

***2011-2012 STUDENT PROGRESSION PLAN
FRANKLIN COUNTY SCHOOL DISTRICT***

DATE APPROVED:

JULY 21, 2011

**WE HEREBY CERTIFY THE 2011-2012 STUDENT PROGRESSION PLAN FOR THE FRANKLIN
COUNTY SCHOOL DISTRICT HAS BEEN REVIEWED AND APPROVED.**

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I. PURPOSE

The purpose of this document, the Student Progression Plan for the Franklin County Public Schools, 2011-2012 school year, is to present to school personnel, parents, students and other interested citizens, the Board rules and administrative procedures required to implement state legislative and local board student progression requirements.

In June, 1976, the Florida State Legislature passed into law the **Educational Accountability Act of 1976** which includes a statutory requirement that each school district in the State of Florida establish a comprehensive program for student progression. The act specifically required that:

- A. Each district school board shall establish a comprehensive program for student progression, which shall be based upon an evaluation of each student's mastery of standards approved by the State Board.

- B. The district program for student progression shall be based upon local goals and objectives which are comparable with the state's plan for education and which supplements the student performance standards approved by the State Board of Education. Particular emphasis, however, shall be placed upon the student's mastery of the **Next Generation Sunshine State Standards**, specifically in reading, mathematics, writing, language arts, social studies and science before he/she is promoted. Other pertinent factors considered by the teacher before recommending that a student progress from one grade to another shall be prescribed elsewhere in this document. **Common Core State Standards for English/Language Arts and Mathematics** were adopted by the Florida State Board of Education in 2010. Common Core Standards are to be fully implemented with the beginning of the 2013-14 school year.

- C. Each district school board shall establish standards for graduation for its secondary schools. Such standards shall include, but not be limited to, mastery of the Next Generation Sunshine State Standards and satisfactory performance on the **Florida Comprehensive Assessment Test (FCAT) or Florida End-of-Course (EOC) Assessments** as determined by the State Board of Education and the completion of the minimum number of credits required by the district school board. Each district shall develop procedures for the remediation of those students who are unable to meet such standards. Based on these standards each district shall provide for the awarding of certificates of attendance, special diploma, and standard diploma and may provide for differentiated diplomas to correspond with the varying achievement levels or competencies of its secondary students.

The goal of the Student Progression Plan is to provide direction for students to learn. It is not to encourage or prescribe failure, but rather to prevent it. The plan encourages programs that provide for the attainment of district standards, and also, assists those who do not accomplish certain standards within a specific time period.

II. GENERAL PROCEDURES FOR STUDENT PROGRESSION PLAN

- A. The Franklin County School District has established a comprehensive program for student progression which includes:
1. Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
 2. Specific levels of performance in reading, writing, science, and mathematics for each grade level including the levels of performance on statewide assessments as defined by the commissioner, below which a students 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.
 3. Appropriate alternative placement for a student who has been retained two (2) or more years.
 4. Allocation of resources for remedial and supplemental instruction for students who are deficient in reading by the end of grade 3, grade 5 and grade 8 and for students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression.
- B. Teachers will notify parents in writing by the mid-term of each grading period when it is apparent that the student may fail or he/she is performing unsatisfactory/below grade level.
- C. Parents must be notified in writing by the end of the first semester (or the middle of a semester for semester courses) if the student is having difficulty, performing below grade level and may fail the grade or course. After this date, each student must continue to satisfactorily complete assignments to assure promotion or course completion.
- D. School personnel should utilize all available resources to achieve parent understanding and cooperation regarding a student's grade placement. The School Instructional Team's decisions and recommendations regarding grade placement should be based on careful study of all indicators of the student's progress and of educational alternatives provided. The final decision as to grade placement, however, is the responsibility of the principal.
- E. Based on s. 1008.25(5)(b), F.S., if a student's reading deficiency identified in kindergarten, grade 1, grade 2, or grade 3 is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained, except if promoted for good cause. Beginning in 2010-11, the district revised the mandatory retention policy to include students in grade 5 and grade 8 who do not score level 2 or higher on the statewide assessment test in reading.
- F. In addition to mastering the state and district standards, students are required to pass the **Florida Comprehensive Assessment Test (Grade 10)**, and beginning with students entering grade 9 in 2011-12, students are required to pass the **Algebra I End-of-Course Assessment** before a standard diploma is awarded. Concordant scores for the Grade 10 FCAT will meet the state requirement as follows: Reading – ACT 18; SAT 420 and Math – ACT 15; SAT 340.
- G. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
- H. Students entering Franklin District Schools during the last nine weeks of a school year shall be promoted, retained, promoted for good cause, or recommended for summer school if funding is available, based on grades that were obtained from the student's out of district school as well as Franklin County School District grades. It is understood that item E of Section II and district standards will be met.
- I. All non-English speaking students will receive a recommended grade placement from the principal after an evaluation of the student's records and a parent conference has been held. The school may make an adjustment to the placement, but the school will make the final decision principal after conferring with a staffing committee.

II. GENERAL PROCEDURES FOR STUDENT PROGRESSION PLAN (CONT'D)

- J. The Comprehensive Health Education and Substance Abuse Prevention Act, **FS 1003.46** created a comprehensive health and education substance abuse prevention program for children in grades K-12. The program shall include the following:
1. Instruction in health education as a specific area of health education instruction. Nutrition education shall include, but not be limited to, sound nutritional practices, wise food selection, analysis of advertising claims about food, proper food preparation, and food storage procedures. The purpose of such nutrition education programs shall be to educate students in the overall area of nutrition education and significantly reduce health problems associated with poor or improper nutrition practices.
 2. Instruction in substance abuse prevention in kindergarten through grade 12. Such instruction shall articulate clear instructional objectives aimed at the prevention of alcohol and substance abuse. The instruction shall be appropriate for the grade and age of the student and shall reflect current theory, knowledge, and practice regarding prevention of substance abuse and may contain instruction in such components as health, personal and economic consequences of substance abuse and instruction in decision making, resisting peer pressure, self-concept building skills, and identifying and dealing with situations that pose a risk to one's health and may lead to substance abuse.
 3. Instruction in the causes, transmission, and prevention of human immunodeficiency virus infection and acquired immune deficiency syndrome and other sexually transmissible diseases for students. Such instruction shall be included in appropriate middle school or junior high school health and science courses and in life management skills and other high school courses. Any student whose parent makes a written request to the school principal shall be exempt from reproductive health or AIDS instructional activities, as requested. Curriculum frameworks for comprehensive health education shall not interfere with local determination of appropriate curriculum that reflects local values and concerns.
 4. Instruction, appropriate at each grade level, in reproductive health, interpersonal skills, and parenting to reduce teenage pregnancy and to promote healthy behavior in Florida's children for all students in kindergarten through grade 12. In order that children make informed and constructive decisions about their lives, complete and accurate comprehensive health education shall be made available to all young people.
 5. Instruction in the benefits of sexual abstinence and consequence of teenage pregnancy, sexually transmitted diseases, and acquired immune deficiency syndrome in appropriate middle school or junior high school health, science, and home economics courses and in life management skills and other appropriate high school courses.

III. RESPONSIBILITIES

In developing and implementing the Student Progression Plan, the following responsibilities should be understood:

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

III. RESPONSIBILITIES (CONT'D)

- E. Students must assume the responsibilities for learning. Educational responsibility commensurate with age and maturity must be accepted. Students must be accountable for being at school and in class. Courtesy and good conduct is expected of all students.
- F. Parents are responsible for their children's attendance in school and for promoting an interest in learning. They are responsible for the conduct of their children until the student reaches age 18.
- G. Selection of the graduation option is the responsibility of the parent & student. If student and parent fail to select an option, the student shall be considered to have selected the 24 credit requirement for a standard high school program.

Graduation Options: Option 1 – four year, college-ready 24 credit program
Option 2 – four year, 24 credit standard program
Option 3 – three year, 18 credit accelerated standard college preparatory program
Option 4 - three year, 18-credit accelerated career preparatory program

- H. Each student must participate in the statewide assessment tests required by s. 1008.22, F.S. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance required by state assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.
- I. The school in which the student is enrolled must develop in consultation with the student's parent and must implement a progress monitoring plan designed to assist the student in meeting state and district expectations for proficiency. If a student is identified as having a deficiency in reading or math, the school must develop and implement a progress monitoring plan in consultation with the student's parents.
- J. The school board will assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students.

IV. ATTENDANCE REQUIREMENTS K-12

Attendance is defined as the actual presence of a student at school or away from school on a school day engaged in an educational activity that constitutes a part of the school-approved instructional program for the student.

According to FS 1003.21, any student between the ages of 6 and 16 is within compulsory school attendance age requiring regular school attendance. Parents of a child within the compulsory school attendance age shall be responsible for such child's attendance. Students who have attained the age of 16 years and who have not graduated are required to attend school regularly unless they have been expelled or have filed a formal intent to withdraw from school signed by the student and the parent. Upon receipt of the form, the Superintendent will notify the school board of the student's intent to withdraw from school.

It is understood that all students will be subject to the stipulations within this attendance policy. Attendance is required of all students for at least 180 days of instruction or the equivalent as provided by law, except for absences, which are excused or as otherwise provided by law. Student promotion is seriously jeopardized when a student misses 30 days or more of school. The student may be required to repeat a grade unless he/she has demonstrated mastery of required subject areas. Mastery of student performance standards include, but is not limited to testing, classwork, projects, and homework.

Excused absences as defined by school board policy and absences for education related purposes, such as field trips, shall be included as part of the school day. In compliance with Florida School Laws, the Franklin County School Board recognizes excused absences as those resulting the following:

- Absences resulting from sickness, injury or other medical condition including pre-excused doctor or dental appointments.

IV. ATTENDANCE REQUIREMENTS K-12 (CONT'D)

- Participation in an approved academic program or class
- Participation in the observance of a religious holiday or in religious instruction
- Death in the immediate family of the student. (Immediate family is defined as parents, siblings, grandparents, aunts and uncles, and in some cases, other persons in the household)
- Absences due to legal reasons
- Absences due to other insurmountable reasons
- Prior approval from the Principal or designee.

Students returning to school after an excused absence shall have a time period equal to the number of days excused plus one (1) day to make up missed work. It is the student's responsibility to make arrangements with their teachers to complete missed work. If reasonable doubt exists regarding a sickness or injury, the principal is authorized to require a statement from an accepted medical authority. Failure to comply with this requirement shall result in the absence being unexcused.

Absences in excess of five days in a grading period will require verification by a doctor or certified health official. The verifications must be submitted to the school within five days of the student's return. Cases involving extenuating circumstances may be appealed within five days of the absence.

Monitoring of Absences

During the nine- (9) weeks grading period the following actions will take place:

- After each unexcused absence, the school will contact the parent.
- After three absences (excused or unexcused), the parent will receive a written notice addressing the child's nonattendance.
- After five absences (excused or unexcused), the parent will receive a written notice requesting a parent conference to address nonattendance.
- After five absences within a calendar month or 10 absences within a 90-day period, the school will mail a return receipt letter requesting the participation of the parent in a child study team meeting to discuss the pattern of nonattendance.
- After 15 excused or unexcused absences, the principal or designee will notify the parent of a mandatory child study team conference by return receipt mail to address truancy problem.
- After 15 unexcused absences, the principal will file nonattendance with the superintendent's office who may file a truancy petition pursuant to s. 984.151, F.S. The petition will be filed in the circuit court. The Superintendent will notify the Division of Highway Safety and Motor Vehicles of names of minor students who have 15 days of unexcused absences.

Exceptions to the Attendance Policy

Students who are suspended will be considered administratively absent and the suspension days are not subject to the attendance policy, but are still considered unexcused absences.

V. SCREENING AND TESTING

- A. Prekindergarten screening – FDLRS/PAEC Child Find and Franklin School District co-sponsor screenings to identify children with special needs at scheduled times throughout the year. Children are referred for evaluation based on the results of screening.
- B. All kindergarten students entering, for the first time, shall be screened by use of state approved instruments, during the first thirty days of school, to determine whether or not the child has met the expectations for school readiness. Transfer students from outside the state entering the district after the first forty-five will be screened using a district approved instrument.

V. SCREENING AND TESTING (CONT'D)

C. Statewide Assessment Program

The Statewide Assessment Program includes the following:

- **FCAT Next Generation Sunshine State Standards 2.0/ Reading** - Grades 3-10
- **FCAT Next Generation Sunshine State Standards 2.0/Mathematics** – Grades 3-8
- **FCAT Reading/Mathematics/2.0 Reading** – Retakes
- **FCAT Writing Prompt Field Test** – Grades 4, 8, and 10
- **FCAT Sunshine State Standards/Writing** – Grades 4, 8, and 10
- **FCAT Next Generation Sunshine State Standards 2.0/Science** – Grades 5 and 8
- **Florida End-Of-Course (EOC) Assessments/Algebra I, Biology 1 and Geometry**
- **Florida End-Of-Course (EOC) Field Test /U. S. History**

These tests are used to assess the **Sunshine State Standards/Next Generation Sunshine State Standards** and to determine student progression standards. The Sunshine State Standards/Next Generation Sunshine State Standards represent high levels of expectations for student achievement. Participation in the statewide assessment tests is mandatory except as otherwise prescribed by the Commissioner of Education (**FS 1008.22**).

Beginning with students entering grade 9 of the 2010-11 school year, the administration of FCAT mathematics shall be discontinued and students will be required to take the Florida End-of-Course (EOC) assessments. Students entering grade 9 in 2010-11 were required to take an EOC assessment in Algebra I with thirty percent (30%) of the EOC Algebra assessment counting toward the final course grade. Students entering grade 9 in 2011-12 must pass the Algebra I EOC with a passing score of AL3 in order to earn course credit.

Florida uses the Comprehensive English Language Learning Assessment (CELLA) to measure the growth of students classified as English Language Learners (ELLs) in mastering skills in English they will need to succeed in school. The CELLA measures four areas: Listening, Speaking, Reading, and Writing .

The Florida Kindergarten Readiness Screener (FLKRS) assesses the readiness of each student for kindergarten based on the adopted Voluntary Prekindergarten (VPK) Education performance standards and is administered to each kindergarten student within the first 30 days of each school year (**FS 1002.69**).

The National Assessment of Educational Progress (NAEP) is an assessment administered at selected schools at grades 4, 8, and 12 that reports academic achievement of our nation's students and allows comparison within a state by subgroup, across states and regions of the country, and with the nation as a whole.

The Florida Alternate Assessment (FAA) is designed for students with significant cognitive disabilities whose participation in the general statewide assessment is not appropriate even with accommodations.

The Florida Assessment for Instruction in Reading (FAIR) is administered to students in grades K-12 and provides teachers with screening, diagnostic, and progress monitoring information that is essential to guiding reading instruction.

D. District Assessment

1. **Franklin District Skills Checklists** will be used to assess students in grades K-2 in math, reading, and writing.
2. The complete **Stanford 10 (SAT 10) Achievement Test** will be administered to students in grade two. The program measures the extent to which students have acquired skills in the areas of reading, language, social studies, science and mathematics. The results obtained provide specific

V. SCREENING AND TESTING (CONT'D)

information as to each student's academic growth. The results will also be used to assess student progression standards in reading, writing, and mathematics.

3. The **SAT 10 Reading Comprehension Assessment** or equivalent assessment will be administered to students who scored level 1 on the FCAT-2 Reading assessments in grades 3, 5 and 8 as an alternate reading assessment.
4. **PSAT/PLAN Tests** will be administered to students in grade 10. The PSAT/PLAN testing program will measure students' achievement in key subject matter areas: English, mathematics, reading, and science. The results obtained will provide schools with information for program evaluation, accreditation, guidance, and educational/career planning. It will provide students with information they need to prepare for future academic and career success.
5. **K-3 Reading Assessment** – Each elementary school must regularly assess the reading ability of each K-3 student. Parents must be notified immediately of any student who exhibits a reading deficiency with a description of the exact nature of the difficulty. The parent must be consulted in the development of a progress monitoring plan and must be informed that the student will be given intensive reading instruction until the deficiency is corrected.

VI. Proficiency in Reading, Writing, Science and Mathematics (K-12)

All students in grades K-12 must maintain passing grades in grade level coursework including the following specific levels of performance as determined by district and state assessments:

- Grades K-1.....70% or above on **SuccessMaker**; 70% mastery of **Franklin District Skills Checklists** for math, reading, science and writing.
- Grade 2.....at or above the 51st percentile on the **Stanford Achievement Test, Tenth Edition (SAT 10)**; 70% or above on **SuccessMaker**; 70% mastery of **Franklin District Skills Checklists** for math, reading, and writing.
- Grades 3-5.....at or above Level 3 on the **FCAT 2.0 reading and math assessments**; 70% or above on **SuccessMaker**; 70% mastery of **Franklin Writing Skills Checklists**.
- Grades 3, 5 & 8..... at or above the 45th percentile on the **SAT 10 Reading Comprehension Assessment** for student scoring at L1 on **FCAT 2.0 reading assessment**.
- Grades 6-9..... at or above Level 3 on the **FCAT 2.0 reading assessment**.
- Grades 6-8..... at or above Level 3 on the **FCAT 2.0 math assessment**.
- Grades 10-12.....at or above 300 on **FCAT 2.0 reading assessment**.
- Grades 8-12.....at or above Achievement Level 3 (AL3) on **Florida End-Of-Course (EOC) Algebra 1**; 60% or higher in grade level coursework with 30% of course grade derived from **Biology 1 & Geometry EOC assessments**.
- Grades 4, 8 & 10.....at or above 4.0 on the **FCAT writing assessment**.
- Grades 5 & 8 ~~& 11~~.....at or above level 3 on the **FCAT 2.0 science assessment**.
- Grades 3-10.....at or above level 3 on the **Florida Alternate Assessment** for students with disabilities as determined by the Individual Education Plan (IEP).

VII. Non-Proficient levels of Academic Achievement in Reading, Math, Writing, Social Studies & Science

NON-PROFICIENT LEVELS OF ACHIEVEMENT IN READING

Kindergarten:	Florida Kindergarten Readiness Screener (FLKRS) identified deficiency, Florida Assessments for Instruction in Reading (FAIR) identified deficiency, SuccessMaker below 70%, and Franklin Reading Skills Checklist below 70%.
Grade 1:	FAIR identified deficiency, SuccessMaker below 70%, Franklin Reading Skills Checklist below 70%
Grade 2:	Stanford 10 - Total Reading below the 51st percentile; FAIR identified deficiency, SuccessMaker below 70%, Franklin Reading Skills Checklist below 70%.
Grades 3-5:	FCAT 2.0 Reading - Achievement Levels 1 & 2, FAIR identified deficiency, SuccessMaker below 70%.
Grades 3, 5 & 8:	SAT 10 or equivalent assessment– Below the 45 th percentile on the Reading Comprehension Assessment.
Grades 6-9:	FCAT 2.0 Reading – Achievement Levels 1 & 2, FAIR identified deficiency, SuccessMaker below 70%.
Grades 10 -12:	FCAT/FCAT 2.0 Reading - Below Level 3, FAIR identified deficiency, SuccessMaker below 70%.

