in a single career/technical dual Enrollment program, Or 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical education program)
Life Management Skills	0.5 credit	Not required	Not required
Physical Education	1 credit to include 0.5 credit Personal Fitness and 0.5 credit Physical Education elective (3)	Not required	Not required
Electives	8.5 credits	3 credits	2 credits unless 5 credits in career/technical education
<b>TOTAL</b>	24 credits	18 credits (4)	18 credits
State Assessment Requirements	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative GPA of 3.0 on a 4.0 scale in the course required for the college preparatory program and earn weighted or unweighted grade that earns at least 3.5 points or its equivalent in each of the 18 required credits	Earn a cumulative GPA of 3.0 on a 4.0 scale in the courses required for the career preparatory program and earn at least 2.0 point or its equivalent in each of the 18 required credits

- (1) All courses earned toward the college preparatory program must satisfy admission requirements for the state university system.
- (2) See high school guidance counselor for Algebra I equivalents.
- (3) See high school guidance counselor for Physical Education electives.
- (4) At least 6 of the 18 credits required for completion of this program must be earned in classes that are in the International Baccalaureate Program, the Advanced Placement

10. For students entering their first year of high school during the 2007-2008 school year, and thereafter, must choose a major area of interest consisting of four elective credits.

#### Major Areas of Interest

A major area of interest consists of sequential courses in a career and technical program, fine and performing arts, or academic content area.

The major area of interest is selected by the student as part of the personalized academic and career plan required by the middle grades career and education planning course.

Students may revise major areas of interest each year as part of annual course registration processes and should update their education plan to reflect such revisions.

## HIGH SCHOOL PROGRAMS FOR STUDENTS ENTERING THE NINTH GRADE IN 2007-2008

Subject Area	Graduation Requirements Traditional Program	Graduation Requirements of Three-Year College Preparatory Program (1)	Graduation Requirements of Three-Year Career Preparatory Program
English	4 credits with major concentration in Composition, Reading for Information, and Literature	4 credits with major concentration in Composition and Literature	4 credits with major concentration in Composition and Literature
Mathematics	4 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course (2)	3 credits at the Algebra I level or above, from the list of courses that qualify for state university admission (2)	3 credits, one of which must be Algebra I or its equivalent (2)
Science	3 credits in Natural Science, two of which must have a laboratory requirement	3 credits in Natural Science, two of which must have a laboratory requirement	3 credits in Natural Science, two of which must have a laboratory requirement
Social Studies	1 credit World History 1 credit American History 0.5 credit American Government 0.5 credit Economics	3 credits	3 credits
Foreign Language	Not required for high school graduation, but required for state university system admission	2 credits in the same language or demonstrated proficiency in a second language	2 credits in the same language or demonstrated proficiency in a second language
Fine Arts	1 credit in Fine Arts	Not required	Not required
Physical Education	½ credit in Physical Education and ½ credit in Personal Fitness	Not required	Not required
Majors, Minors, or Electives	10 credits <ul style="list-style-type: none"> <li>• 4 credits in a major area of interest</li> <li>• 6 credits in elective courses, which may be combined to allow for a second major area of interest, a minor area of interest (3 credits), individual elective courses, intensive reading or mathematics intervention courses, or credit recovery courses</li> </ul>	3 credit in electives	3 credits in a single vocational/career education program or 3 credit in a single career/technical dual enrollment program, and 2 elective credits or 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical education program)
TOTAL	26 credits	18 credits (4)	18 credits
State Assessment Requirements	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Earn a passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative GPA of 3.5 on a 4.0 scale in the course required for the college preparatory program and earn weighted or unweighted grade that earns at Least 3.5 points or its equivalent in each of the 18 required credits	Earn a cumulative GPA of 3.0 on a 4.0 scale in the courses required for the career preparatory program and earn at least 2.0 point or its equivalent in each of the 18 required credits
<p>All courses earned toward the college preparatory program must satisfy admission requirements for the state university system.</p> <p>(2) See high school guidance counselor for Algebra I equivalents.</p> <p>(3) See high school guidance counselor for Physical Education electives.</p> <p>(4) At least 6 of the 18 credits required for completion of this program must be earned in classes that are in the International Baccalaureate Program, the Advanced Placement</p>			

