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SCHOOL BOARD
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FRANKLIN COUNTY SCHOOL DISTRICT 2017-18



Student Progression Plan

July 27, 2017

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INTRODUCTION

It is expected, with appropriate motivation, that the majority of the students in Franklin County Schools can make satisfactory progress through the grades. It is also expected that most will be able, each year, to achieve a level of academic proficiency and social and emotional development which will enable them to benefit from instruction in the next grade level. However, for a variety of reasons, individuals may require more than the usual amount of time to develop their educational potential. Therefore, this Student Progression Plan for the Franklin County School Board, which implements Board Policy and establishes procedures to be followed, has been developed to provide the guidelines under which each student is to be given the maximum opportunity to succeed in school. This plan is designed to inform school personnel, parents, pupils, and other interested citizens of the Florida legislative and local school board student progression requirements.

It is intended that grade placement be made to serve the best interest of each student. Promotion, retention, or special assignment procedures contained in this plan propose to assure that each student will be placed in an instructional program designed so that the student can achieve academically and develop emotionally, socially, and physically.

This document contains the introduction, foreword, and seven (7) sections describing the student progression plan for Franklin County Schools. Section I describes the general procedures which are applicable to decisions made in regard to students of all grade levels. Section II describes the special considerations and specific standards required for promotion from each grade level for the elementary grades. Section III describes the special considerations and specific standards required for promotion for the middle school grades. Section IV describes the special considerations and specific standards required for promotion which are applicable to the high school level. Section V describes those areas dealing with requirements for adult students. Section VI describes the special considerations and specific standards for exceptional students.

FOREWORD

The Florida State Legislature enacted the Educational Accountability Act of 1976, which requires that each school district in the state of Florida establish a comprehensive program for student progression.

State Statute 1008.25 on Student Progression mandates that:

1. Each district school board shall establish a comprehensive program for student progression which shall be based upon an evaluation of each pupil's performance, including how well he masters the Florida State Standards and Next Generation Sunshine State Standards approved by the State Board in reading, writing, science and mathematics.
2. The district program for student progression shall be based upon local goals and objectives which are compatible with the State's plan for education and which supplement the Florida State Standards and Next Generation Sunshine State Standards approved by the State Board of Education. Other pertinent factors considered by the teacher before recommending that a pupil progress from one grade to another shall be prescribed by the district school board in its rules.

The Student Progression Plan has been developed to respond to the State's accountability legislation and to fulfill the requirements of School Board Policy.

**SECTION I.
SPECIAL CONSIDERATIONS FOR
ELEMENTARY SCHOOL STUDENTS**

STUDENT PROGRESSION – ELEMENTARY (K-5)

Student progression decisions are the responsibility of the school principal. The options available to the school principal are directly related to the student's academic achievement and the student's ability, academically, socially, and emotionally, to handle the rigor of the next grade. Teacher recommendation, which reflects teacher judgment concerning standardized test results, classroom performance, and documentation of student work are considered. Options for student progression at the elementary level (K-5) include:

1. Promotion to the next grade

The student has met all of the requirements for promotion and demonstrates proficiency in reading, writing, mathematics, social studies and science. A description of proficiency is found beginning on page 14. **Note: There are mandatory state requirements for promotion to 4th grade.**

2. Retention at the same grade level

The student has not met all of the requirements for promotion and has not demonstrated proficiency in reading, writing, and/or mathematics. **Note: There are mandatory state requirements for retention in 3rd grade.**

3. Promotion with Good Cause-

Although a student may not have achieved all performance levels for regular promotion, conditions may exist that make retention more adverse to student progress than a promotion. Under such circumstances a student may be promoted with "Good Cause". (Good cause circumstances are outlined on page 21).

4. Double Promotion/Acceleration

This option is used rarely in specialized circumstances that involve exceptionally high academic achievement, and the student's ability to emotionally and socially benefit from such a promotion is strongly considered. Parents are always involved in this decision and shall give consent before such placement is made.

ADMISSION

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

1. Evidence of date of birth in accordance with FS 1003.21;
2. Evidence of immunization against communicable diseases as required by FS 1003.22; **students may not attend school until a current immunization record is submitted to the school.**
3. Evidence of a medical examination completed within the last twelve months in accordance with FS 1003.22; and
4. Evidence of residence of the child's custodial parent or legal guardian at an address within Franklin County **or approval through the open enrollment procedures.**

Kindergarten Admission

Children who will have attained the age of 5 years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year. *(FS 1003.21)*.

Any student who transfers from an out-of-state school and who meets the admission age requirement for that state, but who does not meet regular age requirements for admission to Florida public schools may be admitted if the transfer of the student's academic credit is acceptable under the rules of the school board. Prior to admission, the parent or guardian must also provide the data required in the State Board of Education Rule 6-A-6.024

Florida Kindergarten Readiness Screener (FLKRS)

All school districts are required to administer the school readiness uniform screening implemented by the Department of Education to each kindergarten student in the district school system upon the student's entry into kindergarten. This screening is administered during the first 30 school days at each elementary school site.

First Grade Admission

Any child who is six (6) years old on or before September 1 may be admitted to first grade if the child has been enrolled in kindergarten in a public school or has satisfactorily completed the requirements for kindergarten in a nonpublic school. Students who have attended kindergarten in a non-accredited school shall meet the same requirements for entry as students in a home education program, as well as meet the age requirement.

Students who have satisfactorily completed kindergarten in states where the entry age to kindergarten is lower than that of the state of Florida will be admitted to first grade unless the principal determines the child is not able to function at that level due to academic, emotional, or social factors. *(FS 1003.21)*

Children who enter public school for the first time in first grade shall be administered the school readiness uniform screener (FLKRS), adopted for use in first grade. *(FS 1008.21)*

GRADING SCALE

All teachers must submit to the Principal/Designee, by the end of the second week of school the method used to determine a student's grade.

The following grading scale will be used **for core courses in grade K only** and in special areas such as P.E., art, music and **STEM** in grades K-5.

GRADE	DEFINITION
E	Excellent
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

The following numerical grading scale will be used in grades **1-5 for core courses**:

GRADE	PERCENT %	DEFINITION
A	90-100	Outstanding progress
B	80-89	Above average progress
C	70-79	Average progress
D	60-69	Lowest acceptable progress
F	0-59	Failure
I	0	Incomplete

PROMOTION REQUIREMENTS

FS 1008.25 Public school student progression; remedial instruction; reporting requirements.

(1) INTENT - It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon satisfactory performance in reading, writing, science, and mathematics; that district school board policies facilitate student achievement; that each student and his or her parent be informed of that student's academic progress.

Several elements are to be considered in the promotion of students. Among these are mastery of academic content, social/emotional maturity, study habits and work skills. Any student who fails to meet the criteria for proficiency in reading, writing, language arts, math, or science (grade 3 and above) is eligible for remediation and may be retained. All students are expected to participate in district and state testing. The district reading curriculum is based on Florida State Standards and utilizes a researched-based basal text. The description of proficiency and requirements for regular promotion for each grade level are defined in the lists that follow.

Kindergarten to First Grade:

1. Student demonstrates satisfactory progress in social and personal development as reflected by grades on the citizenship and/or work habits sections of the report card.
2. Student demonstrates mastery of state standards in reading, writing, language arts, and mathematics, as evidenced by grades on the report card. The curriculum is prescribed by the grade level specific Curriculum Guide.
3. Score at or above level 2 on the reading and mathematics **on the final administration** of the district **progress monitoring assessment**.

First Grade to Second Grade:

1. Student demonstrates mastery of state standards and reading, writing, language arts and Mathematics as evidenced by grades of 60% or above on the report card. The curriculum is prescribed by the grade level specific Curriculum Guide.
2. Score at or above level 2 on the **final** reading and mathematics portion of the district **progress monitoring assessment**.

Second Grade to Third Grade

1. Student demonstrates mastery of state standards in reading, writing, language arts, and mathematics, as evidenced by grades of 60% or above on the report card. The curriculum is prescribed by the grade level specific Curriculum Guide.
2. Score at or above level 2 on the **final** reading and mathematics portion of the district **progress monitoring assessment**.

Third Grade to Fourth Grade:

1. Student scores Level 2 or higher on the Statewide Assessment **of reading and mathematics** taken in the spring of 3rd grade.
2. Student demonstrates mastery of state standards in English, writing, language arts **and** math, as evidenced by grades of 60% or above in on-grade-level instruction as shown on the report card. The curriculum is prescribed by the grade level specific Curriculum Guide.

NOTE: If the student's reading deficiency is not remedied by the end of grade 3, as

demonstrated by scoring at Level 2 or higher on the statewide assessment test required under s.1008.22 for grade 3, the student must be retained. FS 1008.25 (5) (b)

Fourth Grade to Fifth Grade:

1. Student scores at a Level 2 or higher on the Statewide Assessment of reading and mathematics taken in the spring of the 4th grade.
2. Student demonstrates mastery of state standards in English/ Language Arts, Math, Science, and Social Studies as evidenced by grades of 60% or above in on-grade-level instruction as shown on the report card. The curriculum is prescribed by the grade level specific Curriculum Guide.

Fifth Grade to Sixth Grade:

1. Student scores at Level 2 or higher on the Statewide Assessment of reading and mathematics in the spring of the 5th grade.
2. Student demonstrates mastery of statewide standards in English/ Language Arts, Math, Science, and Social Studies as evidenced by grades of 60% or above in on-grade-level instruction as shown on the report card. The curriculum is prescribed by the grade level specific Curriculum Guide.

REMEDICATION AND DIAGNOSTIC TESTING

FS 1008.25 (2) each district school board shall establish a comprehensive program for student progression which must include:

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

ASSESSMENT AND REMEDIATION

Each student must participate in the statewide standardized program required by s.1008.22. Each student who does not meet specific levels or performance or the required assessments as determined by the district school board or who scores below level 3 on the statewide standardized ELA and mathematics assessments in grade 3 through 8 or the algebra EOC assessment must be provided with additional diagnostic assessment to determine the nature of the student's difficulty, the areas of academic need and strategies for appropriate intervention and instruction as described in paragraph (b).

A student becomes eligible for remediation any time he/she fails to make adequate progress toward mastery of the State Standards and/or needs additional help in order to meet the progression requirements for his/her assigned grade. A student who needs ongoing support to achieve grade level standards is referred to the Problem Solving System of Support MTSS team to determine the level of assistance needed.

PROBLEM SOLVING SYSTEM OF SUPPORT PLAN

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

The MTSS Plan is supported by the required administration of **Universal Progress Monitoring Assessment** three times each year. STAR Math/Reading is also administered for **formative** progress monitoring **as determined by the MTSS Team**. Students who fail to make progress with Tier I classroom intervention must be provided with additional diagnostic assessment.

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

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

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

REPORTING STUDENT PROGRESS

The district shall report to the parent the student's results on each statewide assessment test. The student's progress toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics shall be reported to the student and his/her parent or legal guardian each nine weeks via the report card. The evaluation of each student's overall progress shall be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. *FS 1008.25 (8) (a)*

The report card shall clearly depict and grade:

1. The student's academic performance in each class or course. This grade indicates the student's mastery of the state standards for English Language Arts (ELA), Math, Science and Social Studies. Grades will be based upon written papers, class participation, teacher observation, portfolio documentation, performance tasks, written and oral tests, and/or other academic performance criteria;
2. The student's conduct and behavior;

3. The student's attendance, including absences and tardies; and
4. The student's grade level performance (below, on, above). (Keep or delete????)

The student's final report card for a school year will contain a statement indicating end-of-the-year status regarding promotion or non-promotion.

GOOD CAUSE PROMOTION TO GRADES OTHER THAN FOURTH

NOTE: There are mandated state requirements for promotion from 3rd grade to 4th grade. See Third Grade Progression Guidelines.

Good cause for promotion to grades other than fourth may exist for students who fail to meet the specified requirements if documented evidence indicates that the student is meeting some performance levels for student progression, and it is in the student's best interest to be promoted. Documented evidence includes student performance on district or state assessments, classroom tests, classroom assignments, ongoing progress monitoring, IEPs, report cards, alternative assessments, and/or student portfolios.

