

DIXIE DISTRICT SCHOOLS

STUDENT PROGRESSION PLAN

PRESCHOOL-12TH (P-12) GRADES

**REVISED
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TABLE OF CONTENTS

PAGE

SECTION ONE

General Procedures for K-12

I.	Attendance Regulations	4
II.	Curriculum and Instruction K-12	9
III.	Reporting Academic Progress	10
IV.	Assessment Programs	13
V.	Student Assessment Programs for Public Schools	16
VI.	Home Education	17
VII.	Virtual Instruction Program (Full-Time)	19
VIII.	Annual Reporting K-12	20
IX.	Limited English Proficient K-12	23
X.	Students Rights K-12	23
XI.	Florida Secondary School Redesign Act	24
XII.	Dixie District Schools Policy Manual Physical Restraint/Seclusion	26

SECTION TWO

Pre-Kindergarten – Grade 5

I.	Initial Entry P-5	29
II.	Regulations of Attendance K-5	31
III.	Curriculum and Instruction K-5	32
IV.	Student Progression K-5	34
V.	Criteria for Promotion of Exceptional Student K-5	41
VI.	Summer School Eligibility K-5	42

SECTION THREE

Grades 6 - Grade 8

I.	Definition 6-8	43
II.	Placement Procedures for New Students 6-8	43
III.	Attendance for 6-8	43
IV.	Curriculum and Instruction 6-8	44
V.	Student Progression 6-8	46
VI.	Norm Reference Test Results	48
VII.	Criteria for Promotion of Exceptional Students	48
VIII.	If Summer Programs are Provided by District	49

(Table of Contents Continued)

SECTION FOUR

Grades 9 –12

	<u>Page</u>
I. Attendance	50
II. Student Performance Standards	51
III. Student Progression	52
IV. Parent Notification	72
V. Additional Programs	72
VI. High School Graduation	74
VII. High School Graduation Honor Requirements	76
VIII. Exceptional Student Promotion Criteria	77
IX. Speech, Physical Therapy, and Occupational Therapy Programs	80
X. Student Rights/Parent Notification	80
XI. Postsecondary Feedback of information to High Schools	81
XII. Dual Enrollment and Advanced Placement	81
XIII. Articulated Acceleration	83
XIV. I-20 Certificates	85
XIV. Foreign Exchange Students	86

SECTION ONE

General Procedures

(This section contains information that is common for all grades Kindergarten through 12th grade)

I. ATTENDANCE REGULATIONS (K-12)

A. Regular School Attendance

Regular school attendance is required for students between the ages of 6 and 18 unless the student and his or her parent/guardian file a formal intent to terminate school enrollment with the district school board. A child must be enrolled in school for the entire school year if he/she attains the age of six (6) years by February 1 of the current year. (F.S 232.01(1) (a)).

Regular attendance may be achieved by any of the following:

1. Attendance in a public school supported by public funds;
2. Attendance in a parochial, religious, or denominational school;
3. Attendance in a private or charter school supported by tuition or endowments;
4. Attendance in a home education program as defined in Florida Statute 228.041.

All high school courses must meet for 90 (50 minutes or longer) periods per semester. For a student to earn one-half (1/2) credit for that semester he/she must be in attendance for at least 81 periods in that class. All absences, other than those considered excused, count toward the nine (9) maximum absences a student can collect in that course for that semester. The state allows for a student who exceeds the maximum period absences to take a competency exam and still receive credit in that course, provided the student has a passing grade in that course.

B. Age Eligibility

Students are eligible to attend Dixie District Schools until they graduate (receive a diploma or certificate of completion) or through the school year in which they turn 22 years of age.

C. Student Assignment – Non-admission of expelled students

No student shall be permitted to transfer, enroll, or be admitted to a school when he/she has been expelled from another school, regardless if that school is within or outside of our district. This statement also prohibits an expelled student from participating in any program (academic and/or vocational) that is conducted under the authority of Dixie District Schools. This prohibition shall be elective for the period of time in which the student was expelled from another district. Such student shall be accorded the same appeals procedures which are available to district students. All student records (academic, disciplinary, and attendance) transfer with the student.

D. Dependent Children of Military Personnel Transferring To Florida Schools

A dependent child of a member of the United States Armed Forces who enters a public school at the 12th grade 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). For purposes of this section, approved alternative assessments are the SAT and ACT.

E. **Enforcement of School Attendance**

The Legislature finds that poor academic performance is associated with nonattendance and that school districts must take an active role in promoting and enforcing attendance as a means of improving student performance. It is the policy of the state that each district school superintendent be responsible for enforcing school attendance of all students subject to the compulsory school age in the school district and supporting Enforcement of school attendance by local law Enforcement agencies. The responsibility includes recommending policies and procedures to the district school board that require public schools to respond in a timely manner to every unexcused absence, and every absence for which the reason is unknown, of students enrolled in the schools. District school board policies shall require the parent of a student to justify each absence of the student, and that justification will be evaluated based on adopted district school board policies that define excused and unexcused absences. The policies must provide that public schools track excused and unexcused absences and contact the home in the case of an unexcused absence from school, or an absence from school for which the reason is unknown, to prevent the development of patterns of nonattendance. The Legislature finds that early intervention in school attendance is the most effective way of producing good attendance habits that will lead to improved student learning and achievement. Each public school shall implement the following steps to promote and enforce regular school attendance:

1. **Contact, Refer, And Enforce --**

- a. Upon each unexcused absence, or absence for which the reason is unknown, the school principal or his or her designee shall contact the student's parent to determine the reason for the absence. If the absence is an excused absence, as defined by district school board policy, the school shall provide opportunities for the student to make up assigned work and not receive an academic penalty unless the work is not made up within a reasonable time.
- b. If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period, the student's primary teacher shall report to the school principal or his or her designee that the student may be exhibiting a pattern of nonattendance. The principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school's child study team to determine if early patterns of truancy are developing. If the child study team finds that a pattern of nonattendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify potential remedies, and the principal shall notify the district school superintendent and the school district contact for home education programs that the referred student is exhibiting a pattern of nonattendance.

Special Note: Attendance policy for Grades 9-12 differs from this wording.
Please refer to Section Four of this plan for the specific wording
for Grades 9-12.

- c. If an initial meeting does not resolve the problem, the child study team shall implement the following:
 1. Frequent attempts at communication between the teacher and the family.
 2. Evaluation for alternative education programs.
 3. Attendance contracts.

The child study team may, but is not required to, implement other interventions, including referral to other agencies for family services or recommendation for filing a truancy petition pursuant to s. 984.151.

- d. The child study team shall be diligent in facilitating intervention services and shall report the case to the district school superintendent only when all reasonable efforts to resolve the nonattendance behavior are exhausted.
- e. If the parent refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent may appeal to the district school board. The district school board may provide a hearing officer, and the hearing officer shall make a recommendation for final action to the district school board. If the district school board's final determination is that the strategies of the child study team are appropriate, and the parent still refuses to participate or cooperate, the district school superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.
- f.
 - 1. If the parent of a child who has been identified as exhibiting a pattern of nonattendance enrolls the child in a home education program pursuant to chapter 1002, the district school superintendent shall provide the parent a copy of s. 1002.41 and the accountability requirements of this paragraph. The district school superintendent shall also refer the parent to a home education review committee composed of the district contact for home education programs and at least two home educators selected by the parent from a district list of all home educators who have conducted a home education program for at least three (3) years and who have indicated a willingness to serve on the committee. The home education review committee shall review the portfolio of the student, as defined by s. 1002.41, every 30 days during the district's regular school terms until the committee is satisfied that the home education program is in compliance with s. 1002.41(1)(b). The first portfolio review must occur within the first 30 calendar days of the establishment of the program. The provisions of subparagraph 2 do not apply once the committee determines the home education program is in compliance with s. 1002.41(1)(b).
 - 2. If the parent fails to provide a portfolio to the committee, the committee shall notify the district school superintendent. The district school superintendent shall then terminate the home education program and require the parent to enroll the child in an attendance option that meets the definition of "regular school attendance" under s. 1003.01(13)(a), (b), (c), or (e), within three (3) days. Upon termination of a home education program pursuant to this subparagraph, the parent shall not be eligible to reenroll the child in a home education program for 180 calendar days. Failure of a parent to enroll the child in an attendance option as required by this subparagraph after termination of the home education program pursuant to this subparagraph shall constitute noncompliance with the compulsory attendance requirements of s. 1003.21 and may result in criminal prosecution under s. 1003.27(2). Nothing contained herein shall restrict the ability of the district school superintendent, or the ability of his or her designee, to review the portfolio pursuant to s. 1002.41(1)(b).
- g. If a student subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent or the district school superintendent or his or her designee shall refer the case to the case staffing committee pursuant to s. 984.12, and the district school superintendent or his or her designee may file a truancy petition pursuant to the procedures in s. 984.151.

2. **Give Written Notice --**

- a. Under the direction of the district school superintendent, a designated school representative shall give written notice that requires enrollment or attendance within three (3) days after the date of notice, in person or by return-receipt mail, to the parent when no valid reason is found for a student's nonenrollment in school. If the notice and requirement are ignored, the designated school representative shall report the case to the district school superintendent, and may refer the case to the case staffing committee, established pursuant to s. 984.12. The district school superintendent shall take such steps as are necessary to bring criminal prosecution against the parent.
- b. Subsequent to the activities required under subsection (1), the district school superintendent or his or her designee shall give written notice in person or by return-receipt mail to the parent that criminal prosecution is being sought for nonattendance. The district school superintendent may file a truancy petition, as defined in s. 984.03, following the procedures outlined in s. 984.151.

3. **Return Student to Parent --**

A designated school representative may visit the home or place of residence of a student and any other place in which he or she is likely to find any student who is required to attend school when the student is not enrolled or is absent from school during school hours without an excuse, and, when the student is found, shall return the student to his or her parent or to the principal or teacher in charge of the school, or to the private tutor from whom absent, or to the juvenile assessment center or other location established by the district school board to receive students who are absent from school. Upon receipt of the student, the parent shall be immediately notified.

4. **Report to Appropriate Authority --**

A designated school representative shall report to the appropriate authority designated by law to receive such notices, all violations of the Child Labor Law that may come to his or her knowledge.

5. **Right To Inspect --**

A designated school representative shall have the right of access to, and inspection of, establishments where minors may be employed or detained only for the purpose of ascertaining whether students of compulsory school age are actually employed there and are actually working there regularly. The designated school representative shall, if he or she finds unsatisfactory working conditions or violations of the Child Labor Law, report his or her findings to the appropriate authority.

6. When a student has 15 unexcused absences in a 90-calendar-day period, he/she will be referred to the Truancy Intervention and Prevention Program.

Special Note: Attendance policy for Grades 9-12 differs from this wording. Please refer to Section 4 of this plan for the specific wording for Grades 9-12.

(Additional grade specific information regarding this area may be found in Sections 2, 3, and 4 of this document.)

II. CURRICULUM AND INSTRUCTION (K-12)

A. Level of Performance for Student Progression

Each student's progression from one grade to another will be determined, in part, upon the proficiency in reading, writing, science, and mathematics; and, that the district policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

B. Comprehensive Program for Student Progression

Each school district shall establish a comprehensive program for student progression.

C. Evaluation of Performance Related to the Sunshine State Standards

The comprehensive program for student progression must include:

1. Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
2. 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.
3. Appropriate alternative placement for a student who has been retained two (2) or more years.

D. Student Health and Fitness

A program of student health and fitness shall be implemented in all elementary, middle and secondary schools.

The program will implement health and fitness, including physical fitness, standards in accordance with Florida Sunshine State Standards as school(s) facilities allow. Each school shall make available to parents information on student health and fitness.

All students in middle and secondary shall be required to wear appropriate dress provided that adequate dressing facilities are available. In a case where the parent or guardian files an objection for religious reasons, the student shall be permitted to wear some other type of appropriate dress.

Instruction in teen dating violence and abuse prevention education is being provided in grades 9 – 12.

The topic of internet safety is being provided in the appropriate Health Education courses.

(Additional grade specific information regarding this area may be found in Sections 2, 3, and 4 of this document.)

III. REPORTING ACADEMIC PROGRESS (K-12)

A. Report Cards

The district school board has adopted policies requiring the content and regular issuance of student report cards for all elementary school, middle school, and high school students. These report cards must clearly depict and grade:

1. The student's academic performance in each class or course, which in grades 1 through 12 must be based upon examinations as well, as written papers, class participation, and other academic performance criteria.
2. The student's conduct and behavior.
3. The student's attendance, including absences and tardiness.

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

The following grading system is to be used in relation to determining the performance of students in the Dixie District School System:

1. **Kindergarten --**

S = Satisfactory

N = Needs Improvement

NT = Not Tested

Kindergarten basic skill expectations are listed on the report card with the above grading code used to denote the progress of the student. Also, the social and physical development expectations are listed on the report card with the above grading code used to denote student progress.

2. **Grades 1 – 12 --**

- a. Grade "A" equals 90 percent through 100 percent has a grade point average value of four (4), and is defined as "outstanding progress."
- b. Grade "B" equals 80 percent through 89 percent, has a grade point average value of three (3), and is defined as "above average progress."
- c. Grade "C" equals 70 percent through 79 percent, has a grade point average value of two (2), and is defined as "average progress."
- d. Grade "D" equals 60 percent through 69 percent, has a grade point average value of one (1), and is defined as "lowest acceptable progress."
- e. Grade "F" equals zero percent through 59 percent, has a grade point average value of zero (0), and is defined as "failure."
- f. Grade "I" equals zero percent, has a grade point average value of zero (0), and is defined as "incomplete."

For the purpose of class ranking, district school boards may exercise a weighted grading system pursuant to s. 1007.271.

3. In Grades 1-5, the following grading system may be used in some classes:

S	Satisfactory
U	Unsatisfactory
N	Needs Improvement
4. **ESE – Grades K-5**
Mainstream ESE students in grades K-5 may receive an “S” or “U” on their report cards if so indicated on their IEP.

B. No Academic Exemptions/Attendance

District school boards shall not allow schools to exempt students from academic performance requirements 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.

C. Elimination of Social Promotion

1. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
2. The district school board may only exempt students from mandatory retention, as provided in paragraph (5) (b), for good cause. Good cause exemptions shall be limited to the following:
 - a. Limited English proficient students who have had less than 2 years of instruction in English for Speakers or Other Languages program.
 - b. 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.
 - c. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
 - d. 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.
 - e. 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 intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
 - f. Students who have received intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 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.

- 1) Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing 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 should be promoted, the school principal shall make such recommendation in writing to the district superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

D. Reading Deficiency and Parental Notification

1. 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, grade 1, grade 2, or grade 3, or through teacher observation, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction until the reading deficiency is remedied.
2. 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 a Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained.
3. 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:
 - a. That his or her child has been identified as having a substantial deficiency in reading.
 - b. A description of the current services that are provided to the child.
 - c. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
 - d. 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.
 - e. Strategies for the parents to use in helping their child succeed in reading proficiency.
 - f. That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
 - g. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated the ability to read at grade level.

E. **Resource Allocation**

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

1. Students who are deficient in reading by the end of grade 3.
2. Students who fail to meet performance levels required for promotion consistent with the district's Student Progression Plan.

(Additional grade specific information regarding this area may be found in Sections 2, 3, and 4 of this document.)

IV. **ASSESSMENT PROGRAMS (K-12)**

A. **Purpose**

The primary purposes of the student assessment program are to provide information needed to improve the Dixie District Schools by enhancing the learning gains of all students and to inform parents of the educational progress of their public school children. The program must be designed to:

- Assess the annual learning gains of each student toward achieving the Sunshine State Standards appropriate for the student's grade level.
- Provide data for making decisions regarding school accountability and recognition.
- Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard high school diploma.
- Assess how well educational goals and performance standards are met at the school, district, and state levels.
- Provide information to aid in the evaluation and development of educational programs and policies.
- Provide information on the performance of Florida students compared with others across the United States.

B. **District Testing Program**

Each district school board shall periodically assess student performance and achievement within each school of the district. The assessment programs must be based upon local goals and objectives that are compatible with the state plan for education and that supplement the skills and competencies adopted by the State Board of Education. All school districts must participate in the statewide assessment program designed to measure annual student learning and school performance. All district school boards shall report assessment results as required by the state management information system.

C. **Diagnostic Assessment**

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 assessment to determine the nature of the student's difficulty and areas of academic needs.

D. **Participation in Statewide Tests**

Each student must participate in the statewide assessment tests required by s.1008.22.

E. **Statewide Assessment Program**

The commissioner shall design and implement a statewide program of educational assessment that provides information for the improvement of the operation and management of the public schools, including schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs. Pursuant to the statewide assessment program, the commissioner shall:

1. Submit to the State Board of Education a list that specifies student skills and competencies to which the goals for education specified in the state plan apply, including, but not limited to, reading, writing, science, and mathematics. The skills and competencies must include problem-solving and higher-order skills as appropriate and shall be known as the Sunshine State Standards as defined in s. 1000.21. The commissioner shall select such skills and competencies after receiving recommendations from educators, citizens, and members of the business community. The commissioner shall submit to the State Board of Education revisions to the list of student skills and competencies in order to maintain continuous progress toward improvements in student proficiency.
2. Develop and implement a uniform system of indicators to describe the performance of public school students and the characteristics of the public school districts and the public schools. These indicators must include, without limitation, information gathered by the comprehensive management information system created pursuant to s. 1008.385 and student achievement information obtained pursuant to this section.
3. Develop and implement a student achievement testing program known as the Florida Comprehensive Assessment Test (FCAT) as part of the statewide assessment program, to be administered annually in grades 3 through 10 to measure reading, writing, science, and mathematics. Other content areas may be included as directed by the commissioner. The testing program must be designed so that:
 - a. The tests measure student skills and competencies adopted by the State Board of Education as specified in paragraph 1. The tests must measure and report student proficiency levels in reading, writing, mathematics and science. The commissioner shall provide for the tests to be developed or obtained, as appropriate, through contracts and project agreements with private vendors, public vendors, public vendors, public agencies, post-secondary educational institutions, or school districts. The commissioner shall obtain input with respect to the design and implementation of the testing program from state educators and the public.
 - b. The testing program will include a combination of norm-referenced and criterion-referenced tests and include, to the extent determined by the commissioner, questions that require the student to produce information or perform tasks in such a way that the skills and competencies he or she uses can be measured.
 - c. Each testing program, whether at the elementary, middle, or high school level, includes a test of writing in which students are required to produce writings that are then scored by appropriate methods.