## B. Diploma Requirements for Exceptional Students 9-12

### 1. Requirements for Standard Diploma for Exceptional Students

- A. Exceptional Students must meet the 24 credit requirement and should be awarded credit toward a standard diploma under the following conditions:
1. The exceptional student has taken a course (regular course code directory number) with regular students and has passed the course or
  2. The exceptional student has taken an exceptional student course (regular course code directory number) which is equivalent in content level or student performance standard level taught by an ESE teacher and the course is a modification of a course which is applicable for a standard diploma.
- B. The aforementioned requirements for graduation apply equally to exceptional students, who will receive a standard diploma; however, Section 232.264(4), F.S., and Rule 6A-6.0312, FAC, authorize district school boards to modify courses and programs for exceptional students.
- C. As outlined below, basic courses shall be modified, as necessary, to assure students with disabilities the opportunity to meet the graduation requirements for a standard diploma. 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.
1. Modifications to basic courses shall not include modifications to the curriculum frameworks, course description, or student performance standards which a student must master to earn credit and must be specified on the student's individual education plan.
  2. Modifications to basic or vocational courses may include any of the following:
    - a. The instructional time may be increased or decreased,
    - b. Instructional strategies may be varied,
    - c. Special communication systems may be used by the teacher or the students.

- d. Classroom and district test administration procedures and other evaluation procedures may be modified as specified in Rule 6A-1.0943, FAC, to accommodate the student's disability in accordance with guidelines specified later in this section.
3. When modifying basic courses, one of the following strategies shall be used:
  - a. Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students, or
  - b. Assignment of the exceptional student to a basic education class for instruction which is modified to accommodate the student's exceptionality.
4. Vocational course performance standard may be modified for an ESE student, and shall be reflected in the IEP.
5. The IEP committee shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's individual educational plan.
6. 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 sixteen, whichever comes first, whether the student is pursuing a course of study toward a Standard or Special Diploma. This recommendation shall be reviewed annually.
7. Nothing contained in this plan shall be construed to limit or restrict the right of a student with disabilities solely to a Special Diploma. Any student with disabilities shall be afforded the opportunity to fully meet all requirements of Section 232.246, Florida Statutes, through the procedures established therein, and thereby qualify for a Standard Diploma as prescribed in Rule 6A-1.095, FAC, upon graduation. Parents of each student shall be notified through the IEP process of the diploma options available. A student with disabilities who receives a special diploma or special certificate of completion shall not be

precluded from working towards a standard diploma or from receiving a free appropriate public education until age 22.

8. Based on Enhanced New Needed Opportunity for Better Life and Education for Students With Disabilities (ENNOBLES),

our district assures that it provides instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. A student with a disability may receive a standard high school diploma, without passing all or parts of the FCAT, if the following conditions are met:

In order to be considered for the waiver from the FCAT graduation requirement, the student must 1) be identified as a student with a disability, as defined in Section 1007.02(2), Florida Statutes; 2) have an individual educational plan (IEP); 3) be a senior or student with disabilities who remains enrolled seeking a standard diploma for whom the FCAT is the graduation test; 4) have demonstrated mastery of the Grade 10 Sunshine State Standards; 5) have taken the Grade 10 FCAT with appropriate allowable accommodations at least twice to include March of the senior year or if not continuously enrolled in public schools in Florida at least once during each year of enrollment in grades 10, 11 or 12, including March of the senior year; 6) have participated in intensive remediation for FCAT Reading and/or FCAT Mathematics, if passing scores were not earned; and 7) be progressing towards meeting the state's credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

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

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

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

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

## 2. Requirements for a Special Diploma

- A. Sunshine State Standards for special diploma describe what certain students with a disability should be able to do at three (3) proficiency levels - independent, supported and participatory. These standards are incorporated into this Student Progression Plan.
- B. Students who have been properly classified as 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 profoundly handicapped students through the requirements for any other exceptionality eligible for a special diploma.