NON-PROFICIENT LEVELS OF ACHIEVEMENT IN WRITING

Grade K:	Franklin Kindergarten Writing Skills Checklist below 70%
Grade 1:	Franklin Grade 1 Writing Skills Checklist below 70%
Grade 2:	Franklin Grade 2 Writing Skills Checklist below 70%
Grade 3:	Franklin Grade 3 Writing Skills Checklist below 70%
Grade 4:	FCAT Writing score below 4.0 (on a 6 point rubric) and Franklin Grade 4 Writing Skills Checklist below 70%
Grades 5:	Franklin Grade 5 Writing Skills Checklist below 70%
Grades 6 and 7:	Franklin Writes score below 4.0 (on a 6 point rubric)
Grade 8:	FCAT Writing score below 4.0 (on a 6 point rubric)
Grade 9:	Franklin Writes score below 4.0 (on a 6 point rubric)
Grade 10:	FCAT Writing score below 4.0 (on a 6 point rubric)

NON-PROFICIENT LEVELS OF ACHIEVEMENT IN MATH

Kindergarten	Identified deficiency as determined by Florida Kindergarten Readiness Screener (FLKRS) ; SuccessMaker below 70% ; Franklin Math Skills Checklist below 70%.
Grade 1:	SuccessMaker below 70%; Franklin Math Skills Checklist below 70%.
Grade 2:	Stanford 10 -Total Math below 51 st percentile; A+ Assessment below 70%; Franklin Math Skills Checklist below 70%.
Grades 3-5:	FCAT 2.0 Math -Achievement Levels 1 & 2; SuccessMaker below 70%
Grades 6-8:	FCAT 2.0 Math -Achievement Levels 1 & 2; SuccessMaker below 70%.
Grade 8-12	Florida End-Of-Course (EOC) Assessment – Algebra I below Achievement Level 3 (AL3); Geometry (30% of course grade)- Below 60% in grade level coursework.
Grade 4 11-12	FCAT Math – Below 300

NON-PROFICIENT LEVELS OF ACHIEVEMENT IN SCIENCE

Grades 5 & 8	FCAT 2.0 Science - Achievement Levels 1 & 2
Grade 8-12	EOC Biology – (30% of course grade) -Below 60% in grade level coursework.

NON-PROFICIENT LEVELS OF ACHIEVEMENT IN READING, MATH, WRITING, SOCIAL STUDIES & SCIENCE

Grades K-12	Below 60% or Unsatisfactory in grade level coursework.
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VIII. Progress Monitoring Plan (PMP)

A Progress Monitoring Plan must be implemented for students who are not meeting proficiency levels in math, reading, writing, and science. The school in which the student is enrolled must develop and implement a progress monitoring plan (PMP) in consultation with the student's parent. A student who is not meeting district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- a) A federally required student plan such as an individual education plan;
- b) A school wide system of progress monitoring for all students;
- c) An individualized progress monitoring plan.

The plan must assist the student for the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 Comprehensive Reading Plan required by s.1011.62(8) shall include instructional and support services to be provided to meet the desired levels of performance.

Intensive Reading Requirement - For each year in which a student scores at Level 1 on the FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by the diagnosis of reading needs. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s.1011.62(9), F.S. Reading intervention placement and progress monitoring three times per year must occur following the guidelines establish in State Board Rule 6A-6.054, FAC.

Reading Intervention Waiver – Effective July 1, 2011, s. 1002.4156, F.S. s. 1003.428, F.S. was amended by the Florida Legislature to provide an exemption from reading remediation for middle and high school students who scored at Level 1 or 2 on FCAT Reading, but who did not score below Level 3 in the previous three (3) years. Students may be granted a 1-year exemption from intensive reading; however, students must have an academic improvement plan or progress monitoring plan already in place signed by the guidance counselor and parent/guardian for the year for which the exemption is granted.

Mathematics Remediation - For each year in which a student scores at Level 1 or Level 2 on the FCAT Mathematics assessment, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

School-identified assessments may be administered, such as those that accompany the reading, math, writing, and science instructional materials series. Other reading assessments may include, but are not limited to the following: **Stanford Achievement Test-10th Edition (SAT 10), A+ Assessment, Informal Reading Inventory (IRI), SRA Placement Tests, Florida Assessments for Instruction in Reading (FAIR), Peabody Picture Vocabulary Test (PPVT), RiverDeep Reading, SuccessMaker, ThinkLink, Accelerated Reading STAR and Diagnostic Assessment of Reading (DAR)**. Other math assessments may include, but are not limited to the following: **Stanford Achievement Test-10th Edition (SAT 10), Accelerated STAR Math, Key Math, RiverDeep Math, ThinkLink, Compass Learning and SuccessMaker**. Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance.

Progress Monitoring Plan Implementation Procedures

The need for a student **Progress Monitoring Plan** is based on the data from the previous year for each grade level or when new data identifies a deficiency. All students performing below grade level in reading, math, science, and writing will be provided a PMP. The PMP is to be implemented in the following year or upon identification of deficiency in one of the designated areas. Progress will be monitored three times a year using the assessment identified in the Progress Monitoring Plan. The teacher will notify parent of outcomes and modifications made to the plan as needed.

When test data, grades, or other performance indicators become available during the last nine weeks, teachers

VIII. Progress Monitoring Plan {PMP} (CONT'D)

must identify students who would be classified as still in need of remediation in reading, writing, mathematics, and science. The current PMP can be continued with proper documentation.

Final evaluation of student progress will also be made during the last nine weeks of school for students who have not met the required level of proficiency. A placement committee chaired by the principal/designee consisting of the classroom teacher(s), parents/guardians, and any other personnel designated by the principal, will decide whether to retain or promote. This will also be the time to consider summer school, if available, for remediation or promotional purposes. Again, the current PMP with proper documentation can be extended for further remediation.

IX. Next Generation Sunshine State Standards/Common Core State Standards

The **Sunshine State Standards** are benchmarked standards that were developed to describe what students should know and be able to do at four progression levels (PK-2, 3-5, 6-8, 9-12) in the subjects of the arts, health/physical education, foreign languages, language arts, mathematics, science, and social studies. The original Sunshine State Standards were revised and adopted by the State Board of Education in 2007-2008 as the Next Generation Sunshine State Standards. The Next Generation Sunshine Standards were designed to enhance critical thinking, problem solving, creativity, innovation, collaboration and communication.

The K-12 Common Core State Standards were developed by the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) with representatives from participating states in order to create a set of expectations for student knowledge and skills that high school graduates need to master to succeed in college and careers. The Common Core State Standards in English/Language Arts and Mathematics were adopted by the Florida State Board of Education in 2010. These standards are to be fully implemented with the beginning of the 2013-14 school year.

Appropriate instruction shall be provided to assist students in the achievement of these standards. The Next Generation Sunshine State Standards and Common Core State Standards shall serve as the basis for statewide assessments. Information on these standards is available at the Florida Standards Website (<http://www.floridastandards.org>).

Teachers will be responsible for documenting that students have received instruction in the **Next Generation Sunshine State Standards/Common Core State Standards**. The standard/benchmark number that correlates with the skills/objective being taught will be used for documentation purposes.

In addition to the **Next Generation Sunshine State Standards/Common Core State Standards**, the Department of Education has established grade level expectations for grades K-8 in language arts, mathematics, science, and social studies.

Instruction must be provided to prepare students to demonstrate proficiency in the skills and competencies needed for promotion and graduation. Student mastery of the **Next Generation Sunshine State Standards/Common Core State Standards** may be determined by:

- Teacher observations
- Classroom assignments/lesson plans
- Teacher-made tests and/or Progress Monitoring Tests
- Performance Tasks
- Skills Checklist
- State Assessment Tests
- District Norm-Referenced Tests
- District Assessments
- Other Objective Data

X. STAFFING FOR PLACEMENT

Educational staffing is defined as the process of reviewing relevant educational data about a student for the purpose of recommending educational placement, instructional strategies, and/or services needed by a student.

A. Dropout Prevention Program

The Franklin County School District has Dropout Prevention Programs for Grades 6-12 which differ from regular educational programs for students. Students who are two or more year behind their age-appropriate grade level are identified through screening procedures and are staffed into the program. School sites, eligibility criteria, and grade placement and progression will be specified at the schools where implemented.

B. Remediation

In **FS 1008.25**, the Legislature expressed the intent that each student's progression from one grade to another must be determined, in part, on proficiency in reading, writing, science, and mathematics; that districts facilitate such proficiency; and that each student and his or her parent or guardian be informed of the student's academic progress in these areas.

Students who do not meet specific levels of performance in reading, writing, science, and mathematics, or who do not meet the specific levels of performance on statewide assessments will be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction (see VII. for chart listing non-proficient levels of achievement).

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

C. Retention

At the beginning of the second semester, elementary, middle school and high school teachers must notify parents/guardians of students who are in danger of being retained the following year.

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

Prior to the time that a student is placed or retained, contact with the parent or legal guardian will be held to review the student's progress, Academic Improvement Plan or Individual Education Plan. Retention will only be made following a parent conference. If parent contact is impossible, the principal must approve the recommended placement.

D. Placement for Good Cause

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Any student who has not met the district criteria for promotion may be exempted from retention due to "good cause." Placement for good cause may be based on one or more of the following:

- a. English Language Learners (ELL) students who have had less than 2 years of instruction in an English for Speakers of Other Languages program.

STAFFING FOR PLACEMENT (CONT'D)

- b. A student enrolled in an ESE program whose Individual Educational Plan or Sect. 504 Plan states that retention will adversely affect the student's educational program.
- c. A student who has been previously retained two or more years with intensive intervention and remediation; and who still meets retention criteria may be recommended for placement for good cause in the next grade level. Careful review of the student's progress will be made using the individual Progress Monitoring Plan, Section 504 Plan, Limited English Proficient Plan, or Individual Educational Plan and all available data.
- d. If the student is a late transfer into the district and FCAT scores are not available, the student may be placed for good cause.

E. Exceptional Student Education

Staffing is required before a student may be placed in an Exceptional Student Education Program, following procedures outlined in the Special Programs and Procedures Document.

F. Credit Recovery/Summer School

Credit Recovery/summer school programs will be provided for remediation if funds are available.

G. English Language Learner (ELL) Students

Staffing committees may give special consideration to grade placement of ESOL students based on grades, report cards, and performance on prior assessment tools. If the event, a student does not have school records or may not have attended school on a consistent basis, age-appropriate grade placement may be made based on results of achievement tests or content-area tests. Students whose proficiency of English is limited will be assessed in their home language. No student will be assigned to a grade level based on age or other factors that constitute social promotion.

H. Section 504 Students

Evaluation and staffing is required by the Section 504 staffing team before a student can qualify for services under Section 504. Once eligibility has been determined, the student may receive special accommodations or related services in the regular classroom setting.

XI. PLACEMENT

A. Admission to Kindergarten

The entrance age for kindergarten shall be as prescribed in **FS 1003.21**. Children who will have attained the age of five years on or before September 1 of the school year shall be eligible for admission to public kindergarten during that school year under rules prescribed by the State Board.

Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the lawful age for admittance.

State law requires that a child who will be six years of age by February 1, of the school year must attend school regularly during the entire school year. Therefore, the child must begin school at the beginning of the school year.

B. Admission to First Grade

Children who have been enrolled in a public school and are six years old on or before September 1, or children who have attained the age of six on or before September 1 and satisfactorily completed the requirements for kindergarten in a nonpublic school will be admitted to First Grade. (**FS 1003.21**)

PLACEMENT (CONT'D)

C. Transfer Students

1. Kindergarten and First Grade

Transfers into Franklin District Kindergarten and First Grade require the following:

- a. That the child has met age requirements for public school within the state from which he or she is transferring.
- b. The student transferring provides the following data:
 - i. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
 - ii. An official letter or transcript from a proper school authority which shows record of attendance, academic information and grade placement of the student;
 - iii. Evidence of immunization against communicable diseases as required in **FS 1003.22**;
 - iv. Evidence of date of birth in accordance with **FS 1003.21**; and
 - v. Evidence of a medical examination completed within the last twelve months in accordance with **FS 1003.22**.
- c. That a student who transfers from an out-of-state public school and who does not meet Florida regular age requirements for admission to kindergarten or first grade, may be admitted if the student meets requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable. Prior to admission, the parent or guardian must also provide the data required in **SBR 6A-1.0985**.

2. K - 12: Temporary Placement

- a. The principal of the receiving school, with the involvement of the appropriate personnel will determine the temporary grade or special program placement of students transferring from any school. Final determination of the transfer student's accomplishment of the district's standards and/or eligibility for continued placement in a special program will be made as soon as possible after the student's records have been received.
- b. Credits should be interpreted so that the requirements for promotion and graduation are not retroactive, provided the student has met all requirements for the grade placement in the school from which the student is transferring. In order to receive a standard diploma, all seniors must meet the rules that set forth requirements for graduation, as established by the State Board of Education.

3. Non-Accredited Schools and Home Education Programs

Work or credits earned in schools which are not accredited by either a state or a regional accreditation authority, or in home education programs, shall be validated prior to acceptance. The principal/designee shall administer appropriate tests and/or consider other education data, as he/she deems suitable to determine the validity of the work or credits. Home School portfolios and annual evaluations will compose part of this data.

4. Uniform Transfer of High School Credits or Middle School Courses: It is the policy of the Franklin County School Board to accept transfer credit or courses from private, home education or other public schools based upon the official transcript authenticated by the proper school authority. Credits, courses and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. The transferring school does not have to be accredited in order for the credits or courses to be accepted. If validation is required by the receiving school or the student does not have an official transcript, the student transferring into the school shall be placed at the appropriate sequential course level. To receive credit, a student should have a minimum grade point average of 2.0 at the end of the first

grading period. Students who do not meet this requirement shall have credits or courses validated through one of the following alternatives as determined by the teacher, principal, and parent:

- Portfolio evaluation by superintendent or designee;
- Written recommendation by a Florida certified teacher;
- Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- Demonstrated proficiencies on nationally normed standardized subject areas assessments for which students are given at least ninety (90) days from the date of transfer to prepare; or
- Written review of the criteria utilized for a given subject provided by the former school.

A transfer student will be awarded half-credits if former school assigned half-credit. If the grading scale of the sending school is equivalent to Franklin County Schools' grading scale, the numeric grade will be recorded. If the grading scale of the sending school is different, then the alpha grade (A, B, C, D, & F) will be the one recorded by the Franklin County Schools.

5. Exceptional Student Education

The procedures for placement of transferring exceptional students in exceptional programs are prescribed in the District Procedures for Providing Special Programs for Exceptional Students.

D. Exceptional Student Education Program

The Franklin School District Exceptional Student Education staffing and IEP committee utilizes a process of reviewing all pertinent evaluation data to determine a student's eligibility for placement in appropriate programs for students with disabilities. A specific criterion for placement in a program is followed. The procedures for placement in exceptional education programs are prescribed in the Special Programs and Procedures Document.

E. Dropout Prevention Program

Franklin County School District has Dropout Prevention Programs for grades 6-12 which differ from regular educational programs and provide strategies for students who are identified through screening procedures for placement into a program which provides a flexible schedule, credit recovery courses, and remediation.

F. Section 504 Program

A student may be considered a student with a disability if the student has a mental or physical impairment that substantially limits a major life function. Students with disabilities who are not eligible under the Individuals with Disabilities Act of 2004 may be eligible for services and protection including educational accommodations under Section 504 of the Rehabilitation Act of 1973. Services and protections under Section 504 include program accessibility, prohibition of discrimination, and provision of reasonable accommodations in employment practices and non-discriminatory practices in the area of education. The provision of a non-discriminatory education ensures that the student receives a free appropriate public education in a non-segregated educational setting. Procedural safeguards are afforded the student and parent.

G. Extended School Year Services for Exceptional Students

Extended School Year (ESY) refers to additional special education and/or related services for students with disabilities to supplement the normal school year of 180 days when the IEP team has determined that the services are necessary for the provisions of a free and appropriate public education. Regression and recoupment as well as emergent skills are taken into consideration in regard to ESY based on each student's individual and unique needs. ESY is not the same as summer school. Grades, nor credits, will be issued.

H. Alternative Placement - Franklin County Learning Center (FCLC)

1. Students may be placed at FCLC for the following reasons:

- a. Expulsion from regular school by the School Board

PLACEMENT (CONT'D)

- b. Excessive disciplinary referrals due to Class III and Class IV infractions.
 - c. Interim Alternative Educational Setting (IAES) for students with disabilities
 - d. Transition from placement in a detention facility
 - e. Alternative placement for student who has been charged with a on/off campus felony
 - f. Other as deemed necessary by the Superintendent and School Board
2. Students are recommended for alternative placement at FCLC by the IEP team, judge or court system, school board or FCLC staffing committee.
 3. Students will be assigned no less than 45 days, but will serve to the end of the next grading period, and will remain in the program as long as needed to modify behavior. Students who has been charged with a felony will be assigned to FCLC pending adjudication of guilt.
 4. Instruction incorporates the Next Generation State Sunshine Standards and is provided based on the learner's educational needs as determined by district and state assessments.
 5. Students with Disabilities receive instruction based on the goals and objectives of his or her IEP.
 6. Limited English Proficient students receive instruction based on the goals and objectives of her or her LEP plan.
 7. 504 Students receive instruction based on the goals and objectives of his or her 504 Plan.

I. Accelerated Placement

1. The assignment of a Student to a higher grade which results in the student skipping a grade or part of a grade should be made on the basis of achievement by the Student of the maximum standards established by the district and evidence that the Student will benefit from the instructional program at the advanced grade level. The probable long range academic, social and emotional effect of the decision should be considered. The principal will identify the appropriate staff to review all information relative to each child who is being considered for accelerated placement. The parents must be involved during the process of considering a child for accelerated placement and must give permission for the placement. The student's cumulative guidance records and report card should indicate "Accelerated Grade Placement," major reasons for the assignment, and the name of the principal who made the placement.
2. A course taken in the eighth grade may be used to satisfy high school graduation requirements provided the student is classified as a high school student for the period in which the student is enrolled in a course designated as a 9 - 12 grade course. The 9 - 12 course code number shall be entered on the student's permanent record and the earned credit shall be used simultaneously as meeting both eighth grade and graduation requirements.

J. GED - High School Equivalency Diploma

The Franklin District School Board offers and administers the high school equivalency diploma examination (**GED**) through the Franklin County Adult Program in accordance with **FS 1003.435** and **SBR 6A - 6.021**. A candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the **GED** examination, except that in extraordinary circumstances as approved by the Superintendent of the Franklin County School District, a candidate may take the examination after reaching the age of 16.

XII. PROGRESSION OF STUDENTS K- 5

A. General Requirements for Grades K - 5

1. The Curriculum

The curriculum in the elementary schools is determined by the laws of the State of Florida, the accreditation standards of the Southern Association of Colleges and Schools, and the needs of students as determined by curriculum studies and surveys, and continuous evaluation of the effectiveness of the curriculum in meeting the needs of all students.

2. General Programs of Instruction

The program of instruction includes language arts, mathematics, reading, social studies, science, health, art, music, physical education, and computer literacy. In addition, critical thinking/problem solving and related skills will be incorporated into the academic curriculum

FS 1003.42 requires public school instruction in the following areas. Instruction is to be provided appropriate to age and grade level.

