Suwannee County School District

Secondary Student Progression Plan 2016-2017

Approved 05/23/2017
FOREWORD

It is the intent of the Suwannee County School Board that each student’s progression from one grade to another be determined, in part, upon satisfactory performance in reading, writing, science, and mathematics; that district school board policies facilitate student achievement; that each student and his or her parent be informed of that student’s academic progress; and that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to s. 1002.3105.

This Suwannee County Student Progression Plan has been established to provide a comprehensive plan for student progression in order to:

- Provide standards for evaluating each student’s performance, including how well he or she masters the performance standards approved by the State Board of Education.
- Provide specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation or be retained within an intensive program that is different from the previous year’s program and that takes into account the student’s learning style.
- Provide appropriate alternative placement for a student who has been retained 2 or more years.
- List the student eligibility and procedural requirements established by the school district for whole-grade promotion, midyear promotion, and subject-matter acceleration that would result in a student attending a different school, pursuant to s. 1002.3105(2)(b).
- Notify parents and students of the school district’s process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school, pursuant to s. 1002.3105(4)(b)2.
- Advise parents and students of the school district’s process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration when the promotion or acceleration occurs within the principal’s school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to s. 1002.3105(4)(b)1.
- Advise parents and students of the early graduation options under s. 1003.4281.
- List, or incorporate by reference, all dual enrollment courses contained within the Dual Enrollment Articulation Agreement established pursuant to s. 1007.271(21).
- Provide instructional sequences by which students in kindergarten through high school may attain progressively higher levels of skill in the use of digital tools and applications. The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of
standards required pursuant to ss. 1003.41 and 1003.4203 through attainment of industry certifications and other means of demonstrating credit requirements identified under ss. 1002.3105, 1003.4203, and 1003.4282.

The plan has been created to ensure that the required program of study, placement, promotion, reporting, retention, and assessment procedures are equitable and comprehensive, thereby providing accountability for all students.

Various requirements have been given greater visibility in the Suwannee County School Board Policy Manual and by specific reference are included as part of this required Student Progression Plan. The policy manual and this progression plan are both available online at www.suwannee.k12.fl.us.

The Superintendent shall be responsible for preparation and annual updating of plans and procedures to implement an instructional program in the district’s schools which promotes mastery of Florida Standards in reading, language arts, mathematics, science, social studies, the arts, health and physical education, and foreign language. The Student Progression Plan will provide assurance that all students within the Suwannee County School District who have not demonstrated proficiency of performance standards in reading, writing, science, and mathematics shall receive appropriate instruction and that all students who receive a diploma have met and/or exceeded all the requirements mandated by the State of Florida and by the School Board.
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SECONDARY
STUDENT PROGRESSION PLAN

ADMISSION, PLACEMENT, TRANSFERS and ATTENDANCE

A. Admission

For information about admission requirements for Suwannee County School District (SCSD), please visit the District website: www.suwannee.k12.fl.us

The enrollment packets are located on the home page of the website, and it can also be found at all school locations.

B. Enrollment and Grade Level Placement and Promotion

The Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

1. Requirements for Information Prior to Enrollment

Each student, at the time of initial registration for school placement, must note previous school expulsions, arrests resulting in a charge, arrests pending, and juvenile justice actions the student has had. Schools have the authority to honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board, private school or lab school, for an act which would have been grounds for expulsion according to the SCSD Code of Student Conduct, according to the following procedures:

- A final order of expulsion shall be recorded in the records of the receiving school.
- The expelled student applying for admission to the receiving school shall be advised of the final order of expulsion.
- The superintendent or designee may recommend to the School Board that the final order of expulsion be waived and the student be admitted to the school district, or that the final order of expulsion is honored and the student not be admitted to the school district. If the student is admitted by the School Board, with or without the recommendation of the district school superintendent, the student may be placed in an appropriate educational program at the direction of the School Board.

2. Grade Placement and Promotion within High School

Each student’s learning path is evaluated and is based on his/her academic and career needs. Students shall be considered freshmen, sophomores, juniors, seniors and fifth year seniors based on the credits listed below:

- A student shall be classified as a sophomore with a minimum of 5 credits.
- A student shall be classified as a junior with a minimum of 11 credits.
- A student shall be classified as a senior with a minimum of 17 credits.
- Students in regular education programs not reaching graduation status in four years may have the option, at the discretion of the principal, of returning as a fifth year senior, provided that he/she meets the following criteria:
  - State required assessments have been met
- Student does not have significant attendance or behavioral issues
- Attendance as a fifth year senior will be for the duration needed to complete graduation requirements only and shall not be afforded senior privileges
- Shall be awarded his/her diploma upon completion of graduation requirements
- Instruction will be provided online in a lab setting
  - High schools may promote retained students from grade 9 to grade 10, grade 10 to grade 11, or grade 11 to grade 12 at the end of the first semester upon documentation of the awarding of required make-up credits.
  - A junior who is enrolled in a 24 credit diploma program shall be moved to senior status at the end of first semester if enrolled in the necessary coursework to graduate in the spring.

Consistent with school board rules and in accordance with state statute (1012.28 (5) F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

### 3. Grade Placement for Students Enrolled in the Academically Challenging Curriculum to Enhance Learning (ACCEL) Three-Year Graduation Program

Students enrolled in the three-year ACCEL 18-credit diploma program shall be considered freshmen, sophomores, and juniors according to the same criteria that apply to students seeking a four-year diploma. Students in the 18 credit ACCEL diploma program, who have 17 or more credits at mid-year of their third year of high school, shall move to senior status.

### 4. Placement in Adult High School Programs

Adult high school (adult education) programs are to be used primarily for students who have exited a traditional high school program. Upon written approval of a high school principal, students may attend an adult high school for credit recovery. In such cases, students shall be allowed, at the principal’s discretion, to be enrolled in both a high school and an adult high school in order to remain in the cohort group that started kindergarten together.

Students who have met all requirements for the standard high school diploma except for passage of the required state assessments, by the end of grade 12 may participate in an adult general program for such time as the student requires to master English, reading, mathematics or any other subject required for high school graduation. Students attending adult basic, adult secondary or vocational-preparatory instruction are exempt from any requirements for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take required state assessments whenever offered by the state in order to receive a high school diploma.

### 5. Termination of School Placement at Age 16

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district School Board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student’s earning potential and must be signed by the student and the student’s parent. The following steps must also be taken:
  - The school shall notify the student’s parent of receipt of the student’s declaration of intent to terminate school enrollment.
  - The student’s guidance counselor or other school personnel shall conduct an exit interview with the student to determine the reasons for the student’s decision to terminate school enrollment and actions that could be taken to keep the student in school.
• The student shall be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation.
• The student shall complete a survey to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

6. Parent/Guardian Role with Placement Decisions

State law provides the authority for placement of students with the school district. Placement is based on professional educators’ evaluations of how well the student is meeting the levels of performance for student progression. Such evaluations take into account whether or not the student has the knowledge and skills to move on successfully to the more difficult work of the next grade or course. Parents may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement.

7. Placement in Intensive Reading

For each year in which a student scores below grade level on the state reading assessment, the following year the student may be enrolled in an intensive reading course or a content area course in which reading strategies are delivered. The determination shall be made by diagnosis of reading need by the student’s teachers and school personnel considering previous state reading performance. Intensive Reading courses shall be designed and offered pursuant to the District’s Reading Plan. Please refer to www.justreadflorida.com.

8. Placement for Math Remediation

For each year in which a student scores below grade level on the state mathematics assessment, the student may be required to take a mathematics remediation course the following year. The determination shall be made by diagnosis of math skills need by the student’s teachers and school personnel considering previous state math assessment performance. These courses may be taught through applied, integrated, or combined courses or through online instruction. Remediation may also be provided within the student’s regularly scheduled math class.

9. Placement for Students with Disabilities enrolled in Exceptional Student Education (ESE)

Students with disabilities shall be placed in appropriate courses as dictated by their Individual Education Plan (IEP). Specially designed instruction will be provided by a teacher certified in ESE or other service provider in the Least Restrictive Environment (LRE) as determined by the IEP team. In most cases, this will be in the regular education classroom with their non-disabled peers but some students with disabilities may require instruction in a separate environment for some portion of the day.

10. Placement of English Language Learners

English Language Learners (ELLs) shall be placed in appropriate courses designed to provide ESOL instruction in English and the basic subject areas of mathematics, science, social studies and computer literacy. The ELL Committee, which is composed of the principal or designee, an ESOL/language arts teacher, the school counselor, and any other instructional personnel responsible for the instruction of English Language Learners, shall make recommendations concerning the appropriate placement, promotion and retention of English Language Learners. A parent or guardian of any students being reviewed shall be invited to participate in the meetings. Criteria to be utilized in making appropriate placement decisions include:
• academic performance and progress of a student based on formal and/or alternative assessments in English and/or the student’s native language,
• progress, attendance and retention reports, and
• number of years the student has been enrolled in the ESOL Program.

The Suwannee County School District ESOL Plan may be accessed under English for Speakers of Other Languages (ESOL) at: http://suwannee.k12.fl.us/title-iii-esol

11. Placement for Dependent Children of Military Personnel

Application of Interstate Compact on Educational Opportunity for Military Children This section is provided to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. This section is applicable to the children of members of the uniformed services who:
• are active-duty, including members of the National Guard and Reserve on active-duty orders,
• are severely injured and medically discharged or retired - for a period of one year
• die on active duty or as a result of injuries sustained on active duty - for a period of one year after death.

This section does not apply to the children of:
• inactive members of the National Guard and military reserves
• members of the uniformed services now retired (except as stated)
• veterans of uniformed services (except as stated)
• other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.

This section provides that students who meet the above conditions are assured the following:
• if an entering student’s parents cannot produce an official set of educational records for enrollment, the student shall enroll and be appropriately placed based on the information in unofficial records pending validation of the official records as soon as possible.
• a student who is transferring shall be provided a set of unofficial records in order to enroll under the provisions of this policy by the receiving educational agency.
• students who transfer during the school year shall be placed in courses and/or programs based on the student’s enrollment in the sending state school or educational assessments conducted at the school in the sending state, if the courses are offered. The school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses and/or programs. Such programs include, but are not limited to: Gifted and talented programs and English as a second language.

12. Placement in Virtual Education - Suwannee Virtual School (SVS) or Other State Approved Virtual Providers

Section 1003.498, F.S., establishes virtual school as an educational choice and an acceleration option for students. SVS is the provider of first choice for virtual instruction; however, for situations in which SVS cannot fulfill the need, students may qualify to access the services of other state approved virtual providers. Students with limited or no access to a specific course are given priority for enrollment. Virtual Education may be appropriate for students with medical or behavior issues that may limit success in the traditional classroom, students who need single subject acceleration, or for students needing a more flexible schedule due to training or other extra-curricular endeavors.

Parents should confer with the counselor to determine whether the course selected is appropriate for the student based on the student’s academic history.

District students must meet at least one of the eligibility requirements designated in section 1002.455, F.S. to take these courses. These requirements include:
• The student spent the prior year in a Florida public school and was reported for funding in the October and February full-time equivalent (FEFP) surveys.
• The student is a military dependent who moved to Florida within the last 12 months.
• The student was enrolled in district virtual instruction programs or Florida Virtual School’s full-time public school program the previous year.
• The student has a sibling who is currently enrolled in a virtual instruction program and was also enrolled at the end of the previous year.
• The student is eligible to enter kindergarten or first grade.

Eligible students may enroll in a virtual course offered by any other school district in the state if the student does not have access to the course in Suwannee County School District, pursuant to Section 1003.498, F.S.

When these students seek to enroll in an online course offered by another district, both districts should be involved in the enrollment process and acknowledge the requirements related to eligibility and funding before the student is allowed to enroll in the course.

Virtual enrollment guidance is available from the SVS Principal at 386-647-4243

For information on students taking middle school courses through virtual education see—Section K – Middle School Credit Acceleration Program 1003.4295, F.S.

Principals and school counselors will determine if placement in a virtual course is appropriate academically for the student based on course prerequisites, the student’s academic history, age and appropriateness of the course for students. Students with disabilities will participate in an IEP review at their home school prior to full-time virtual school enrollment. Students with disabilities that participate in virtual courses on a part-time basis will receive services from their school of enrollment. Enrollment in virtual school must be approved by the student’s school counselor prior to the start of a new semester. Students that are unsuccessful in a virtual course will not be approved for another virtual course until the next school year.

Schools may not deny placement in a virtual course offered even if the school offers the same course. However, once a semester has begun and the regular drop period has passed a student may not withdraw from a school course to enroll in the same course online. Schools shall make every effort for a student to access virtual coursework on site before, during or after the school day for a student when the student’s school counselor indicates placement in a virtual course is appropriate.

Additional information is available in the Florida Public Virtual Schools Question and Answers, available at the FDOE Virtual Instruction webpage http://www.fldoe.org/Schools/virtual-schools. In addition, Suwannee County School District Virtual School information is available at http://www.suwannee.k12.fl.us.

C. Transfers and Withdrawals

Students transferring into the district once the school year has begun may be assessed in reading and math to determine reading proficiency and to ensure proper course and remedial instruction placement, if prior academic and assessment records are not transferred with the student. Students will be placed into middle or high school courses based on mastery of standards.