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

1. One option includes procedures for determining and certifying mastery of student performance standards for exceptional students as prescribed in subsections (3)-(12) of Rule 6A-1.0996, FAC, and minimum number of course credits specified by the School

Board, for students currently enrolled through 2001-2002.

2. Beginning with school year 2002-2003, special diploma requirements for certain students with disabilities shall include:

- 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

- A. Completion of the minimum number of course credits for a special diploma as prescribed by the school board as follows:

Number of Credits: 24 Credits to include the following:

English (Language Arts)	3 Credits
Math	3 Credits
Science	3 Credits
Social Studies	2 Credits
Physical Education	1 Credit (or ½ PE/½ Health related course)
Electives	12 Credits
TOTAL	24 Credits

Minimum GPA: 2.0

3. Sunshine State Standards for students with disabilities as defined in this rule, mastery of the Sunshine State Standards through successful completion of courses that meet graduation requirements for a standard diploma, specified in paragraphs (1) (a) through (g) of Rule 6A-1.90401, FAC, shall be accepted in lieu of Sunshine State Standards for Special Diploma noted in subsection (12) of this rule for awarding of a special diploma.
4. The second option includes procedures for determining and certifying mastery of demonstrated employment and community competencies in accordance with subsection (14) of Rule 6A-1.0996, FAC.
5. Diploma procedures - Students may select and move

between two special diploma options and between courses of study leading to Standard or Special Diplomas, as appropriate.

6. The individual educational plan (IEP) committee shall document whether the student is pursuing a course of study leading toward a Standard or Special Diploma on the IEP developed during the student's eighth grade year, or the IEP developed during the year prior to the student's fourteenth birthday, whichever occurs first. This decision shall be reviewed annually.
7. Nothing contained in this plan shall be construed to limit or restrict the right of an exceptional student solely to a Special Diploma. The parents of each exceptional student eligible for a Special Diploma for students with disabilities shall be notified in writing of the options available under this rule prior to tenth grade testing.
8. Special diploma requirements for each exceptionality are as follows:
  - a. Educable mentally handicapped. Student performance standards for students identified as educable mentally handicapped shall include:
    - 1) Mastery of the following student performance standards for students with disabilities at the levels of Reading, Level IV; Writing, Level V; Language, Level V; Mathematics, Level V; and social and personal, Level V.
    - 2) Completion of the minimum number of course credits prescribed by the school board for students identified as educable mentally handicapped.
  - b. Trainable mentally handicapped. Student performance standards for students identified as trainable mentally handicapped shall include:
    - 1) Mastery of the following student performance standards for students with disabilities at the levels of Reading, Level III; Writing, Level IV; Language, Level III; Mathematics, Level III; and Social and Personal, Level III; and
    - 2) Completion of the minimum number of course credits prescribed by the school board for students identified as trainable mentally handicapped.
  - c. Hearing impaired - Student performance standards

for students identified as hearing impaired shall include:

- 1) Mastery of the following student performance standards for students with disabilities at the levels of Reading, Level V; Writing, Level V; Language, Level IV; Mathematics, Level V; and Social and Personal, Level V; and
  - 2) Completion of the minimum number of course credits prescribed by the school board for students identified as hearing impaired.
- d. Physically impaired. Student performance standards for students identified as physically impaired shall include:
- 1) Mastery of the following student performance standards for students with disabilities, at the levels of Reading, Level V; Writing, Level V; Language, Level III; Mathematics, Level V; and Social and Personal, Level V; and
  - 2) Completion of the minimum number of course credits prescribed by the School Board for students identified as physically impaired.
- e. Language impaired - Student performance standards for students identified as language impaired shall include:
- 1) Mastery of the following student performance standards for students with disabilities at the levels of Reading, Level V; Writing, Level V; Language, Level III; Mathematics, Level V; and Social and Personal, Level VI.
  - 2) Completion of the minimum number of course credits prescribed by the school board for students identified as language impaired.
- f. Emotionally handicapped - Student performance standards for students identified as emotionally handicapped shall include:
- 1) Mastery of the following student performance standards for students with disabilities at the levels of Reading, Level V; Writing, Level V; Language, Level V; Mathematics, Level V; and Social and Personal, Level IV; and
  - 2) Completion of the minimum number of course

credits prescribed by the school board for students identified as emotionally handicapped.