- Declaration of Independence history and content.
- Constitution of the United States including amendments and Bill of Rights
- Republican form of government including Federalist papers.
- Veterans and Flag education to encourage patriotism, to teach students about the sacrifices that veterans have made in serving the country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Instructional staff is encouraged to use the assistance of local veterans when practicable. Instruction in flag education shall be provided to students including instruction in the proper flag display and flag salute.
- Civil government including federal, state and local levels.
- History of the Holocaust
- History of African-Americans and contributions to American society.
- Principles of Agriculture
- Effect of Alcohol and Narcotics upon the human body and mind.
- Kindness to Animals
- History of the State of Florida
- Conservation of Natural Resources
- Comprehensive Health Education
- Study of Hispanic contributions to the United States.
- Study of Women's contributions to the United States.
- Character Development Program to include instruction in a secular character-development program stressing patience, attentiveness, and initiative. This instruction can be incorporated in the social studies curriculum.
- Conservation of Natural Resources

FS 1003.421 requires that in the last full week of classes in September all schools celebrate "Freedom Week". During this week at least three hours of in-depth instruction on the intent, meaning, and importance of the Declaration of Independence must be included in each social studies class. In addition, at the beginning of each school day or in homeroom during this week, principals and teachers must conduct an oral recitation by students of the following portion of the Declaration of Independence:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among them are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."

FS 1003.4205 requires school districts to designate the first two weeks of October each year to provide instruction to expand students' knowledge, understanding, and awareness of individuals with disabilities, the history of disabilities, and the disability rights movement.

PROGRESSION OF STUDENTS K- 5 (CONT'D)

FS 1003.455 requires that each student in grade K-5 shall receive 150 minutes of Physical Education each week. Physical Education is defined as the development or maintenance of skills related to strength, agility, flexibility, movement, and stamina; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.

PE requirements may be waived for students if they meet any of the following criteria:

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

3. Next Generation Sunshine State Standards/Common Core State Standards

Next Generation Sunshine State Standards are benchmarked standards that describe what students should know and be able to do at progression levels (PreK-2 and 3-5) in language arts, mathematics, science, social studies, the arts, health and physical education, and foreign languages. In addition, K-5 grade level expectations are now specified for language arts, science, mathematics and social studies. Appropriate instruction shall be provided to assist students in the achievement of these standards and grade level expectations in grades K-5. Teachers are responsible for documentation of instruction of the **Next Generation Sunshine State Standards**.

Common Core State Standards for English/Language Arts and Mathematics were adopted by the Florida State Board of Education on July 27, 2010. These standards are to be fully implemented with the beginning of the 2013-2014 school year.

B. Promotion/Retention for Grades K-5

1. Students must demonstrate satisfactory performance of the **Next Generation Sunshine State Standards/Common Core State Standards** and Grade Level Expectations in the district's core curriculum for reading, math, science, social studies and language arts.

The FCAT is not the sole determiner of promotion. Additional evaluations such as portfolio reviews based on state standards and alternative assessments approved by the Department of Education are available to assist parents and the school in knowing when a child is reading at or above grade level and is ready for promotion.

Verification of satisfactory performance will be determined by the teacher and may be based upon, but not limited to the following:

Progress Tests
Classroom Assignments including teacher made test
Performance Tasks
Daily Observations
State Assessment Tests
District Norm-referenced Tests
District Assessments
Checklists
Other Objective Data

PROGRESSION OF STUDENTS K- 5 (CONT'D)

2. To be promoted to the next instructional level the following requirements must be met:

- * Students in kindergarten through grade 2 must demonstrate mastery of 70% or above on the Franklin District math, reading, science and writing skills checklists and must receive a passing grade in four of the core course areas: reading, math, language arts, science, and social studies.
- * Students in grade 3 must receive a passing grade in four of the core course areas: reading, math, language arts, science, and social studies; and score Level 2 or higher on the FCAT-2 reading assessment.
- * Students in grades 4 must receive a passing grade in four of the core course areas: reading, math, language arts, science, and social studies.
- * Students in grades 5 must receive a passing grade in four of the core course areas: reading, math, language arts, science, and social studies; and score Level 2 or higher on the FCAT-2 reading assessment.

3. Retention Considerations

Retention decisions shall be made, by a committee made up of the principal/designee, the child's teacher, the guidance counselor and a teacher from the next grade level.

The following criteria may be considered when a student is considered for retention:

- The student scores in quartile 1 on the district or state norm referenced tests in reading and/or mathematics.
- The student has a final grade of F in two or more of the core course areas: mathematics, reading, science, language arts, and social studies.
- The student does not meet state performance levels on **FCAT** assessments.
- The student is not making adequate progress after a year of remedial instruction.
- The student has not demonstrated satisfactory performance of the Grade Level Expectation/Next Generation Sunshine State Standards in the district's core curriculum for reading, language arts, mathematics, science and social studies.
- The student needs additional time at the present grade level based on teacher judgment using test scores, classroom activities, and progress.

4. Placement for Good Cause

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Any student who has not met the district criteria for promotion may be exempted from retention due to "good cause." Placement for good cause may be based on one or more of the following:

- English Language Learners (ELL) students who have had less than 2 years of instruction in an English for Speakers of Other Languages program.
- A student enrolled in an ESE program whose Individual Educational Plan or Sect. 504 Plan states that retention will adversely affect the student's educational program.
- A student who has been previously retained two or more years with intensive intervention and remediation; and who still meets retention criteria may be recommended for placement for good cause in the next grade level. Careful review of the student's progress will be made using the individual Progress Monitoring Plan, Section 504 Plan, Limited English Proficient Plan, or Individual Educational Plan and all available data.
- If the student is a late transfer into the district and FCAT scores are not available, the student may be placed for good cause.

PROGRESSION OF STUDENTS K- 5 (CONT'D)

5. Parental Notification of Reading Deficiency in Grade K-5

The parent of any student who exhibits a substantial reading deficiency in reading must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in reading.
- A description of the current services that are provided to the child.
- A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
- That if the child's reading deficiency is not remediated by the end of grade 3 and by the end of grade 5, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- Strategies for parents to use in helping their child succeed in reading proficiency.
- That the FCAT reading assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for promotion.
- The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read on grade level.

6. Third and Fifth Grade Mandatory Reading Retention

The mandatory reading retention provision is as follows:

- a. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessment conducted in kindergarten through grade five must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.
- b. If a student's reading deficiency, as identified in paragraph (a), is not remedied by the end of grade 3 and grade 5, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3 and grade 5, the student must be retained, unless promoted for good cause.

7. Successful Progression of Level 1 Third-Grade and Fifth-Grade Readers and Retained Third-Grade and Fifth-Grade Students

Beginning with the 2010-2011 school year each school must:

- a. Conduct a review of student Progress Monitoring Plans (PMP's) for all third grade students and fifth grade students who did not score above Level 1 on the reading SSS FCAT and did not meet the criteria for one of the good cause exemptions.
- b. The review must address additional supports and services needed to remediate the identified areas of reading deficiency
- c. A student portfolio must be developed for each student who did not score above Level 1 on the reading FCAT-2.
- d. Any student that is retained in 3rd grade or fifth grade for the second time (Tier Three) will be provided intensive reading interventions different from previous year's intervention, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include, but are not limited to:
 - ❖ Small group instruction
 - ❖ Reduced teacher-student ratios
 - ❖ More frequent progress monitoring
 - ❖ Tutoring or mentoring
 - ❖ Transition classes
 - ❖ Extended school day, week or year
 - ❖ Summer reading camps

PROGRESSION OF STUDENTS K- 5 (CONT'D)

- e. Students who are retained in third grade or fifth grade must be provided with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.

8. Mid-Year Promotion for Retained Third and Fifth Graders

- a. The student will be given the option of mid-year promotion if he/she can demonstrate successful and independent reading at or above grade level and has successfully met other promotion requirements. A child study team consisting of the Principal or Designee, Guidance Counselor, parent/guardian, and teachers of the retained student shall determine whether or not the student is capable of a mid-year promotion.
- b. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated the ability to read at grade level.
- c. Tools to be used in evaluating the student may include:
 - Subsequent assessments
 - Alternative assessments
 - Portfolio reviews, in accordance with rules of the State Board of Education

9. Parent Notification – Retained Third Graders and Fifth Graders

Parents must be provided written notification of any third grade or fifth grade retained students if the child has not met the proficiency level required for promotion and the reasons the child is not eligible for good cause exemption. The notification must comply with provisions of s.1002.20 (14), F.S., and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. Parents will be provided a “Read at Home” plan outlined in a parental contract, including the opportunity to participate in training to assist families in building better readers at home.

10. Remediation/Retention Options

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

A student who has been retained for 2 or more years must be placed in an appropriate alternative program that is different from the previous year’s program and takes into account the student’s learning style.

FS 1008.25(7) K-5 Reading Enhancement and Acceleration Development (READ) Initiative

must be provided to help prevent the retention of grade 3 and grade 5 students and to offer intensive accelerated reading instruction to students who did not meet standards of promotion to Grade 4 and to grade 6 and to each student who is assessed as exhibiting a reading deficiency. The READ initiative must:

- a. be provided to all K-5 students at risk of retention as identified by the statewide assessment system used in measuring phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- b. be provided during regular school hours in addition to the regular reading instruction
- c. provide a state-identified reading curriculum that has been reviewed by the Florida Center of Reading Research and which meets the following specifications:
 - Assists students with a reading deficiency in developing the ability to read a grade level
 - Provides skill development in phonemic awareness, phonics, fluency, vocabulary and comprehension
 - Provides scientifically based and reliable assessment

PROGRESSION OF STUDENTS K- 5 (CONT'D)

- Provides initial and ongoing analysis of each student's reading progress
- Is implemented during regular school hours

11. Good Cause Exemptions for Mandatory Retention for Reading Deficiencies in Grades 3 and 5

State requirements for Good Cause Exemptions apply to students with reading problems who have had remediation but still do not score above Level 1 on Reading FCAT in Grade 3 and Grade 5.

Good Cause Exemptions include:

- Limited English Proficient (LEP) students who have had less than 2 years of instruction in an English for Speakers of Other Languages program.
- A student with disabilities who's IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
- Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a level 2 performance on the FCAT. Student portfolio contents must:
 - Be selected by the teacher.
 - Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom.
 - Include evidence that the benchmarks assessed by the grade 3 or grade 5 reading FCAT-2 have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text, and that are between 100-700 words with an average of 350 words. Such evidence should include chapter or unit tests from the district's adopted reading core curriculum or equivalent or teacher-prepared assessments that are aligned with the Next Generation Sunshine State Standards.
 - Be an organized collection of evidence of the student's mastery of the Next Generation Sunshine State Standards for Language Arts that are assessed by grade 3 and grade 5 reading FCAT-2 assessment. For each benchmark, there must be at least three examples of mastery as demonstrated by a grade of "C" or above. Students must successfully master the present grade level portfolio as well as master at least 2 examples of each tested benchmark consistent with the year and month of promotion to the next grade level.
 - Be signed by the teacher and principal as an accurate assessment of the required reading skills
- Students with disabilities who participate in the FCAT-2 and who have an IEP or Sect. 504 Plan that reflects that the student has received the intensive remediation in reading for more than 2 years, as required by Florida Statute, but still demonstrates a deficiency in reading and was previously retained at the following grade levels:
 - Grade 3 – retained in grade K, 1, or 2 for a minimum of one year
 - Grade 5 - retained in grades K-4 for a minimum of one year
- Students who have received the intensive remediation in reading as required by Florida Statute for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in grades K-4 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day based upon a Progress Monitoring Plan that includes specialized diagnostic information and specific reading strategies for each student. If promoted, intensive reading instruction must include:
 - An appropriate alternative placement [FL 1008.25 (2)(c)].
 - Intensive differentiated instruction designed to remediate the student's academic deficiencies.

Requests for Good Cause Exemptions: If student is retained by 'c' or 'd' above

- Teacher submits evidence to principal that promotion is appropriate and based on student's academic record
- Principal reviews and discusses with teacher and determines promotion or retention

PROGRESSION OF STUDENTS K- 5 (CONT'D)

- Principal recommends promotion in writing to superintendent
- Superintendent accepts or rejects principal's recommendation in writing

C. Progression of Students with Disabilities for Grades K-5

1. Promotion

The Individual Education Plan will specify the type of progression plan a student will follow based upon the individual needs of the student. A student with a disability must meet the same district proficiency levels required for a regular education student unless the IEP team determined that the student is:

- a. One for whom the Next Generation Sunshine State Standards are not appropriate standards, and
- b. The student meets the exception criteria as set forth in the District Special Programs and Procedures document for FCAT and/or other standardized assessments.

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

2. Retention

If a student with a disability does not score a level 2 or higher on FCAT Reading in grade 3 and grade 5, the student must be retained, unless good cause exemptions are met. The District may exempt ESE student from mandatory grade 3 and grade 5 retention based on the following good cause exemptions:

- a. The student's IEP indicates participation in the FCAT is inappropriate, consistent with the requirements of State Board of Education Rule (6a-6.03411, fac).
- b. The student demonstrates acceptable performance on an alternative standardized reading assessment that has been approved by the State Board of Education.
- c. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards equal to at least a Level 2 performance on the FCAT.
- d. The student has had 2 or more years of intensive remediation and has previously been retained at the following grade levels for a minimum of one year:
 - Grade 3 - kindergarten, first, or second grade
 - Grade 5 – kindergarten through fourth grade

If promoted, intensive reading instruction must include:

- An altered instructional day
- Based on PMP and/or IEP with diagnosis and specific reading strategies

For students with disabilities in grades other than those in grade 3 and grade 5, retention should be based upon the same district proficiency levels as delineated in section B unless the exemption criteria set forth in the previous section is met (C, 1a, & 1b). However, students with disabilities who are not exempt from FCAT and other district and statewide assessments shall be allowed classroom and/or test accommodations as specified in their Individual Education Plans.

XIII. PROGRESSION OF STUDENTS GRADES 6- 8

A student who is promoted to the sixth grade must have met all requirements set forth in the K–5 grades for promotion to sixth grade. In grades 6 - 8 each student shall receive instruction pursuant to **FS 1003.42, 1003.421, 1003.4205, 1003.455** and this **Student Progression Plan**.

A. General Requirements for Grades Six, Seven & Eight

1. **English** – 3 middle school or higher courses
These courses must emphasize literature, composition and reading for information.
2. **Mathematics** – 3 middle school or higher courses
Each middle school must offer at least one high school- level mathematics course for which students may earn high school credit.
Successful completion of a high school-level mathematics course is not contingent on the end-of-course (EOC) assessment; however,
 - Beginning with the 2011-2012 school year, a middle school student must pass the Algebra 1 EOC assessment in order to earn a high school credit for Algebra 1.
 - Beginning with the 2012-2013 school year, a middle school student must pass the Geometry 1 EOC assessment in order to earn a high school credit for Geometry 1.
3. **Science** – 3 middle school or higher courses.
Successful completion of a high school level Biology 1 course is not contingent upon the students’ performance on the Biology 1 EOC assessment; however,
 - Beginning with the 2012-2013 school year, a middle school student must pass the Biology EOC assessment in order to earn a high school credit for Biology 1.
4. **Social Studies** – 3 middle school or higher courses including World History, World Geography, and United States History.

One semester of these courses must include the study of state and federal government and civics education. Beginning with students entering grade 6 in the 2012-13 school year, one of these courses must be at least a one-semester civics education course that a student successfully completes and 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.

During the 2012-2013 school year, an end-of-course assessment in civics education shall be administered as a field test at the middle school level. During the 2013-2014 school year, each student’s performance on the statewide, standardized EOC assessment in civics education shall constitute 30% of the student’s final grade. Beginning with the 2014-2015 school year, a student must earn a passing score on the end-of-the-course assessment in civics education in order to pass the course and receive course credit.

FS 1003.42 also requires instruction in **Florida History, the Holocaust, and the history of African-Americans** and their contributions to American society, **Hispanic and Women’s** contributions to the United States, **Veterans’** sacrifices in serving our country, **Flag education, principles of Agriculture, and conservation of natural resources.**

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

the Declaration of Independence:

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among them are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”

Instruction in flag education shall be provided to students including instruction in the proper flag display and flag salute.

5. **Career and Education Planning** – a semester long course to be completed in 7th or 8th grade. This course must include, but is not limited to the following components:
 - Career exploration using Florida CHOICES or a comparable program.
 - Educational planning using the online student advising system Florida Academic Counseling and Tracking for Students (FACTS) at the website www.facts.org and must result in the completion of a personalized academic and career plan (electronic Personal Education Planner (ePEP)). This plan must inform students of high school graduation requirements, high school assessment and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida college admission requirements, and program 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 course that lead to national industry certification.
6. **Physical Education** – Beginning with the 2009-2010 school year, one semester of physical education is required each year for students enrolled in grades 6-8. The following waiver options are available:
 - 1) The student is enrolled or required to enroll in a remedial course
 - 2) The student’s parent indicates in writing to the school that:
 - a) the parent requests that the student enroll another course from among those courses offered as options by the school district; or
 - b) the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.
7. **FS 1003.4205** requires school districts to designate the first two weeks of October each year to provide instruction to expand students’ knowledge, understanding, and awareness of individuals with disabilities, the history of disabilities, and the disability rights movement.
8. Instruction in computer literacy, critical thinking skills, and related skills in the context of math, communications, science, and social studies.
9. Regularly scheduled experiences selected from, but not limited to the following: art, music, foreign language, exploratory vocational, and health (semester courses, mini-courses, or "wheel scheduling").
10. **Comprehensive health education** shall include:
 - Prevention of dating violence and abuse
 - Substance abuse prevention
 - AIDS and other communicable disease prevention
 - Human growth and development
 - Personal health and hygiene
 - Human sexuality and pregnancy prevention
 - Reproductive health, interpersonal skills and parenting and shall provide for instruction, where appropriate, that:
 - a. Abstinence from sexual activity outside of marriage is the expected standard for all school-age children; and

- b. Abstinence from sexual activity is a certain way to avoid pregnancy, sexual transmission of AIDS and other communicable diseases.

Internet Safety

Curriculum frameworks for comprehensive health education shall not interfere with local determination of appropriate curriculum that reflects local values and concerns. Any student whose parent makes written request to the school principal shall be exempt from reproductive health or AIDS instructional activities as requested, **FS 1003.46**.

- 11. Reading Requirements: All students in sixth, seventh and eighth grade who exhibit a reading deficiency based on teacher assessment, district assessment and/or state assessments are scheduled for one or more periods of reading in addition to the regularly scheduled language arts course. Students who scored Level 1 or 2 on the reading FCAT-2 may be exempted from taking intensive reading for one year if they scored a Level 3 the previous three (3) years. An academic improvement plan or progress monitoring plan must be developed and implemented and signed by the guidance counselor and the parent/guardian for the year for which the exemption is granted.

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

In order to pass a course in grades 6 - 8, a student must earn a grade of 60 or higher and show mastery of the standards for the course (**Curriculum Frameworks/Course Code Descriptions and Grade Level Expectations**) as determined by teacher assessment utilizing a combination of any of the following methods:

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

- 13. All students will receive instruction in the **Next Generation Sunshine State Standards/Common Core State Standards** appropriate to their grade level.
- 14. Using statewide assessment results and district assessments, districts must provide additional diagnostic assessments to determine the nature of difficulty, the areas of academic need, and strategies for appropriate intervention and instruction for students who do not meet proficiency levels in reading, writing, mathematics and science. Proficiency levels are determined by the local school board and the Commissioner of Education.
- 15. The school must develop a **Progress Monitoring Plan** in consultation with the parents to assist the student in meeting the expectations of proficiency. Each plan must include the provision for intensive remedial instruction. Upon subsequent evaluation, if the deficiency is not corrected, the student may be retained. (**FS 1008.25**)
- 16. The school shall specify the required courses of study at each level. A copy of the master schedule will meet this requirement.