- d. A score is designated for each subject area tested, below which score a student's performance is deemed inadequate. The school districts shall provide appropriate remedial instruction to students who score below these levels.
- e. Students must earn a passing score on the grade 10 assessment test described in this paragraph in reading, writing, and mathematics to qualify for a regular high school diploma. The State Board of Education shall designate a passing score for each part of the grade 10 assessment test. In establishing passing scores, the State Board shall consider any possible negative impact of the test on minority students. All students who took the grade 10 FCAT during the 2000-2001 school year shall be required to earn the passing scores in reading and mathematics established by the State Board of Education for the March 2001 test administration. Such students who did not earn the established passing scores and must repeat the grade 10 FCAT are required to earn the passing scores established for the March 2001 test administration. All students who take the grade 10 FCAT for the first time in March 2002 and thereafter shall be required to earn the passing 2002 test administration. The State Board of Education shall adopt rules which specify the passing scores for the grade 10 FCAT. Any such rules, which have the effect of raising the required passing scores, shall only apply to students taking the grade 10 FCAT after such rules are adopted by the State Board of Education.
- f. Participating in the testing program is mandatory for all students attending public school, including students served in Department of Juvenile Justice programs, except as otherwise prescribed by the commissioner. If a student does not participate in the statewide assessment, the district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation. If modifications are made in the student's instruction to provide accommodations that would not be permitted on the statewide assessment tests, the district must notify the student's parent of the implications of such instructional modifications.
- g. A parent must provide signed consent for a student to receive instructional modifications that would not be permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations. The State Board of Education shall adopt rules, based upon recommendations of the commissioner, for the provision of test accommodations and modifications of procedures as necessary for students in exceptional education programs and for students who have limited English proficiency. Accommodations that negate the validity of a statewide assessment are not allowable.
- h. A student seeking an adult high school diploma must meet the same testing requirements that a regular high school student must meet.
- i. District school boards must provide instruction to prepare students to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. If a student is provided with accommodations or modifications that are not allowable in the statewide assessment program, as described in the test manuals, the district must inform the parent in writing and must provide the parent with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math.
- j. The commissioner shall conduct studies as necessary to verify that the required skills and competencies are part of the district instructional programs.
- k. The Department of Education must develop, or select, and implement a common battery of assessment tools that will be used in all juvenile justice programs in the state. These tools must accurately measure the skills and competencies established in the Florida Sunshine State Standards.

The commissioner may design and implement student testing programs, for any grade level and subject area, necessary to effectively monitor educational achievement in the state.

4. Conduct ongoing research to develop improved methods of assessing student performance, including, without limitation, the use of technology to administer tests, score, or report the results of, the use electronic transfer of data, the development of process assessments.
5. Conduct ongoing research and analysis of student achievement data, including, without limitation, monitoring trends in student achievement, identifying school programs that are successful, and analyzing correlates of school achievement.
6. Provide technical assistance to school districts in the implementation of state and district testing programs and the use of the data produced pursuant to such programs.

(Additional grades specific information regarding this area may be found in Sections 2, 3, and 4 of this document.)

V. STUDENT ASSESSMENT PROGRAM FOR PUBLIC SCHOOLS

A. Purpose

The primary purposes of the student assessment program are to provide information needed to improve the public schools by enhancing the learning gains of all students and to inform parents of the educational progress of their public school children. The program must be designed to:

1. Assess the annual learning gains of each student toward achieving the Sunshine State Standards appropriate for the student's grade level.
 2. Provide data for making decisions regarding school accountability and recognition.
 3. Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard or special high school diploma.
 4. Assess how well educational goals and curricular standards are met at the school, district, and state levels.
 5. Provide information to aid in the evaluation and development of educational programs and policies.
 6. Provide information on the performance of Florida students compared with that of other students across the United States.
- B. Each student must participate in the statewide assessment tests required by s.1008.22. 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 scores below Level 3 in reading or math, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction as described in paragraph "B."
- C. The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a progress-monitoring plan. A progress-monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to

reduce paperwork. A student who is not meeting the school district or state requirement for proficiency in reading and math shall be covered by one (1) of the following plans to target instruction and identify ways to improve his or her academic achievement:

1. A federally required student plan such as an Individual Education Plan;
2. A schoolwide system of progress monitoring for all students; or
3. An individualized progress-monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by s. 1011.62(8) shall include instructional and support services to be provided to meet the desired levels of performance. District school boards may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.

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

E. **Norm Reference Test Results**

A district recognized Norm Reference Test (NRT) may be administered in the Spring of each year. If an NRT is administered results will be filed in each student's permanent record. When results are received early enough, the parent copy of the NRT results will be sent home with the final report card of the school year. Otherwise, the parent copy of the NRT results will be sent home with the first report card of the next school year. Appointments may be made with the school counselor to explain the test results.

VI. HOME EDUCATION (K-12)

Home education programs shall adhere to provisions of Florida Statutes. The Superintendent shall be responsible for assuring that the home education programs are in compliance with Florida Statutes.

- A. The following provisions shall govern home education programs offered by a student's parent(s) or legal guardian. The parent(s) legal guardian shall:
1. Notify the Superintendent or designee in writing within 30 days of the establishment of a home education program. The notice shall be signed by the parent(s) or legal guardian, and include the names, addresses, and birth dates of all children who shall be enrolled in the program. Copies of applicable Florida Statutes, and home education policy will be given to the parent(s) or guardian and a conference to discuss the requirements will be held with the parent(s) or guardian.
 2. Maintain a portfolio of records and materials. Contents of the portfolio shall include:
 - a. A log made contemporaneously with the instruction, which designates by title the reading material being used.
 - b. Samples of any writing, worksheets, workbook, and creative materials used or developed by the student.
 - c. Copies of any testing or other appropriate evaluations of skills taught; and

- d. A log of daily instructional and study times.
 3. Portfolios will be inspected by a district employee upon 15 days written notice to parent or legal guardian.
 4. Parents shall provide an annual evaluation of their student(s) being home educated. The annual educational evaluation shall document the student's demonstration of educational progress at a level commensurate with his/her ability. Copy of the evaluation shall be filed annually with the School Board. The annual evaluation shall be conducted in accordance with Florida Statutes.
 5. The Superintendent shall determine if the student had demonstrated educational progress commensurate with his/her ability. If progress has not been achieved, the parent(s) or legal guardian shall be notified in writing and have one (1) year from the receipt of the written notification to provide remedial instruction. Continuation in the home education program shall depend upon the student's educational progress at the end of the one (1) year probationary period.
 6. Home education families are to provide written notification to the Superintendent's office of an address change or of their intention to terminate the home education program.
- B. When a student transfers from a home education program to a Dixie District School, the principal shall, in consultation with a committee composed of appropriate district level administrators, the school's guidance counselor and when feasible, appropriate classroom teacher(s), determine the appropriate grade placement and if appropriate the granting of high school credits.
- In no instance shall the grade placement be automatic, based solely on the recommendation of the home education instructor.
- C. In grades K-5, grade placement of the student will be based on at least the following criteria:
1. Age.
 2. Maturity.
 3. Academic skills and abilities, as demonstrated on district adopted textbook level mastery tests in the areas of reading and math. Results from the nationally normed student achievement test used by our district will also be considered.
 4. Any student who does not have any F.C.A.T. scores or any student who scored below Level 2 on the F.C.A.T. reading will be given a diagnostic test and assist in grade level placement. This test will be administered by instructional personnel at the receiving school.
 5. Previous records in public and private schools.
 6. Evidence of work and achievement while in a home education program (i.e. portfolio; log of activities).
- D. In grades 6-8, grade placement of the student will be based on at least the following criteria:
1. Age.
 2. Maturity.

3. Academic skills and abilities, as demonstrated on district adopted textbook level mastery tests in the areas of reading and math. Results from the nationally normed student achievement tests used by our district will also be considered.
 4. Previous record in public and private schools.
 5. Evidence of work and achievement while in a home education program (i.e., Portfolio; log of activities).
- E. High School Credit may be granted to a student who transfers from a home education program as follows:
1. Parents(s) shall provide to the school a detailed course description for each course, indicating instructional objectives, instructional materials, and methods of student performance evaluation.

The committee will review this material to determine that it matches a course listed in the state's Course Code Directory and that the course is parallel in terms of curriculum frameworks and performance standards.
 2. Parent(s) shall provide a portfolio of the student's work in all courses showing evidence of successful completion. (I.E., log of activities; list of instructional materials used; copies of the student's performance evaluation; documentation of successful completion of all performance standards required by Florida's Department of Education for each course where the awarding of high school credit is being considered.)
 3. Parent(s) shall provide evidence that each course eligible for one-half (1/2) high school credit consisted of at least 75 hours of instruction. (At no time will the credits granted exceed the number of credits that may have been earned if the student had attended Dixie District Schools during that same length of time.)

After a complete evaluation of the above material, the committee shall jointly determine the number of credits to grant and in which subjects credit will be granted. Grades for all credits granted shall be on a Pass/Fail basis, with no grade point average calculated.

VII. Virtual Instruction Program (Full-Time)

High Quality Digital Learning: F.S. 1002.31 has set forth the elements of high quality digital learning and requires that each student entering 9th grade as of the 2011-2012 school year, must graduate from high school having taken at least one on-line course. Each school district must establish multiple opportunities for student participation in part-time and full-time K-12 virtual instruction.

Dixie District Schools offers full-time virtual courses through a franchise from Florida Virtual School. Pursuant to Florida Statutes 1002.415 and 1002.45, the following is required for student eligibility into these full-time programs:

K-8: Enrollment is open to any K-8 student if the student meets at least one of the following conditions:

1. Spent the prior school year in attendance at a public school in this state and was enrolled and reported and reported for funding during the preceding October and February FTE counts.
2. Was enrolled during the prior school year in a K-8 virtual school funded pursuant to FS.1002.415 (5) (2).
3. Is eligible to enroll in kindergarten or the first grade; or
4. Has a sibling who is currently enrolled in a participating K-8 virtual school and was enrolled at the end of the prior school year.

Grades 9-12: A student may enroll in a virtual instruction program provided by the school district in which he/she resides if the student meets at least one of the following:

1. Spent the prior school year in attendance at a public school in this state and was enrolled and reported and reported for funding during the preceding October and February FTE counts.
2. Is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 month to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders.
3. Was enrolled during the prior school year in a school district virtual instruction program under FS.1002.45 (5) (c) or a K-8 Virtual School Program under FS. 1002.415.

Any K-12 student wishing to participate part time in virtual courses and part time in on-campus courses (as a "hybrid" student) must have the permission of the school principal or designee.

End-of-Course (EOC) Exams – 30% Mandates

Senate Bill 4 mandates that grades for certain courses must be determined using 30% EOC results in the calculation of final grades. Those courses and corresponding graduating cohorts are:

<u>Course</u>	<u>Graduating Cohort</u>
Algebra I	2013-2014
Geometry	2014-2015
Biology	2014-2015

The calculation for final grades for these courses and cohorts will be:

Semester 1 =	50% of final grade
Semester 2 =	20% of final grade
EOC =	30% of final grade

4th & 5th Grade Virtual Acceleration

FS 1002.37 allows for students currently in 4th & 5th grades who have scored a Level 4 or 5 on FCAT Reading or FCAT Mathematics the option to take accelerated courses through Florida Virtual School and its franchise programs (ie: MyDistrict Virtual).

Interested students who meet the qualifications must submit a letter to their guidance counselor requesting an appropriate accelerated course and schedule.

Any accelerated coursework must be:

- Limited to the appropriate area of FCAT score for which the student qualifies
- Must be taken in addition to the current grade level core academic coursework
- Must be taken on-campus

VIII. ANNUAL REPORTING (K-12)

A. Annual Report: Parents

The district must annually report to the parents of each student the progress of the student towards achieving state and district expectations of proficiency in reading, writing, science, and mathematics.

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

Progress reporting must be provided to the parents in writing in a format adopted by the district school board.

B. Annual Report: Newspaper

Each school district 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:

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

C. Parent Notification – All Grades

Parents of a child with a reading deficiency, must be informed of the following:

- that FCAT is not the sole determiner of promotion
- that additional evaluation, portfolio reviews, and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and is ready for promotion.
- Of the district's specific criteria and policies for mid-year promotion, (Section Two, IV. Student Progression K-5, K.).

(Additional grade specific information regarding this area may be found in Section 2, 3, and 4 of this document.)

D. Family and School Partnership for Student Achievement Act

1. The purpose of the Family and School Partnership for Student Achievement Act is to:
 - a. Provide parents with specific information about their child's educational progress;
 - b. Provide parents with comprehensive information about their choices and opportunities for involvement in their child's education; and
 - c. Provide a framework for building and strengthening partnerships among parents, teachers, principals, district school superintendents, and other personnel.

Each district school board, school district superintendent, and teacher shall fully support and cooperate in implementing a well-planned, inclusive, and comprehensive program to assist parents and families in effectively participating in their child's education.

2. To facilitate meaningful parent and family involvement, the Department of Education shall develop guidelines for a parent guide to successful student achievement which describes what parents need to know about their child's educational progress and how they can help their child to succeed in school. The guidelines shall include, but need not be limited to:
 - a. Parental information regarding:

1. Requirements for their child to be promoted to the next grade, as provided for in s. 1008.25;
 2. Progress of their child toward achieving state and district expectations for academic proficiency;
 3. Assessment results, including report cards and progress reports; and
 4. Qualifications of their child's teachers.
- b. Services available for parents and their children, such as family literacy services; mentoring, tutorial, and other academic reinforcement programs; college planning, academic advisement, and student counseling services; and after school programs;
 - c. Opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs;
 - d. Opportunities for parents to learn about rigorous academic programs that may be available for their child, such as honors programs, dual enrollment, advanced placement, International Baccalaureate, International General Certificate of Secondary Education (pre-AICE), Advanced International Certificate of Education, Florida Virtual High School courses, and accelerated access to postsecondary education;
 - e. Educational choices, as provided for in s. 1002.20(6), and corporate income tax credit scholarships, as provided for s. 220.187;
 - f. Classroom and test accommodations available for students with disabilities; and
 - g. School board rules, policies, and procedures for student promotion and retention, academic standards, student assessment, courses of study, instructional materials, and contact information for school and district offices.
3. The Department of Education shall develop and disseminate a checklist for school districts to provide to parents to assist with the parent's involvement in their child's educational progress. The checklist shall address parental actions that:
 - a. Strengthen the child's academic progress, especially in the area of reading;
 - b. Strengthen the child's citizenship, especially social skills and respect for others;
 - c. Strengthen the child's realization of high expectations and setting lifelong learning goals; and
 - d. Place a strong emphasis on the communication between the school and the home.
 4. The Department of Education shall establish a parent-response center to provide assistance to parents and families in answering questions and resolving issues related to the child's education.
 5. Each district school board shall adopt rules that strengthen family involvement and family empowerment. The rules shall be developed in collaboration with parents, school administrators, teachers, and community partners, and shall address:
 - a. Parental choices and responsibilities;
 - b. Links with community services;
 - c. Opportunities for parental involvement in the development, implementation, and evaluation of family involvement programs; and

- d. Opportunities for parents to participate on school advisory councils and I school volunteer programs and other activities.
6. Beginning with the 2003-2004 school year, each school district shall submit a copy of the rules developed under subsection (5) to the Department of Education by October 1.
 7. Each school district shall develop and disseminate a parent guide to successful student achievement, consistent with the guidelines of the Department of Education, which addresses what parents need to know about their child's educational progress and how parents can help their child to succeed in school. The guide must:
 - a. Be understandable to students and parents;
 - b. Be distributed to all parents, students, and school personnel at the beginning of each school year;
 - c. Be discussed at the beginning of each school year in meetings of students, parents, and teachers; and
 - d. Include information concerning services, opportunities, choices, academic standards, and student assessment.

The parent guide may be included as a part of the code of student conduct that is required in s. 1006.07(2).

8. Each school district shall develop and disseminate a checklist of parental actions that can strengthen parental involvement in their child's educational progress, consistent with the requirements in subsection (3). The checklist shall be provided each school year to all parents of students in kindergarten through grade 12 and shall focus on academics, especially reading, high expectations for students, citizenship, and communication.
9. The State Board of Education shall annually review each school district's compliance with this section and the district's success in achieving improved services for families. The State Board of Education shall use all appropriate enforcement actions, as provided for in s. 1008.32, until the school district fully complies with the requirements of this section.

IX. LIMITED ENGLISH PROFICIENT (K-12)

Limited English Proficient (LEP) students who meet program eligibility criteria shall have equal access to all programs. When a LEP student is served in a program, the curriculum and related services will be designed to appropriately address the needs of LEP students in order to ensure that the instruction is understandable.

No national origin minority or Limited English Proficient student shall be subjected to any disciplinary action because of their use of a language other than English.

Disciplinary action for LEP students is common to non-LEP students.

X. STUDENTS RIGHT (K-12)

The right of a student to participate fully in classroom instruction and extra-curricular activities shall not be abridged or impaired because of age, sex, race, handicap, religion, marital status, pregnancy, or national origin.

XI. FLORIDA SECONDARY SCHOOL REDESIGN ACT

- A. Secondary schools are schools that primarily serve students in grades 6 through 12. It is the intent of the Legislature to provide for secondary school redesign so that students promoted from the 8th grade have the necessary skills for success in the workplace and postsecondary education.
- B. The following guiding principles for secondary school redesign shall be used in the annual preparation of each secondary school's improvement plan required by s. 1001.42(18):
1. Struggling students, especially those in failing schools, need the highest quality teachers and dramatically different, innovative approaches to teaching and learning.
 2. Every teacher must contribute to every student's reading improvement.
 3. Quality professional development provides teachers and principals with the tools they need to better serve students.
 4. Small learning communities allow teachers to personalize instruction to better address student learning styles, strengths, and weaknesses.
 5. Parents need access to tools they can use to monitor their child's progress in school, communicate with teachers, and act early on behalf of their child.
 6. Applied and integrated courses help students see the relationships between subjects and relevance to their futures.
 7. School is more relevant when students choose courses based on their goals, interests, and talents.
 8. Master schedules should not determine instruction and must be designed based on student needs, not adult or institutional needs.
 9. Academic and career planning engages students in developing a personally meaningful course of study so they can achieve goals they have set for themselves.
- C. Based on these guiding principles, district school boards shall establish policies to implement the requirements of ss. [1003.4156](#), [1003.428](#), and [1003.493](#). The policies must address:
1. Procedures for placing and promoting students who enter a Florida public school at grade 6 through grade 12 from out of state or from a foreign country, including a review of the student's prior academic performance.
 2. Alternative methods for students to demonstrate competency in required courses and credits, with special support for students who have been retained.
 3. Applied, integrated, and combined courses that provide flexibility for students to enroll in courses that are creative and meet individual learning styles and student needs.
 4. Credit recovery courses and intensive reading and mathematics intervention courses based on student performance on the FCAT. These courses should be competency based and offered through innovative delivery systems, including

computer-assisted instruction. School districts should use learning gains as well as other appropriate data and provide incentives to identify and reward high-performing teachers who teach credit recovery and intensive intervention courses.