g. Specific learning disabilities - Student performance standards for students identified as specific learning disabled shall include:

- 1) Mastery of the following student performance standards for students with disabilities at the levels of Reading, Level V; Writing, Level V; Language, Level VI; Mathematics, Level V; and Social and Personal, Level V; and
- 2) Completion of the minimum number of course credits prescribed by the school board for students identified as specific learning disabled.

h. Profoundly handicapped - Student performance standards for students identified as profoundly handicapped.

- 1) Students with profound handicaps shall include students identified as profoundly mentally handicapped, dual-sensory impaired, autistic, or severely emotionally disturbed as defined by Rule 6A-6.03021, FAC, and
- 2) The determination of the requirements for a Special Diploma for students identified as profoundly handicapped shall be consistent with the requirements for any other students identified in this rule and shall be specified in the student's IEP.

9. Eleventh grade student performance standards - For students, mastery of the eleventh grade, student performance standards defined in Rule 6A-1.0996 through successful completion of courses as defined in Rule 6A-1.0941(1), FAC, shall be accepted in lieu of mastery of the student performance standards noted above for awarding of a Special Diploma.

10. Employment and community competencies - The School Board's requirements for demonstration of mastery of specified employment and community competencies ensure:

- a. The student has achieved all the annual goals and short-term objectives which were specified on the IEP related to the employment and community competencies;
- b. The student is employed in a community-based job, for the number of hours per week specified in the student's training plan, for the equivalent of one (1) semester, and paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act;
- c. The student has mastered the employment and community competencies specified in the training plan. The training plan is developed and signed by the student, parent, teacher, and employer prior to placement in employment and identifies the following:
  1. The expected employment and community competencies;
  2. The criteria for determining and certifying mastery of the competencies;
  3. The work schedule and the minimum number of hours to be worked per week; and
  4. A description of the supervision to be provided by school district staff.
- d. Student mastery of performance standards may be documented through tracking sheet checklists, grades, or samples of student work. Written documentation of student mastery must minimally include the date each standard was mastered, and sign off by the teacher who verifies mastery. Written documentation shall be maintained until the student graduates.
- e. A student who has been awarded a special diploma or a certificate of completion is eligible to enroll in certificate career education programs, and a student with a documented disability may be eligible for reasonable substitutions as prescribed in ss 1007.264 and 1007.265

Any student with a disability, except for those who have mental handicaps, shall be eligible for reasonable substitutions for graduation, for admission into a program of study, or for entry into the upper division, where documentation is

provided that the person's failure to meet the

admissions criteria is related to the disability, and where failure to meet the graduation requirements or program admission requirements does not constitute a fundamental alternation in the nature of the program.

### C. Requirements of Regular Diploma at Washington/Holmes Technical Center

1. Students at the Washington/Holmes Technical Center will be eligible for a regular High School Diploma given at/by the Technical Center if they:
  - a. Pass the GED;
  - b. Pass the FCAT
  - c. Satisfy the following criteria:
    - (1) Meet program eligibility including being of high school age and enrolled in an approved dropout prevention program;
    - (2) Have permission to take the GED exam, due to extenuating circumstances;
    - (3) Demonstrate probability for success on the GED test documented by a practice test or achievement test scores;
    - (4) Are officially withdrawn from their high school;
    - (5) Are enrolled in a GED prep course for at least 8 weeks;
    - (6) Will not graduate before the graduation date of the class with whom they entered kindergarten.

### 2. Requirements for Adult Students

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

- a. The one-half credit in physical education is not required for graduation and shall be substituted with elective credit to keep the total number of credits needed for graduation consistent.