1. Course Weightings for Transfer Students - see 6A-1.09941 State Uniform Transfer of High School Credits
Students transferring credits into Suwannee County School District will be subject to the current course credit non-weighted grade scale approved by the Suwannee County School Board and in alignment with Florida DOE course code directory. If a letter grade is assigned, that grade is entered in our system, even if the grading scale from which the student transferred is not equivalent to Suwannee County School District’s grading scale. If only a numerical grade is provided and no grading scale is provided, our scale is applied to the student record. When in-progress course grades are transferred, numerical grades will be entered if available. If only letter grades are available, the highest numerical grade on the Suwannee County School District’s grading scale associated with the letter grade will be used.

2. **State End-of-Course Assessments for Transfer Students**

   *See Assessments of New Students*

3. **Placement of Out-of-State or Out-of-Country Transfer Students in Grade 11 or Grade 12 1003.433 (1) F.S.**

   Transfer 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 if the student has met all the requirements of the school district, state or country from which he or she is transferring. Such students who are not proficient in English shall 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 state assessments in reading and mathematics required for graduation. For graduation requirements for transfer students, see: Graduation Requirements.

4. **Promotion of Late-in-the-Year Transfer Students**

   The promotion of students transferring into Suwannee County School District during the last grading period shall be determined primarily by the grades and records received from the sending school.

5. **Placement of Withdrawn Students Over the Compulsory School Age**

   A student who withdraws from a regular school program with seventeen (17) or more credits may have the option of either entering the credit earning program or the GED preparatory program.
   - A student who withdraws from a regular high school program with fewer than seventeen (17) credits shall enter the GED preparatory program.
   - If the student is under the age of eighteen, he/she may be granted an age waiver after a minimum of thirty (30) days in the preparatory program and successful completion of all age waiver requirements.

6. **State Policy on Transfer of Students in the Middle Grades as stated in School Board Rule**

   The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and courses for students entering Florida’s public schools composed of middle grades 6, 7, and 8 from out of state or out of country.
   - 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, successful completion of courses shall be validated through performance during the first grading period.

- Validation of courses 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 be passing each required course at the end of the first grading period.
- Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure.


If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal, and parent:

- Portfolio evaluation by the superintendent or designee;
- Demonstrated performance in courses taken at other public or private accredited schools;
- Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- Demonstrated proficiencies on required state assessments or
- 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. Specific Authority 1003.4156(3), 1003.25(3) FS. Law Implemented 1003.25(3) FS.

8. Placement from Accredited Schools in Grades 6-8

Students enrolling in grades 6-8 from an accredited public, private or charter school shall be placed in a grade consistent with the recommendation of the sending school and the support information provided that documents student progress and mastery of standards.

9. Placement from Home Education or Unaccredited Schools in Grades 6-8

Students seeking initial placement in grades 6-8 from a home education program or an unaccredited charter, public or private school shall be evaluated by the school leadership team to determine the most appropriate grade level placement. Criteria to be considered shall include age and maturity, standardized achievement test results, state assessment results, progress as it relates to the standards and benchmarks, previous records from public or private schools and evidence from the student’s portfolio of work and achievement while in home education.

In no instance shall the placement be automatic, based solely on the recommendation of the unaccredited public or private school, home educator, or age. The placement decision is subject to review and revision after school personnel have had the opportunity to observe the student’s work. Should there be reasonable suspicion of a student’s grades, initial assessments may be required to determine grade placement.

D. Homeless Students

1. Initial Placement of Homeless Students 1003.21(4)(g), F.S.

A homeless student is defined as a child or youth who:

- shares the housing of other persons due to loss of housing, economic hardship, or a similar reason,
- lives in motels, travel trailer parks, or camping grounds due to the lack of alternative adequate accommodations, or emergency or transitional shelters,
- is abandoned in hospitals or awaiting foster care placement, or
• lives in cars, parks, public spaces, abandoned buildings, bus or train stations, or similar settings.

The Suwannee County School District adheres to the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. Homeless students shall be permitted to enroll in the Suwannee County Public Schools. They shall not be placed in a separate school or program within a school based on their homeless status, and shall be provided services comparable to those offered to other students enrolled in the school. It is the responsibility of the enrolling school to contact immediately the school last attended by the homeless student to obtain relevant records. If the student needs to obtain immunization records, the enrolling school shall refer the student immediately to the school nurse for assistance. A homeless student shall be permitted to enroll immediately, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as previous academic records, medical and immunization records, and proof of residency.

Homeless children must have access to a free public education and must be admitted to school in the school district in which they or their families live. A homeless child shall be granted a temporary exemption from entrance requirements for 30 school days.

A “certified homeless youth” is a minor who is homeless, including an unaccompanied youth, who has been certified as homeless or unaccompanied by:
• a school district homeless liaison,
• the director of an emergency shelter program funded by the US Department of Housing and Urban Development,
or
• the director of a runaway or homeless youth basic center or transitional living program funded by the U.S. Department of Health and Human Services. (382.022 F.S.)

A certified homeless youth has additional rights to certified copies of the birth certificate (382.0255 F.S.), and to have the disabilities of non-age removed if the student is 16 years of age or older (743.015 F.S.).

E. Attendance

For specific information about attendance please see the Student Code of Conduct on the District website: http://www.suwannee.k12.fl.us/2016-2017-district-code-of-conduct

SPECIAL PROGRAMS

A. Foreign Exchange Program

The following guidelines have been established for foreign exchange students:
• All foreign exchange students shall be assigned to grade 11 and must complete a Home Language Survey.
• No foreign exchange students shall receive a Suwannee County high school diploma nor participate in the graduation ceremony.
• Specific courses shall be provided to foreign exchange students on a space available basis.
• It is recommended that foreign exchange students take U.S. History and English classes.
• Foreign exchange students may be eligible to participate in sports and activities provided they meet Florida High School Athletic Association (FHSAA) or a sponsoring organization’s rules and regulations.
• Foreign exchange students are subject to all school and district rules and regulations.
• Host parents must accept all responsibilities for foreign exchange students including, but not limited to, conferences with school staff.
• High schools may limit the number of foreign exchange students they admit based on class size and/or total student enrollment.
• Foreign exchange students must be fluent in English prior to enrollment; therefore they should not be tested for qualification of ESOL service.
• Tuition may be charged for the enrollment of foreign exchange students. Foreign students who have received a high school diploma, or its equivalent, in their home country are not eligible to be foreign exchange students.
• Foreign exchange students shall not be credit earning students and are admitted as cultural experience students only.

B. Home Education Student Participation in Public Schools

Registered home school students may enroll and participate in district course offerings up to, but not more than .5 FTE. Course requests may be made for courses for which vacancy exists. The school principal retains all rights to course assignment based on availability related to class-size reduction and other program enrollment caps. Fulltime public school students will be given priority for course placement. Part-time enrollment is not available for private school students.

Course assignments for home school students will take place after the principal has determined that other fulltime public school students have had their course requests met.

Home school students may register and enroll as a part-time student at the beginning of a semester and not after the drop/add period as specified under the DROP/ADD procedures section.

Shall a home education student become non-compliant and ordered back to fulltime public school, after a drop/add period; the school may enroll the student in an academic credit recovery alternative program for the duration of the semester in which they enter.

Should a part-time home school student wish to enroll fulltime in the public school program, grade placement will be determined by a portfolio evaluation of the school administration following guidelines listed below. Home school students taking part-time courses in a public school must complete and satisfy all admission and compliance paperwork. Students must comply with all district disciplinary and attendance policies.

Schools reserve the right to drop home school students from enrollment should the student become non-compliant with district disciplinary and attendance policies. In addition, should the student earn less than a grade of “C” for the 9 week period a school may withdraw the home school student from participation in that course. 1002.41 defines home education programs.

For more information, visit FLDOE Office of Independent and Parental Choice Website at http://www.floridaschoolchoice.org/information/home_education/.

Students in home education programs may participate in public school interscholastic extracurricular activities. However, public schools are under no obligation to provide home education students access to classes, programs, services, or other educational opportunities.
1. **Validation of Transfer Credit through Scholastic Performance 6A-1.09941, F.A.C.**

If a student wishes to transfer credit from a non-accredited traditional or virtual/online school, a private school or home school, the process is as follows:

1. The student shall be placed at the appropriate, sequential course level. Performance at a minimum of 2.0 after the first half of a grading period in the course will validate the student’s prior performance in that subject area.
2. Students who do not meet the 2.0 or who choose not to continue to the next sequential level in a particular subject area may validate credit using one of the alternative validation procedures that follow as determined by consensus of the teacher, principal or designee, and parent.

**Portfolio Validation:** The school shall convene a review committee which may consist of the assistant principal with curriculum responsibilities; the guidance counselor; the principal or designee; the student and, if requested by the school, the district curriculum specialist(s) in the particular content area(s). The student shall present a work portfolio. In it will be demonstrations of standards, content mastery, test scores, products and/or projects. The review committee shall interview the student, discuss accomplishment of course outcomes and review mastery exhibits. The committee shall then do one of two things:

1. award the credit and verify the grade based on the interview and review of the portfolio, or
2. require that the student demonstrate mastery on an end-of-course assessment used at the school or published commercially. If a student takes and demonstrates mastery on an end-of-course assessment, credit shall be awarded. If a student does not demonstrate mastery, credit shall be withheld
3. written review of the criteria utilized for a given subject provided by the former school

**Demonstrated Proficiency Validation**

1. nationally-normed standardized subject area assessment(s), or
2. state assessment proficiency at or above Level 3 in the corresponding subject area
3. Students must be provided at least 90 days from the date of transfer to prepare for either nationally-normed standardized subject area assessments or state assessments.

This process does not eliminate the EOC assessment requirement for courses with a state EOC. (See Assessment for new/transfer students.)

Florida Statute 1002.41 defines home education programs. For more information, visit FLDOE Office of Independent and Parental Choice Website at [http://www.floridaschoolchoice.org/information/home_education/](http://www.floridaschoolchoice.org/information/home_education/).

2. **Alternative Placement for Students Retained Two or More Years**

An alternative placement shall be offered for a student who has been retained two or more years. The alternative placement shall provide the student with intensive, differentiated instruction designed to remediate the student’s academic deficiencies and shall include opportunities for the student to be placed in small group instructional settings. The alternative placement shall, under most circumstances, be at the student’s home zoned school but may involve placement at a district-designated site. The alternative placement may not be a placement in a regular program at a higher grade. The instructional process may be facilitated through online instruction.
C. Hospital Homebound

A homebound or hospitalized student is a student who has a medically diagnosed injury, a chronic physical/psychiatric condition, or has repeated intermittent illness due to a persisting medical problem. The condition, illness or medical problem confines the student to home or hospital and restricts activities for an extended period. A physician licensed in the state of Florida makes the medical diagnosis. “A physician licensed in the state of Florida” as used in this rule, is one who is qualified to assess the student’s physical or mental condition. Students are dismissed from the program when the physician recommends that the student no longer requires participation in the program and is ready to return to school.

The minimum evaluation for determining eligibility is an annual medical statement, from a physician licensed in the state of Florida, including a description of the disabling condition or diagnosis with any medical implications for instruction. The report must state that the student is unable to attend school and gives an estimated duration of condition or prognosis. Students are eligible for services from their third birthday until they graduate (receive a standard diploma or G.E.D.) or until their 22nd birthday. An Individual Education Plan (IEP) shall be developed or revised prior to assignment to the homebound or hospitalized program placement.

Hospital/homebound students are eligible for the FSA/FAA waiver only if they have been found eligible for special education services through an eligible disability program in addition to hospital/homebound.

For additional information on the SCSD hospital homebound program, please contact the Office of Student Services at (386) 647-4630.

D. Virtual Education

1. Virtual/Online Course Graduation Requirement 1003.4282 (4), F.S.

At least one eligible course of the required 24 graduation credits must be completed through online learning beginning with the 2011-2012 ninth grade cohort group. Suwannee County has partnered with online providers throughout the state to ensure that students are able to meet this requirement.

Suwannee Virtual School (SVS) is the provider of first choice for virtual instruction; however in situations in which SVS cannot fulfill the need, students may qualify to access the services of other state virtual education provider’s.

NCAA division I and II prospective student athletes should consult NCAA initial eligibility requirements regarding virtual courses.

House Bill 7063 (2012) revised statutes related to virtual instruction programs to provide student and parental rights relative to the eligibility of Virtual School full-time students to participate in interscholastic extracurricular activities at certain public schools. Information on these changes is presented in the Florida Public Virtual Schools Question and Answers, available at the FDOE Virtual Instruction webpage http://www.fldoe.org/Schools/virtualschools.

Full-time Virtual School students must follow the same guidelines relative to GPA, FHSAA guidelines, and “try-out” procedures instituted at the schools.
2. Placement/Acceleration in Suwannee Virtual School (SVS) or other state virtual providers

As stipulated by the Florida K-20 Education Code (s.1002.20), parents have the right to choose educational options such as Suwannee Virtual School (SVS) or other state virtual providers for their children. A student’s full-time school may not deny access to virtual courses offered by SVS or other state virtual providers assuming that the desired online course(s) is an appropriate course placement based on the student’s academic history, grade level, and age. The principal shall be the final approver of virtual school coursework taken outside of the regular school day. The School Board shall provide students with access to enroll in courses available through the SVS and shall award credit for successful completion of such courses. Access shall be available to students during or after the normal school day and throughout the summer. Students wishing to take courses from SVS must work closely with their guidance counselors to ensure that courses fit in their learning path. Schools shall make every effort for a student to access SVS coursework on site for a student whose CLP indicates that placement in an SVS/FLVS course during the school day is appropriate.

