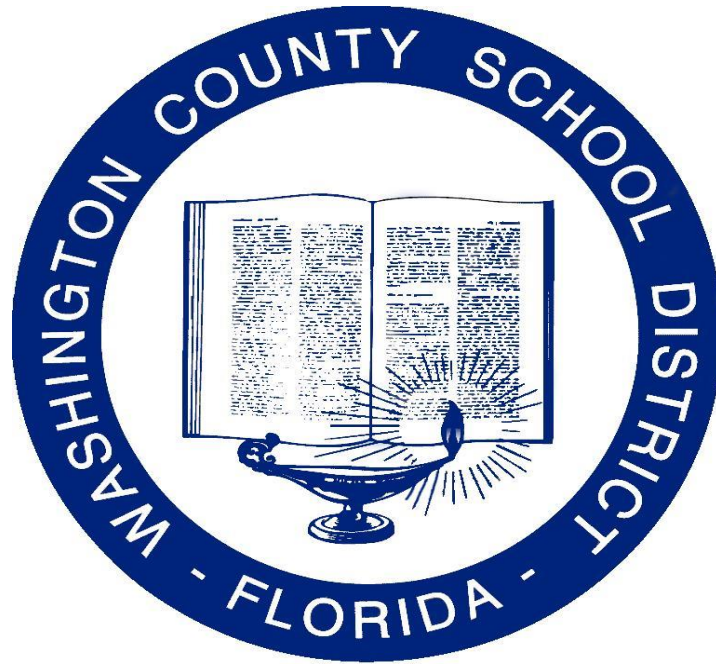




STUDENT PROGRESSION PLAN

Revised December 2023

Introduction

Foreword

Section I – General Procedures of the Washington County School District

Responsibility	1
Parent/Teacher Conferences	2
Remediation	3
Strategies for Remedial Instruction	3
Progress Monitoring Plan (PMP) S.1008.25 (4)(B) F.S.	4
Reading, Mathematical Deficiency and Parental Notification	4
Reporting To Parents	6
Transfer of Students from Other States or Private Schools	9
Accelerated Placement	9
Acceleration Options	9
Grade Forgiveness Policy	10
Home School/Dual Enrollment	11
Digital Learning	11
Summer School Guidelines	13
Attendance Regulations.....	13
Required Instruction	13
English Language Learners (ELL)	18
Special Needs Students.....	20
Promotion of Exceptional Students	21
Promotion of ESE Students Who Participate in Alternate Assessment.....	21
Multi Tier System Of Student Supports	22

Section II – General Procedures for Elementary Schools

Admission.....	1
Promotion of Students.....	1
Remedial Instruction	3
Good Cause Promotion- Grade 3.....	3
Successful Progression for Retained Readers.....	4
Mid-Year Promotion of Retained Third Graders.....	6
K-3 READ Initiative	7
Intensive Acceleration Class for Retained Third Graders	8
Physical Education/Free Play Recess	9

Section III – General Procedures for Middle Schools

Admission and Placement.....	1
Florida Curriculum Frameworks and Sunshine State Standards	1
Course Curriculum Frameworks	1
Middle School Requirements/Promotion	2

Section IV – General Procedures for High Schools

Admission and Placement.....	1
Florida Curriculum Frameworks and Sunshine State Standards	1
Course Curriculum Frameworks	1
Hourly Credit Requirements	2
Attendance Regulations.....	2
State Uniform Transfer of High School Credits	4
Promotion within the High School (9-12)	5
Dual Enrollment/Early College Admission	6
Advanced Placement Courses/Exams.....	9
Participation in Graduation Ceremonies	9
Diploma Designations and Certificates	9
Academic Recognition	12
Chipola Recognition Scholarship.....	13
General Educational Development.....	13
Graduation Requirements	15
Early High School Graduation	21
Required Reporting to Parents	33

Section V – General Procedure for Special Programs

Washington Institute for Specialized Education (WISE)	1
---	---

Section VI – Florida Panhandle Technical College

Governance/Accreditation.....	1
Admissions.....	1
Basic Skills Exit Requirements & Exemptions.....	2
Career and Technical Dual Enrollment.....	4
Grading System.....	4
Dual Enrollment Program Offerings by Career Cluster.....	6

Responsibility

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

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

Parent/Teacher Conferences

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

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

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

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

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

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

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

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

Grades 6 – 12 Parent Conferences will be under the discretion of the administrator of the school each semester. Parents of seniors will be notified of possible retention or ineligibility to graduate, by the end of the first semester of the senior year.

Exceptional Student Education - Reports on Annual Goals.

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

Remediation

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

Strategies for Remedial Instruction

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

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

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

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

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

Reading Deficiency and Parental Notification

- A. It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading deficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction with the Response to Intervention Tiers. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.
- B. 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, including 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.
 2. A description of the current services that are provided to the child.
 3. A description of the proposed intensive interventions supplemental instructional services (AIP) and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
 4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause (See IV D).
 5. Strategies, including multisensory strategies, will be provided through a read-at-home plan for parents to use in helping their child succeed in reading proficiency.

6. Florida Standards Assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to know when a child is reading at or above grade level and ready for promotion. In essence, mandatory retention for reading deficiency is not applicable until after a student has completed grade 3. However, a student not meeting levels of performance for student progression at any grade in any subject may be retained in accordance with school district policy.
7. Reading Scholarships are established, contingent upon available funds and on a first come, first served basis, for students in grades 3-5 who are enrolled in a Florida public school and scored below a Level 3 on the grade 3 or 4 statewide, standardized English Language Arts (ELA) assessment in the prior school year. An eligible student who is classified as an English Language Learner and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students shall receive priority for this funding. Schools should notify the parents of eligible students by September 30 of the process to request and receive a reading scholarship, subject to available funds. Parents are responsible for submitting an application for reimbursement of qualifying expenditures (e.g., instructional materials, curriculum, part time tutoring, summer programs, and after school programs)

Mathematics Deficiency and Parental Notification

Any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics, or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must:

1. Immediately following the identification of the mathematics deficiency, be provided systematic and explicit mathematics instruction to address his or her specific deficiencies through either: a. Daily targeted small group mathematics intervention based on student need; or b. Supplemental, evidence-based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or a trained tutor.
2. The performance of a student receiving mathematics instruction under subparagraph 1 must be monitored and instruction must be adjusted based on the student's need.
3. A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan under paragraph (4)(b) is developed to identify the student as having a substantial mathematics deficiency and initiate intensive mathematics interventions. In addition, a school may not wait until an evaluation conducted pursuant to s. 1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyscalculia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.

4. The mathematics proficiency of a student receiving additional mathematics supports must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized Mathematics assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 4 has a substantial deficiency in mathematics.
5. The parent of a student who exhibits a substantial deficiency in mathematics, as described in paragraph (a), must be notified in writing of the following:
 - I. That his or her child has been identified as having a substantial deficiency in mathematics, including 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 mathematics.
 - II. A description of the current services that are provided to the child.
 - III. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency.
 - IV. Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child succeed in mathematics. The home-based plan must provide access to the resources identified in paragraph (e).
 - V. After the initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

Reporting To Parents

A. Informing Parents about the Student Progression Plan

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

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

1. PTO programs;
2. A parent night meeting
3. School/Parent newsletter
4. School Website

B. Reporting Student Progress to Parents

1. Report cards

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

2. Grading Scale

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

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

Unweighted

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

Weighted

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

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

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

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

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

The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion. Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

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

2. Annual Written Report to Parents or Guardian

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

The evaluation of this progress must be based on:

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

Annual Reporting [Section 1008.25(8)(b)]

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

- the provisions of the law relating to public school student progression and the district school board's policies and procedures on student retention and promotion
- by grade, the number and percentage of all students in grades 3-10 performing at levels 1 and 2 on the reading portion of the FAST Assessment.
- By grade, number and percentage of all students retained in Kindergarten through grade 10.
- Information on the total number of students who were promoted for good cause.

Transfer of Students from Other States or Private Schools

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

Accelerated Placement

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

Acceleration Options

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

ACCEL Options provides academically challenging curriculum or accelerated instruction to eligible public school students in grades K-12. Each school must offer whole grade and midyear promotion, subject-matter acceleration, virtual instruction in higher grade level subjects, and the

courses and options in the existing credit acceleration program (CAP). Additional ACCEL Options may include enriched STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, advanced-content instruction, and telescoping curriculum. Information about these options must be made available to the parents by the school s. 1002.3105.F.S.

ACCEL Requirements

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

Credit Acceleration Program (CAP)

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

Effective July 1, 2016 a student is allowed to earn high school credit in courses required for high school graduation through the passage of an Advanced Placement (AP) examination or a College Level Examination (CLEP) examination. If a student attains a passing score on an AP examination or CLEP examination, the school district is required to award course credit to the student who is not enrolled or who has not completed the course.

Grade Forgiveness Policy

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

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

For 9th graders beginning 2000-2001 school year and each year thereafter any course grade not replaced according to the district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. These restrictions do not apply to high

school courses taken below the ninth grade.

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

Home School/Dual Enrollment

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

Digital Learning

School District Virtual Instruction Programs

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

Virtual Education

Washington County School District will provide eligible students the option of participating in a virtual instruction program. The school district virtual instruction program shall provide the following:

- Full time virtual instruction for students enrolled in kindergarten through grade 12
- Part time virtual instruction for students in Kindergarten through grade 12 that are measured by an evaluation method developed by DOE

Washington County School Virtual Instruction will be offered by the following providers:

- K12, Inc. will instruction for grades K-12
- Florida Virtual School will provide instruction for grades K-12
- PAEC Washington Virtual (FLVS)

Washington Virtual Program – Policies and Procedures, Appendix B

Student Eligibility

Section 1002.45 (5), Florida Statutes establishes student eligibility requirements for K-12 virtual instruction. A student may participate in virtual instruction in the school district in which he or she resides if:

- The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of state orders.
- The student was enrolled during the prior year in a school district virtual instruction program under this section or a K-8 virtual school program under Section 1002.415, Florida Statutes.
- The student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year: or
- The student is eligible to enter kindergarten or first grade.

Academic Integrity

Washington County Virtual Instruction Program expects a full commitment to academic integrity from each student.

Academic integrity means:

- Your work on each assignment will be completed by the student.
- Your collaboration with another classmate on any assignment will be pre-approved by your instructor.
- You will not practice plagiarism in any form.
- You will not allow others to duplicate your assignments.
- You will not misuse content from the Internet.