5. Grade forgiveness policies that replace a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or a comparable course.
 6. Summer academies for students to receive intensive reading and mathematics intervention courses or competency-based credit recovery courses. A student's participation in an instructional or remediation program prior to or immediately following entering grade 9 for the first time shall not affect that student's classification as a first-time 9th grader for reporting purposes.
 7. Strategies to support teachers' pursuit of the reading endorsement and emphasize reading instruction professional development for content area teachers.
 8. Creative and flexible scheduling designed to meet student needs.
 9. An annual review of each high school student's electronic personal education plan created pursuant to s. [1003.4156](#) and procedures for high school students who have not prepared an electronic personal education plan pursuant to s. [1003.4156](#) to prepare such plan.
 10. Tools for parents to regularly monitor student progress and communicate with teachers.
 11. Additional course requirements for promotion and graduation which may be determined by each school district in the student progression plan and may include additional academic, fine and performing arts, physical education, or career and technical education courses in order to provide a complete education program pursuant to s. [1001.41\(3\)](#).
- D. In order to support the successful implementation of this section by district school boards, the Department of Education shall:
1. By February 1, 2007, increase the number of approved applied, integrated, and combined courses available to school districts.
 2. By the beginning of the 2006-2007 school year, make available a professional development package designed to provide the information that content area teachers need to become proficient in applying scientifically based reading strategies through their content areas.
 3. Share best practices for providing a complete education program to students enrolled in course recovery, credit recovery, intensive reading intervention, or intensive mathematics intervention.

4. Expedite assistance and decisions and coordinate policies throughout all divisions within the department to provide school districts with support to implement this section.
 5. Use data to provide the Legislature with an annual longitudinal analysis of the success of this reform effort, including the progress of 6th grade students and 9th grade students scoring at Level 1 on FCAT Reading or FCAT Mathematics.
- E. The Commissioner of Education shall create and implement the Secondary School Improvement Award Program to reward public secondary schools that demonstrate continuous student academic improvement and show the greatest gains in student academic achievement in reading and mathematics.

XII Dixie District Schools Policy

Manual Physical Restraint/Seclusion

Manual physical restraint/seclusion will be used only in emergency situations where volatile behaviors pose a threat to the safety of the student exhibiting the behaviors and/or others. Manual physical restraint/seclusion will not be used to punish, and only during the time duration needed to deescalate, prevent, or cease the threatening behaviors. Dixie district guidelines will provide direction for the authorized training, reporting and monitoring of the restraint and/or seclusion.

1. Definition of manual physical restraint:

Personal restriction to immobilize or reduce free movement of the torso, arms, legs or head, carried out by a trained staff member.

Manual physical restraint does **not** include:

1. Use of mechanical restraint device such as belts, straps, or tie downs.
2. Use of physical escort to touch, hold the hand, wrist, arm, shoulder, or back of a student for the purpose of leading that student to another place.
3. Use of physical contact to instruct, such as hand-over-hand positioning, guided practice or the guiding of students to another location.

2. Definition of seclusion:

Confinement of a student in an enclosed room during a scheduled time period in which the student is supervised, but physically prevented from vacating. The confinement must be in a room deemed to be safe by the State Fire Marshall for seclusion.

Seclusion does **not** include time-out, nor placement into a separate area of a room within full view of a staff person.

3. Circumstances when manual physical restraint/seclusion might be used:

Manual physical restraint/seclusion should only be used as a last resort in emergency situations when a student poses a safety risk to self and/or others, and only during the time needed to contain the behavior and cease the threat. Classroom environments should demonstrate the use of positive behavioral supports.

4. Individuals responsible to carry out restraint and/or seclusion:

School staff who have successfully completed the district approved training in the use of specific restraint techniques and procedures, as well as credentialed law enforcement personnel. Training in manual physical restraint and seclusion will be provided in the district on an annual basis.

5. Approved training:

Crisis Prevention Intervention is approved by the Dixie School District for manual physical restraint. The training is provided by certified CPI trainers, credentialed through the Crisis Prevention Institute, Inc., and administered by FDLRS.

In the provision of a safe environment in which to educate students and staff and promote positive behavior supports and strategies, to include the practice of alternatives to volatile behaviors, CPI builds understanding and awareness of appropriate interactions and communication as well as focuses on strategies to deescalate aggression.

Only those individuals trained and credentialed in CPI will utilize manual physical restraint and seclusion. Training will be provided in the district on an annual basis.

6. Monitoring of Students in Restraint and/or Seclusion:

A staff individual must observe and document the incident during the duration of the event. The person who has carried out the restraint will record documentation on the Documentation/Reporting of Use of Manual Physical Restraint and/or Seclusion Time Out form.

Documentation will be provided to the school principal, the ESE Director, and the ESE Bureau Chief electronically each month that school is in session.

7. Reporting Incidents of Restraint and/or Seclusion:

A written report of the each restraint or seclusion event must be provided to the parent or guardian before the end of the school day during which the incident occurred. The Notice to Parent of Incident Report will be completed and mailed to the parent or guardian.

A copy of the incident report and a self-addressed, stamped envelope will be mailed to the parent or guardian. Parent will sign acknowledgement of receipt of the report on the extra copy and return to the school in the envelope provided. Parent will keep a copy provided and the signed parent copy kept in the disciplinary file.

Reasonable efforts will also be taken to notify the parent or guardian by telephone, email or both, and documentation will be maintained in the disciplinary file.

A copy of the returned, signed notification letter will be maintained in the disciplinary file.

8. State Reporting Data Entry:

The individual carrying out the restraint will complete the Notification of Manual Physical Restraint and/or Seclusion form. This form will be submitted to the school principal.

The administrator or person responsible to complete the State Reporting Data Entry will print the report to send to the parent or guardian with a cover letter. A copy of this report will be kept in the disciplinary file.

9. Documentation maintenance:

The school will keep the parent signed acknowledgement of notification of the restraint and/or seclusion incident, as well as the signed acknowledgement of receipt of the incident report.

History.--s. 19, ch. 2006-74; s. 17, ch. 2008-108; s. 6, ch. 2008-235.

SECTION TWO

Pre-Kindergarten – Grade 5

(This section contains information that is common for grades
Pre-K through 5)

I. INITIAL ENTRY P-5

A. Admittance for first Time Students

Children who will have attained the age of three (3) years on or before September 1, of a school year are eligible for admission to prekindergarten early intervention programs during that school year as provided in F.S. 230.2305 or a preschool program as provided in F.S. 238.061.

Children who have attained the age of five (5) years by September 1, of the current school year shall be eligible for admission to kindergarten any time during the school year. Children, who attain the age of six (6) years by February 1, must be enrolled in school for the entire school year under the compulsory provision for school attendance (F.S. 1003.21(1)(a)).

A child shall not be admitted to first grade until there has been satisfactory completion of kindergarten in a public school or a non-public school from which the district accepts transfer of academic credit. There must be evidence of successful kindergarten completion in the student's cumulative folder.

Any child who has attained the age of six (6) by September 1, of the current school year shall be admitted to first grade at any time during the school year, if the kindergarten requirement has been met.

The following items must be provided to the school before the child can enter.

1. Evidence of the child's birth date (birth certificate or other acceptable evidence as per F.W. 1003.21); and
2. A certificate of immunization against communicable disease as required in F.S. 1003.22; and
3. Evidence of a physical examination within the last 12 months. A 30-day waiver may be granted for the physical examination only as per F.S. 1003.22; and
4. Evidence of custody if the child does not live with both natural parents.

B. Underage Admittance From In-State Non-Public Schools

There will not be any underage admittance from in-state non-public schools.

C. Entry into Kindergarten and First Grade by Out-of-State Transfer Students

1. Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection 3.

2. Any student who transfers from an out-of-state non-public school and does not meet regular age requirements for admission to Florida may be admitted if the student meets the age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the School Board.
3. In order to be admitted to Florida schools, such a student transferring from an out-of-state school must provide the following data:
 - a. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
 - b. An official letter or transcript from a proper school authority which shows record of attendance, academic information and grade placement of the student;
 - c. Evidence of immunization against communicable diseases as required in Section 1003.22 F.S.;
 - d. Evidence of date of birth in accordance with Section 1003.21 F.S.; and
 - e. Evidence of a medical examination completed within the last twelve (12) months in accordance with Section 1003.22 F.S.

D. Placement Procedures For New Students K-5

Elementary grade placement of all transfer students in grades K-5 including those enrolled in home education programs, shall be on a temporary basis until evidence of student achievement is made available to the receiving school principal. Academic performance of the transfer student; screening (K-5), basal series placement test, and the classroom observations shall be considered by the principal in making the final placement decision. The principal of each school may assign a student to the grade level at which the student can best adjust academically, socially, or emotionally. The basis for assignment shall be discussed in advance with the parent or guardian of each student placed at a level other than the grade level indicated by the student's previous placement. (F.S. 230.2312, 230.2319 (4)(b)).

E. School readiness uniform screening (kindergarten)

1. The Department of Education shall implement the school readiness uniform screening to validate the system recommended by the Florida Partnership for School Readiness as part of a comprehensive evaluation design. The department shall require that all school districts administer the school readiness uniform screening to each kindergarten student in the district school system upon the student's entry into kindergarten. Children who enter public school for the first time in first grade must be administered the school readiness uniform screening adopted for use in kindergarten. The department shall incorporate school readiness data into the K-20 data warehouse for longitudinal tracking. The uniform screening shall provide objective data regarding the following expectations for school readiness which shall include, at a minimum:
 - a. The child's immunizations and other health requirements as necessary, including appropriate vision and hearing screening and examinations.
 - b. The child's physical development.
 - c. The child's compliance with rules, limitations, and routines.
 - d. The child's ability to perform tasks.
 - e. The child's interactions with adults.
 - f. The child's interactions with peers.
 - g. The child's ability to cope with challenges.
 - h. The child's self-help skills.
 - i. The child's ability to express his or her needs.
 - j. The child's verbal communication skills.

- k. The child's problem-solving skills.
- l. The child's ability to follow verbal directions.
- m. The child's demonstration of curiosity, persistence, and exploratory behavior.
- n. The child's interest in books and other printed materials.
- o. The child's ability to pay attention to stories.
- p. The child's participation in art and music activities.
- q. The child's ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.

II. REGULATIONS OF ATTENDANCE K-5

- A. **ATTENDANCE:** Students in grades K-5 are expected to attend school on a regular basis in order to receive the necessary instruction to be promoted. If a student is absent from school it is the parent/guardian's responsibility to contact the school prior to the student's return to school.
- B. **EXCUSED ABSENCES:** Medical, religious holidays as verified by religious official, or death in the immediate family. An official written verification by the medical provider, religious official, or printed funeral announcement must be presented to the school in order to excuse the child's absence(s).
- C. **PERMISSIBLE UNEXCUSED:** Any contact of the parent by note or telephone to the school for reason of child's absence(s) that does not fall under the Excused Absences definition.

Note: Permissible Unexcused absences count towards the student's five (5) allowed days per semester.

- D. **UNEXCUSED ABSENCES:** Any absence(s) that is not accompanied by a written note or telephone message in the case of a child's absence(s).

Parental contact by telephone or home visit will be attempted after each unexcused absence.

E. ACCUMULATED LATE ARRIVALS and/or EARLY DEPARTURES FROM SCHOOL GRADES K-5

If a student accumulates three (3) unexcused "late arrivals" (as determined by the school's administration) these three (3) arrivals will be converted to an unexcused absence. This absence will be added to the number of unexcused absences that the student has accumulated for the school year.

All "late arrivals" will be considered unexcused unless the arrival is a result of:

- Medical Appointment
- Required Court Appearance (Subpoena)
- Death in the immediate family
- Religious Holiday
- School provided transportation

If a student accumulates three (3) unexcused early departures (checkouts) from school, those three (3) early departures will be converted to unexcused absences. This absence will be added to the number of unexcused absences that the student has accumulated for the school year.

All early departures (checkouts) will be considered unexcused unless the early departure is a result of:

- Medical Appointment
- Required Court Appearance (subpoena)
- Death in the immediate family
- Religious Holiday

- Suspension from School
- Being initiated by the school administration or school clinic

F. **MAKEUP WORK**: It is the responsibility of the student to make arrangements for completing the classroom work assigned during his/her absence.

Students with an absence are allowed ample time to make up work. For regular assignments, students are allowed two (2) school days for each excused or absence due to out of school suspension absence: **Example, 3 days absence = 6 days to make up work.** At the discretion of the classroom teacher, tests are to be made up on the first day of the student's return to school after an absence, providing the student had prior knowledge of the test. Students may make up semester and final exams only if they have a medical excuse or through prior arrangements with the administration. The consequences of a student's failure to make up work within the allotted time following an excused absence are:

1. Zero (0) grade will be given for all assigned work, including tests and/or exams.
2. Teacher/student conference.
3. Parent notification.

III. CURRICULUM AND INSTRUCTION K-5

A. **Sunshine State Standards for Grades K-5**

The Dixie District School Board has adopted the Sunshine State Standards as the educational expectations that students in grades K-12 should meet. Standards have been developed in the areas of language arts, social studies, science, mathematics, the arts, health and physical education, and foreign language. The standards are presented in a document for each subject areas called a curriculum framework.

The Sunshine State Standards identify what students should know and be able to do during each of four (4) grade clusters – K-2, 3-5, 6-8, and 9-12. Students shall receive appropriate instructions at all grade levels based on these standards.

B. **Course of Study K-5**

Students in grades kindergarten through five (5) will follow a basic course of study which includes the following subjects:

Language Arts

Mathematics

Physical Education (150 minutes per week, scheduled so that on any day during which physical education instruction is conducted there are at least 30 minutes per day.)

Reading

Science/Health Education*

Social Studies

Character Education

*(Minimum of five (5) hours of instruction per year.)

C. Reading Deficiency and Parental Notification – K-5

It is the ultimate goal of the Legislature and Dixie District Schools 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 proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

If the student's reading deficiency, as identified in the above paragraph, is not remediated 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.

The parent of any student who exhibits a substantial deficiency in reading, 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 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. Remediation is defined here as achieving Level 2 on the FCAT Reading.
5. Strategies for parents to use in helping their child succeed in reading proficiency.
6. That the FCAT is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read on grade level.

D. Assessment K-3 Students

Each elementary school must regularly assess the reading ability of each K-3 students.

The parent of any K-3 student who exhibits a reading deficiency shall be immediately notified of the student's deficiency with a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading; shall be consulted in the development of a detailed academic improvement plan, as described in s. 1008.25(4)(b); and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected.

This section operates in addition to the remediation and notification provisions contained in s. 1008.25 and in no way reduces the rights of a parent or the responsibilities of the school district under that section.

IV. STUDENT PROGRESSION K-5

A. Interim Progress Reports

An interim progress report will be provided to all students.

B. Remediation Grades 2-5

Students in grades 2-5 will be considered for remediation based on the following criteria:

READING: Students scores below proficiency on standardized assessments, recognized by the Dixie District Schools and/or scores a Level I on the FCAT Mathematics.

MATHEMATICS: Student scores below proficiency on standardized assessments, recognized by the Dixie District Schools and/or scores a Level I on the FCAT Mathematics.

WRITING: (Fifth grade ONLY) Student scores below proficiency on a standardized assessment.

If current scores from a nationally normed test are not available, then the following criteria will be used to determine the need for remediation:

1. A score of at least one (1) year below the student's current grade level on an approved reading assessment instrument such as Gates-MacGinitie, QRI, etc. DIBELS; Fox in a Box; DARE; SRI; ERDA.
2. A score on the math eduTest.com benchmark assessment of below 26% mastery (if used).

Based on diagnostic assessments, the school will develop and implement, in consultation with the student's parent or legal guardian, a Progress Monitoring Plan designed to assist the student in meeting state and district expectations for proficiency in Reading, Writing and Mathematics. Each plan must include the provision on intensive remedial instruction in the areas of weakness through strategies as considered appropriate by the school administration that may include one or more of the following and may include other strategies:

1. Summer school coursework
2. Extended day services
3. Parent tutorial programs
4. Contracted academic services
5. Exceptional education services
6. Suspension of curriculum other than Reading, Writing and Mathematics.

The student will continue to receive remediation until the level of proficiency is reached as defined by the criteria for promotion.

C. Retention K-5

Sat10/FCAT is not the sole determinant for promotion/retention of students. Therefore, a final placement decision will rest with the teacher AND the principal.

D. **Retention Grades K-2**

In most cases, when a student appears to have an achievement problem early in his/her school career and when retention is a possible action, it should normally be considered in the primary years. No more than two (2) retentions shall occur in grades K-3. When it has been determined that a child will be retained, the parent or guardian will be notified in writing. Every effort will be made to conference with the parent prior to the final decision. The communication between the parent and teacher should be on-going throughout the school year. A final placement decision will rest with the principal.

Students in grades K through two (2) may be considered for retention if they do not successfully complete the requirements of their Language Arts/Reading course and/or the requirements of their math course.

Students with an active Progress Monitoring Plan (PMP) may be retained if they do not successfully complete their PMP. The basic requirement in grades K-2 includes (but not limited to) attendance, student grades, mastery of NGSSS, student scores below the 40th percentile in Total Reading and/or Total Math on a district used nationally normed reference test. (such as SAT10)

An LEP or ESE student may be exempt from this criteria if there is documentation from an articulation staffing containing the recommendation and reasons for the student's exemption.

E. **Retention Grade 3**

A student must be retained if he/she does not score at Level 2 or higher on the statewide assessment test in reading for grade 3.

The School Board may exempt students from mandatory retention in this grade, for "good cause."

The "good cause" exemption shall be limited to the following:

1. Limited English proficient students who have had less than two (2) years of instruction in an English for Speakers of Other Languages program.
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate consistent with 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 F.C.A.T.
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 Section 1008.25 paragraph 4(B) of the Florida School Code for more than two (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 Section 1008.25 paragraph 4(B) of the Florida School Code for two (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 two (2) years. Intensive reading instruction for students so promoted must include an altered instructional day based upon an academic improvement plan that includes specialized diagnostic information and specific reading strategies for each student. The School Board shall assist schools and teachers

to implement reading strategies that research has shown to be successful in improving reading among low performing readers.

Request for “good cause” exemption for students from the mandatory retention requirement shall be made consistent with the following:

1. Documentation shall be submitted from the student’s teacher to the 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 as 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 should be promoted, the school principal shall make such recommendation to the Superintendent. The Superintendent shall accept or request the school principal’s recommendation in writing.

F. **Parent Notification – Retained Third Graders**

Each district must:

1. Provide written notification to the parent of any third grade retained student;
2. That the child has not met the proficiency level required for promotion;
3. The reasons the child is not eligible for good cause exemption.
4. The notification must comply with the new 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.