In determining if a virtual course is appropriate for a student, a set of guidelines have been put into place to help counselors monitor success and keep students from getting overwhelmed in the online coursework. These guidelines are:

- The first time a student enrolls in a virtual course, only one course may be approved. (Part-time virtual)
- In order to be approved for a second online course, the student must have successfully completed their first course online.
- No more than 2 virtual courses can be approved for summer completion.
- If a student is unsuccessful in a virtual course, they must wait until the next school year to be approved for a virtual course again.

Students enrolled in a SVS course which requires a state end-of-course assessment (EOC) are required to take the EOC in their home zoned school. Virtual schools will progress monitor language arts students scoring below grade level on the state reading assessment as written in the districts progress monitoring plan. (State Board Rule 6A-6.054)

3. SVS Guidelines for Middle and High School

Virtual Learning Labs have been established at each secondary school to assist in student access to virtual courses. Students enrolled in these labs will be held to daily class attendance requirements even if the course is completed prior to the end of the enrolled semester, unless a student has met graduation requirements as a result of completing the online course(s).

It is recommended that students have a 2.0 or higher GPA OR a score of level 3 on the state reading assessment.

Students must meet with school counselor to determine if placement in a SVS is academically appropriate for the student based on course prerequisites, the student’s academic history and age and appropriateness of the course for the student’s learning path. All courses must be approved by the counselor.

Once a semester has begun, a student may not withdraw from a school course to enroll in the same course online without administrative approval.

Students may not simultaneously be placed in the same course concurrently at a district school and in any virtual program.
If a student is taking a course in a Virtual Learning Lab, on the school campus, the student must be making adequate progress in the course with a grade of C or higher within the first two weeks or they may be withdrawn and rescheduled.

4. Credit Recovery Labs

A review of student academic and attendance records will be conducted prior to the start of school and at the end of each semester. Students meeting the criteria listed below shall be considered for an opportunity to participate in the Academic Recovery Labs. These labs are an option, not a requirement for students:

- who are not on schedule to graduate with their cohort – short in credits,
- with a GPA below a 2.0 – in danger of not graduating, or
- who meet one or more of the grade forgiveness criteria.

Students should move through the correct progression of the curriculum before the academic grade recovery lab is allowed when the GPA is above a 2.0. Students must receive a grade of D or F in order to retake a class.

Due to National Collegiate Athletic Association (NCAA) eligibility requirements, academic recovery lab courses are not recommended for prospective NCAA Division I and II athletes. For additional information, see: http://www.ncaa.org/

CURRICULUM AND INSTRUCTION

A. Course/Program Placement

1. Course Placement

Students will be placed into high school courses based on mastery of the appropriate standards in accordance with the student’s learning path. The learning path is comprised of the counselor graduation checklist/chart, the student/parent annual course request form and 18 credit option notification form (if applicable). Consistent with school board rules and in accordance with state statute (1012.28 (5) F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

2. Course Drop/Add Procedures

Schedule course change requests will be accepted within the first 5 school days of a new semester. Students are expected to follow their original schedule until receiving notification of a schedule change. Schedule changes will be processed within the first 10 days of the new semester.

3. Course Prerequisites

Many courses offered by Suwannee County School District have prerequisites. These prerequisites must be honored unless the student gets permission for an exception based on a conference with a school committee which may be made up of teacher, guidance counselor, parent, or administration.
4. Enrollment in Sequential Courses

Subject-area courses that depend on sequential information are expected to be taken in sequential order. In such courses, a student who fails to pass may not be allowed to enroll in the next higher course level until the failed course has been remediated in an approved program successfully, by retaking the course during the regular school year, in Adult Education or in another traditional or virtual/online school. If a situation exists, which prevents a student from taking a course in sequence, the principal, or designee, may grant an exception.

5. Alternative Program Placement

A student shall be identified as eligible for an alternative program placement based on one or more of the following criteria:

- The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low GPA, falling behind in earning credits, or not meeting state or district levels in reading, math, writing or science.
- The student has a pattern of excessive absenteeism or has been identified as a habitual truant.
- The student has a history of disruptive behavior in school or has committed an offense that warrants out of school suspension or expulsion from school according to the district code of student conduct.

6. Alternative Placement for Students Retained Two or More Years

An alternative placement shall be offered for a student who has been retained two or more years. The alternative placement shall provide the student with intensive, differentiated instruction designed to remediate the student’s academic deficiencies and shall include opportunities for the student to be placed in small group instructional settings. The alternative placement shall, under most circumstances, be at the student’s home school but may involve placement at a district-designated site. The alternative placement may not be a placement in a regular program at a higher grade.

7. Placement of Pregnant, Married or Parenting Students 1003.21; 1003.54, F.S.

Students who are married or pregnant shall not be prohibited from attending school. These students and students who are parents shall receive the same educational instruction or its equivalent as other students, but may voluntarily be assigned to a class or program suited to their special needs. Pregnant or parenting teens may participate in a teenage parent program.

8. Parent/Guardian Role with Placement Decisions

State law provides the authority for placement of students with the school district. Placement is based on professional educators’ evaluations of how well the student is meeting the levels of performance for student progression. Such evaluations take into account whether or not the student has the knowledge and skills to move on successfully to the more difficult work of the next grade or course. Parents may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. The Superintendent has designated the principal as the final authority in placement decisions. 1012.28 (5), F.S.
B. High School Credit

1. Definition of High School Credit 1003.436 (1) (a) (b)

One high school credit is defined in statute as a minimum of 135 hours of bona fide instruction in a designated course of study which contains student performance standards. Courses taught in a block must contain a minimum 120 hours of bona fide instruction in a designated course of study.

2. Credit Acceleration Program 1003.4295 F.S.

The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a specified score on the EOC. Effective July 1, 2026, 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 Program (CLEP).

The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, as defined in F.S. 1008.22(3)c 5 on the corresponding EOC. Students interested in this option should confer with their counselor regarding school policy.

The requirements and eligibility process is as follows:

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.

3. Credit System and Grade Averaging for Credit 1003.436 (2) F.S.

The school district maintains a one-half (.5) credit earned system; full courses will reflect two .5 credit awards. A student enrolled in a full-year course will receive one-half (.5) 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 shall receive full credit if the student successfully completes either the first or the second half of a full-year course but fails to successfully complete the other half but the averaging of the numerical grades in each half results in a passing grade.

A full-year course of study may be completed in one semester in block classes and in certain dual enrollment classes.

Students must meet additional School Board requirements successfully, such as class attendance, and other indicators of performance. Course averaging for the purposes other than for course pass/fail shall be the responsibility of the parent and student to request course semester averaging.

4. Credit for High School Courses taken prior to Grade 9 1003.4295, F.S.

High school level courses taken prior to grade 9 may be used to satisfy high school graduation requirements and Florida Bright Futures Award requirements.
Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade or the numerical equivalent of a C, D or F. In such cases, the district forgiveness policy must allow the replacement of the grade with a grade or the numerical equivalent of a C or higher, earned subsequently in the same or comparable course. For a grade of A or B, the course and grade cannot be forgiven, will appear on the student’s high school transcript, and will be used in the calculation of high school grade point average and for Bright Futures. (Section 1003.428(4) , F.S.)

Regarding grade calculation of Valedictorian/Salutatorian – See Valedictorian and Salutatorian Awards. Students seeking high school credit for courses taken in a private middle school may be granted credit if (1) the private school is listed with the Florida DOE as a private school with a school number and (2) the credit and course grade are reflected on an official transcript from the school. If the high school course has a state EOC assessment, the student must take the EOC to receive credit.

5. College Credit by Examination 1007.27 (6) F.S.

College credit by examination is the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations (AP, IB, AICE). Minimum scores required for an award of credit in Florida institutions are stated by the Florida State Board of Education in the statewide articulation agreement. There is no guarantee that a college will accept credits earned through this program.

6. Volunteer and Non-Academic Activity Credit 1003.43 F.S.

A student may earn .5 elective credits for Voluntary Public Service (VPS). A minimum of 75 hours of nonpaid, voluntary community or school service is required for credit. The school principal (or designee) is responsible for approving specific volunteer activities.

Examples of recommended categories of community service/volunteer hours include:

- service to a governmental agency,
- service to a not-for-profit local, national or international organization,
- service to a school or school organization,
- service to a religious organization, or
- other as approved by the principal (or designee).

All service/volunteer activities should be documented on the letterhead or approved form of the organization and presented to the appropriate person designated at each school. As was stated above, the principal (or designee) is responsible for approval of submitted community service/volunteer hours.

There are two classes of community service/volunteer activities: community service and service learning. Both qualify for community service/volunteer hours.

7. Community Service

Student community service is defined as community service activities that are non-curriculum based and are recognized by and/or arranged through the school. The community service:

- generally does not include explicit learning objectives or organized reflection or critical analysis activities,
- may include activities that take place off of school grounds or may happen primarily within the school,
- may be carried out as school-wide events, separately organized school programs, or projects conducted by school-sponsored clubs (i.e., Girls/Boys Clubs, National Honor Society), and
may not be earned for service required as part of a court action.

Examples of community service activities could include cleaning up a local park, visiting the elderly, or collecting and distributing food to those in need.

C. Honors and Advanced Courses of Study

Each high school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, the Credit Acceleration Program, and early graduation. Specific options and details for each student are available from the guidance counselor at the school. (1002.3105 F.S., 1003.4281 F.S.)

1. Honors or Advanced Course Definition

The following types of courses are deemed honors or advanced level and are subject to the placement criteria as cited:

- preliminary International Baccalaureate (Pre-IB) courses,
- International Baccalaureate (IB) courses,
- International General Certificate of Secondary Education (IGCSE) courses,
- Advanced International Certificate of Education (AICE) courses,
- Dual Enrollment (DE) courses,
- Advanced Placement (AP) courses, or
- honors level and AP courses offered by Florida Virtual School that are taken as part of a student’s learning path.

2. Honors or Advanced Course Placement

The Suwannee County School District criteria for honors or advanced course placement are any one of the following:

- **Grades - A grade of C or better in the previous honors course.** Students earning a grade of A in the previous standard course may be recommended for honors course placement. Teachers will conference with students to offer guidance for appropriate placement.
- **State Assessment - Level 4 or 5 (above grade level) in appropriate area** on Mathematics for placement in honors mathematics and science classes on Reading for placement in honors English, social studies or foreign language.

School administration and guidance counselors in consultation with teachers may administratively allow placement in honors or advance courses.

Parents may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. The Superintendent has designated the principal as the final authority in placement decisions. 1012.28 (5), F.S.

3. Dropping Honors or Advanced Courses

If a student is enrolled in an honors or AP full-credit course, the student may only drop the course within the first five class meetings, or he/she may NOT drop the course until the end of the semester and only if the following conditions exist:

- a grade of D or F,
• completion of a parent conference during each grading period,
• demonstration of the student seeking consistent academic assistance, and
• space available in a comparable course.

If a student is enrolled in an honors or AP half-credit course, the student may only drop the course after the end of the first nine weeks grading period and only if the following conditions exist:
• a grade of D or F,
• completion of a parent conference,
• demonstration of the student seeking consistent academic assistance, or
• space available in a comparable course.

4. Enrollment in Advanced Placement Courses 1007.27 (6) F.S.

Advanced Placement (AP) is the enrollment of an eligible secondary student in an Advanced Placement course administered by the College Board. AP students are exempt from the payment of any fees associated with taking an AP course. Students are expected to take an AP exam at the end of each AP course. Schools may impose a fee of the cost of the AP examination, plus 5%, when students who are registered for the examination do not participate.

5. Dual Enrollment Courses 1007.271 (1) F.S., 1007.27 (4) F.S.

The dual enrollment program is defined as enrollment of an eligible secondary student or home education student in a postsecondary course, or courses, creditable toward high school completion and a career certificate or an associate or baccalaureate degree. Through an articulation agreement, SCSD students attend dual enrollment courses at a district approved institution. SCSD is currently zoned under North Florida Community College. Students through appropriate waiver may petition to attend other institutions.

Vocation-preparatory instruction, college-preparatory instruction and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of skills rather than the intellectual attributes of the activity are ineligible for inclusion in the dual enrollment program. Dual enrollment shall be offered on the high school campus whenever possible. A Dual Enrollment Question and Answer document is available at: http://www.fldoe.org/core/fileparse.php/5421/urlt/DualEnrollmentFAQ.pdf.