Summer School Guidelines

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

A. Elementary School

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

B. Middle School (Grades 7 & 8)

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

C. High School

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

1. To retake failed courses offered in summer school;
2. To permit a student to get back on schedule for graduation and/or promotion to the next grade level;
3. To remediate a student who has failed to meet assessment and standards and has less than 2.0 GPA;
4. To offer courses such as driver education, career co-operative courses, and other subjects as approved by the School Board upon recommendation of the Superintendent;

Attendance Regulations

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

Required Instruction

1. **State Academic Standards and Florida/B.E.S.T. Standards** Schools will provide appropriate instruction to assist students in the mastery of the State Academic Standards and Florida/ B.E.S.T. Standards for English Language Arts and Mathematics, Science, Social Studies, Foreign Languages, The Arts and Health/Physical Education. These standards form the basis for curriculum, instruction and evaluation of student performance.

2. **American Founder's Month**, pursuant to 683.1455
The month of September of each year is designated as "American Founders' Month." The Governor may annually issue a proclamation designating the month of September as "American Founders' Month" and urging all civic, fraternal, and religious organizations and public and private educational institutions to recognize and observe this occasion through appropriate programs, meetings, services, or celebrations in which state, county, and local governmental officials are invited to participate.
3. **Constitution of the United States and Florida Government**, pursuant to 1003.42 F.S. The history, meaning, significant, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides for structure of our government. The required one-half credit in American Government will include the study of the Constitution of the United States and Florida government, including study of the State Constitution, the three branches of the state government and municipal and county government. United States Government must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.
4. **African American History**, pursuant to 1003.42 F.S. Instruction in the history of African Americans will include the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of African-Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Such history will be presented in high school American History classes, eighth grade social studies and in other grades or classes where this content is already a part of the curriculum.
5. **The Holocaust**, pursuant to 1003.42 F.S. The history of the Holocaust (1933-1945) and the systematic, planned annihilation of European Jews and other groups by Nazi Germany during World War II will be taught in high school World History classes, in middle grades classes and other grades as designated by the district curriculum. Teaching of the Holocaust should lead to an investigation of human behavior, an understanding of the

ramifications of prejudice, racism, and stereotyping and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the definition, historical and current examples of anti-Semitism and the prevention of anti-Semitism. The second week in November is designated as Holocaust Education Week to recognize the anniversary of Kristallnacht, which is widely recognized as a precipitating event that led to the Holocaust.

6. **United States History**, pursuant to 1003.42 F.S. The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American History shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.
7. **Victims of Communism** Beginning in the 2023-2024 SY, High School student enrolled in United States Government class required by s. 1003.4282(3) (d) must receive at least 45 minutes of instruction on “Victims of Communism Day” to include topics such as Mao Zedong and the Cultural Revolution, Joseph Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, and Nicolás Maduro and the Chavismo movement, and how victims suffered under these regimes through poverty, starvation, migration, systemic lethal violence, and suppression of speech.
8. **Asian Americans and Pacific Islanders** The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.
9. **Other required instruction**, pursuant to 1003.42 F.S. In appropriate classes throughout the K-12 curriculum, schools will teach the following: The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty and property (including its study and recitation at all grade levels during the state-designated week in September) and how they form the philosophical foundation of our government shall be included; the importance of the Federalist Papers in presenting the arguments in support of adopting our republican form of government; the history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments with emphasis on each of the 10 amendments that make

up the Bill of Rights and how the constitution provides the structure of our government; flag education, including proper display and salute; the elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts; the elementary principles of agriculture; effects of alcohol and narcotics upon the human mind and body; kindness to animals; the history of Florida; the conservation of natural resources; the study of Hispanic contributions to the United States; the study of women's contributions to the United States; 9/11 Heroes Day Topics as specified in 683.335 and the nature and importance of free enterprise to the United States economy. Instruction in the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide will be provided. Such instruction must occur on or before Medal of Honor Day, Veteran's Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when feasible.

10. **Civic and Character Education**, pursuant to 1003.42 F.S. Instruction shall stress the qualities and responsibilities of patriotism; and citizenship including; kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and for grades 11 and 12 voting using the uniform primary and general election ballot, which will be a part of the curriculum in appropriate classes.

11. **Health Education**, Health Education will address concepts of community health, consumer health, environmental health, and family life, including:

- a. Injury prevention and safety.
- b. Internet safety.
- c. Nutrition.
- d. Personal health.
- e. Prevention and control of disease.
- f. Substance use and abuse.
- g. Prevention of child sexual abuse, exploitation, and human trafficking.

Instruction in teen dating violence and abuse prevention will be provided in grades 7- 12. (FS 1003.42(2) This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- a. Self-awareness and self-management.
- b. Responsible decision-making.
- c. Resiliency.
- d. Relationship skills and conflict resolution.
- e. Understanding and respecting other viewpoints and backgrounds.
- f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet. Any child whose parent presents to the Principal a signed statement that the teaching of the above mentioned diseases, its symptoms, development, treatment, and the use of instructional aids/ materials of such subjects, conflicts with his or her beliefs will be exempt from such instruction. No child so exempt will be penalized by reason of such exemption.

K-8	25 hours
9-12	10 hours

- 12. **Recycling of Waste Materials**, The District’s Elementary and Science Curriculum will provide instruction in recycling waste materials in accordance with Section 403.751, F.S.
- 13. **First Aid Instruction**, Schools are encouraged to provide basic training in first aid, including cardiopulmonary resuscitation, for students in grades 6th and 8th. Basic training in first aid, including cardiopulmonary resuscitation is required for all students in grade 9 and grade 11 based on a one hour, nationally recognized program that uses the most current evidence-based emergency cardiovascular care guidelines.
- 14. **Veterans’ Day and Memorial Day**, Instruction of the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide must occur on or before Veterans’ Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practical.

15. **Celebrate Freedom Week** (233.0659, F.S.) will be the last full week of classes in September. This requires at least 3 hours of appropriate instruction, as determined by the school district, in each social studies class on the intent, meaning, and importance of the Declaration of Independence. On each school day during this week, public school principals and teachers are required to conduct an oral recitation by students of the following excerpt of the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. Those to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.” The bill provides that, upon written request by a student’s parent, the student must be excused from participating in the recitation of the Declaration of Independence.

English Language Learners (ELL)

Each student classified as Limited English Proficient is required to have an individualized LEP student plan which must include results of academic assessment and must also outline the instructional services to be provided. The LEP student plan may serve as the Academic Improvement Plan if it addresses the student’s academic needs in reading, social studies, computer literacy, science and mathematics. All LEP students will participate in Florida Standards Assessment

****In 2018-19 districts will no longer have flexibility to exempt first year ELLs from ELA testing, according to Florida ESSA plan. The following will take effect:**

***Year One: Test the student on FAST ELA; results do not count in School Grades.**

***Year Two: Test the student on FAST ELA; results count only in the Learning Gains components of School Grades. 1008.34**

***Year Three: Test the student on FAST ELA; results count in both the Achievement and Learning Gains components of School Grades.**

***Any year ELLs are enrolled in a tested grade; they are counted in percent tested for School Grades.**

Requirements for Exiting English Language Learners from the ELL Program

(1) Each student identified as an English Language Learner (ELL) shall continue to receive appropriate instruction until such time as the student is reclassified as English proficient and exited from the English for Speakers of Other Languages (ESOL) Program. English proficiency shall be determined by assessing the student utilizing the statewide English Language Proficiency Assessment and Florida Assessment of Student Thinking in English Language Arts (FAST in ELA) or Florida Standards Alternate Assessment (FSAA), or by ELL Committee determination, in accordance with this rule.

(2) Standards for Student Exit from the ESOL Program.

(a) An ELL shall be determined English language proficient and exited from the ESOL program upon obtaining:

1. Scores of “Proficient” at the applicable grade level on each statewide English Language

Proficiency Assessment subtest administered annually pursuant to Rule 6A-6.09021, F.A.C.; and,

2. Scores on applicable FSA in ELA or FSAA, as follows:

a. For students in grades K-2, the statewide English Language Proficiency Assessment is the only assessment required;

b. For students in grades 3-9, earning a passing score on the grade level FSA in ELA or the FSAA, pursuant to Rule 6A-1.09430, F.A.C.; or

c. For students in grades 10-12, a score on the 10th grade FAST in ELA, or a score on the FSAA, pursuant to Rule 6A-1.09430, F.A.C., or a score on the 10th grade FCAT in Reading, pursuant to Rule 6A-1.09422, F.A.C., sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S.

(b) Upon receipt of the statewide English Language Proficiency Assessment and FAST in ELA scores, schools shall exit students no later than the last school day of the school year. If the statewide English Language Proficiency Assessment or FAST in ELA scores are received after the end of the school year, schools shall exit students within two (2) weeks after the beginning of the next school year and shall use the last day of the school year in which the FSA in ELA examination was administered as the exit date.

(c) Notwithstanding a student's statewide English Language Proficiency Assessment scores, upon the request of a student's teacher, counselor, administrator, or parent, a student who has been classified as an ELL and enrolled in an English for Speakers of Other Languages (ESOL) program may be re-evaluated for English language proficiency by convening an ELL Committee at any time, according to the following procedures:

1. Any student being considered for exit by an ELL Committee shall be assessed on at least one (1) Department-approved assessment instrument, which shall be administered no earlier than thirty (30) school days prior to the ELL Committee's determination regarding exit. The assessment must cover all four (4) domains, including listening, speaking, reading, and writing. An ELL Committee, for any student with a disability being considered for exit, shall include the Individual Education Plan (IEP) Team pursuant to Rule 6A-6.03028, F.A.C.

2. The ELL Committee shall review the student's academic record holistically and shall consider the assessment results from the assessment administered under paragraph (2)(a) of this rule and the following criteria to determine whether the student is English language proficient:

a. Extent and nature of prior educational or academic experience, social experience, and a student interview;

b. Written recommendation and observation by current and previous instructional and supportive services staff;

c. Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;

d. Grades from the current or previous years; and,

e. Test results from tests other than the assessment according to paragraph (2)(a) of this rule.

3. If a majority of the ELL Committee determines that the student is English language proficient, the student shall be exited from the program. If a majority of the ELL Committee determines that the student is not English language proficient, the student shall remain enrolled in the program. For a student with a disability, the Committee shall consider the impact of the

student's disability in its decision. The parents' preference as to whether a student is determined English language proficient or not English language proficient shall be considered in the final decision.