PROGRESSION OF STUDENTS GRADES 6- 8 (CONT'D)

B. Promotion/Retention

1. In order to pass a course in grades 6 - 8, a student must earn a passing score and show mastery of the standards for the course (Curriculum Frameworks/Course Code Descriptions and Grade Level Expectations) as determined by teacher assessment utilizing a combination of any of the methods listed under #12.
2. Section 1003.4156, F.S. provides general requirements for middle grades promotion. Beginning with students entering grade 6 in 2006-2007, promotion from middle school (6-8) to high school (9-12) requires that the student successfully complete 3 middle school or higher courses in English, mathematics, social studies, and science. Students must also successfully complete one semester-long course in career and education planning to be completed in the seventh or eighth grade.

Each school must hold a parent meeting either in the evening or on a weekend to inform parent about the revised middle school course curriculum and activities.

3. **Due to the change from seven to six class periods in a school day, the following middle school promotion requirements will apply in 2011-2012:**
 - a. A sixth grade student must have a final passing grade in 4 out of 6 courses, three of which must be in the area of language arts, mathematics, science and social studies in order to be promoted to the seventh grade.
 - b. A seventh grade student must have a final passing grade in 4 out of 6 courses, four of which must be in the area of language arts, mathematics, science and social studies.
 - c. An eighth grade student must have a final passing grade in 3 language arts, 3 mathematics, 3 science, and 3 social studies courses, and 1 semester –long course in Career and Educational planning in order to be promoted to the 9th grade.

Beginning in 2010-2011, students entering the eighth grade must also score a level 2 or higher on the Reading FCAT 2.0 assessment.

4. **Eighth Grade Mandatory Reading Retention**

For students entering the eighth grade in 2010-2011 and thereafter, the mandatory reading retention provision is as follows:

Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessment conducted in grades six through eight must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

If a student's reading deficiency, as identified in paragraph (a), is not remedied by the end of grade 8, as demonstrated by scoring at Level 2 or higher on the statewide FCAT assessment test in reading for grade 8, the student must be retained, unless promoted for good cause.

Students who scored Level 1 or 2 on the Reading FCAT 2.0 may be exempted from taking intensive reading for one year if they scored a Level 3 the previous three (3) years and an academic improvement plan or progress monitoring plan is already in place signed by the guidance counselor and the student's parent.

PROGRESSION OF STUDENTS GRADES 6- 8 (CONT'D)

5. Successful Progression of Level 1 Eighth Grade and Retained Eighth Grade Students

Beginning with the 2010-2011 school year each school must:

- a. Develop a Progress Monitoring Plans (PMP's) for all eighth grade students who did not score above Level 1 on the previous year's reading FCAT and did not meet the criteria for one of the good cause exemptions.
- b. The PMP must address additional supports and services needed to remediate the identified areas of reading deficiency
- c. A student portfolio must be developed for each student who did not score above Level 1 on the reading FCAT.
- d. Any student that is retained in the eighth grade for the second time (Tier Three) will be provided intensive reading interventions different from previous year's intervention, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include, but are not limited to:
 - ❖ Small group instruction
 - ❖ Reduced teacher-student ratios
 - ❖ More frequent progress monitoring
 - ❖ Tutoring or mentoring
 - ❖ Transition classes
 - ❖ Extended school day, week or year
 - ❖ Summer reading camps
- e. Students who are retained in the eighth grade must be provided with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.

6. Parent Notification – Retained Eighth Graders

Parents must be provided written notification of any eighth grade retained students if the student has not met the proficiency level required for promotion and the reasons the student is not eligible for good cause exemption. The notification must comply with provisions of s.1002.20 (14), F.S., and must include a description of proposed interventions and supports that will be provided to the student to remediate the identified areas of reading deficiency.

7. Remediation/Retention Options

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

8. Good Cause Exemptions for Grade Eight Reading Retention

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Any student who has not met the district criteria for promotion may be exempted from retention due to "good cause." "Good cause" exemptions include:

- a. Limited English Proficient (LEP) students who have had less than 2 years of instruction in an
- b. English for Speakers of Other Languages program.
- c. A student with disabilities who's IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
- d. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.

- e. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Next Generation Sunshine State Standards in reading equal to at least a level 2 performance on the FCAT. Student portfolio contents must:
 - 1) Be selected by the teacher.
 - 2) Be an accurate picture of the student’s ability and only include student work that has been independently produced in the classroom.
 - 3) Include evidence that the benchmarks assessed by the grade 8 Reading FCAT 2.0 have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text, and that are between 100-700 words with an average of 350 words. Such evidence should include chapter or unit tests from the district’s adopted reading core curriculum or equivalent or teacher-prepared assessments that are aligned with the Next Generation Sunshine State Standards.
 - 4) Be an organized collection of evidence of the student’s mastery of the Next Generation Sunshine State Standards for Language Arts that are assessed by the grade 8 Reading FCAT 2.0 assessment. For each benchmark, there must be at least three examples of mastery as demonstrated by a grade of “C” or above. Students must successfully master the present grade level portfolio as well as master at least 2 examples of each tested benchmark consistent with the year and month of promotion to the next grade level.)
 - 5) Be signed by the teacher and principal as an accurate assessment of the required reading Skills.
- e. Students with disabilities who participate in the Reading FCAT 2.0 and who have an IEP or Sect. 504 Plan that reflects that the student has received intensive remediation in reading for more than 2 years, but still demonstrates a deficiency in reading and was previously retained in grades K-7.
- f. Students who have received the intensive remediation in reading as required by Florida Statute for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in grades K-7 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day based upon a Progress Monitoring Plan that includes specialized diagnostic information and specific reading strategies for each student. If promoted, intensive reading instruction must include:
 - An appropriate alternative placement [FL 1008.25 (2)(c)].
 - Intensive differentiated instruction designed to remediate the student’s academic deficiencies.

Requests for Good Cause Exemptions: If student is retained by ‘c’ or ‘d’ above

- Teacher submits evidence to principal that promotion is appropriate and based on student’s academic record
 - Principal reviews and discusses with teacher and determines promotion or retention
 - Principal recommends promotion in writing to superintendent
 - Superintendent accepts or rejects principal’s recommendation in writing
9. The following Student Progression Standards will be in effect for students participating in **FCAT** administrations:
 - Students who score at or below achievement Level 3 on Reading **FCAT 2.0** and Math **FCAT 2.0** will be required to receive remediation.
 - Students who scored Level 1 or 2 on the Reading FCAT 2.0 may be exempted from taking intensive reading for one year if they scored a Level 3 the previous three (3) years and an academic improvement plan or progress monitoring plan is already in place signed by the guidance counselor and the student’s parent.
 - Students who score lower than 4.0 on the **FCAT Writing** at grade 8 will be required to receive remediation.
 10. Students may attend summer school, if available, to make up one failed course for promotional purposes, or receive remediation based upon recommendations in the **Progress Monitoring Plan**.

C. Additional Retention Considerations

Retention decisions shall be made, by a committee made up of the principal/designee, the child's teacher, the guidance counselor and a teacher from the next grade level.

The following criteria may be considered when a student is considered for retention:

- The student scores in quartile 1 on the district or state norm referenced tests in reading and/or mathematics.
- The student does not meet state performance levels on **FCAT** assessments.
- The student is not making adequate progress after a year of remedial instruction.
- The student has not demonstrated satisfactory performance of the Grade Level Expectation/**Next Generation Sunshine State Standards** in the district's core curriculum for reading, language arts, mathematics, science and social studies.

D. Remediation/Retention Options

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

A student who has been retained for 2 or more years must be placed in an appropriate alternative program that is different from the previous year's program and takes into account the student's learning style.

The principal shall designate a certified staff member to develop and administer a Progress Monitoring Plan (PMP) for each student in grades 6, 7 and 8 who did not meet specific levels of performance in district and state assessments. The PMP must be developed in collaboration with the student and the parents and must be implemented until the student meets proficiency levels or graduates from high school.

E. Placement for Good Cause

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Any student who has not met the district criteria for promotion may be exempted from retention due to "good cause." Placement for good cause may be based on one or more of the following:

- A student who has been previously retained two or more years with intensive intervention and remediation and who still meets retention criteria may be recommended for placement for good cause in the next grade level. Careful review of the student's progress will be made using the individual Progress Monitoring Plan or Individual Educational Plan and all other available data.
- LEP students who have had less than 2 years of instruction in an English for Speakers of Other Languages program.
- If the student is a late transfer into the district and FCAT scores are not available, the student may be placed for good cause.
- Students who demonstrate through a student portfolio that he or she is performing on grade level as evidenced by mastery of Next Generation Sunshine State Standards.
- Students with disabilities who demonstrate through a student portfolio an acceptable level of performance on Florida Course Descriptions for a Special Diploma.

F. Reporting Accelerated High School Graduation Options to Parents

Based on s. 1003.429, F.S. , a student may select an accelerated high school graduation option for a 3-year standard college preparatory program or a 3-year career preparatory program. Both options required a minimum of 18 credits in grades 9 through 12. Each district school board should provide each student in grades 6-12 and their parents with both information about three-year and four-year graduation options. If an option is not selected, the student shall be considered to have selected the 4-year option.

G. Parent/Student Notification of Accelerated Graduation Options and Accelerated Courses such as Dual Enrollment, Advanced Placement, Honors Courses, and Early Admission.

Students in grades six through twelve and their parents shall be provided with information on the three year and four year graduation options and respective curriculum requirements at the beginning of the school year, including information on accelerated course work. This information will be presented to students and parents so they can best select the postsecondary education or career plan that best fits their needs. The student and parent may select a graduation option at any time during grades nine through twelve. The student shall submit to the high school principal and guidance counselor a signed parental consent to enter the 3 year accelerated graduation program or the 4 year graduation program. Guidance Counselors will annually meet with the parent and student to revisit the graduation options and course selections.

H. Progression of Students with Disabilities in Grades Six, Seven and Eight

1. Promotion

The Individual Education Plan will specify the type of progression plan a student will follow based upon the individual needs of the student. A student with a disability must meet the same district proficiency levels required for a regular education student unless the IEP team determined that the student is:

1. One for whom the Next Generation Sunshine State Standards are not appropriate standards, and
2. the student meets the exception criteria as set forth in the District Special Programs and Procedures Document for FCAT and/or other standardized assessments.

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

2. Retention

Retention of students with disabilities should be based upon the same district required proficiency levels as delineated in Section B through E unless the student meets exemption criteria from FCAT and is working toward mastery of the Sunshine State Standards for Special Diploma.

3. Special Placement Consideration

Students with disabilities who have not mastered established standards, goals, and objectives, and who may not benefit from repeating the same grade, may be assigned to the next higher grade upon recommendation of the Individual Educational Plan (IEP) placement/review committee based upon established DOE guidelines.

4. Reporting Special Placement Considerations to Parents

To assure that the intent of **FS 1003.43**, is met, schools shall schedule a conference with the parents of conference shall be to explain the options available to students with disabilities and to determine if the parents desire their child to pursue a standard diploma. If the parents do indicate such a desire, a written request for this action shall be obtained from the parents. A record of the school's request(s) to hold such a conference shall be maintained in the cumulative record of each eligible student. If a school is unable to hold a conference because of the refusal or inability of parent to attend, a copy of the school's recommendation shall be mailed to the parents along with a statement that the student will be following a program leading to a special diploma unless the parents indicate in writing that they desire their child to pursue a standard diploma.

- 5.** Each district school board must provide each student in grades 6-12 and their parents with information regarding both three-year and four-year graduation options. If an option is not selected, the student shall be considered to have selected the 4-year option.
- 6.** Refer to P.57 for guidelines for students with disabilities participation in state and district assessment.

XIV. PROGRESSION OF STUDENTS GRADES 9-12

A. Credit Defined

For the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours {FS 1003.436(1)} of bona fide instruction in a designated course of study that contains student performance standards.

High School Credit

The hourly requirements for one-half credit are one-half the requirements specified for one full credit. The district maintains a one-half credit earned system including courses offered on a full-year basis, in awarding credit for high school graduation. A student enrolled in a full-year course will receive one-half credit if the student successfully completes either the first or second half of the course but fails the other half and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course will receive full credit if the student passes either the first or second half of the course but fails to pass the other half and the averaging of the grades in each half results in a passing grade {FS 1003.436(2)}.

End of Course (EOC) Credit

The Credit Acceleration Program (CAP) allows a secondary student to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment even if the student is not enrolled in the course and has not completed the course. Course credit shall be awarded if the student takes the standardized end-of-the-course assessment and makes a passing score as determined by the Department of Education. The standardized EOC assessment must be taken during the regular administration of the assessment.

Dual Enrollment Credit

The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment that satisfy the requirements of the Franklin County articulation agreement and that equal one full credit of the equivalent high school course.

Voluntary Service Credit

Students may earn a maximum of one-half credit in social studies and one-half credit elective for student completion of nonpaid voluntary community or school service work. Students must complete a minimum of 75 hours of service in either category. Credit may not be earned for service provided as a result of court action. Students who wish to earn credit through voluntary service hours must develop and submit a personal plan of identified school or community needs. School principals will be responsible for approving specific volunteer activities. Upon approval by the principal, the guidance counselor will set up a file on each student to record the progress and to document hours of service.

Credit Recovery/Summer School Credit

Student enrolled in an approved summer school, credit recovery program, or other approved program may earn up to one credit during the summer. All minimum requirements must be met including evidence of work achieved and a statement of progress must be presented to the principal of the school of record by the summer school teacher.

Credits Earned in Non-Accredited Schools and Home Education Programs

Coursework or credits earned in schools which are not accredited by either a state or regional accreditation authority, or in home education programs, shall be validated prior to acceptance. Credits shall be validated during the first grading period at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated. The

PROGRESSION OF STUDENTS GRADES 9-12 (CONT'D)

principal/designee shall administer appropriate tests and/or consider other educational data, as he/she deems suitable to determine the validity of the coursework or credits. Home school portfolios and annual evaluations will compose part of this data.

Adult School Credit

Credit for a course taken in adult school will be accepted for graduation only with prior written approval by the principal. The teacher and the Director of Adult Education shall certify documentation of mastery of the state performance standards.

Career and Technical Education Programs Credit

Beginning in 2011-2012 and thereafter, students entering the ninth grade will not be eligible for Career and Technical Education (CTE) Course Substitutions.

For students entering the ninth grade prior to 2011-2012, program substitutions will remain in effect .

1. A student may substitute competencies completed in Keyboarding and Business Skills (8200320) and Computer and Business Skills (8200330) for competencies required in Computing for College and Careers (8209020) for purposes of Business Management & Career Cluster Program Completion.
2. Job preparatory programs may be substituted for required courses in math, English and science as outlined in the Course Code Directory and State Board Rules, not to exceed two (2) credits in each subject area.
3. A ninth grade student who meets one of the following criteria may be placed in a Career and Technical Education program identified in the Course Code Directory for grades 10-12:
 - a. A student who is over age for his grade level or has been retained at least one time.
 - b. A student who is identified as socio-economically and/or educationally disadvantaged.
 - c. A student who is identified as a potential dropout, or was previously enrolled in a dropout prevention program (failing academic subjects required for graduation/poor attendance, etc.).Verification for vocational class placement must be placed in student's cumulative folder.

Forgiveness Policy

- * **FS 1003.43** requires that beginning in the 2000-2001 school year, school district grade forgiveness policies for required courses are limited to replacing the grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or comparable course. Forgiveness policies for elective courses are limited to replacing the grade of "D" or "F" with a grade "C" or higher earned subsequently in another course. Any grade included in the calculation of the cumulative grade point average required for graduation shall be in accordance with the district forgiveness policy. (Regular courses are not equivalent to honors or dual enrollment courses.) Students who score below Level 3 on the SSS FCAT in reading, math, and science may be at risk for failure.
- * **Rule 6A-1.0955(3)**, FAC requires each school district to keep a record of course taken and a record of achievement, such as grades, unit, or certification of competence. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades must be included on the student's transcript. The authority for the school board to adopt a forgiveness policy does not provide the authority to alter a student's record to delete the forgiven course and grade. The forgiveness policy is for the express purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school. The board does not have the authority to purge that student's record to delete the first grade. All forgiven courses and grades must be included on a student's transcript as an accurate reflection of the student's record of achievement.

PROGRESSION OF STUDENTS GRADES 9-12 (CONT'D)

Credit Restrictions

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

- (1) More than a total of nine elective credits in remedial programs
- (2) More than one credit in exploratory career and technical courses as defined in FS 1003.01(4)(a).
- (3) More than three credits in practical arts family and consumer sciences classes as defined in FS 1003.01(4)(a).
- (4) Any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be appropriate. (In this case, a written assessment of the need must be included in the student's individual educational plan or in a student performance plan, signed by the principal, guidance counselor, parent, and student.)

B. Minimum Annual Credit Requirements

A student pursuing a 24 credit college-ready or standard diploma or an 18 credit -college prep or career prep diploma who entered the ninth grade prior to 2008-2009 and who is enrolled in grades 9-12 will be required to take a minimum of six (6) credits each school year.

A student may only earn 8 credits from the beginning of one school year to the beginning of the next school year. This provision may be waived for students participating in competency-based programs. Students are not permitted to graduate prior to their regular class graduation date unless they have selected the 18-credit graduation option.

C. Course Code Descriptions and Next Generation Sunshine State Standards/Benchmarks/Credit

1. In order to receive credit for a course in grades 9 - 12, the student must show mastery of course standards (Course Code Descriptions/Curriculum Frameworks incorporating the Next Generation Sunshine State Standards/Common Core State Standards) as determined by teacher assessment utilizing a combination of any of the following methods:

- Teacher Observation
- Classroom Assignments/Lesson Plans
- Individual/Group Assignments
- Teacher-Made Tests
- Comprehensive Examinations
- Progress Tests
- Performance Tasks
- State and District Assessments
- Checklists
- Other Objective Data

2. Students will receive instruction in the Next Generation Sunshine State Standards/Common Core State Standards that correlate with courses from the Course Code Directory.

- D. **State Assessment Requirements for Graduation** - Students must achieve passing scores on the Grade 10 FCAT Reading or passing scores on a standardized test that is concordant with the passing scores on the FCAT. Passing scores for the Grade 10 FCAT are as follows:

FCAT Reading	FCAT Mathematics
1926 (scale score of 300) or above	1889 (scale score of 300) or above

PROGRESSION OF STUDENTS GRADES 9-12 (CONT'D)

Beginning in 2010-11, students scheduled to graduate are required to meet new concordant scores. A senior can graduate by receiving a passing score comparable to the FCAT on the ACT or SAT in reading and mathematics.

Beginning July 1, 2010, students who have not passed the FCAT can substitute concordant passing scores at any time (prior to July 1, 2010, students were required to take the FCAT at least three times without passing in order to use the concordant scores.) Concordant scores are as follows:

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

Beginning in 2010-11, students who entered ninth grade were required to take the Florida End-Of-Course (EOC) Assessment for Algebra I instead of grade 9 FCAT mathematics assessment with thirty percent (30%) of the EOC Algebra I assessment counting toward course credit. Students taking the Algebra I EOC assessment in 2011-2012 must make a AL3 or greater.

Students can retake the FCAT as many times as they want, until they pass it, and can enroll for a “free” 13th year of public education, should they need additional instruction to successfully pass the FCAT. Students have up to five opportunities to pass the Grade 10 FCAT Reading prior to graduation. Students who do not pass the FCAT Reading in the spring of their sophomore year may retest in the fall and spring of their junior and senior years.

