



Student Progression Plan

High School

~~2012-2013~~ 2013-2014

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Legal Foundation of the Student Progression Plan

Section 1008.25, Florida Statutes, Student Progression

Current law requires that each school board establish a comprehensive program for student progression, which shall be based upon an evaluation of each pupil's performance, including how well the student masters the performance standards approved by the state board. The district program for student progression shall be based upon local goals and objectives, which are compatible with the state's plan for education.

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

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 reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style.
- c. Appropriate alternative placement for a student who has been retained 2 or more years.

The St. Lucie Public School District Student Progression Plan gives consideration to the best interest of individual students and complies with state statutes and State Board of Education directives. It is intended that the plan provide to school personnel, parents, students and interested citizens written information with regard to student advancement through the district school system.

As with all policy handbooks, periodic review and revision is undertaken in order to retain guidelines that are consistent with the intent of the Board and legislative actions.

STUDENT PROGRESSION PLAN

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HIGH SCHOOL STUDENT PROGRESSION (GRADES 9-12)

I. ADMISSION, PLACEMENT, TRANSFERS AND ATTENDANCE

A. *Documentation for Admission*

The parents of students seeking admission to St. Lucie County Public Schools must provide the following documentation:

Evidence of birth date; one of the following:

- birth certificate
- baptismal certificate showing the date of birth
- an insurance policy on the child's life, which has been in force for two or more years
- a bona fide contemporary Bible record of the child's birth accompanied by an affidavit sworn to by the parent
- a passport or certificate of arrival in the United States showing the age of the child
- a transcript of record of age shown in the child's school record of at least four (4) years prior to application stating date of birth
- or failing any of the above, an affidavit of age sworn to by the parent accompanied by a certificate of age signed by a public health officer or other designated licensed practicing physician that states that the child has been examined by the same and this individual believes that the age as stated in the affidavit is substantially correct. (F.S.1003.21)

Evidence of a recent physical examination, within one year of enrollment in school.

Certification of required immunization for poliomyelitis, diphtheria, rubella, rubeola, chicken pox/varicella, pertussis, mumps, tetanus, series of hepatitis B and other communicable diseases, as determined by rules of the Department of Health and Rehabilitative Services. (F.S. 1003.22)

Certificate of Immunization as described in (F.S. 1003.22) and School Board Policy 5.04. Evidence of recent physical examination as described in (F.S.1003.22) and School Board Policy 5.04.

(F.S. 232). States that student must report to the district at the time of initial registration any previous expulsions, arrest resulting in a charge or any juvenile justice action taken against the student.

B. *Placement of Students*

**Interstate Compact on Educational Opportunity for Military Children
S. 1000.36, F. S.**

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents.

Except as otherwise provided in Section C, this compact applies to the children of:

- Active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. ss. 1209 and 1211;
- Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.
- Specify that this interstate compact applies to local education agencies.

This compact does not apply to the children of:

- Inactive members of the National Guard and military reserves;
- Members of the uniformed services now retired, except as provided in Section A;
- Veterans of the uniformed services, except as provided in Section A; and
- Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.

Educational Records and Enrollment

A child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending verification by the official records, as quickly as possible.

When the student enrolls, the receiving school shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state shall process and furnish the official educational records to the school in the receiving state within 10 days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.

Student will have 30 days from the date of enrollment to obtain any immunization required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.

Students will be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving

state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

Assistance to Transitioning Students from Military Families - 1003.05, F.S.

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include magnet schools, advanced studies programs, Advanced Placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate.

Married and Unmarried Pregnant Students

Compulsory Attendance

- Married and unmarried pregnant student remain under the compulsory attendance law and are required to attend school.
- Students who are 16 years of age can voluntarily withdraw from school with the signed consent of the student and parent on the
- Intent to Terminate School Enrollment form. Students dropping out of school must also complete a Dropout Survey and Exit Interview with the school.

Teen Parent Program

- Pregnant students are eligible to attend the District's Teen Parent Program and/or attend the public school to which they are assigned.

Maximum Age General Education Students

Students who have reached their 20th birthday on or before August 31st are ineligible to attend a public high school and shall be referred to Indian River State College or an alternative setting. Students who are overage for grade and for whom an attainable graduation plan cannot be developed within the comprehensive setting will be referred for voluntary placement in an alternative setting.

Exceptional Education Students

Any exceptional education student who receives a certificate of completion has until the end of the semester in which he/she turns 22 to meet the graduation requirements.

Extenuating Circumstances

A committee comprised of Assistant Superintendents, principal, school social worker, guidance counselor, and teachers shall evaluate the evidence related to extenuating circumstances and determine if special consideration is warranted. The Superintendent is

authorized to make an exception on the basis of the committee reviewing the evidence of extenuating circumstances.

C. Attendance

Compulsory School Attendance & Declaration of Intent to Terminate School Enrollment (F.S. 1003.21)

Pursuant to Section (F.S. 1003.21), all children who are either six years of age or who will be six years old by February 1, or who are older than six years of age but who have not attained the age of 18 years, must attend school regularly during the entire school term. A student between 16 and 18 years of age is not subject to compulsory attendance if the student completes a formal declaration of intent to terminate school enrollment with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and that the disenrollment will be reported to the Department of Safety and Motor Vehicles. The declaration of intent to terminate school enrollment must be signed by the student and the student's parent or legal guardian. The school must notify the parent or legal guardian of receipt of the student's declaration of intent to terminate school enrollment. A student who attains the age of 18 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age.

Official Attendance

Official daily attendance is recorded during second period for full time high school students but is required for every period of instruction. For part-time high school students the first scheduled period of the day on campus will be used to determine daily attendance.

Enforcement of Attendance (F.S. 1003.26)

Parent is Required to be Contacted

- After each unexcused absence or absence for which the reason is unknown.

Means of Parent Contact

- Contact can be by phone, auto call system, mail, in-person by school representative.

Required Documentation

- Phone log noting date and time of call, official making call, family member contacted, and outcome of conversation.
- Mail – copy of dated notice or postal service return-receipt.
- Personal Contact – parent's signature on form(s)/letter.

Referrals to Student Services

- Refer prior to or upon the 10th unexcused absence in any 90-day period and after school efforts to resolve have not been successful. Schools will provide Student

Services with documentation of efforts to resolve the truancy.

Parent/Guardian Responsibility

Each parent and guardian of a child within compulsory attendance age is responsible for the child's attendance as required by law (F.S. 1003.24). The only conditions under which the parent or guardian is not responsible are:

- The student missed school with the permission of the principal.
- The student cannot attend due to the financial inability of the parent to provide necessary clothes for the child and this inability is reported in writing to the Department of Student Services or as soon as the inability is determined. Not reporting the financial inability to the Department of Student Services does enable the school district to pursue all interventions, including filing a truancy petition in the Circuit Court. The inability to provide clothes must be substantiated by the Department of Student Services.
- The student does not attend due to sickness, injury, or other insurmountable condition, which makes attendance inadvisable, and the student is not eligible for Homebound/Hospitalized services.

Project ROCK

Students suspended out-of-school who attend Project ROCK can be coded as R (Project ROCK) for the dates that the school confirms that the student attended the program. A day of attendance at Project Rock will not count as out-of-school suspension.

Attendance Codes, Excused Absences, Unexcused Absences (F.S.1003.26)

Attendance Codes

C – Clinic

E – Excused

G – Guidance

I – ~~HC~~ In-School Suspension (not an absence)

O – Out of School Suspension

R – Project ROCK (not an absence) Students suspended out of school who attend Project ROCK can be coded as R for the dates the program verifies.

S – School Activity/Field Trip (not an absence) In cases where there is a question about the validity of the activity, the Zone Assistant Superintendent shall make the determination.

T – Excused Tardy

U- Unexcused Tardy

1 – Unexcused Tardy

2 – Absence due to excessive tardies (K-5 only)

Excused Absences - Absences are excused when an appropriate *explanation* is provided by the parent within 3-days of the student's return or by the parent's physician, when the physician authorization threshold has been reached. The written explanation must include the dates of the absences which are sought to be excused and the reason for the absence. (F.S. 1003.26)

- Illness of the student

- Major illness in the student's immediate family
- Medical appointment of the student
- Death of family member or friend
- Required Court Appearance
- Religious holiday of the student or student's family's faith
- Subpoena or forced absence by any law enforcement agency to fulfill civic duties; a copy of the subpoena or court summons is required
- Major disaster that justifies the absence that has been approved by the principal
- Head lice: maximum of 2 days per incident and a maximum of 2 incidents per semester
- Missing the school bus if the bus is more than 5 minutes early or more than 15 minutes late or is not able to make the route
- Other planned absences approved in advance by the principal
- Vacation travel or family outing/activity where the student has accumulated fewer than 10 excused or 5 unexcused absences. The principal can excuse vacation travel that exceeds the threshold after considering the student's attendance history, academic performance, mastery of the curriculum, and reason for the travel. Absences for this reason cannot exceed 5-days annually. Schools have the authority to withdraw students whose absences for this reason exceed this provision using withdrawal for non-attendance procedures described herein.
- Physician Referral for Homebound/Hospitalized Services absences should be excused from the date the physician's referral for Homebound/Hospitalized is received. Should the student not be found eligible for Homebound/Hospitalized services, absences occurring after the determination will be excused or unexcused based on the above policies.
- A student of an active duty military member may be excused from absences related to deployment activities as approved by the Principal.