4. The ELL Committee shall document the records reviewed by the Committee, which must include each of the criteria in subparagraph (2)(c)2., of this rule. The Committee's decision shall be supported by at least two of the criteria established in subparagraph (2)(c)2., of this rule, and the supporting criteria shall be documented in the student's file.

Washington County will use the state selected ACCESS for ELL 2.0 assessments as the annual evaluation of progress of the ELL student.

Based on the ACCESS for ELL 2.0 assessments, students in grades 3-12 obtaining a composite proficiency score of 4.0 or greater and at least a 4.0 in the domain of reading and a satisfactory score on the FAST-English Language Arts (FAST-ELA) may be exited from the ESOL program. Qualifying SAT and ACT scores may be used in lieu of the FAST-ELA score. K-2 students can also exit with an ACCESS for ELL 2.0 composite score of 4.0 or greater and at least 4.0 in the domain of reading. No other assessment is necessary. Schools and districts are to use the last day of the school year as the exit date for reporting purposes.

Special Needs Students

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

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

Promotion of Exceptional Students

Regular Diploma Student Progression for ESE Students

Students who participate in the Florida Standards Assessment in grades 3 through 12, shall be expected to successfully complete the appropriate regular Florida Academic State Standards/B.E.S.T. Language Arts and Math standards in order to be promoted from grade to grade. The IEP shall specify accommodation in assessment and recommendation and modification for instruction.

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

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

Promotion of ESE Students Who Participate in Alternate Assessment

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

Decisions for promotion shall consider the following factors:

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

Multi Tiered Systems of Supports

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

The MTSS plan is supported by the required administration of K-6 PM, (Florida Progress Monitoring), three times each year. Students who fail to make progress with Tier I classroom intervention must be provided with additional diagnostic assessment.

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

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

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

Admission

A. Admission to Kindergarten

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

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

- All school districts are required to administer the statewide kindergarten screening, implemented by the Department of Education (2017-18—Renaissance Learning-STAR) to each kindergarten student in the district school system within 30 days of each year. Data must be used in identifying students in need of interventions and support.
- Reading instruction/interventions are provided based upon the screening results and diagnostic assessment (Renaissance Learning – STAR).
- State that children who enter public school for the first time in first grade must be administered the school readiness uniform screening adopted for use in first grade.

B. Admission to First Grade

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

C. Exceptional Student Programs

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

Promotion of Students

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

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

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

- (d) The student's attendance and reasons for absence, if excessive
It is the responsibility of all elementary personnel to identify and/or refer students for individual diagnostic evaluations as soon as possible after they begin to appear unable to make satisfactory achievement in order that:
- (1) Placement may be made in an appropriate exceptional education program
 - (2) Retention, if necessary

Elementary Accountability

Section 1001.42(18) (b)1., F.S. requires schools containing grades K - 5 to implement "An early warning system" as a means to identify students who need additional support to improve academic performance and stay engaged in school. The early warning system must include at a minimum the following indicators.

- Attendance below 90 percent;
- One or more suspensions, in school or out of school;
- Course failure in English language arts or mathematics; and
- Level 1 score on the statewide, standardized assessments in English language arts or mathematics.

The Early Warning System requires that a school's child study team or similar team convene when a student exhibits two or more early warning indicators for dropout prevention and academic intervention programs. A 10-day written notice of interventions must be given to students and parents.

Remedial Instruction

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

Good Cause Promotion- Grade 3

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

1. Limited English proficient students (LEP) who have had less than 2 years of instruction in English for Speakers of Other Languages program. (ESOL).
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 Language Arts Florida Standards equal to at least a Level 2 performance on the Florida Standards Assessment.
5. The following assessment was approved for use by Just Read Florida iReady - Reading Students who score in the 50th percentile or above (must use Table 6 from 2016-17 Norms to determine the percentile)
6. Students with disabilities who participate in the Florida Standards Assessment/Language Arts and who have an individual education plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading, as required by III. Remediation, for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, or grade 2.
7. Students who have received the intensive remediation in reading as required by III Remediation for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, or grade 2 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers. Request for good cause exemptions for students from the mandatory retention requirement as described in D3 and 4 shall be made consistent with the following:

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

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

Successful Progression for Retained Readers

Students retained grade 3 under the provisions of s. 1008.25(5)(b), F.S. must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the school district's summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful

readers, able to read at or above grade level, and ready for promotion to the next grade. Beginning with the 2004-2005 school year, each school district shall:

- conduct a review of student progress monitoring results for all students who did not score above a level 1 on the Florida Standards Assessment and did not meet the criteria for one of the good cause exemptions outlined in s. 1008.25(6)(b).
- The school district shall require a student portfolio to be completed on each student. This includes multiple choice, short response, and extended response items and passages that are approximately 60% literary text and 40% information text, and that are between 100 - 700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the Language Arts Florida Standards. For each benchmark, there must be three examples of mastery as demonstrated by a grade of 70% or above.
- Accurate assessment of the required reading skills will require signature by the teacher and principal.

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

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

- small group instruction
- integration of science and social studies content within the 90-minute block
- reduced teacher-student ratio
- more frequent progress monitoring
- tutoring or mentoring
- transition classes containing 3rd and 4th grade students
- extended school day, week, or year
- participation in summer reading camps, which must incorporate instructional and intervention strategies
- Evidence Based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district

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

Mid-Year Promotion of Retained Third Graders

Effective with the 2004-2005 school year, District school boards are required to adopt and implement a policy for the mid-year promotion of any student retained in third grade due to a reading deficiency, as required by section 1008.25(7)(b), Florida Statutes. Such midyear promotions of retained third grade students should occur during the first semester of the academic year.

- (1) To be eligible for mid-year promotion, a student must demonstrate that he or she:
 - (a) is a successful and independent reader as demonstrated by reading at or above grade level;
 - (b) has progressed sufficiently to master appropriate fourth grade reading skills; and
 - (c) has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.
- (2) Standards that provide a reasonable expectation that the student has met the requirements of subparagraphs (1)(a)-(b) of this rule include the mastery of reading skills, consistent with the month of promotion to fourth grade, as presented in the scope and sequence of the school district's core reading program. Evidence of demonstrated mastery is as follows:
 - (a) successful completion of portfolio elements that meet state criteria in subsection (3) of this rule; or
 - (b) satisfactory performance on a locally-elected standardized assessment is specified in subsection (4) of this rule.
- (3) To promote a student mid-year using a student portfolio, as provided for in subparagraph (2)(a) of this rule, there must be evidence of the student's mastery of third grade Language Arts Florida Standards and beginning mastery of the Benchmarks for fourth grade as specified in subsection (2) of this rule. The student portfolio must meet the following requirements:
 - (a) be selected by the student's teacher
 - (b) be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
 - (c) include evidence of mastery of the benchmarks assessed by the grade 3 Language Arts Florida Assessments, as required by Rule 6A-1.094221, FAC;
 - (d) include evidence of beginning mastery of fourth grade benchmarks as specified in subsection (2) of this rule that are assessed by the grade 4 Language Arts Florida Assessments. This includes multiple choice, short response, and extended response items and passages that are approximately 60%

literary text and 40% information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the Language Arts Florida Standards. For each benchmark, there must be - five examples of mastery as demonstrated by a grade of 70% or better; and
(e) be signed by the teacher and principal as an accurate assessment of the required reading skills.

- (4) To promote a student mid-year using a locally-selected standardized assessment, as provided for in subparagraph (2)(b) of this rule, there must be evidence that the student scored at or above grade level in reading comprehension, as determined by standard scores or percentiles, consistent with the month of promotion to fourth grade.
- (5) In any given school year a student must have three examples of each benchmark successfully completed on the third grade level with a score of 70% or above on each example in order to be promoted midyear. Rule 6A-1.094222, F.A.C.

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

- Students who are retained under s. 1008.25(5)(b), F.S., must have a high performing teacher as determined by student performance data and above-satisfactory performance appraisals.
- Schools must provide parents of students to be retained with at least one of the following instructional options in addition to required reading enhancement and acceleration strategies.
- Response to Intervention Tiers
- Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school

K-3 READ Initiative

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

- be provided to all K-3 students at risk of retention as identified by the statewide assessment system.
- be provided during regular school hours in addition to the regular reading instruction
- provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications:

- assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level
- provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension
- provides scientifically based and reliable assessment
- provides initial and ongoing analysis of each student's reading progress
- is implemented during regular school hours

Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects. (*Explanatory Note:* The comprehensive core reading programs on the state adopted list satisfy this requirement).

Intensive Acceleration Class for Retained Third Graders

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

The intensive acceleration class must:

- be provided to any student in grade 3 who scores at level 1 on the reading portion of the Florida Standards Assessment and who was retained in grade 3 the prior year because of scoring at level 1 on the reading portion of the FCAT 2.0
- have a reduced teacher-student ratio
- Provide a minimum of 90 minutes of daily, uninterrupted scientifically research based reading and instruction and other strategies and incorporate opportunities to master the grade 4 Language Arts Standards Assessment in other core areas
- use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year
- Student progression decisions consider the student's response to evidence-based instruction/interventions implemented with fidelity
- provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist (*Explanatory Note:* This provision does not mandate the use of a speech and language pathologist but rather allows the speech and language pathologist to be involved in designing the intensive accelerated class and, through multi-stream funding, perhaps work with certain students whose diagnosed reading deficiency might best be addressed by a speech and language pathologist)
- include weekly progress monitoring measures to ensure progress is being made
- report to State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level
- provide a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting shall specifically

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

Physical Education/Free Play Recess

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

Kate M. Smith Elementary and Vernon Elementary shall, at a minimum, implement a mandatory physical education program which provides students with 150 minutes per week.

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

Must provide 100 minutes of supervised, safe unstructured free play recess each week for students in K-5 (20 minutes of free play recess each day)

Admission and Placement

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

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

Florida Curriculum Frameworks

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

COURSE CURRICULUM FRAMEWORKS

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

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

Middle School Requirements /Promotion (Section 1003.4156 F.S.)

In order for a student to be promoted to high school from a school that includes middle grades 6, 7 & 8, the student must successfully complete the following courses:

- 3 English, emphasizing literature, composition, technical text.
- 3 Mathematics; at least 1 high school level math course must be offered
Beginning with the 2011-2012 school year, to earn high school credit for Algebra 1, a middle school student must pass the Algebra 1 EOC Assessment. Algebra I EOC will count 30% of the final grade.