- b. School boards may waive the laboratory component of the science requirement when facilities are inaccessible or do not exist.
- c. Adult students enrolled in adult secondary education in pursuit of a high school diploma after the beginning of the 1978-79 school year and before the 1984-85 school year are required to meet only those requirements for graduation that were in effect at the time of their enrollment when such enrollment has been continuous except for summer terms.
- d. Any career and technical education course as defined in s.1003.01 may be taken to satisfy the high school graduation requirement for one credit in practical arts or exploratory career and technical education provided in this subparagraph; 2. One credit in performing fine arts to be selected from music, dance, drama, painting, or sculpture. A course in any art form, in addition to painting or sculpture, that requires manual dexterity, or a course in speech and debate, may be taken to satisfy the high school graduation requirement for one credit in performing arts pursuant to this subparagraph; or 3. One-half credit each in practical arts career and technical education or exploratory career and technical education and performing fine arts, as defined in this paragraph. Such credit for practical arts career and technical education or exploratory career and technical education or for performing fine arts shall be made available in the 9<sup>th</sup> grade, and students shall be scheduled into a 9<sup>th</sup> grade course as a priority.

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

### 3. Qualifications/Restrictions

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

- a. More than a total of nine elective credits in remedial programs as provided for in Section 1003.43(7)(a)F.S.
- b. More than one credit in Exploratory Vocational Courses as defined in Section 1003.43(7)(b)F.S.

- c. More than three credits in Practical Arts Home Economics as defined in Section 1003.43(7)(c) F.S.
- d. Any level 1 course unless the students assessment indicates a more rigorous course would be inappropriate. Section 1003.43(7)(d), F.S.

#### 4. Course Offerings/Vocational Substitutions

Courses listed in the Course Code Directory are approved annually by the School Board. Curriculum Descriptions and Performance Standards approved by the State are also adopted. Principals will report by October 31, those courses being taught at his/her respective schools.

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

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

#### Job Preparatory Program Substitutions

SUBJECT AREA	PROGRAM	COURSE NUMBER
Business English I (#1001440)	Office Records Clerk Receptionist and Communications Systems Operator Clerk Typist Secretarial Services Basic Business Management	8209200  8209100 (not avail.) 8209000 (not avail.) 8212300 8215100
Business English I (#1001440) and/or Business English II (#1001450)	Secretarial Information Processing Junior Secretary	8212200 8212000 8212100
Business Mathematics I (#1205380)	Information Processing Office Support Technology Business Computer Programming Secretarial Services Data Entry Computer Application	8212000 8209000 8206300 8212300 8206200 8206100
Business Mathematics I (#1205380) and/or Business Mathematics II (#1205390)	Financial Records Business Management Secretarial Accounting Junior Secretary Accounting Operations	8203100 8215100 8212200 8203200 8212100 8203000
Pre-Algebra (#1200300)	Electronics	8730000
General Science (#2002310)	Nursery Operations Landscape Operations Animal Production Livestock Production Agricultural Production Crop & Specialty Plant Production Citrus Production Forestry Renewable Natural Resources Forest and Natural Resources Management	8121200 (not avail.) 8121300 8106100 (not avail.) 8106600 (not avail.) 8106000 (not avail.) 8106400 (not avail.) 8106300 (not avail.) 8118300 8112000 (not avail.) 8118100 (not avail.)
Anatomy and Physiology (#2000350)	Medical Laboratory Assisting Health Services Occupations	8417200 8415100 (not avail.)

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

#### D. Awarding of Diplomas, Certificates

## 1. Standard Diploma

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

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

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

2. (1) Beginning with the 1998-99 school year, each school district shall award a differentiated college-ready diploma to each student who:
  - (a) Successfully completes the requirements for a standard high school diploma as prescribed by s. 232.246. Among courses taken to fulfill the 24-academic credit requirement, a student must take 19 credits in high school courses that are adopted by the Board of Regents and recommended by the State Board of Community Colleges as college-preparatory academic courses.
  - (b) Takes the postsecondary common placement test prescribed in s.240.117, or an equivalent test identified by the State Board of Education, before graduation and scores at or above the established statewide passing score in each test area.
- (2) A college-ready diploma entitles a student to admission without placement testing to a public postsecondary education program that terminates in a technical certificate, an associate in science degree, or an associate in arts degree, if the student enters postsecondary education within 2 years after earning the college-ready diploma.