Unexcused Absences – Unexcused absences are all failures to attend school other than those specifically excused by the principal or designees. (F.S. 1003.26)

- Truancy
- Vacation travel where the student has accumulated more than 10 excused or 5 unexcused absences within a semester and the travel has not been approved in advance by the principal. Absences for this reason cannot exceed 5-days annually and cannot be excused without advance written approval of the principal. Schools have the authority to withdraw students whose absences for this reason exceed this provision using withdrawal for non-attendance procedures described herein.
- Take Your Son or Daughter to Work Day
- Failure to provide an explanation
- of the absence to the school within 3 days of the student's return to school. Student Services staff can, after investigation advise the school to excuse absence documentation received after the expiration of the 3-day period. Physician explanations received after the 3- day period will also authorize the school to excuse the absence(s).
- Failure to provide a Physician's Authorization when required missing the school bus if the bus is less than 5 minutes early or less than 15 minutes late

- Immunization non-compliance
- Non-Attendance due to head lice that exceeds two days per incident and/or exceeds 2-days per semester; students who return to school with lice or nits and who are sent home the same day or who remain in the office /clinic will not be counted as in-attendance and will have the absence unexcused.
- Out of school suspensions

Reporting Attendance Cases to Problem Solving Team (PST) /Attendance Committee (F.S. 1003.26)

When: Student has accumulated at least 5 unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences or absences for which the reasons are unknown, within 90 calendar days

By Whom: Teacher or any school staff with knowledge of the student's attendance

Required Participants: School Social Worker or contracted caseworker; school attendance officer; parent shall be invited and encouraged to attend

Purpose of Meeting: To determine if a pattern of non-attendance is developing or exists and to develop interventions that shall be implemented

Interventions: Interventions may include, but are not limited to:

- frequent communication between school and family
- mentoring
- counseling
- evaluation for alternative education program
- attendance contracts
- agency referral(s)
- other interventions, including but not limited to a referral for CINS/FINS services

Referral to CINS/FINS (F.S. 984.12)

When students subject to compulsory attendance do not comply with attempts to enforce school attendance, the parent, Guardian, superintendent or designee may refer the case to the case staffing committee pursuant to F.S. 984.12. A Child In Need Of Services (CINS) is a child who has been found by the court to be a runaway, habitually truant, or ungovernable. School Staff will work with CINS/FINS staff and provide accurate attendance information according to school board policy.

Habitual Truants (F.S. 1003.27)

Each public school principal or the principal's designee shall notify the district school board of each minor student under its jurisdiction who accumulates 15 unexcused absences in a period of 90 calendar days. Each designee of the governing body of each private school, and each parent whose child is enrolled in a home education program, may provide the Department of Highway Safety and Motor Vehicles with the legal name, sex, date of birth, and social security number of each minor student under his or her jurisdiction who fails to satisfy relevant attendance requirements and who fails to otherwise satisfy the requirements of s. 322.091. The district school superintendent must provide the Department of Highway Safety

and Motor Vehicles the legal name, sex, date of birth, and social security number of each minor student who has been reported under this paragraph and who fails to otherwise satisfy the requirements of s. 322.091. The Department of Highway Safety and Motor Vehicles may not issue a driver's license or learner's driver's license to, and shall suspend any previously issued driver's license or learner's driver's license of, any such minor student, pursuant to the provisions of s. 322.091.

Attendance Policies For Homebound/Hospitalized

Students in the Homebound/Hospitalized Program are required to follow the same attendance policies contained herein:

- Parents of students who are confined to the home will provide the homebound teacher with a written explanation of the reason for absence within three (3) days of the absence.
- The teacher will forward the written explanation to Student Services Office.
- Parents of students, who are receiving services in the Homebound/Hospitalized Program due to an intermittent illness, will provide written explanation of the reason for absence directly to the school of enrollment.

Physician Authorization Requirement (F.S. 1003.24)

SICKNESS, INJURY, OR OTHER INSURMOUNTABLE CONDITION.

Attendance was impracticable or inadvisable on account of sickness or injury, attested to by a written statement of a licensed practicing physician, or was impracticable because of some other stated insurmountable condition as defined by rules of the State Board of Education. If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than the number of days permitted by the district school board.

Each district school board shall establish an attendance policy that includes, but is not limited to, the required number of days each school year that a student must be in attendance and the number of absences and tardinesses after which a statement explaining such absences and tardinesses must be on file at the school. Each school in the district must determine if an absence or tardiness is excused or unexcused according to criteria established by the district school board.

When Required

Student has accumulated a total of **10 excused** or **5 unexcused** absences within a **semester**, subsequent absences of 3 or more consecutive days may not be excused unless documentation is received demonstrating that attendance was impracticable or inadvisable on account of sickness or injury, attested to by a written statement of a physician

Student has accumulated a total of **15 excused** absences or **8 unexcused** absences within the **school year**, subsequent absences of 2 or more consecutive days will not be excused unless:
(a) the parent has on file with the school a statement from a licensed physician documenting the student's chronic medical condition and a valid release allowing the school to communicate with the physician, and/or
(b) documentation is received demonstrating that

attendance was impracticable or inadvisable on account of sickness or injury, attested to by a written statement of a physician.

Must Contain

- Dates of the absences for which excuse is sought
- Reason for the absence

Exceptions

Students with certain communicable illnesses and chronic medical conditions that do not require physician treatment such as chicken pox and influenza, in which the student is still contagious and cannot return to school. Consideration will also be given for insurmountable circumstances that directly involve the student's primary family, such as a family death that requires them student to accompany the parent or guardian out of town for a brief period of time.

Physician (Defined)

A person practicing as a physician licensed under Chapter 458 (medical practice), 459 (osteopathic medicine), Chapter 460 (chiropractic medicine), or Chapter 461 (podiatric medicine, Florida Statutes.

Non-enrollment

For students who are expected to enroll at the beginning of the year but do not return to begin the year, the district should carry the student on the class roster for 10 school days. If the student has not enrolled and has made no contact with the school to explain why the student did or will not enter, the district must remove the student from the roll as of the first day of school by entering the withdrawal code DNE (did not enter), recording the withdrawal date as of the first day of school and by deleting any attendance records associated with the student. If a parent contacts the school to state that the student will not enter, the school is to obtain the reason from the parent, log the call, and enter the correct withdrawal code instead of the DNE code. In cases where there was no contact from the parent(s), the school is to do the following:

- Contact the parent or persons listed as contacts for all students with a DNE and obtain the reason for the student not entering. These calls are to be logged and the DNE code updated to the proper code.
- Provide a list of students with their cumulative record to the Department of Student Services no later than the third working day after the 10th day. The list shall contain the student's full name, name of the parent or guardian, and an account of efforts to contact the parent, including phone numbers called.
- The Department of Student Services will attempt to contact the parent or guardian and will provide the school with the updated withdrawal code.
- The school must update the withdrawal code at any time during the school year that new information is obtained as to the reason the student did not enter.

Tardy

A student is considered tardy if he/she is absent at the time attendance is taken provided

the student is in attendance before the close of the day. Tardies will either be either excused or unexcused. Acceptable documentation to excuse a tardy is the same as those under the Early Pick-Up Policy and for excused absences. Schools have the authority to develop a school-specific tardy response system, as approved by an administrative body comprised of representatives from varying district departments.

Early Pick-Up

Students in grades 6 – 12 who are picked up or leave school prior to the end of the day are absent for any classes missed. The absence will be excused if the parent provides written documentation that the need to leave school early was for the same reasons that an absence from school would be excused. The parent's notation in the school's early pick-up log may suffice as meeting the requirement to provide written documentation if the notation is sufficient.

For all students in grades K -12, once the student has accumulated 3 excused tardies or absences due to leaving school early for medical/dental reasons within a semester, the parent must provide documentation from a physician that the student had a medical/dental appointment for subsequent class absences or tardies to be excused. The school principal or designee can approve an early pick-up or release beyond these limits after taking into consideration the reason as well as the student's attendance history, both daily and by period, and the number of early releases.