Seniors with a Certificate of Completion may enroll in any community college in the state by taking the College Placement Test (CPT) to determine if they qualify to register for credit or must take remedial courses.

E. High School Graduation Requirements for Students Entering Grade Nine in 2011-2012 (FS 1003.43)

Due to the change from seven to six class periods in a school day, the number of credits required for graduation for students entering ninth grade in 2011-2012 will decrease from 26 to 24 credits.

1. College-Ready 24 Credit/4-year Option for Students Entering Grade Nine in 2011-2012.

A minimum of 24 credits is required for graduation (FS 1003.43). Included in the 24 must be the following:

- 4 credits - English (major concentration in composition, reading for information, and literature)
- 4 credits - Mathematics (must include Algebra I, Geometry, Algebra II, and a higher-level higher Math course)
- 3 credits - Social Studies (must include World History, U. S. History, U. S. Govt. ½ credit, Economics ½ credit)
- 3 credits - Science (must include Physical Science, Biology, Chemistry, Physics, or equivalents - two with lab component)
- 2 credits - Foreign Language (in the same language), sign language or demonstrated proficiency in a second language.
- 1 credit - In Physical Education to include integration of health (HOPE); or completion of two full seasons in a high school sport at the junior varsity and varsity levels and a passing grade of “C” on the Personal Fitness Competency test.
- 1 credit - Fine Arts or performing arts, speech, debate, or a practical arts course.
- 6 credits - Electives
- 24 credits - TOTAL

PROGRESSION OF STUDENTS GRADES 9-12 (CONT'D)

State Assessment Requirements: Passing scores on the Grade 10 Reading FCAT 2.0 and End-of Course (EOC) test in Algebra I or scores on ACT or SAT that are concordant with passing FCAT scores.

Grade Point Average (GPA) Requirements: Cumulative GPA of 2.0 on a 4.0 scale.

2. Traditional Standard 24 Credit/4-year Option for Students Entering Grade Nine in 2011-2012.*

A minimum of 24 credits is required for graduation (**FS 1003.43**). Included in the 24 must be the following:

- 4 credits - English (major concentration in composition, reading for information, and literature)
- 4 credits - Mathematics (two of four courses must include Algebra I and Geometry or series of courses equivalent to Algebra I and Geometry)
- 3 credits - Social Studies (World History, U.S. History, U.S. Govt. ½ credit, Economics ½ credit)
- 3 credits - Science, (two of which must have lab component and one credit in Biology 1 or a series of courses equivalent to Biology 1)
- 1 credit - In Physical Education to include integration of health (HOPE); or completion of two full seasons in a high school sport at the junior varsity and varsity levels **AND** a passing grade of “C” on the Personal Fitness Competency test.
- 1 credit - Fine or performing arts, speech and debate, or practical arts course
- 8 credits - Electives
- 24 credits - TOTAL

* **A foreign language not required for standard diploma but is required for admission into state universities.**

State Assessment Requirements: Passing scores on the Grade 10 reading FCAT-2 test and End-of Course (EOC) test in Algebra I or scores on ACT or SAT that are concordant with passing FCAT scores.

Grade Point Average (GPA) Requirements: Cumulative GPA of 2.0 on a 4.0 scale.

F. High School Graduation Requirements for Students Entering Grade Nine in 2010-2011.

Due to the change from seven to six class periods in a school day, the number of credits required for graduation for students who entered grade 9 in 2010-2011, will decrease from 26 to 24 credits.

1. College-Ready 24 Credit/4-year Option for Students Entering Grade Nine in 2010-2011.

Included in the 24 must be the following:

- 4 credits - English (major concentration in composition, reading for information, and literature)
- 4 credits - Mathematics (must include Algebra I, Geometry, Algebra II, or a higher-level higher Math course)
- 3 credits - Social Studies (World History, American History, American Govt. ½ credit, Economics ½ credit)
- 3 credits - Science (must include Biology, Chemistry, Physics, or equivalents - two with lab component)
- 2 credits - Foreign Language (in the same language), sign language or demonstrated proficiency in a second language.

PROGRESSION OF STUDENTS GRADES 9-12 (CONT'D)

- 1 credit - In Physical Education to include integration of health (HOPE); or completion of two full seasons in a high school sport at the junior varsity and varsity levels **AND** a passing grade of “C” on the Personal Fitness Competency test.
- 1 credit - Fine Arts or performing arts, speech, debate, or a practical arts course.
- 6 credits - Electives
- 24 credits -TOTAL

State Assessment Requirements: Passing scores on the Grade 10 Reading FCAT 2.0, or scores on the ACT or SAT that are concordant to passing scores on the FCAT.

Grade Point Average (GPA)

Requirements: Cumulative GPA of 2.0 on a 4.0 scale.

2. Traditional Standard 24 Credit/4-year Option for Students Entering Grade Nine in 2010-2011.*

A minimum of 24 credits is required for graduation (**FS 1003.43**). Included in the 24 must be the following:

- 4 credits - English (major concentration in composition, reading for information, and literature)
- 4 credits - Mathematics (must include Algebra I or courses equivalent to or a higher math)
- 4 credits - Social Studies (World History, U. S. History, U. S. Govt. ½ credit, Economics ½ credit)
- 4 credits - Science (3 credits in science, two must have lab component)
- 1 credit - In Physical Education to include integration of health (HOPE); or completion of two full seasons in a high school sport at the junior varsity and varsity levels **AND** a passing grade of “C” on the Personal Fitness Competency test.
- 1 credit - Fine or performing arts, speech and debate, or practical arts course
- 8 credits - Electives
- 24 credits - TOTAL

* **A foreign language not required for standard diploma but is required for admission into state universities.**

State Assessment Requirements: Passing scores on the Grade 10 Reading FCAT 2.0, or scores on the ACT or SAT that are concordant to passing scores on the FCAT.

Grade Point Average (GPA)

Requirements: Cumulative GPA of 2.0 on a 4.0 scale.

G. High School Graduation Requirements for Students Entering Grade Nine in 2008-2009 and 2009-2010.

Due to the change from seven to six class periods in a school day, the number of credits required for graduation for students who entered grade 9 in 2008-2009, will decrease from 26 to 24 credits.

1. College-Ready 24-Credit/4-year Option for Students Entering Grade Nine in 2008-2009 and 2009-2010.

A minimum of 24 credits is required for graduation (**FS 1003.43**) beginning with the Freshman class of 2008-2009. Included in the 24 must be the following:

- 4 credits - English (major concentration in composition, reading for information, and literature)
- 4 credits - Mathematics (must include Algebra I, Geometry, Algebra II ,or a higher-level higher Math course)
- 3 credits - Social Studies (World History, American History, American Govt. ½ credit, Economics ½ credit)

PROGRESSION OF STUDENTS GRADES 9-12 (CONT'D)

- 3 credits - Natural Science (Biology, Chemistry, Physics, or equivalents - two with lab component)
- 2 credits - Foreign Language (in the same language), sign language or demonstrated proficiency in a second language.
- 1 credit - In Physical Education to include integration of health (HOPE); or completion of two full seasons in a high school sport at the junior varsity and varsity levels **AND** a passing grade of "C" on the Personal Fitness Competency test.
- 1 credit - Fine Arts or performing arts, speech and debate, or a practical arts course.
- 6 credits - Electives
- 24 credits - TOTAL

State Assessment Requirements: Passing scores on the Grade 10 FCAT reading and math tests or scores on the ACT or SAT that are concordant to passing scores on the FCAT.

Grade Point Average (GPA)

Requirements: Cumulative GPA of 2.0 on a 4.0 scale.

2. Traditional Standard 24 Credit/4-year Option for Students Entering Grade Nine in 2008-2009 And 2009-2010.*

A minimum of 24credits is required for graduation (**FS 1003.43**). Included in the 26 must be the following:

- 4 credits - English (major concentration in composition, reading for information, and literature)
- 4 credits - Mathematics (must include Algebra I or courses equivalent to or a higher math)
- 3 credits - Social Studies (World History, U. S. History, U. S. Govt. ½ credit, Economics ½ credit)
- 3 credits - Science (3 credits in science, two must have lab component)
- 1 credit - In Physical Education to include integration of health (HOPE); or completion of two full seasons in a high school sport at the junior varsity and varsity levels **AND** a passing grade of "C" on the Personal Fitness Competency test.
- 1 credit - Fine or performing arts, speech and debate, or practical arts course
- 8 credits - Electives
- 24 credits - TOTAL

* **A foreign language not required for standard diploma but is required for admission into state universities.**

State Assessment Requirements: Passing scores on the Grade 10 FCAT reading and math tests or scores on the ACT or SAT that are concordant to passing scores on the FCAT.

Grade Point Average (GPA)

Requirements: Cumulative GPA of 2.0 on a 4.0 scale.

H. Credit Requirements for Accelerated Graduation Options for entering Grade 9 Students in 2011-2012.

1. Accelerated Graduation College Preparatory 18-Credit/3-Year Option for Students Entering Grade Nine 2010-2011.

A minimum of 18 credits is required for graduation (**FS 1003.43**). Included in the 18 credits must be the following:

- 4 credits - English (major concentration in composition and literature)
- 4 credits - Mathematics (must include Algebra I, Geometry, Algebra II and higher level math courses)
- 3 credits - Science (two with lab component with 1 credit in Biology 1 or series of courses equivalent to Biology 1)
- 3 credits - Social Studies (World History, U. S. History, U.S. Govt. ½ credit, Economics ½ credit)

PROGRESSION OF STUDENTS GRADES 9-12 (CONT'D)

- 2 credits - Foreign Language (in the same language), sign language or demonstrated

- proficiency in a second language
- 2 credits - Electives
- 18 credits - TOTAL

Six of the 18 credits must be earned from Advanced Placement, International Baccalaureate, Dual Enrollment, International Baccalaureate, or Advanced International Certificate of Education courses. Honor courses will not be accepted as part of the six hours.

State Assessment Requirements Passing scores on the Grade 10 Reading FCAT 2.0 or scores on ACT or SAT that are concordant with passing FCAT scores.

Grade Point Average (GPA) Requirements:

Cumulative GPA of 3.5 on a 4.0 scale in the courses required for the college prep program and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits.

2. Accelerated Graduation Career Preparatory 18-Credit/3-year Option for Students Entering Grade Nine in 2011-2012.

A minimum of 18 credits is required for graduation (**FS 1003.43**). Included in the 18 credits must be the following:

- 4 credits - English (major concentration in composition and literature)
- 4 credits - Mathematics (two of which must be Algebra I and Geometry or series of courses equivalent to Algebra I and Geometry)
- 3 credits - Science (two with lab component) with one credit in Biology or series of courses equivalent to Biology 1
- 3 credits - Social Studies (World History, U. S. History, U. S. Govt. ½ credit, Economics ½ credit)
- 4 credits - 3 credits in single vocational/career ed. program and 1 credit in electives;
or
- 3 credits in single career/technical certificate dual enrollment program and -1 credit in electives;
or
-4 credits in vocational/career education (including 3 credits in one sequential career and technical educational program).
- 18 credits - TOTAL

State Assessment Requirements Passing scores on the Grade 10 Reading FCAT 2.0 or scores on ACT or SAT that are concordant with passing FCAT scores.

Grade Point Average (GPA) Requirements:

Cumulative GPA of 3.5 on a 4.0 scale in the courses required for the college prep program and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits.

Additional 18 Credit Accelerated Graduation Requirements

The student and student's parent should meet with the guidance counselor to receive an explanation of the relative requirements, advantages, and disadvantages of each graduation option. The student should receive the written consent of the parent to apply for an accelerated graduation option. If student and parent fail to select one of the accelerated graduation options, the student shall be considered to have selected a standard 24 credit graduation

Beginning with students entering grade 9 in the 2004-2005 school year, and thereafter, the following requirements must be met for students pursuing the accelerated 18 credit graduation program:

PROGRESSION OF STUDENTS GRADES 9-12 (CONT'D)

- ❖ Students must earn passing scores on the FCAT or on an alternative standardized test

- approved by the department of education.
- ❖ Students must achieve a cumulative weighted or unweighted grade point average of 3.0 on a 4.0 scale.
- ❖ If, at the end of grade, a student is not on track to meet the credit, assessment, or GPA requirements of the 18 credit options, the school shall notify the student and the parent of the requirements the student is not currently meeting and the specific performance necessary in grade 11 for the student to meet the requirements.
- ❖ A student shall be automatically moved to the 4-year standard diploma program if:
 - The student and parent exercise the right to change to the 4-year program;
 - The student fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10;
 - The student fails to achieve a passing score on the Grade 10 FCAT as defined in 1008.22(3)© or scores on a standardized tests as defined in 1008.22(9).
 - The student fails to meet credit requirements by the end of grade 11

I. Early Admission

The following procedures shall be in force and adhered to by the schools and the School Board of Franklin County, Florida in cooperation with applicable post-secondary institutions in providing for a program of accelerated graduation and/or early admission and advanced studies for qualified students from Franklin County:

- a. Acceptance of the student by a post-secondary institution authorized by Florida Law or accredited by the Southern Association of Colleges and Schools, after satisfactory completion of the equivalent of two (2) school years of instruction above grade nine, including six (6) credits each year in grade ten and eleven as specified by the secondary school and requiring that the students have at least a "B" average for those two years in grades 9, 10, and 11.
- b. When the above stated conditions have been met, the students may be awarded a diploma at graduation with his or her regular class, or at a time convenient to the principal, provided that:
 - i. The student has completed two (2) college semesters or equivalent with a normal class load and maintains at least a "C" average or equivalent or,
 - ii. The student has earned sufficient college credits to fulfill graduation requirements as specified by the district school board. In order to earn a credit in high school, a student must be enrolled and pass acceptable courses for two full semesters (6 semester hours) for a high school credit.
 - iii. The student's high school record contains adequate notations covering the work accomplished while in college. An official transcript of courses taken must be on file in the student's high school record prior to a diploma being granted.
 - iv. Meet all local and state graduation requirements.
- c. Students enrolled in the Early Admission Program are eligible to participate in clubs, but are restricted from holding office or participating in valedictorian/salutatorian honors.

J. Dual Enrollment

Students who have completed grade ten and who demonstrate a readiness to engage in post secondary level academic work will be provided with advanced instruction in cooperation with a post secondary institution as prescribed by an agreement between the Board and the institution.

A student must express intent to the principal to pursue a post secondary degree to be eligible to participate in these programs. In order to participate, the student must also have written approval of

PROGRESSION OF STUDENTS GRADES 9-12 (CONT'D)

the high school principal, acceptable grade point average, and acceptable college admission test

scores. A participating student shall not enroll in physical education courses at the post-secondary level.

K. Career and Professional Education Academies: (CAPE)

- Franklin County Culinary Arts Program
- Building Construction Technology Academy (STEM)

Academies offer dual enrollment courses which give students the opportunity to earn high school and college credit.

1. Entrance requirements
 - a. Students in grades 10-12 may enroll in the academies.
 - b. Students must complete an application.
 - c. Students must complete an interview to determine their interest, commitment, goals, and need.
 - d. Students will earn a standard high school diploma or General Education Diploma (GED).
2. Students must earn 3 credits a year or a total of 6 credits in order to complete the program.
3. Students will be required to follow the Franklin County Code of Conduct as well as job and classroom safety codes.

L. Florida Virtual School

Florida Virtual School (FLVS) is a fully-accredited public virtual high school that offers free online courses to middle and high school students in Florida. FLVS is an internet based high school that offers coursework based on the Sunshine State Standards for credit for high school students. Successful completion of middle school courses is equal to credit earned. Students may view an approved course list by accessing the FLVS website at <http://flvs.net>. Students may take courses during and/or after school hours. Some of the students who may benefit from enrolling for courses at FLVS are:

- Students who might need to make up credits in order to graduate on schedule.
- Students who want to enrich their academic program.
- Students who have scheduling conflicts.
- Students who want to take a course(s) not offered at their school.
- Students who need a more flexible schedule due to medical or behavioral issues.
- Students who need a more flexible schedule due to training for other extra-curricular endeavors.

Students must have access to a computer, the internet, and a printer for access to courses via the FLVS website. If the student is taking the class on campus, the district school will provide the necessary computer, and internet access. If the student is taking the class off campus, the parent is responsible for providing access to a computer and internet access.

Before enrolling in courses, a student must consult with the school guidance counselor to determine if courses are academically appropriate for a student based upon course prerequisites and the student's academic history and age. A student cannot be enrolled in the same course concurrently at FLVS and the district school. Students may register for courses with FLVS by accessing the website at <http://flvs.net>.

M. Bright Futures Scholarship Program

Students, who intend to pursue the prescribed requirements for the Florida Academic Scholars Program, must complete a minimum of 75 hours of community service (**FS 1009.534**).

Students will have the opportunity to participate in this program by contacting the guidance counselor at each school site. By submitting his or her name and demonstrating the academic qualifications and desire to participate, the guidance counselor will then set up a file on each student to record the progress and the documentation of the school board approved program of community service.

PROGRESSION OF STUDENTS GRADES 9-12 (CONT'D)

The following conditions also apply:

1. The collection and documentation of the 75 hours may begin upon promotion from the eighth grade.
2. The principal or designee at each school site is responsible for developing his or her own documentation form.
3. Students will be responsible for their own transportation to the volunteer sites.
4. A school site may elect to award one semester credit in a participant's senior year. The two courses that would be available are voluntary/school community service, course code 0500370. Any hours accumulated previous to the senior year would apply and the student would have to meet all performance standards and curriculum frameworks to obtain credit.

N. Credit Acceleration Program (CAP)

CAP allows a secondary student to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment whether or not the student is enrolled in the course or has completed the course. Course credit shall be awarded if the student takes the standardized end-of-the-course assessment and makes a passing proficient score as determined by the standardized EOC assessment. The standardized EOC assessment will be taken during the regular administration of the assessment.

O. General Promotion Policies

1. **College-Ready Option and Standard Option – Four (4) Year Graduation Option – For students entering the ninth grade prior to 2008-2009, the following promotion requirements must be met:**
 - a. To be promoted from grade nine to ten, a student must have earned a total of five credits and must have earned a cumulative grade point average of 1.0 on an unweighted 4.0 scale including a credit in English and three other credits in required courses.
 - b. To be promoted from grade ten to eleven, a student must have earned a total of twelve credits and must have earned a cumulative grade point average of 1.5 on an unweighted 4.0 scale including two credits in English and math, and at least one required science and one required social studies course.
 - c. To be promoted from grade eleven to twelve, a student must have earned a total of 18 credits and must have earned a cumulative grade point average of 2.0 on an unweighted 4.0 scale including three English credits.
2. **College-Ready Option and Standard Option – Four (4) Year Graduation Option – For student entering grade nine in 2008-2009 the following promotion requirements must be met:**
 - a. To be classified as a sophomore, a student must have earned a total of six credits and must have earned a cumulative grade point average of 1.0 on an unweighted 4.0 scale including a credit in English and three other credits in required courses.
 - b. To be, classified as a junior, a student must have earned a total of thirteen (13) credits and must have earned a cumulative grade point average of 1.5 on an unweighted 4.0 scale including two credits in English and math, and at least one required science and one required social studies course.
 - c. To be, classified as a senior, a student must have earned a total of twenty-one (21) credits and must have earned a cumulative grade point average of 2.0 on an unweighted 4.0 scale including three English credits.