6. Prerequisites for Dual Enrollment and Early Admissions

• Students must first meet district qualifications for honors course placement to be considered for dual enrollment or early admissions.
• Students must demonstrate readiness for college-level coursework if the student is to be enrolled in college courses.
• Beginning July 1, 2013 career dual enrollment is limited to students enrolled in courses/programs leading to industry certification (SB 1076-2013).
• Students must have a 3.0 unweighted GPA for college credit dual enrollment or early admissions courses, or a 2.0 unweighted GPA for career non-college–credit certificate courses.
• Exceptions to the required GPAs may be granted if the school and community college agree and the terms of the agreement are contained within the dual enrollment articulation agreement.

To continue participation in college-credit dual enrollment or early admissions, students must maintain a 3.0 unweighted high school GPA and the minimum postsecondary GPA established the post-secondary institution.

To continue participation in career certificate dual enrollment courses, students must maintain a 2.0 unweighted high school GPA.
Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment or early admissions course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

7. Qualifying Placement Test Scores to Enroll in Dual Enrollment English and Math

English Composition (ENC 1101), Math-Intermediate Algebra (MAT 1033), and/or Math-College Algebra (MAC 1105)

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<td>Math – College Algebra and above</td>
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Dual enrollment and early admission students are exempt from the Florida College System degree admissions requirements. (1007.263 F.S.)

8. Student Materials for Dual Enrollment Courses 1007.271 (13) F.S.

Students enrolled through a district high school are exempt from the payment of registration, tuition, and lab fees. Core subject textbooks assigned for use within dual enrollment courses shall be made available free of charge to district dual enrollment students, assigned as all other school textbooks checked out from the high school media center. The student may be responsible for textbook affiliated costs for licensing fees or electronic media access which are password protected or are one-time access codes that cannot be returned to the district as its property for reissue to another student.

Due to the re-use of dual enrollment materials, it is imperative that dual enrollment students return their books to the high school media center on time. Students that do not turn their dual enrollment textbooks back in to the media center will be fined the replacement cost of the book, as with any other textbook. Students who drop classes after textbook procurement will be responsible for the cost incurred to the district for the textbook(s). Students who are approved by the school and are enrolled into dual enrollment courses after the first three weeks of the enrollment window are responsible for the purchase of textbooks and instructional materials with reimbursement upon successful course completion.

9. Student Transportation for Dual Enrollment Courses

Students taking dual enrollment courses on a postsecondary campus or on a high school campus outside of regular school hours must provide their own transportation.
10. Dual Enrollment and the Three-Year 18-Credit ACCEL Graduation Program

Students enrolled in three-year 18-credit ACCEL graduation program may be eligible for dual enrollment credit. However, all dual enrollment courses must be taken prior to the completion of the 18 required credits.

11. Funding 1007.272 (2) F.S.

No student may be counted for funding through both a dual enrollment and advanced placement program. Students who will graduate prior to completion of a dual enrollment course may not register as a dual enrollment student. An eligible student may enroll and pay tuition and fees. (1007.271 F.S.)

12. Enrollment in College Courses for College Credit Only

Students enrolled in postsecondary instruction not creditable toward a high school diploma shall be required to assume the cost of instructional materials and fees.

13. Career Dual Enrollment 1007.271 (4) F.S.

Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and shall not be used to enroll students in isolated career courses.

D. Programs of Choice

1. Career Academies

Each high school will provide career academies, defined as strategic educational training opportunities. Often referred to as "career and professional academies," each will offer a research-based program that will integrate a rigorous academic curriculum with an industry-driven career curriculum. These small learning communities will ensure outcomes and skills based on viable careers, occupations and industry needs. The academic focus of individual career academies shall be determined cooperatively among the school district, postsecondary institutions, and local workforce board.

Students may receive a standard high school diploma with merit designation upon passing at least one industry certification in a career-themed course. Students that earn scholar designation may also earn merit designation under diploma guidelines. Industry certification where appropriate and, often, postsecondary credit may apply where applicable articulation agreements exist. Each career academy shall use existing infrastructure whenever possible and shall include, at a minimum, the following:

- student awareness of available career programs and the corresponding occupations into which such programs lead,
- student development of individual academic and career plans as specified in s. 1003.4156 F.S.,
- integration of academic and career skills in the secondary curriculum,
- student retention in school through high school graduation, and
- career education curriculum articulation with corresponding postsecondary programs in the career center or community college, or both.
The Career Academy model must contain three critical structural elements:

- a small learning community, comprising a group of students within the larger high school who take classes together for at least two years, taught by a team of teachers from different disciplines,
- a college preparatory curriculum with a career theme, enabling students to see relationships among academic subjects and their application to a broad field of work, and
- partnerships with employers, the community, and local colleges, bringing resources from outside the high school to improve student motivation and achievement.

The goals of Suwannee County Career Academies and Career Themed Courses are to:

- Ensure student success – All Suwannee County career academy graduates will possess the skills and tools necessary to be successful in college, career and the global economy.
- Provide relevant curriculum and assessment – The academy team will develop and implement project-based curricula that engage students in real-world relevance focused around the career theme.
- Ensure meaningful business engagement – The academy team will seek to develop business engagement to the highest level with a focus on student success.

To accomplish these goals, each career themed course/academy must:

- provide a rigorous, standards-based academic curriculum integrated with a career curriculum,
- enhance each student’s capacity to excel,
- include an emphasis on work habits and work ethics,
- include one or more partnerships with postsecondary institutions, businesses, industry, employers, economic development organizations, or other appropriate partners from the local community,
- provide creative and tailored student advisement, including parent participation and coordination with middle schools, to provide career exploration and education planning,
- provide a career education certification on the high school diploma,
- provide instruction in careers designated as high growth, high demand, and high wage by the local Workforce Development Board, Chamber of Commerce and/or program advisory committees,
- Deliver academic content through instruction relevant to the career, including intensive reading and mathematics intervention with an emphasis on strengthening reading for information skills,
- offer applied courses that combine academic content with technical skills,
- provide instruction resulting in competency, certification or credentials in workplace skills, including, but not limited to, communication skills, interpersonal skills, decision making skills, the importance of attendance and timeliness in the work environment and work ethics,
- provide opportunities for students to obtain the Florida Ready to Work Certification

Such partnerships must provide opportunities for:

- instruction from highly skilled professionals,
- internships, externships and on-the-job training,
- a postsecondary degree, diploma or certificate,
- the highest available level of industry certification, and
- maximum articulation of credits upon program completion.

2. School-to-Work Transition

All schools (elementary, middle, and high) shall document the manner in which they have prepared students to enter the workforce, including information regarding the provision of accurate, timely career and curricular counseling to students. This information shall include a delineation of available career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to enable students to pursue any postsecondary instruction required to enter that
career. Schools shall also delineate school procedures for identifying individual student interests and aptitudes which enable students to make informed decisions about the curriculum that best addresses their individual interests and aptitudes while preparing them to enroll in postsecondary education and enter the workforce. Beginning in grade 6, this information shall include recommended high school coursework that prepares students for success in college-level work. The information shall be made known to parents and students annually through inclusion in the school’s handbook, manual, or similar documents or other communications regularly provided to parents and students.

E. Graduation: Diplomas, Requirements, Options & Guidelines

1. Requirements for a Standard High School Diploma 1003.4282 F.S.

Beginning in 2011-2012, HB 1255 requires that each school provide students in grades six through twelve and their parents with information concerning the three-year and four-year high school graduation options. The selection of one of the graduation program options that follow may be completed by the student and parent/guardian at any time and is exclusively up to the student and parent/guardian.

Students may choose from one of four options to earn a diploma:

- a four-year 24-credit standard program,
- a four-year 24-credit standard program, with Scholar Designation
- a four-year 24-credit standard program, with Merit Designation
- a three-year 18-credit acceleration program.

All of the graduation paths include opportunities to take rigorous academic courses to prepare students for their future academic and career choices. All students, regardless of the graduation program, must still earn a 2.0 grade point average on a 4.0 scale and achieve passing scores (or concordant scores) on the Grade 10 Florida Standards Assessment English Language Arts and required Algebra EOC assessments to graduate with a standard diploma. 1003.4282 F.S.

2. State Diploma Options

24-Credit Program 1003.4282 (1) (a) F.S., 1003.4285 F.S.

This program takes the traditional four years to complete high school and requires students to take at least 24 credits in core content areas. Foreign language credit is not required for this program, although it is recommended for Florida college preparation and is required for admission to Florida’s state universities.

This program is designed for a variety of students with differing academic abilities. The standard diploma prepares, and may qualify the student for a variety of post high school opportunities, including a military career, entry-level or apprentice jobs, admission to a vocational or technical school, admission to a community college, or admission to a four-year college or university.

Students who complete a minimum of 24 credits, achieve a cumulative grade point average (GPA) of a 2.0 on a 4.0 scale, and earn a passing score on the statewide assessments required for high school graduation have an option to graduate in fewer than eight semesters (four years) as specified in s. 1003.4281 F.S.

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. F.S. 1003.4281 (3)
A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award during the spring term following the student’s graduation, as long as the student applies for the scholarship award no later than August 31 of the student’s graduation year. For example, if a student plans to graduate mid-term in the 2015-2016 school year, the student is required to apply for the scholarship award no later than August 31, 2015.

Two diploma designations are available (SB 1076 – 2013). In addition to the standard diploma requirements, Scholar and Merit designations require

**Scholar Designation**
- 1 credit in Algebra II and pass (in addition to 30% of course average) the Florida Standards assessment (as the state transitions)
- 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology I EOC assessment (in addition to 30% of course average)
- 1 credit in Chemistry or Physics and 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC assessment (in addition to 30% of course average)
- 2 credits in the same World Language
- 1 credit in AP, IB, AICE or a dual enrollment course (any subject area)

**Merit Designation**
- Attain 1 or more industry certifications under s. 1003.492, F.S.

**Three-Year 18-Credit Accelerated Program 1002.3105, F.S.**

The requirements of this program are identical to the 24-credit standard diploma program option except:
- 1 credit in PE is not required
- 3 electives are required instead of 8
- 18 total credits (student may earn additional credits)

Specific diploma requirements are detailed in the table in the Appendix.

**Additional Three-Year Graduation Program Guidelines**

Students selecting the three-year 18-credit program shall be treated equally with students graduating via the minimum 24-credit general high school graduation program in all ways, including eligibility for valedictorian, salutatorian, Talented 20, and Bright Futures.

Students enrolled in the three-year 18-credit graduation program, shall not be excluded from activities traditionally provided for graduating students during their anticipated graduation year. 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. F.S. 1003.4281 (3)

**Schools shall not establish requirements for accelerated three-year high school graduation programs in excess of the requirements in statute 1003.4281.**
A student choosing the three-year 18-credit graduation program must attend high school as a full-time student for three full school years, which may include virtual school.

Students who choose the three-year graduation program may still qualify for acceleration programs (e.g., Advanced Placement and dual enrollment) and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admissions requirements for those programs and scholarships. They can participate in the National Merit Scholarship Program if they take the PSAT/NMSQT in either the next-to-last year or the last year they are enrolled in high school. Those who take the PSAT/NMSWT in their last year of high school will be entering competition for awards to be offered as they are completing their first year of college.

Students who plan to apply to an out-of-state or private in-state college or university and who are interested in the three-year graduation program should contact those institutions as early as possible for specific admissions requirements.

Selection of an accelerated high school graduation program may be completed by a student at any time and is entirely up to the student and parent/guardian. 1003.4295, F.S.

Prior to selecting the 18-credit graduation program, the following requirements must be met:

- Designated school personnel shall meet with each student and the student’s parent/guardian to provide an explanation of the relative requirements, advantages, and disadvantages of this graduation option. This explanation may be presented at school-wide parent/student meeting nights and/or open house functions.
- The student shall submit to the guidance counselor a signed parental consent to enter the three-year accelerated graduation program.
- The student shall have achieved at least a score of 3 on FCAT/FSA reading and meet required EOC assessments.

There is no provision for a Certificate of Completion under the three-year 18 credit graduation program.

### Additional Diploma Options

The State Board of Education authorizes three additional diploma options:
- the Florida High School Performance-Based Diploma,
- the General Education Development Diploma, and
- the Adult High School Diploma.

### 3. General Educational Development (GED) Diploma

Any student who is at least 18 years old and who has not earned a standard diploma may earn a State of Florida Diploma by passing the Tests of General Educational Development (GED).

Any candidate for the General Educational Development (GED) Test shall be at least 18 years of age on the date of the examination, except in extraordinary circumstances, as determined by the superintendent or designee.

Candidates who receive an age waiver, due to extraordinary circumstances, must be at least 16 years of age on the date of the examination. No person under the age of 16 may take the GED examination. Applicants must obtain an Age Waiver Application for GED Testing from the Adult Education Department at RIVEROAK Technical College (386) 647-4200.
Prior to a student entering the GED preparatory program, the following rules apply:

- The regular high school program is terminated and withdrawn.
- The student is no longer eligible to participate in any high school function or activity reserved for students. High School activities include, but are not limited to, the following: graduation exercise, prom, and athletic events, etc.