Any one of following criteria can be used to determine if a good cause promotion is warranted for progression to any elementary grade except fourth if the student:

1. Is a limited English proficient student who has had less than two years of instruction in an English Language Learner (ELL) program.
2. Is a student with disabilities, whose Individual Educational Plan (IEP) indicates that participation in a statewide assessment is not appropriate, consistent with the requirements of State Board of Education Rule.
3. Is a student who demonstrates an acceptable level of performance on a norm-referenced standardized reading assessment.
4. Is a student who demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery of the Florida English Language Arts Standards?
5. Is a student with disabilities who participated in the Statewide Assessment and who has an Individual Education Plan (IEP) or a Section 504 plan that reflects that he/she has had intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained?
6. It is the recommendation of the **MTSS** Team that conditions exist which would cause this student to be more successful at the next grade and/or that retention would be more adverse than promotion.

Promotion for good cause shall be documented. The student shall have received intervention as determined by the school **MTSS** Team, and the student's progress shall have been monitored. The student's teacher shall submit the "Promotion for Good Cause" documentation to the principal and shall indicate that the promotion of the student is appropriate and is based upon the student's academic record. The principal shall review and discuss the recommendation with the teacher and determine promotion or retention. If the principal determines that the student should be promoted, the principal shall make the recommendation in writing to the Superintendent. The Superintendent

shall accept or reject the principal's recommendation in writing. The documentation form shall be placed in the student cumulative folder, and a copy shall be given to the Assistant Principal.

READING DEFICIENCY – INTENSIVE READING INSTRUCTION

Any student who exhibits a substantial deficiency in reading, based upon locally determined assessments or statewide assessments conducted in Kindergarten or grades 1, 2, or 3, will be given intensive reading instruction immediately following the identification of the reading deficiency. Such students shall have their reading proficiency reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive instruction. Intensive instruction will be continued until the reading deficiency is remediated. This intensive instruction will include a combination of the following characteristics:

- ◆ Diagnosis/prescription targeted to specific skill development
- ◆ Variety of opportunities for repetitions (repeated exposure); more time on task
- ◆ Smaller group size
- ◆ Smaller chunks of text or content
- ◆ Guided and independent practice
- ◆ Materials specific to intensive instruction
- ◆ Skill development and practice integrated into all activities
- ◆ Frequent progress monitoring
- ◆ Criterion-based evaluation of success
- ◆ Other interventions as specified by the Problem-Solving System of Support Plan

Reading Deficiency and Parental Notification

Section 1008.25(5) (a) – Florida Statutes provides that any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3 or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. (c) The parent of any student who exhibits a substantial deficiency in reading, as described above must be notified in writing of the following:

- a. That his or her child has been identified as having a substantial deficiency in reading;
- b. That the parent can request the immediate implementation of a student portfolio;
- c. A description of the current services that are provided to the child;
- d. 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;
- e. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- f. Strategies for parents to use in helping their child succeed in reading proficiency;
- g. That the Statewide Assessment Test is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion;
- h. The district's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student during the year of retention once the student has demonstrated the ability to read at grade level. The latest a mid-year promotion can occur is at the beginning of the second semester during the year of retention.

In addition, each elementary school, upon identification of a K-3 student's reading deficiency,

shall consult with the parent regarding the ongoing progress of the student as required by the Problem- Solving System of Support plan.

If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 3 or higher on the statewide assessment test in ELA for grade 3, the student must be retained *F.S.1008.25 (5)(b)*.

Documentation of notification of reading deficiency to individual parents shall be kept in the students' cumulative folders.

THIRD GRADE PROGRESSION GUIDELINES

Good Cause Promotions to Fourth Grade

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Although a student may not have achieved all performance levels for regular promotion, conditions may exist such that retention would be more adverse for the student than promotion. Under these circumstances a student may be promoted with "good cause" from third to fourth grade

The school district may only exempt students in grade 3 who demonstrate a continued deficiency in reading, as evidenced by performance on the Statewide Assessment of ELA, from mandatory retention if they meet the good cause exemptions that are specified in *FS 1008.25*. Good cause exemptions in this case are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English Language Learner (ELL) program.
2. Students with disabilities who's Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
4. Students who demonstrate, through successful completion of the state provided student portfolio samples, that the student is reading on grade level as evidenced by demonstration of mastery of the Florida State Standards in English Language Arts equal to at least a Level 3.
5. Students with disabilities who participate in the Florida Standards Assessments and who have an Individual Education Plan (IEP) or a Section 504 plan that reflects that the student has received intensive remediation in reading, but still demonstrate a deficiency in reading and were previously retained in kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Such students may not be retained in grade 3 more than once. Intensive reading instruction for students so promoted shall include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student.

Requests for good cause exemptions for students from the mandatory retention in third grade requirement shall include the following:

1. Documentation submitted from the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student's academic record. Documentation shall only consist of existing progress monitoring information, Individual Educational Plan (IEP) if applicable, report card, test scores, or student portfolio; and
2. Discussion with the teacher by the school principal to review the recommendation and make

the determination if the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal shall submit the recommendation in writing to the district school Superintendent. The district school Superintendent shall accept or reject the school principal's recommendation in writing. The documentation form shall be placed in the student cumulative folder, and a copy shall be given to the Assistant Principal.

Summer Reading Camp

Third grade students who score below proficient on the Statewide Assessment of ELA are offered the opportunity to attend the Summer Reading Camp. Depending on available room, the camp may be offered to other 3rd Grade students on an as-needed basis. This camp is held at the Franklin County PK-12 school and transportation is provided.

Summer Reading Camp is an intensive reading remediation course designed to meet the needs of students who do not score above Level 1 on the Statewide ELA Assessment. Students are provided the opportunity to demonstrate proficiency on the state-provided portfolio. At the conclusion of the Summer Camp program, students will be given a **Florida Department of Education approved assessment** to determine academic growth.

If a third grade student who scores Level on the Statewide E LA Assessment does not attend the Summer Reading Camp, the school shall give evidence of parental notification of the student's need to attend Summer Reading Camp and document the reason for nonattendance. The student shall be retained unless the student meets one of the good cause exemptions and is determined eligible for promotion for good cause.

Mid-Year Promotions for Retained Third Graders

Mid-year promotion is defined as promotion of a retained student during the year of retention once the student has demonstrated the ability to read at grade level. The latest a mid-year promotion can be considered is the beginning of the second semester of the school year. Mid-year promotion is only applicable to a 3rd grade student who meets **all** of the following criteria:

1. Was retained as a result of a reading deficiency, but is working on grade level or above in mathematics;
2. Has participated in intensive remediation for reading;
3. Did not qualify for a Good Cause promotion;
4. Demonstrates through portfolio or standardized assessment that he/she has attained a proficient (successful and independent, reading at or above grade level) level of reading as defined in the Student Progression Plan;
5. demonstrates the proficiency required to score at Level 3 on the Statewide ELA Assessment as determined by the State Board of Education as documented in a student portfolio, and/or an average or above average score on a norm-referenced assessment; and
6. Demonstrates achievement that provides a reasonable expectation that the student's progress is sufficient to master appropriate 4th Grade level reading skills.

A student who meets the above criteria for mid-year promotion is recommended for such by his/her teacher to the principal. The final decision for any promotion rests with the principal. Upon mid-year promotion, the appropriate notation is made in the district management information system and the student is placed so that he/she can work at the new grade level. The student will take the appropriate statewide assessment for the new grade level assigned during statewide spring testing.

Notice To Parents of Third Grade Students Who Are Retained

Written notice will be given to the parent or legal guardian of any third grade student who is retained.

This notice must comply with FS 1002.20(15) and will:

1. State that the child has not met the proficiency level required for promotion;
2. Include the reasons that the child is not eligible for a good cause exemption;
3. Include a description of proposed interventions and support that will be provided to the child to remediate the identified areas of reading deficiency (*See "Services to Third Grade Students who are Retained" – in the following section*);
4. Be preceded by the notification of the student's reading deficiency as identified earlier in the school year;
5. Inform the parent of the availability of a Summer Reading Camp if the retention occurs at the end of the regular school year.

Successful Progression for Retained Readers

F.S. 1008.25(7) Students who are retained in third grade will be provided intensive interventions in reading to improve the student's specific reading deficiency as identified by a valid and reliable diagnostic assessment. Such interventions will include:

6. Effective instructional practices
7. Opportunity to participate in the district's summer reading camp
8. Appropriate teaching methodologies necessary to assist those students in becoming successful readers
9. Appropriate intensive materials
10. A review by the school **MTSS** Team to address additional supports and services needed to remediate the identified area(s) of reading deficiency. This should occur during the first part of the school year;
11. Provision of a minimum of 90 minutes of daily, uninterrupted, scientifically-based reading instruction and other strategies; which may include, but are not limited to:
 - a. Small group instruction
 - b. Reduced teacher-student ratios
 - c. More frequent progress monitoring
 - d. Tutoring or mentoring
 - e. Summer Reading Camp
 - f. Transition classes containing 3rd and 4th grade students
12. The opportunity to have a portfolio for good cause promotion. This portfolio shall contain evidence of mastery of benchmarks (as outlined under Good Cause Promotion to Fourth Grade,) as well as other information to inform parents and teachers of the student's proficiency, such as results of diagnostics and progress monitoring.
13. In addition, retained third grade students should be provided a high-performing teacher as determined by student performance data and the teacher's above-satisfactory performance appraisals.

VIRTUAL INSTRUCTION

Parents/Guardians of students scoring a Level 4 or 5 on Statewide ELA or Math Assessment within the prior school year may request approval by the Superintendent or designee to access Florida Virtual School courses before or after the school day off campus.

A separate 180-day Florida Virtual School Full Time (VIP) program is addressed in *Section VI – General Procedures for Grades K-12*.

HOSPITAL/HOMEBOUND GUIDELINES

The procedure to apply for Hospital/Homebound services begins with a parent/guardian getting a Hospital/Homebound referral from the appropriate school personnel (counselor or administrator), getting it signed by a licensed physician, and returning it to the school guidance department.

The doctor should include his or her license number on the referral.

1. Hospital/Homebound students may not be working in paid or unpaid positions while requiring Hospital/Homebound services.
2. In most cases, a student's Hospital/Homebound coursework will be limited to the core academic classes (language arts, math, social studies and science classes). The Hospital/Homebound classes will be determined at the staffing, a meeting which includes a counselor, teachers, parents and the student (if possible).
3. Students will be placed on Hospital/Homebound on a full-time basis. Services are only for students who will be out more than 15 consecutive days. Otherwise, makeup work will be coordinated at the school. A normal pregnancy does not constitute Hospital/Homebound services. A student has up to six weeks of leave after giving birth, but this will not be considered Hospital/Homebound. The school will coordinate getting makeup work for the student.

**SECTION II.
SPECIAL CONSIDERATIONS FOR
MIDDLE SCHOOL STUDENTS**

ADMISSION AND PLACEMENT

In order to be admitted to a Franklin County middle school, a student must provide the following data if it is not already in the Franklin County database:

1. Evidence of date of birth in accordance with FS 1003.21.
2. Evidence of immunization against communicable diseases as required by FS 1003.22. Students will not be allowed to attend school until a complete immunization record is provided to the school.
3. Evidence of a medical examination completed within the last twelve months in accordance with FS 1003.22.
4. Evidence of residence of the student's custodial parent or legal guardian at an address within the attendance area of the school to which admission is requested or approval to attend Franklin County School through the open enrollment procedures.
5. Evidence of promotion to the appropriate grade level based on previous school records and/or placement tests.

FLORIDA CURRICULUM FRAMEWORKS AND NEXT GENERATION SUNSHINE STATE STANDARDS

In accordance with 6A-1.09401 SBR, the State Standards shall be the basis for the curriculum and instruction in grades 6-8 in the subjects of language arts, math, science, social studies, art, health/physical education, and foreign language will be included in the middle school curriculum. Appropriate instruction will be provided to assist students in the achievement of these standards.

COURSE CURRICULUM FRAMEWORKS

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

GRADES – All teacher must submit to the Principal/Designee, by the end of the 2nd week of school, the method used to determine a student's grades.

GRADE	PERCENT %	DEFINITION
A	90-100	Outstanding progress
B	80-89	Above average progress
C	70-79	Average progress
D	60-69	Lowest acceptable progress
F	0-59	Failure
I	0	Incomplete

Note: grade point value only calculates into high school grade point average (GPA) for high school credit courses.