If the student passes, the course can count toward middle grades promotion and as part of the high school GPA but passing the EOC is not required for middle grades promotion; if the student does not pass the EOC he or she must retake the EOC and pass the EOC to earn the required high school credit; the student can only retake the same course through middle grades grade forgiveness (C, D, or F in course);

Middle grades students enrolled in Algebra I, Geometry, or Biology I must take the statewide, standardized EOC assessment for those courses and shall not take the corresponding subject and grade-level statewide, standardized assessment.

- 3 Social Studies; one semester must include study of state/federal government and civics education.

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

- *Must take a course that includes a semester of Civics
- *Must take the Civics End of Course Assessment
- *30% course grade must include results of the End of Course Assessment
- *A student transferring into middle grades after the beginning of the second term is not required to meet this requirement if three social studies courses have already been completed or two year-long courses that include civics.
- A middle school student is required to successfully complete a course in career and education planning (stand alone or integrated into another course or courses). It must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school. (1003.4156, F. S.)
- Progress monitoring assessments will be administered in reading three times during the school year. All screening, diagnostic assessments and progress monitoring assessment data will be used in making decisions about core, targeted, and intensive (universal, strategic, and intensive) instructional needs in reading.
- Progress monitoring assessments will be administered in Math a minimum of two times during the school year. Diagnostic assessment and progress monitoring assessment data will be used in making decisions about Instruction.
- As resources are available, computer literacy will be taught.

- Physical Education shall be regularly scheduled each year.
- Beginning with the 2009-2010 school year, the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. Students in grades K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:
 - The student is enrolled or required to enroll in a remedial course;
 - The student's parent indicates in writing to the school that;
 - The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
 - The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement
- A series of experiences shall be provided for student development through exposure to experiences to be selected from, but not limited to the following; art, music, foreign languages, exploratory career education, and health (F.S. 1003.42).

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

The courses offered in grades 6 - 8 will be in conformity with state statutes that relate to Florida's Curriculum Frameworks/Course Code Descriptions adopted by the State Board of Education.

In order to pass a course in grades 6 - 8, a student must earn a grade of 60 or higher as determined by teacher assessment utilizing a combination of any of the following methods:

- Teacher observation
- Classroom Assignments/Lesson Plans
- Individual/group assignments
- Teacher-made Tests
- Comprehensive Examinations
- Performance Tasks
- Checklists
- Other Objective Data

Students who do not meet proficiency levels in reading, writing, mathematics and science as determined by the local school board and the Commissioner of Education, using statewide assessment tests results and district assessments, must be provided with additional diagnostic assessments.

A course taken in the eighth grade may be used to satisfy high school graduation requirements provided the student is classified as a high school student for the period in which the student is

enrolled in a course designated as a 9 - 12 grade course. The 9 - 12 course code number shall be entered on the student's permanent record and the earned credit shall be used simultaneously as meeting both eighth grade and graduation requirements.

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", the district forgiveness policy will allow the replacement of the grade with a grade of "C" or higher, earned subsequently in the same or comparable course. The school shall specify the required courses of study at each level. A copy of the master schedule will meet this requirement.

Middle School Accountability

Section 1001.42(18)(b)1., F.S. requires schools containing grades 6, 7 or 8 to implement “An early warning system” as a means to identify students who need additional support to improve academic performance and stay engaged in school. The early warning system must include at a minimum the following indicators.

- o Attendance below 90 percent;
- o One or more suspensions, in school or out of school;
- o Course failure in English language arts or mathematics; and
- o Level 1 score on the statewide, standardized assessments in English language arts or mathematics.

The Early Warning System requires that a school’s child study team or similar team convene when a student exhibits two or more early warning indicators for dropout prevention and academic intervention programs. A 10 day written notice of interventions must be given to students and parents.

Admission and Placement

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

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

Florida Curriculum Frameworks

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

Course Curriculum Frameworks

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

The grading scale is as follows:

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

Hourly Credit Requirements

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

Exception: Students will not be awarded any credit in Algebra I for which there is a state mandated End of Course Exam. See graduation requirement charts.

Attendance Regulations

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

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

Grades 9 - 12

Identification Procedures

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

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

the grade 10 Florida Standards Assessment (reading) specified in s. 1008.22(3), F.S., or an alternate assessment as specified in s.1008.22(9), F.S.

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

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

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

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

A dependent child of a member of the United States Armed Forces who enters a public school at the grade 12 level from out-of-state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the grade 10 Florida Standards Assessment (reading) shall satisfy the assessment requirement

for a standard high school diploma as provided in s. 1003.43(5)(a) (General requirements for high school graduation).

State Uniform Transfer of High School Credits

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

- (1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.
- (2) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.
- (3) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
 - (a) Portfolio evaluation by the superintendent or designee;
 - (b) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - (c) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - (d) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - (e) Demonstrated proficiencies on the Florida Standards Assessment; or
 - (f) Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(d) and (e) of this rule if required.
 - (g) Effective 2012-13 school year if a student transfer to a Florida public high school from out of county, out of state, private school, or a home education program and the students transcript shows a math credit in a course that requires passage of a state wide, standardized assessment in order to earn a standard high school diploma, the student must pass the assessment unless the student earned a comparative score pursuant to s. 1008.22, F.S., passed a statewide assessment in that subject administered by the transferring school, or passed the statewide assessment the transferring school uses to satisfy the requirements of the federal Elementary Secondary Act. If a student's transcript shows a credit in high school reading or English Language Arts II or III the student must take and pass grade 10 Florida Standards Assessment (reading) or earn a concordant score on the SAT or ACT as specified by the State Board Rule.

Promotion Within the High School (9-12)

1. Progress monitoring for Reading will be administered three times a year. Progress monitoring assessment and diagnostic data will be used in making decisions about core, targeted, and intensive instructional needs in reading.
2. Schools will administer progress monitoring in math a minimum of two times a year. All diagnostic and progress monitoring assessment data will be used in making decisions about core, targeted, and intensive instructional needs in math.
3. Students in grade 9 – 11 on the 24 credit graduation option must meet the following criteria prior to promotion:
 - a. Beginning 2011-2012 freshmen must obtain at least six (6) credits prior to classification as sophomores.
 - b. Beginning 2011-2012 sophomores must have earned twelve (12) credits to include one credit in math, one credit in language arts and at least one credit in science prior to classification as juniors.
 - c. Juniors must have earned eighteen (18) credits before they will be classified as seniors.
4. Students on the 18 credit graduation option must meet the following criteria prior to promotion:
 - a. Freshman must obtain at least five (5) credits prior to classification as sophomores.
 - b. Sophomores must have earned eleven (11) before they will be classified as juniors.

Grade point Average Calculation

The GPA is computed by using the yearly average of all courses. Semester courses will be computed at 2 the yearly value. The following scale will be used:

Unweighted

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

Weighted

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

Beginning with students entering grade 9 in the 2006-2007 school year, school districts and community colleges must weigh dual enrollment courses the same as advanced placement, International Baccalaureate and Advanced International Certificate of Education courses when grade point averages are calculated. Students entering 9th grade in 2011-12 that are enrolled in

Project Lead the Way will have a weighted GPA in these courses. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

Dual Enrollment/Early College Admission

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

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

Eligible Washington County students may enroll in classes conducted on the Chipola College or Gulf Coast College campus. Pursuant to s 1007.271, F.S. students shall be permitted to enroll in classes on the college campus before and after school hours.

A. Student Eligibility Criteria for Initial Enrollment for Public Schools in Washington County

1. The Board shall identify the students qualified for participation in the Program. Students must demonstrate academic capabilities to pursue college-level instruction or job training programs.
2. Students must meet the following to be eligible for participation in the college credit dual-enrollment program:
 - a. Have a minimum un-weighted cumulative high school grade point average of 3.0 and passing reading scores on the American College Test (ACT), or Scholastic Aptitude Test (SAT), or Postsecondary Education Readiness Test (PERT). Scores can be no more than two years old.
 - b. Have test scores on all sections of the American College Test (ACT), or the Scholastic Aptitude Test (SAT), or Postsecondary Education Readiness Test (PERT). Official results must be on file with the College Registrar before the initial registration period. Scores can be no more than two years old.
 - c. Meet same placement test score requirements in applicable areas and chosen program of study as all postsecondary students as described in FS 1008(3).
 - d. Have written approval of the high school principal.
 - e. A student may pursue up to 11 semester hours of college work during the fall, spring and summer semesters.
 - f. Eligible Washington County students may enroll in classes conducted on the Chipola/Gulf Coast College campus. Dual Enrollment courses,

including online courses, offered at the high school are in-eligible courses for enrollment at the College during school hours. However, pursuant to 1007.271, FS students shall be permitted to enroll in classes on the college campus before and after school hours.

3. In order to be eligible for participation in the college credit Early Admissions Program a student must
 - a. Have completed the eleventh grade.
 - b. Have a minimum un-weighted cumulative high school grade point average of 3.0 and passing scores on each subtest of the American College Test (ACT), or Scholastic Aptitude Test (SAT), or Postsecondary Education Readiness Test (PERT). Scores can be no more than two years old.
 - c. Have written approval of the high school principal and the board.
 - d. A student can participate in the program for a maximum of one year (equivalent of 12th grade).
 - e. Must enroll and maintain full-time status at Chipola and cannot be concurrently enrolled in high school, virtual school, or another college.
 - f. A student is limited to 18 hours per semester for two semesters
 - g. Students in early admission programs are eligible under the Florida High School Athletic Association (FHSA) to participate in high school athletics. Students may not participate in any other high school activities during the instructional day.
 - h. Early College admission students may participate in the following:
 1. Senior Portraits
 2. Junior-Senior Prom/extracurricular activities
 3. Senior Trip
 4. Graduation Commencement exercises
 5. All updated information given to Seniors by Advisors and Guidance

Student Eligibility Criteria for Initial Enrollment in the Dual Enrollment/Early Admission Program for Private Schools, Home School Education, and Virtual High School students in Washington County

1. Be officially enrolled in a private school, home school program, or Virtual High School Program (if enrolled simultaneously with public school system – student must meet public school eligibility criteria)
2. Be registered with a school board in a county served by Chipola
3. Pass all subtests of a State approved college placement test (ACT, SAT, or PERT,). Scores can be no more than two years old.
4. Enrollment is limited to no more than 11 hours per fall, spring and summer semester for students in the college credit Dual Enrollment Program and 330 clock hours per semester for students in the Workforce Development Dual Enrollment Program.
5. Enrollment is limited to no more than 18 hours per semester for students in the college credit Early Admission Program and no more than 540 clock hours per semester for Workforce Development students in the Early Admission Program.
6. Enrollment is limited to 2 semesters (equivalent to senior year).