G. **K-3 R.E.A.D. Initiative**

1. Districts shall establish a Reading Enhancement and Acceleration Development (READ) Initiative.
2. The focus is to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to:
 - a. grade 3 students who failed to meet standards for promotion to grade 4;
 - b. each K-3 student who is assessed as exhibiting a reading deficiency.
3. The READ initiative shall:
 - a. be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools that measures phonemic awareness, phonics, fluency, vocabulary and comprehension;
 - b. be provided during regular school hours in addition to the regular reading instruction;
 - c. 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:

1. assists students with a reading deficiency in developing the ability to read at grade level;
 2. provides skill development in phonemic awareness, phonics, fluency, vocabulary and comprehension;
 3. provides scientifically based and reliable assessment;
 4. provides initial and ongoing analysis of each student's reading progress;
 5. is implemented during regular school hours.
4. The READ initiative must also provide a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

H. **Successful Progression of Retained Third Grade Readers**

1. Retained students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment.
2. This intensive intervention must include:
 - a. effective instructional strategies,
 - b. participation in summer reading camp, and
 - c. 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.
3. Each district must:
 - a. Review of student Progress Monitoring Plans (PMPs) for all third grade students who did not score above Level 1 on the reading FCAT and did not meet the criteria for one of the good cause exemptions.
 - b. The review must address additional supports and services needed to remediate the identified areas of reading deficiency.
4. The district must:
 - a. Complete a student portfolio for each such student.
 - b. Provide students who are retained with intensive instructional services and supports to remediate identified areas of reading deficiency, including:
 1. 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 ratios
 - more frequent progress monitoring
 - tutoring or mentoring
 - transition classes containing 3rd and 4th grade students
 - extended school day, week or year

- summer reading camps.
5. Students who are retained in third grade must be provided with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.
 6. In addition to required reading enhancement and acceleration strategies, the district must provide parents of students to be retained with at least one of the following instructional options:
 - a. Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school.
 - b. A “Read at Home” plan outlined in a parental contract, including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading.
 - c. A mentor or tutor with specialized reading training.

I. Intensive Acceleration Class for Retained Third Graders

1. Each district must establish at each school, where applicable, on Intensive Acceleration Class for retained grade 3 students who subsequently score at Level 1 on FCAT reading. The focus of the Intensive Acceleration Class is to increase a child’s reading level at least two (2) grade levels in one (1) school year.
2. The Intensive Acceleration Class must:
 - a. be provided to any student in grade 3 who scores at Level 1 on the reading FCAT and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading FCAT;
 - b. have a reduced teacher-student ratio;
 - c. provide uninterrupted reading instruction for the majority of student contact time each day;
 - d. incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year;
 - e. provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist (DOE Note: this provision does not mandate the use of a speech language pathologist but rather allows the speech language pathologist to be involved in designing the Intensive Accelerated Class and, through multi-stream funding, perhaps working with certain students whose diagnosed reading deficiencies might best be addressed by a speech language pathologist.);
 - f. include weekly progress monitoring measures to ensure progress is being made.

J. Transitional Instructional Setting for Retained Third Graders

The district must 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 must specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

K. **Mid-Year Promotion for Retained Third Graders**

Any third grade student, who is retained as a result of not scoring at a Level II or higher on the state wide assessment in reading, can be promoted mid-year, if it can be determined that he/she is a successful and independent reader at or above grade level and is ready to be promoted to fourth grade.

Students promoted mid-year to fourth grade must demonstrate proficiency above that required to score at Level II on the grade 3 FCAT (The State Board of Education will adopt standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate 4th grade level reading skills.

Tools that the schools may use in reevaluating a third grade student to determine mid-year promotion to grade four may include:

- Subsequent assessments
- Alternative assessments
- Portfolio reviews, in accordance with rules of the State Board of Education.

Mid-year promotion will be done after November 1st and before January 3rd of a school year.

L. **Successful Progression for Retained Readers – Reporting**

Districts shall report on the progress of students in the IAC to the Department of Education at the end of the first semester. To implement this requirement the administration of the grade 3 probes from the Diagnostic Indicators of Basic Early Literacy Skills (DIBELS) along with the Progress Monitoring and Reporting Network (PMRN) will be required for these students. More information on these requirements will be forthcoming.

Districts shall report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented. Please describe the intensive interventions and supports that were provided to third grade students who scored Level 1 on the Reading FCAT and were retained for the year.

M. **Student Portfolio Guidelines**

To be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills the student portfolio contents must:

1. Be selected by the student's teacher.
2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom.
3. Include evidence that the benchmarks assessed by the grade 3 reading FCAT have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text and that are between 100-700 words with an average of 350 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Sunshine State Standards or teacher – prepared assessments that are aligned with the Sunshine State Standards.
4. Be an organized collection of evidence of the student's mastery of the Sunshine State Standard Benchmarks for Language Arts that are assessed by the grade 3 reading FCAT. For each benchmark, there must at least five (5) examples of mastery as demonstrated by a grade of "C" or above.

5. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

(The Student Portfolio Guidelines may be amended prior to June 30th. If the Legislature and/or the Department of Education revise the requirements.)

N. **3rd Grade Transfer**

A school should immediately assess the reading proficiency of any student transferring into the district to determine if remediation is appropriate. If the student enters after the administration of the FCAT, it would be up to the school to assess the student's reading proficiency at the end of the year to determine if the student needs to repeat 3rd grade. If the student transfers in time to take the FCAT, that score would assist in determining the student's retention or promotion.

O. **Retention Grades 4-5**

Students in grades 4-5 may be retained if they do not successfully complete their Progress Monitoring Plan (PMP). The basic requirements for PMPs in grades 4-5 include (but are not limited to) attendance, student grades, mastery of NGSSS, and student scores below Level 1 on FCAT Reading and /or Math, and/or Level 1 or 2 on FCAT Writing (Florida Writes!).

Students, who do not have an active PMP, may be considered for retention if they do not successfully complete the requirements of their Language Arts/Reading course and/or the requirements of their math course.

P. **Retention Notification**

Parents shall be notified in writing when it is apparent that the student may need to be retained. Documentation of notification will be kept. The opportunity for a conference with the teacher and/or principal may be provided to the parents of any child who may be retained.

Q. **Acceleration**

The assignment of a student to a higher grade, which results in the student skipping a grade or part of a grade, should be made on the basis of exceptionally high academic performance. Also, there should be evidence that the student will benefit more academically from the instruction at the advanced level than their current grade level. Consideration should also be given to the immediate and long-range effects on academic skill levels, intellectual abilities, social maturity and motivation. A committee consisting of the district school psychologist, school counselor, current classroom teacher and receiving classroom teacher, should meet and formulate a written recommendation to the school principal with each member's signature and indication if they agree or disagree. The school principal has the responsibility for making such assignments. However, a child will not be accelerated without parental consent. The student's permanent cumulative folder should be noted to indicate "accelerated grade placement," major reason(s) for the assignment and the name of the principal who has made the placement.

V. CRITERIA FOR PROMOTION OF EXCEPTIONAL STUDENTS K-5

A. Promotion and Placement in Preschool

1. Educable Mentally Handicapped, Trainable Mentally Handicapped, Speech and Language, Emotionally Handicapped, Severely Emotionally Disturbed, Physically Impaired, and Specific Learning Disabilities, Developmentally Delayed students attending Preschool Varying Exceptionalities classes:
 - a. Children must be three (3) years old on or before September 1 of the school year, unless a child has been referred to school from Developmental Evaluation and Intervention.
 - b. It is the responsibility of the preschool ESE teacher to make a recommendation regarding ESE self-contained kindergarten or regular kindergarten placement when students will be five (5) years old on or before September 1, of the following school year. Maturity and mastery of IEP goals and objectives are important factors to be considered in the promotion of preschool students. If a recommendation is made to maintain a student in preschool for an additional year, prior approval must be obtained from the ESE Director. This additional year in preschool shall be for purposes of continued development and will not be considered retention. Parents must be notified in writing when an additional year in preschool is recommended and an IEP meeting scheduled.

B. Promotion for Exceptional Students K-5

Exceptional students must demonstrate mastery as demonstrated on the state required Alternate Assessment Test. Mastery of standards may be assessed by modifying the skill or assessment procedures to accommodate the student, as described in Rule 6A-1.0943,FAC. This may include, but is not limited to, the use of sign language, finger spelling, communication boards, Braille, typewriters, or word processors.

These accommodations must be proposed and approved by the IEP committee during the development of the student's IEP. In accordance with 232.247, F.S., the following students with exceptionalities are eligible to work toward mastery of these standards which are requirements for eligibility to receive a special diploma: Educable Mentally Handicapped, Trainable Mentally Handicapped, Deaf and Hard of Hearing, Physically Impaired, Language Impaired, Emotionally Handicapped, Specific Learning Disabilities, Profoundly Mentally Handicapped, Dual-Sensory Impaired, Autistic, and Severely Emotionally Disturbed.

All standards for all content areas as specified by the functional level must be mastered at the 100% level before an Exceptional Student is eligible for a Special Diploma. Promotion shall be based upon performance in both Language Arts and math. Success in other subject areas will be considered too. Promotion is also determined upon the mastery level of State Minimum Performance Standards, Special State Minimum Performance Standards, and District Minimum Performance Standards based upon each student's ability level and mastery of IEP objectives.

VI. SUMMER SCHOOL ELIGIBILITY K-5 (If summer programs are provided by district)

A. Students That Are Eligible

1. A student that has failed to meet promotion criteria as specified in this plan.
2. A student that has been assigned to an Exceptional Student Education Program (if part of their I.E.P.) or to an Educational Alternative Program.
3. Migrant students.

B. Parent Notification

Parents will be notified, in writing, of their child's eligibility and the reason of this eligibility for summer school.

C. Student Progress

A student's progress will be reviewed during and after summer school. The review of the student's progress can change the retention decision to promotion.

SECTION THREE

Grade 6 – Grade 8

(This section contains information that is common for grades 6 through 8.)

I. DEFINITION 6 - 8

As used in this section, the term “middle grades” means grades 6, 7, and 8.

II. PLACEMENT PROCEDURES FOR NEW STUDENTS 6 - 8

Grade placement of all transfer students in grades 6-8 including those enrolled in home education programs, shall be on a temporary basis until evidence of student achievement is made available to the receiving school principal. Academic performance of the transfer student in the classroom shall be considered by the principal in making the final placement decision. The principal may assign a student to the grade level at which the student can best adjust academically, socially, and emotionally. The basis for assignment shall be discussed in advance with the parent or guardian of each student placed at a level other than the grade level indicated by the student’s previous placement.

(F.S. 230.2313, 230.2319(4)(b))

III. ATTENDANCE FOR 6 - 8

A. Absences and Truancy

Students in grades 6-8 are expected to attend school on a regular basis in order to receive the necessary instruction to be promoted. If a student is absent from school it is the responsibility of the parent/guardian’s to call the school the day their child missed school and report the absence.

Parent contact by telephone or home visit will be attempted after each unexcused absence.

EXCUSED ABSENCES defined as medical with written verification, Religious Holiday as verification by a religious official, death in the immediate family with a printed funeral announcement, school sponsored activities, or a phone call by the parent/guardian **the day** of the absence.

UNEXCUSED ABSENCE is any absence which is not excused. After a student accumulates three (3) unexcused absences in a semester, the school may contact his/her parent/guardian.

A student who has accumulated 15 unexcused absences within 90 days will be considered truant.

To be given credit for a full day’s attendance, the student must be present a minimum of three (3) class periods.

Any student taking Algebra I for high school credit must follow all high school guidelines and policies.

A student who misses 30 or more days of school may be required to repeat the grade unless he/she has demonstrated mastery of all subject areas that are required for promotion.

A student who misses more than one half (1/2) of a class period (for an unexcused reason) will be considered absent from that class.

B. **Makeup Work**

It is the responsibility of the student to make arrangements for completing the classroom work assigned during his/her absence.

Students with an absence are allowed ample time to make up work. For regular assignments students are allowed two (2) school days for each absence:

Example: 3 days absence = 6 days to make up work

Tests are to be made up on the first day of the students return to school after an absence, providing the student had prior knowledge of the test. Students may make up semester and final exams only if they have a medical excuse or through prior arrangements with the administration.

The consequences of a student's failure to make up work within the allotted time following an excused absence are:

1. Zero grade will be given for all assigned work, including tests and/or exams.
2. Teacher/student conference.
3. Parent notification.

IV. **CURRICULUM AND INSTRUCTION 6 - 8**

A. **Sunshine State Standards**

The Dixie District School Board has adopted the Sunshine State Standards as the educational expectations that students in grades K-12 should meet. Standards have been developed in the areas of language arts, social studies, science, mathematics, the arts, health and physical education, and foreign language. The standards are presented in a document for each subject area called a curriculum framework.

The Sunshine State Standards identify what students should know and be able to do during each of four (4) grade clusters – K-2, 3-5, 6-8, and 9-12. Students shall receive appropriate instructions at all grade levels based on these standards.

B. **Rigorous Reading Requirement**

Any public school with fewer than 75 percent of its students in grade 6, grade 7, or grade 8 reading at or above grade level (FCAT Level 3) must incorporate a Rigorous Reading Requirement as the primary component of its School Improvement Plan. The purpose of this requirement is to assist each student who is not reading at or above grade level to do so before entering high school.

The Rigorous Reading Requirement component must include:

1. Specific areas that address phonemic awareness, phonics, fluency, comprehension, and vocabulary; and the desired levels of performance in these areas;
2. The instructional and support services to be provided to meet these, including research-based instructional practices shown to be successful in teaching reading to low-performing students.

Schools required to implement the rigorous reading requirement must provide quarterly reports to the district school superintendent on the progress of students toward increased reading achievement, and the results of such implementation shall be used as part of the annual evaluation of the schools instructional personnel and school administrators in accordance with s. 1012.34, Florida Statutes.

C. **Personalized Middle School Success Plan**

Each principal of a school with a middle grade shall designate certified staff members to develop and administer a personalized middle school success plan for each entering sixth grade student who scored below Level 3 in reading on the most recent administration of the FCAT. The purpose of the plan is to assist the student in meeting state and school district expectations in academic proficiency and to prepare the student for a rigorous high school curriculum.

The personalized success plan must:

1. Identify educational goals and intermediate benchmarks in core curriculum areas which will prepare the student for high school.
2. Be based upon academic performance data and identification of the student's strengths and weaknesses.
3. Include academic intervention strategies with frequent progress monitoring.
4. Provide innovative methods to promote the student's advancement (flexible scheduling, tutoring, focus on core curricula, online instruction, alternative learning environment, or other interventions shown to accelerate the learning process).

Additionally, the personalized success plan:

1. Must be incorporated into any individual student plan required by federal or state law (AIP, IEP, 504, or ESOL).
2. Must be developed in collaboration with the student and the student's parent(s).
3. Must be implemented until the student completes eighth grade, or achieves Level 3 on the FCAT (Reading).
4. Must minimize paperwork.
5. May be incorporated into a parent/teacher conference, included as part of a progress report or report card, included as part of a general orientation at the beginning of the school year, or provided by e-mail or other written correspondence.

D. **District Requirements**

1. Teachers of all students in grades 6 through 8 shall teach the appropriate skills within their course content, scope and sequence. Course grades shall reflect skill achievement.
2. It is the responsibility of the classroom teacher to provide instruction in the required. Social Studies, English, Mathematics, Science and Computer Literacy teachers or the principal's designee shall be responsible for reporting any unsatisfactory progress on standards to parents at each grade reporting period. All other subject area teachers shall also teach (helping to reinforce) standards within their subject content.

E. **COURSE OF STUDY 6 - 8**

Students in grades 6 through 8 will follow a basic course of study which includes the following subjects:

Language Arts (required)	Physical Education (225 minutes per week are recommended)*
Mathematics (required)	Science (required)

Social Studies (required) Enrichment (which includes during a three (3) year cycle):
two (2) semesters of Career Education, Agriculture, and Health*

Reading** Music/Band***

*Remediation in reading and/or math may be provided in lieu of this offering

**Remediation and/or repeating a required core course may be provided in lieu of this offering.

***This year long offering may be taken in lieu of Enrichment.

The following additional required areas of study will be incorporated into the appropriate academic subject(s).

Career Education

Character Education

Computer Literacy

Critical Thinking Skills

Alcohol and Substance Abuse Prevention (Minimum of five (5) hours of instruction per year)

Beginning 2009-2010 school year, the equivalent of one (1) class period per day of physical education for one (1) semester of each year is required.

Listed below are the criteria for waiving the physical education requirement:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing that:
 1. The parent requests that the student is enrolled in another course from among those courses 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 requirements.

V. **STUDENT PROGRESSION 6 - 8**

A. **Interim Progress Reports**

An interim progress report will be provided to all students.

B. **General Requirements for Middle Grades Promotion for 6th and 7th Grade Students**

1. Beginning with students entering grade 6 in the 2006-2007 school year, promotion from a school composed of middle grades 6, 7, and 8 requires that:
 - a. The student must successfully complete academic courses as follows:
 1. Three (3) middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text.
 2. Three (3) middle school or higher courses in mathematics. Each middle school must offer at least one (1) high school level mathematics course for which students may earn high school credit.
 3. Three (3) middle school or higher courses in social studies, one (1) semester of which must include the study of state and federal government and civics education.
 4. Three (3) middle school or higher courses in science.
 5. One (1) course in career and education planning to be completed in 7th or 8th grade. The course may be taught by any member of the

instructional staff; must include career exploration using CHOICES for the 21st Century or a comparable cost-effective program; must include educational planning using the online student 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.

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 complete an electronic personal education plan that must be signed by the student; the student's instructor, guidance counselor, or academic advisor; and the student's parent. By January 1, 2007, the Department of Education shall develop course frameworks and professional development materials for the career exploration and education planning course. The course may be implemented as a stand-alone course or integrated into another course or courses. The Commissioner of Education shall collect longitudinal high school course enrollment data by student ethnicity in order to analyze course-taking patterns.

- b. For each year in which a student scores at Level I on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s. 1011.62(9).
 - c. 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.
2. Students in grade 6, grade 7, or grade 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements of this section.
 3. The State Board of Education may adopt rules pursuant to ss. 120.536(1) and 120.54 to implement the provisions of this section and may enforce the provisions of this section pursuant to s. 1008.32.

An LEP student may be exempt from this criteria if there is documentation from an articulation staffing containing the recommendation and reasons for the student's exemption.

Students with disabilities must meet the school district proficiency levels unless the student's IEP indicates that the disabling condition impacts the student's progress in the general curriculum. Students with disabilities who meet IEP goals and objectives may be promoted based on the accomplishment of those goals and objectives.

C. **Acceleration**

The assignment of a student to a higher grade which results in the student skipping a grade or part of a grade should be made on the basis of exceptionally high academic performance. Also, there should be evidence that the student will benefit more academically from the instruction at the advanced level than their current grade level. Consideration should also be given to the immediate and long-range effects on academic skill levels, intellectual abilities, social maturity,

and motivation. A committee consisting of the district school psychologist, school counselor, current classroom teacher, and receiving classroom teacher, should meet and formulate a written recommendation to the school principal with each member's signature and indication of agreement or disagreement. The school principal has the responsibility for making such assignments. However, a child will not be accelerated without parental consent.