GENERAL REQUIREMENTS FOR GRADES 6-8

The following courses or subjects shall be required in grades 6-8:

1. Three courses in mathematics.
2. Three courses in language arts, which shall include experiences in reading, writing, and speaking.
3. Three courses in science, which shall include instruction in life science, earth/space science and biology.
4. Three courses in social studies, which shall include the study of United States history and government, civics (grade 7), Florida history and world history.

Beginning in 2013-2014 and thereafter, all students taking Civics will take the Civics EOC (end of course) exam which will constitute 30% of the yearlong Civics grade. A middle school student that transfers in Franklin County School from out-of-state, out of country, a private school or home school program after the beginning of the second term of 8th grade is not required to meet the civic requirement for promotion if;

- The students transcript documents passage of 3 courses in social studies or
- 2 year long courses in social studies that cover civics.

If this is not the case the student must be immediately enrolled in civics and take the civics EOC and the results will constitute 30 percent of the course grade.

5. Computer literacy skills.
6. One semester per year of physical education unless a waiver applies.
7. A series of unified arts experiences shall be provided for student development which may include, but not be limited to, the following: art, music, foreign languages, family and consumer science, and technology education. Such experiences shall be regularly scheduled as possible in grades 6 through 8.
8. Comprehensive health education which includes substance abuse prevention, acquired immune deficiency syndrome and communicable disease prevention, human growth and development, human sexuality and pregnancy prevention, and personal health and hygiene, and shall also provide for instruction, where appropriate, that abstinence from sexual activity outside of marriage is the expected standard for all school age children; and abstinence from sexual activity is a certain way to avoid pregnancy, sexual transmission of acquired immune deficiency syndrome, and other communicable diseases which are transmitted sexually.

HIGH SCHOOL CREDIT

Credit earned by a student in a course designated in the *Course Code Directory* as grade 9-12 may be used to satisfy high school graduation requirements. All high school credit courses taken will be counted in the cumulative grade point average used for high school graduation. **Note:** High school courses with a mandated End of Course exam will not have a final grade until EOC exams are factored in as 30% of the yearlong grade.

VIRTUAL INSTRUCTION

Florida law allows students to enroll in courses available through the Florida Virtual School and the school district shall award credit for successful completion of such courses. Students may access FLVS courses before or after the school day off campus as pre-approved by the **Guidance Counselor** or pre-arranged with the parent/guardian. The school district is not required to provide access to or supervision for Florida Virtual School courses on the school campus. A separate 180-day FLVS, VIP Full Time (FLVSFT, VIP) program is addressed in *Section I-General Procedures for Grades K-12*.

MIDDLE SCHOOL REQUIREMENTS FOR PROMOTION

The following requirements have been identified for promotion at each grade level:

Sixth Grade to Seventh Grade

1. Has received a passing grade in 4 academic subjects (language arts, mathematics, social studies **and** science).
2. Has taken the state assessment unless (s) he qualifies for an individually administered test as outlined in Section VI. Special Considerations for Exceptional Students.

Seventh Grade to Eighth Grade

1. Has received a passing grade in the four academic subjects (language arts, mathematics, science, and civics (take EOC which will count as 30% of the final grade) needed for promotion to eighth grade.
2. Has taken the state assessment unless (s) he qualifies for an individually administered test as outlined in Section VI. Special Considerations for Exceptional Students.

Eighth Grade to Ninth Grade

1. Has received a passing grade in four core academic subjects (language arts, mathematics, social studies and social sciences) needed for promotion to ninth grade.
2. Has taken the state assessment unless (s) he qualifies for an individually administered test as outlined in Section VI. Special Considerations for Exceptional Students.

CREDIT RECOVERY

1. Students may repeat failed core courses needed for promotion to through Credit Recovery or Virtual School. **Student schedules will be adjusted after the 1st semester to provide credit recovery. Students may attend the summer programs of the NEST & Project Impact to recover credits for promotion to the next grade.**
2. Failed semesters retaken will not be averaged together. Each semester retaken will be treated as a stand-alone course.
3. **Students that do not meet the promotion requirements will be retained**

PROFICIENCY LEVELS

In addition to the previously identified requirements for promotion, each student's progress from one grade to another will be determined, in part, on the student's ability to demonstrate proficiency in English Language Arts, mathematics, science and social studies.

In accordance with state statute, the following levels of proficiency have been identified in ELA, mathematics, science, and social studies. Any student who is identified as not meeting these levels of proficiency shall receive intensive remediation in that area(s).

Reading Proficiency as determined by:

1. A grade of 60% or above in M/J Language Arts coursework completed on **grade level** materials.
2. Standards Assessment at Level 2 or above.

Writing Proficiency as determined by:

1. A grade of 60% or above in M/J Language Arts coursework.
2. **A Level 2 or higher on the state standards assessment for ELA**

Mathematics Proficiency as determined by:

1. A grade of 60% or above in M/J mathematics coursework.
2. **Scoring Level 2 or above on the state assessment for mathematics.**

Science Proficiency as determined by:

1. A grade of 60% or above in science coursework completed on grade level.

REMEDICATION

Students who do not meet the district levels of performance in reading, writing, mathematics or science or who do not meet the specific levels of performance on statewide assessments shall be provided intensive remediation.

Various assessments will be used to identify the nature of the student's difficulty and areas of academic need. The district/school **Multi-Tiered System of Supports (MTSS)** the District Reading Plan will guide instructional decisions. The professional judgement of school personnel will also be a part of determining if students need remediation in instances where there is insufficient or inconsistent data to support or deny the need for remediation.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS):

Schools are required to utilize the district P S 3 Plan for all students, including those students who fail to meet performance standards. Early warning indicators must include; attendance below 90%, one or more suspensions, failure in English Language Arts or Math and/or score Level 1 on statewide standards assessments in English Language Arts or Math. The **MTSS** manual is designed to guide schools and teachers as they implement **MTSS** for all students. The **MTSS** model requires that teachers monitor student data obtained through formative progress monitoring and classroom assessment/observation throughout the year and implement interventions to meet student needs as identified by this data. Students who do not respond to Tier 1 classroom intervention must be reviewed by the P S 3 Team in the school. This team, in conjunction with the teacher, will design a progress monitoring plan for the student and determine the extent to which intervention must be intensified.

The **MTSS** Plan is supported by the required administration of **District Progress Monitoring** Assessments three times each year. STAR Reading/Math and Think link are also administered for formal progress monitoring three times each year. Students who fail to make progress with Tier 1 classroom intervention must be provided with additional diagnostic assessment.

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

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

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

MIDDLE GRADES INTENSIVE READING REQUIREMENTS

For each year in which a student scores a Level 1 on the state assessment in Reading, the student may be enrolled in and complete an intensive reading course for the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs and shall align with the requirements of the K-12 Comprehensive District Reading Plan.

REPORTING STUDENT PROGRESS

The progress of each student toward achieving state and district requirements will be reported to each student and his/her parents or legal guardian each nine weeks (report cards). Progress reports will be sent every 4 ½ weeks to inform parents of a student's progress prior to the end of the nine weeks. The report card will clearly depict and grade:

1. The student's academic performance in each class or course must be based upon written papers, class participation, teacher observation, portfolio documentation, written and oral tests and/or other academic performance criteria.
2. The student's attendance, including absences and tardiness.

Each student and his/her parent or guardian will be able to receive a written report of the student's results on each statewide assessment test when the state releases those scores.

HOSPITAL/HOMEBOUND GUIDELINES

The procedure to apply for Hospital/Homebound services begins with a parent/guardian getting a Hospital/Homebound referral from the appropriate school personnel (counselor or staffing specialist), getting it signed by a licensed physician, and returning it to the school guidance department. The doctor should include his or her license number on the referral.

1. Hospital/Homebound students may not be working in paid or unpaid positions while requiring Hospital/Homebound services.
2. In most cases, a student's Hospital/Homebound coursework will be limited to the core academic classes (language arts, math, social studies and science classes). The Hospital/Homebound classes will be determined at the staffing, a meeting which includes a counselor, teachers, parents and the student (if possible).
3. Students will be placed on Hospital/Homebound on a full-time basis. Services are only for students who will be out more than 15 consecutive days. Otherwise, makeup work will be coordinated at the school. A normal pregnancy does not constitute Hospital/Homebound services. A student has up to six weeks of leave after giving birth, but this will not be considered Hospital/Homebound. The school will coordinate getting makeup work for the student.

SECTION III.
SPECIAL CONSIDERATIONS FOR
HIGH SCHOOL STUDENTS

FLORIDA CURRICULUM FRAMEWORKS AND NEXT GENERATION SUNSHINE STATE STANDARDS

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

COURSE CURRICULUM FRAMEWORKS

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

All teachers must submit to the Principal/Designee, by the end of the 2nd week of school, the method used to determine a student's grade. The grading scale is as follows:

GRADE	PERCENT %	GRADE POINT VALUE	DEFINITION
A	90-100	4	Outstanding progress
B	80-89	3	Above average progress
C	70-79	2	Average progress
D	60-69	1	Lowest acceptable progress
F	0-59	0	Failure
I	0	0	Incomplete

HOURLY CREDIT REQUIREMENTS

One (1) full credit for high school graduation is defined as a minimum of 135 hours of instruction in a designated course which contains Student Performance Standards, or the equivalent of six (6) semester hours of college credit. The hourly requirement for one-half ($\frac{1}{2}$) credit is defined as one-half ($\frac{1}{2}$) the requirement of a full credit. Courses will be defined as one (1) year, one (1) credit course, and as one (1) semester, one-half ($\frac{1}{2}$) credit course.

A student enrolled in a full year course will receive one-half credit if the student successfully completes either the first or second half of the course but fails the other half and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course will receive full credit if the student successfully completes either the first or second half of the course but fails to successfully complete the other half and the averaging of the grades in each half results in a passing grade. Instructional time is defined to include time spent in the classroom, time spent in activities related to affective development and/or motivation, orientation and testing of students and other activities related to educational goals including, but not limited to, cultural and/or educational programs or trips and enrichment or accelerated instructional activities.

Exception: Students will not be awarded any credit in courses for which there is a state mandated End of Course exam until results of the EOC exams are assessed. All state mandated EOC exams will count as 30% of the yearlong grade.

ATTENDANCE REGULATIONS

Any student who is not in attendance for the minimum of 135 hours may be awarded credit if the student has demonstrated mastery of the student performance standards for the course, fulfilled course requirements as specified by the classroom teacher and received a passing grade of 60%. Attendance procedures shall be carried out in accordance with Franklin County School Board Rule 5200 and the School Attendance Policy.

Exception: Students will not be awarded any credit in courses for which there is a state mandated End of Course exam until results of the EOC exams are assessed. All state mandated EOC exams will count as 30% of the yearlong grade.

HOSPITAL/HOMEBOUND GUIDELINES

1. The procedure to apply for Hospital/Homebound services begins with a parent/guardian getting a Hospital/Homebound referral from the appropriate school personnel (counselor or Staffing Specialist), getting it signed by a licensed physician, and returning it to the school guidance department. The doctor should include his or her license number on the referral.
2. Hospital/Homebound students may not be working in paid or unpaid positions while requiring Hospital/Homebound services.
3. In most cases, a student's Hospital/Homebound coursework will be limited to the core academic classes (English, math, social studies and science classes that do not include extensive lab work). Exceptions will be made for students in their senior year who need more courses to graduate, or for students who are close to the end of a semester. The Hospital/Homebound classes will be determined at the staffing, a meeting which includes a counselor, teachers, parents and the student (if possible).
4. Students will be placed on Hospital/Homebound on a full-time basis. Services are only for students who will be out more than 15 consecutive days. Otherwise, makeup work will be coordinated through the school. A normal pregnancy does not constitute Hospital/Homebound services. A teen mother has up to six weeks of leave after giving birth, but this will not be considered Hospital/Homebound. The Guidance Counselor will coordinate getting makeup work for the student.