D. Student Eligibility Criteria for Continued Enrollment for All Dual Enrollment Student

1. Eligible dual enrollment and early admissions students must maintain a minimum term and cumulative College grade point average of 2.0. Students who fail to meet this requirement will be placed on academic suspension until after high school graduation.
2. Program students cannot re-take classes in which a grade of “C” or higher has been earned.
3. Any letter grade below a “C” will not count as credit toward satisfaction of the General Education requirement for the Gordon Rule requirement; however, all grades are calculated in a student’s GPA and will appear on their college transcript.
4. Dual enrollment and early admissions students may not repeat college credit or work force development courses in which they have earned grades of W, D, or F until after high school graduation. All grades including “W” for withdrawal, become part of the student’s permanent college transcript and may affect subsequent post-secondary admission. Dual enrollment and early admission students are not allowed to audit classes.

The complete list of dual enrollment courses and their high school equivalencies is available in the Counseling for Future Education Handbook and online at www.flvc.org.

Advanced Placement Courses/Exams

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

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

Participation in Graduation Ceremonies

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

Diploma Designations and Certificates

District Parent Notification of New Graduation Requirements Section 1003.4282(2), F.S., requires the school district to notify parents in writing of the requirements for the following.

- A standard diploma
- Available diploma designations
- Eligibility requirements for state scholarship programs
- Eligibility requirements for postsecondary admission

1. Standard Diploma

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

- Earns the required number of course credits
- Passes the Florida Standards Assessment and Algebra I EOC
- Meets State and District Standards or receives appropriate remediation

A. Scholar Designation on a Standard High School Diploma

In order to earn the Scholar Designation, in addition to the requirements ss. 1003.482 and 1003.4282, F.S. the student must:

- Earn one credit in Algebra II or an equally rigorous course and one credit in Statistics or an equally rigorous course.
- Pass the state wide Biology I EOC assessment and earn one credit in Chemistry or Physics and one credit in a course equally rigorous to Chemistry or Physics.
- Pass the state wide United States History EOC assessment.
- Earn two credits in the same foreign language.
- Earn at least one credit in an AP or Dual Enrollment course.
- Pass the Geometry EOC

B. Merit Designation on a Standard High School Diploma

In addition to the requirements of the Standard diploma, the student must attain one or more Industry Certifications from the state approved list, per section 1003.492 F.S.

C. Florida Seal of Biliteracy Program—Section 1003.432, F.S.

This program recognizes attainment of a high level of competency in listening, speaking, reading and writing in one or more world languages in addition to English.

This is effective for a student who graduates in the 2016-17 school year; the student's biliteracy is signified on a high school diploma and transcript as a Gold Seal of Biliteracy or a Silver Seal of Biliteracy.

"Gold" means the highest level of competency certified by the Florida Seal of Biliteracy Program. "Silver" means the second-highest level of competency certified by the Florida Seal of Biliteracy Program.

The student may qualify for the recognition by:

- a. Earning four foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale.
- b. Has achieved a qualifying score on a foreign language assessment:
 - *An International Baccalaureate examination in the foreign language;
 - *An Advanced Placement examination in the foreign language
 - *An SAT Subject Test examination in the foreign language; or
 - *An Advanced International Certificate of Education examination in the foreign language.
- c. Has satisfied alternative requirements as determined by the State Board of Education pursuant to subsection (8).

The purpose of the Florida Seal of Biliteracy Program is the following:

- Encourage students to study for world languages;
- Certify attainment of biliteracy;
- Provide employers with a method of identifying an individual with biliteracy skills who is seeking employment;
- Provide a postsecondary institution with a method of recognizing an applicant with biliteracy skills who is seeking admission to the postsecondary institution;
- Recognize and promote world language instruction in public schools; and
- Affirm the value of diversity, honor multiple cultures and languages, and strengthen the relationships between cultures in a community.

Beginning with the 2016-2017 school year, a school district must affix the Florida Seal of Biliteracy to a student's standard diploma when a student is awarded the Gold Seal of Biliteracy, the Silver Seal of Biliteracy or both, pursuant to Section 1003.432, F.S., and Rule 6A-1.09951, F.A.C

(a) The Commissioner of Education shall electronically provide a digital format of the Florida Seal of Biliteracy Program seal to each school district and be in the form prescribed as

(b) The insignia may be printed digitally on a student's standard diploma using gold ink for the Gold Seal of Biliteracy and silver ink for the Silver Seal of Biliteracy.

2. Certificate of Completion

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

3. Career and Technical Education Graduation Pathway

- Earns at least 18 credits
- Earns a cumulative GPA of a 2.0 on a 4.0 scale
- Same graduation requirements for ELA, Math, Science and Social Studies as the Standard High School Diploma
- Completes two credits in career and technical education. The courses must result in a program completion and an industry certification.
- Complete two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit of financial literacy, for work-based learning program courses to fulfill this requirement.

Graduation Requirements for Exceptional Students 9 - 12

Students entering grade 9 in 2014-2015, The IEP team including the parent, will designate the pathway to graduation the student will pursue. The team will record in the IEP either standard diploma or certificate of completion. Students entering prior to 2014-2015 that have previously determined their graduation option to special diploma will continue their course of study.

If a student with disabilities does not fulfill criteria for a diploma on the standard 24-credit Diploma Option, he/she may exit high school with Certificate of Completion

The selection of a diploma option must take place at an IEP conference during the eighth grade year or the year of the student's fourteenth birthday, whichever comes first. Middle school and high school teachers are responsible for discussion of diploma options with parents. Since the selection of a diploma option will have a significant impact upon the student's high school curriculum, parents must be involved in the decision-making process. Parents must be informed

about course/credit requirements and access point requirements for each diploma option. The diploma option selected at the IEP conference must be noted on the IEP.

Subsequent IEP conferences should address the academic performance of the student in relation to the diploma option selected. Changes in the diploma option must be noted on the IEP and signed by the parents.

TYPES OF DIPLOMAS

Beginning with students entering grade 9 in 2014-2015, the parent of a student with a disability in collaboration with the IEP team, during the transition planning meeting, must declare an intent for the student to graduate from high school with a standard diploma or a certificate of completion.

A. Standard Diploma

1. Eligibility - All students with disabilities may be given the opportunity to meet the requirements for a standard diploma. If a student with disabilities is seeking a standard diploma, it must be indicated on the current IEP.

2. Requirements - The standard diploma will be awarded to any student who has satisfactorily completed the high school program and has met all local and state requirements for graduation. The standard diploma will be awarded to students who have:

- a. successfully completed the required credits for grades 9-12 as outlined in the Student Progression Plan, Section IV.
- b. attained a cumulative grade point average of 2.0 on a 4.0 scale for required courses for graduation.
- c. passed the 10th grade Florida Assessments or obtained a Waiver (*s. 1003.43(11) (b), F.S.*)
- d. taken the required End of Course (EOC) exams. If these are not passed, the IEP committee can determine that the EOC cannot accurately measure the student's abilities, even with accommodations, an EOC Waiver can be obtained.

Academic Recognition

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

Magna Cum Laude (honors)

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

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

Summa Cum Laude (high honors)

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

- A. Earns a standard diploma

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

Chipola Recognition Scholarship

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

General Educational Development

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

Graduation Requirements

Parent/Student Notification Section 1003.429(3)

The school board shall provide each student in grades 6 through 12 and their parents with information concerning the 3-year and 4-year high school graduation options listed in subsection (1), including the respective curriculum requirements for those options, so that the students and their parents may select the postsecondary education or career plan that best fits their needs. A student may select a program without the written consent of the student's parent if the student is 18 years of age or older. The information shall include a time frame for achieving each graduation option.

1. Earn passing scores on the Florida Standards Assessment
2. Minimum GPA:
For students entering the 9th grade in the 1996-97 school year and thereafter, a cumulative GPA of 2.0 on a 4.0 scale or its equivalent in the courses required for graduation as specified in Subsection (1) of Section 1003.43, F.S., is necessary to graduate from high school. The definition for Accumulative grade point average in the courses required by Subsection (1) of Section 1003.43, F.S., is the average grade point earned in the combined courses making up the credits used for high school graduation.
3. State Student Performance Standards
 - a. Mastery of Student Performance Standards
 - b. Passage of 10th grade Florida Standards Assessment and Algebra I EOC
4. Four Year Standard Program (24 Credits) for students entering ninth grade prior to 2007-08 school year.

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

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

Courses Equivalent to English Language Arts (ELA)

Beginning with the 2013-14 ninth-grade cohort, the courses that meet the four-credit ELA graduation requirement for high school English credit include accelerated courses (dual enrollment, advanced placement [AP], International Baccalaureate [IB] and Advanced International Certificate of Education [AICE]). The following additional courses meet the ELA requirement:

- o 1001310 English 1
- o 1001320 English 1 Honors
- o 1001340 English 2
- o 1001350 English 2 Honors
- o 1001370 English 3
- o 1001380 English 3 Honors
- o 1001400 English 4
- o 1001405 English 4: Florida College Prep

- o 1001410 English 4 Honors
- o 1001460 Applied Communications 1
- o 1001470 Applied Communications 2
- o 1002300 English 1 Through ESOL (English for Speakers of Other Languages)
- o 1002310 English 2 Through ESOL
- o 1002320 English 3 Through ESOL
- o 1002380 Developmental Language Arts Through EOSL (MC)
- o 1002381 Developmental Language Arts Through ESOL (Reading)
- o 1002520 English 4 Through ESOL
- o 1005300 World Literature
- o 1005310 American Literature
- o 1005330 Contemporary Literature
- o 1005340 Classical Literature
- o 1020810 American Literature Honors
- o 1020820 British Literature Honors
- o 1020830 Classical Literature Honors
- o 1020840 Contemporary Literature Honors
- o 1020850 World Literature Honors
- o 1020860 Great Books Honors

b. Mathematics – 4 credits

For students entering 9th grade in 1997-1998, and thereafter, successful completion of Algebra I or a series of courses equivalent to Algebra I. Industry certifications that lead to college credit may substitute for up to 2 math credits (except Algebra I and Geometry). Approved Computer Science credit may substitute for up to one math credit (except Algebra I and Geometry).