The student's permanent cumulative folder should be noted to indicate "accelerated grade placement: major reason(s) for the assignment, and the name of the principal who has made the placement.

D. **Retention Notification**

Parents shall be notified in writing when it is apparent that the student will be retained. Documentation of notification should be kept. The opportunity for a conference with the teacher and/or principal may be provided to the parents of any child who will be retained.

E. **Accelerated Courses 6 – 8**

Any middle school student, with the approval of the Principal and/or Guidance Counselor, may earn a high school credit with successful completion of a high school course. In addition, students must meet attendance requirements for earning a high school credit before credit is awarded.

At the end of the school year the parent and/or guardian may decide that their child not be awarded credit in the high school course, regardless of the final grade.

F. **Notification of Graduation Options**

Each district school board shall provide each student in grades 6-12 and their parents with the three-year and four-year high school graduation options listed in s.1003.429 (1) with curriculum for the students and parents to select the postsecondary education or career plan that best fits their needs. The options shall include a timeline for achieving each graduation option.

VI. NORM REFERENCE TEST RESULTS

A district recognized Norm Reference Test (NRT) is administered in the Spring of each year. Results are filed in each student's permanent record. When results are received early enough, the parent copy of the NRT results will be sent home with the final report card of the school year. Otherwise, the parent copy of the NRT results will be sent home with the first report card of the next school year. Appointments may be made with the school counselor to explain the test results.

VII. CRITERIA FOR PROMOTION OF EXCEPTIONAL STUDENTS 6 - 8

A. **Promotion for Exceptional Students**

Exceptional students must demonstrate mastery as demonstrated on the state required Alternate Assessment Test. Mastery of standards may be assessed by modifying the skill or assessment procedures to accommodate the student, as described in Rule 6A-1,0943, FAC. This may include, but is not limited to, the use of sign language, finger spelling, communication boards, Braille, typewriters, or word processors.

B. **Retention for Students with Disabilities**

Students with disabilities must meet the school district's proficiency levels, unless the student's IEP indicates that the disabling condition impacts the student's progress in the general

curriculum. Students with disabilities who meet IEP goals and objectives may be promoted based on the accomplishment of those goals and objectives.

VIII. IF SUMMER PROGRAMS ARE PROVIDED BY DISTRICT

A. Students that are Eligible

1. A student that has failed to meet promotion criteria as specified in this plan.
2. A student that has been assigned to an Exceptional Student Education Program (if part of their I.E.P.) or to Educational Alternatives Program.
3. Migrant students.

B. Parent Notification

1. Parents will be notified in writing, of their child's eligibility and the reason of this eligibility for summer school.

C. Student Progress

1. A student's progress will be reviewed during and after summer school. The review of the student's progress can change the retention decision to promotion.

SECTION FOUR

Grade 9 - 12

(This section contains information that is common for all grades 9 through 12th)

I. ATTENDANCE 9-12

A. Absences and Truancy

Students in grades 9-12 are expected to attend school on a regular basis in order to earn the necessary credit for promotion. If a student is absent from school, it is the parent/guardian's responsibility to contact the school on each day of the student's absence. This is very important because it enables the school to contact the parent/guardian when their child is absent without parent/guardian permission.

A student who misses more than ten (10) minutes during any class period will be considered absent from that class.

EXCUSED Absence:

Students may bring in notes for up to nine (9) days absences per semester per period. These notes may be from a doctor, parent, minister or guardian.

Notes will be accepted and absences will be **Excused** for the following reasons:

- Sick or medical appointments
- Family business (i.e. family funerals, weddings, graduations, etc.)
- Religious activities

Notes for **Excused** absences must specify date(s) and are due within three (3) days of the student's return to school.

Any absence not covered by a note within the three (3) days will be and will remain **Unexcused**.

With proper medical documentation presented to the guidance office, students with chronic illnesses may be placed on an intermittent hospital/homebound program.

These documented absences will be considered **Excused**.

UNEXCUSED Absence:

Out of school suspensions will be considered **Unexcused** absences.

NUMBER OF ABSENCES

A student with six (6) or more absences and a passing grade in any class during any nine week grading period will receive a grade of 59 for that class until a successful appeal is made as outlined below. Any student who has perfect attendance and no unexcused tardies during a nine week grading period will have one additional point added to his/her grade average for each class in which this criteria is met. However, grades cannot exceed 100. No student may miss more than nine (9) days in any ½ credit course or more than eighteen (18) days in any full credit course.

APPEALS PROCEDURES:

- 6 Students with six (6) or more absences and a passing grade will receive a grade of 59 (F) on his/her report card for that class.
- 7 Students/parents will have five (5) school days from the issuance of the nine week report card to submit a letter to the principal requesting an appointment for an appeal.
- 8 Official documentation from a third party is required.
- 9 If an appeal is denied or the student/parent does not set an appointment within the five (5) day deadline, a failing grade of 59 for the class will remain in effect.

Drivers License Eligibility:

Any student who accumulates fifteen (15) absences within a 90-day period will be identified as a truant.

The Department of Motor Vehicles will automatically be notified by computer when a student is truant and this may result in driver's license being suspended. When this occurs, the student must attend for 30 consecutive days without any unexcused absences for a reinstatement request to be issued.

School Sponsored:

Field trips and educational activities approved by the principal shall be school sponsored and not count against the student as being absent. Make-up work shall be allowed as per the excused absence policy.

B. Makeup Work

It is the responsibility of the student to make arrangements for completing the classroom work assigned during his/her absence.

Students with absence are allowed ample time to make up work. For regular assignments students are allowed two (2) school days for each absence:

Example: 3 days absence = 6 days to make up work.

Tests are to be made up on the first day of the students return to school after an absence, providing the student had prior knowledge of the test. Students may make up semester and final exams only if they have a medical excuse or through prior arrangements with the administration. The consequences of a student's failure to make up work within the allotted time following an absence are:

1. Zero (0) grade will be given for all assigned work, including tests and/or exams.
2. Teacher/student conference.
3. Parent notification.

II. STUDENT PERFORMANCE STANDARDS

A. Student Performance Standards and Curriculum Frameworks

The Dixie District School Board has adopted the Dixie County Course Student Performance Standards and Curriculum Frameworks for students in grades 9-12 as adopted by the State

Board of Education. Students successfully completing Dixie District School's course of study for grades 9-12 will be considered to have mastered the standards in computer literacy, science, economics, geography, government, and history as required in sections 1001.03; 1010.305; and 1008.25, F.S.

B. Next Generation Sunshine State Standards

The Dixie District School Board has adopted the Next Generation Sunshine State Standards as the educational expectations that students in grades K-12 should meet. Standards have been developed in the areas of language arts, social studies, science, mathematics, the arts, health and physical education, and foreign language. The standards are presented in a document for each subject area called a curriculum framework.

C. The Florida Academic Scholars Program

Sufficient course offerings will be made available so that a student may qualify for the Florida Academic Scholars Program.

D. College Entrance Requirements

Students shall be provided a curriculum which allows them to meet course requirements for college entrance.

III. STUDENT PROGRESSION

A. Definition of "Credit"

For the purpose of requirements for high school graduation, one (1) full credit means a minimum of 135 hours of bona fide instruction in a designate course of study that contains student performance standards. One (1) full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the district school board. The State Board of Education shall determine the number of post secondary credit hours earned through dual enrollment pursuant to s.1007.271 that satisfy the requirements of a district's interinstitutional articulation agreement according to s. 1007.235 and that equal one (1) full credit of the equivalent high school course identified pursuant to s. 1007.271 (6).

B. Awarding High School Credit

In awarding credit for high school graduation, each district school board shall maintain a one-half (1/2) credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half (1/2) credit if the student successfully completes either the first half or second half of the full-year course but fails to complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

C. **Credits Earned for Voluntary Service**

Credit for high school graduation may be earned for volunteer activities and nonacademic activities, which have been approved for such credit by the State Board of Education. District school boards may award a maximum of one-half (1/2) credit in social studies and one-half (1/2) credit elective credit for student completion of nonpaid voluntary community or school service work. Students choosing this option must complete a minimum of 75 hours of service in order to earn the one-half (1/2) 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 credit, and school principals are responsible for approving specific volunteer activities.

Students may earn an additional one-half (1/2) credit in social studies as part of an existing elective social studies course listed in the Course Code Directory that is used to fulfill part of the eight and one-half (8 ½) elective graduation credits. This option would require that existing content and course requirements for the course be implemented along with the required 75 hours of volunteer community or school service and that the school board adopt appropriate performance standards for the volunteer community or school service portion of the course.

D. **Remedial and Compensatory Credit**

Remedial and compensatory courses taken in grades 9 through 12 may only count as elective credit towards high school graduation. No more than nine (9) elective credits in remedial programs can be used towards fulfilling the requirements for high school graduation.

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

E. **High School Credit Course Prior to 9th Grade**

A course designated in the Course code directory as a grade 9th through grade 12 is taken below the 9th grade may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements. In our district students in 8th grade may earn high school credit for successfully completing Algebra I (#1200310). In addition, students must meet the attendance requirements for earning high school credit, before credit is awarded. At the end of the school year the parent and/or guardian may decide that their child not be awarded a credit in Algebra I, regardless of the final grade.

F. **High School Courses Excluded from Credit Awarding**

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

- More than a total of nine (9) elective credits in remedial programs.
- More than one (1) credit in exploratory career education courses as defined in s.1003.01 (4)(a).
- More than three (3) credits in practical arts family and consumer sciences classes as defined in s.1003.01(4)(a).

Any Level I course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's individual educational plan or in a student performance plan, signed by the

principal, the guidance counselor, and the parent of the student, or the student if the student is 18 years of age or older.

G. Level I Courses

Level I courses are intended to be used on a limited basis for some students who have documented levels of performance which would make a more rigorous course or program inappropriate for that student in that subject. Students may take these courses only if a written assessment has been completed and documented. The decision to enroll a student in a Level I course must be made on a course by course basis and be based upon the evaluation of assessment data and written consent of the principal, guidance counselor and parent or the student, if 18 years of age or older, establishing the need to participate in the Level I course through an IEP or Academic Improvement Plan for non-ESE students. The assessment data used to determine the student's need to take Level I courses should be based on the subject area, past performance indicators of the student, teacher input, and other information that would indicate that a more rigorous course of study would be inappropriate. The results of the data review and the recommendation of need for the Level I course needs to be documented in the written assessment.

The Student Performance Plan must include the following elements:

- The designated Level I course (name specifically;
- A written assessment of the need for the student to enroll in a Level I course for credit;
- Signatures of the principal, the guidance counselor, and the parent or guardian, or the student if the student is 18 years of age or older.

No student shall be placed in a Level I course exclusively based on a student's limited English proficiency.

The determination of the need of a student with disabilities to enroll in a Level I course must be based on a written assessment of the student and included in the student's IEP.

Level I courses may be taken for credit toward a standard diploma. However, any Level I course taken by a high school student must be approved in an IEP or an Academic Improvement Plan. (Reminder: those courses in grades 9-12 that are considered remedial or compensatory may only be counted as elective credit toward a standard diploma.)

An asterisk (*) will be used on a student's report card and his/her individual schedule to designate that a course as remedial. This indicates that the student is not performing on grade level.

H. Accelerated High School Graduation Options

1. Students who enter grade 9 in the 2006-2007 school year and thereafter may select, upon receipt of each consent required by this section, one (1) of the following three (3) high school graduation options:
 - a. Completion of the general requirements for high school graduation pursuant to s. 1003.43;
 - b. Completion of a 3-year standard college preparatory program requiring successful completion of a minimum of 18 academic credits in grade 9 through 12. At least 6 of the 18 credits required for completion of this program must be received in classes that are offered pursuant to the International Baccalaureate Program, the Advanced Placement Program, dual enrollment, Advanced International Certificate of Education, or specifically listed or identified by the Department of Education as

rigorous pursuant to s. 1009.531(3). The 18 credits required for completion of this program shall be primary requirements and shall be distributed as follows:

1. Four (4) credits in English, with major concentration in composition and literature;
 2. Three (3) credits in mathematics at the Algebra I level or higher from the list of courses that qualify for state university admission;
 3. Three (3) credits in natural science, two (2) of which must have a laboratory component;
 4. Three (3) credits in social sciences, which must include one (1) credit in American history, one (1) credit in world history, one-half (1/2) credit in American government, and one-half (1/2) credit in economics;
 5. Two (2) credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses; and
 6. Three (3) credits in electives; or
- c. Completion of a 3-year career preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. The 18 credits shall be primary requirements and shall be distributed as follows:
1. Four (4) credits in English, with major concentration in composition and literature;
 2. Three (3) credits in mathematics, one (1) of which must be Algebra I;
 3. Three (3) credits in natural science, two (2) of which must have a laboratory component;
 4. Three (3) credits in social sciences, which must include one (1) credit in American history, one (1) credit in world history, one-half (1/2) credit in American government, and one-half (1/2) credit in economics;
 5. Three (3) credits in a single vocational or career education program, three (3) credits in career and technical certificate dual enrollment courses, or five (5) credits in vocational or career education courses; and
 6. Two (2) credits in electives unless five (5) credits are earned pursuant to subparagraph 5.

Any student who selected an accelerated graduation program before July 1, 2004, may continue that program, and all statutory program requirements that were applicable when the student made the program choice shall remain applicable to the student as long as the student continues that program.

2. Prior to selecting a program described in paragraph (1)(b) or paragraph (1)(c), a student and the student's parent may meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option, and the student must also receive the written consent of the student's parent.

If an effort to meet with the student's parent fails and that effort has been documented by designated school personnel, the student may select either the three-year standard college preparatory program or the three-year career preparatory program with the written consent

of the student's parent. A student may select a program without the written consent of the student's parent if the student is 18 years of age or older.

3. Beginning with the 2011-2012 school year, each district school board shall provide students in grades 6 through 12 and their parents with information concerning the 3-year and 4-year high school graduation options listed in subsection (1), including the respective curriculum requirements for those options, so that the student and the parent may select the program that best fits their needs. The information must include a timeframe for achieving each graduation option.
4. Selection of one of the graduation options listed in subsection (1) may be completed by the student at any time during grades 9 thru 12 and is exclusively up to the student and parent. If the student and parent fail to select a graduation option with one of the accelerated high school options, the student shall be considered to have selected the general requirements for high school graduation program as specified in s. 1003.428, F.S.
5. District school boards may not establish requirements for accelerated 3-year high school graduation options in excess of the requirements in paragraphs (1)(b) and (c).
6. Students pursuing accelerated 3-year high school graduation options pursuant to paragraph (1)(b) or paragraph (1)(c) are required to:
 - a. Earn passing scores on the FCAT as defined in s. [1008.22](#)(3)(c) or scores on a standardized test that are concordant with passing scores on the FCAT as defined in s. [1008.22](#)(9).
 - b.
 1. Achieve a cumulative weighted grade point average of 3.5 on a 4.0 scale, or its equivalent, in the courses required for the college preparatory accelerated 3-year high school graduation option pursuant to paragraph (1)(b); or
 2. Achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale, or its equivalent, in the courses required for the career preparatory accelerated 3-year high school graduation option pursuant to paragraph (1)(c).
 - c. Receive a weighted or unweighted grade that earns at least 3.0 points, or its equivalent, to earn course credit toward the 18 credits required for the college preparatory accelerated 3-year high school graduation option pursuant to paragraph (1)(b).
 - d. Receive a weighted or unweighted grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the 18 credits required for the career preparatory accelerated 3-year high school graduation option pursuant to paragraph (1)(c).

Weighted grades referred to in paragraphs (b), (c), and (d) shall be applied to those courses specifically listed or identified by the department as rigorous pursuant to s. [1009.531](#)(3) or weighted by the district school board for class ranking purposes.

7. If, at the end of grade 10, a student is not on track to meet the credit, assessment, or grade-point-average requirements of the accelerated graduation option selected, the school shall notify the student and parent of the following:
 - a. The requirements that the student is not currently meeting.
 - b. The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements.

- c. The right of the student to change to the 4-year program set forth in s. [1003.43](#).
8. A student who selected one of the accelerated 3-year graduation options shall automatically move to the 4-year program set forth in s. [1003.43](#) if the student:
 - a. Exercises his or her right to change to the 4-year program;
 - b. Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10;
 - c. Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment; or
 - d. By the end of grade 11 does not meet the requirements of subsections (1) and (6).
9. A student who meets all requirements prescribed in subsections (1) and (6) shall be awarded a standard diploma in a form prescribed by the State Board of Education.

FOUR (4) YEAR OPTION

- A student will be considered to be in the **9th grade** the first year after exiting the 8th grade.
- A student will be considered to be in the **10th grade** the second year after exiting the 8th grade.
- A student will be considered to be in the **11th grade** the third year after exiting the 8th grade.
- A student will be considered to be in the **12th grade** the fourth year after exiting the 8th grade.
- A student will be considered to be in the **13th grade** the fifth year after exiting the 8th grade

THREE (3) YEAR ACCELERATED GRADUATION OPTION (College Preparatory or Career Preparatory)

- A student will be considered to be in the **9th grade** the first year after exiting the 8th grade.
- A student will be considered to be in the **10th grade** the second year after exiting the 8th grade.
- A student will be considered to be in the **12th grade** if the academic plan has been followed and the student is on-track to graduate at the end of the current school year.

I. State Uniform Transfer of High School Credit

The State Board of Education rule was intended to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public high schools. The rule increases consistency in the credit transfer process and fulfills the State Board's responsibility to prescribe "procedures relating to the acceptance of transfer work and credit for students" as required by s. 1003.25(3), Florida Statutes.

The State Uniform Transfer of High School Credits Rule states that 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 school's accreditation. The rule does not

require that the transferring school be accredited in order for the credits to be accepted at face value.

If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school, the student does not possess an official transcript, or the student is a home education student, credits shall be validated through performance during the first grading period. A student transferring into a school shall be placed at the appropriate sequential course level and to receive credit, a student should have a minimum grade point average of 2.0 at the end of the first grading period.

The State Board of Education Rule specifically requires credits to be accepted at face value, establishes limited exceptions where validation can be used, and provides procedures for validation. The rule, therefore, precludes districts and individual schools from placing any additional requirements or procedures on the transfer of high school credits.

J. Transfer of Credit from an Adult High School

A maximum of two (2) credits per year may be awarded and be applied toward meeting graduation requirements by transfer of credit from an adult high school. In addition to a passing grade, students must have been in attendance for a minimum of 135 clock hours per credit or demonstrated competency satisfaction in order for that credit to be accepted.

K. Credit Earned Through Correspondence Courses

A maximum of two (2) credits of correspondence course may be awarded and applied toward meeting graduation requirements. To be accepted for credit, a course through correspondence shall be characterized by the following:

1. The principal shall approve the course in writing and place in the student's permanent folder.
2. The course shall be taken under the direction of an accredited extension division.