CREDIT EARNED THROUGH OTHER PROGRAMS

Students currently enrolled at Franklin **County PK-12** School may earn additional credit for promotion or for graduation beyond those credits obtainable during Summer School according to the following guidelines:

1. Signed prior approval of the Principal or designee must be granted.
2. Students may not be enrolled in a course in another program in the same semester of that course in which they are currently enrolled at Franklin **County PK-12** School.
3. Students desiring to earn course credit through other programs or other special summer programs sponsored by colleges and universities must apply for and receive School Board approval prior to enrolling in the program. Verification must be provided by such programs prior to enrollment that the course work includes state and district curriculum frameworks and state standards. Credit maybe awarded to the student upon verification of the student's successful completion of the course. Only with prior approval of the course.
4. For graduation purposes, an official transcript of final credits awarded must be received by Franklin **County PK-12** School one week prior to graduation.

5. Florida law allows students to enroll in courses available through the Florida Virtual School and the school district shall award credit for successful completion of such courses. Students may access FLVS courses before or after the school day off campus as pre-approved by the Superintendent or designee and pre-arranged with the parent/guardian. The school district is not required to provide access to or supervision for Florida Virtual School courses on the school campus except for one virtual course required for graduation. With an administrator's authorization, students may enroll in FLVS for acceleration, enrichment, or forgiveness of a "D" or "F" in a course. Home Education FLVS students will not receive a Franklin County diploma nor participate in graduation ceremonies.

TRANSFER OF CREDITS

Uniform transfer of credit is identified in SBR 6A-1.09941 and 1003.4282 (8), F.S.

Credit for all students transferring into the high school program will be accepted if credit is earned in an accredited public school, an accredited private school, an accredited military school, an accredited correspondence school, or a home education program under the conditions set forth in the section on "Home Education Guidelines."

GRADES FOR ENTERING STUDENTS NOT ENROLLED IN ANY SCHOOL

If a student enters school within the first nine weeks of a semester and has not been in school at all, the student will be required to make up all work that has been missed by the end of the second nine weeks of the semester or sooner if possible. Students will receive an "I" (Incomplete) for the first nine week courses. If courses are not completed by the end of the second nine weeks, each "I" will be changed into a zero ("F") or higher F depending on work completed.

If a student enters school anytime during the second nine weeks, the student will not receive credit for the semester, but this will not count against the grade point average. Courses enrolled in will be labeled "NG" for no grade.

GRADES FOR ENTERING STUDENTS ENROLLED IN FEWER THAN SEVEN COURSES

If a student enters school within the first nine weeks of a semester, the withdrawal grades for the courses taken will be given to the teachers to combine with their grades. If the student has been enrolled in fewer than seven courses and has not been in the new course or does not have grades to use in the new course, the student will be allowed to make up the work that has been missed and will have until the end of the semester to complete the work.

If a student enters school during the second nine weeks of a semester, the student will not receive credit for the semester for the additional courses added to the schedule. This will not count against the grade point average, but be recorded as "NG" (no grade).

HOME EDUCATION GUIDELINES

Home education students **without transfer credits from an accredited source** may receive credit for coursework and a high school diploma under the following guidelines:

1. Home education students seeking a Franklin **County PK-12** School diploma must be enrolled at Franklin **County PK-12** School for their entire second semester of their senior year. The process for determining credits and grade placement should begin by June 1 prior to the next school year. Credits will be validated only after the student is enrolled at Franklin **County PK-12** School and grades from the first grading period can be reviewed to assess mastery of the previous years' home education courses (60% or better).
2. Students can be required to submit a portfolio of work completed for courses equivalent to courses in the Florida Course Code Directory. Parents/guardians can provide a written recommendation of grade placement from a current Florida DOE certified teacher (include certificate number). A portfolio review committee will make recommendations to the principal to determine if the work submitted warrants putting the student in the recommended grade.

Recommendations will be based on evidence of completion of state course performance standards for each course.

3. Credits will be validated after the first grading period; the student must maintain a 2.0 G P A or higher at the end of the first grading period in each sequential required course in order to validate the previous course.
4. Students will receive a “Pass” (P) grade for all validated home education courses submitted unless from an accredited institution. These will not factor into the grade point average.
5. Twenty-four or eighteen credits in the areas specified by the Franklin County School Board and a 2.0 GPA.
6. Students must pass both the reading and math sections of the specified state assessments or other accepted tests plus specified End of Course exams in order to receive a standard high school diploma unless otherwise specified under Section VI, Special Considerations for Exceptional Students.
7. Home education credits earned through an accredited institution will be accepted and treated as transfer grades. Official transcripts from the accredited institution must be submitted to Franklin **County PK-12** School in order to receive credit.
8. Home education students must be enrolled full-time in Franklin **County PK-12** School the entire second semester of their junior year and the entire first semester of their senior year in order to be eligible for Valedictorian, Salutatorian, or Honor Court. The majority of the grades for four years must be numeric.
9. If a home education student is approved to take a course at Franklin **County PK-12** School, he/she must attend that class full-time and is held to the Franklin County Attendance Policy. The student is only to be on campus for that class period or periods.
10. A home education student may participate in extra-curricular activities and is required to attend the class for an activity if that is part of the requirement to participate (i.e. Band).
11. Home education students will not receive a Franklin County diploma nor be allowed to participate in Franklin **County PK-12** School graduation ceremonies.
12. Home education students may take a maximum of three consecutive courses approved by the principal. Transportation must be provided by the parent/guardian. Students may not stay on campus for time not enrolled in a course. This applies to students K-12.
13. Home education students are not eligible for Franklin **County PK-12** School local scholarships.

FRANKLIN COUNTY VIRTUAL SCHOOL FULL TIME (School 7001)

1. Franklin County contracts with Florida Virtual School Full Time (FLVSFT) and other approved providers to offer a virtual school as part of the Franklin County School District for grades K-12.
2. Franklin County FLVSFT is a full class schedule for 180 days that approximately aligns with the Franklin County School District calendar.
3. Students are considered fully enrolled in this school (7001) and do not participate in any other school’s regular day activities. Students of school 7001 may try out for extra-curricular activities that do not require course enrollment at Franklin County School.
4. Registration for Franklin County’s FLVSFT is online at FLVS.net through approximately the first two weeks of school. Parents are notified online if students qualify for this program.

GRADE FORGIVENESS PROCEDURES

The following criteria will be used for grade forgiveness. Any course grade not replaced according to these guidelines must be included in the calculation of the cumulative grade point average required for graduation.

Required Courses:

1. Only a final grade of “D” or “F” can be forgiven. (Exception: A high school credit course taken in grades 6-8 may be retaken if the student made a “C”, “D”, or “F” in the course.) The higher of the two grades will be used and the lower grade forgiven.
2. A grade of “D” or “F” in a required course may be forgiven by earning a passing grade in a course with the exact same subject area per the code in the Course Code Directory (i.e. a World History course forgives a World History Honors course; both have the code of WH);
3. ELA I, II, III and IV, must be passed in order to graduate;
4. A Level 1 course may not forgive a Level 2 or a Level 3 course (i.e. Pre-Algebra does not forgive Algebra II);
5. A Level 2 course may forgive a Level 3 course of the same course title only (i.e. a subsequent grade in Geometry can forgive a “D” or an “F” in Geometry Honors, but not in Trigonometry). No Honors or Advanced Placement weighted bonus points will be awarded for a non-weighted replacement class.
6. A grade of “D” or “F” in End of Course exam courses may only be forgiven by the same course (Algebra 1, Geometry, Biology, and U.S. History). Where the EOC counts as 30 percent of student’s final course the following may be used for forgiveness:
 - Retake the semester of the course
 - Retake the entire course
 - Retake the EOC assessment for the course
 - Retake both the course and the EOC assessment.

Elective Courses:

A grade of “D” or “F” in an elective course may be forgiven by earning a passing grade in a course within the same subject area (Social Science, Performing Arts, PE, Vocational, etc.).

For example, a subsequent grade in Sociology may forgive a grade of “D” or “F” in Psychology, or a subsequent grade in Art 3D Comp I may forgive a grade of “D” or “F” in Music Appreciation.

Franklin County Credit Recovery Grade Forgiveness

1. Students who fail both semesters of a yearlong course must retake each semester in Credit Recovery to forgive each semester. The semesters will not be averaged together.
2. No semester course retaken in Credit Recovery will be averaged with any other semester of that course.
3. A student may not use Credit Recovery or any other grade forgiveness for a semester grade if the final yearlong grade is a “C” or higher for that class.
4. Once a semester is passed in Credit Recovery that grade will forgive the “D” or “F” earned in courses according to the criteria above.
5. Final grades of “D” or “F” may be forgiven through another accredited means such as Florida Virtual School, Students must provide official transcripts.
Exception: High school courses taken in middle school that results in a “C”, “D”, or “F” may be forgiven through retaking the course.

PROMOTION REQUIREMENTS - 24 CREDIT STANDARD DIPLOMA (OPTION I)

NINTH GRADE TO TENTH GRADE

- A minimum of five (5) credits **must be in English and mathematics** earned in Grade 9.
- A 1.5 GPA is required for promotion.

TENTH GRADE TO ELEVENTH GRADE

- A minimum of eleven (11) total credits earned in Grades 9 and 10 including at least one (2) English, one (2) math, one (1) science, and one (1) required social studies credit.
- A 1.75 GPA is required for promotion.

ELEVENTH GRADE TO TWELFTH GRADE

- A minimum of seventeen (17) total credits earned in Grades 9 through 11. At least two (3) credits must be earned in English, two (2) math, two (2) science, and one (2) required social studies.
- A 2.0 cumulative grade point average.

SECOND YEAR SENIORS

- When a student, after completing one full year with classification as a senior, lacks the 24 credits or the GPA required for graduation, (s) he may return to Franklin County PK-12 School as a second year senior on a part-time basis to complete the requirements for graduation.

NOTE: Upon completion of all promotion requirements, (18 core credits and GPA of 2.0) students who are at least one year behind their graduating class may be promoted at the end of the semester of the school year if it is academically in the best interest of the student.

MAXIMUM AGE FOR HIGH SCHOOL STUDENTS

High school students pursuing a standard high school diploma must be able to graduate from Franklin High School prior to their 20th birthday.

GRADUATION REQUIREMENTS- 24 CREDIT STANDARD DIPLOMA

Twenty-four (24) credits earned in Grades 9-12 as specified in the Student Progression Plan, satisfactory performance on the Statewide Assessment and End of Course exams and a 2.0 cumulative grade point average are required for graduation. **All courses taken (24 credits and beyond) are used in the grade point average calculation. No courses may be dropped in the GPA calculation except due to grade forgiveness.**

NOTE: Students who fail to pass any of the state required graduation tests, or who do not earn a 2.0 GPA, may have the option to return to school for an additional year to attempt to fulfill these requirements through remediation. The school district retains the option to determine how this remediation will take place.

Standard Diploma Requirements Include:

1. Twenty –four credits earned in Grades 8-12 as specified in the Student Progression Plan.
2. Satisfactory performance on statewide assessments and EOCs.
3. A 2.0 cumulative grade point average for all courses taken.
4. Students who have met all the requirements for a Standard Diploma except for passing the required state assessments and/or earning a 2.0 GPA will receive a Certificate of Completion. Students with a certificate of completion will not participate in the graduation ceremony.
5. Students are required to pass the GED test before earning a diploma from a state community college.
6. State universities do not recognize a certificate of completion for admission.

STUDENTS ENTERING GRADE 9 IN THE 2013-14 SCHOOL YEAR AND FORWARD

WHAT ARE THE REQUIREMENTS FOR THE 24-CREDIT STANDARD DIPLOMA?