Courses Equally Rigorous to Statistics

To meet the requirement of statistics or an equally rigorous mathematics course to receive the scholar designation, the fourth mathematics credit must be attained by successfully completing a Level 3 course, or a college, credit-bearing mathematics course.

• *Courses Equivalent to Algebra 1, Geometry and Algebra 2*

All courses equivalent to Algebra 1

- o 1200310 Algebra 1
- o 1200320 Algebra 1 Honors

All courses equivalent to Geometry

- o 1206210 Geometry
- o 1206320 Geometry Honors

All courses equivalent to Algebra 2

- o 1200330 Algebra 2
- o 1200340 Algebra 2 Honors

c. Science - 3 Credits

Two of the science credits must include a laboratory component.

Agriscience Foundations I (Course Code 8106810) will satisfy one science with a laboratory component.

Industry certifications that lead to college credit may substitute for up to 1 credit in science (except for Biology).

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

Courses Equivalent to Biology 1 (BI in the Florida CCD)

- o 2000310 Biology 1
- o 2000320 Biology 1 Honors
- o 2000430 Biology Technology

• Integrated Science Courses

Completion of a three-course integrated science (IS) series, either standard or honors, constitutes course equivalencies for Biology 1 (2000310), Chemistry 1 (2003340) or Physics 1 (2003380), and an equally rigorous science course (as stand-alone, Integrated 1 or 2 or 3 are equally rigorous science courses).

• Courses that Satisfy the Chemistry Requirement for a Scholar Designation (CH in the CCD or coded EQ)

- o 2003340 Chemistry 1
- o 200350 Chemistry 1 Honors
- o 2003360 Chemistry 2 Honors
- o Chemistry courses that result in college credit (dual enrollment, AP, IB and AICE)

• Courses that Satisfy the Physics Requirement for a Scholar Designation (PH in the CCD or coded EQ)

- o 2003380 Physics 1
- o 2003390 Physics 1 Honors
- o 2003410 Physics 2 Honors
- o Physics courses that result in college credit (dual enrollment, AP, IB and AICE)

d. American History - 1 Credit

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

e. World History - 1 Credit

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

f. Economics - .5 Credits

This course shall include a comparative study of history, doctrine, and objectives of all major economic systems.

- o 2102335 Economics with Financial Literacy
- o 2102345 Economics with Financial Literacy Honors 3

g. American Government - .5 Credits

This course includes a study of the Constitution of the United States. For students entering the ninth grade in the 1997-98 school year and thereafter, the curriculum for American Government shall include the study of Florida government, including the Florida Constitution, the three branches of state government, and municipal and county government. One-half (1/2) credit in social studies and 2 elective credits may be awarded for completing of non-paid voluntary community or school service work.

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

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

i. Physical Education –1/2 credit in Personal Fitness and 1/2 Credit in Physical Education

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

k. Life Skills Education Requirement (1003.42 (2)(s) F.S.

Requirement that a character development curriculum for grades 9-12 shall, at a minimum, include the following:

- Leadership skills
- Interpersonal skills
- Research skills
- Organization skills
- Creating a résumé
- Employment interview skills
- Conflict resolution
- Workplace ethics
- Workplace law
- Stress management
- Resilience and self-motivation

The Florida Department of Education has offered the following suggested course to meet the requirements: Leadership Techniques 2400310. This is a school based decision as to the course code used.

- l. Eight (8) credits in elective courses as authorized by law and by rules of the State Board of Education. Per CH. 2022-17, any student entering 9th grade in the 2023-2024 SY or after, must have seven and a half (7.5) credits in elective courses plus one half (0.5) credit in personal financial literacy and money management. Electives must be coordinated to focus upon areas of student interest and must include opportunities for students to earn college credit, including industry certification programs.

Bright Futures

To earn the Florida Academic Scholar (FAS) award, “a student must complete a program of community service work as approved by the district school board or the administrators of a nonpublic school, which shall include a minimum of 100 hours of service work and require the student to identify a social problem that interests him or her, develop a plan for his or her personal involvement in addressing the problem, and, through papers or other presentations, evaluate and reflect upon his or her experience.

To earn a Florida Medallion Scholar (FMS) award, “a student must complete a program of community service work as approved by the district school board or the administrators of a nonpublic school, which shall include a minimum of 75 hours of service work and require the student to identify a social problem that interests him or her, develop a plan for his or her personal involvement in addressing the problem, and, through papers or other presentations, evaluate and reflect upon his or her experience. .”

To earn a Florida Gold Seal Vocational Scholar (GSV) award, “a student must

complete a program of community service work as approved by the district school board or the administrators of a nonpublic school, which shall include a minimum of 30 hours of service work and require the student to identify a social problem that interests him or her, develop a plan for his or her personal involvement in addressing the problem, and, through papers or other presentations, evaluate and reflect upon his or her experience. Section 1009.534(1)(e), Florida Statutes. Credit may not be earned for service provided as a result of court action. District school boards that approve the award of credit for student volunteer service shall develop guidelines regarding the award of the credit, and school principals are responsible for approving specific volunteer activities.

Bright Futures Community Service Hours s. 1009.534, F. S.

Students must complete service hours during high school and by high school graduation. Service hours may include, but are not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The student may not receive remuneration or academic credit for service work performed. The hours must be documented in writing and signed by the student, the student's parent or guardian, and a representative of the organization. All documents will be given to the guidance counselor at the end of each year in grades 9-12 for documentation. The guidance counselor will approve all activities. The student must identify in writing a social or civic issue or professional area, develop a plan for personal improvement in addressing the issue or learning about the area and will evaluate and reflect upon the experience.

- m. Career courses with grade level designation may be taken by secondary or adult education students to satisfy high school graduation requirements. Students dually enrolled in postsecondary instruction shall use the number in the postsecondary State Course Numbering System. In order to provide courses of instruction which meet student needs, a student from a different grade level may be enrolled and generate FTE from the FEP, provided the student meets the enrollment criteria specified in the appropriate Florida Statutes or State Board of Education Rules. Student qualifications for career certificate dual enrollment courses must include a 2.0 unweighted grade point average. Exceptions to the required grade point averages may be granted if the educational entities agree and the terms of the agreement are contained within the dual enrollment inter institutional articulation agreement.
- n. Students enrolled in 9-12 high school programs in Washington County may be allowed to co-enroll in the Washington/Holmes Florida Panhandle Technical College Adult Education Program when mutual consent is given from the home school principal and the career school principal, to be accompanied with written documentation and approval by the parent.
- o. High school credits for graduation purposes can be earned by students in an approved distance learning environment. The student(s) must obtain the approval of the principal before registering for a course(s). If the textbook required for the course is currently used by the school, the school will provide that textbook at no charge. If the distance learning environment does not qualify for FTE funding, the

student will be responsible for any and all expenses necessary to receive credit in that course. The district school board shall provide students with access to enroll in courses available through the Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during or after the normal school day, and through summer school enrollment.

Reporting Requirements Student Workforce Preparation

[Section 1006.02 (4) F.S.]

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

GPA Requirements for Participation in Extracurricular Activities

High School Extracurricular Activities

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

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

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

Acceleration Mechanisms Parental Notification

[Section 1007.271 (5) F.S.]

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

Early High School Graduation

According to s. 1003.4281, F.S., an option will be provided for a student to graduate from high school in fewer than 8 semesters if the student has completed 24 credits and meets the general

requirements for high school graduation set forth in s. 1003.428, F.S. Each school district must notify the parent of a student who is eligible to graduate early and the school district may not prohibit a student who meets the requirements of the bill from graduating early. A student who graduates early may continue to participate in school activities, social events, and graduation events with the student's cohort and will be included in class ranking, honors, and award determinations for the student's cohort. However, a student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours. If eligible for a Florida Bright Futures Scholarship Program award under ss. 1009.53- 1009.538, F.S., a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation.

Students Entering Grade Nine in the 2011-2012 School Year What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 reading (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) if Algebra I is taken after 2010-2011 or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments:

- Algebra I (if enrolled after 2010-2011)
- Biology I (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012)

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II



Photo courtesy of iStock/Thinkstock

What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)
4 Credits Mathematics
▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
▪ One of which must be Biology I, two of which must have a laboratory component ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts
Eligible courses are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp
1 Credit Physical Education
To include the integration of health
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.428(10)(d)1-5, Florida Statutes (F.S.)).

What are the requirements for standard diploma designations?

Scholar Diploma Designation
In addition to meeting the 24-credit standard high school diploma requirements, a student must - Earn 1 credit in Algebra II; - Earn 1 credit in Statistics or an equally rigorous mathematics course; - Pass the Biology I EOC; - Earn 1 credit in Chemistry or Physics; - Earn 1 credit in a course equally rigorous to Chemistry or Physics; - Pass the U.S. History EOC; - Earn 2 credits in the same World Language; and - Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student - Takes the respective AP, IB or AICE assessment; and - Earns the minimum score to earn college credit.
Merit Diploma Designation
- Meet the standard high school diploma requirements - Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, go to

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

SUS (State University System)
Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements: - High school graduation with a standard diploma - Admission test scores 16 credits of college preparatory academic courses 4 English (3 with substantial writing) 4 Mathematics (Algebra I level and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 World Language (sequential, in the same language) 2 approved electives http://www.flbog.edu/forstudents/planning
The Florida College System
Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program. http://www.flcoe.org/fcs
Career and Technical Centers
Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations. http://www.flcoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

<http://www.floridastudentfinancialaid.org/>

* Policy adopted in rule by the district school board may require for any cohort of students that performance of a statewide, standardized EOC assessment constitute 30 percent of a student's final course grade

Students Entering Grade Nine in the 2012-2013 School Year

What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 reading (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) if Algebra I is taken after 2010-2011 or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments:

- Algebra I (if enrolled after 2010-2011)
- Biology I (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012) and performance on the EOC constitutes 30 percent of the final course grade

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II



Photo courtesy of Digital Vision/Thinkstock

What are the requirements for the 24-credit standard diploma?