Students with Documented Chronic/Serious Medical Conditions

Students who have documented chronic/serious medical conditions can be expected to have multiple absences during the school year. These absences, when related to their condition, may be considered excused upon verbal contact with the parent for verification of reason for the absence. To be eligible for the written documentation waiver, the school must have a valid release to communicate with all treating physician so that the student's health and reason for the absence can be verified. Students with documented chronic/serious medical conditions must follow the Physician Authorization Requirement contained herein in order for absences for medical reasons of three consecutive days or more to be excused once the student has accumulated 10 excused or 5 unexcused absences or is under Court jurisdiction for truancy. Examples of such conditions include:

- cerebral palsy
- cancer
- conditions that require suctioning
- conditions that require oxygen
- conditions that require gastric tubes
- conditions that require shunts
- insulin dependent diabetes
- seizure disorders with recent seizure activity
- severe asthma with recent asthmatic episodes
- sickle cell disease

- chronic conditions that cause severe pain
- juvenile rheumatoid arthritis with limited mobility
- students deemed –medically fragile or -medically complex

Students Covered Under the Rilya Wilson Act

Students covered under the Rilya Wilson Act, after notification of such coverage by United for Families (UFF) at the time of enrollment, will be reported to UFF at the end of the business day on dates of school absences and/or upon the seventh (7th) excused absence from school. In addition, students covered under the Rilya Wilson Act will not be withdrawn from school without the written permission of United for Families.

Student Withdrawals Prior to the End of the Year

Students who leave school prior to the last two weeks of school must enroll in another school and complete the course requirements, including examinations if appropriate.

Students who are required to leave school during the last two weeks of the year must show evidence that the withdrawal is mandatory and must complete final examinations, if appropriate, in order to complete the year, have final grades, and for a determination of promotion. If examinations are given, principals are authorized to make appropriate arrangements for the administration of the examinations.

Principals may waive the requirements for early withdrawal when unusual/extenuating circumstances preclude full compliance by the students. Approval prior to the student's leaving is mandatory.

Compulsory Attendance and Home Education Programs

Pursuant to (F.S. 1002.41) and (F.S. 1003.26), students who enter a home education program and have exhibited a pattern of nonattendance will be subject to a portfolio review by the home education review committee. The committee will verify if the home education program is in compliance with (F.S. 1002.41.)

Once the committee determines that the home education program is in compliance, the parent will no longer be required to submit a portfolio to the home education review committee. The parent will be required to comply with the requirements of a home education program pursuant to (F.S.1002.41), as is any parent involved in a home education program.

If the parent of a child who has been found to have exhibited a pattern of non-attendance and who has been enrolled in home education fails to provide a portfolio for review by the committee, the committee shall notify the superintendent of schools and Student Assignment. The superintendent shall terminate the home education program and require the parent to enroll the child in an attendance option provided under (F.S. 1003.01), within 3 days. Failure of a parent or guardian to enroll a child in an attendance option after termination of a home education program shall constitute non-compliance with the

compulsory attendance requirement and may result in criminal prosecution of the parent under (F.S. 1003.27). Student Assignment will coordinate the programmatic elements of this policy. When the superintendent has terminated home education, the parent or guardian shall not be eligible to re-enroll the child in the home education program for 180 calendar days.

Perfect/Commendable Attendance Recognition

Schools are authorized to develop perfect/commendable attendance policies.

Withdrawal of Students for Non-Attendance

Pursuant to F.S. 1003.26 and F.S. 1003.27, a school is not authorized to withdraw a student, ages 6-18, for non-attendance unless the following criteria have been met:

- Student meets the legal criteria by the State of Florida to be classified as an habitual truant
- School has notified the parent of each unexcused absence according to policy and the child continues to not attend.
- School has notified the parent in writing of the total number of unexcused absences and that the student is in danger of being withdrawn for non-attendance. This notification will also inform the parent that the student will lose their pending or current driving privilege as a result of the withdrawal.
- The Attendance Student Support Team or Problem Solving Team has made efforts to resolve the student's non-attendance.
- For secondary cases, a referral to CINS/FINS has been initiated when appropriate.

II. SPECIAL PROGRAMS

A. Foreign Exchange

Any student who is from a foreign country and is sponsored by a foreign exchange visitor program may attend a St. Lucie County high school if the student: (School Board Policy 5.09)

- Agrees to attend two consecutive semesters;
- Is at least fifteen (15 years old but no more than seventeen (17) years old on the first day of school;
- Has sufficient knowledge of the English language to participate in high school classes;
- Has appropriate medical documentation as described in School Board Policy 5.04 (1) and (2);
- Has not received a degree or other certificate of completion from a high School:
 - Obtains written approval of the principal;
 - Agrees to follow the Student Progression Plan for the District;
 - Agrees to adhere to all student assignment procedures of the District;
 - Agrees that any participation in extracurricular activities will be governed by the rules of Florida High School Activities Association; and
 - Agrees to abide by the Code of Student Conduct and all applicable practices and procedures of the district.

- Understands that they should not expect to earn a high school diploma from St. Lucie County Public Schools unless:
- They can produce an official stamped and sealed translated transcript that shows credits, and
- Have met all the graduation requirements of the State of Florida.

B. Homebound/Hospitalized

Definition of Homebound/ Hospitalized Student:

A Homebound/Hospitalized student is a student who has been medically diagnosed with a physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting medical problem(s) and which confines the student to the home or hospital, and restricts activities for an extended period of time. The annual medical diagnosis shall be by a licensed physician as defined in Chapters 458 and 459, Florida Statutes and is practicing in the State of Florida.

Criteria for Eligibility

A student, who is homebound or hospitalized, is eligible for specially designed instruction if ALL of the following criteria are met:

Is expected to be absent from school due to a physical or psychiatric condition for at least fifteen (15) consecutive school days or the equivalent on a block schedule, or due to a chronic condition, for at least fifteen (15) school days or the equivalent on a block schedule, which need not run consecutively and;

- Is confined to the home or hospital and;
- Will be able to participate in and benefit from an instructional program and;
- Is under medical care for illness or injury which is acute, catastrophic, or chronic in nature and;
- Can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact and;
- The student is enrolled in a public school in kindergarten through twelfth grade (K-12) or a Pre-K exceptional student, prior to the referral for Homebound/Hospitalized services. These referral forms are available through the District Exceptional Student Education Office or the Guidance Counselor at the student's assigned school and;
- A parent/guardian or primary care giver signs parental agreement concerning Homebound/Hospitalized policies and parental cooperation.

Procedures for Determining Eligibility Full Time

The minimum evaluation to determine eligibility shall be an ANNUAL medical report from a licensed physician. This report shall include ALL of the following:

- A description of the disabling condition or diagnosis with any medical implications for instruction and;
- A statement by the treating doctor that the student is unable to attend school and;

- A description by the treating doctor of the plan of treatment and;
- Recommendations by the treating doctor regarding school re-entry and;
- An estimated duration of the condition or prognosis made by the treating doctor.

The completed Homebound/Hospitalized referral must be sent to the Student Services.

An eligibility meeting is scheduled at the student's assigned school.

An IEP (individual education plan) is developed or revised prior to assignment to the Homebound/Hospitalized Program and to a school based program due to an acute, chronic, or intermittent condition.

The parent, guardian, or primary care giver must sign parental agreement concerning Homebound/ Hospitalized policies and parental cooperation.

Procedures for Determining Eligibility Intermittent

The minimum evaluation to determine eligibility shall be an ANNUAL medical report from a licensed physician. This report shall include ALL of the following:

- A description of the disabling condition or diagnosis with any medical implications for instruction and;
- A statement by the treating doctor that the student is unable to attend school and;
- A description by the treating doctor of the plan of treatment and;
- Recommendations by the treating doctor regarding school full-time re-entry and;
- An estimated duration of the condition or prognosis made by the treating doctor and;
- A statement by the treating doctor indicating that the student could attend school with accommodations and/or;
- A statement by the treating doctor indicating that the student could attend partial days of school and/or;
- A statement by the treating doctor indicating that the student could attend school, but may require Homebound/Hospitalized services on an intermittent basis when the student's documented medical condition prevents them from attending school.

The completed Homebound/Hospitalized referral must be sent to the Student Services Office.

An eligibility meeting is scheduled at the student's assigned school.

An IEP (individual education plan) is developed or revised prior to assignment to the Homebound/Hospitalized Program and to a school based program due to an acute, chronic, or intermittent condition.

The parent, guardian, or primary care giver must sign parental agreement concerning Homebound/Hospitalized policies and parental cooperation.

C. Dismissal from the Homebound/Hospitalized Program

Prior to returning to school the following must occur:

- A doctor's permission to return to school (Doctor's Release Form) must be completed by the doctor. This form is available from the Student Services Office or school guidance counselor.
- Parents/Guardians should call their child's assigned school to request a dismissal staffing five (5) days prior to the student's return to school.
- Parents must fax a copy of the Doctor's release to the Student Services Office; Fax 772-429-3979.
- A dismissal or discontinuation staffing will be scheduled with the student's assigned school.

A student may also be dismissed from the Homebound/ Hospitalized Program for any of the following reasons:

- Medical eligibility expires.
- The student is no longer confined to the hospital or home.
- Failure to keep scheduled appointments in which case an IEP meeting will be scheduled to include an ESE District Specialist from the Homebound/Hospitalized Program, teachers, parents, and student to discuss excessive absences or other matters that occur.
- Students enrolled in the Homebound/Hospitalized Program will be dismissed effective the last day of school.