L. Courses Required for A High School Diploma

1. Standard four (4) year High School Diploma

Graduation from high school requires successful completion of a minimum of 24 academic credits or an international Baccalaureate curriculum. The 24 credits shall be distributed as follows:

- a. Four (4) credits in English, with major concentration in composition and literature.
- b. Three (4) credits in mathematics. One (1) of these credits must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course.
- c. Three (3) credits in science, two (2) of which must have a laboratory component. The State Board of Education may grant an annual waiver of the laboratory requirement to a district school board that certifies that its laboratory facilities are inadequate, provided the district school board submits a capital outlay plan to provide adequate facilities and makes the funding of this plan a priority of the district school board. Agriscience Foundations I, the core course in secondary Agriscience and Natural Resources programs, counts as one (1) of the science credits.
- d. One (1) credit in American History.

- e. One (1) credit in World History, including a comparative study of the history, doctrines, and objectives of all major political systems.
- f. One-half (1/2) credit in Economics, including a comparative study of the history, doctrines, and objectives of all major economic systems. The Florida Council on Economic Education shall provide technical assistance to the department and district school boards in developing curriculum materials for the study of economics.
- g. One-half (1/2) credit in American Government, including study of the Constitution of the United States. The study of Florida Government, including study of the State Constitution, the three (3) branches of State Government, and municipal and county government, shall be included as part of the required study of American government.
- h.
 1. One (1) credit in practical arts career and technical education or exploratory career and technical education. Any career and technical education course as defined in s. 1003.01 may be taken to satisfy the high school graduation requirement for one (1) credit in practical arts or exploratory career and technical education provided in this subparagraph; or
 2. One (1) 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 (1) credit in performing arts pursuant to this subparagraph; or
 3. One-half (1/2) credit each in practical arts career and technical education or exploratory career and technical education and performing fine arts, as defined in this paragraph.
- i. One-half (1/2) credit in life management skills to include 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.
- j. One (1) 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 (2) full seasons, shall satisfy the one (1) 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 (1) credit in physical education be taken during the 9th grade year. Completion of one (1) semester with a grade of "C" or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity shall satisfy a one-half (1/2) credit requirement in physical education or in a ROTC class, a significant component of which is drills. This one-half (1/2) 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. Eight and one-half (8 1/2) elective credits.

- l. Students entering 9th grade in the 2011-2012 school year must pass the Algebra I EOC (End of Course) exam in order to receive credit for Algebra I.

2. **Accelerated high school graduation options**

- b. Students who enter grade 9 in the 2006-2007 school year and thereafter may select, upon receipt of each consent required by this section, one (1) of the following three (3) high school graduation options:
 - 1. Completion of the general requirements for high school graduation pursuant to s. 1003.43;
 - 2. Completion of a 3-year standard college preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. At least 6 of the 18 credits required for completion of this program must be received in classes that are offered pursuant to the international Baccalaureate Program, the Advanced Placement Program, dual enrollment, Advanced International Certificate of Education, or specifically listed or identified by the Department of Education as rigorous pursuant to s. 1009.531(3). The 18 credits required for completion of this program shall be primary requirements and shall be distributed as follows:
 - a. Four (4) credits in English, with major concentration in composition and literature;
 - b. Three (3) credits in mathematics at the Algebra I level or higher from the list of courses that qualify for state university admission;
 - c. Three (3) credits in natural science, two (2) of which must have a laboratory component;
 - d. Three (3) credits in social sciences, which must include one (1) credit in American government, and one-half (1/2) credit in economics;
 - e. Two (2) credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two (2) credits in other academic courses; and
 - f. Three (3) credits in electives; or
 - 3. Completion of a 3-year career preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. The 18 credits shall be primary requirements and shall be distributed as follows:
 - a. Four (4) credits in English, with major concentration in

composition and literature;

- b. Three (3) credits in mathematics, one of which must be Algebra I;
- c. Three (3) credits in natural science, two (2) of which must have a laboratory component;
- d. Three (3) credits in social sciences, which must include one (1) credit in American government, and one-half (1/2) credit in economics;
- e. Three (3) credits in a single vocational or career education program, three (3) credits in career and technical certificate dual enrollment courses, or five (5) credits in vocational or career education courses; and
- f. Two (2) credits in electives unless five (5) credits are earned pursuant to subparagraph "e."

Any student who selected an accelerated graduation program before July 1, 2004, may continue that program, and all statutory program requirements that were applicable when the student made the program choice shall remain applicable to the student as long as the student continues that program.

- b. Prior to selecting a program described above, a student and the student's parent must meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option, and the student must also receive the written consent of the student's parent.
- c. Beginning with the 2006-2007 school year, each district 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 above, including the respective curriculum requirements for those options, so that the students and their parents may select the program that best fits their needs. The information must include a timeframe for achieving each graduation option.
- d. Selection of one (1) of the graduation options listed above must be completed by the student prior to the end of grade 9 and is exclusively up to the student and parent, subject to the requirements above. Each district school board shall establish policies for extending this deadline to the end of a student's first semester of grade 10 for a student who entered a Florida public school after grade 9 upon transfer from a private school or another state or who was prevented from choosing a graduation option due to illness during grade 9. If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements for high school graduation.
- e. District school boards may not establish requirements for accelerated 3-year high school graduation options in excess of the requirements set forth by the state.
- f. Students pursuing accelerated 3-year high school graduation options are required to:
 - 1. Earn passing scores on the FCAT as defined in s. 1008.22(3)(c) or scores on a standardized test that are concordant with passing scores on the FCAT as defined in s. 1008.22(9).
 - 2.
 - a. Achieve a cumulative weighted grade point average of 3.5 on a 4.0 scale, or its equivalent, in the courses required for the college preparatory accelerated 3-year high school graduation option.
 - b. Achieve a cumulative weighted grade point average of 3.0 on a

4.0 scale, or its equivalent, in the courses required for the career preparatory accelerated 3-year high school graduation option.

3. Receive a weighted or unweighted grade that earns at least 3.0 points, or its equivalent, to earn course credit toward the 18 credits required for the college preparatory accelerated 3-year high school graduation option.
4. Receive a weighted or unweighted grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the 18 credits required for the career preparatory accelerated 3-year high school graduation option.

Weighted grades set forth by the state shall be applied to those courses specifically listed or identified by the department as rigorous pursuant to s. 1009.531 (3) or weighted by the district school board for class ranking purposes.

- g. If, at the end of grade 10, a student is not on track to meet the credit, assessment, or grade-point-average requirements of the accelerated graduation option selected, the school shall notify the student and parent of the following:
 1. The requirements that the student is not currently meeting.
 2. The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements.
 3. The right of the student to change to the 4-year program set forth in s.1003.43.
- h. A student who selected one of the accelerated 3-year graduation options shall automatically move to the 4-year program set forth in s. 1003.43 if the student:
 1. Exercises his or her right to change to the 4-year program;
 2. Fails to earn five (5) credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10;
 3. Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment; or
 4. By the end of grade 11 does not meet the requirements set forth by the State.
- i. A student who meets all requirements set forth by the state shall be awarded a standard diploma in a form prescribed by the State Board of Education.

N. General requirements for High School Graduation, Revised

1. Except as otherwise authorized pursuant to s. 1003.429, beginning with students entering their first year of high school in the 2007-2008 school year, graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admissions.
2. The 24 credits may be earned through applied, integrated, and combined courses approved by the Department of Education and shall be distributed as follows:
 - a. Sixteen (16) core curriculum credits:
 1. Four (4) credits in English, with major concentration in composition, reading for information, and literature.

2. Four (4) credits in mathematics, one of which must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course. School districts are encouraged to set specific goals to increase enrollments in, and successful completion of, geometry and Algebra II.
3. Three (3) credits in science, two (2) of which must have a laboratory component.
4. Three (3) credits in social studies as follows: one (1) credit in American history; one (1) credit in world history; one-half (1/2) credit in economics; and one-half (1/2) credit in American government.
5. One (1) credit in Fine Arts or Performing Arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses shall be identified through the Course Code Directory.
6. One (1) credit in physical education to include integration of health. Since our district has selected the Personal Fitness/Physical Education option to meet this requirement, the following waivers will apply.
 - Participation in two (2) seasons of an interscholastic sport at the junior varsity and varsity levels AND a passing grade of “C” on the Personal Fitness Competency test replaces both the .5 credit requirement in Personal Fitness and the .5 credit requirement in a PE.
 - Completion of one (1) semester of marching band with a passing grade of “C” replaces the .5 credit of the PE Activity elective. (Note: Another option is to have this satisfy the Performing Arts requirement.) The student must still take the Personal Fitness class (.5 credit) to complete the one (1) credit in PE.
 - Participation in a dance class satisfies the .5 credit of the PE Activity elective. (Note: Another option is to have this satisfy the Performing Arts requirement.) The student must still take the Personal Fitness class (.5 credit) to complete the one (1) credit in PE.
 - Completion of two (2) years in a Reserve Officer Training Corps (R.O.T.C.) class satisfies one (1) credit of the PE Activity electives. However, the student must still take the Personal Fitness class (.5 credit) to satisfy the PE graduation requirement in those districts choosing this option. Students using the R.O.T.C. waiver and the Personal Fitness class will have 1.5 credits in PE.

Students may take HOPE via Virtual School to satisfy their PE credit.

- b. Eight (8) credits in majors, minors, or electives:
 1. Four (4) credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the student as part of the education plan required by s. [1003.4156](#). 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. Annually by October 1, the district school board shall approve major areas of interest

and submit the list of majors to the Commissioner of Education for approval.

Each major area of interest shall be deemed approved unless specifically rejected by the commissioner within 60 days. Upon approval, each district's major areas of interest shall be available for use by all school districts and shall be posted on the department's website.

2. Four (4) credits in elective courses selected by the student as part of the education plan required by s. [1003.4156](#). These credits may be combined to allow for a second major area of interest pursuant to subparagraph 1., a minor area of interest, elective courses, intensive reading or mathematics intervention courses, or credit recovery courses as described in this subparagraph.
 - a. Minor areas of interest are composed of three (3) credits selected by the student as part of the education plan required by s. [1003.4156](#) and approved by the district school board.
 - b. Elective courses are selected by the student in order to pursue a complete education program as described in s. [1001.41\(3\)](#) and to meet eligibility requirements for scholarships.
 - c. For each year in which a student scores at Level I on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s. [1011.62\(8\)](#).
 - d. For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the department for inclusion in the Course Code Directory.
 - e. Credit recovery courses shall be offered so that students can simultaneously earn an elective credit and the recovered credit.
3. a. A district school board may require specific courses and programs of study within the minimum credit requirements for high school graduation and shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma, using one (1) of the following strategies:
 1. Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non exceptional students in the district school board student progression plan; or
 2. Assignment of the exceptional student to a basic education class for instruction that is modified to accommodate the student's exceptionality.

- b. The district school board shall determine which of these strategies to employ based upon an assessment of the student's needs and shall reflect this decision in the student's individual education plan.
- 4. Each district school board shall establish standards for graduation from its schools, which must include:
 - a. Successful completion of the academic credit or curriculum requirements of subsections 1 and 2.
 - b. Earning passing scores on the FCAT, as defined in [1008.22](#) (3)(c), or scores on a standardized test that are concordant with passing scores on the FCAT as defined in s. [1008.22](#)(9).
 - c. Completion of all other applicable requirements prescribed by the district school board pursuant to s. [1008.25](#).
 - d. Achievement of a cumulative grade point average of 2.0 on a 4.0 scale, or its equivalent, in the courses required by this section.
- 5. Each district school board shall adopt policies designed to assist students in meeting these requirements. These policies may include, but are not limited to: forgiveness policies, summer school or before or after school attendance, special counseling, volunteer and/or peer tutors, school sponsored help sessions, homework hotlines, and study skills classes. Beginning in the 2000-2001 school year and each year thereafter, forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of "D: or "F," or the equivalent of a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in another course. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.
- 6. The State Board of Education, after a public hearing and consideration, shall adopt rules based upon the recommendations of the commissioner for the provision of test accommodations and modifications of procedures as necessary for students with disabilities which will demonstrate the student's abilities rather than reflect the student's impaired sensory, manual, speaking, or psychological process skills.
- 7. The public hearing and consideration required in subsection (5) shall not be construed to amend or nullify the requirements of security relating to the contents of examinations or assessment instruments and related materials or data as prescribed in s. [1008.23](#).
- 8.
 - a. A student who meets all requirements prescribed in subsections 1., 2., 3., and 4. shall be awarded a standard diploma in a form prescribed by the State Board of Education.
 - b. A student who completes the minimum number of credits and other requirements prescribed by subsections 1., 2., and 3., but who is unable to meet the standards of paragraph 4.b, 4.c, or 4.d, shall be awarded a certificate of completion in a form prescribed by the State Board of Education.

However, any student who is otherwise entitled to a certificate of completion may elect to remain in the secondary school either as a full-time student or a part-time student for up to one (1) additional year and receive special instruction designed to remedy his or her identified deficiencies.

9.
 - a. Each district school board must provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.
 - b. A student with a disability, as defined in s. [1007.02\(2\)](#), for whom the individual education plan (IEP) committee determines that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the FCAT requirement of paragraph 4.b, waived for the purpose of receiving a standard high school diploma, if the student:
 1. Completes the minimum number of credits and other requirements prescribed by subsections 1., 2., and 3.
 2. Does not meet the requirements of paragraph 4.b, after one opportunity in 10th grade and one opportunity in 11th grade.
10. The Commissioner of Education may award a standard high school diploma to honorably discharged veterans who started high school between 1937 and 1946 and were scheduled to graduate between 1941 and 1950 but were inducted into the United States Armed Forces between September 16, 1940, and December 31, 1946, prior to completing the necessary high school graduation requirements. Upon the recommendation of the commissioner, the State Board of Education may develop criteria and guidelines for awarding such diplomas.
11. The Commissioner of Education may award a standard high school diploma to honorably discharged veterans who started high school between 1946 and 1950 and were scheduled to graduate between 1950 and 1954, but were inducted into the United States Armed Forces between June 27, 1950, and January 31, 1955, and served during the Korean Conflict prior to completing the necessary high school graduation requirements. Upon the recommendation of the commissioner, the State Board of Education may develop criteria and guidelines for awarding such diplomas.
12. The State Board of Education may adopt rules pursuant to ss. [120.536\(1\)](#) and [120.54](#) to implement the provisions of this section and may enforce the provisions of this section pursuant to s. [1008.32](#).

O. **Career and Technical Education Course Substitutions to Fulfill Graduation Requirements**

Section 1011.62, F.S., requires district school boards to provide for career and technical program substitutions not to exceed two (2) credits in each of the non elective subject areas of English, Mathematics, and Science. The career and technical program that is substituted for a non elective academic course will be funded at the level appropriate for the career and technical program. Specific information regarding procedures to be followed by districts in reporting career and technical course substitution for funding purposes will be included in the instructions for the FTE survey count. In adopting the career and technical education courses substitution policy, school boards shall follow the procedures listed below:

1. Any student in grades 9 through 12 who enrolls in and satisfactorily completes a job preparatory program may substitute credit for a portion of the required four (4) credits in English, three (3) credits in mathematics, and three (3) credits in science. The credit substituted for English, mathematics, or science earned through the career and technical job preparatory program shall be on a curriculum equivalency basis.
2. Career and technical course substitutions shall not exceed two (2) credits in each subject area. In addition, a program which has been used to substitute in one (1) subject area may not be used to substitute for any other subject area.
3. Job preparatory programs which have been identified as being the equivalent of courses approved by the School Board and found in the Florida Course Code Directory.

P. **Vocational Cooperative Diversified Education - OJT**

Cooperative Diversified Education is a work program which allows a student to work and earn a salary and a high school credit during their senior year. In order to participate, a student must be a vocational COMPLETER or enrolled in vocational courses to be a Completer. Employment must be related to the vocational program which the student is completing.

Q. **Florida Career and Professional Education Act**

The Florida Career and Professional Education Act is created to provide a statewide planning partnership between the business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy.

1. The primary purpose of the Florida Career and Professional Education Act is to:
 - a. Improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
 - b. Provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification;
 - c. Support local and regional economic development;
 - d. Respond to Florida's critical workforce needs; and
 - e. Provide state residents with access to high-wage and high-demand careers.
2. Beginning with the 2007-2008 school year, each district school board shall develop, in collaboration with local workforce boards and postsecondary institutions approved to operate in the state, a strategic 5-year plan to address and meet local and regional workforce demands. If involvement of the local workforce board in the strategic plan development is not feasible, the local school board, with the approval of the Agency for Workforce Innovation, shall collaborate with the most appropriate local business leadership board. Two (2) or more school districts may collaborate in the development of the strategic plan and offer a career and professional academy as a joint venture. Such plans must describe in detail provisions for efficient transportation of students, maximum use of shared resources, and access to courses through the Florida Virtual School when appropriate. Each strategic plan shall be completed no later than June 30, 2008, and shall include provisions to have in place at least one (1) operational career and professional academy, pursuant to s. [1003.492](#), no later than the beginning of the 2008-2009 school year.