## 3. Certificate of Completion

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

#### 4. Special Diploma

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

- a. Obtaining the required number of course credits;
- b. Passing the State Standards established by the district for the appropriate area of exceptionality;
- c. Demonstrating achievement of the State Standards established for the area of exceptionality by the Board of Education. However, no exceptional student is to be limited solely to a special diploma and, upon request, must be afforded the opportunity to meet all general requirements and thereby qualify for a standard diploma.

#### 5. General Educational Development - Examinations for State of Florida High School Diploma:

The School Board authorizes the administration of General Educational Development (GED) Tests for secondary students desiring to graduate from high school under the provisions of F.S. 1003.435(1), (2), (3). These tests shall be administered at least three times each year. A candidate must be at least eighteen years of age at the time of examination except in extraordinary circumstances. A 16 or 17 year old may take the GED in extraordinary circumstances, approved by the Superintendent or his designee. Candidates ages 16 or 17 must be legally withdrawn from the regular high school program prior to age waiver approval. Extraordinary circumstances are defined as early admission to college, junior or university, commitment to HRS facility for juvenile delinquents, military entry, vocational training requirement, emotional, psychological

or serious social difficulty prohibiting the student from

attending regular class, serious financial need or employment where a diploma is required.

Upon successful completion of the tests as prescribed in SBR 6A-6.21, the student shall be awarded a State of Florida High School Diploma and shall be considered a high school graduate. Upon recommendation of the Superintendent, the student may also receive a district diploma.

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

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

- a. Be identified as having a disability as defined in Section 1007.02(2), F.S.
- b. Have a current individual educational plan (IEP)
- c. Be a senior or a student with disabilities who remains enrolled seeking a standard diploma for whom the FCAT is a required graduation test
- d. Have demonstrated mastery of the Grade 10 Sunshine State Standards (SSS)
- e. Have taken the Grade 10 FCAT with appropriate, allowable accommodations at least twice including March of the senior year or if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grades 10, 11, or 12
- f. Have participated in intensive remediation for FCAT Reading and FCAT Mathematics if passing scores were not earned on the assessments
- g. Be progressing toward meeting the state's 24 required credits and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma

#### E. Honor Rolls/High Honors

##### 1. "A" Honor Roll

A student may be eligible for the "A" honor roll if he/she:

- a. Is taking six courses
- b. Has no grade lower than an "A"

##### 2. "A-B" Honor Roll

A student may be eligible for the “A-B” honor roll if he/she:

- a. Is taking six courses
- b. Has no grade lower than a “B”

### 3. Summa Cum Laude

A student may graduate Summa Cum Laude (high honors) if he/she:

- a. Earns a standard diploma
- b. Earns 24 credits
- c. Has a grade point average of 3.5 based on a 4.0 grading scale. (The GPA obtained at the end of the first semester is for school publicity purposes only. However, for graduation purposes, the GPA is not computed until the end of the 4th nine weeks.)
- d. Any course grade not replaced by the forgiveness policy shall be included in the calculations of the GPA beginning with the 9<sup>th</sup> grade class school year 2000-2001.
- e. Beginning with the 2005-2006 school year, the weighted grade point average must be at least 3.75 based on a 4.0 grading scale.
- f. Beginning with students entering grade 9 in 2008-2009 school year will have the following honor student designation:
  - 1) Courses considered Honor courses include the following: any academic course designated as Honors, Advanced Placement in the Course Code Directory.
  - 2) Honor student designation will be based on a “weighted” cum laude system according to the following district wide GPA standards:  
3.85 Summa Cum Laude (high honors)

### 4. Magna Cum Laude

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

- a. Earns a standard diploma
- b. Earns 24 credits
- c. Has a GPA of 3.25 based on a scale of 4.0
- d. Any course grade not replaced by the forgiveness policy shall be included in the calculation of the GPA

beginning with the 9<sup>th</sup> grade class school year 2000-2001.