General Responsibilities

The parent/guardian or primary caregiver shall commit to the following:

- Ensure the student's activities are restricted to the home or hospital.
- Provide a quiet, clean, well ventilated setting where the teacher and student will work.
- Ensure that a responsible adult is present whenever a teacher is providing in-home instruction.
- Establish a schedule for student study between teacher visits.
- Have the student ready for homebound services at the scheduled time.
- Notify the homebound teacher immediately, but no later than two (2) hours prior to a scheduled instructional session, if the student is unable to keep the scheduled time.

The Homebound/Hospitalized staff strives to work closely with families, as well as the administrative and instructional staff at each student's assigned school. The goal is to provide needed services while the student is eligible and facilitate a smooth transition for each student as they return to their assigned campus.

D. Digital Learning/Virtual Education

Digital Learning s.1002.321

St. Lucie School District provides multiple opportunities for student participation in full-time and part-time kindergarten through grade 12 virtual instruction.

Part-time Virtual Instruction

Students may request part-time instruction through on-line learning through FLVS. Approval for courses is granted through the school guidance counselor if the course is an appropriate course for the student and the course enrollment is in compliance with the St. Lucie School District Student Progression Plan. In order to receive part time virtual instruction, a student in grades K-5 must meet at least one of the eligibility criteria in s.1002.455 (2). Grades that are in progress do not transfer between traditional schools and virtual schools therefore, students progressing through a virtual class or a traditional class are encouraged to complete the course in order to earn the credit. The district will not be held accountable for dropped or failed classes that interfere with a timely graduation.

Public school students receiving part-time instruction by the Florida Virtual School in courses requiring statewide end-of-course assessments must take all statewide assessments required pursuant to s.1008.22 (3)(c)2. All statewide assessments must be taken at the school that the student ~~would be assigned through district assignment procedures~~ attends.

Additional part time virtual instruction is provided through courses delivered in the traditional setting through direct instruction through virtual instruction or through blended courses consisting of both traditional classroom and online instructional techniques pursuant to s.1003.498 Students in a blended learning course must be full-time students of the school and receive the online instruction in a classroom setting of the school. The funding, performance, and accountability requirements for blended learning courses are the same as traditional courses.

Students enrolled in traditional schools requesting to take all of their classes on-line will be referred to determine eligibility for one of our available full-time virtual options.

Full-time Virtual Instruction

St. Lucie School District also operates a district operated virtual school, Mosaic Digital Academy, MDA under s.1002.45(1)(b). MDA offers full-time instruction to eligible students in grades K through twelve. The school is staffed with local, highly qualified teachers providing a personalized learning environment.

In addition, there are two Virtual Instruction Providers available for full time virtual instruction for eligible students. Students may also enroll in The Florida Virtual School for full time instruction.

Parents will be provided with notification of the open enrollment periods for full-time virtual instruction which will be a minimum of 90 days and will end 30 days before the first day of school. Enrollment for these virtual school options is only permitted at the beginning of each semester.

Student Eligibility for K-12 Virtual Instruction: S.1002.455, FS.

Students are eligible to participate in virtual instruction if:

- The student spent the prior school year in attendance at a public school in the state and was enrolled and reported by the school district for funding during the October and February for purposes of the Florida Education Finance Program surveys.
- The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or foreign country pursuant to the permanent change of station order.
- The student was enrolled during the prior school year in a virtual instruction program under s.1002.415.or a full-time Florida Virtual School program under s.1002.37(8)(a).
- The student is a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year.
- The student is eligible to enter kindergarten or first grade or the student is eligible to enter grades 2-5 and is enrolled full-time in a school district virtual instruction program, virtual charter school, or the Florida Virtual School.

III. CURRICULUM AND INSTRUCTION

General Program Requirements (F.S. 1003.42)

(1) Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

(a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.

(b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.

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

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

(e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.

(f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its

present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

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

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

(i) The elementary principles of agriculture.

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

(k) Kindness to animals.

(l) The history of the state.

(m) The conservation of natural resources.

(n) Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

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

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

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

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

(s) A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the

qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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

Any child whose parent presents to the school principal a signed statement that the disease, its symptoms, development, and treatment, and the viewing of pictures or motion pictures that teach about disease, conflict with the religious teachings of the child's religious affiliation, is exempt from such instruction; and a child so exempted may not be penalized by reason of that exemption.

Participation in Physical Education Program – (F.S. 30.22(2))

A student who by reason of an extended illness or disability is unable to participate in a physical education activity shall be assigned to an alternative activity upon the request of a parent, accompanied by documentation from the attending physician when the condition is extended or not readily apparent. Credit shall be awarded commensurate with the St. Lucie County Student Progression Plan.

Homework

Homework Assignments - (F.S.1001.41; F.S.1001.42,)

Each school shall have a written homework policy.

- Emphasizes homework as an integral part of the student's total instructional program;
- Requires that homework assignments reinforce learning skills introduced during classroom instruction; and
- Assures that homework is not given in excessive amounts or for disciplinary reasons.

Career and Technical Courses

Career and Technical Education serves a diverse group of secondary students by providing an array of technical education and job preparatory programs in the 16 Career Clusters:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, A.V., Technology and Communication
- Business Management and Administration
- Education and Training
- Financial Services
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, and Service

- Manufacturing
- Marketing, Sales and Service
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistics

Career and Technical Programs consist of a sequence of courses that align with Bright Futures Vocational Gold Seal Scholarship requirements, articulated credits, and related industry certifications. While these courses are not specified as graduation requirements, students and parents should be aware of the following:

- Eligibility for Bright Futures Vocational Gold Seal Scholarship requires a 3.5 GPA in 3 CTE courses within one CTE program.
- Local articulation agreements for advanced standing at the postsecondary level are aligned with program completions.
- Opportunities to achieve a marketable industry certifications are offered in advanced level courses.

Career and Technical Education course substitutions shall not exceed two credits in each subject area. A program which has been used to substitute in one subject area may not be used to substitute for any other subject area. Equivalency is provided in the Course Code Directory (F.S. 1011.62). A student who completes a job preparatory program and substitutes part of that program for regular course offerings may not take any of these courses and receive additional credit.

- Anatomy and Physiology when passed can be substituted for Health Science I (#8417100).
- Completion of Health Science 1 (8417100) and Health Science 2 (8417110) (both courses required) may substitute for Anatomy and Physiology (20000350) as stated in the curriculum frameworks for the following programs: Allied Health Assisting (8417130), First Responder (8417170) and Nursing Assistant (8417210).
- Agriscience Foundations I (8106810), the course in secondary Agriscience and Natural Resources programs will satisfy a graduation requirement of a science with a laboratory component. This is not a part of substitution for any course.
- Exploratory courses are offered at the middle school level and are designed to give students initial exposure to the skills and aptitudes associated with a broad range of occupations, to assist in preparation for academic and occupational plans
- Job preparatory instruction offers the minimum competencies necessary for effective entry into an occupation: (22)(a),(b)(F.S.1000.21)
- The graduation requirements for Fine and Performing arts, speech and debate may be met by a practical arts course that incorporates artistic content and techniques of creativity, interpretation and imagination.
- Eligible practical arts courses shall be identified in the Course Code Directory. (F.S. 1003.428)

A career and professional academy is a research-based program that integrates rigorous academic curriculum with an industry- specific career curriculum aligned directly to priority

workforce needs established by the regional workforce board. Career and professional academies shall be offered by public schools and school districts. Students completing career and professional academy programs must receive a standard high school diploma, the highest available industry certification, and opportunities to earn postsecondary credit if the academy partners with a postsecondary institution approved to operate in the state.

The “Florida Ready to Work Program” provides a comprehensive identification of workforce skills for each occupation identified for inclusion in the program by the Agency for Workforce Innovation and the Florida Dept. of Education. It includes a pre-instructional assessment that delineates the student’s mastery level on specific workplace skills, and provides a targeted instructional program limited to the identified skills in which the student is not proficient. Instruction must utilize a web-based program and be customized to meet specific needs of local employers. A Florida Ready to Work Credential shall be awarded to a student who successfully passes an assessment in Reading for Information, Applied Mathematics, and Locating Information or any other assessment of comparable rigor. Each assessment shall be scored on a scale of 3-7. A bronze-level credential requires a score of 3 or higher; a silver-level credential requires a score of 4 or higher; and a gold-level credential requires a score of 5 or higher. This program may be conducted in public middle and high schools, community colleges, technical centers, one-stop career centers, vocational rehabilitation centers, and Dept. of Juvenile Justice Education facilities. The program may be made available to other entities that provide job training.

IV. Grading and Reporting Procedures

Grading and Report Cards

Report cards will be issued quarterly. It is the teacher’s responsibility to determine grades based on the following criteria:

- A minimum of nine (9) academic grades should be posted each nine weeks on a teacher’s grade book to apply toward a student’s grades in grades 1-12.
- If a teacher is using weighted grades, then there should be at least 3 grades in each weighted category. These grades should include homework, assessments, reports, laboratory activities, research papers, notebooks, portfolios, special projects and any special activities that relate to a content area. This would not include non-academic grades for example a grade for following dress code, returning a signed Code of Conduct and so forth. All grades should be determined on student academic achievement only.

NOTE: For students who transfer from outside the district the quarter grades will be determined by the transfer grade and process outlined in the section on transfer students in this document.