3. The strategic 5-year plan developed jointly between the local school district, local workforce boards, and state-approved postsecondary institutions shall be constructed and based on:
 - a. Research conducted to objectively determine local and regional workforce needs for the ensuing 5 years, using labor projections of the United States Department of Labor and the Agency for Workforce Innovation;
 - b. Strategies to develop and implement career academies based on those careers determined to be in high demand;
 - c. Maximum use of private sector facilities and personnel;
 - d. Strategies that ensure instruction by industry-certified faculty and standards and strategies to maintain current industry credentials and for recruiting and retaining faculty to meet those standards;
 - e. Alignment to requirements for middle school career exploration and high school redesign;
 - f. Provisions to ensure that courses offered through career and professional academies are academically rigorous, meet or exceed appropriate state-adopted subject area standards, result in attainment of industry certification, and, when appropriate, result in postsecondary credit;
 - g. Establishment of student eligibility criteria in career and professional academies which include opportunities for students who have been unsuccessful in traditional classrooms but who show aptitude to participate in academies. School boards shall address the analysis of eighth grade student achievement data to provide opportunities for students who may be deemed as potential dropouts to participate in career and professional academies;
 - h. Strategies to provide sufficient space within academies to meet workforce needs and to provide access to all interested and qualified students;
 - i. Strategies to engage Department of Juvenile Justice students in career and professional academy training that leads to industry certification;
 - j. Opportunities for high school students to earn weighted or dual enrollment credit for higher-level career and technical courses;
 - k. Promotion of the benefits of the Gold Seal Bright Futures Scholarship;
 - l. Strategies to ensure the review of district pupil-progression plans and to amend such plans to include career and professional courses and to include courses that may qualify as substitute courses for core graduation requirements and those that may be counted as elective courses; and
 - m. Strategies to provide professional development for secondary guidance counselors on the benefits of career and professional academies.
4. The State Board of Education shall establish a process for the continual and uninterrupted review of newly proposed core secondary courses and existing courses requested to be considered as core courses to ensure that sufficient rigor and relevance is provided for workforce skills and postsecondary education and aligned to state curriculum standards. The review of newly proposed core secondary courses shall be the responsibility of a curriculum review committee whose membership is approved by the Workforce Florida Board as described in s. [445.004](#), and shall include:

- a. Three (3) certified high school guidance counselors recommended by the Florida Association of Student Services Administrators.
 - b. Three (3) assistant superintendents for curriculum and instruction, recommended by the Florida Association of District School Superintendents and who serve in districts that operate successful career and professional academies pursuant to s. [1003.492](#). Committee members in this category shall employ the expertise of appropriate subject area specialists in the review of proposed courses.
 - c. Three (3) workforce representatives recommended by the Agency for Workforce Innovation.
 - d. Three (3) admissions directors of postsecondary institutions accredited by the Southern Association of Colleges and Schools, representing both public and private institutions.
 - e. The Deputy Commissioner of Education responsible for K-12 curriculum and instruction. The Deputy Commissioner shall employ the expertise of appropriate subject area specialists in the review of proposed courses.
5. The submission and review of newly proposed core courses shall be conducted electronically, and each proposed core course shall be approved or denied within 60 days. All courses approved as core courses for high school graduation purposes shall be immediately added to the Course Code Directory. Approved core courses shall also be reviewed and considered for approval for dual enrollment credit. The Board of Governors and the Commissioner of Education shall jointly recommend an annual deadline for approval of new core courses to be included for purposes of postsecondary admissions and dual enrollment credit the following academic year. The State Board of Education shall establish an appeals process in the event that a proposed course is denied which shall require a consensus ruling by the Agency for Workforce Innovation and the Commissioner of Education within 15 days. The curriculum review committee must be established and operational no later than September 1, 2007.

R. Career and professional academies

- 1. A "career and professional academy" is a research-based program that integrates a rigorous academic curriculum with an industry-specific curriculum aligned directly to priority workforce needs established by the regional workforce board. Career and professional academies shall be offered by public schools and school districts. The Florida Virtual School is encouraged to develop and offer rigorous career and professional courses as appropriate. Students completing career and professional academy programs must receive a standard high school diploma, the highest available industry certification, and opportunities to earn postsecondary credit if the academy partners with a postsecondary institution approved to operate in the state.
- 2. The goals of a career and professional academy are to:
 - a. Increase student academic achievement and graduation rates through integrated academic and career curricula.
 - b. Prepare graduating high school students to make appropriate choices relative to employment and future educational experiences.

- c. Focus on career preparation through rigorous academics and industry certification.
 - d. Raise student aspiration and commitment to academic achievement and work ethics through relevant coursework.
 - e. Support graduation requirements pursuant to s. [1003.428](#) by providing creative, applied major areas of interest.
 - f. Promote acceleration mechanisms, such as dual enrollment, articulated credit, or occupational completion points, so that students may earn postsecondary credit while in high school.
 - g. Support the state's economy by meeting industry needs for skilled employees in high-demand occupations.
3. Existing career education courses may serve as a foundation for the creation of a career and professional academy. A career and professional academy may be offered as one of the following small learning communities:
- a. A school-within-a-school career academy, as part of an existing high school, that provides courses in one occupational cluster. Students in the high school are not required to be students in the academy.
 - b. A total school configuration providing multiple academies, each structured around an occupational cluster. Every student in the school is in an academy.
4. Each career and professional academy must:
- a. Provide a rigorous standards-based academic curriculum integrated with a career curriculum. The curriculum must take into consideration multiple styles of student learning; promote learning by doing through application and adaptation; maximize relevance of the subject matter; enhance each student's capacity to excel; and include an emphasis on work habits and work ethics.
 - b. Include one or more partnerships with postsecondary institutions, businesses, industry, employers, economic development organizations, or other appropriate partners from the local community. Such partnerships shall be delineated in articulation agreements to provide for career-based courses that earn postsecondary credit. Such agreements may include articulation between the academy and public or private 2-year and 4-year postsecondary institutions and technical centers. The Department of Education, in consultation with the Board of Governors, shall establish a mechanism to ensure articulation and transfer of credits to postsecondary institutions in this state. Such partnerships must provide opportunities for:
 - 1. Instruction from highly skilled professionals who possess industry-certification credentials for courses they are teaching.
 - 2. Internships, externships, and on-the-job training.
 - 3. A postsecondary degree, diploma, or certificate.
 - 4. The highest available level of industry certification.
 - 5. Maximum articulation of credits pursuant to s. [1007.23](#) upon program completion.

- c. Provide shared, maximum use of private sector facilities and personnel.
 - d. Provide personalized student advisement, including a parent-participation component, and coordination with middle schools to promote and support career exploration and education planning as required under s. [1003.4156](#). Coordination with middle schools must provide information to middle school students about secondary and postsecondary career education programs and academies.
 - e. Promote and provide opportunities for career and professional academy students to attain, at minimum, the Florida Gold Seal Vocational Scholars award pursuant to s. [1009.536](#).
 - f. Provide instruction in careers designated as high growth, high demand, and high pay by the local workforce development board, the chamber of commerce, or the Agency for Workforce Innovation.
 - g. Deliver academic content through instruction relevant to the career, including intensive reading and mathematics intervention required by s. [1003.428](#), with an emphasis on strengthening reading for information skills.
 - h. Offer applied courses that combine academic content with technical skills.
 - i. Provide instruction resulting in competency, certification, or credentials in workplace skills, including, but not limited to, communication skills, interpersonal skills, decision making skills, the importance of attendance and timeliness in the work environment, and work ethics.
 - j. Provide opportunities for students to obtain the Florida Ready to Work Certification pursuant to s. [1004.99](#).
 - k. Include an evaluation plan developed jointly with the Department of Education and the local workforce board. The evaluation plan must include an assessment tool based on national industry standards, such as the Career Academy National Standards of Practice, and outcome measures, including, but not limited to, achievement of industry certifications, graduation rates, enrollment in postsecondary education, business and industry satisfaction, employment and earnings, awards of postsecondary credit and scholarships, and FCAT achievement levels and learning gains. The Department of Education shall use Workforce Florida, Inc., and Enterprise Florida, Inc., in identifying industry experts to participate in developing and implementing such assessments.
 - l. Include a plan to sustain career and professional academies.
 - m. Redirect appropriated career funding to career and professional academies.
5. All career courses offered in a career and professional academy must lead to industry certification or college credit linked directly to the career theme of the course. At least 50 percent of students enrolled in a career course must achieve industry certifications or college credits during the second year the course is offered in order for the course to be offered a third year. At least 66 percent of students enrolled in such a course must achieve industry certifications or college credits during the third year the course is offered in order for it to be offered a fourth year and thereafter.

6. The Okaloosa County School District CHOICE Institutes shall serve in an advisory role and shall offer technical assistance in the development of newly established career and professional academies for a 3-year period beginning July 1, 2007.

IV PARENT NOTIFICATION

A. Interim Notification of Concern

At the middle of each grading period, a Notification of Concern report will be provided to parents of students, who the teacher determines is not making adequate progress.

B. Reporting Student Workforce Preparation

Prior to each student's graduation from high school, the school shall assess the student's preparation to enter the workforce; in accordance with the commissioner's identification of the employability skills associated with successful entry into the workforce, and shall provide the student and the student's parent or guardian with the results of this assessment.

C. Intent to Terminate School Enrollment

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The school board must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment.

D. Notification of Acceleration Mechanisms

At the beginning of each school year, parents of students in grades 9-12 shall be notified of the opportunity and benefits of the academic acceleration mechanisms that our district may offer. If offered these programs would include advance placement, International Baccalaureate, Advanced International Certification of Education, dual enrollment, and Florida Virtual School courses.

E. Notification of Graduation Options

Each district school board shall provide each student in grades 6-12 and their parents with the three-year and four-year high school graduation options listed in s.1003.429 (1) with curriculum for the students and parents to select the postsecondary education or career plan that best fits their needs. The options shall include a timeline for achieving each graduation option.

V. ADDITIONAL PROGRAMS (Grades 9-12)

A. Florida Virtual School

The Florida Virtual School provides students with access to enroll in courses available through their programs and award credit for successful completion of such courses. Access may be available to students during or after the normal school day and through summer school enrollment.

B. **Adult High School Diploma**

The Legislature recognizes that adult learners are unique in situation and needs. Therefore in districts that have an adult high school program, the following graduation requirements are instituted for students enrolled in adult general education in accordance with s.1004.93 in pursuit of a high school diploma:

1. The one (1) credit in physical education required for graduation is not required for graduation and shall be substituted with an elective credit in keeping the total credits needed for graduation at twenty-four (24).
2. Each school district may waive the laboratory component of the science requirement, when such facilities are inaccessible or do not exist.
3. Any course listed within the Department of Education Course Code Directory in the areas of art, dance, drama, or adult secondary education students may undertake music. Enrollment and satisfactory completion of such a course shall satisfy the credit in performing arts required for high school graduation.

C. **Credit Recovery Program**

Assigned By Guidance

D. **Summer School 9-12** (If Summer Programs are provided by District.)

An academic summer school for grades 9 through 12 may be offered to provide educational opportunities for:

1. A student to retake a course in which he/she made a "D" or an "F."
2. A student that is enrolled in the Dropout Prevention Program.
3. A student identified and enrolled in the Exceptional Student Education Program (IEP must require summer school participation.)
4. A student wanting to earn additional elective credits toward graduation may do so by taking non-academic course such as P.E., Music, or Art.
5. First impulse courses must meet for a minimum of 75 student contact hours per one-half (1/2) credit awarded.

Courses being taken for remediation must meet for a minimum of 60 student contact hours per one-half (1/2) credit awarded.

E. **G.E.D. Exit Option**

The G.E.D. Exit Option has been approved by the School Board as an alternative for those students who qualify under the guidelines established in the district's Dropout Prevention Plan.

F. **Participation in Interscholastic Extracurricular Activities**

A 2.0 cumulative GPA on a 4.0 scale must be maintained for participation in interscholastic extracurricular activities.

In order for a student to be eligible to participate in interscholastic extracurricular activities, he/she must maintain satisfactory conduct and, if the student is convicted of, or found to have committed,

a felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon established and published school board policy. It is therefore, up to the school board to determine if such misconduct disqualifies a student for participation through school policy.

Interscholastic extracurricular students activities are those organized student activities between or among schools which are carried on outside the curriculum or regular course of study in schools. These activities may involve displays or talent which include, but not limited to, sports; music festivals; and speech, debate, art, and drama competitions.

G.. **High School Semester Exams**

In grades 9-12, two (2) days of the last week of each semester will be allotted for exams.

VI. HIGH SCHOOL GRADUATION

A. **Graduation Requirements for Three (3) and Four (4) Year Options**

A student must meet the following requirements prior to being awarded a standard high school diploma:

- Meet the specific courses and credits prescribed by the local school board (See Courses Required for High School Diploma);
- Pass the Florida Comprehensive Assessment Test (FCAT);
- Have a cumulative Grade Point Average (GPA) of 2.0 on a 4.0 scale or its equivalent in the courses required for graduation. The definition for "cumulative GPA in the courses required for graduation" is the average grade point average earned in the combined courses making up the credits used for high school graduation.

B. **Participation in Graduation**

Seniors must have earned all credits required for graduation, and have a minimum 2.0 cumulative Grade Point Average in order to participate in the commencement ceremonies.

C. **Assistance for Students to Meet Graduation Requirements**

The school board may adopt policies designed to assist students in meeting the requirements for graduation from high school. These policies may include, but not be limited to: forgiveness policies, summer school, before or after school courses, special counseling, volunteer and/or peer tutors, school-sponsored help sessions, homework hotlines, and study skills classes.

For students in jeopardy of meeting the required 2.0 cumulative Grade Point Average, the best 24 course grades may be calculated, but must include the courses required for graduation. This does not impact class ranking.

D. **Parent Notification of Student with at Risk GPA**

At the end of each semester, the parent of each student in grades 9, 10, 11, and 12 who has a cumulative grade point average (GPA) of less than 0.5 above the cumulative grade point average required for graduation shall be notified that the student is at risk of not meeting the requirements for

graduation. The notice shall contain an explanation of the policies the district school board has in place to assist the student in meeting the grade point average requirement.

E. **Grade Forgiveness Policy**

Forgiveness policies for required courses shall be limited to replacing a grade of “D” or “F”, or the equivalent of a grade of “D” or “F”, with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in the same or comparable course.

Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F”, with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in another course.

The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of “C”, “D”, or “F” or the equivalent of a grade of “C”, “D”, or “F”. In such case, the district forgiveness policy must allow the replacement of the grade with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in the same or comparable course.

In all cases of grade forgiveness only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of a cumulative grade point average required for graduation.

F. **High School Graduation Requirements in Excess of Minimum 18 Credits (Three (3) Year Graduation Option)**

The school board shall not establish requirements for either the college preparatory or the career preparatory three (3) year high school graduation options in excess of the requirements in s.1003.429.

G. **High School Graduation Requirements in Excess of Minimum 24 Credits (Standard Four (4) Year Only Graduation Option)**

District school boards are authorized and encouraged to establish requirements for high school graduation in excess of the minimum requirements; however, an increase in academic credit or minimum grade point average requirements shall not apply to those students enrolled in grades 9 through 12 at the time the district school board increase the requirements.

In addition, any increase in academic credit or minimum grade point average requirements shall not apply to a student who earns credit toward graduation requirements for equivalent courses taken through dual enrollment.

H. **Vocational Gold Seal**

A student who meets all of the requirements for a standard high school diploma may have attached to that diploma the Florida gold seal career and technical endorsement if he/she meets the established guidelines.

Sufficient course offerings will be available so that a student may qualify for the Vocational Gold Seal. Dixie District Schools Vocational Gold Seal Program by career areas are: Agritechnology, Applied Welding Technology, Automotive Service Technology, Business Technology, Drafting/Illustrative Design Technology, and Health Science Education.

I. **Certificate of Completion**

A student who earns the required 24 credits for graduation and has a cumulative GPA of 2.0 but does not pass the Florida Comprehensive Assessment Test (FCAT) will receive a Certificate of Completion instead of a standard high school diploma.

Any student who is otherwise entitled to a Certificate of Completion may elect to remain in secondary school either as a full-time or part-time student for up to one (1) additional year and received special instruction designed to remedy his or her deficiencies.

Any student who has selected either the three (3) year college preparatory or the three (3) year career preparatory option for graduation will **not** be eligible to receive a certificate of completion if he or she does not pass the FCAT and/or fails to have a cumulative GPA of 2.0. Instead, that student will be placed in the four (4) year standard graduation program and will be required to meet all of the requirements of that graduation option.

J. **High School Equivalent Diploma Exception**

Special assistance to obtain a high school equivalency diploma pursuant to s. 1003.435 may be given only when the student has completed all requirements for graduation except the attainment of the required cumulative grade point average.

VII. **HIGH SCHOOL GRADUATION HONOR REQUIREMENTS**

A. **High School Grading System (Non-weighted Courses)**

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

B. **Course Weighting**

For the purpose of determining class ranking, the School Board has exercised a weighted grading system. Beginning with the Class of 2005, college courses, honors courses, Dual Enrollment courses and Advanced Placement courses shall carry a one (1) point weight higher towards determining grade point average, than non-weighted courses.

C. **Honor Students**

Candidates for honor student must have a minimum (GPA) of 3.5, and must have a semester average of “C” or better in each of their courses in grades 9-12. Students may repeat one (1) class in which they receive a “D” or an “F” for the purpose of improving the grade point average, qualifying for scholarship, etc. All courses attempted through Dixie District Schools and/or its affiliates will be used to determine if the student has met these requirements.

A candidate for honor student must complete the following course work:

- 4 English (English I or higher, 3 with substantial writing)
- 4 Mathematics (with at least 2 math credits above Algebra 1)
- 3 Science (2 with substantial labs)
- 3 Social Studies
- 2 Foreign Languages (if offered in the curriculum)

Candidates must also meet the state and district graduation requirements. This includes passing the Florida Comprehensive Assessment Test (FCAT).

D. **Valedictorian and Salutatorian : Beginning Class of 2012**

1. Must meet all requirements for honor student.
2. Must be enrolled in Dixie County High School for the final four semesters.
3. The Valedictorian will be the student with the highest weighted GPA.
4. The Salutatorian will be the student with the second highest weighted GPA.
5. GPA will be based on all courses.
6. In the event of a tie the best composite score of the ACT (excluding the writing section) will be used. Sections of the ACT from different test dates may be used to meet the criteria.
7. Be enrolled in Dixie County High School for at least the four (4) 90-day semesters prior to graduation. Semester numerical grades in courses 9 through 12 shall be used in calculating numerical grade average.

VIII. EXCEPTIONAL STUDENT PROMOTION CRITERIA FOR 9-12

Beginning with the 9th grade, each ESE student shall have made a decision as to whether they are going to pursue a Regular Standard Diploma, Special Diploma, or a Certificate of Completion.

A. **High School Graduation Requirements for Exceptional Students**

A student who has been properly classified, in accordance with rules established by the State Board of Education, as “educable mentally handicapped,” “trainable mentally handicapped,” “hearing impaired,” “specific learning disabled,” “physically or language impaired,” or “emotionally handicapped” shall not be required to meet all of s.1003.43 and shall, upon meeting all applicable requirements prescribed by the district school board pursuant to a s.1008.25 be awarded a special diploma in a form prescribed by the Commissioner.

Any such student who meets all special requirements of the district school board for exceptionality, but is unable to meet the appropriate special state minimum requirements, shall be awarded a special certificate of completion in a form prescribed by the Commissioner.

A student who has been properly classified as “profoundly handicapped” and who meets the special requirements of the district school board for a special diploma in accordance with requirements for any exceptional student identified in this section shall be awarded a special diploma; however, such a student shall alternatively be eligible for a special certificate of completion, in a form prescribed by the Commissioner, if all school requirements for students who are “profoundly handicapped” have been met. However, this section does not limit or restrict the

right of an exceptional student solely to a special diploma or special certificate of completion. Any such student shall, upon proper request, be afforded the opportunity to fully meet all of the requirements of s.1003.43 through the standard procedures established therein and thereby to qualify for a standard diploma upon graduation.

B. High School Standard Diploma Strategies for Exceptional Education Students

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

1. Assignment of 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 in the district's Student Progression Plan; or
2. Assignment of the exceptional student to a basic education class for instruction that is modified to accommodate the student's exceptionality.