4 Credits English Language Arts (ELA)
4 Credits Mathematics
- One of which must be Algebra I and one of which must be Geometry - Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
- One of which must be Biology I, two of which must have a laboratory component - An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) - An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts
Eligible courses are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp
1 Credit Physical Education
To include the integration of health
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

What are the requirements for standard diploma designations?

Scholar Diploma Designation
In addition to meeting the 24-credit standard high school diploma requirements, a student must - Earn 1 credit in Algebra II; - Earn 1 credit in Statistics or an equally rigorous mathematics course; - Pass the Biology I EOC; - Earn 1 credit in Chemistry or Physics; - Earn 1 credit in a course equally rigorous to Chemistry or Physics; - Pass the U.S. History EOC; - Earn 2 credits in the same World Language; and - Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student - Takes the respective AP, IB or AICE assessment; and - Earns the minimum score to earn college credit.
Merit Diploma Designation
- Meet the standard high school diploma requirements - Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.428(1)(d)1-5, Florida Statutes (F.S.)).

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, go to

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

SUS (State University System)
Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements: - High school graduation with a standard diploma - Admission test scores 16 credits of college preparatory academic courses 4 English (3 with substantial writing) 4 Mathematics (Algebra I level and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 World Language (sequential, in the same language) 2 approved electives http://www.fboq.edu/forstudents/planning
The Florida College System
Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program. http://www.fldos.org/fcs
Career and Technical Centers
Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations. http://www.fldoc.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

<http://www.floridastudentfinancialaid.org/>

* Policy adopted in rule by the district school board may require for any cohort of students that performance of a statewide, standardized EOC assessment constitute 30 percent of a student's final course grade

Students Entering Grade Nine in the 2013-2014 School Year

What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II



What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)
▪ ELA I, II, III, IV ▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
4 Credits Mathematics
▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
To include the integration of health
*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

Photo courtesy of
Digital Vision/
Thinkstock

What are the requirements for standard diploma designations?

Scholar Diploma Designation
In addition to meeting the 24-credit standard high school diploma requirements, a student must - Earn 1 credit in Algebra II; - Earn 1 credit in Statistics or an equally rigorous mathematics course; - Pass the Biology I EOC; - Earn 1 credit in Chemistry or Physics; - Earn 1 credit in a course equally rigorous to Chemistry or Physics; - Pass the U.S. History EOC; - Earn 2 credits in the same World Language; and - Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student - Takes the respective AP, IB or AICE assessment; and - Earns the minimum score to earn college credit.
Merit Diploma Designation
- Meet the standard high school diploma requirements - Attain one or more industry certifications from the list established (per S. 1003.492, F.S.)

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1-5, Florida Statutes [F.S.]).

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, go to <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

State University System
Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements: - High school graduation with a standard diploma - Admission test scores 16 credits of college preparatory academic courses 4 English (3 with substantial writing) 4 Mathematics (Algebra I level and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 World Language (sequential, in the same language) 2 approved electives http://www.flbog.edu/forstudents/planning
The Florida College System
Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program. http://www.fldoe.org/fcs
Career and Technical Centers
Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations. http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

<http://www.floridastudentfinancialaid.org/>

Students Entering Grade Nine in the 2014-2015 School Year and Forward Academic Advisement Flyer—What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit option
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts or a concordant score
- Algebra I end-of-course (EOC); the results constitute 30 percent of the final course grade* or a comparative score.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students must participate in the EOC assessments; the results constitute 30 percent of the final course grade*. These assessments are in the following subjects:

- Biology I
- U.S. History
- Geometry

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes an Advanced Placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Biology I
- U.S. History
- Geometry
- Algebra I

What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table, and both allow students to substitute a career and technical education (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)
▪ ELA I, II, III, IV ▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.
4 Credits Mathematics
▪ One of which must be Algebra I and one of which must be Geometry. ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).
3 Credits Science
▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I). ▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).
3 Credits Social Studies
▪ 1 credit in World History ▪ 1 credit in U.S. History ▪ 0.5 credit in U.S. Government ▪ 0.5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts [†]
1 Credit Physical Education [†]
▪ To include the integration of health
[†] Special note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory .
8 Elective Credits
1 Online Course Within the 24 Credits
▪ Students must meet the state assessment requirements (see left column). ▪ Students must earn a 2.0 grade point average on a 4.0 scale.



Revised July 2017

What are the requirements for standard diploma designations?

Diploma Designations
Scholar Diploma Designation In addition to meeting the 24-credit standard high school diploma requirements, a student must meet the following requirements: ▪ Earn 1 credit in Algebra II; ▪ Pass the Geometry EOC; ▪ Earn 1 credit in statistics or an equally rigorous mathematics course; ▪ Pass the Biology I EOC; ▪ Earn 1 credit in chemistry or physics; ▪ Earn 1 credit in a course equally rigorous to chemistry or physics; ▪ Pass the U.S. History EOC; ▪ Earn 2 credits in the same world language; and ▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student ▪ Takes the respective AP, IB or AICE assessment; and ▪ Earns the minimum score to earn college credit. Merit Diploma Designation ▪ Meet the standard high school diploma requirements ▪ Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all of the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit [Florida Bright Futures Scholarship Program](#).

What are the public postsecondary options?

State University System (SUS)
Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission): ▪ High school graduation with a standard diploma ▪ Admission test scores ▪ 16 Credits of approved college preparatory academic courses ○ 4 English (3 with substantial writing) ○ 4 Mathematics (Algebra I level and above) ○ 3 Natural Science (2 with substantial lab) ○ 3 Social Science ○ 2 World Language (sequential, in the same language) ▪ 2 Approved electives State University System of Florida
The Florida College System
The 28-member Florida College System offers career-related certificates and Associate in Science degrees that prepare students to go directly into the workforce, as well as Associate of Arts degrees that prepare students to transfer to a bachelor's degree program. Many also offer baccalaureate degrees in high-demand fields. The Florida College System has an open-door policy enabling students who have earned a standard high school diploma, high school equivalency diploma or have demonstrated success in postsecondary coursework to be admitted to an associate degree program. Division of Florida Colleges
Career and Technical Centers
Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations. Secondary Career and Technical Education Directors

Where is information on financial aid located?

The Florida Department of Education Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit [Office of Student Financial Assistance](#).

Revised July 2017

Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade⁺:

- Algebra 1 • Geometry
- Biology 1 • U.S. History

⁺Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in completion and industry certification
 - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

24 Credit Standard Diploma

4 Credits ELA

- ELA 1, 2, 3, 4
- ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement

4 Credits Mathematics*

- One of which must be Algebra 1 and one of which must be Geometry
- Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)
- An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)

3 Credits Science

- One of which must be Biology 1, two of which must be equally rigorous science courses
- Two of the three required course credits must have a laboratory component
- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)
- An identified computer science** credit may substitute for up to one science credit (except for Biology 1)

3 Credits Social Studies

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

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

1 Credit Physical Education*

- To include the integration of health

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.

* Eligible courses are specified in the Florida Course Code Directory.

**A computer science credit may not be used to substitute for both a mathematics and science credit.

Scholar Diploma Designation
In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements: - Earn 1 credit in Algebra 2 or an equally rigorous course - Pass the Geometry EOC - Earn 1 credit in Statistics or an equally rigorous mathematics course - Pass the Biology 1 EOC* - Earn 1 credit in Chemistry or Physics - Earn 1 credit in a course equally rigorous to Chemistry or Physics - Pass the U.S. History EOC* - Earn 2 credits in the same World Language - Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course *A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.
- Meet the standard high school diploma requirements - Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What are the additional graduation options for students with disabilities?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology 1
- U.S. History



State University System (SUS)
Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission): - High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008 16 credits of approved college preparatory academic courses per BOG Regulation 6.002 4 English (3 with substantial writing) 4 Mathematics (Algebra 1 level and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 World Language (sequential, in the same language or other equivalents) 2 approved electives State University System of Florida
The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit. Florida College System
Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations. Career and Technical Education Directors

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

August 2020

Assessments

- A. Each student must participate in the statewide assessment tests required by F.S.1008.25 (4)(a). Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance as determined by the commissioner on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.
- B. Statewide EOC must be used as the final cumulative exam for its associated course. No additional final assessment may be administered in a course with a statewide, standardized EOC assessment. Students entering grade 9 in the 2014-15 school year must pass the following statewide assessments:
 - Grade 10 ELA or ACT/SAT concordant score
 - Algebra I EOC or a comparative score on the Postsecondary Education Readiness Test (PERT).Students must participate in the EOC assessments and the results constitute 30% of the final course grade. These assessments are in the following subjects:
 - Algebra I
 - US History
 - Biology
 - Geometry
- C. All students in grades 9 – 11 will take the PSAT for career planning preparation and identification of Advanced Placement potential students.
- D. PERT
- E. Subject Area Exams/End of Course Exams
 - Beginning in 2015-16 school exams, students will be given a district generated semester exam in December and May with 10% of each semester being the weight calculated.
 - These exams will be in courses that not assessed by the state.

Required Reporting to Parents

- A. Grading Criteria
 - In grades 7-12 students are to be advised of the grading criteria employed in the school and each class prior to the beginning of the grading period so that they clearly understand the class or course requirements which are needed to earn a letter grade of A, B, C, etc.
- B. District Standards for Promotion
 - Students and parents are also to be advised of district standards for promotion and graduation as applied to student grade placement. They are to be advised that the student who is not working at grade level may be considered for retention.
- C. Cumulative Grade Point Average
 - At the end of each semester the parent or guardian of each student in grades 9-12 who has a grade point average of less than 2.5 will be notified that the student is at risk of not meeting the graduation Requirements.
- D. Notice of Policy
 - This notice will contain an explanation of district policies to assist the student in meeting the grade point average. The district policy includes, but is not limited to:
 - Forgiveness policies;
 - Summer school attendance;

Special counseling;
Volunteer and/or peer tutors;
School-sponsored help sessions;
Homework hotlines; and
Study skills classes

Washington Institute for Specialized Education (WISE)

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

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

FLORIDA PANHANDLE TECHNICAL COLLEGE
Student Progression Plan Section

GOVERNANCE/ACCREDITATION

The Florida Panhandle Technical College is a public institution of the Washington County School Board, certified by the Florida State Department of Education and accredited by the Southern Association of Colleges and Schools Commission on Colleges.