- Mastery of the course objectives that have been identified for each course in the state course description and are compatible to the Common Core State Standards/Next Generation Sunshine State Standards where applicable.

- Teacher evaluation based on mastery of performance standards and exit criteria.
- Parents will have internet-based access to their child’s records, including grades, through our district Parent Portal. Access is granted at the school site with appropriate identification.

Uniform Grading System

Students in grades 3-12 will be awarded letter grades to indicate student progress.

Grade	Percent	Grade Point Average	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*
W	N/A	N/A	withdrawn Dual Enrollment

**A student who receives an incomplete has to complete the work within the guidelines of the make-up work policy contained herein. (See Make-up Work Section) If the student does not make up all work by the designated period of time then for any missing work a grade of Zero will be entered by the teacher and the final grade will be calculated. NOTE: the “I” will calculate as a Zero on the report card until the “I” is replaced with a grade. At that time, an adjusted GPA will be calculated for the student.*

Calculation of Middle & High School Grades

Full Year

- 1st 9 weeks = 20%
- 2nd 9 weeks = 20%
- Semester exam = 10%
- 3rd 9 weeks = 20%
- 4th 9 weeks = 20%
- Semester exam = 10%

Semester 1 / Semester 2 Only

- 1st 9 weeks = 40%
- 2nd 9 weeks = 40% Semester exam = 20%

In courses with State End-Of-Course Exams, ~~in the first year of implementation only~~, the grading algorithm will change in the second semester in alignment with F.S. 1008.22:

- 3rd 9 Weeks = 35%
- 4th 9 Weeks = 35%
- Comprehensive State End-Of-Course Exam = 30%

~~In courses with State End-Of-Course Exams when passing the exam becomes a requirement for earning credit in the course (in 2011-2012 and beyond), When Algebra I is taken in~~

middle grades, students must pass the EOC assessment to earn high school credit. NO CREDIT will be earned in the first semester. Credit will be awarded for the first and second semesters of the course when the student passes the EOC exam or a state-determined equivalent assessment. ~~Once an EOC counts for credit, the score will not be averaged in with the final grade. Therefore, the third and fourth quarter numeric grades will be averaged to determine the final exam grade. The semester grade calculation will return to the forty percent, forty percent, twenty percent process.~~

Grades in these courses will be included in the calculation for the student's high school grade point average.

Grade Point Average Calculations

Point Value: A = 4, B = 3, C = 2, D = 1, F = 0

Letter grades in all courses are given the same point value. The maximum GPA is 4.0. The system is utilized to determine eligibility for graduation, extra-curricular activities, and Florida Bright Futures Scholarship Awards.

Each semester the GPA is computed on a four-point scale by Data Processing and recorded on the second semester transcript label.

Total points divided by 10 (this number is derived by counting each nine weeks 2 times and the semester exams one) = GPA to letter grade

Grade Point Average	Grade Given
3.51 - 4.0	A
2.51 - 3.50	B
1.51 - 2.50	C
.51 - 1.50	D
0 - .50	F

If a student is in a single term (1/2 year) course and has two or more F's, the final grade is automatically determined as "F".

A student with a disability, as defined by s. 1007.02(2), for whom the individual education plan team determines that the end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for purposes of determining the student's course grade and competing requirements for middle grades promotion.

Honors Weighting-Point System

A weight factor of .02 is assigned for each semester of advanced academic coursework that is taken in high school. A weight factor of .04 will be assigned for each semester of college level coursework to include Advanced Placement, Dual Enrollment, AICE or IB.

The .02/.04 weight factor is added for each semester of advanced courses with a grade of C or higher. The cumulative weight is added to the cumulative GPA to determine the student's weighted grade point average.

The maximum honors grade point average is determined by adding the cumulative honors points to the cumulative GPA based on a four-point scale, for example: If a student took four advanced courses during each semester of high school and earned a grade of C or higher in each, his honors weight would be +.64 ($32 \times .02 = .64$). This weight would be added to his/her cumulative GPA.

Class Rank

Class rank is a system of recognizing student achievement among the members of a specific graduating class. The purposes of class rank are:

- To honor academic excellence by rewarding students who successfully complete a rigorous program of studies.
- To offer incentive To determine the valedictorian and salutatorian of each class.
- To provide colleges and universities the requested rank in class for students to select scholastically challenging courses.
- information.
- To provide scholarship committees the requested rank in class information.

Class rank is computed via the weighted quality point system described above. The points are generated based upon both the grade earned and the instructional level of difficulty for each course.

For courses that are repeated to make up failing grades, improve knowledge, and improve grade point averages (GPA's) for grade forgiveness, the higher grade will be used in computing the grade point average (GPA) for class rank.

Honors and High Honors for graduation will be computed on a weighted GPA at the end of the 7th semester as follows:

- High Honors = 3.8000 - 4.000
- Honors = 3.000 - 3.7999

NOTE: GPA is not rounded.

Class rank for the above stated purposes will be computed based on grades earned by the conclusion of the first ninety days (90) of the senior year. Students must be enrolled in a specific St. Lucie County high school a minimum of one and one-half (1/2) years/ten and one half (1/2) credits to be eligible for official class rank. Others may request an approximate class rank.

The student who is ranked first in a specific graduating class will be the valedictorian of that senior class and the student who is ranked second in a specific graduating class will be the salutatorian of that senior class.

Valedictorians and salutatorians must be enrolled in the same St. Lucie County high school and receive grades in second semester of the Sophomore year, first and second semester of the Junior year and the first semester of the Senior Year in order to be eligible for these designations.

The final class rank will be computed at the conclusion of the second semester of the senior year.

A transfer student has the option to be unranked without prejudiced at the written request of the parent/guardian if student's transfer grades are numerical.

Pass (P) and Fail (F) Letter Grades

PASS (P) or FAIL (F) letter grades, for which equivalent numerical grade point average values and percent as those outlined in (F.S.1003.437) cannot be ascertained, will be omitted when calculating the cumulative grade point average of students for class ranking. However, a course with a letter grade of PASS (P) will be counted as credit for the purpose of determining credit requirements for grade classification, participation in interscholastic extracurricular activities, and graduation.

PASS (P) and FAIL (F) letter grades, with equivalent numerical grade point average values and percent as those outlined in (F.S. 1003.437), will be included when calculating the cumulative grade point average of students for participation in interscholastic extracurricular activities, class ranking, graduation, and determining credit requirements for grade classification.

Upon receipt of PASS (P) and FAIL (F) letter grades for an identified student, an identified staff member for the receiving school shall request in writing an interpretation of the letter grades from the sending school district(s).

Written correspondence between the receiving school's staff member and/or letter grades verification from the sending school district(s) will be placed in the identified student's cumulative folder for future reference.

Participation In Interscholastic Extra Curricular Activities

Students entering the ninth grade must maintain a cumulative grade point average of 2.0 or above on a 4.0 scale in the courses required for graduation. (F. S. 1003.43). Students in the 9th and 10th grade must maintain a GPA of 2.0 or above in the semester preceding participation in interscholastic activities or a cumulative GPA of 2.0 or above. If the student's GPA falls below the cumulative 2.0, the student must enter a contractual agreement with the district, the appropriate extracurricular governing association, and the student's parent. The contract must require that the student attend summer school, or its graded equivalent, between the 9th and 10th grades or the 10th and 11th grades as necessary. (F. S.1008.25), (F. S. 1006.20 (2))

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

Students who are exempt from attending a full school day under (F.S. 1000.21) must maintain the grade point average of 2.0 as required by (F.S. 1006.15) 2.0. (g.) Grading

Grading ESOL Students

All students must be graded according to grade level appropriate and equal to their peers. ESOL students should not be retained solely on the basis of their limited English proficiency.

Determination of Student Progress

Student progression in St. Lucie County Public Schools is based upon an evaluation of each student's achievement in terms of appropriate instruction goals. The basis of making the determination should reflect teacher judgment based on a variety of formative and summative assessments. The primary responsibility for determining each student's level of performance and ability to function academically, at the next grade level is that of the classroom teacher, subject to review and approval of the principal.

~~The benchmark assessments will be administered as common formative assessments. Decisions regarding the application of the assessment results in grading will be determined at the school level by the Building Level Planning Team (BLPT). It is recommended that decisions for use are consistent by department, grade level, small learning communities, or school-wide.~~

High School Grade Forgiveness

A forgiveness policy for required core courses shall be limited to replacing a grade of "D" or "F" or the equivalent of a grade of "D" or "F" with a grade of "C" or higher, or the equivalent of a grade of a "C" or higher, earned subsequently in the same or a comparable course Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F" or the equivalent of a grade of "D" or "F" with a grade of "C" or higher, or the equivalent of a grade of a "C" or higher, earned subsequently in another course.

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

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

Note: Most colleges and universities calculate grade point averages (GPAs) based on all courses attempted.

6A-1.09941 State Uniform Transfer of High School Credits

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools Effective July 1, 2012, the procedures shall be as follows:

Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (3) of this rule.