PROGRESSION OF STUDENTS GRADES 9-12 (CONT'D)

3. College-Ready Option and Standard Option – Four (4) Year Graduation Option – For student entering grade nine in 2009-2010 through 2011-2012 the following promotion requirements must be met:

- a. To be classified as a sophomore, a student must have earned a total of five (5) credits and must have earned a cumulative grade point average of 1.0 on an unweighted 4.0 scale including a credit in English and Math and two other credits in required courses.
- b. To be, classified as a junior, a student must have earned a total of twelve (12) credits and must have earned a cumulative grade point average of 1.5 on an unweighted 4.0 scale including two credits in English and math, and at least one required science and one required social studies course.
- c. To be, classified as a senior, a student must have earned a total of eighteen (18) credits and must have earned a cumulative grade point average of 2.0 on an unweighted 4.0 scale including three English credits.

4. Three (3) Year College Prep Option

- a. To be promoted from grade nine to ten, a student must have earned a total of six credits and must have earned a cumulative weighted grade point average of at least 3.5 on a 4.0 scale including English I, and one credit each in math, science, social studies, a foreign language and one elective as required for Option 2.
- b. To be promoted from grade ten to eleven, a student must have earned a total of twelve credits and must have earned a cumulative grade point average of at least 3.5 on a 4.0 scale including 2 credits in English and math and one in science, social studies, a foreign language, and 2 electives as required for Option 2.

5. Three (3) Year Career Prep Option

- a. To be promoted from grade nine to ten, a student must have earned a total of six credits and must have earned a cumulative weighted grade point average of at least a 3.0 on a 4.0 scale including English I, and one credit each in math, science, social studies, and one elective.
- b. To be promoted from grade ten to eleven a student must have earned a total of twelve credits and must have earned a cumulative weighted grade point average of at least a 3.0 on a 4.0 scale including 2 credits in English, math, science, social studies, electives and one credit in foreign language.

P. Remedial Instruction

Remedial instruction in reading, writing, mathematics and science will be provided for students who meet the criteria for an **Progress Monitoring Plan**. Students who did not attain Achievement Level 3 on **FCAT Reading SSS** or **FCAT Mathematics SSS** will be provided remedial instruction. Remedial instruction may be provided through the Supplemental Academic Instruction Program. If documented as a need in the student's **Progress Monitoring Plan**, students may attend summer school, if available, for remedial instruction. Remedial instruction may not serve in lieu of math and English credits.

Q. Failure

Students failing a required course will be required to make up the work by repeating the course failed during the regular school year or during summer school if available. Make-up work can be completed or transferred from another accredited high school. Work or credits from non-accredited public or private schools, or

PROGRESSION OF STUDENTS GRADES 9-12 (CONT'D)

institutions, shall be validated as approved by the School Board. A student can make up one (1) credit only during summer school. No more than one (1) credit may be earned in summer school.

R. Minimum Graduation Requirements

1. For students entering the ninth grade in 2008-2009, the requirement for meeting the minimum grade point average for ~~26~~ 24 credit high school graduation options is that students must have an overall cumulative GPA of 2.0 or above on a 4.0 scale. This would require the inclusion of all high school courses taken in the student's educational program, except those courses to which a forgiveness policy has been applied.
2. For students entering the ninth grade in the 2004-2005 school year and thereafter, who select the 18 credit college prep or career prep graduation option, the minimum GPA requirement for graduation is a cumulative GPA of 3.0 on a 4.0 scale.
3. For students entering the ninth grade in the 2006-2007 school year and thereafter, who select the 18 credit college prep, the minimum GPA requirement for graduation is a cumulative GPA of 3.5 on a 4.0 scale.
4. For any student to be awarded a diploma, he or she must have met all district and state credit/course requirements.
5. Graduating students must achieve a passing score on the grade 10 FCAT reading and mathematics assessments or EOC assessments or equivalent standardized test as approved by the Commissioner of Education. For those students graduating in 2003-2004 and thereafter, the State Board authorizes the use of ACT or SAT scores concordant with the FCAT passing score to satisfy the FCAT Reading and Math assessment requirement for a standard high school diploma (s. 1008.301, F.S.). Concordant scores are: Reading – SAT 420; ACT 18 and Math – SAT 340; ACT 15.
6. Based on the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities Act (ENNOBLES), student with disabilities may receive a waiver of requirements for part or all of the Grade 10 FCAT and EOC exams if the student has a current IEP, remains enrolled in course leading to a standard diploma, has taken the Grade 10 FCAT at least twice with appropriate allowable accommodations, and meets state requirements other district and state requirements.
7. Military Personnel's Dependent Children Transfer to Florida Schools and Equivalencies for Standardized Tests (s.1008.221, F.S.): A dependent child of the United States Armed Forces who enters a public school at the grade 12 level from out-of-state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the grade 10 FCAT shall satisfy the assessment requirement for a standard high school diploma.

S. Required Instruction

1. Each school shall specify the required courses of study at each level.
2. Pursuant to **FS 1003.42, Required Instruction**, students shall receive instruction in the history of the Holocaust (1933-1945) and in the history of the African-Americans to include, but not be limited to:
 - a. 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

PROGRESSION OF STUDENTS GRADES 9-12 (CONT'D)

and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions;

- b. 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.
 - c. **FS 1003.42** (1998) requires that public school instruction include the study of Hispanic and Women’s contributions to the United States.
FS 1003.42 is amended to require instruction, to provide that, in order to encourage patriotism, public schools teach the sacrifices that veterans have made in serving the country and protecting democratic values worldwide. Such instruction must occur on or before Veterans’ Day and Memorial Day. Instructional staff is encouraged to use the assistance of local veterans when practicable. Instruction in flag education shall be provided to students including instruction in the proper flag display and flag salute.
 - d. **FS 1003.44, Declaration of Independence** --- Require that in the last full week of classes in September all schools celebrate “Freedom Week”. During this week a least three hours of in-depth instruction on the intent, meaning, and importance of the Declaration of Independence
 - e. must be included in each social studies class. In addition, at the beginning of each school day or in homeroom during this week, principals and teachers must conduct an oral recitation by students of the following portion of the Declaration of Independence:
“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among them are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”
3. **FS 1003.42.** For students entering the ninth grade, the curriculum for American government shall include the study of Florida government, including the Florida constitution, the three branches of state government, and municipal and county government.
 4. **FS 1003.43 - (Marriage Preparation Act)** adds a requirement to the high school life management curriculum that “marriage and relationship skill - based education” be included in the course.
 5. **FS 1003.42(2)(g) Character Development Program** includes instruction in a secular character-development program stressing patience, attentiveness, and initiative. This instruction can be incorporated in the social studies curriculum.
 6. For students entering the ninth grade one of the four mathematics credits required for graduation must be Algebra I, a series of courses equivalent to Algebra or a higher-level mathematics course.
 7. A student may not enroll in Level I courses unless assessment of the student indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's Individual Educational Plan or in a student performance plan, signed by the principal, the guidance counselor, and the parent or guardian (or the student if he/she is 18 years old or older).
 8. Students are required to create an electronic personal education plan (ePEP). This plan will result in the completion of a personalized career and education plan which must be signed by the student, parent and guidance counselor. This plan must be reviewed annually.
 9. **AIDS Education** -The school centers containing grades 9 - 12 will be required to teach ninth grade students the facts about AIDS, its dangers and how it is contracted.
 10. Prevention of dating violence and abuse.
 11. Internet Safety

PROGRESSION OF STUDENTS GRADES 9-12 (CONT'D)

T. Progression of Exceptional Education Students in Grades 9 - 12.

Note: See **Section XVII** on standards for graduation for detailed information concerning exceptional students. Also, refer to **Section XVII, F.** for guidelines for students with disabilities participation in state and district assessment.

For students who have been properly classified as educable intellectual disabilities, hearing impaired, specific learning disabled, other health impaired, orthopedic impairment, traumatic brain injury, language impaired, or emotional disabilities may be eligible for a special diploma. The same number of credit requirement (24) applies to exceptional education students with mild exceptionalities, which may be taken for the required credits. The following is a list of credit requirements for students with mild disabilities who are working for **Special Diplomas:**

4 credits	English/Language Arts
4 credits	Mathematics
3 credits	Science
1 credit	Physical Education Completion, with a grade of “C” or better, of one semester of marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity may satisfy one-half of the one-credit requirement in physical education.
1 credit	Vocational Education
1/2 credit	Life Management
3 credits	Social Studies
6.5 credits	Electives
24 credits	Total

The same number of credit requirement applies to exceptional education students, with moderate disabilities, as they do to basic students. The courses listed in the course code directory under skills for students with moderate disabilities, are designed for students with moderate disabilities, will be taken for the required credits. The following is a list of credit requirements for students with moderate disabilities who are working for **Special Diplomas:**

4 credits	Communications
4 credits	Academics
4 credits	Personal & Home Living Skills
4 credits	Vocational Readiness
4 credits	Leisure & Recreation Skills
4 credits	Community and Social Skills
4 credits	Electives
24 credits	Total

The credit requirements for students with severe disabilities, such as the Intellectual Disabilities, who are working for a special diploma are:

6 credits	Cognitive
6 credits	Life Sustaining and/or Social/Personal Skills
6 credits	Leisure and Recreational Skills
2 credits	Developmental Skills
2 credits	Vocational Readiness
4 credits	Electives
24 credits	Total

XV. ADULT SCHOOL PROMOTION AND PLACEMENT

A. Grade Classification of Students in Adult School

1. Students will not be classified by grade level.
2. The open entry/open exit program allows credits to be earned by completing with 60% accuracy all work prescribed for each course.
3. Students are placed on an appropriate instructional level based on performance on diagnostic tests.

B. Mastery of Student Performance Standards: Assignments of Credits for Adult School

1. The teacher and the director of the adult school shall certify documentation of mastery of the state student performance standards for the assignment of credit.
2. The director of the adult school shall develop the procedures for certifying mastery of the student performance standards and for assigning credits.

C. Required Instruction for Adult School

1. Required course of study for adult students will specify the required courses of study at each level.
2. Pursuant to **FS 1003.42, Required Instruction**, students shall receive instruction in the history of the Holocaust (1933-1945) and in the history of the African-Americans to include, but not be limited to
 - a. 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;
 - b. 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.
 - c. Students must receive instruction in the contributions of Hispanics and Women to the United States (**FS 1003.42**).
 - d. **FS 1003.42** is amended to require instruction, to provide that, in order to encourage patriotism, public schools teach the sacrifices that veterans have made in serving the country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Instructional staff is encouraged to use the assistance of local veterans when practicable. Instruction in flag education shall be provided to students including instruction in the proper flag display and flag salute.
 - e. **FS 1003.44, Declaration of Independence** --- Require that in the last full week of classes in September all schools celebrate "Freedom Week". During this week a least three hours of in-depth instruction on the intent, meaning, and importance of the Declaration of Independence must be included in each social studies class. In addition, at the beginning of each school day or in homeroom during this week, principals and teachers must conduct an oral recitation by students of the following portion of the Declaration of Independence:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among them are life, liberty and the pursuit of happiness. That to secure these rights, governments is instituted among men, deriving their just powers from the consent of the governed.

3. **FS 1003.42** - The curriculum for American government shall include the study of Florida government, including the Florida constitution, the three branches of state government, and municipal and county government.
4. **FS 1003.43 - (Marriage Preparation Act)** adds a requirement to the high school life management curriculum that “marriage and relationship skill - based education” be included in the course.
5. One of the three mathematics credits required for graduation must be Algebra I, a series of courses equivalent to Algebra I, or a higher level mathematics course. For students entering ninth grade in 2006-2007, four credits in mathematics must be earned for graduation.
6. A student may not enroll in Level I courses unless assessment of the student indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's individual educational plan or in a student performance plan, signed by the principal, the guidance counselor, and the parent or guardian (or the student if he/she is 18 years old or older).

D. Graduation Exercises for Adult School

1. No individual shall be permitted to qualify for high school graduation at an earlier date than one which he or she would normally have been graduated through regular attendance in high school unless there is documented evidence that the student has met the criteria for an accelerated graduation option.
2. Graduation exercises will take place at a location designated by the Adult Education Director. Candidates will rent their caps and gowns from an agency designated by the Adult School.

XVI. REMEDIATION

All students are to be provided instruction designed to remediate both State and District student performance standards. Students who do not satisfactorily achieve district and state performance standards for the grade to which they are assigned or whose cumulative grade point average is below that required for graduation will be provided an educational alternative for remediation. Remediation may include but not be limited to the following:

- A. Title I programs
- B. Supplemental Academic Instruction and/or Remedial Instructional Programs
- C. Change in teacher or pupil assignment
- D. Scheduling adjustments
- E. Counseling
- F. Parent Conferences
- G. In-depth diagnostic evaluation in reading, writing and math and the development on an **Individual Educational Plan** or **Progress Monitoring Plan**.
- H. Assistance from a teacher aide during basic skills instruction
- I. Tutoring within the classroom
- J. Retention
- K. Summer school, if available
- L. Placement in an exceptional educational program
- M. 504 Placement

Each school shall be responsible for maintaining appropriate records for all students who require remediation. Records shall document mastery of performance standards and shall be available for review by state auditors and/or other appropriate personnel.

XVI. REMEDIATION (CONT'D)

In addition to mastering performance standards, students are required to pass the **Reading FCAT 2.0 and Math FCAT 2.0 or EOC assessment** as determined by the state before receiving a standard diploma. Students who fail to

pass the **FCAT** and **EOC exams**, will be given additional opportunities to pass the required test before graduation. For students who have taken the **FCAT** or **EOC exam**, but did not pass, the minimum passing score is retained for subsequent administrations. (FS 1008.22)

XVII. STANDARDS FOR GRADUATION

A. Types of Diplomas

1. Standard Diplomas

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

- a. Obtains the required courses and a minimum of 24 credits for the college-ready diploma.
- b. Obtains the required courses and a minimum of 18 credits for the college & career prep accelerated graduation diploma options.
- c. Achieves required passing scores on **FCAT** or **EOC** assessment.
- d. The requirement for meeting the minimum grade point average for the standard high school diploma is that students must have an overall cumulative GPA of 2.0 or above on a 4.0 scale. This would require the inclusion of all high school courses taken in the student's educational program, except those courses to which a forgiveness policy has been applied. (FS 1003.43)
- e. Beginning with the 2004-2005 grade nine class, the minimum grade point average for the College Prep Accelerated Diploma is a weighted overall cumulative GPA of 3.0 or above.
- f. Beginning with the 2005-2006 grade nine class, the minimum grade point average for the College Prep Accelerated Diploma is a weighted overall cumulative GPA of 3.5 or above. The minimum requirement for the Career Prep Accelerated Diploma is a weighted or unweighted GPA of 3.0 or above.
- g. Beginning with 2008-2009, each standard high school diploma shall include, as applicable:
 - 1) a designation of the student's major area of interest
 - 2) a designation reflecting completion of four or more accelerated college credit courses in AP or dual enrollment courses.
 - 3) a designation reflecting career education certification.
 - 4) a designation reflecting a Florida Ready to Work Credential.

2. Certificate of Completion

A certificate of completion will be granted a student after a minimum of at least 12 years of education (excluding kindergarten) and when a pupil has successfully completed the district requirement for graduation, but has failed to pass **FCAT**, or maintain a cumulative grade point average of 2.0. If the student refuses the Certificate of Completion, he may enroll in a full or part-time "13th year program" (FS 1003.43). If the student accepts the Certificate of Completion, he/she may be remediated in either regular or adult school and take the test again. If the student passes this time and completes the district requirement of a grade point average of 2.0, then he can exchange his/her Certificate of Completion for a standard diploma.

3. Special Diploma

Students who have been properly classified as intellectually disabled, hearing impaired, specific learning disabled, physically impaired, language impaired, or emotionally disabled may be eligible for a special diploma. Access to a special diploma may be made available for profoundly handicapped students through the requirements for any other exceptionality eligible for a special diploma.

The awarding of a special diploma or special certificate of completion does not prevent a student with disabilities from pursuing a standard diploma or from receiving a free appropriate public education until the student reaches age 22.

STANDARDS FOR GRADUATION (CONT'D)

4. GED Exit Option

A currently enrolled student may qualify for a Franklin District Diploma if he/she meets the following criteria:

- a. Is behind the class with whom he/she entered kindergarten and that class is graduating or has already graduated.
- b. Has achieved passing scores on the **Florida Comprehensive Assessment Test (FCAT)**.
- c. Has met the Dropout Prevention Program eligibility and is currently enrolled in the program.
- d. Successfully passes the **GED (General Educational Development) Test**. The test shall be given in May and the diploma awarded as soon as the principal receives the score.

B. Diploma Procedures For Students With Disabilities

Students with disabilities may select and move between a standard diploma or a special diploma (Special Diploma Option 1 and Special Diploma Option 2).

The Individual Educational Plan (IEP) committee shall document whether the student is pursuing a course of study leading toward a standard or special diploma on the IEP developed during the student's eighth grade year, or the IEP developed during the year prior to the student's fourteenth birthday, whichever occurs first. This decision shall be reviewed annually.

Nothing contained in this plan shall be construed to limit or restrict the rights of students with disabilities solely to a special diploma. The parents of each student with a disability eligible for a special diploma for exceptional students shall be notified in writing of the options available under this rule.

Special Diploma Option 1 requirements for certain students with disabilities shall include:

1. Demonstration of proficiency at the independent, supported, or participatory level provided by access points contained in the Next Generation Sunshine State Standard or the Sunshine State Standards for Special Diploma as prescribed in paragraph (1) (h) of SBR 6A. –1.09401, as determined through the IEP Process, and
2. Completion of the minimum number of course credits for a special diploma as prescribed by the school board;

Special Diploma Option 2 requirements for certain student with disabilities include employment and community competencies. The School Board's requirements for demonstration of mastery of specified employment and community competencies 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) semester, 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 the training plan. The training plan is developed and signed by the student, parent, teacher, and employer prior to placement in employment and identifies the following:
 - 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.

STANDARDS FOR GRADUATION (CONT'D)

4. Nothing shall prohibit a student who attains a Special Diploma or Certificate of Completion from returning to school to receive a free appropriate public education and/or work towards a standard

diploma until age 22.

C. Standards for Graduation with a Standard Diploma for Students With Disabilities

1. Achieve a passing score on **FCAT** in Grade 10. Students who have taken the FCAT at least 2 times, but have not passed, may be eligible for an FCAT waiver if the IEP team deems it appropriate.
2. The Florida End-of-Course (EOC) assessment results may be waived for the purpose of determining the course grade and credit for students with disabilities for whom the IEP Committee determines that the assessment cannot accurately measure a student's abilities, taking into consideration all allowable accommodations.
3. The requirement for meeting the minimum grade point average for high school graduation is that students must have an overall cumulative GPA of 2.0 or above on a 4.0 scale. This would require the inclusion of all high school courses taken in the student's educational program, except those courses to which a forgiveness policy has been applied.

4. General Requirements for Standard High School Graduation Standard Diploma - 4-year General Requirements for Graduation

A minimum of 24 credits is required for graduation for students entering the ninth grade in 2008-2009. Included are the following credits:

- 4 credits - English (substantial writing/literature)
- 3 credits - Social Science (World History, American History, American Govt. ½ credit, Economics ½ credit)
- 4 credits - Mathematics (must include Algebra I or courses equivalent to or a higher math)
- 3 credits - Natural Science (two with lab component)
- 1 credit - Physical Education -Completion of two full seasons in a high school sport at the junior varsity or varsity level and passage of the Personal Fitness Competency Test (developed by DOE) with a score of "C" or better will satisfy the state-mandated physical education courses.
- 1 credit - Performing or Fine Arts; Speech or Debate
- 8 credits - Electives

D. Standards for Graduation for Student with Disabilities

1. Student Rights/Parent Notification

Students with disabilities in grades 9-12, who request a change from a standard diploma status to a special diploma status, may have credit applied toward a special diploma for courses taken in regular education. The teacher and principal must verify that the regular course was passed. If the parents do indicate such a desire, a conference shall be scheduled and a written request for this action shall be obtained from the parents. A record of the conference and written request shall be maintained in the cumulative record of the student.