4 Credits English Language Arts (ELA)

- *ELA I, II, III, IV
 - *ELA Honors
 - *Advanced Placement (AP)
 - *Advanced International Certificate of Education (AICE)
 - *International Baccalaureate (IB)
- Dual Enrollment courses may satisfy this requirement

4 Credits Mathematics

- *Algebra I
- *Geometry
- * Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)

3 Credits Science

- *World History-1 Credit
- *US History-1 Credit
- *US Government-1/2 Credit
- *Economics-1/2

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

Eligible courses are specified in the Florida Course Code Director at www.fldoe.org/policy/articulation/ccd

1 Credit Physical Education

To include the integration of Health

8 Elective Credits

*Students must earn a 2.0 GPA average on a 4.0 scale

SUBJECT AREAS AND CREDIT REQUIRED FOR GRADUATION-24 CREDIT STANDARD DIPLOMA

Students in grades 9-12 shall be enrolled annually in seven (7) courses included in the Course Code Directory. The following courses or subjects shall be

- **ENGLISH**
4-Credits with major concentration in composition and literature (ELA, I, II, III, or IV)
- **MATHEMATICS**
4-Credits, one of which must be in Algebra I and Geometry and 2 additional math credits of equal or higher level
- **SCIENCE**
3-Credits, 2 of which must have a laboratory component and 1 of which must be in Biology.
- **SOCIAL STUDIES**
3-Credits, 1 of which must be in World History; 1 credit in American History; ½ credit in Economics, including a Financial Literacy; ½ credit in American Government.
- **PRACTICAL/PERFORMING ARTS**
1-Credit

- **PHYSICAL EDUCATION**

1-Credit for on-line course; ½ Credit Personal Fitness/Hope; ½ Credit PE elective

- Participation in an interscholastic sport at the junior varsity or varsity level (not freshman level) for two full seasons will be required to satisfy the one credit, **requirement if the student passes a competency test on Personal Fitness with a score of “C” or better. The competency test on Personal Fitness has been developed by the Department of Education.**
- One semester of Marching Band, Eurhythmics or ROTC with a “C” or better satisfies the ½ elective PE credit. Students must still take the Personal Fitness class.
- 1 Online (Virtual) high school course must be completed.

- **ELECTIVES**

8-Credits

- **TOTAL**

24-Credits

- **IN ADDITION**

2.0 Cumulative GPA, passing score on the Statewide ELA Assessment in 10th grade and passing score on the Algebra I EOC.

NOTES:

1. A student may earn up to 9 elective credits in remedial and compensatory courses in Grades 9-12.
2. Students will be given credit toward fulfilling graduation requirements in English for each basic ELL course completed satisfactorily. Credit shall also be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily through ELL.

PROMOTION REQUIREMENTS-18 CREDIT

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTION

YEAR 1-9TH to 10TH GRADE

Minimum of 5 credits and a 3.0 cumulative GPA (College Prep).

Minimum 5 credits and a 2.0 in other required courses (Career Prep).

YEAR 3-10TH TO 12TH GRADE (11TH GRADE IS OMITTED)

Minimum of 11 credits in the courses needed toward graduation under Options 2 and 3 and a 3.5 cumulative GPA and 3.0 GPA in all other courses (College Prep)

Minimum 11 credits towards graduation, 3.0 in vocational courses and a 2.0 in all other required courses (Career Prep)

18-CREDIT ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) 3-YEAR PROGRAM

English- Credits(4)-English III and IV in year 3

Mathematics-Credits(4)-must include Algebra I and Geometry or higher from the list of courses that qualify for state university admission

Science-Credits(3)-two lab components and Biology required

Social Science-Credits(3)-1 World History, 1 American History, ½ Economics, ½ American Government)

Electives-Credits (4)-1 credit must be I fine and performing arts, speech & debate or practical arts.

Total-18

STANDARD DIPLOMA SCHOLARS DESIGNATION

Students entering grade 9 in 2010-11, 2011-12, 2012-13, and 2013-14

- Meet the 24 credit standard high school diploma requirements and
- Earn 1 credit in Algebra II
- Earn 1 credit in Statistics or equally rigorous math course.
- Pass Biology 1 EOC
- Earn 1 credit in Chemistry, Physics or equally rigorous science course.
- Pass US History EOC
- Earn 2 credits in the same World Language
- Earn at least 1 credit in a dual enrollment course

Students entering 9th grade in 2014-15

- Meet the 24-credit standard high school diploma requirements and
- Earn 1 credit in Geometry, Algebra II and in statistics or an equally rigorous science course.
- Pass the Geometry EOC and the Algebra II EOC
- Pass the Biology I EOC
- Earn 1 credit in Chemistry, Physics or an equally rigorous science course.
- Pass the US History EOC
- Earn 2 credits in the same World Language
- Earn at least 1 credit in a dual enrollment course.
- Earn 1 credit in Chemistry, Physics, or an equally rigorous science course
- Pass the US History EOC
- Earn 2 credits in the same World Language
- Earn at least 1 credit in a dual enrollment course

STANDARD DIPLOMA MERIT DESIGNATION

- Meet the 24 credit standard high school diploma requirement and
- Attain 1 or more industry certifications from the list established per F.S. 1003.492

FOREIGN EXCHANGE STUDENTS

A foreign exchange student may be considered an eleventh grader with an eleventh grade schedule and may not graduate from Franklin High School with a regular diploma, or certificate of completion, and therefore may not participate in Baccalaureate or Graduation Ceremonies. Foreign exchange programs must produce a Certificate of Acceptance from the Council on Standards for International Educational Travel (CSIET) in order to be considered. Prior approval must be given by the principal or designee for admittance of a foreign exchange student. The principal or designee may limit the number of foreign exchange students due to factors such as, but not limited to, state class size mandates.

GENERAL EDUCATION DEVELOPMENT (GED) DIPLOMA

Any student who has previously earned a GED Diploma is not eligible to enter Franklin PK-12 School and earn a standard or special high school diploma.

WEIGHTED GRADE POINT AVERAGE

The final class rank will be determined by adding bonus points to the grades of students taking advanced courses. These bonus points will be added to the numeric points given for numerical grades. This sum is known as the weighted numeric grade point average. The numeric grade point average is then used for class rank for Franklin County School District only for the purpose of naming valedictorian, salutatorian, and honor court members. Weighting for Florida Bright Futures Scholarships, other scholarships, and college admissions is done by those entities according to their criteria.

16-bonus points for a full year course and 8-bonus points for a semester course will be added to the grades achieved in honors courses, dual enrollment and any level 3 course that leads to an industry certification.

Grades that are received that only have a letter grade will be given the following numerical value:

A = 95 B = 85 C = 75 D = 65 F = 59

VALEDICTORIAN. SALUTATORIAN. HONOR COURT. MARSHALS. USHERS

The cumulative weighted numeric averages of seniors are ranked at the end of the first semester of the student's graduation year. Courses included (courses requiring EOC full grade) in the calculation must be completed by the last day of the Franklin County PK-12 School first semester.

The top senior becomes Valedictorian and the second senior becomes Salutatorian. In order to be Valedictorian or Salutatorian, a student must have been in full time attendance at Franklin County PK-12 School for the entire second semester of the year prior to graduation and the entire first semester of their graduation year, and earned all credits required for graduation with a standard diploma by the last day of the regular school year.

Summer school courses, virtual, or other courses that are completed past the last day of the regular school year will not count towards the regular school year graduation. Numeric grade calculations must be available for the majority of the credits.

Options 2 and 3 18-credit students are eligible for Valedictorian, Salutatorian, and Honor Court positions, if they have been full time attendants for the entire second semester of their second year and the entire first semester of their third year. Graduation honors will also be awarded according to weighted grade point averages as follows:

Cum Laude: 3.0-3.499

Magna Cum Laude: 3.500-3.7499

Summa Cum Laude: 3.7500-4.0

The cumulative weighted numeric averages of juniors are ranked at the end of the first semester of the junior year. Course included in the calculation must be completed by the last day of the Franklin High School first semester. The top two juniors become marshals and the next ten juniors become ushers. Students must have been in attendance full-time second semester of the previous year and first semester of the current year to be eligible.

PARTICIPATION IN GRADUATION CEREMONIES

All requirements for a regular diploma must be met by the last day of the end of the regular school term in order to participate in Baccalaureate and Graduation Ceremonies. A student may participate in these ceremonies one time only in his/her high school career. A student with a disability must walk at graduation the year that they meet graduation criteria. They may return to school until the end of the semester in which they turn 22

EXAMS

All students will be required to take End of Course exams. The percentage that the exam counts toward a final grade shall be uniform throughout the school and shall be 30% of the final grade.

HEALTH EDUCATION

A minimum of fifteen (15) hours of instruction in health education, alcohol, tobacco and other substance abuse prevention will be presented to all students. Instruction in the causes, transmission, and prevention of HIV infection, AIDS, and other sexually transmittable diseases will be presented as a part of the required Personal Fitness course. Any student whose parents make written request to the school principal shall be exempted from instruction on sexually transmitted diseases. Other assignments can be substituted. Teen dating violence education is also included.

PHYSICAL EDUCATION

Students are allowed to take no more than two PE courses per semester. No more than one PE course per semester is recommended to ensure academic preparation for college and careers.

DUAL ENROLLMENT - ACADEMIC

As needed, Franklin County School District will enter into an annual inter-institutional agreement with Gulf Coast State College and/or Florida State University, specifying responsibilities of each institution in providing for advanced instruction for pupils enrolled in high school. Any student who has the required cumulative GPA and who is accepted by one of these institutions may request up to three dual enrollment courses.

Dual Enrollment Courses:

- Must be approved in advance by the principal or his designee, including drop and add.
- Must be in approved areas only.
- May be taken off Franklin County PK-12 School campus with a limit of up to three dual enrollment courses per semester. Student must provide his/her own transportation. One period maybe be deducted for a travel period totaling the student at six periods. Exception is for college courses offered at Franklin High School.
- Courses will be recorded on student schedules as first or last periods of the day. Students may not leave and return to school. Students may not be on campus during their Dual Enrollment periods. Exception is for dual enrollment courses offered on Franklin County PK-12 School campus.
- Students may not withdraw from Dual Enrollment courses after the first two weeks of that class. Withdrawal must be approved by the principal or designee.
- Students who earn a "C" or lower in a dual enrollment course will not be approved for the following semester but may petition to reapply in the future.

DUAL ENROLLMENT – CAREER /TECHNICAL

Students who have successfully completed the ninth grade and who have reached the age of 16 may dually enroll in a Technical Center. The student's parents must complete and sign permission forms required by Franklin County PK-12 School and a Technical Center. Students must be enrolled in a minimum of four courses taught at Franklin County PK-12 School. Any student who enrolls in a dual enrollment class must complete the entire year of the class unless he/she withdraws from school. Student must provide his/her own transportation.

GRADUATION UNDER ADVANCED PLACEMENT COURSES- HIGH SCHOOL

Students under the 24-credit Standard Diploma Option 1 who have completed their eleventh grade year and who have been admitted to the early admissions program by the School Board under the criteria specified in the School Board's inter-institutional agreements may receive credit toward graduation through work taken at a post-secondary institution authorized by Florida law. To be eligible for early admission at a post-secondary institute a student must have the college's required cumulative grade point average. To be eligible for early admission at Gulf Coast State College, a student must have a cumulative 3.0 grade point average. Early admission students must bring grade sheets to their senior counselor upon completion of the grading period in order to receive full credit toward graduation.

Students who have been early admitted may take approved courses only. A minimum of 12 credit hours is required for each semester. Taking more than 12-credit hours would have to be approved by the principal or designee. Students who earn a "C" or lower in a course first semester will be enrolled full time at Franklin County PK-12 School for the second semester.

All schedules must be approved in advance by the principal or designee, including drop and add. Students must apply for Early Admission early in the 2nd semester their 11th grade year during the designated time period. Students will not be allowed to apply after the date and will not be allowed to do Early Admission mid-year of 12th grade.

Students may participate in graduation if permission to do so has been requested and granted in writing. Responsibility concerning senior graduation exercises and related activities including, but not limited to, dates of practice, ordering of invitations, and senior pictures, is the responsibility of the student.

ACCELERATED GRADUATION

Students may graduate from high school earlier than four (4) years, if they have met all graduation requirements as given below. This may be done through early admissions, accelerated study, dual enrollment, 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option.

STANDARDIZED TESTING REQUIREMENTS

Students who are working towards a standard high school diploma are required to take the annual Florida Statewide Assessment Test for the grade level in which they are enrolled. The 10th grade E LA Assessment and the Algebra I EOC must be passed in order to receive a standard diploma. If a student does not pass the first time, the student will have at least two opportunities per year to retake the assessments. Exceptions to passing the Statewide Assessment include:

1. Accepted concordant test scores according to state guidelines.
2. Students with disabilities who have taken the 10th grade ELA Assessment and Algebra I EOC.
3. A dependent child of a member of the United States Armed Forces who enters a public school at the grade 12 level from out-of-state or from a foreign country and provides satisfactory proof of attaining a score on an approved concordant test.