4. Award of standard high school diplomas to honorably discharged veterans. — 1003.4286.F.S.

Pursuant to rules adopted by the State Board of Education in consultation with the Department of Military Affairs, the Commissioner of Education may award a standard high school diploma to an honorably discharged veteran who has not completed high school graduation requirements. Additional High School Completion Information


Each standard high school diploma shall include, as applicable, the following designations if the student meets the criteria set forth for the designation:

**Scholar Designation:** In addition to the requirements of s. 1003.4282, in order to earn the Scholar designation, a student must satisfy the following requirements:

1. **Mathematics.** — Earn one credit in Algebra II and one credit in statistics or an equally rigorous course. Beginning with students entering grade 9 in the 2014-2015 school year, pass the Algebra II and Geometry statewide, standardized assessments.
2. **Science.** — Pass the statewide, standardized Biology I EOC assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics. However, a student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology course who takes the respective AP, IB, or AICE Biology assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2) meets the requirement of this subparagraph without having to take the statewide, standardized Biology I EOC assessment.
3. **Social studies.** — Pass the statewide, standardized United States History EOC assessment. However, a student enrolled in an AP, IB, or AICE course that includes United States History topics who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2) meets the requirement of this subparagraph without having to take the statewide, standardized United States History EOC assessment.
4. **Foreign language.** — Earn two credits in the same foreign language.
5. **Electives.** — Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course.

**Merit Designation:** In addition to the requirements of s. 1003.4282, in order to earn the Merit designation, a student must attain one or more industry certifications from the list established under s. 1003.492.

6. Graduation Requirements for Transfer Students 1003.433 (1) F.S., 1003.4282(8) F.S.

Grade 11 and grade 12 students who enter a district high school from out-of-state or from a foreign country shall not be required to spend additional time in a district high school in order to meet the high school course...
requirements of the school district, if the student has met all the requirements of the district, state, or country from which they transferred. Such students who are not proficient in English shall receive immediate and intensive instruction in English language acquisition. Transfer students, however, must earn a 2.0 cumulative GPA and pass the grade 10 FCAT/FSA or concordant scores with score levels to receive a standard diploma.

They must also meet the requirements for State End-of-Course assessments in math. If the transcript shows a math credit which requires a passing state assessment, then the student must pass the assessment unless:

- the student earned a comparative score,
- passed an out-of-state subject assessment, or
- passed an out-of-state statewide mathematics assessment.

7. Military Dependent Transfer Students 1000.36 F.S.

The Interstate Compact on Educational Opportunity for Military Children specifies what local the education agency (LEA) must do to facilitate the on-time graduation of children of military families in Article VII:

A. LEA officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required graduation coursework so that graduation may occur on time.

B. States shall accept exit or end-of-course exams required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu of testing requirements for graduation in the receiving state. If these alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, the provisions of Article VII Section C apply.

C. If a military student transfers at the beginning of or during his or her senior year and is not eligible to graduate from the receiving LEA after all the alternatives have been considered, the sending and receiving LEAs must ensure the receipt of a diploma from the sending LEA, if the student meets the graduation requirements from the sending LEA. If one of the states in question is not a member of this compact, the member state shall use its best efforts to facilitate the on-time graduation of the student in Sections A and B of Article VII.

8. High School Awards and Honors

If a school chooses to delineate honor graduates, the following criteria shall be used based on unweighted grade point average (GPA) calculated on coursework completed by the last day of the school year:

- Summa Cum Laude: students with an unweighted GPA of 3.90 to 4.0
- Magna Cum Laude: students with an unweighted GPA of 3.70 to 3.89
- Cum Laude: students with an unweighted GPA of 3.50 to 3.69
- Honors: students with an unweighted GPA of 3.00 to 3.49

9. Valedictorian and Salutatorian Awards

In consideration for Valedictorian and Salutatorian status, the following criteria must be met:

- Student must qualify to receive a standard high school diploma with scholar designation, beginning with students entering 9th grade during the 2014-2015 school year.
- Senior class rank (Valedictorian & Salutatorian inclusive) shall be based on a 4.0 unweighted grade point average on all courses taken for high school credit to 2 decimal places unrounded.
- Calculations of GPAs for valedictorian and salutatorian shall be based upon coursework completed by the last day of the school year.
• Students graduating from a three-year 18 Credit Graduation Program are eligible for Valedictorian and Salutatorian status.
• Must complete the necessary coursework and test requirements to potentially qualify for Bright Futures Scholarship Awards at the Florida Academic or Medallion levels.
• Must be enrolled the entire year of graduation (includes early admission and school board approved courses provided through virtual instruction programs)
• Must earn credit in the following honors/advanced level courses:
  o (4) English
  o (4) Math
  o (3) Science
  o (3) Social Studies
  o (2) Credits in the same Foreign Language

Prior to the 2014-2015 school year, all high school taken at the middle school level for high school credit were considered honors level courses. Effective 2014-2015, high school courses earning high school credit at the middle school level will only receive honors credit when coded using the honors course codes listed in the state’s course code directory.

Grade forgiveness shall not be allowed for Valedictorian or Salutatorian consideration beginning with students entering 9th grade in the 2014-2015 school year.

10. Florida Bright Futures Scholarship Program

In 1997, the Florida Legislature created the Florida Bright Futures Scholarship Program and declared it to be the first education program funded each year from the Florida Lottery. This scholarship program rewards students for their academic achievements during high school by providing funding for them to pursue further educational and career goals. The program is voted on by the State Legislature each year. As a result, changes often occur in the program. Additional information is available on the Florida Department of Education web site at http://www.floridastudentfinancialaid.org/ssfad/bf/ or toll-free: 1-888.827-2004.

11. Certificate of Completion 1003.4282 (6) (c) F.S.

Students who are unable to meet graduation requirements for a Standard 24 credit diploma will receive a Certificate of Completion. A Certificate of Completion is not a diploma. It certifies that a student attended high school but did not meet all graduation requirements for a diploma. A certificate of completion may be awarded to students in the three-year, 18 credit graduation program.

A standard Certificate of Completion shall be awarded to a student who completes standard graduation course requirements but is unable to:
1. earn a passing score state assessments as designated by the Florida Department of Education, or a passing score on a standardized test that is concordant with passing scores on the assessment. See the Assessment section for listing of concordant scores,
2. achieve a cumulative grade point average of 2.0 or higher, or
3. complete all other requirements as prescribed by the School Board.

A student who has received a standard Certificate of Completion, who subsequently meets the requirements for a standard diploma, shall be awarded a standard diploma whenever the requirements are completed. Students shall be withdrawn using a code of W8.
12. Participation in the Graduation Ceremony

To be eligible to participate in the graduation ceremony, a student must meet one of the following requirements:

- completion of all graduation requirements (student will receive diploma),
- meet requirements for a Certificate of Completion

Graduates of the Suwannee Virtual School may be permitted to participate in the graduation ceremony of their home school pending approval of the school principal.

F. Course Substitutions and Exemptions

1. Interscholastic Sport(s) in Lieu of Physical Education Requirement

Participation in interscholastic sports at the junior varsity or varsity level, for two full seasons, will satisfy the one credit requirement in physical education if the student passes a competency test on personal fitness with 70% or higher score. The competency test on personal fitness is developed by the Department of Education. Students who complete two full seasons of an interscholastic sport and pass the Competency Test can satisfy the personal fitness graduation requirement but cannot be given a credit on the transcript. All students who choose to satisfy their physical education requirements by playing an interscholastic sport must complete additional credits in elective courses to meet the 24 credits required by the state for graduation.

2. JROTC in Lieu of Physical Education/HOPE and/or the Fine and Performing or Practical Arts Requirements

Completion of ROTC I and II can be used to waive both the physical education/Hope and the fine and performing or practical arts graduation requirements. Students using this waiver are still required to complete 24 credits for the standard diploma. These substitutions may not meet the qualifications for Bright Futures.

Physical Education/HOPE Waiver

Students enrolled in a Reserve Officer Training Corps (ROTC) course with a significant drill component shall satisfy the Physical Education graduation requirement with a grade of C or better in ROTC I and II. A waiver number of 1500450 shall be applied to ROTC I, and a waiver number of 1500460 shall be applied to ROTC II. Students will receive the grades and credits for ROTC I and II, and will be exempt from taking the HOPE course. No grade or credit will be received for the HOPE course. Students must pass both ROTC I and II with a grade of C or better in order to be eligible for the waiver of the physical education/HOPE graduation requirement.

Fine and Performing Arts/Practical Arts Waiver

Completion of one semester with a grade “C” or better in marching band class, physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class will satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or Section 504 plan.

3. Practical Arts Courses Substitutions
Some Practical Arts courses may be used to meet the Arts High School Graduation Requirement. 1003.428(2)(a)5. F.S. The current list is available at http://www.fldoe.org/core/fileparse.php/7746/urlt/1617PAcourses.pdf.

4. Career Education Course Substitutions

Students may substitute up to two credits in each of the non-elective subject areas of English, mathematics and science. The career program that is substituted for a non-elective academic course shall be funded at the level appropriate for the career education program. Career education course substitutions will not count toward state university system admission requirements. Specific information on career course substitutions can be found in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/1314.asp.

5. Awarding of Credit in English and World Language for Students Transferring From Out of the Country

Students transferring from out of the country may be granted credit for English if they took courses in their home language in their home country. They may also be granted credit for world language if they took courses in English in their home country.

G. Middle School Regular Program—Course Requirements 1003.4156 F.S.

In order to be promoted to grade 9, students are required to complete the following successfully:

1. three middle school or higher courses in English which emphasize literature, composition, and technical text
2. three middle school or higher courses in mathematics
3. three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education
4. three middle school or higher courses in science
5. one course in career and education planning to be completed in 7th or 8th grade (8th grade US History)
6. equivalent of one class period per day of physical education for one semester of each year required for students enrolled in grades 6 through 8.
7. career exploration using Florida CHOICES for the 21st Century or a comparable cost-effective program. The program must inform students of high school graduation requirements, high school assessments, college entrance test requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, career academy opportunities, and courses that lead to national industry certification. (1003.4156 F.S.)

Beginning with students entering grade 6 in 2012-2013, one of the social studies courses must be at least a one semester civics education course that includes the roles and responsibilities of federal, state and local governments; the structures and functions of the legislative, executive and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence and the Constitution of the United States. Beginning in 2013-2014, each student’s performance on the state Civics End-of-Course (EOC) assessment will be 30% of the final grade in the course.

The physical education requirement shall be waived for students who meet one of following criteria: (1003.455F.S.)
(1) The student is enrolled or required to enroll in a remedial course.
(2) The student’s parent indicates in writing to the school district that the parent requests that the student enroll in another course from among those courses offered as options by the school district,
(3) The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Students are required to receive 300 minutes of instruction during the school day. Physical activities outside the school day do not release students from the 300 minutes of instruction requirement. A student must take an approved, alternative middle school course if physical education course is waived.

H. Replacement of Middle School Courses

1. Grade Forgiveness of High School Credit by Middle School Students 1003.4282 (5) F.S.

Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade or the numerical equivalent of a C, D or F. In such cases, the district forgiveness policy must allow the replacement of the grade with a grade or the numerical equivalent of a C or higher, earned subsequently in the same or comparable course. For a grade of A or B, the course and grade cannot be forgiven; it will appear on the Student’s high school transcript, and will be used in the calculation of high school grade point average and for Bright Futures. (Section 1003.4282(5), F.S.)

I. Middle School Academic and Career Plans 1003.4156 (1)(e), F.S.

Each middle school student prior to entering grade 9 shall develop a four- to five- year academic and career plan based on postsecondary and career goals. Students and their parents shall choose an academic path from among the following:

- four-year college or university, community college plus university or military academy degree,
- two-year postsecondary degree,
- postsecondary career certificate,
- immediate employment or entry-level military service, or
- a combination of the above.

Each student’s plan will include a “path” of core courses and a recommended group of electives. Student academic and career plans shall be reviewed annually and may be changed if a student’s learning path changes. The career and education planning internet-based course may be taught in sixth, seventh or eighth grade, by any member of the instructional staff and is designed to help students become aware of the relationships that exist between education and career achievement as outlined in s. 1003.4156, F.S. For more information, visit the Educator’s Toolkit on Career and Education Planning at http://www.fldoe.org/workforce/ced.

The career and education planning course must:

- be customizable to each student, emphasize technology or the application of technology in career fields
- be research-based to assist students to identify education and career options and goals
- emphasize entrepreneurship skills
- provide diploma designation option details
- provide information on assessment, scholarship and opportunities to earn college credit in high school, including career dual enrollment courses.

Although statute does not require each school to hold a parent meeting, each school must inform parents about the course curriculum and activities.
J. High School Credit in Middle School 1003.4156 F.S., 1008.22 (3) (c) 2.a. F.S.

Middle school students may be enrolled appropriately in high school credit-earning courses. Courses will adhere to high school grading policy which may be found in the high school program section of the Student Progression Plan. Students taking Algebra I, Geometry or Biology or an equivalent high school course in middle school must take the EOC assessment and it will be 30% of the final grade in the course. Passing the Algebra I EOC assessment is a graduation requirement. Middle school students earning high school credit shall simultaneously be credited with meeting the requirements for the appropriate corresponding pre-grade 9 courses. High school courses taken below grade 9 are included in student’s cumulative GPA and may be used to satisfy high school graduation requirements and Bright Futures award requirements.