2. School Responsibilities

The school shall make provisions for each student to take regular education, vocational and exceptional student courses as appropriate for meeting the minimum number of course credits for a special diploma.

Students with disabilities, if mainstreamed for a portion of their school day, may receive standard

STANDARDS FOR GRADUATION (CONT'D)

credit that will count toward special diplomas in their prescribed program of study, provided

promotional requirements are met for that course.

3. Requirements for Standard Diploma for Exceptional Students

- a. Exceptional students should be awarded credit toward a standard diploma under the following conditions:
 - i. The exceptional student has taken a course (regular course code directory number) with regular students and has passed the course or
 - ii. The exceptional student has taken an exceptional student course (regular course code directory number) which is equivalent in content level or student performance standard level taught by an ESE teacher who also meets certification requirements for regular course and the course is a modification of a course which is applicable for a standard diploma.
- b. The aforementioned requirements for graduation apply equally to exceptional students, who will receive a standard diploma; however, **FS 1003.43** and **SBR 6A-6.0312** authorize district school boards to modify courses and programs for exceptional students.

Provisions for course accommodations should be made where necessary to ensure exceptional students access to a standard diploma. Nothing provided in **FS 1003.438** shall be construed to limit or restrict the right of a student with a disability solely to a special diploma or a special certificate of completion.

E. Course Accommodations/Modifications for Students With Disabilities

1. A modification changes the content or level of skill, or otherwise changes the standard that is being taught or tested. Modifications are appropriate for students whose cognitive ability does not permit the learning of the same content or level of skill as required by the Next Generation Sunshine State Standards.
Examples of course modifications may include but not be limited to:
 - Special instructional materials designed for the student's individual cognitive level
 - Curriculum developed from use of access points to the Next Generation Sunshine State Standards.
 - Modification of a basic course that changes the content level of the course in order to meet the need of the individual student.
2. Accommodations do not change the content skill level, however they allow the student with a disability the opportunity to demonstrate knowledge. Accommodations are intended for those students who may need small changes in the way they are instructed and assessed in regular classes.

Accommodations may be provided in the following general areas:

- Instructional methods and materials
- Assignments and classroom assessments
- Time demands and scheduling
- Learning environment
- Use of special communication systems

F. State and District Assessment of Students with Disabilities

1. Guidelines for Exemption of Students with Disabilities

The IEP team will use the recommended policy of the Department of Education in making the **STANDARDS FOR GRADUATION (CONT'D)**

decision of appropriate exclusion from the state or district assessment of student achievement, to include the following:

- a. The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving Next Generation Sunshine State Standards even with appropriate and allowable accommodations.
- b. The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure and vocational activities.
- c. The student's inability to complete the required coursework is not due to excessive or extended absences or the result of social, cultural, or economic differences.
- d. For high school age students, the student's inability to complete the standard diploma program even with allowable course accommodations and adaptations.

2. Alternative Assessment for students with disabilities

- a. If the IEP team determines that the student will not participate in a particular state or district assessment (or part of that assessment) of student achievement, a statement of why that assessment is not appropriate for the student and how the student will be assessed will be indicated on the IEP.
- b. An alternative assessment procedure will be provided for each student who is excluded from state or district assessment of student achievement at each grade level where a state or district assessment is required for other students in the district.
- c. Alternative assessment procedures provide documentation of specific student performance and the scoring criteria used to assess the student's progress.
- d. Alternative assessment procedures match the instructional goals (standards and benchmarks) as determined appropriate for the student.
- e. Alternate assessment procedures address, at a minimum, areas that correspond to areas assessed through the state and district assessment of student achievement. For example, reading, writing, and mathematics would correspond to the access points to the Next Generation Sunshine State Standards

3. Testing Accommodations for Students with Disabilities in District and/or State Assessments

All efforts are made to meet or exceed the state's inclusion goal of 85% of the district's students with disabilities in the state and district assessment program.

Each student with a disability has the opportunity to participate in any state or district assessment of student achievement with appropriate accommodations if determined appropriate by the individual education plan (IEP) team and recorded on the student's IEP. Parents will be notified if the classroom accommodations provided in class are not also provided during the FCAT administration. No FCAT accommodations may be made that jeopardizes the test's validity. Accommodations identified for testing situations shall be those identified in the test manual and, it is desirable for the accommodations to be those previously utilized by the student in the classroom. Such accommodations may include:

- a. Presentation – The student may be administered any statewide assessment through the following presentation formats:
 - The district test coordinator may request large print versions.
 - Braille versions may be requested for students who use Braille materials. Some test items may be altered in format for Braille versions of the test as authorized by the Department. Test items that have no application for the Braille reader will be deleted as authorized by the Department. Student performance standards that cannot be assessed in the Braille format will be deleted from the requirements of **FS 1008.22**.

STANDARDS FOR GRADUATION (CONT'D)

- Signed or oral presentation may be provided for all directions and items other than reading items. The student through visual or tactile means must read Reading items.
- The student may use means to maintain or enhance visual attention to test items.

- Presentation formats not covered by this rule may be requested through the Department of Education and will be provided, as appropriate, upon approval from the Commissioner of Education.
- b. Responding – The student may use varied methods to respond to the test, including written, signed, and verbal response. Written responses may include the use of mechanical and electronic devices. A test administrator or proctor may transcribe student responses to the format required by the test. Transcribed student responses to the format required by the test. Transcribed responses must accurately reflect the response of the student, without addition or edification by the test administrator or proctor.
 - c. Scheduling – The student may be administered a test during several brief sessions, allowing frequent breaks during the testing sessions, within specifications of the test administration manual. Students may be provided additional time for the administration of the test.
 - d. Setting – The student may be administered a test individually or in a small group setting, and may be provided with adaptive or special furniture, lighting, or acoustics.
 - e. Assistive Devices – The student may use the following assistive devices typically used in classroom instruction to access information or respond to prompts or questions:
 - If the purpose of the assessment requires complex computations, calculators may be used as authorized in the test administration manual. A calculator may not be used on assessments of basic computation as specified in the test administration manual.
 - Visual magnification and auditory amplification devices may be used. For students with visual impairments, and abacus may be used.
 - Technology may be used without accessing spelling or grammar-checking applications for writing assessments and without speech output programs for reading items assessed. Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must assure that test responses are the independent work of the student. Unusual

The Department of Education before use must approve circumstances of accommodations through assistive devices.

G. Standards for Graduation for Adult Education

There are two (2) methods of graduation from the Franklin County Adult Education Program. They are: (1) Franklin County Diploma and (2) State of Florida High School Diploma.

1. Franklin County Diploma

Students who show mastery of the state student performance standards, complete the required course credits for graduation as required by the District and State, and achieve a passing score on the FCAT will receive a standard diploma. Options for graduation requirements for Adult Education students are:

- a. The 1/2 credit requirement in physical education is waived due to inadequate facilities.
- b. The required laboratory components in the science courses are also waived due to inadequate facilities.

STANDARDS FOR GRADUATION (CONT'D)

2. State of Florida High School Diploma

Students who pass the **General Education Development Test (GED)** in lieu of the normal

graduation requirements will be granted a State of Florida High School Equivalency Diploma.

3. Students with disabilities will receive a special diploma or standard diploma based on their Individual Education Plan (See Section XVII. A-F).

XVIII. GRADUATION HONORS

1. Beginning with the 2008-2009 school year-and thereafter, a valedictorian and salutatorian will be selected from students in each of the following graduation options:
 - a. 24 Credit College-Ready Graduation Option
 - b. 18 Credit College Prep Graduation Option
2. Valedictorian and Salutatorian honors will be based on cumulative numeric ranking of grades including weighted grades. In order to be considered for Valedictorian and Salutatorian honors, a student must also meet the following criteria:
 - a. Student must have been in attendance in a Franklin County School the preceding three (3) semesters.
 - b. Student must have earned at least a minimum GPA of 3.0 to be considered.
 - c. Credits earned by the student must be based on graduation option requirements and awarded as follows:
 - ❖ 24 Credit Graduation Option - Beginning with students entering grade nine in 2008-2009, credits earned from grade nine through the first semester of grade twelve will be awarded after the first semester of a student's senior year.
 - ❖ 18-Credit Graduation Option - credits earned from grade nine through the first semester of grade eleven will be awarded after the first semester of grade eleven.
 - d. Student must meet all other graduation requirements.
3. In cases where students from each graduation option have the same cumulative numeric average, including weighted grade averages, the honors will be co-shared.
4. Graduating students in the 18-credit and 24- credit options shall be able to participate in all school-sponsored activities and privileges relating to senior privileges unless prohibited by infractions of the district code of conduct. Grade nine students accepted into the 18-credit accelerated graduation program will participate in Grade 10 extra-curricular activities and each grade level thereafter until graduation as long as he or she remains in the accelerated graduation program.
5. Honor Court – Students will be selected from standard and college-ready diploma candidates and shall be awarded graduation honors based on cumulative grade point averages as follows:

With Honors	Cumulative GPA	3.00-3.49
With High Honors	Cumulative GPA	3.50-3.74
With Highest Honors	Cumulative GPA	3.75-4.00

XIX. GRADUATION CEREMONIES

A student may participate in graduation ceremonies if:

1. The student has met all graduation requirements; or
2. The students has met all graduation requirements except a passing score on FCAT and EOC assessments as determined by the state and is scheduled to retake required assessments during the summer after graduation exercises.
3. Students at the Franklin County Learning Center who have met all graduation requirements and who are otherwise in good standing may be allowed to participate in the graduation ceremony of the Franklin County Learning Center. Such students shall not be allowed to participate in the graduation or other activities of any other school in Franklin County if placed there for disciplinary reasons.

XX. CURRICULUM FRAMEWORKS/COURSE CODE DESCRIPTIONS

- A. No school shall offer a course for credit in grade 6 - 12 unless it appears in the **Course Code Directory** qualifying the course for state funding. This course code number shall be recorded in the Student's Permanent Records.

- B. Each course offered in grade 6 - 12 in Franklin County shall adhere to the state adopted Course Code Descriptions and Curriculum Frameworks with **Next Generation Sunshine State Standards/Common Core Standards** correlated to the course.

Certification in writing shall be made by each teacher to the principal that mastery of required curriculum framework outcomes have been demonstrated as evidenced by teacher observation, classroom assignments and/or examination prior to credit being awarded.

XXI. UNIFORM GRADING SYSTEM/GRADE BOOKS

A. Grades

1. Grades K – Grade 2

70 % or higher achievement on Franklin District Skills Checklist in reading, math and writing.
 Reading, Language Arts, and Math: Numerical Grades
 All other subjects: E-Excellent, S-Satisfactory, N-Needs Improvement,
 U-Unsatisfactory

2. Grades 3-12

Grades 3-12: All academic subject areas: Numerical Grades
 Grades 3-5: Music, Art, and Physical Education - (E, S, N, U code)

3. Standard Grade Range for Students in Grades K-12

In the Franklin County School District standard grades will be as follows:

LETTER GRADE	PERCENT VALUE	DEFINITION
		FS 1003.437
E	90-100	outstanding progress
S	70-89	above average
N	60-69	average progress
U	0-59	lowest acceptable progress
I		incomplete

LETTER GRADE	PERCENT VALUE	GRADEPOINT VALUE	DEFINITION
			FS 1003.437
A	90-100	4	outstanding progress
B	80-89	3	above average
C	70-79	2	average progress
D	60-69	1	lowest acceptable progress
F	0-59	0	failure
I			incomplete

4. Course weighting – Weighted grades for students enrolled in dual enrollment, honors, advanced Placement, International Baccalaureate, and Advanced Certificate of Educational Courses shall be calculated using the management information services (MIS) weighting system.

UNIFORM GRADING SYSTEM/GRADE BOOKS (CONT'D)

B. Grade Determination

1. Each nine weeks average grade in each subject shall be derived from daily grades, tests, reports, notebooks, book reports, projects, and special assignments.

Conduct, attitude, attendance, or tardiness must be reported separately from academic grades. Grades should not be reduced as punishment or as a disciplinary measure unless they were obtained in a dishonest manner.

Schools shall not exempt students from academic performance requirements based on policies or practices designed to encourage attendance.

If a student enrolls in school without transfer grades, the teacher will provide for a method of review, and assess the student's mastery of the missed Sunshine State Standards/Curriculum Frameworks. The grade thus determined will be averaged into the nine weeks grade as a transfer grade would be averaged.

2. **Explanation of Daily Grades**

Examples of daily grades are routine homework assignments both written and/or reading assignments, daily papers done in class, participation when discussions are held in class or when a question and answer session is taking place, evidence of diligent study when reading assignments are made in a class, or a brief daily test.

Each teacher should keep samples of daily work each nine weeks in order to document the quality of work that is being done and the daily grades being given.

3. **Absences**

If a student has an unexcused absence in grades K-12, the student will receive a "0" for work missed only if a grade is recorded for other students. Out-of-school suspension is treated as an unexcused absence.

An excused absence will be given if a student has a written statement from the parent or legal guardian indicating that the absence was due to one of the following reasons:

- a. sickness
- b. participation in an approved academic program or class
- c. death in the immediate family
- d. religious holiday or instruction
- e. legal reasons
- f. any other insurmountable condition as determined by the principal
- g. prior approval from principal or designee

The written statement must be submitted to the school within one day of the student's return to school.

When a student is absent from school with an excused absence and wishes to make up a test or work missed, the student must contact the teacher upon returning to school unless the teacher should be absent, in which case each day of the teacher's absence would extend the time allowed for a student to request make-up work. Make-up work must be done within a time period equal to the number of days excused plus one day at a time reasonably convenient to the teacher

If a student has been given advance notice of a test or assignment the student must take the test and hand in the assignments on the day of his/her return to school.

UNIFORM GRADING SYSTEM/GRADEBOOKS (CONT'D)

4. **Semester Grades**

The semester average grade shall be determined as follows:

- a. Each 9 weeks grade will be 40%
- b. The semester exam will be 20%

5. Final Grades

When a final grade is given for a subject at the end of the school year averaging the semester grades shall derive such grades.

6. Extra Credit

At the teacher's discretion, a student may earn extra credit points during a nine weeks session in a subject. From 1 - 3 points may be earned by each student for an assigned project, report or other special assignment which is approved by the teacher in advance, provided the assignment relates to appropriate classroom studies. Special assignments must be above and beyond any other classroom assignments made during the nine weeks grading period. Extra points are to be added to the average grade for the nine weeks.

C. Reporting Student Academic Progress

The district must report in writing to the student and his/her parent or legal guardian the student's results on each statewide assessment test. The progress of students toward achieving state and district requirements for proficiency in reading, writing, science social studies and mathematics shall be

reported through the report card to each student and their parents or guardian each nine weeks. For students in grades 1-12, writing composition, spelling and grammar may be a part of the Language Arts or English grade. A reading grade must be reported for each student in grades K-12. In grades 6-12, reading is a part of the English grade unless a deficiency requires a student is taking an intensive reading course.

The report card must clearly depict and grade:

1. The student's academic performance in each class or course, and in grades 1-12 must be based upon written papers, class participation, tests, and other academic performance criteria as determined by the teacher.
2. The student's conduct and behavior.
3. The student's attendance, including absences and tardiness.
4. Grade Performance Level of Sunshine State Standards grade level expectations; above grade level instruction, on grade level instruction and below grade level instruction.

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

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

1. Each school center containing grades 9 - 12 shall identify students who are earning grade point averages less than required for graduation. Parents or guardians of students who have cumulative grade point averages less than 0.5 above the required graduation level shall be notified that the student is at risk of not meeting the graduation requirements (**FS 1003.43**). A record of the notification letters shall be maintained in the Guidance Counselor's office.

UNIFORM GRADING SYSTEM/GRADEBOOKS (CONT'D)

2. Each school center will identify the assistance available and notify parents for each student whose GPA is less than .5 of the required GPA for ~~26~~ 24 credit and 18-credit accelerated graduation options.

3. The requirements for meeting the minimum grade point average for high school graduation is that students must have an overall cumulative GPA of 2.0 or higher on a 4.0 scale for a standard diploma, cumulative GPA of 3.5 for an 18-credit college preparatory diploma, and a 3.0 for an 18-credit career preparatory diploma. This would require the inclusion of all high school courses taken in the student's educational program, except those courses to which a forgiveness policy has been applied.

E. Notification to Parents Regarding Grades

1. Interim Progress Reports - Teachers **will notify** parents in writing at the end of the fourth week of each grading period when it is apparent that the student may fail or he/she is performing unsatisfactorily.
2. Parents of students in grades K-12 will be notified in writing by the end of the first semester (or the middle of the semester for semester courses) if the student is having difficulty and may fail the course or the grade.
3. Parents of students in grades 9 - 12 will be notified if the student has a cumulative grade point average less than 0.5 above the required graduation level and is at risk of not meeting graduation requirements. The notification will also include notification of available remedial assistance to help the student achieve the necessary GPA. (FS 1003.43)
4. Parents of students in grades K-8 will be notified in writing at the end of the school year if, on recommendation of the staffing committee the student is recommended for retention or required to attend summer school, if available, as a condition for promotion or for remediation.

XXII. GRADE POINT AVERAGE FOR EXTRA-CURRICULAR ACTIVITIES PARTICIPATION

A. Middle School (grades 6-8)

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

B. High School (grades 9-12)

Beginning in 2010-2011, students will be required to have a cumulative grade point average of 2.2 to participate in extracurricular activities. Students who enter the ninth grade for the first time must be regularly promoted from the eighth grade to be eligible for the fall semester of the ninth grade. To be eligible during the spring semester of the ninth grade, a student must have maintained a cumulative grade point average of 2.2 or higher during the fall semester OR have signed an academic agreement with his/her school at the beginning of the spring semester with the goal of achieving a 2.2 cumulative grade point average by the end of the year. The agreement will state the student's commitment to conscientiously engage in remedial activities as prescribed by the school's administration for the semester. Students entering the tenth grade for the first time and for each semester thereafter must have maintained a cumulative grade point average of 2.2 or higher the previous semester to be eligible.

Cumulative grade point average means the grade point average for all semesters in high school, not just for work completed the previous semester. Therefore, it will be possible in future years for a student to earn a 3.0 grade point average for a semester's work, but remain ineligible for the following semester because his/her cumulative grade point average remains below 2.2

C. Grading Scale and Conduct

For grades 6-12, the school must conform to the grading scale mandated in **FS 1003.437**, which is as follows:

Grade	GPA	
	Percent	Value
A	90-100	4.0
B	80- 89	3.0
C	70- 79	2.0
D	60- 69	1.0
F	0- 59	0.0

D. Interscholastic and Extra Curricular Activities

A student must maintain acceptable conduct (no grade of unsatisfactory) and, if a student is convicted of or is found to have committed, a felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the students' participation in interscholastic extra curricular activities is contingent upon established and published school board policy. [Refer to **Student Code of Conduct and Discipline.**]

XXIII. HOME EDUCATION

Any home education student desiring to participate in any extracurricular/interscholastic activities must meet the requirements pursuant to **FS 1002.41.**

Verification of Credits of Non-Accredited Schools and Home Education Programs - Work or credits earned in schools, which are not accredited by either a state or a regional accreditation authority, or in home education programs, shall be validated prior to acceptance. The principal/designee shall administer appropriate tests and/or consider other education data, as he/she deems suitable to determine the validity of the work or credits. Home School portfolios and annual evaluations will compose part of this data.