All ESE students must meet the regular district course and credit requirements. ESE courses (courses which have an ESE course code number) may be used to meet elective credit only. Basic education courses may be modified. Modifications may include, but not limited to:

- a. An increase in instruction time;
- b. Variations of instructional methodology.
- c. Teacher instruction or student response through special communication systems.
- d. Type of certification required of the student's teacher.
- e. Modification of test administration procedures and other evaluation systems to accommodate the student's handicaps.

The regular district requirement for the Florida Comprehensive Assessment Test must also be met; however, special testing procedures may be used as outlined in State Board Rule 6A-1.943.

The district school board shall determine which of these strategies to employ based upon an assessment of the student's needs and shall reflect this decision in the student's Individual Education Plan (IEP).

C. Criteria for a Special Diploma

All ESE students must meet the following district course and credit requirements:

English	2
Math	2
Science	0
Social Studies	0
Life Management	1
Physical Education	0
Electives (including Vocational)	<u>19</u>
Total Credits	24

Students may use basic, vocational, or ESE courses to meet these requirements. The IEP team may modify credit requirements and/or grade point averages, based upon the individual needs of the students. The awarding of a Special Diploma or Special Certificate of Completion does not prevent a student with disabilities from pursuing a Standard Diploma or from receiving a free and appropriate education until the student reaches age 22.

D. Promotion for Exceptional Students

Exceptional students must demonstrate mastery as demonstrated on the state required Alternate Assessment Test. Mastery of standards may be assessed by modifying the skill or assessment procedures to accommodate the student, as described in Rule 6A-1.0943, FAC. This may include, but is not limited to, the use of sign language, finger spelling, communication boards, Braille, typewriters, or word processors.

These accommodations must be proposed and approved by the IEP team during the development of the student's IEP. In accordance with 1003.438, F.S., students with the following exceptionalities are eligible to work toward mastery of these standards which are requirements for eligibility to receive a Special Diploma: Autism Spectrum Disorder, Intellectually Disabled, Deaf and Hard of Hearing, Dual Sensory Impaired, Emotional Behavior Disorder, language Impaired, Physically Impaired with Other Health Impairment, Physically Impaired with Orthopedic Impairment, Physically Impaired with Traumatic Brain Injury, and Specific Learning Disabilities.

All standards for all content areas as specified by the functional level must be mastered at the 100% level before an Exceptional Student is eligible for a Special Diploma. Promotion shall be based upon credit earned. Promotion is also determined upon the mastery level of State Minimum Performance Standards, Special State Minimum Performance Standards, and District Minimum Performance Standards based upon each student's ability level and mastery of IEP objectives.

E. Criteria for Receipt of a Certificate of Completion

Exceptional students may receive a Regular Certificate of completion if they meet the requirements outlined below:

1. Meet district course and credit requirements. Students may use basic, vocational or ESE content equivalent course to meet these requirements. Other ESE courses may be used as electives. ESE courses which are equivalent in content to basic education courses may be modified for exceptional students as follows:
 - a. An increase or decrease in instructional time;
 - b. Variations of instructional time;
 - c. Teacher instruction or student response through special communication systems.
 - d. Type of certification required of the student's teacher;
 - e. Modification of test administration procedures and other evaluation systems to accommodate the student's handicaps.

THE ABOVE MODIFICATIONS ALSO APPLY TO BASIC EDUCATION AND VOCATIONAL COURSES WITH THE EXCEPTION OF ITEM "d."

When modifying vocational courses, the particular Outcomes and Student Performance Standards which a student must master to earn credit must be specified on the student's Individual Educational Plan.

F. **Criteria for Receipt of a Special Certificate of Completion**

1. Physically impaired students whose ability to communicate orally and in writing is seriously impaired, students who are intellectually disabled, specific learning disabled, hearing impaired, students with emotional behavior disorder, and students with autism spectrum disorder who fail to meet criteria for receipt of a Regular Diploma or Special Diploma, may be eligible for a Special Certificate of Completion. Students may use vocational or ESE courses to meet the credit requirements depending upon the needs of the students as determined by the IEP team.
2. Intellectually Disabled students may be eligible for a Special Certificate of Completion if they meet the requirements outlined below:

Meet district credit requirements for a Special Diploma as outlined in the plan.

Students may use vocational or ESE courses to meet these requirements, depending upon the needs of the student as determined by the IEP team.

The student has participated in activities designed to enhance motor, self-help, cognitive, language, social and sensory skills in accordance with individual needs and abilities, to the extent possible as determined by the IEP team.

G. **Ennobles Act (Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities)**

Students with disabilities will have access to postsecondary education and meaningful careers as stated in s.1007.02 F.S.

IX. SPEECH, PHYSICAL THERAPY, AND OCCUPATIONAL THERAPY PROGRAMS

- A. Speech, physical therapy, and occupational therapy are additional services designed to reinforce or enhance a student's ability to profit from instruction.
- B. Attendance in these programs will not affect the 35-hour minimum course attendance requirements for basic, vocational or ESE course.

X. STUDENT RIGHTS/PARENT NOTIFICATION

- A. Nothing contained in this document or in SBER 6A-1.941 shall be construed to limit or restrict the right of an exceptional student solely to a Special Diploma or Special Certificate of Completion for exceptional students. Any such shall, upon written request, be afforded the opportunity to fully meet all requirements of Section 1003.43, Florida Statutes, through the procedures established therein, and thereby qualify for a Standard Diploma as prescribed in SBER 6A-1.996 (1), FAC, upon graduation.

The parents of each exceptional student eligible for a Special Diploma for exceptional students shall be notified of the options available under SBER 6-A 1.95(4), FAC, prior to grade 9.

- B. Status with regard to mastery of standards should be discussed with parents at each IEP review/revision conference. Additionally, graduation options should be discussed with parents at these conferences, to include an explanation of the following:
 1. Type of standards student is attempting to master (i.e., Regular or Special Minimum Performance Standards) and relationship to diploma options (i.e., Regular or Special Diploma).

2. Ramifications of not mastering Regular or Special Minimum Student Performance Standards.

XI. POSTSECONDARY FEEDBACK OF INFORMATION TO HIGH SCHOOLS

- A. The Commissioner of Education shall report to the State Board of Education, the Board of Governors, the Legislature, and the district school boards on the performance of each first-time-in-postsecondary education student from each public high school in this state who is enrolled in a public postsecondary institution or public career center. Such reports must be based on information databases maintained by the Department of Education. In addition, the public postsecondary educational institutions and career centers shall provide district school boards access to information on student performance in regular and preparatory courses and shall indicate students referred for remediation pursuant to s. 1004.91 or s. 1008.30.
- B. The Commissioner of Education shall report, by high school, to the State Board of Education, the Board of Governors, and the Legislature, no later than November 30 of each year, on the number of prior year Florida High school graduates who enrolled for the first time in public postsecondary education in this state during the previous summer, fall, or spring term, indicating the number of students whose scores on the common placement test indicated the need for remediation through college-preparatory or vocational-preparatory instruction pursuant to s.1004.91 or s. 1008.30.
- C. The Commissioner of Education shall organize school summary reports and student-level records by school district and high school in which the postsecondary education students were enrolled and report the information to each school district no later than January 31 of each year.
- D. As a part of the school improvement plan pursuant to s. 1008.345, the State Board of Education shall ensure that each school district and high school develops strategies to improve student readiness for the public postsecondary level based on annual analysis of the feedback report data.
- E. The Commissioner of Education shall annually recommend to the Legislature statutory changes to reduce the incidence of postsecondary remediation in mathematics, reading, and writing for first-time-enrolled recent high school graduates.

XII. DUAL ENROLLMENT AND ADVANCED PLACEMENT

A. Instruction

Each school district, community college, and state university may conduct advanced placement instruction within dual enrollment courses. Each joint dual enrollment and advanced placement course shall be incorporated within and subject to the provisions of the district interinstructional articulation agreement pursuant to s. 1007.235. Such agreement shall certify that each joint dual enrollment and advanced placement course integrates, at a minimum, the course structure recommended by the College Board and the structure that corresponds to the common course number.

Each student enrolled in a joint dual enrollment and advanced placement course may be funded pursuant to either the dual enrollment or advanced placement formula specified in s.1022.62; however, no student shall be funded through both programs for enrollment in a course provided through this section. The district school board reporting enrollments for such courses shall utilize the funding formula that more closely approximates the cost of conducting the course. No student shall be reported for advanced placement funding who falls to meet the examination requirement for such funding.

Postsecondary credit for student, completion of a joint dual enrollment and advanced placement course shall be awarded, based on the stated preference of the student, as either dual enrollment or advanced placement credit; however, an award of advanced placement credit shall be limited to

students who score a minimum of 3, on a 5-point scale, on the Advanced placement Examination. No student shall claim double credit based on the completion of a single joint dual enrollment and advanced placement course, nor shall any student enrolled pursuant to this section be required to complete the Advanced Placement Examination.

B. Declaration of Credit

Postsecondary credit for student completion of a joint dual enrollment and advanced placement course shall be awarded, based on the stated preference of the student, as either dual enrollment or advanced placement credit; however, an award of advanced placement credit shall be limited to student who score a minimum of 3, on a 5-point scale, on the Advanced Placement Examination. No student shall claim double credit based on the completion of a single joint dual enrollment and advanced placement course, nor shall any student enrolled pursuant to this section be require to complete the Advanced Placement Examination.

C. Career and Technical

Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete-preparatory program, and shall not be used to enroll students in isolated career courses. It is the intent of the Legislature that career dual enrollment provide a comprehensive academic and career dual enrollment program within the career center or community college.

D. Informing Students

Each district school board shall inform all secondary students of dual enrollment as an educational option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. District school boards shall annually assess the demand for dual enrollment and other advanced courses, and the district school board shall consider strategies and programs to meet that demand include access to dual enrollment on the high school campus whenever possible. Alternative grade calculation, weighting systems, or information regarding student education options which discriminates against dual enrollment courses is prohibited.

E. Instructional Programs

The dual enrollment program is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward a career and technical certificate or an associate or baccalaureate degree.

For the purpose of this section, an eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida private secondary school which is in compliance with s. 1002.42(2) and conducts a secondary curriculum pursuant to s. 1003.43. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollments. Students who are eligible for dual enrollment pursuant to this section shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. Instructional time for such enrollment may exceed 900 hours; however, the school district may only report the student for a maximum of one (1) - FTE, as provided in s. 1011.61(4). Each semester of instruction that is eligible for high school and post secondary credit shall be reported by school districts as 75 membership hours for the purpose of F.T.E. calculation. Any student so enrolled is exempt from the payment of

registration, tuition, and laboratory fees. Vocational-preparatory instruction, college-preparatory instruction and other forms of pre collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

F. **Teacher and Student Qualifications**

The Department of Education shall adopt guidelines designed to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. Student qualifications must demonstrate readiness for college-level coursework if the student is to be enrolled in college courses. Student qualifications must demonstrate readiness for career coursework if the student is to be enrolled in career courses. In addition to the common placement examination, student qualifications for enrollment in college credit dual enrollment courses must include a 3.0 unweighted grade point average, and student qualifications for enrollment in career certificate dual enrollment courses must include a 2.0 unweighted grade point average. Exceptions to the required grade point averages may be granted if the educational entities agree and the terms of the agreement are contained within the dual enrollment Inter institutional Articulation Agreement. Community College boards of trustees may establish additional admissions criteria, which shall be included in the district Inter institutional Articulation Agreement developed according to s. 1007.235, to ensure student readiness for postsecondary instruction. Additional requirements included in the agreement shall not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses. District school boards may not refuse to enter into an agreement with a local community college if that community college has the capacity to offer dual enrollment courses.

G. **Course Weighting**

School districts and community colleges must weight college-level dual enrollment courses the same as honor courses and advanced placement courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

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.

H. **Fee Exemption**

Students who meet the eligibility requirements for of this section and who choose to participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees.

XIII. ARTICULATED ACCELERATION

A. **Mechanics**

It is the intent of the Legislature that a variety of articulated acceleration mechanisms be available for secondary and postsecondary students attending public educational institutions. It is available for secondary and postsecondary students attending public educational institutions. It is intended that articulated acceleration serve to shorten the time necessary for a student to complete the requirements associated with the conference of a high school diploma and a postsecondary

degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. Articulated acceleration mechanisms shall include, but not be limited to, dual enrollment as provided for in s. 1007.271, early admission, advanced placement, credit by examination, the International Baccalaureate Program, and the Advanced International Certificate of Education Program. Credit earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.

The Department of Education shall identify the minimum scores, maximum credit, and course of courses for which credit is to be awarded for each College Level Examination Program (CLEP) general examination, CLEP subject examination, College Board Advanced Placement Program examination, and International Baccalaureate examination. In addition, the department shall identify such courses in the general education care curriculum of each state university and community college.

Each community college and state university must award credit for specific courses for which competency has been demonstrated by successful passage of one of the examinations in the preceding paragraph unless the award of credit duplicates credit already awarded. Community colleges and state universities may not exempt students from courses without the award of credit if competencies have been so demonstrated.

The State Board of Education shall conduct a review of the extent to which the acceleration mechanisms are being utilized by the district and submit a report to the Governor and the Legislature.

B. Advanced International Certificate of Educational Programs

The Advanced International Certificate of Education Program and the International General Certificate of Secondary Education (pre-AICE) Program shall be the curricula in which eligible secondary students are enrolled in a program of studies offered through the Advanced International Certificate of Education Program or the International General Certificate of Secondary Education or the International General Certificate of Secondary Education (pre-AICE) Program administered by the University of Cambridge Local Examinations Syndicate. The State Board of Education shall establish rules which specify the cutoff scores and Advanced International Certificate of Education examinations which will be used to grant postsecondary credit at community colleges and universities.

Any such rules, which have the effect of raising the required cutoff score or of changing the Advanced International Certification of Education examinations which will be used to grant postsecondary credit, shall apply to students taking Advanced International Certificate of Education Examinations after such rules are adopted by the State Board of Education. Students shall be awarded a maximum of 30 semester credit hours pursuant to this subsection. The specific course for which a student receives such credit shall be determined by the community college or university that accepts the student for admission. Students enrolled pursuant to this subsection shall be exempt from the payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination.

C. Home Education

It is the intent of the Legislature to provide articulate acceleration mechanisms for students who are in home education programs, as defined in s. 1003.01(11), consistent with the educational opportunities available to public and private secondary school students. Home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of s.1002.41. Home Education Students will receive a Dixie District High School Diploma after completing all required coursework and receiving a passing score on FCAT.

D. **Advanced Placement**

Advanced placement shall be the enrollment of an eligible secondary student in a course offered through the Advanced Placement Program administered by the College Board. Postsecondary credit for an advanced placement course shall be limited to students who score a minimum of three (3), on a five-point scale, on the corresponding Advanced Placement Examination. The specific courses for which students receive such credit shall be determined by the department. Students of Florida public secondary schools enrolled pursuant to this subsection shall be exempt from the payment, or any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination.

E. **Credit by Examination**

Credit by examination shall be the program through which secondary and postsecondary students generate postsecondary credit based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. For the purpose of statewide application, such examinations and the corresponding minimum scores required for an award of credit shall be delineated by the State Board of Education in the statewide articulation agreement. The maximum credit generated by a student pursuant to this subsection shall be mitigated by any related postsecondary credit earned by the student prior to the administration of the examination. This subsection shall not preclude community colleges and universities from awarding credit by examination based on student performance on examinations developed within and recognized by the individual postsecondary institutions.

F. **Early Admission**

Early admission shall be a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students enrolled pursuant to this subsection shall be exempt from the payment of registration, tuition, and laboratory fees.

G. **International Baccalaureate**

The International Baccalaureate Program shall be the curriculum in which eligible secondary students are enrolled in a program of studies offered through the International Baccalaureate Program administered by the International Baccalaureate Office. The State Board of Education shall establish rules which specify the cutoff scores and International Baccalaureate Examinations which will be used to grant postsecondary credit at community colleges and universities. Any such rules, which have the effect of raising the required cutoff score or of changing the International Baccalaureate Examinations which will be used to grant postsecondary credit, shall only apply to students taking International Baccalaureate Examinations after such rules are adopted by the State Board of Education. Students shall be awarded a maximum of 30 semester credit hours pursuant to this subsection. The specific course for which a student receives such credit shall be determined by the department. Students enrolled pursuant to this subsection shall be exempt from the payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination.

XIV. I-20 CERTIFICATES

Dixie District Schools will not issue any I-20 Certificates to individuals who are seeking a F-1 student visa.

XV. FOREIGN EXCHANGE STUDENTS

The Dixie County School Board recognizes the value of intercultural and international education as an important part of a school program. Foreign exchange visitor programs improve America's knowledge of a foreign culture by allowing students to experience international understanding on a personal basis. Further, they improve the foreign student's knowledge of American culture through active participation in family, school, and community life.

Any student from a foreign country either sponsored by a foreign exchange visitor program or individually sponsored must submit an application to the high school principal. The principal will review the application and make the determination as to whether or not that student shall be recommended to the Superintendent for acceptance as a student in our district.

Among other things the determination will be based on the applicant fulfilling all eligibility requirements (applicable Federal and State regulations) and that the student's English communication skills meet the standards established by the Principal.

Organization and institutions sponsoring students must be approved by the United States Department of State and the United States Information Agency in order to be eligible to participate in the Foreign Exchange Visitor Program.

Dixie County School Board limits the number of exchange students to no more than two (2) per school year.

It is the responsibility of the individuals sponsoring students to satisfy the requirements of the Immigration and Naturalization Service.

A. Eligibility Requirements

1. **Sponsors** – Applications must be made by organizations desiring to sponsor foreign exchange students in a Dixie District School. Any organization sponsoring a student must supply the name, address, and telephone number of a representative of the organization who can be contacted at any time in case of an emergency or other problem.
Individuals sponsoring students must meet present evidence of temporary educational guardianship.
2. **Eligible Students** – Students must meet the following eligibility requirements prior to acceptance.
 - a. Agree to be in attendance a minimum of one (1) semester.
 - b. Be no more than 18 years of age on the date of enrollment.
 - c. Have sufficient knowledge of the English language to participate in classes.
 - d. Have appropriate medical insurance coverage.
 - e. Be accepted by a host family.
3. At the time of application, it shall be determined whether the student will attempt to earn a high school diploma.
4. Written approval or denial for admission will be given to the sponsor by the principal.

B. **Notification to the Student and the Host Family**

1. A copy of the Dixie District Schools policy and regulations regarding foreign exchange students will be provided the student and the host family after the student has been approved for admission.
2. The student and the host family will be informed that the student shall follow school rules and shall participate fully in the educational program provided.

C. **Financial Support**

All expenses, including school and school-related expenses are the responsibilities of the sponsoring organization and the host family.

D. **Graduation**

To be eligible for graduation and to obtain a high school diploma, a student must have completed all graduation requirements of the State of Florida Department of Education.

Upon completion of the stay in Dixie County, the student will be issued an official transcript of all work completed.