K. Middle School Credit Acceleration Program 1003.4295, F.S.

The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a specified score on the EOC. These courses include Algebra 1, Geometry, Biology, Algebra 2, and US History. The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, as defined in F.S. 1008.22(3)c 5 on the corresponding EOC. Students interested in this option should confer with their counselor. 1003.4295 F.S. The requirements and eligibility process is as follows:

1. The EOC will be administered only at the times established by the state assessment calendar.
2. The score necessary to earn credit will be determined by the state and applied in all situations.
3. Only credit (no grade) will be earned by meeting the passing score on the EOC.

L. Middle School Mid-Year Promotion

Mid-Year Promotion of Retained Students from 6th to 7th or 7th to 8th

In middle school, mid-year promotion is defined as promotion of a retained student at any time during the year of retention once the student has successfully completed the four (4) core grade academic requirements (language arts, mathematics, science, social studies) of the preceding grade level. Student grade level classification at the end of the first semester will determine which grade level of the state assessment is administered.

M. Middle Grades Retention 1008.25 (2) (c) F.S.

Retention may occur when the school’s instructional staff, through its Student Support Team or its equivalent, determines that the student demonstrates the need for additional time to attain appropriate academic knowledge and skills in order to meet required district and/or state performance standards. A student who is retained must be provided with instructional experiences different from those in the previous year’s program, taking into consideration the student’s individual learning needs and learning style. Only in exceptional cases will a student be assigned to any one grade more than two consecutive years. The district shall provide an appropriate alternative placement for a student who has been retained two or more years.

Options for Students Not Meeting Promotion Standards 1008.25 (2) (c) F.S.

There are two options if a student does not meet district or state promotion standards. Those options are as follows:

1. remediate before the beginning of the next school year and promote based on the student’s demonstrated mastery of appropriate grade level expectations/standards, or
(2) retain in a different program that takes into account a student’s unique academic needs and learning style.

**N. No Social Promotion/Administrative Placement 1008.25 (6) (a) F.S.**

Florida statute prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion or administrative placement at the next grade level without regard for student mastery of the appropriate State Standards.

**O. Assessment, Remediation and Intensive Requirement for Secondary Students**

1. **State Assessments 1003.43 (5), 1008.22 F.S.**

Participation in the statewide testing program is mandatory for all K-12 students attending public schools. The assessment of English Language Arts (Reading/Writing) shall be administered annually in grades 3-10, and the science assessment is given in grades 5 and 8. The assessment of mathematics shall be administered annually in grades 3-8.

End of course assessments (EOC) in Algebra I, Geometry, Algebra 2, Biology 1, US History, and M/J Civics are also assessed when the course is completed and the score earned is 30% of the final grade in the course. See the graduation chart in the appendix to clarify which cohorts are required to pass which assessments, and when each assessment contributes to 30% of the course grade.

2. **Concordant Scores for State Assessments 1003.4295 (5) 1003.429 (6)(a), 1003.43 (5)(a)**

To graduate from high school, students must earn passing scores on state assessments or passing scores on standardized tests that are concordant with passing scores on state assessments, as defined by State Board rule. Yearly, the Florida Legislature considers the authorization of the use of alternative assessment(s) for meeting high school graduation requirements. For the 2016-2017 school year, the following scores are recognized as having met the requirements for high school graduation: ACT Reading 19, SAT Reading 430, New SAT Reading Subtest 24, and Math PERT 97. These scores may change at the discretion of the Florida State Board of Education. The most current document, approved October 2016, is available here: http://www.fldoe.org/core/fileparse.php/7764/urlt/GradRequireFSA.pdf.

Students who enter high school in grades 11 or 12 can automatically apply passing concordant scores to meet the graduation requirement based upon their graduation cohort. There is no requirement regarding the number of attempts on state assessments before a concordant score may be applied.

Students may use a combination of SAT, ACT, PERT, and CPT scores to meet the high school graduation testing requirements.

3. **Assessment Opportunities for Private School Students**

Private school students are not eligible for state and district level standardized assessments through the Suwannee County School District, unless they are attending the private school funded through one of the scholarship opportunities currently available through the Florida Department of Education.
4. Assessment Considerations for Dependent Children of Military Personnel 1000.36 F.S.

A dependent child of a member of the United States Armed Forces who enters a district school in grade 12 from out of state or out of country and provides satisfactory proof of attaining a score on an approved alternate assessment that is concordant to a passing score on the grade 10 state assessment, shall satisfy the assessment requirement for a standard high school diploma.

5. PSAT Assessment for all 10th Graders

Each high school provides for the administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) or the ACT PLAN to all enrolled grade 10 students. However, a written notice shall be provided to each parent that shall include the opportunity to exempt his or her child from taking the assessment.

6. Assessment Opportunities for Home Education Students/Virtual Education Students

Opportunities to take state assessment tests (FCAT/FSA reading, writing, and EOC assessments) are available to home education students. Arrangements can be made through the district’s Home Education/Virtual Education Coordinator.

7. No Assessment Exemptions Based on Attendance 1003.33 (2) F.S.

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.

8. Assessment of New/Transfer Students State Rule 6A-1.09941 (F.A.C.) Revision

Students transferring into the district once the school year has begun shall be assessed immediately in reading and math to determine reading proficiency and to ensure proper course and remedial instruction placement. If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and that student’s transcript shows credit received in Algebra I or an equivalent course, the decision as to whether the student must take Florida’s EOC assessment in Algebra I, shall be made by the school principal as follows:

- A transfer student with high school credit in Algebra I will not take Florida’s Algebra I End-of-course (EOC) Assessment if the student passed a statewide, standardized EOC assessment in that course, if administered by the transferring school; achieved a passing score on the high school statewide assessment in mathematics required by the state from which the student transferred for purposes of satisfying the Elementary and Secondary Education Act, or if the student achieves an equivalent score on another assessment as identified pursuant to s. 1008.22(11).
- A transfer student will take Florida’s EOC assessment in Algebra I under all other circumstances and must pass the EOC assessment in order to qualify for a standard diploma. A student who transfers into a Florida public school in 2012-2013 as a junior (entered grade nine in 2010-2011) is not in a ninth grade cohort that requires an EOC assessment passing score in order for credit to be awarded for Algebra I, so the provisions in the rule related to EOCs do not apply.

P. Remediation
Each student who does not meet specific levels of performance in reading, writing, science and/or mathematics may be provided with scientifically research-based interventions as indicated by additional diagnostic assessments used to determine the nature of the student’s difficulty and areas of academic need. Remedial instruction shall continue until performance expectations are met as documented by demonstrating mastery, passing the state assessment(s) or graduating from high school.

1. Intensive Instruction Definition

“Intensive instruction,” whenever used in this document, means instruction that is deeply concentrated on very specific skills and is systematic and explicit. Such intensive instruction should be in addition to the comprehensive initial instruction all students receive. Intensive instruction is associated with the following characteristics:

- diagnosis/prescription targeted to specific skill development,
- variety of opportunities for repetitions,
- smaller chunks of text or content,
- guided and independent practice,
- skill development and practice integrated into all activities,
- frequent monitoring, and
- criterion-based evaluation of success.

Remedial instruction during high school may not be in lieu of English and mathematics credits taken for graduation. When Intensive Reading (Course # 1000410) or Intensive Mathematics (Course # 1200400) is used for remediation, it is counted as an elective.

2. Content of Remedial Instruction

All remedial instruction shall include effective, research-based standards-driven instruction. Each school shall use the materials listed in its section of the District’s Reading Plan as resources for remediation in reading.

3. Length of Remediation

Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics is encouraged to 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.

4. Parent Refusal for Remediation through Progress Monitoring and a Multi-Tiered System of Supports

The school district has the authority and responsibility to advise a student’s course of study. Statute requires a school to develop a MTSS in consultation with the parent, but it does not require parental approval, nor does it give the parent the right to veto a MTSS. The school is held accountable for the student’s success and may implement a MTSS without a parent’s approval. Students whose progress monitoring is an IEP, however, must have parent approval of the plan.

If the parent refuses to participate in the remedial strategies detailed in the MTSS because he or she believes the strategies are unnecessary or inappropriate, the parent may appeal to the principal. The principal shall provide a hearing officer, and the hearing officer shall make a recommendation for final action to the principal. Consistent with school board rules and in accordance with state statute [1012.28 (5) F.S.], the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. For more specific requirements, refer to the District’s Reading Plan located at www.justreadflorida.com.
5. **College Readiness 1008.30 (3) F.S., State BOE Rule 6A-10.0315**

As of 2014-2015, schools are no longer required to evaluate the college readiness of all students before the beginning of grade 12, regardless of their postsecondary plans. Schools may administer the Postsecondary Education Readiness Test (PERT) or equivalent test identified in State Board Rule 6A-10.315, F.A.C., to all students needing to demonstrate college readiness for participation in programs such as dual enrollment, career and technical programs, or for comparative scores to meet high school graduation requirements.

High schools are required to advise students that have taken the assessment of any identified deficiencies.

Reading/Writing/Mathematics for College Success is semester courses that have been developed to support the postsecondary preparatory instruction requirement. They align with the highest level of development education courses offered by Florida College System institutions and the Postsecondary Readiness Competencies.


Regardless of postsecondary preparatory requirements, students must also meet all other graduation requirements. The purpose of the postsecondary preparatory instruction requirement is (1) to prepare students for entry level college credit courses as well as gainful employment and (2) to reduce the number of high school graduates needing college remediation before enrolling in college-level courses.

State Board Rule 6A-10.0315 established approved placement assessments and cut scores for entry into college level coursework as provided in the table below. A student who has met the cut-score on any of these tests does not need to take the PERT.

<table>
<thead>
<tr>
<th>Placement Assessment</th>
<th>Writing Cut Score</th>
<th>Reading Cut Score</th>
<th>Math Cut Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPT</td>
<td>83</td>
<td>83</td>
<td>72</td>
</tr>
<tr>
<td>SAT-I</td>
<td>440</td>
<td>440</td>
<td>440</td>
</tr>
<tr>
<td>ACT</td>
<td>17</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

Students who demonstrate readiness by achieving the minimum test scores established by the State Board and enroll in a Florida College System institution within two years of achieving such scores shall not be required to retest or enroll in remediation when admitted to any Florida College System institution. Academic credit courses to prepare students for college success include:

- Reading for College Success (1008350) – .5 credit semester course
- Writing for College Success (1009370) – .5 credit semester course
- English 4: College Prep (1001405) – 1 credit year long course.
- Math for College Readiness (1200700) – 1 credit year long course.

To eliminate adding additional graduation requirements, schools could schedule students for English IV: Florida College Prep (1001405), a 1 credit high school course which may be used as one of the four English courses required for graduation.

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Q. **Progress Monitoring 1008.25 (4) (b) 1, 2, 3 F.S.**

One of three types of progress monitoring shall be developed in consultation with the parent/guardian for any student not meeting district or state proficiency levels in reading, writing, science or math. Consultation is defined
as a conference, a conversation via email, phone, or written exchange. School personnel shall use all available resources to achieve parent understanding of, and cooperation with, the progress monitoring requirements.

The three types of progress monitoring from which to choose are as follows:
1. a federally required student plan such as an individual education plan (IEP),
2. a school-wide system of progress monitoring for all students, or
3. individualized progress monitoring.

All progress monitoring shall be tailored to identify the individual assistance deemed necessary to remedy a student’s diagnosed deficiencies. The progress monitoring must clearly identify:
1. the specific diagnosed academic need(s) to be remediated,
2. the success-based intervention strategies to be used,
3. How, when, how often, by whom and how long intensive remedial instruction is to be provided, and the monitoring and reevaluation activities to be employed.

Schools shall monitor the progress of students needing reading intervention a minimum of three times a year and adjust interventions based on data.

Parent Refusal for Remediation through Progress Monitoring and a Multi-Tiered System of Supports (MTSS)
The school district has the authority and responsibility to advise a student’s course of study. Statute requires a school to develop a MTSS in consultation with the parent, but it does not require parental approval, nor does it give the parent the right to veto a MTSS. The school is held accountable for the student’s success and may implement a MTSS without a parent’s approval. Students whose progress monitoring plan is an IEP, however, must have parent approval of the plan. If the parent refuses to participate in the remedial strategies detailed in the MTSS because he or she believes the strategies are unnecessary or inappropriate, the parent may appeal to the principal. The principal shall provide a hearing officer, and the hearing officer shall make a recommendation for final action to the principal. Consistent with school board rules and in accordance with state statute [1012.28 (5)F.S.], the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. For more specific requirements refer to the District’s Reading Plan on the SCSD website: http://www.suwannee.k12.fl.us

GRADING AND NOTIFICATION PROCEDURE

A. Reporting Student Progress

1. Report Cards 1003.33 F.S.

Report cards provide the student and the student’s parents with an objective evaluation of scholastic achievement with indicators of progress. Report cards shall clearly depict and evaluate the following:
- the student’s academic performance in each class or course in grades K through 12 based on examinations as well as other appropriate academic performance items,
- the student’s performance at his or her grade level,
- the student’s conduct and behavior, and
- the student’s attendance

All schools shall use the district’s approved report card as the primary means of reporting student progress.

Report cards shall be issued at the end of each grading period on uniform dates as adopted annually on the official school year calendar. Grades shall be issued to all students in attendance. Students transferring into the district after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.
2. Interim Progress Reports

Interim progress reports shall be issued to all students in grades 1-12 at the midpoint of each regularly established grading period on uniform dates as adopted annually on the official school calendar. Interim reports may be done via parent conferences as well as through reporting forms.