NOTE: Freshmen entering in 2010-11 and thereafter will have additional EOC requirements.

PROFICIENCY LEVELS

In addition to promotion requirements identified in the previous section, each student's progress from one grade to another will be determined, in part, on the student's ability to demonstrate proficiency in reading, writing, mathematics and science.

In accordance with state statute, the following levels of proficiency have been identified in reading, writing, mathematics and science. Any student who is identified as not meeting these levels of proficiency will receive intensive remediation in that area/s.

Reading Proficiency as determined by:

1. A grade of 60% or above in ELA I, II, III, and IV or their equivalents
2. A level 2 or higher on the ELA Assessment in grades 9 and 10.

Mathematics Proficiency as determined by:

1. A grade of 60% or above in each of the four math courses required for graduation with EOC exams counting 30% of the final grade.
2. A passing score on the Algebra 1 or earn a passing concordant score.

Science Proficiency as determined by:

1. A grade of 60% or above in each of three science courses needed for graduation with EOC exams counting 30% of the final grade.

Overall Academic Proficiency for Standard Diploma Graduation:

1. A cumulative 2.0 grade point average or above considering all courses taken (3.0 for some 18 credit Options);
2. Passing scores on Florida Assessments required for graduation.

REMEDIATION

Students who do not meet the district levels of performance in reading, writing, mathematics and science or who do not meet the specific levels of performance on statewide assessments will receive intensive remediation. Students will be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skill not acquired by the student.

PROBLEM SOLVING SYSTEM OF SUPPORT PLAN:

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

The **MTSS** Plan is supported by the administration of a **district progress monitoring assessment** three times each year. Students who fail to make progress with Tier I classroom intervention must be provided with additional diagnostic assessment.

Students who score below Level 2 on ELA Assessments, in addition to students not meeting the specific levels of proficiency as defined by the school district, are included in ongoing progress monitoring and are provided with classroom intervention specific to their identified need(s). Strategies for these students must be documented by the classroom teacher and monitored to assure that the students are improving as a result of the intervention(s).

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

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

The plan chosen must be designed to assist the student in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 Comprehensive Reading Plan includes instructional and support services to help the student meet the desired levels of performance.

Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

REPORTING STUDENT PROGRESS

The progress of each student toward achieving state and district requirements will be reported to each student and their parents or legal guardian each nine weeks (report cards).

The report card will clearly depict and grade:

1. The student's academic performance in each class or course must be based upon written papers, class participation, teacher observation, portfolio documentation, written and oral tests and/or other academic performance criteria.
2. The student's attendance, including absences and tardies.

A plan for progress monitoring will be implemented for students not making adequate progress toward the achievement of proficiency in reading or mathematics (see separate document District **Multi-Tiered** System of Support Plan available through schools).

At the end of each semester, the parent or legal guardian of each student who has a cumulative GPA of less than 0.5 above the cumulative GPA required for graduation (2.0) shall be notified that the student is at risk of not meeting graduation requirements. Each student and his/her parent or guardian will receive a written report of the student's results on each statewide assessment test when the scores are available from the state.

SECTION V.
SPECIAL CONSIDERATIONS FOR
ADULT EDUCATION

PLACEMENT

1. Florida does not require students who are sixteen (16) years or older to attend school. The adult program is designed to give further education to persons, sixteen (16) or older, who are no longer attending the regular school program.
2. To qualify for the adult program, a person must be sixteen (16) years of age and not enrolled in school.
3. Students may enroll in adult general education classes at any time and progress at their own rates of speed; Superintendent approval is required.
4. All students enrolled in adult education (vocational or academic) must be tested within the first six (6) weeks of enrollment on the Test of Adult Basic Education (TABE) exam.

PROGRAMS OF STUDY

1. General Education Development (GED). The program of studies at the secondary level includes high school review courses in preparation for taking the General Education Development (GED) Tests.

GENERAL EDUCATION DEVELOPMENT TEST (GED) AND HIGH SCHOOL EQUIVALENCY

1. The GED is a national test that permits a student to receive the equivalent of a high school diploma upon successfully passing an examination. The diploma issued is the State of Florida High School Diploma.
2. The GED is a battery of four (4) tests:
 - A. The four (4) tests cover the areas of reading/writing, social studies, science, and mathematics.
 - B. To take the test, a person must be 18 years of age or older and reside in the State of Florida at the time of application. Minor persons 16) or 17 years of age may, with parent/guardian's permission, take the GED only under extraordinary circumstances. Approval of Superintendent or designee is required prior to registration by 16 or 17 year olds for examination. Persons 16 or 17 years of age must participate in pre-and post-test career planning conferences through the regular high school counselor (if enrolled) or through the adult education counselor (if withdrawn). Extraordinary circumstances may include:
 - Early admission to college, junior/community college or university.
 - Military enlistment. **NOTE:** Some branches of the military may require a standard high school diploma to enlist.
 - Vocational training requirements.
 - Documented emotional, psychological or serious difficulty prohibiting the student from attending regular classes.
 - Serious financial need.
 - Employment where a diploma is required.

SECTION VI.
SPECIAL CONSIDERATIONS FOR
EXCEPTIONAL STUDENT EDUCATION

STUDENT PROGRESSION REQUIREMENTS FOR STUDENTS ENROLLED IN EXCEPTIONAL STUDENT EDUCATION PROGRAMS

Beginning in 2014-2015, students entering grade 9 will designate at the transition meeting the diploma option they will pursue, standard high school diploma **through course work or the employment option.**

INSTRUCTION

Placement in an Exceptional Student Education (ESE) program is in accordance with F.S. 1003.57 and local rules and procedures reflected in the document Franklin County Exceptional Student Education Policies and Procedures.

Programs are provided for the following exceptionalities:

- Autism Spectrum Disorder (ASD)
- Intellectual Disability (InD)
- Orthopedically Impaired
- Speech Impaired
- Language Impaired
- Deaf/Hard of Hearing
- Visually Impaired
- Emotional Behavioral Disorder (EBD)
- Specific Learning Disabled
- Gifted
- Hospital/Homebound
- Dual-Sensory Impaired
- Traumatic Brain Injury
- Developmentally Delayed
- Established Conditions
- Other Health Impaired

COOPERATIVE PROGRAMS FOR EXCEPTIONAL EDUCATION STUDENTS

Programs for some students with Intellectual Disabilities (InD) in combination with medical needs are provided in Leon County through a cooperative agreement. These students will follow the Leon County Student Progression Plan and graduation criteria.

STATE MINIMUM STUDENT PERFORMANCE STANDARDS

1. Students with Disabilities (SWD) who are mainstreamed may follow either the standard curriculum or access points of the State Standards for English Language Arts and Mathematics.
2. The following chart lists the State Standards in ELA and Mathematics are available to exceptional students. Further information regarding the access points required for promotion and graduation are delineated in this section.

Florida State Standards in English Language Arts and Math

Exceptionality	State Standards in English Language Arts and Mathematics	Access points
Intellectually Disabled	X	X
Orthopedically Impaired	X	X
Speech Impaired	X	X
Language Impaired	X	X
Deaf or Hard of Hearing	X	X
Visually Impaired	X	X
Emotional/Behavioral Disorder	X	X
Specific Learning Disabled	X	X
Gifted	X	
Hospital/Homebound	X	X
Dual-Sensory Impaired	X	X
Autism Spectrum Disorder	X	X
Traumatic Brain Injured	X	X
Developmentally Delayed	X	X
Other Health Impaired	X	X

*Beginning in the 2015-2016 school year, digital materials may include CAPE Digital Tools certifications, workplace industry certifications and OSHA industry certification identified pursuant to s.1008.44 for students with disabilities. Each student's IEP must identify the CAPE Digital Tool certificates and CAPE industry certification the students seeks to attain before high school graduation.

COUNTY ASSESSMENT TEST PROGRAM

Students with Disabilities (SWD) shall participate in the administration of Statewide standardize assessments given yearly county-wide. The IEP Team, with parents as participating members, will determine which assessments the student will participate and will indicate the assessments to be administrated on the Individual Education Plan (IEP).

TEST ACCOMMODATIONS

The administration of the Florida Statewide Assessment Test, EOCs and other tests may use accommodations for students with disabilities (6A.1.0943). The following accommodations are authorized for the student with disabilities when determined appropriate by the IEP Committee and so indicated on the IEP. **The accommodations are to be used in the classroom on a regular basis.**

Any accommodation that is not allowed on a statewide or district assessment must be noted and Parental consent obtained for the accommodation.

1. Flexible Scheduling

A test may be administered to a student during several brief sessions consideration must be given to specific breaking points mentioned in the administration manual. However, all testing must be completed by the deadline specified for that particular test.

2. Flexible Setting

A test may be administered to a student individually and/or in a small group setting rather than in an auditorium setting.

3. Flexible Responding

The student may mark answers in a test booklet, type the answers by machine, or indicate the selected answers to a test proctor. The proctor may then transcribe the student's responses onto a machine-scorable answer sheet.

4. Assistive Devices

The student may use a magnifying device, a pointer, a non-calibrated rule or template, or other similar devices to assist in maintaining visual attention to the test booklet. An abacus and a Braille writer may be used.

5. Presentation

The student may be tested by one or more of the following three methods specifically developed by the Department of Education of the State of Florida.

- A. Visual Reading - The student may be tested with materials which are enlarged print or may be tested with regular print materials enlarged through mechanical or electronic means. Enlarged materials shall be provided only for students who meet the eligibility criteria for visually impaired programs.
- B. Tactile Reading - The student may be tested with materials which have been transformed to Braille code or tested by using devices which permit optical to tactile transformations. Test items which have no application for the non-sighted person will be deleted from the tactile forms authorized or provided by the department and shall be deleted from the requirements of 1008.22, F.S.
- C. Auditory or Sign Language Presentation - The test administrator may sign, provide oral interpretation, or read to the student the following portions of the test: all mathematics items, all writing items, all oral reading items, and all directions. The reading items shall be read by the student using visual or tactile means.
- D. Paper/pencil test in lieu of computer based assessment.

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

STUDENT PROGRESSION REQUIREMENTS IN GRADES K-5

Academic grades must reflect the student's academic progress. The grade must not be based upon the student's effort and conduct. The grade must provide both students and parents with a clear indication of academic performance. Grades in all subjects are to be based upon the student's degree of mastery of the instructional objectives for the subject. The determination of the specific grade a student receives must be based upon the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period.

Academic Grades for Student with Disabilities Following Regular State Student Performance Standards:

1. Grades earned by students with disabilities shall be based upon the student's ability to master the objectives specified in the State Standards for subjects in which the student has the basic skills necessary to achieve mastery as well as those written as IEP specifications.
2. Students with disabilities shall earn grades that reflect the same criteria as outlined for the regular education program and the evaluation criteria indicated on the student's IEP.
3. If students with disabilities are enrolled in a subject which is taught by a non-ESE teacher, and it has been determined that the student is unable to master the objectives for that subject,

consideration shall be given to re-scheduling the student into a similar subject taught by an ESE teacher. The IEP must be updated to reflect any change in part-time/full-time status and any change in the instructional program.

Academic Grades for Students with Disabilities Following Access Points for Students with Significant Cognitive Disabilities:

1. Academic grades shall be based upon IEP objectives based on State Standards access points which should reflect the student's needs and exceptionality, as well as subject content. The IEP objectives must be appropriate to the student's documented levels of performance.
2. A brief explanation of the use of each grade follows:
A-(90-100) indicates that the student has demonstrated excellent achievement of the IEP objectives.
B-(80-89) indicates that the student has demonstrated good, but not outstanding, achievement of the IEP objectives.
C-(70-79) indicates that the student has demonstrated satisfactory achievement of the IEP objectives.
D-(60-69) indicates that the student has demonstrated a minimal acceptable level of mastery of the IEP objectives.
F-(0-59) indicates that the student has not demonstrated an acceptable level of performance of the IEP objectives.

In order for a grade of F to be given, the student's records must be reviewed and evaluated by the exceptional student education teacher with the school principal or designee, prior to the end of the current grading period. The following issues should be addressed.