- e. Beginning with the 2005-2006 school year, the weighted grade point average must be at least 3.50 based on a 4.0 grading scale.
- f. Beginning with students entering grade 9 in 2008-2009 school year will have the following honor student designation:
  - 1) Courses considered Honor courses include the following: any academic course designated as Honors, Advanced Placement in the Course Code Directory.
  - 2) Honor student designation will be based on a "weighted" cum laude system according to the following district wide GPA standards:
    - 3.65      Magna Cum Laude      (with honors)

Students must have completed at least eight advanced academic courses designated as Honors or Advanced Placement in the Course Code Directory. Honors classes offered in the 8<sup>th</sup> – 12<sup>th</sup> grade will be considered to be weighted.

Students transferring from other school districts who have taken full loads prior to enrolling in a school in Washington County, but who have not earned the number required for Honors or High Honors, may be considered for such on the basis of the principal's review of the student's records.

Any course grade not replaced according to a district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation S. 1003.45).

## 5. Grade Forgiveness Policy

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

Forgiveness for elective courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned in subsequently in another subject. For 9<sup>th</sup> graders beginning 2000-2001 school year and each year thereafter any course grade not replaced according to the district forgiveness policy shall be included in the

calculation of the cumulative grade point average required for graduation. These restrictions do not apply to high school courses taken below the ninth grade. Middle school students attempting high school courses will be allowed to forgive any grade below an "A", by successfully completing the same course again. The authority for the school board to adopt a forgiveness policy does not provide the authority to alter a student's record to delete the forgiven course and grade. The forgiveness policy authorization is for the express purpose as assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school. The board does not have the authority to purge that student's record to delete the first grade. All forgiven courses and grades must be included on a student's transcript as an accurate reflection of the student's record of achievement.

## 6. Grade point Average Calculation

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

Beginning with students entering grade 9 in the 2006-2007 school year, school districts and community colleges must weigh dual enrollment courses the same as advanced placement, International Baccalaureate and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

Students must enroll in a minimum of one required advanced academic course each school year.

Unweighted

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

Weighted

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

## 7. Chipola Valedictorian Scholarship

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

## IX. GPA REQUIREMENTS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

### A. High School Extracurricular Activities

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

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

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

## X. REPORTING TO PARENTS

### A. Informing Parents About the Student Progression Plan

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

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

1. PTO programs;
2. A special "parent night" meeting just for Student Progression

### B. Reporting Student Progress to Parents

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

#### 2. Grading Scale

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

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

Unweighted

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

Weighted

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

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

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

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

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

The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or nonpromotion.

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

In Kindergarten and Grade 1 the report card is a checklist of the grade level standards and skills and reporting indicates mastery of those skills taught. In grades 2-5 at Kate M. Smith Elementary and 2-4 at Vernon Elementary, the report card uses letter grades which clearly indicate student mastery of the skills at the grade level at which the student is achieving. In grades 6-12, students who receive passing grades on their report cards can be assumed to be working within a range acceptable for the grade or subject course in which they are enrolled.

### 4. Required Reporting to Parents

a. Grading Criteria

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

b. District Standards for Promotion

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

c. Cumulative Grade Point Average

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

d. Notice of Policy

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

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

e. Annual Written Report to Parents or Guardian

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

The evaluation of this progress must be based on:

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

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

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

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

g. Acceleration Mechanisms Parental Notification [Section 1007.271(5) F.S.]

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

h. Reporting Requirements Student Workforce Preparation

[Section 1006.02 (4) F.S.]

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

5. Parent/Teacher Conferences

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

K-5 Conferences - All teachers in grades K-4 at Kate M. Smith and K-4 at Vernon Elementary will schedule at least two conferences per year with the parents of all students. Records will be maintained of such conferences and will contain information such as date of conference, personnel involved and comments. The conferences may involve school personnel other than the regular classroom teacher.