Florida Panhandle Technical College is accredited by the Commission of the Council on Occupational Education

Florida Panhandle Technical College, as an integral part of the Washington County Public School System, is subject to certification standards for its faculty that are equivalent to those required in other public supported schools. Instructors are experienced in their respective fields and maintain high standards of instruction. The technical college's faculty members are certified by the Florida Department of Education and/or the Washington County School Board on the basis of their technical qualification, actual work experience in the occupation they teach, and professional training as teachers. Thus, they must have technical competence as well as professional teacher training.

ADMISSIONS

ADMISSION POLICY

Individuals 16 years of age and older may apply for admissions at Florida Panhandle Technical College (FPTC).

Applicants may be denied admission if their enrollment is perceived as a safety concern relating to the welfare of staff and/or students of Florida Panhandle Technical College. (F.S. 1001.42(8) (a), 1001.42(19) (a), 1001.43(1), 1006.07)

Applicants who have been expelled from any school program, have withdrawn or been withdrawn from a district or school program to avoid disciplinary action, will be considered for enrollment at FPTC at a minimum of one (1) year after the withdrawal date. (F.S. 1001.43(1) (e))

Admission applications or residency statements submitted by or on behalf of the student that contains false, fraudulent or incomplete information may result in denial of admission or dismissal from the technical college.

Admission decisions will be made by administration. All initial applications accepted are on a probationary status. Applicants who are denied admission may appeal to the Director of the Technical College, Washington County Superintendent, and Washington County School Board. Student grievance procedures and forms are available in the Student Handbook section of this document.

Annual Notifications of Nondiscrimination

The Florida Panhandle Technical College is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against or harassed in any educational program, services or activities, or employment conditions or practices on the basis of race, color, national origin, religion, sex, age, disability, marital status or sexual orientation.

Admission is open to students with limited English proficiency. In order to eliminate barriers, FPTC assesses each student's ability to participate and benefit through placement testing and counseling. Based on assessments, services or referrals are provided to help prepare students for successful participation.

The FPTC handbook and website lists all current program offerings.

Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:

Troy peoples, Director of Administrative Service

Washington County School Board

652 Third Street

Chipley, Florida 32428

850-638-6222

troy.peoples@wcsdschools.com

BASIC SKILLS EXIT REQUIREMENTS & EXEMPTIONS

Throughout the years, career and technical education has focused on teaching technical competencies and related academic skills that prepare students to enter and advance in a variety of career fields and postsecondary education. Program and course descriptions are reviewed on a regular basis to ensure that the technical and academic skills identified for each program/course meet industry standards as well as requirements established by regulatory boards.

Each career and technical education program has associated basic academic skills (reading, mathematics and language) that are required for completion from each career program. For the purpose of career education and basic skills requirements, completion is accomplished when a student reaches the final Occupational Completion Point (OCP) and receives a Career Certificate of Completion from the program. Students who do not achieve the minimum level of basic skills required for completion (final OCP) from his/her career education program will not be awarded a Career Certificate of Completion.

Section 1004.91, Florida Statute (F.S.) and State Board of Education Rule 6A-10.040 mandate that students who enroll in a program of 450 hours or more "may not receive a career and technical

certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.” FPTC provides opportunity for students to demonstrate basic skill requirement through the Test of Adult Basic Education (TABE). The Florida Department of education has placed basic skill levels on all programs in the curriculum frameworks. Only advanced and difficult level of the TABE meet requirements.

Based on Rule 6A-10.040 and Ruler 6A-10.0315, students are exempt from the basic skills requirement if they meet any of the following conditions:

- The student presents a transcript indicating an award of a college degree at the associate of applied science level or higher.
- The student entered 9th grade in a Florida public school in the 2003-2004 school year, or thereafter, and earned a Florida standard High School Diploma.
- A student who demonstrates readiness by achieving or exceeding the following test scores and enrolling within two (2) years after achieving such scores:
 - Florida Postsecondary Education Readiness Test (PERT) - Reading **106** Writing **103** Math **114**
 - ACT, American College Testing Program - Reading **19** English **17** Math **19**
 - SAT, The College Board - Verbal **440** Math **440**
 - Grade 10 Florida Comprehensive Assessment Test (FCAT 2.0) Reading - **262** (*Demonstrates readiness in Reading & Writing*)
- The student who is serving as an active duty member of any branch of the United States Armed Services.
- The student passes a state or national industry certification or licensure examination aligned to the career education program in which the student is enrolled.

A student enrolled in a career education program who does not meet the basic skills requirements, but passes an identified licensure exam/certification, should be recorded as “incomplete” until the technical college receives documentation of the licensure and then reports the student as a completer from the career and technical education program. If the student does not meet the basic skills requirements for completion, is not exempt, or does not pass an identified licensure exam/certification, the student cannot be reported as a program completer from the final OCP and cannot earn a Career Certificate of Completion.

CAREER AND TECHNICAL DUAL ENROLLMENT

Dual enrollment is one of a number of acceleration options available that enable students to pursue a rigorous curriculum for high school graduation, as well as earn credit toward a degree or industry certification. Students may also participate in career dual enrollment for courses that will lead to an industry certification. Many industry certifications will articulate to college credit toward a degree. A listing of articulated industry certifications may be found at http://www.fldoe.org/workforce/dwdframe/artic_indcert2aas.asp.

Eligible high school students are allowed to enter at the beginning of each semester upon availability, but must obtain approval from administration. High School credits awarded are based on attendance and performance. Summer attendance may be required for some career and technical programs. Some courses are not available to high school students. Please check with a high school counselor or FPTC student services staff for more information.

Students must meet the following eligibility criteria for career dual enrollment:

- Be enrolled as a student in a Florida public or nonpublic secondary school (grades 6-12), or in a home education program;
- Have a 2.0 high school unweighted GPA to enroll in career dual enrollment courses;
- For career certificate of completion, meet basic skills requirements on a common placement test pursuant to Section 1004.91, Florida Statute (F.S.) and State Board of Education Rule 6A-10.040, Florida Administrative Code (F.A.C.);
- Meet any additional eligibility criteria specified by the postsecondary institution in the Dual Enrollment Articulation Agreement; and
- Cannot be scheduled to graduate prior to the completion of the dual enrollment course.

GRADING SYSTEM

CERTIFICATE REQUIREMENTS

A student must complete a minimum of 80% of the competencies required in the program of study before a Certificate of Completion can be issued. A ***Program Certificate of Completion*** will be awarded to students that successfully complete the program and meet the state required academic levels.

Grades will be awarded at the completion of each course. High School students enrolled in longer courses will be graded at the end of each term. All students will be progress monitored throughout the program by instructors and financial aid staff members. Most financial assistance requires students to maintain a “C” or above average.

A = 90-100 (Outstanding Performance)

Student performance exceeds business or industry expectations for entry level employments. A certificate of completion will be awarded upon completion of the program.

B = 80-89 (Above Average Performance)

Student performance meets business or industry expectations for entry level employment. A certificate of completion will be awarded upon completion of the program.

C = 70-79 (Average Performance)

Student performance meets the minimal business or industry expectations for entry level employment. A certificate of completion will be awarded upon completion of the program.

D = 60-69 (Below Average Performance)

Student performance does not meet business and industry expectation for entry level employment. Although a "D" meets district high school requirements to earn credits toward the completion of high school, if the student completes the program with a "D" or "F" average (or an "I") no certificate of completion will be awarded.

F = Below 60 (Failing)

Indicates failure of performance. Student performance does not meet business and industry expectations and will not receive a certificate of completion. An "F" does not meet district requirements for high school students to earn credits toward the completion of high school.

I = Incomplete A grade will not be issued unless/until the student completes the work required by the instructor. An incomplete grade must be satisfied by the student making up the necessary work within five days or the incomplete reverts to a grade of "F."

Grade Point Values: A = 4.0; B = 3.0; C = 2.0; D = 1.0; F and I = 0. High school students earn a weighted value (an additional 1 point) for all Florida Panhandle Technical College passing grades when calculating their overall high school GPA.

SATISFACTORY PROGRESS

An incomplete grade must be satisfied by the student making up the necessary work within 5 days or the incomplete reverts to a grade of "F".

A student earning a grade of "F" (0-59) for a grading period will be put on probation for the next grading period. A grade of "F" for the period of probation will constitute dismissal from that program of study.

Research indicates that there is a high correlation between punctuality and attendance in school and punctuality and attendance on the job. Business and industry can function profitably only when their employees are working on the job. The same is true in the training classroom.

Grades will be awarded at the completion of each course. Dual enrolled students enrolled in longer courses will be graded at the end of each term. All students will be progress monitored throughout

the program by instructors and financial aid staff members. Most financial assistance requires students to maintain a “C” or above average.

DUAL ENROLLMENT PROGRAM OFFERINGS BY CAREER CLUSTER

ARCHITECTURE & CONSTRUCTION

Cabinetmaking
Carpentry 1 & 2
Drafting
Electrician

BUSINESS, MANAGEMENT, & ADMINISTRATION

Administrative Office Specialist
Medical Administrative Specialist

ARTS, A/V TECHNOLOGY & COMMUNICATION

Digital Media/Multimedia Design

HEALTH SCIENCE

Patient Care Technician

HOSPITALITY & TOURISM

Commercial Foods and Culinary Arts

2013-14 SCIENCE, TECHNOLOGY, ENGINEERING & MATH (STEM) CURRICULUM FRAMEWORKS

Florida is taking a systematic approach to identifying “STEM” career and technical education programs based on STEM occupations. The following programs lead directly to STEM occupations or are included in a career path that leads to a STEM occupation identified through national and state research and labor market information. As further research is completed, this list will continue to evolve. Programs that meet the Race to the Top criteria for STEM programs are included on this list and are annotated as such.

FPTC STEM COURSES

Architecture & Construction STEM Programs

- Drafting PSAV (C100200)

Information Technology STEM Programs

- Applied Cybersecurity (Y100300)
- Applied Information Technology (Y300400)
- Network Support Services (B078000)
- Network Systems Administration (B079300)

PRACTICAL ARTS HIGH SCHOOL GRADUATION REQUIREMENT

Career and Technical Education Courses that meet the Practical Arts High School Graduation Requirement Pursuant to Section 1003.428(2)(a)5., F.S.

CSP0009	Grooming and Salon Services,(CORE) Facials and Nails
RTT0522	Broadcast Announcer (Inactive)
RTT0523	Audio Equipment Technician (Inactive)
RTT0524	Sound Engineering Technician (Inactive)
TDR0070	Blueprint Reader
TDR0370	Drafting Assistant