~~1. If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and that student's transcript shows credit received in Algebra 1, or an equivalent course; Geometry, or an equivalent course; or Biology 1, or an equivalent course, the decision as to whether the student must take Florida's statewide, standardized end-of-course (EOC) assessment in Algebra 1, Geometry, or Biology 1, respectively, shall be made by the school principal as follows:~~

~~a. A transfer student will not take Florida's~~

~~i. Algebra 1 EOC Assessment if the student passed a statewide, standardized EOC assessment in that course, if administered by the transferring school, or achieved a passing score on the high school statewide assessment in mathematics required by the state from which the student transferred for purposes of satisfying the requirements of the Elementary and Secondary Education Act, 20 U.S.C. ss. 6301, et seq., or if the student achieves an equivalent score on another assessment as identified pursuant to Section 1008.22(11), F.S.~~

~~ii. Geometry EOC Assessment if the student passed a statewide, standardized EOC assessment in that course, if administered by the transferring school, or if the student achieves an equivalent score on another assessment as identified pursuant to Section 1008.22(11), F.S.~~

~~iii. Biology 1 EOC Assessment if the student passed a statewide, standardized EOC assessment in that course, if administered by the transferring school, or if the student achieves an equivalent score on another assessment as identified pursuant to Section 1008.22(11), F.S.~~

~~b. A transfer student will take Florida's EOC assessments in Algebra 1, Geometry, and Biology 1 under all other circumstances and must pass the EOC in order to earn credit in the course.~~

~~2.1~~ Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement

shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (4) of this rule.

- 3-2 Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
- Portfolio evaluation by the superintendent or designee;
 - a. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - b. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - c. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - d. Demonstrated proficiencies on the FCAT and on EOC assessment(s) or course(s) that require a passing score on an EOC assessment in order to award course credit; or
 - e. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (4)(d) and (e) of this rule if required.

The Honor's designation will only be provided if a student earns an A, B, or C on a school based exam in an Honor's course. The final course grade will be determined by 80% for portfolio work and 20% for final exam. The Advanced Placement designation will only be provided if the student has taken the relevant Advanced Placement examination and had earned a score of 3 or higher on that exam.

Withdrawals Prior to the End of the Year

Students who leave school prior to the last two weeks of any semester will not be granted credit unless they enroll in another school and complete the course requirements, including examinations if appropriate.

Students who are required to leave school during the last two weeks of the year must show evidence that the withdrawal is mandatory and must complete final examinations in order to receive course credit. Principals are authorized to make appropriate arrangements for the administration of examinations.

Principals may waive the requirement for early withdrawal when unusual/ extenuating circumstances preclude full compliance by the students. Approval prior to the student's leaving is mandatory.

Early Exams

Examinations will not be given prior to the regularly scheduled time. Students who fail to take the scheduled final examinations for good and sufficient reasons may be allowed to take the examinations prior to the beginning of the next school term.

Transfer students may upon written request have their final exams to be mailed to the receiving school.

In exceptional cases, individual arrangements may be made by the principal within the current state regulations and School Board Policies.

Exam Exemptions

District school boards shall not allow schools to exempt students from academic performance requirements based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. (F.S. 1003.33)

Make-Up Work

K- 12

- Allowed for all absences, excused or unexcused.
- Student has 1 day to make up the work for each day absent, not including the day of return, unless the principal approves an extension due to unusual circumstances. Previously assigned work is due on the day the student returns to school.
- All work, regardless of the number of days absent, must be made up on or before grades are due in the final quarter of the school year.
- Students whose work is turned in after the end of the grading period for quarters one through three, will receive an "I" or incomplete. If the work is turned in on-time, the student will receive the grade for the work (see grade provisions for students in grades 9 -12 below).
- Incomplete grades become "F" or "0" if not replaced with the grade for the makeup work that was turned in on time.
- Students will take announced tests on first day of return to school. Student will be allowed 2-days to prepare for tests assigned during the absence.

9-12 Provisions

- Must request makeup work; students will not be penalized for makeup work that is requested, but not provided by the teacher.
- Makeup work for unexcused absences (U) will receive a maximum grade of 59%.
- Upon student's request, the teacher will inform student/parent of work to be made up as specifically as plans will allow, but is not expected to develop special assignments.

V. PROMOTION, ACCELERATION AND RETENTION

A. General Requirements

The purpose of the instructional program in the schools of St. Lucie County is to provide appropriate instructional and selected services to enable students to perform at or above their grade level academically. Promotion, however, is based primarily on student achievement and is not automatic. A student may not be promoted based on age or other factors that constitute social promotion. (F.S.1008.25)

When a student is retained, he or she must receive an intensive program that is different from the previous year’s program. A school district must consider an alternative placement* for a student who has been retained for 2 or more years. The State Board of Education must adopt rules to address the promotion of Limited English Proficient (LEP) and Exceptional Student Education (ESE). The DOE must study the effect of mobility on the performance of highly mobile students.

Alternative Placement could be, but not limited to the following:

- Summer School
- Extended Day or Year

High School Promotion Requirements

Minimum district-wide standards for promotion are established in this Student Progression Plan. The average pupil should perform well above these standards. Promotion and Graduation Requirements for all schools in St. Lucie Count is as follows:

<u>Grade Level</u>	<u>24 Credit Option</u>	<u>18 Credit Option</u>
Grade 9	5	5
Grade 10	11	10
Grade 11	17	17
Grade 12	24	

Credit Towards Graduation For Grades 9-12

High School Definition of Credit and Transfer of Credit Guidelines

For the purposes of requirements for high school graduation, one full credit represents a minimum of 135 hours of instruction in a designated course of study which contains board approved student performance standards. One full credit means a minimum of 120 hours of bonafide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the district school board.

Districts may offer courses of more than 135 hours for credit. School districts may determine the hours of attendance by students to receive a credit or half credit. A student may be awarded credit for less than 135 hours of instruction if he or she has demonstrated mastery of the course requirements and Common Core Standards/Next Generation Sunshine State Standards as provided by the school district student progression plan. This clarification includes awarding credit for courses taken in summer school, through performance-based instruction, block scheduling or course modifications that combine courses.

The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment that satisfy the requirements of the district's interinstitutional articulation agreement according to s. 1003.235, F.S., and that equals one full credit of the equivalent high school course identified in s. 1007.271(6), F.S. The hourly requirements for one-half credit are one half of the requirements specified in (1)(a). (s. 1003.436(1)(2), F.S.).

The school district maintains a one-half credit earned system that includes courses provided on a full-year basis. One-half credit shall be awarded if the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half except in courses with an End-of-Course (EOC) exam which requires passing the exam to earn credit. In order to earn course credit toward graduation, a student must demonstrate mastery of the Board-adopted student performance standards (s. 1003.436 (2), F.S.).

High school credit will be awarded to students who demonstrate 60% mastery of the course performance standards as evidenced by teacher-made tests, criterion referenced tests, teacher observation, class projects, homework, or other activities as identified by the teacher, with the exception of courses with state End Of Course Exams when the exam must be passed in order to earn credit for the course.

Level 1 Courses - no student may be granted credit toward a high school graduation for enrollment in any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate. In which case a written assessment of the need must be included in the student's individual educational plan or in a student performance plan, signed by the principal, the guidance counselor, and the parent or guardian of the student, or the student, if the student is 18 years of age or older (F.S. 1003.43).

Performance Indicators

The teacher must provide compelling, verifiable evidence when student performance on appropriate grade-level assessments is not believed to be indicative of daily classroom performance.

Documentation of Evidence

Teachers will assess student performance based on assignments and classroom

participation. A variety of assessment procedures will be used to determine mastery standards for promotional purposes. Teachers shall maintain adequate documentation and evidence of student work.

Teachers are encouraged to maintain a portfolio of students' daily assignments, writing journals, reading samples, classroom observation, etc., to document student performance.

A student portfolio contains a systematic collection of evidence used by the teacher to monitor the student's academic growth over a period of time.

Portfolio assessment shall be defined in terms of the following characteristics:

- ongoing;
- multidimensional, providing a variety of measures;
- student-centered; and
- authentic, requiring students to apply what they have learned.

Deficiency Reporting to Parents/Guardians or Adult Students

In addition to interim progress reports and report cards, parents must be notified in writing or by documented phone calls at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignments. The teacher must maintain all documentation of the parent contact for one year. The opportunity for a conference with the teacher or principal must be provided for the parents or guardians of any child or an adult student who may fail and/or be retained. For students with disabilities, parents will be notified of student's progress on Individual Educational Plan annual goals as well as receive reports of progress according to the same frequency as parents of non-disabled students.

Parents are to be notified annually in writing as to the progress of students toward achieving state and district expectations for proficiency in reading, writing, mathematics and science including the results on state assessment test.
(F.S.1008.25)

Parents must be informed that the FCAT is not the sole determiner of promotion and that the following are considered as additional evaluations to determine if the child is reading at or above grade level: additional evaluations, portfolio reviews and other assessments.