XXIV. FIELD TRIPS

1. A field trip will be approved when related to the instructional program of the schools. Any trip which is directly related to a unit of instruction being studied by a particular group of student shall be considered an educational field trip.
 - a. The teacher shall submit the request for a field trip to the principal. The request shall include an outline of the trip and show how the field trip will be of benefit to the students.
 - b. A field trip for one (1) day shall be limited to a radius of one hundred (100) miles from the school unless otherwise approved by the School Board.
 - c. The parent or guardian shall be notified prior to any field trip. Such notice shall state the place to be visited, the date of the trip, the time of departure, and the time of return to the school. Any student making a trip shall present a note from his/her parent or guardian giving permission for him/her to make the trip.
2. A trip which is not directly related to the instructional program but which is related to a school-sponsored or connected activity shall be considered an extracurricular activity. Extracurricular trips shall follow the same procedures as instructional field trips.
3. Participation in a school-sponsored field trip or extracurricular activity is a privilege. The School District of Franklin County expects a higher standard of excellence from students involved in these activities. The standard of behavior should be one that exhibits pride, politeness, and responsibility. All students participating in field trips and extracurricular activities must comply with the Code of Conduct.

XXV. REPORTING TO PARENTS

Informing Parents about the Student Progression Plan:

Because of the important role that parents play in the total education of their children, it is recommended that each

school develop procedures for making parents aware of the District Student Progression Plan, and to assist them in understanding the importance of the requirements in the plan.

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

1. Parent-teacher programs
2. A special "parent night" meeting
3. Memorandum/newsletter to parents
4. School and district advisory meetings
5. News media release
6. School/district newsletter
7. Parent-teacher conferences
8. Student Handbooks

B. **Individual Student Achievement**

Student achievement will be communicated to parents in any of the following ways. However, districts should identify the method and procedures that will be used to inform or notify the parents of the student's achievement (or lack of achievement) and of the district and state standards, including the Sunshine State Standards.

1. Conferences
2. Skills Checklist
3. Report Card
4. Individual Student Profiles from the State Assessment Tests
5. Student's achievement test
6. Interim reports during the grading period
7. Progress Monitoring Reports

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

In addition, the school must report to the parent or legal guardian the student's results on each statewide assessment test.

C. At the end of each semester, the parent or legal guardian of each student in grades 9-12 who has a cumulative average of less than 0.5 above the cumulative GPA required for graduation must be notified that the student is at risk of not meeting the requirements for graduation. The notice must contain an explanation of the programs the district has in place to assist the student in meeting the GPA requirement. The notice must be in a language that is understandable to all parents in the district.

D. Any parent whose child is being taught by a teacher who is not highly qualified or who is teaching out-of-field shall be notified in writing. This may be done in the School Progress Accountability Report.

E. District will publish in local newspaper and submit to SBE by September 1:

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

XXVI. PARENT/TEACHER CONFERENCE PROCEDURES

If parents wish to meet with their child's teacher, they must schedule the meeting through the school guidance counselor. Parent/teacher conferences must be scheduled after school or during the teacher's planning period

with 24-hour notice.

XXVII. PARENT/GUARDIAN REQUEST TO VISIT CHILD'S CLASSROOM

Parents are encouraged to be actively involved in the education of their children. Every effort will be made to accommodate any reasonable request by a parent or guardian to observe the child's classroom; however, certain procedures must be followed for the protection of students, faculty and staff.

1. Any classroom observation by non-district staff will require the approval of the principal or designee. If observation is approved by the principal or designee, the observer is not authorized to visit other areas of the campus without prior written approval from the principal or designee. The observer may only visit a classroom or specific program in which his or her child is enrolled and in attendance for that school day. Observers shall not exceed more than two individuals at any given time and must be the parent or legal guardian of the child.
2. Requests by non-district staff to observe a classroom must be made a minimum of twenty-four (24) hours in advance. The principal or designee will consult with the classroom teacher for confirmation of a date and time for the observation. No observations may occur during any scheduled classroom tests or district or state assessments.
3. Observers must observe security measures upon arriving at the school site by signing in as a visitor and obtaining a visitor's badge. They must report to the principal or designee's office where the principal or designee will accompany the parent to the classroom. Observers must sign a confidentiality statement to ensure that other students' work, participation in specific school program, grades, and conduct remain in the classroom and not discussed in public.
4. Cellular telephones, video and audio recording devices are not allowed in the classrooms. Observers must be appropriately attired while on campus.
5. Verbal and non-verbal communication with the teacher and/or students including the observer's child is prohibited during class. Observers cannot involve themselves in any classroom activities.
6. If the observer has questions or comments during the observation, he or she may contact the principal's office to schedule a meeting with the classroom teacher.
7. Observers are subject to all Franklin County School Board policies, procedures, and all applicable state and federal laws.

Appendix A

FCAT Achievement Levels

The Florida Comprehensive Assessment Test (FCAT) measures a student’s content knowledge and skills in reading, writing, science, and mathematics. The content knowledge and skills assessed by the FCAT are aligned to the core curricular content established in the Next Generation Sunshine State Standards. The revised Standards incorporate important skills such as critical thinking, problem-solving, creativity, innovation, collaboration and communication. All public schools are expected to teach students the content found in the Next Generation Sunshine State Standards.

A student’s proficiency in reading (grades 3-10), mathematics (grades 3-8), mathematics retakes (grades 10-12), and science (grades 5, 8 and 11) is measured with the Florida Comprehensive Assessment Test. The results of the tests will be reported in terms of the following five achievement levels.

- Level 5:** Performance at this level indicates that the student has success with the most challenging content of the Next Generation Sunshine State Standards. A Level 5 student answers most of the test questions correctly, including the most challenging questions.
- Level 4:** Performance at this level indicates that the student has success with the challenging content of the Next Generation Sunshine State Standards. A Level 4 student answers most of the questions correctly but may have only some success with the questions that reflect the most challenging content.
- Level 3:** Performance at this level indicates that the student has partial success with the challenging content of the Next Generation Sunshine State Standards but performance is inconsistent. A Level 3 student answers many of the questions correctly but is generally less successful with questions that are most challenging.
- Level 2:** Performance at this level indicates that the student has limited success with the challenging content of the Next Generation Sunshine State Standards.
- Level 1:** Performance at this level indicates that the student has little success with the challenging content of the Next Generation Sunshine State Standards.

FRANKLIN COUNTY SCHOOL BOARD
PUPIL PROGRESSION STAFFING FORM FOR K8

School: _____

Date: _____

Student: _____

Grade: _____

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

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

Placement

Retained in grade _____
Placed for Good Cause in grade _____

Reasons for placement: _____

Summer School _____
Other _____

Staffing Committee:

Principal/Designee _____ Date _____

Guidance Counselor _____ Date _____

Teacher(s) _____ Date _____

Parent/Guardian _____ Date _____

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

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

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

Appendix C

Franklin County Notification of Student's Academic Progress

To the Parents/Guardians of: _____ Date: _____

Student Number: _____

School: _____ Grade/Level: _____

Florida Statute 1008.25(8)(a) requires that each district report annually to parents/guardians their son's/daughter's progress toward achieving **state and district expectations** for reading, writing, mathematics, and science and the results on the statewide assessments.

To meet this state requirement, our district sends to parents results of standardized tests and state tests soon after they are received in the district. In addition, one or more of the following have been used to evaluate your son's /daughter's progress toward achieving district expectations:

- Standardized tests
- Classroom tests
- Classroom assignments
- Teacher observation
- District and/or state assessments
- Grades
- Portfolios
- Other relevant information

Your son/daughter:

_____ has met or exceeded minimal district expectation in the area of **reading** as measured by standardized tests and classroom performance.

_____ has **not** met or exceeded minimal district expectation in the area of **reading** as measured by standardized tests and/or classroom performance.

_____ has met or exceeded minimal district expectation in the area of **writing** as measured by standardized tests and classroom performance.

_____ has **not** met or exceeded minimal district expectation in the area of **writing** as measured by standardized tests and/or classroom performance.

_____ has met or exceeded minimal district expectation in the area of **mathematics** as measured by standardized tests and/or classroom performance.

_____ has not met or exceeded minimal district expectation in the area of **mathematics** as measured by standardized tests and/or classroom performance.

_____ has met or exceeded minimal district expectation in the area of **science** as measured by standardized tests and/or classroom performance.

_____ has not met or exceeded minimal district expectation in the area of **science** as measured by standardized tests and/or classroom performance.

If your son/daughter has not met district expectations in any of the four areas above, we will provide remediation to help him/her improve in those areas. We will be contacting you to develop a **Progress Monitoring Plan** which is designed to assist your son/daughter in school. If you have questions or concerns, please contact _____, Guidance Counselor.

Appendix D

FOREIGN EXCHANGE VISITOR PROGRAM REQUIREMENTS AND PROCEDURES

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

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

Any student from a foreign country sponsored by a Foreign Exchange Visitor Program, who fulfills all eligibility requirements (applicable federal, state, and district regulations), including the approval of the principal, *may* attend a Franklin County high school at the discretion of the Franklin County School Board.

Organizations and institutions sponsoring students must be approved by the Council on standards for International Educational Travel (CSIET) and have J visa status in order to be eligible to participate in the Foreign Exchange Visitor Program. It should not be necessary to issue an I-20 to foreign exchange students. The USIA "Regulations governing Designated Foreign-Exchange Visitor Programs" is the Federal guidelines under which all foreign exchange student-sponsoring organizations must operate.

1. ELIGIBILITY REQUIREMENTS

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

B. **Students:** Students must meet the following eligibility requirements prior to acceptance:

Agree to be in attendance for one semester or a complete school year (two semesters).

Be at least 15 but not more than 18 ½ years of age on the date of enrollment in the program or who have not completed more than 11 years of primary and secondary education (exclusive of kindergarten). Proof of age must be documented by a birth certificate or passport.

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

Have health, accident, and liability insurance that is valid in the United States.

Be accepted by a suitable host family; any agency that places a student with a host family

that is unsuitable will be prohibited from placing students in Franklin County.
Obtain written approval of the principal.

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

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

Shall be subject to the *Code of Student Conduct*.

2. **PROCEDURES**

- A. The Superintendent or designee shall approve the admission of each foreign exchange student.
- B. Schools shall be contacted concerning enrollment exchange students, the number of students to be placed. This would include all organizations sponsoring exchange students. Student assignment for each organization would be on a first come, first serve basis.
- C. Transcripts are to be evaluated by the Exchange Program home office for each student prior to enrolling and recommended grade placement based on Franklin County credit requirements.
- D. Exchange students who have finished high school in their home county will not be placed in high school. They would be better served at the college level.
- E. Exchange students would be informed by the Exchange Program home office of recommended grade/school placement before coming to Franklin County.
- F. Students meeting academic requirements for graduation would graduate with a high school diploma.
- G. Eligibility for participation in athletics shall be consistent with Florida High School Athletic Association and School Board rules.

APPENDIX E CIVIL RIGHTS LAWS AND REGULATIONS

The Franklin County School District provides for an environment free from harassment, including sexual harassment, and from discrimination on the basis of race, gender, religion, age, national origin, disability and marital status. The school board prohibits discrimination and is committed to ensuring that equal opportunities are available to all individuals within the district.

The Florida Educational Equity Act of 1984 prohibits discrimination on the basis of race, sex, national origin, marital status or handicap against a student or employee in the state system of public education, as defined in Florida Statutes, Section 1000.05.

The Americans with Disabilities Act of 1990 prohibits discrimination against qualified individuals with a disability by public and private entities in program, services, activities and employment.

Multicultural Legislation of 1991 provides for review of performance of students in various culture groups, and inclusion of multicultural education as a subject area of instruction and component of inservice training.

META Consent Decree requires that all students with limited English proficiency (LEP) be appropriately identified in order to ensure the provision of appropriate services. Each LEP student is entitled to equal access to programming that is appropriate to his or her level of English proficiency, academic achievement and special needs.

Florida Human Rights Act prohibits discrimination in housing and employment against individuals within the state of Florida because of their race, color, religion, sex, national origin, age, handicap or marital status.

Title VI of the 1964 Civil Rights Act prohibits discrimination on the ground of race, color or national origin, and states that no person shall be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving federal financial assistance from the Department of Education.

Title VII of the 1964 Civil Rights Act prohibits employment discrimination on the basis of race, color, sex, religion or national origin. It forbids discrimination in all areas of the employer-employee relationship from advertisements for positions through termination or retirement.

Title IX prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance.

In accordance with 20 U.S.C. 1412, a free appropriate public education is available to all children with disabilities residing in the school district between the ages of 3-21.

Section 504 of the Rehabilitation Act of 1975 prohibits discrimination against a qualified individual with a disability in any program or activity receiving federal financial assistance.

Age - No person shall on the basis of age be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity federal funds. The Franklin County School Board prohibits discrimination.

NICKLAUS O'GRADY, EQUITY COORDINATOR
FRANKLIN COUNTY SCHOOL DISTRICT
85 SCHOOL ROAD, SUITE 1
EASTPOINT, FLORIDA 32328
850-670-2810, Ext. 4110

APPENDIX F

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Generally schools must have written permission from the parent or adult student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR§ 99.31):

- School officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel);
- Other schools to which a student is transferring;
- A person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist);
- Appropriate parties in connection with financial aid to a student;
- A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- A school official who has a legitimate educational interest to review an education record in order to fulfill his or her professional responsibility.
- Accrediting organizations;
- Appropriate officials in cases of health and safety emergencies;
- To comply with a judicial order or lawfully issued subpoena; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law

(4) The right to request a restriction on access to directory information for a student by making a written request to the school principal at any time. "Directory information" includes the student's name, address, telephone number if it is a listed number, date and place of birth, major field of student, participating in officially recognized activities and sports, weight, and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

(5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-5901

APPENDIX F – (ATTACHMENT 1)

RELEASE OF CONFIDENTIAL INFORMATION TO PARENTS OR GUARDIANS
OF STUDENTS WHO ARE 18 YEARS OR OLDER
Family Educational Rights and Privacy Act (FERPA)
Franklin School District

Student Name _____

Date of Birth _____

I, the undersigned , hereby authorize Franklin School District to release education records and information regarding student progression and the code of conduct to:

Parent/Guardian
Name _____

Based on FERPA, I understand that in certain circumstances such as health and safety and drugs or alcohol, information may be provided without my consent.

I further understand that:

- (1) I have the right not to consent to the release of education records,
- (2) I have a right to receive a copy of such records upon request,
- (3) I understand that such consent shall remain in effect until revoked by me, in writing, and delivered to Franklin School District , and
- (4) that such revocation shall not affect disclosures previously made by Franklin School District prior to the receipt of any such written revocation.

Student Signature

Date

APPENDIX G NOTIFICATION OF RIGHTS UNDER HIPPA

FCSB is required by law to maintain the privacy of protected health information that belongs to your child enrolled in Franklin County Schools. This Notice of Privacy Practices tells you how your child's protected health information may be used and how FCSB keeps your information private and confidential. This notice explains the legal duties and practices relating to your child's protected health information. As part of FCSB's legal duties, this Notice of Privacy Practices must be given to you. FCSB is required to follow the terms of the Notice of Privacy Practices currently in effect.

Uses and Disclosures of Your Protected Health Information

Protected health information includes demographic and medical information that concerns the past, present, or future physical or mental health of an individual. Demographic information could include your name, address, telephone number, social security number and any other means of identifying you as a specific person. Protected health information created or received by a health care provider, health plan, employer, or health care clearinghouse. This medical information is used in many ways while performing normal business activities.

Your child's protected health information may be used or disclosed by FCSB purposes of treatment, payment, and health care operations. Health care professionals use medical information in the clinics or hospitals that take care of your child. Your child's protected health information may be shared, with or without your consent, with another health care provider for purposes of treatment. FCSB may use or disclose your child's health information for case management and services. FCSB may send the medical information to insurance companies, Medicaid, or community agencies to pay for the services provided to your child.

Your child's information can be disclosed without your written authorization as allowed by law. Those circumstances include:

- Reporting abuse of children, adults, or disabled persons.
- Investigations related to a missing child.
- Internal investigations and audits by FCSB's divisions, bureau and offices.
- Investigations and audits by the state Inspector General and protected health information.

This summary does not include:

- Disclosures made to you.
- Disclosures to individuals involved with your care.
- Disclosures authorized to you.
- Disclosures made to carry out treatment, payment, and health care operations.
- Disclosures to public health.
- Disclosures to health professional regulatory purposes.
- Disclosures to report abuse of children, adults, or disabled.
- Disclosures prior to April 14, 2003.

This summary does include:

- Purposes of research, other than you authorized in writing.
- Responses to court orders, subpoenas, or warrants.

You may request a summary of disclosures for not more than a 6-year period from the date of your request.

APPENDIX H

NOTIFICATION OF PARENTAL RIGHTS

Federal law and state law provide parents/guardians the following rights:

1. The right to inspect their children's instructional materials (including teacher manuals, films, tapes or other supplementary material used in connection with any survey or evaluation as part of an applicable program) (PL 227, s. 439)
2. The right to give prior written consent anytime their nonemancipated minor child is asked to submit to a survey, analysis, or evaluation that reveals information concerning the following items:
 - Political affiliations
 - Mental and psychological problems potentially embarrassing to the student or his or her family;
 - Sex behavior and attitudes;
 - Illegal, antisocial, self-incriminating and demeaning behavior;
 - Critical appraisals of other individuals with whom respondents have close family relationships;
 - Legally recognized privileged or family relationship, such as those of lawyers, physicians, and ministers;
 - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program (s 1003.41, F.S.))
3. On behalf of their children, to obtain an exemption from the teaching of disease, its symptoms, development, and treatment (including the use of instructional aids and materials concerning such subjects and/or the viewing of pictures or motion pictures that teach about disease). An exemption may be claimed if the above matter conflicts with the religious beliefs of the student, or that of his or her parent/guardian, and/or conflicts with the teaching of the child's religious institution. Schools shall provide written notice to parents in advance of said activities and shall advise parents of their rights to an exemption. Children for whom exemptions are requested shall be given an alternate assignment and shall not be penalized (s.1003.46, F.S.).
4. On behalf of their children, to obtain an exemption from reproductive health or AIDS instructional activities, schools shall provide written notice to parents in advance of activities, and shall advise parents of their right to claim an exemption. Children for whom exemptions are requested shall be given an alternate assignment and shall not be penalized (s. 1003.46).
5. The right to request the following information relating to the qualifications of a student's classroom teacher(s):
 - Whether the teacher meets the state requirements for certification for the appropriate grade level and subject for the teaching assignments(s),
 - Whether the teacher is teaching under an emergency or provisional status or has had certification requirements waived,
 - The baccalaureate degree major and any other graduate certification or degree held, and the field of discipline of the certification or degree, and,
 - Whether the student is provided services by paraprofessionals and, if so, their qualifications.

UPON REQUEST, YOUR CHILD'S SCHOOL WILL PROVIDE YOU A FORM WHICH, WHEN COMPLETED AND RETURNED TO THE SCHOOL, WILL ASSIST YOU IN THE EXERCISE OF THESE RIGHTS.