- Has an "Interim Progress Report" been sent to the parent or guardian?
- Have the student's parents been officially notified and involved in documented conferences regarding the student's problems?
- Are the instructional strategies, techniques, curriculum content, and classroom assignments employed in the instructional program appropriate for the student's need?
- Are the goals and objectives on the IEP appropriate for the documented levels of performance?
- Are there factors operating in the home or community or other emotional factors affecting the student's performance which are not currently being addressed through the provision of related services?
- Is a behavior management system in operation in the classroom for those instances where effort and conduct are hindering the student's mastery of skills necessary for meeting the goals and objectives?

PROMOTION AND RETENTION IN GRADES K-5

Students with Disabilities Following State Standards:

Students with disabilities who are following the State Standards are promoted based upon the Student Progression Plan for regular subjects and the IEP. The IEP will determine the appropriate objectives and mastery level for each student for subjects taught in Exceptional Student Education. If a student with disabilities following one retention, is still demonstrating inability to meet promotion criteria, consideration must be given to re-evaluating the student. The decision to retain a student with disabilities shall be made at the annual or an interim IEP conference. A recommendation for retention or good cause promotion must be approved by the principal.

Students with Disabilities Following Access Points:

- Elementary students who are following the access points shall be promoted throughout elementary grades based upon consideration of the following factors:
 - Successful completion of IEP goals and objectives
 - Grades earned in all subjects
 - Attendance
 - Demonstrated mastery of the access points as appropriate to the student's exceptionality and grade level.
- The exceptional student education teacher and school principal, or designee, shall consider all of the above factors when determining whether promotion or retention is appropriate. Retention shall be limited to no more than two times at the elementary level. The decision to promote or retain a student should be discussed at the annual and/or interim IEP review conference. A recommendation for retention must be approved by the principal. **NOTE: See Grade 3 Promotion Requirements.**

STUDENT PROGRESSION REQUIREMENTS IN GRADES 6-12

GRADING AND REPORTING STUDENT PROGRESS IN THE MIDDLE AND SECONDARY SCHOOL (GRADES 6-12)

A. Enrollment in Courses

Students with disabilities in grades 6, 7, and 8 who are following the State Standards must be enrolled in standard education courses and/or in those exceptional student education courses that parallel the standard program requirements. They are graded according to either the criteria established in the student progression plan for standard education courses or criteria listed on the IEP for those exceptional student education courses. Students with disabilities in grades 6, 7, and 8 who are following the access points and are enrolled in regular and/or exceptional student education courses follow the criteria listed on the IEP for those courses.

The following factors should be considered when enrolling students with disabilities in required and elective courses:

1. The student's current level of functioning as indicated by the current IEP
2. The student's ability to master the regular standards or access points
3. The student's need for special support services, e.g., sign language interpreter, assistive technology

B. Academic Grades for Students with Disabilities Enrolled in Standard Education and/or Vocational Education Courses

1. Standard Education Courses

Students with disabilities enrolled in basic and/or vocational education courses, whether instructed by a regular, vocational, or ESE teacher, must master the standards established for the course as adopted by the district in order to receive credit for the course. Letter grades received for these courses shall be based upon grading guidelines established for standard education as outlined in the Student Progression Plan, and the evaluation criteria indicated on the student's IEP. The determination of the specific grade a student receives must be based upon the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period.

2. Accommodations in instruction for both regular and vocational courses may include any of the following:
 - A. The instructional time may be increased or decreased.
 - B. Instructional strategies may be varied.
 - C. Assistive Technology systems may be used by the teacher or the students.
 - D. Classroom and district test administration procedures and other evaluation procedures may be modified as specified in Rule 6 A.1.943, FAC, to accommodate the student's handicap.

C. Academic Grades for Students with Disabilities Enrolled in Exceptional Student Education Courses.

Students with disabilities in grades 6-12 enrolled in exceptional student education courses must master the objectives stated on the IEP. Exceptional students in grades 6-12 enrolled in exceptional student education courses must master the standards established for the course as adopted by the district in order to receive credit for the course. Letter grades received for these courses shall be based upon the criteria indicated in the Student Progression Plan.

If the student with disabilities is enrolled in a subject which is taught by a regular teacher, and it has been determined that the student is unable to master the objectives for that subject, consideration shall be given to re-scheduling the student into a similar subject taught by an exceptional student teacher. The IEP must be updated to reflect any change in part-time/full-time status and any change in the instructional program.

D. Procedures for Reporting Unsatisfactory Progress

Teachers are encouraged to communicate with parents at any time during a grading period when the teachers feel, in their professional judgment, that such communication may be beneficial to the student.

In order for a grade of F to be given in any class, the student's records must be reviewed and evaluated by the exceptional student education teacher. The following issues should be addressed:

1. Has an "Interim Progress Report" been sent to the parent or guardian?
2. Have the student's parents been officially notified and involved in documented conferences regarding the student's problems?
3. Are the instructional strategies, techniques, curriculum content, and classroom assignments employed in the instructional program appropriate for the student's need?
4. Are the goals and objectives on the IEP appropriate for the documented levels of performance?
5. Are there factors operating in the home or community or other emotional factors affecting the student's performance which are not currently being addressed through the provision of related services?
6. Is lack of attendance negatively impacting achievement and have goals for improvement been written and addressed in the IEP?
7. Is a behavior management system in operation in the classroom for those instances where effort and conduct are hindering the student's mastery of skills necessary for meeting the goals and objectives?

E. Changing Instructional Setting When Needed

Setting 1 - Regular Course Taught by Regular Education Teacher

If the student with disabilities is receiving instruction in a regular education course taught by a

regular education teacher, and it is determined that the student with disabilities is unable to meet the established performance standards of the course, consideration shall be given to re-scheduling the student, when deemed appropriate, into the same course taught by an exceptional student education teacher. The IEP shall be updated to reflect any change in part-time/full-time status and any change in the instructional program.

Setting 2 - Regular Education Course Taught by ESE Teacher

If the student with disabilities is receiving instruction in a regular education course taught by an exceptional student teacher and is not demonstrating mastery of the performance standards for the course, consideration shall be given to re-scheduling the student into an exceptional student education course. An IEP meeting shall be held with the student's parent(s) or guardian(s). At the conference, the parents will be informed of the reason(s) for the proposed course change and the impact of the course change upon the student's diploma option. Any changes in the diploma option and/or instructional goals and objectives shall be indicated on the IEP and signed by the parents.

Setting 3 - ESE Course Taught by ESE Teacher

If a student with disabilities in grades 9-12 is enrolled in an exceptional student education course and it has been documented that the performance standards for the regular course are appropriate to that student's needs and/or ability, then consideration shall be given to re-scheduling that student in a more appropriate regular or vocational course within the same subject area discipline.

**PROMOTION AND RETENTION AT THE SECONDARY AND MIDDLE SCHOOL LEVEL
(GRADES 6-12)**

Students with disabilities who are following regular state student performance standards shall be promoted based upon the requirements as outlined in the Student Progression Plan and the IEP. Students with disabilities who are following access points are promoted based upon a mastery of the objectives on the IEP and appropriate access points.

The time required to complete the secondary program (grades 9-12) will depend upon the time necessary for the student with disabilities to earn the required number of credits for a standard diploma and to demonstrate mastery of the required regular or access points. Promotion is based upon the student's ability to earn the required number of credits for each grade level. Students may be served until their twenty-second (22) birthday, or upon graduation with a regular diploma.

GRADUATION EQUIREMENTS

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

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

The selection of a diploma option must take place at an IEP conference during the eighth grade year or the year of the student's fourteenth birthday, whichever comes first.

Staffing Specialists are responsible for discussion of diploma options with parents. Since the selection of a diploma option will have a significant impact upon the student's high school curriculum, parents must be involved in the decision-making process. Parents must be informed about course/credit requirements and access point requirements for each diploma option.

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

TYPES OF DIPLOMAS

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

A. Standard Diploma

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

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

1. Successfully completed the required credits for grades 9-12 as outlined in the Student Progression Plan, Section IV.
2. Attained a cumulative grade point average of 2.0 on a 4.0 scale.
3. Taken the required state assessment for graduation. If not passed the IEP committee can determine that the assessment cannot accurately measure the student's abilities, even with the accommodations and a waiver can be applied for to the Department of Education. (s. 1003.43(11) (b), F.S.)

DIPLOMA OPTIONS

Option 1

- A. Credit earned in Grades 9-12 as specified in the Student Progression Plan.
- B. Demonstrate mastery of the appropriate set of student performance standards, as specified in Rule 6-A-1.0996, F.A.C.

Option 2

- A. In order to be eligible to participate in Option 2, the student must first have earned 6 academic credit and 8 elective credits
- B. Student must master competencies specified in student's training plan
- C. Student must be successfully employed in the community for a minimum of one semester at or above minimum wage.
- D. Student must achieve all annual goals and short term objectives related to employment and community competencies as specified on the Transition IEP.

NOTE: Students with disabilities may pursue a standard diploma or GED until the student reaches age 22.

**SECTION VI.
GENERAL PROCEDURES FOR GRADES
K-12**

RESPONSIBILITY

District standards for promotion are established in this Student Progression Plan. Student promotion in the Franklin County School District is based upon an evaluation of each student's achievement in terms of appropriate instructional goals. Classroom teachers make a recommendation to the principal based upon the student's mastery of state and district skills and upon teacher judgment on the following: progress monitoring; standardized tests; assignments; daily work; general progress; Course Performance Standards; district proficiency levels and other objective data. The recommendation also should reflect the best professional judgment of the teachers regarding the student's ability to function academically, socially and, emotionally at the next grade level. Consideration may be given to other factors, such as general progress, attendance, sense of responsibility, mental and physical health, maturity, work habits and attitudes. Final authority for student progression decisions rests with the school principal as long as it abides by state mandates in certain grade levels. The principal may decide to promote the student to the next grade, to retain the student in the same grade, or to make an administrative assignment to the appropriate grade level. This decision shall be based on assessment of the student's ability. On rare occasions, the principal may double promote a student, allowing him/her to skip a grade, or may demote a student. These are special circumstances and are discussed further under Options in each section.

The principal or designee shall make the final decision regarding a student's class and/or teacher assignment. Consideration shall be given to the student's achievement and ability. Principals' progression decisions must also adhere to state and federal legislation.

REMEDICATION

Each elementary, middle school, and high school may provide remediation for students who are unable to meet the state student performance standards and local objectives. Exceptional Education, At Risk, and ELL (English Language Learners) students are to be included in the remediation process. Remedial programs at all levels should also provide for the affective development of the student, particularly in regard to self-concept.

More extensive explanations of remediation strategies are discussed in the elementary, middle and high school sections of this document.

TIMING OF PROMOTION/RETENTION

Most students will either be retained or promoted at the end of the regular school year and will report to the newly assigned levels in the fall. A student who has been retained may be reassigned during the next school year to the next higher grade if the principal determines that standards have been met. A student may also be placed back a grade level if (s) he has not previously been retained at that grade level and the principal determines that the child is not functioning effectively at the grade level assigned.

There are two mid-year promotion possibilities: Students retained in third grade for a reading deficiency if specified criteria are met and students attending the district alternative school programs if specified criteria are met.

NOTIFICATION OF PARENTS

Parents and students are entitled to notification and full explanation of procedures and standards, as well as early involvement in a retention decision. Parents are informed of their student's progress through report cards, progress reports, conferences, letters and reports of group standardized achievement test data.

Report cards must clearly reflect the student's level of achievement, as well as progress toward meeting the state standards. Parents should be able to assume that satisfactory grades in a regular program indicate that the student is achieving within an acceptable range for his grade-level placement and is making satisfactory progress toward mastery of the grade appropriate state standards. Any courses or programs which are remedial or designed for below-grade-level students must be clearly indicated to parents. It is also recommended that parents be notified when their children show significant improvement or exemplary achievement.

Progress Reports are to be sent to parents' midway through each nine week period. At the end of each semester, the parent or guardian of each student in grades 9-12 who has a cumulative grade point average of less than 2.0 will be notified that the student is at risk of not meeting the graduation requirements. This notice will contain an explanation of district policies to assist the student in meeting the grade point requirement.

Parent conferences are a valuable avenue for reporting student achievement and progress, as well as for developing understanding and a cooperative approach to a student's educational program. If there is a possibility that a student might be retained at the elementary and middle school levels, the parents must be notified by letter and invited to a parent-teacher conference. This notification should occur not later than the beginning of the last four (4) weeks of school for students who have been enrolled during the first semester. For newly enrolled students, notification should be as soon as feasible. All parents notified of possible retention must be notified of the final decision at the end of the year. The school will keep a copy of all notification letters regarding possible retention.