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

Each district school board must annually publish in the local newspaper, and report in

writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

- The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
- By grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the reading portion of FCAT.
- By grade, the number and percentage of all students retained in grades 3-10.
- Information on the total number of students who were promoted for good cause.
- Any revisions to the district school board's policy on student retention and promotion from the prior year.

Secondary Assessment, Curriculum, and Instruction

St. Lucie County has developed a Comprehensive K-12 Reading Plan that has been implemented since the 2005-2006 school year. This plan addresses the instructional materials, assessments, and interventions for meeting the reading needs of all students. Additionally, this plan addresses the mandatory requirement that all students in grades 6-12, scoring at levels 1 or 2 on the Reading portion of the Florida Comprehensive Assessment Test (FCAT) be enrolled in an intensive reading course.

Students scoring Level 1 and Level 2 on the Florida Comprehensive Test (FCAT) mathematics subtest must receive remediation the following year.

Students entering the district without an FCAT score from the previous year may be required to take a remediation class if the student's transcript or other information from the previous school suggests that it may be the most appropriate placement (F.S. 1003.413 (e)).

Retention Parent Notification

The principal will establish procedures for notifying parents of a student who is not meeting promotion requirements. Parents of a student not making satisfactory progress should be notified throughout the year.

High School Credit Toward Graduation For Grades 6-8

A course designated in the Course Code Directory as grade 9 through 12, which is taken before ninth grade, may be used to satisfy high school graduation requirements and toward Florida Bright Futures Scholarship Program requirements.

[Beginning in 2012-13, students taking Algebra or Geometry in middle school must pass the End of Course Assessment in order to earn high school credit.](#)

** Forgiveness Rule [Florida Statute § 1003.413 (3)(e)] - The forgiveness rule applies to a middle school student who has earned either a grade of C, D, or F in a high school course taken for high school credit. [Florida Statute § 1003.43 (5)(e); 1003.413 (3)(e); 1003.428 (4)(d) (2007)]

- Students may repeat a course for forgiveness if a grade of C, D or F is earned in a high school course while in middle school.
- Required courses may be forgiven with a grade of "C" or higher, earned subsequently in the same or comparable course.
- A student who earns a D in the repeated attempt of the course will receive credit for the course but the original failing grade would not be forgiven.

Students successfully completing Course #8400320 Medical Skills and Services as part of Health Science Exploratory Program may earn high school credit. Students who earn below a "C" must retake this course in high school to receive the credit.

High school honors courses offered at the 8th grade will receive equivalent points when calculating weighted GPA according to the criteria for used in grades 9-12.

Retention and Promotion of ESOL Students

ESOL students should not be retained solely on the basis of their limited English proficiency.

Limited English Proficient (LEP) students with less than two years of English for Speakers of other Languages (ESOL) instruction can be promoted in third grade if they fail the FCAT for Good Cause Exemption.

Articulated Acceleration Mechanisms – 1007.27 F.S.

Articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. This shall include, but not be limited to, dual enrollment, early admission, Advanced Placement (AP), credit by examination, the Advanced International Certificate of Education (AICE) and the International Baccalaureate (IB) Program. Credit earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.

Home education students may participate in dual enrollment, career dual enrollment, early admission, and credit by examination. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of s. 1002.41, F.S.

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

AP is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course shall be awarded to students who score a minimum of 3 on a 5-point scale on the

corresponding AP exam. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination. Credit by examination is the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.

The Advanced International Certificate of Education (AICE) and PreAICE is an international curricula in which eligible secondary students are enrolled in programs of study offered through the AICE program or the PreAICE program administered by the University of Cambridge Local Examination Syndicate. The State Board of Education has established rules that specify the cutoff scores and AICE Examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination

IB Program is the curriculum whereby students are enrolled in a program of studies offered through the IB Program administered by the IB Office. The State Board of Education has established rules that specify the cutoff scores and IB Examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination.

Any student who earns 9 or more credits from one or more of the acceleration mechanisms provided for in this section is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.

Acceleration Courses - 1003.429 F.S.

Each high school shall advise each student of programs through which a high school student can earn college credit, Advanced Placement (AP), International Baccalaureate (IB), dual enrollment courses, career academy courses, and courses that lead to national industry certification, as well as the availability of course offerings through virtual instruction.

Beginning with the 2011-2012 school year, each high school shall offer an IB Program, an AICE Program, or a combination of at least four courses in dual enrollment or AP, including one course in each English, mathematics, science, and social studies. To meet this requirement, school districts may provide courses through virtual instruction, if the virtual course significantly integrates postsecondary level content for which a student may earn college credit, as determined by the FDOE, and for which a standardized EOC assessment, as approved by the FDOE, is administered.

Credit Acceleration Program (CAP) purpose is to allow a secondary student to earn high school credit in a course that requires a statewide, standardized EOC assessment if the student attains a specified score on the assessment. Notwithstanding s. 1003.436, F.S., Definition of "credit", a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, as defined in s. 1008.22, (3)(c)5, on the corresponding statewide, standardized EOC assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized EOC assessment during the regular administration of the assessment.

Dual Enrollment Programs s.1007.271 F.S

The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student.

An eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida private secondary school, which is in compliance with s. 1002.42(2), F.S., and provides a secondary curriculum pursuant to s. 1003.428, s. 1003.429, or s. 1003.43, F.S. Students who are eligible for dual enrollment may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees if the student meets the postsecondary institution's admissions requirements under s. 1007.263, F.S.

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

Students in grades 10 through 12 must meet the eligibility requirements for initial enrollment in college credit dual enrollment courses. They include a 3.0 unweighted high school GPA, and the minimum score on a Post-Secondary Education Readiness Test (PERT) adopted by the State Board of Education which indicates that the student is ready for college-level coursework. Student eligibility requirements for continued enrollment in college credit dual enrollment courses must include the maintenance of a 3.0 unweighted high school GPA and the minimum postsecondary grade point average established by the postsecondary institution. Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment

course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

Exceptions to the required GPAs may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement established pursuant to s. 1007.271(21) F.S.

The following curriculum standards apply to college credit dual enrollment:

- Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the postsecondary institution campus. To ensure equivalent rigor with courses taught on the postsecondary institution campus, the postsecondary institution offering the course is responsible for providing in a timely manner a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes to the faculty member teaching the course. Completed, scored assessments must be returned to the postsecondary institution and held for 1 year.
- Instructional materials used in dual enrollment courses must be the same as or comparable to those used in courses offered by the postsecondary institution with the same course prefix and number. The postsecondary institution must advise the school district of instructional materials requirements as soon as that information becomes available but no later than one term before a course is offered.
- Course requirements, such as tests, papers, or other assignments, for dual enrollment students must be at the same level of rigor or depth as those for all non-dual enrollment postsecondary students. All faculty members teaching dual enrollment courses must observe the procedures and deadlines of the postsecondary institution for the submission of grades. A postsecondary institution must advise each faculty member teaching a dual enrollment course of the institution's grading guidelines before the faculty member begins teaching the course.
- Dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course.

Career Technical Dual Enrollment:

Career dual enrollment shall be provided as a curricular option for secondary students in grades 10-12 to pursue in order to earn a series of elective credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and may not be used to enroll students in isolated career courses.

Student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses must include a 2.0 unweighted high school GPA. Students must have completed a CTE program at the high school or student may take a CTE dual enrollment program that is not available at their homeschool.

Dual Enrollment Fees

Specify that students who meet the eligibility requirements of s. 1007.271, F.S., and who choose to participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees. However, a student that wishes to take a dual enrollment class for grade forgiveness may do so at his/her own expense.

Instructional materials become the property of the school board and must be returned to the student's assigned school. Students may be responsible for materials that become the property of the student, such as the electronic license fee. Home school students/non-public school students must pay for their own instructional materials.

State Board of Education Dual Enrollment Note

Students must satisfy the college preparatory testing requirements of Section 1008.30(4) (a), Florida Statutes, and Rule 6A-10-0315, F.A.C., which is hereby incorporated by reference. Students who have been identified as deficient in basic competencies in one of the areas of reading, writing or mathematics, as determined by scores on a postsecondary readiness assessment identified in Rule 6A-10.0315, F.A.C., shall not be permitted to enroll in the college credit courses in curriculum that are not precluded by the deficiency. Students may enroll in college credit courses that are not precluded by the deficiency; however, students may not earn more than twelve (12) college credit hours prior to the correction of all deficiencies. Exceptions to the twelve (12) college credit hour limitation may be granted by the postsecondary institution provided that the dual enrollment student is concurrently enrolled in a secondary course(s) in the basic competency area(s) for which they have been deemed deficient by the postsecondary readiness assessment. In addition, the secondary student that has accumulated twelve (12) college credit hours and has not yet demonstrated proficiency in the basic competency areas of reading, writing and mathematics must be advised in writing by the school district of the requirements for associate degree completion and state university admission, including information about future financial aid eligibility and the potential costs of accumulating excessive college credit, as outlined in Section 1009.286, F.S.