First Semester Conferences - Conferences with parents of students in grades K-4 at Kate M. Smith and K-4 at Vernon Elementary will include but not be limited to the sharing of information such as:

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

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

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

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

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

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

## 6. Exceptional Student Education - Reports on Annual Goals

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

## XI. WASHINGTON COUNTY SCHOOL PROGRAMS - DOZIER/ECKERD

The following section contains the revisions to the Washington County School Board Student Progression Plan which apply solely to the Dozier and Eckerd programs. Any area not addressed in the following will be consistent with the District Plan as approved.

- A. Admission - Students admitted to the Washington County School Program at Dozier or Eckerd are those who have been committed to the Department of Juvenile Justice by the circuit court(s).
- B. Placement - Students who are admitted to these facilities are placed into appropriate educational programs including exceptional education, alternative education and/or vocational education following a joint review of need by Department of Juvenile Justice and Washington County personnel. A joint review of need includes, but is not limited to, a review of available educational records, recently completed student interest inventory, results of personal interviews, standardized group test results, and other pertinent social information. The review is conducted by those individuals identified in the Department of Juvenile Justice Quality Assurance Manual. Other individuals may be included depending on interest or need. Upon receipt of the formal school transcript(s) and/or other pertinent data initial and subsequent placement(s) may be reviewed to determine whether or not a change is appropriate.
  - 1. Dropout Prevention - Placement in Dropout Prevention is made when a student meets one or more of the following criteria:
    - a. Student seeks high school credit for graduation;
    - b. Student(s) intends to return to school after release (High School, Vocational/Technical Center, or Community College);
    - c. Student is in need of educational services other than full time vocational training or special education.
  - 2. Exceptional Education - Placement in Exceptional Education is consistent with the procedures prescribed in

the Special Programs and Procedures for Washington County.

3. Vocational Education - Placement in Vocational Education includes one or more periods of vocational exploration and two or more periods of vocational preparation. Specific vocational placement is determined by analysis of student interest, prior educational records, and available assessment data.

C. Student Progression - Educational services are provided in a multi-grade environment with an emphasis on individualized learning. Appropriate identified curriculum frameworks and related student performance standards are assigned to each youth by the instructor. Mastery will be evaluated through one or more of the following:

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

A student is eligible to earn the maximum amount of credit which can be awarded for each assigned course upon demonstrating mastery of the student performance standards without regard to the length of instructional time. Courses offered at Dozier, Eckerd, and Vernon Place are approved annually by the school board.

Students needing remediation will be identified and will be provided with one or more of the following:

1. Title I programs;
2. Change in student assignment;
3. Schedule adjustment;
4. Counseling;
5. Assistance from a teacher aide during basic skills instructions; and
6. Peer tutoring in the classroom

Students at Dozier and Eckerd who pass the exam for their graduate equivalency diploma and the 10<sup>th</sup> grade FCAT assessment may be awarded a diploma from the Washington County School Programs at Dozier and Eckerd if the following criteria are met:

1. Meet program eligibility and be enrolled in an approved dropout prevention program;

2. Demonstrate probability for success on the GED tests documented by a practice test or achievement test scores;
3. Not graduate before the graduation date of the class with whom they entered kindergarten;
4. Pass the FCAT; and
5. Pass the GED tests

D. Reporting to Parents

Communication with parents regarding student participation and performance in the Washington County Program at Dozier or Eckerd is consistent with procedures outlined for the district except with regard to report cards. Report cards, the primary means of reporting student progress, will be issued at ninety day intervals beginning on date of academic enrollment.

E. Education Exit and Records Transmittal

At time of release from the institution, a copy of the youth's educational transcript will be prepared for transmission to the receiving public school, the youth's parents/guardians and the youth. The transcript will contain a listing of courses taken and credits earned, as well as other information that might be beneficial to the receiving school.

A recommendation for grade placement will be made which reflects careful consideration of previous grade placement, number of credits earned while enrolled in the education program at Dozier or Eckerd, chronological age and potential for academic success as demonstrated in the classroom.

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