High schools will notify parents in writing via US Mail at the end of each school year of a high school student that is not maintaining an on-time track toward graduation with their 9th grade cohort.

In addition, parents of seniors will be notified at the end of the first semester of their child's failure to maintain an academic standing necessary for graduation. This notification will be made by US Mail.

B. High School Grading System

1. Grading Scale 1003.437 F.S.

The following grading scale is used by all schools in Suwannee County:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding Progress</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>Above Average Progress</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>Average Progress</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>Lowest Acceptable Progress</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
</tbody>
</table>

2. Exam Exemptions 1003.33 (2) F.S.
All courses without a state-mandatory EOC are required to have an End-of-Course assessment or semester/final exam. Suwannee County School District does not provide for exemptions from mid-term, semester or final exam based on attendance. The exam can be teacher developed, district developed or part of an advanced program organization.

D. Grade Forgiveness 1003.428 (5) F.S.

1. Grade Forgiveness of High School Credit by Middle School Students

High school level courses taken below grade 9 may be used to satisfy high school graduation requirements and Bright Futures award requirements. Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade of C, D or F or the numerical equivalent of C, D or F. In such case, the district forgiveness policy must allow the replacement of the grade with a grade of C or higher, or the numerical equivalent of a grade of C or higher, earned subsequently in the same or comparable course. For a grade of A or B the course and grade cannot be forgiven and will appear on the student’s high school transcript and will be used in the calculation of high school grade point average and for Bright Futures. (Section 1003.428 (5) F.S.)

2. Grade Forgiveness for High School Students 1003.428 (5) F.S.

State law requires a cumulative 2.0 GPA to graduate. Forgiveness policies for required courses shall be limited to replacing a grade of D or F, or their numerical equivalent, with a grade of C or higher, or its numerical equivalent, earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of D or F, or their equivalent, with a grade of C or higher, or its equivalent, earned subsequently in another course. These restrictions on forgiveness do not apply to students below grade 9 taking high school courses. Such students may repeat a course for forgiveness with grades C or below. Any course credit not replaced according to the district’s forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation.

E. National Collegiate Athletic Association (NCAA)

College-bound student athletes will need to meet more rigorous academic rules to receive a scholarship at NCAA Division I colleges or universities. A student who enters a NCAA Division I college or university on or after August 1, 2016 (entered ninth grade 2012-2013), will need to meet new academic rules in order to receive athletics aid (scholarship), practice, or compete during their first year. The changes include the following:

- Minimum core-course GPA of 2.300 required
- Change in GPA and test-score index (sliding scale)
- Ten core courses required before the seventh semester of the senior year

A student who enters a NCAA Division II college or university after August 1, 2013, will be required to complete 16 core courses instead of the current 14.

For information on the rules, visit http://web1.ncaa.org/hsportal/exec/links?linksSubmit=ShowActiveLinks.

F. Parent/Student/Teacher Notifications and Public Reporting
1. **Parent Notification of Student Retention**

Parents shall be notified in writing when it is apparent that the student may need to be retained. Ongoing communication with the parents shall be maintained.

2. **Student and Parent Notification of Student Declaration to Withdraw from School**

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

The following steps must also be taken:

- The school shall notify the student’s parent of receipt of the student’s declaration of intent to terminate school enrollment.
- The student’s guidance counselor or other school personnel shall conduct an exit interview with the student to determine the reasons for the student’s decision to terminate school enrollment and actions that could be taken to keep the student in school.
- The student shall be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation.
- The student shall complete a survey to provide data on reasons for terminating enrollment and actions taken by schools to keep students enrolled.

3. **School Notification of Students on Community Control**

If a juvenile on community control attends a regular educational school program, then the identity of the juvenile and the nature of the felony offense shall be made known to each of the student’s teachers and appropriate district staff. District level personnel shall notify the principal of any student who has been charged with a criminal offense.

4. **Annual Reporting of Student Progress in Local Newspaper 1008.25 (8) (b) F.S.**

The district shall publish annually in the local newspaper, and report in writing to the State Board of Education by September 1 of each year when the information has been made available by the state, the following information on the prior school year:

- the provisions of the law relating to 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 state assessment,
- by grade, the number and percentage of all students retained in grades 3-10,
- information on the total number of students who are promoted for good cause by each category of good cause, and
- any revisions to the district School Board’s policy on retention and promotion from the prior year.

5. **Parent Notification of Student’s Annual Progress**
Each year, schools shall provide parents with a report of the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student’s results on each statewide assessment test. This report traditionally accompanies the last report card of each year but may be sent at an earlier date as determined by the school. In addition, progress reporting information shall be provided to parents.

6. Parent Notification of Remediation

Parent notification shall be documented when a student is being remediated in reading, writing, science and/or math and is being considered for retention. School personnel shall use available resources to achieve parent understanding and cooperation regarding a student’s remediation, progress monitoring plan, and possible retention. Parents shall be informed of student progress via quarterly report cards and conferences as deemed necessary by the school.

7. Parent Notification of Student Assignment to Remedial Classes in Middle School

Parents of middle school students with below proficiency scores on the state assessment in reading and/or math shall be notified when their student is placed in an intensive reading or intensive mathematics class or a content-area class focused on reading strategies in lieu of an elective. The notification shall explain that placement in the course is based on the student’s need to master Standards in reading and/or math as evidenced by a score of Level 1 or Level 2 on the most recent state assessment.
A. Eligibility and Programs

Suwannee County School District actively seeks to locate students with needs for exceptional student education. The term “exceptional student” includes, but is not limited to, students participating in the following programs:

- Autism Spectrum Disorder
- Deaf or Hard of Hearing
- Developmentally Delayed
- Dual-Sensory Impaired
- Emotional/Behavioral Disability
- Gifted
- Hospital/Homebound
- Language Impaired
- Orthopedically Impaired
- Other Health Impaired
- Specific Learning Disabled
- Speech Impaired
- Traumatic Brain Injured
- Visually Impaired
- Intellectual Disability

State Board Rule determines the requirements for eligibility for a program as provided in the district Exceptional Student Education Policies and Procedures manual (SP&P). A copy of each school district’s SP&P can be found at the following link: http://www.fldoe.org/academics/exceptional-student-edu/monitoring/ese-policies-procedures-spp.stml

B. Student Performance Goals and Objectives

All students having difficulty meeting promotional requirements shall be monitored carefully by the Multi-Tiered System of Supports (MTSS) Student Support Team or its equivalent. Eligibility for an Exceptional Student Education program may be considered upon completion of appropriate interventions and activities. Individual Education Plan (IEP) teams determine the appropriate ESE program placement for students with disabilities based on their individual needs. Specially designed instruction will be provided by an ESE teacher or other service provider in the Least Restrictive Environment (LRE) as determined by the IEP team. In most cases, this will be in the regular education classroom with their non-disabled peers but some students with disabilities may require instruction in a separate environment for a portion of the day.

C. Curriculum and Instruction

The Instructional Accommodations for students with disabilities are changes to the way a student with disabilities accesses curriculum, demonstrates learning, or how he or she is tested. Accommodations do not change the content of the standards, but may require a change of instructional methods, materials, assignments, time demands and schedules, learning environment, and special communication systems or assistive technologies. These accommodations must be developed and documented on the student’s IEP.

Most students with disabilities can achieve general state content standard mastery pursuant to rule 6A-109401, F.A.C. Effective accommodations must be in place to support involvement of students with disabilities in general education. Students in exceptional student education programs who are using general state content standards to attain a standard diploma will have to meet the same requirements. The student’s Individual Education Plan (IEP)
will address the areas of academic need and accommodations to the general curriculum. Students with disabilities participate in the districts K-12 Comprehensive Reading Plan and supplemental and intensive instructional supports as appropriate.

The general state content standards are the foundation of curriculum, instruction, and assessment for all Florida students. However, students with significant cognitive disabilities utilize Access Pointes to access the general curriculum. Access Points consist of skills that are clearly linked to the general education content but the content is reduced in depth and complexity to provide access to the standards, while still providing rigor and challenging academic expectations.

Students with disabilities who are receiving instruction based on the access point standards for students with significant cognitive disabilities will participate in the Florida Alternative Assessment. IEFP teams are responsible for determining whether a student with a disability will be instructed on the general Florida Standards and assessed with the FSA/EOC assessments or the Access Points Standards and assessed with the Florida Alternative Assessment (FAA) as outlined in Rule 6A-1.0943(4), Florida Administrative Code.

D. Reporting Student Progress

All parents will be notified of their child’s achievement during the school year with at least the same frequency as that of non-disabled peers enrolled in the same school. Progress toward IEP goals will be reported to the parent at the time designated on the IEP.

Report Cards and Grading

- A student’s placement in an Exceptional Student Education Program may not be designated on the report card due to FERPA (Family Education Rights and Privacy Act).
- Students with disabilities must receive a report regarding progress toward IEP goals and objectives along with the report card.
- Students may not be discriminated against in grading because of their disability. Teachers may not unilaterally decide to use an individual grading system for a student with disabilities.
- A student with a disability shall not be penalized with a lower grade for using accommodations.

E. Assessment of Student Performance

The general expectation of state and district assessment systems is that all students participate in assessment for accountability purposes.

The decision to include or exclude a student with disabilities in state and district testing shall be made annually by the Individual Educational Plan (IEP) team. Students must be afforded the appropriate modifications for assessment. Testing should result in an accurate reflection of the individual’s educational achievement. However, a student’s disability may be such that alternative assessment measures would be more meaningful and appropriate than participating with modifications in assessments provided by the state or district.

This decision should be guided by past performance of the student, and whether the student is pursuing a course of study to obtain a regular high school diploma. Given these considerations, students who require a differentiated curriculum as outlined on the IEP may be exempted from participating in regularly scheduled state and district assessments. Students exempted from statewide testing must be provided an alternative assessment to reflect student achievement.
1. State and Local Assessment

State Board rule 6A-1.0943, FAC provides the basis for accommodations to Florida’s statewide assessment system for students with disabilities who have an IEP.

The Division of Public Schools shall develop the modified test instruments required herein and provide technical assistance to school districts in the implementation of the modified test instruments and procedures.

Each school board shall implement appropriate modifications of the test instruments and test procedures established for issuance of a standard or special high school diploma, pursuant to Rules 6A-1.0942, 6A-1.095, and 6A-1.0995, FAC, within the limits prescribed herein.

The modifications are authorized, when determined appropriate by the school district superintendent or designee, for any student who has been determined to be an eligible exceptional student pursuant to Rules 6A-6.0301 and 6A-6.0331, FAC, and has a current individual educational plan, or who has been determined to be a handicapped person pursuant to Rule 6A-19.001(6), FAC. Students classified solely as gifted shall not receive any special test modifications. Satisfaction of the requirements of Rule 6A-1.0942, FAC, by any of the above modifications shall have no bearing upon the type of diploma or certificate issued to the student for completing school.

In no case shall the modifications/accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

- Accommodations should facilitate an accurate demonstration of what the student knows or can do.
- Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test; the underlying skills that are being measured by the test must not be changed.
- Accommodations must be the same or nearly the same as adaptations used by the student in completing classroom instruction and assessment activities.
- Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill or mastery.

All students, including those with disabilities, must participate in the state’s assessment and accountability system. Students with disabilities who are following the general education program and pursuing a standard route to a standard diploma shall participate in the same state and district assessments as their general education peers, including the FCAT, FSA, and EOC exams. If students with disabilities receive testing accommodations, the accommodations must be listed in the student’s Individual Education Plan (IEP) and be utilized regularly during classroom instruction and assessment. Allowed accommodations are listed in the procedures manual for each specific test.

Legislation provides for a waiver of the FSA as a requirement for graduation with a standard high school diploma for students with disabilities, and an IEP, whose abilities cannot be accurately measured by the statewide assessments. The individual education plan team may request a waiver of the FSA requirement for a stand high school diploma for those students identified in the Enhanced New Needed Opportunity for a Better Life and Education for Students with Disabilities Act (ENNOBLES) who also meet the requirements set for in Sections 1003.4282. Students with disabilities with Section 504 plans are not eligible for a waiver.

2. Alternate Assessment Guidelines

The use of an alternate assessment is an individual decision for students who have been excluded from taking the general statewide or district assessments and have cognitive disabilities that limit their ability to achieve the State
Performance Standards. Alternate assessment for students in exceptional education will mirror the assessments of students participating in district and state assessment programs at each grade level by subject area. The standards assessed at the appropriate grade levels will be based on the State Performance Standards Access Points for students with significant cognitive disabilities.

The Statewide Alternate Assessment for students in grades 3-11 that addresses the State Performance Standards Access Points for students with significant cognitive disabilities will be utilized to determine the appropriate level of the student. For kindergarten-grade 2 students, an approved alternate assessment or combination of alternate assessments will be given.

The alternate assessment will include scoring criteria that clearly identifies how the student’s performance is to be judged.

Documentation of the alternate assessment will include: student name, date of assessment, person conducting assessment, and score received by the student or description(s) of behavior observed and description of activities and scoring criteria used to judge student performance.