Reports of student performance on tests administered in connection with the district and state assessment programs will be sent to parents with the final report card if test scores are available from the state at that time. Accompanying this parent report, there should be an explanation of the type of test scores presented. Additional methods of notification are discussed more extensively in the elementary, middle and high school sections of this document.

PARENT REQUEST FOR CHANGE IN CLASS ASSIGNMENT

Parents may request that his/her child be transferred to another classroom teacher. The request must be in writing and must include the educational reasons for the request. The request will be reviewed by the principal and other appropriate personnel. Parents will be notified of approval or denial within two weeks of the receipt of the written request. Grounds for approval will be based on:

- class size and grade span capacity
- equitable distribution of students by grade or course
- special educational needs
- social, emotional wellbeing of the student

This does not give a parent the right to choose a specific classroom teacher.

A parent whose student is assigned an out-of-field teacher may request in writing that his/her child be transferred to an in-field classroom teacher within the school and grade in which the student is currently enrolled. The request for transfer will reviewed by the principal and other appropriate personnel. Parents will be notified of approval or denial within a time period not to exceed two weeks of the receipt of the written request. Transfer will be made if there is an in-field teacher for that course or grade level that is employed by the school and the transfer does not violate maximum class size pursuant to s. 1003.03. If the request is denied the parent will be notified and the reasons for the denial will be specified.

GRADE PLACEMENT FOR TRANSFER STUDENTS

Any student who transfers from an out-of-state public or non-public school for admission to Florida public schools shall be admitted upon presentation of the data below:

1. An official letter or transcript from proper school authority which shows records of attendance, academic information, and grade placement of the student;
2. Evidence of immunization against communicable diseases as required in FS 1003.22; Students may not attend school until a current immunization record is submitted to the school.
3. Evidence of date of birth in accordance with FS 1003.21; and
4. Evidence of a medical examination completed within the last twelve (12) months in accordance with FS 1003.22.

The grade placement of students transferring into the school shall be determined by the principal of the receiving school. Consideration should be given to the grade placement at the previous school, the credits which the student may have earned for promotion, the academic level and the social and emotional maturity which the student demonstrates on screening tests.

HOME EDUCATION

Students transferring into Franklin County School District from a non-accredited home education program must present an annual evaluation as defined in Section 1002.41, F.S. If no documentation is provided the school administrator appropriate assessments to determine the grade placement of the student.

Students transferring into elementary school from a home education program will be placed according to the following guidelines:

From kindergarten into first grade - demonstrate mastery of the student progression standards in the areas of readiness, reading, writing, and mathematics as identified in the Student Progression Plan.

For grades 2-5:

1. Demonstrate at least 70 % mastery of the reading, writing, mathematics and science student progression standards as identified in the Student Progression Plan.
2. Pass the designated reading assessment test as identified in the promotion requirements.

Students transferring into middle school from a home education program will be placed according to their satisfactory demonstration of previous school performance, scores on norm referenced tests and other pertinent information provided by the parent.

A review committee, including the principal, can recommend grade placement based on a portfolio of work and a current Florida certified teacher recommendation. Grades from the first grading period will be reviewed to assess mastery of previous years' home school courses (70% or better).

Credit for all students transferring into the high school program from a home education program will be granted according to the following procedures.

1. Home education students seeking a Franklin High School diploma must be enrolled at Franklin County School for the entire second semester of their senior year. The process for determining credits and grade placement should begin by June 1 prior to the next school year. Credits will be validated only after the student is enrolled at Franklin County School and grades from the first grading period can be reviewed to assess mastery of previous years' home education courses (70% or better).
2. Students can submit a portfolio of work completed for courses equivalent to courses in the Florida Course Code Directory. Parents/guardians must provide a written recommendation of grade placement from a current Florida DOE certified teacher (include certificate number). A portfolio review committee will make recommendations to the principal to determine if the work submitted warrants putting the student in the recommended grade. Recommendations

will be based on evidence of completion of state course performance standards for each course.

3. Credits will be validated after the first grading period; the student must maintain a 2.0 G P A or higher at the end of the first grading period on each course that could be considered sequential to validate the prior course.
4. Students will receive a "Pass" (P) grade for all validated home school courses submitted unless from an accredited institution. These grades will not factor into the grade point average.
5. Twenty-four credits in the areas specified by the Franklin County School Board and a 2.0 GPA (Option 1) or eighteen credits and the required GPA if the student qualifies (Option 2 or 3) are required for graduation. (*See Section IV. Special Considerations for High School Students*).
6. Students must pass the state required assessment or other concordant test plus take specified EOC exams and meet all other requirements to receive a standard high school diploma.
7. Home education students may participate in dual enrollment, career and technical dual enrollment, and early admission. Administrator permission must be given to enroll in classes at any Franklin County public school due to state class size requirements, among other factors.
8. Home education students may take a maximum of three consecutive courses approved by the principal. Transportation must be provided by the parent/guardian. Students may not stay on campus for time not enrolled in a course.
9. Home education students may not participate in graduation ceremonies at Franklin County School and are not eligible for local scholarships.

FULL TIME VIRTUAL SCHOOL

The school district contracts with Florida Virtual School Full Time (VIP), PAEC Virtual Franchise and other full time providers to offer virtual programs for students who qualify. This is a 180-day school calendar program and must be applied for by September 1 of each year. This is considered a full time Franklin School District alternative school (7001). VIP students do not participate in any curricular events at other existing schools during the regular school day. They may try out for extra-curricular activities such as FHSAA sanctioned sports that meet after the regular school day.

STUDENT RECORDS

At any time that a decision is made to promote, retain, or administratively assign a student, that decision shall be recorded in the student's cumulative record and copies of any correspondence with parents regarding these decisions shall be maintained.

ATTENDANCE REGULATIONS

Attendance procedures shall be carried out in accordance with Franklin County School Board Policy and the Code of Student Conduct and Attendance Policies.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance to the flag shall be recited at the beginning of each school day. Students choosing not to recite the pledge may remain respectfully silent.

ALTERNATIVE PROGRAMS

Any eligible student may be assigned to an alternative program by the school administrator following the recommendation of the screening and placement committee. The screening and placement committee shall make recommendations for assignment according to student eligibility criteria. Before assigning a student to an alternative program, the principal shall notify in writing the student and her/his parent or guardian. The parent or guardian of a student shall be entitled to an administrative review of any actions related to the placement of the student in the alternative program. All programs shall be positive rather than punitive in nature and shall constitute an intervention program for students who experience difficulty in the normal classroom environment. The emphasis of the program shall be placed on meeting individual needs, academic as well as behavioral.

REQUIRED INSTRUCTION

1. Next Generation Sunshine State Standards

Pursuant to 1003.41, F.S. Schools will provide appropriate instruction to assist students in the mastery of the State Standards for Science, Social Studies, Foreign Languages, The Arts, Health/Physical Education, English Language Arts and Mathematics. The State Standards form the basis for curriculum, instruction and evaluation of student performance.

2. Constitution of the United States and Florida Government

Pursuant to 1003.42 F.S. The history, meaning, significant, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides for structure of our government. The required one-half credit in American Government will include the study of the Constitution of the United States and Florida government, including study of the State Constitution, the three branches of the state government and municipal and county government.

3. African American History

Pursuant to 1003.42 F.S. Instruction in the history of African Americans will include the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Such history will be presented in high school American History classes, eighth grade social studies and in other grades or classes where this content is already a part of the curriculum.

4. The Holocaust

Pursuant to 1003.42 F.S. The history of the Holocaust and the systematic planned annihilation of European Jews by Nazi Germany during World War II will be taught in high school World History classes, in middle grades classes and other grades as designated by the district curriculum. Teaching of the Holocaust should lead to an investigation of human behavior, and 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.

5. United States History

Pursuant to 1003.42 F.S. The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American History shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

6. Other required instruction

Pursuant to 1003.42 F.S. In appropriate classes throughout the K- 12 curriculum, schools will teach the following: The history and content of the Declaration of the Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty and property (including its study and recitation at all grade levels during the state-designated week in September); the importance of the Federalist Papers in presenting the arguments in support of adopting our republican form of government; the history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government; flag education; including proper display and salute; the elements of civil government; the elementary principles of agriculture; effects of alcohol and narcotics upon the human mind and body; kindness to animals; the history of Florida; the conservation of natural resources; the study of Hispanic contribution to the United States; the study of women's contributions to the United States; and the nature and importance of free enterprise to the United State economy. Instruction in the sacrifices that veterans have made in serving our country and protecting democratic values worldwide will be provided. Such instruction must occur on or before Veteran's Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veteran when feasible.

7. Character Development and Law Education

Pursuant to 1003.42 F.S. Instruction will concern the common duties and obligations necessary to ensure and promote an orderly, lawful, moral and civil society, thereby enhancing collective security and well-being. Obedience to the law, sobriety, honesty, truthfulness, the work ethic, financial self-support, respect for the family and marriage the need for children to have positive parental influences, the responsibility of both parents for the upbringing of their children and respect for authority must be included in the instruction, which will be a part of the curriculum in appropriate classes. A secular character-development program similar to Character First or Character Counts stressing patience, attentiveness and initiative will be taught in the elementary schools. Character education will be incorporated within the appropriate courses in grades K-12.

8. Comprehensive Health Education and Substance Abuse Prevention

Pursuant to 1003.42 F.S. In appropriate classes in the K-12 curriculum, with teaching materials appropriate to the grade level and with values consistent with those of the community, instruction will include the following: nutrition education; substance abuse prevention that may include health, personal and economic consequences as well as decision making; resisting peer pressure, self-concept enhancement and identifying and dealing with situations posing a risk to one's health and possibly leading to abuse; the causes, transmission and prevention of HIV infection, AIDS and other sexually transmissible diseases; and reproductive health; consumer health; environmental health; interpersonal skills and parenting to reduce teenage pregnancy family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; teen dating violence; mental and emotional health; injury prevention and safety; personal health; and prevention and control of disease. Instructional materials are available for inspection by parents or guardians of the children engaged in such classes. Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

All students shall be provided physical education consisting of physical activities of at least moderate intensity, subject to the differing capabilities of students. Elementary students shall have 150 minutes of physical education activities per week to include at least 30 consecutive minutes of activity. Middle school students shall have one semester of physical education per year unless a waiver applies. High school students shall meet the 135 hour physical education graduation requirement.

9. English Language Learners (ELL)

Schools are to follow all procedures stated on the approved District ELL Plan for any educational decisions for ELL: placement, promotion, retention, and dismissal. The ELL Committee, functioning in accordance with Rules A-6.0900-A6-6.92, F. A. C., and 19090 League of United Latin American Citizens et al. State Board of Education et al. Consent Decree will make the appropriate decisions regarding the proper placement of English Language Learners (ELL) in the school district. Students participating in ELL programs are individually assessed at the school to determine placement and progression. All decisions for English Language Learners (ELL) will be the responsibility of the ELL Committee and the School Level Placement Committee. All ELL students will participate in the annual Statewide WIDA assessment and any other statewide assessments appropriate for the student.

10. Disability History/Awareness

Florida Statutes, 1003.4205 requires school districts to designate the first two weeks of October each year as Disability Awareness and History weeks.

ACCEL OPTIONS

Academically Challenging Curriculum to Enhance Learning (ACCEL) options provide for accelerated instruction to eligible public school students grades K-12. (1002.3105, F.S.)

ACCEL options may include:

- Whole-grade and mid-year promotion;
- Subject acceleration;
- Credit Acceleration Program (CAP) by passing an End of Course (EOC) exam for high school credit.

Student eligibility requirements include:

- Above average performance on statewide assessments (Level 4 or 5);
- Grade point average of 3.5 or higher;
- Attendance and conduct records review;
- Recommendation from one or more of the student's core-curricula teachers;
- Recommendation from the student's guidance counselor.

At the parent/guardian's request, a review committee of school and district administrators will determine ACCEL eligibility. Any student who meets eligibility criteria and participates in an ACCEL option will do so with a performance contract executed by the parent/guardian, the student, and the school principal/designee.