The alternate assessment results will be reported to the parent around the same time period as other state assessment reports are sent out. Alternate assessment results will also be used to plan the student’s IEP, report progress toward mastery of annual goals, and plan the instructional program for the next year.

State Board of Education Exemption

Upon receipt of a written request from the superintendent, the Commissioner may exempt an exceptional student or one who has been determined to be a person with a disability pursuant to Rule 6A-19.001(6), FAC, from meeting specific requirements for graduation, due to extraordinary circumstances which would cause the results of the testing to not represent the student’s achievements, but rather reflect the student’s impaired sensory, manual, speaking or psychological process skills. The written request must document the specific extraordinary circumstances, which prevents the students from meeting the requirements of Rules 6A01.0942 and 6A-1.095(4), FAC.

F. Standards and Promotion Criteria

For students enrolled in exceptional student education programs, promotion or movement between grades and levels (primary, intermediate, secondary) will be a reflection of successful completion of IEP goals and objectives, mastery of State Performance Standards, State Performance Standards for Special Diploma or Community Employment competencies, (whichever is applicable), chronological age, or social-emotional maturity.

1. Decisions regarding the promotion/retention of 3rd grade students with disabilities must be based on provision of S.1008.25 (5) (b), Florida Statutes. A small number of students with disabilities may be promoted if they meet requirements for good cause.
2. Decisions to promote are made by the principal based on the recommendation of the IEP Team. Participation in the regular state assessment program shall be available to all exceptional students.
Articulation staffings shall be held on students moving from school to school (ex. PK-K, Elementary-Middle, Middle-High).

**G. Graduation Requirements - Standard Diploma**

A standard high school diploma will be awarded to students who meet the requirements as referenced in the secondary education section of this Student Progression Plan, demonstrate mastery of the State Performance Standards that apply, and pass such demonstrated test. In Rule 6A-0.312, FAC, School boards shall provide accommodations to basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma. School boards shall modify vocational courses and programs of study, as necessary, to assure exceptional students the opportunity to meet graduation requirements for a standard or a special diploma.

1. Accommodations to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards, which a student must master to earn credit, must be specified on the student’s individual educational plan.

2. Accommodations to basic or vocational courses may include any of the following:
   a. The instructional time may be increased or decreased
   b. Instructional methodology may be varied.
   c. Special communications systems may be used by the teacher or the student.
   d. Classroom and district test administration procedures and other evaluation procedures may be adjusted as specified in Rule 6A-1.0943, FAC., to accommodate the student’s disability.

3. When making accommodations to basic courses, the school board shall use one of the following strategies:
   a. Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students, or
   b. Assignment of the exceptional student to a basic education class for instruction which accommodates the student’s exceptionality.

4. The IEP team shall determine which of these strategies to employ based on an assessment of the student’s needs and shall reflect this decision in the student’s Individual Educational Plan. Course accommodations will be used to facilitate student participation in the general curriculum to the extent possible. At least one regular education teacher will be involved in IEP development and the determination of course accommodations.

5. Exceptional students enrolled in basic courses utilizing the strategy described in Rule 6-A.0312(3)(a), FAC., shall be counted as exceptional student special program cost factors only if the class is being taught in a special program for exceptional students, by a qualified teacher in accordance with Rule 6A-1.0503, FAC.

6. Students failing the state assessment will be remediated and/or retested at the time designated by the state during the eleventh or twelfth grade. Seniors not passing the state assessment, but having successfully completed courses that meet standard diploma graduation requirements and whose abilities cannot be accurately measured by the statewide assessment test, may meet waiver options as a requirement for a standard high school diploma. Waiver requirements include students:
a. who are currently seniors in high school with an Individual Educational Plan (IEP),

b. who have met the graduation requirement of 24 academic credits with a cumulative 2.0 or better grade point average (GPA) and any other district requirements,

c. who have taken the state assessment at least once in the 10th grade and once in the 11th grade, but have not attained a passing score, and

d. For whom the Individual Educational Plan (IEP) team determines that the state assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations.

7. Students enrolled in 9th grade prior to 2014-2015, who have not yet declared intent to pursue a standard diploma, may select and move between courses of study leading to Standard or Special Diplomas as appropriate. (Rule 6A.0996 (2) FAC).

<table>
<thead>
<tr>
<th>24 credit standard diploma option available to all students, including students with disabilities.</th>
<th>24 credit standard diploma option with academic and employment requirements, available only to students with disabilities.</th>
<th>24 credit standard diploma option available only to students with significant cognitive disabilities, who take access courses and the alternate assessment.*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 Credits English Language Arts (ELA)</strong></td>
<td>Must earn credits for all of the courses listed in the first column. May substitute a CTE course with content related to English for English IV.</td>
<td>Must earn credits for all of the courses listed in the first column. May substitute access courses for general education courses. May substitute a CTE course with content related to English for English IV.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4 Credits Mathematics</strong></td>
<td>Must earn credits for all of the courses listed in the first column. May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry).</td>
<td>Must earn credits for all of the courses listed in the first column. May substitute access courses for general education courses. May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry).</td>
</tr>
<tr>
<td>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)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3 Credits Science</strong></td>
<td>Must earn credits for all of the courses listed in the first column. May substitute a CTE course with content related to science for one science credit (except for Biology I).</td>
<td>Must earn credits for all of the courses listed in the first column. May substitute access courses for general education courses. May substitute a CTE course with content related to science for one science credit (except for Biology I).</td>
</tr>
<tr>
<td>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).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3 Credits Social Studies</strong></td>
<td>Must earn credits for all of the courses listed in the first column. May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History).</td>
<td>Must earn credits for all of the courses listed in the first column. May substitute access courses for general education courses. May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History).</td>
</tr>
<tr>
<td>1 credit in World History 1 credit in U.S. History .5 credits in U.S. Government .5 credits in Economics with Financial Applications</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts**

<table>
<thead>
<tr>
<th>8 Elective Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must include 0.5 credits in an employment based course.</td>
</tr>
<tr>
<td>May include ESE courses.</td>
</tr>
<tr>
<td>May include employment based course/s.</td>
</tr>
</tbody>
</table>

**1 Credit Physical Education to include the integration of health**

<table>
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<tr>
<th>1 Online course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online course may be waived by IEP team.</td>
</tr>
<tr>
<td>Students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments unless a waiver of assessment results is granted by the IEP team.</td>
</tr>
</tbody>
</table>

*Parental consent is required before a student may take access courses.

**Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/articulations/CCD/default.asp.

### H. Graduation Requirements - Special Diploma

Students enrolled in 9th grade prior to 2014-2015, who have been properly classified in accordance with rules established by the state board as educable mentally handicapped, trainable mentally handicapped, hearing impaired, specific learning disabled, emotional behavior disorder, profoundly handicapped, autism spectrum disorder, physically impaired, or language impaired shall not be required to meet all requirements for a standard diploma and shall, upon meeting all applicable requirements for a special diploma, be awarded a special diploma in a form prescribed by the state board rule. Students may use basic, vocational, and exceptional student education courses as appropriate for meeting graduation requirements. Students may select and move between the Special Diploma options, and between courses of study leading to Standard or Special Diploma, as appropriate. Nothing contained in this rule shall be construed to limit or restrict the right of an exceptional student solely to a Special Diploma. School board shall award Special Diplomas based on two (2) options. The IEP Committee will determine which of the following options for a Special Diploma is most appropriate to meet the needs of students with disabilities. This decision will be documented in the Individual Educational Plan.

**Option 1**

a. The State Performance Standards for Special Diploma are 14 high school exit standards set by the State of Florida that students with disabilities must achieve in order to be awarded a Special Diploma under Option 1

b. Minimum required credits for students **entering ninth grade in 2007-2008 and thereafter:**
   - Academics – 9, Electives – 15, for a TOTAL of 24.

c. Attain 2.0 grade point average

**Option 2**

Option 2 is based on mastery of employment and community competencies. Students may enter a course of study leading to graduation under Option 2 at a date no earlier than the second term of the year in which his/her original class will complete regular graduation.
a. Employment and community competencies. The school board’s requirements for demonstration of mastery of specified employment and community competencies shall ensure:
   1. The student has achieved all the annual goals and short-term objectives, which were specified on the IEP, related to the employment and community competencies.
   2. The student is employed in a community-based job, for the number of hours per week specified in the student’s training plan, for the equivalent of one (1) term, and paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act.
   3. The student has mastered the employment and community competencies specified in a graduation training plan. The training plan shall be developed and signed by the student, parent, teacher, and employer prior to placement in employment and shall identify the following:
      a. The expected employment and community competencies
      b. The criteria for determining and certifying mastery of the competencies
      c. The work schedule and the minimum number of hours to be worked per week, and
      d. A description of the supervision to be provided by school district staff.

I. Types of Certificates

1. Certificate of Completion
A student who has met all requirements for graduation with a standard diploma with the exception of passing the state assessments or being granted a waiver shall be awarded a Certificate of Completion.

2. Special Certificate of Completion
A student who has met the credit requirements as specified for a special diploma, but fails to master the State Performance Standards for Special Diploma, or requirements for Option 2 (as applicable) shall be awarded a Special Certificate of Completion.
A. Placement

Students in the English for Speakers of Other Languages (ESOL) program are commonly referred to as English Language Learners (ELLs). ELLs shall be placed in appropriate courses designed to provide ESOL instruction in English and the basic subject areas of mathematics, science, and social studies. Upon enrollment, and ELL student must have verification of the DEUSS (date entered US Schools).

The ELL Committee, which is composed of the principal or designee, an ESOL/language arts teacher, the guidance counselor, and any other instructional personnel responsible for the instruction of ELLs, shall make recommendations concerning the appropriate placement, promotion and retention of English Language Learner students. Parents/guardians of students being reviewed shall be invited to participate in the meetings.

Criteria to be utilized in making appropriate placement decisions include the following:
- academic performance and progress of a student based on formal and/or alternative assessments in English and/or the student’s native language,
- progress, attendance and retention reports, and
- Number of years the student has been enrolled in the ESOL Program.

B. Assessment, Retention and Promotion

1. Assessment

In general, all ELLs participate in the state’s assessment and accountability system. As part of the No Child Left Behind legislation, all ELLs shall be assessed annually in reading, writing, listening and speaking.

2. Retention

Retention of an ELL is based on unsatisfactory performance in reading, writing and mathematics as determined by the Student Support Team, in conjunction with the ELL Committee. Students cannot be retained based solely on English language acquisition.

3. Promotion in Grade 12 1003.433 (3) F.S.

Students who have been enrolled in an ESOL program for less than two (2) years and have met all requirements for a standard high school diploma except for passing the grade 10 FCAT or having a concordant score may receive immersion English language instruction during the summer following their senior year (to the extent funding is provided in the General Appropriations Act.) Students receiving such instruction are eligible to take the FCAT or other assessments that provide a concordant score.

C. Awarding of Credit

ELLs shall be given credit toward fulfilling graduation requirements in English for each English for Speakers of Other Languages (ESOL) English course completed satisfactorily. Credit shall also be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily through ESOL instruction.
Appendix A: Required Instruction (1003.42 F.S.)

Florida Statute, 1003.42, provides for required courses and instruction to ensure that students meet State Board of Education adopted standards. Most specifically, members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction.

State Board of Education Rule 6A-1.09412 Course Requirements - Grades K-12 Basic and Adult Secondary Programs reads: A course description directs district personnel by providing the essential content and course requirements for each course in grades K-12 contained in the “Course Code Directory and Instructional Personnel Assignments” adopted by Rule 6A-1.09441, F.A.C. Course requirements approved by the State Board of Education and are (available) online.

The Course of Study for the Suwannee County School System shall consist of subjects and courses selected from the current edition of the Course Code Directory and Instructional Personnel Assignments (CCD) published annually by the State of Florida, Department of Education.

Student schedules may reflect course code numbers by subject or as self-contained as appropriate. Regardless of scheduling techniques minimum time requirements for instruction shall be met as outlined above and include courses from a school Course of Study approved annually.

All classes will provide appropriate instruction designed to ensure that students meet Florida Standards. Careers and vocational awareness will be integrated into the curriculum. Technology will be an integral tool in the elementary instructional program. Students will understand and utilize technology as a source of information and an application of data for problem-solving. Members of the elementary instructional staff shall use approved materials and resources to teach the following:

a) 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, and how they form the philosophical foundation of our government.

b) The history, meaning, significance, 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 the structure of our government.

c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

d) Flag education, including proper flag display and flag salute.

e) 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.

f) 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.

g) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

i) The elementary principles of agriculture.
(j) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

(K) Kindness to animals.

(l) The history of the state.

(m) The conservation of natural resources.

(n) Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal health; prevention and control of disease; and substance use and abuse.

(o) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.

(p) The study of Hispanic contributions to the United States.

(q) The study of women’s contributions to the United States.

(r) The nature and importance of free enterprise to the United States economy.

(s) A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

(t) In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans’ Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

Specifics on courses and/or time requirements are outlined below and/or those approved annually in accordance with each individual school Course of Study.
APPENDIX B: High School Graduation Requirements

Additional information on each cohort’s graduation requirements can be found at https://www.fldoe.org/bii/studentpro/grad-require.asp