A formalized process between the high school counselor and the college must be delineated in the District Inter-Institutional Articulation Agreement for informing students and parents or guardians of college course-level expectations, including, but not limited to the following:

- Any letter grade below a "C" in math or language, will not count as credit toward satisfaction of the requirements in Rule 6A-10.030, F.A.C.; however, all grades are calculated in a student's GPA and will appear on their college transcript.
- All grades, including "W" or withdrawal, become a part of the student's permanent college transcript and may affect subsequent postsecondary admission.
- While appropriate for college-level study, course materials and class discussions may reflect topics not typically included in secondary courses which some parents may object to for minors. Courses will not be modified to accommodate variations in student age and/or maturity.

Early Admissions

Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. A student must enroll in 15 college credit hours per semester or the equivalent to participate in the early admission program. Students enrolled are exempt from the payment of registration, tuition, and laboratory fees.

Assigned Courses Per Year

Grade 9 – Seven (7) courses at the school site with the option to take on-line courses during the regular school day as part of the 7 courses.

Grade 10 – Seven (7) courses at the schools site with the option to take on-line courses during the regular school day as part of the 7 courses.

Grade 11 – Seven (7) courses at the school site or in combination with Dual Enrollment and/or online courses with the option to take on-line or Dual Enrollment courses during the regular school day or outside the regular day to meet graduation requirements. Maximum combined Dual Enrollment and on-site classes not to exceed seven (7) without the approval of the Principal.

Grade 12 - Five (5) courses at the school site or in combination with Dual Enrollment and/or online courses, with the option to take on-line or Dual Enrollment courses during the regular school day or outside the regular day to meet graduation requirements, if the following requirements are met:

- 2.5 unweighted GPA.
- On target to meet all graduation requirements.
- Passed both parts of the FCAT and/or all required EOC exams as stipulated in law by the student's graduation cohort.
- No gaps in schedule (the student must arrive after the first period of the day or leave prior to the last period of the day).
- The student must have his or her own transportation or be picked up by an approved family member during the period(s) in which a class is not scheduled. (Reminder: School Board Policy does not permit students to transport other students during school hours).
- Signed, notarized Parent or Guardian permission.

Maximum combined Dual Enrollment and on-site classes not to exceed seven (7) without the approval of the Principal.

NOTE: Please see Special Graduation Programs, section H (above), -Special Provisions for Credit® chart, 'Early Admission' column, for information related to full-time Dual Enrollment status.

6A-10.0315 College Preparatory Testing, Placement, and Instruction

In order to ensure that students graduate from our schools college ready, high schools must administer a college readiness test and offer college remediation classes to all students who do not score college ready.) School districts must administer the Florida Postsecondary Education Readiness Test (PERT) or an approved alternative identified in paragraph (2)(a) of this rule to high school students who meet the criteria established in Section 1008.30(3), F.S., except those students who have passed an alternative assessment as described in paragraph (2)(a) of this rule. High school students are exempt from payment for tests administered pursuant to Section 1008.30(3), F.S. Students who do not meet or exceed the scores established in subsection (1) and paragraph (2)(a) of this rule must complete postsecondary preparatory instruction prior to high school graduation. Students who complete the postsecondary preparatory instruction required in Section 1008.30(3), F.S., will have completed an alternative remediation opportunity. Completion of alternative remediation in high school does not satisfy the requirement for demonstrating college readiness or completing college preparatory instruction. A student will be required to retest after alternative remediation and meet or exceed the scores established in subsection (1) or (2) of this rule to avoid required enrollment in college preparatory communication and computation instruction in accordance with subsection (1) of this rule.

Students meeting the following score cuts on the PERT will be exempt from the college remediation classes and qualify for the dual enrollment courses related to the tested subjects:

Standard Score

- Reading 104
- Writing 99
- Mathematics 113

Students who achieve scores on either the College Board's Accuplacer or SAT-I or the American College Testing Program's Enhanced ACT test that meet or exceed the scores shown below, and enroll in a Florida College System institution within 2 years of achieving such a score are exempted from taking the Florida Postsecondary Education Readiness Test:

Standard Score

Accuplacer, The College Board

- Reading Comprehension 83
- Writing Skills 83
- Elementary Algebra 72

SAT-I, The College Board

- Verbal 440
- Mathematics 440

Enhanced ACT, American College Testing Program

- Reading 18
- English 17
- Mathematics 19

Students whose first language is not English may be placed in college preparatory instruction prior to the testing required herein, if such instruction is otherwise demonstrated as being necessary. Such students shall not be exempted from the testing required herein.

A high school student has a maximum of two (2) attempts on the Florida Postsecondary Education Readiness Test.

Rulemaking Authority 1001.02(6), 1008.30(3) FS. Law Implemented 1001.02, 1008.30 FS. History—New 7-15-84, Amended 6-6-85, Formerly 6A-10.315, Amended 5-17-88, 7-25-91, 10-18-94, 8-28-95, 6-25-96, 3-28-00, 2-12-12, 8-21-12.

B. Graduation Requirements

Graduation is the completion of all the requirements to receive a high school diploma. Beginning with students entering their first year of high school in the 2007-2008 school year, graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admissions.

The 24 credits may be earned through courses approved by the Department of Education and shall be distributed as follows:

STUDENTS ENTERING GRADE NINE IN THE 2008 2009 and 2009-2010 SCHOOL YEAR

Subject Area	Graduation Requirements of 24 Credit Program	Graduation Requirements of Three Year, 18 Credit College Preparatory Program1	Graduation Requirements of Three Year, 18 Credit Career Preparatory Program
English	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course	4 credits at the Algebra I level or above from the list of courses that qualify for state university admission (SUS)	3 credits, one of which must be Algebra I

Science	3 credits in Science, two of which must have a laboratory component	3 credits in Natural Science, two of which must have a laboratory component	3 credits in Natural Science, two of which must have a laboratory component
Social Studies	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts courses specified	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of Health	Not Required	Not Required
Electives	8 credits • 8 credits in elective courses, which may be combined to allow for a second Major Area of Interest, a minor area of interest (3 credits), individual elective courses or intensive reading or mathematics intervention courses	3 credits in electives	3 credits in single vocational/career education program and 2 credits in electives <i>or</i> 3 credits in single career/technical certificate dual enrollment and 2 credits in electives <i>or</i> 5 credits in vocational/career education (including 3 credits in one sequential career/technical education program)
Total	24 credits	18 credits	18 credits

State Assessment Requirements	Passing scores on the Grade 10 FCAT or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and an weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits

STUDENTS ENTERING GRADE NINE IN THE 2010 -11 SCHOOL YEAR

Subject Area	Graduation Requirements of 24 Credit Program	Graduation Requirements of Three Year, 18 Credit College Preparatory Program1	Graduation Requirements of Three Year, 18 Credit Career Preparatory Program
English	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature

Mathematics	4 credits, required Alg. I or higher and Geometry EOC will be given for Alg. I and will count 30% of Alg. I grade	4 credits at the Algebra I level or above from the list of courses that qualify for state university admission (SUS)	4 credits, one of which must be Algebra I
Science	3 credits in Science, two of which must be laboratory courses	3 credits in Natural Science, two of which must have a laboratory component	3 credits in Natural Science, two of which must have a laboratory component
Social Studies	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts courses specified	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit of HOPE PE or HOPE Core or .5 credit Personal Fitness and .5 credit P.E. elective	Not Required	Not Required

Electives	8 credits • 8 credits in elective courses, individual elective courses or intensive reading or mathematics intervention courses	3 credits in electives	3 credits in single vocational/career education program and 2 credits in electives <i>or</i> 3 credits in single career/technical certificate dual enrollment and 2 credits in electives <i>or</i> 5 credits in vocational/career education (including 3 credits in one sequential career/technical education program)
Total	24 credits	18 credits college	18 credits
State Assessment Requirements ⁵	Passing scores on the Grade 10 FCAT Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT) Alg I EOC 30% of course grade	Passing scores on the Grade 10 FCAT Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT) Alg I EOC 30% of course grade)	Passing scores on the Grade 10 FCAT <u>Reading</u> or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT) <u>Alg I EOC 30% of course grade</u>
Grade Point Average (GPA) Requirements ⁶	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits

End of Course Assessments

- Students may participate in a Credit Acceleration Program (CAP) to allow a student to earn high school course credit by attaining a passing score on the corresponding statewide standardized End of Course (EOC) assessments.
- Algebra I will require an EOC assessment. Performance will constitute 30 percent of

the student's final course grade, if enrolled [s.1008.22(3)(c)2.a.(1)]

- One of the four math credits must be in Geometry or equivalent.
- For the Three Year College Prep Option, at least six of the 18 credits must be in college level coursework.
- Students in Grade 9 and 10 will not take an FCAT Math test.
- FCAT Science is no longer required at high school level.

STUDENTS ENTERING GRADE NINE IN THE 2011-12 SCHOOL YEAR

Subject Area	Graduation Requirements of 24 Credit Program	Graduation Requirements of Three Year, 18 Credit College Preparatory Program1	Graduation Requirements of Three Year, 18 Credit Career Preparatory Program
English	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature

Mathematics	4 credits one of which must be Algebra or its equivalent or higher-level math course.	4 credits at the Algebra I level or above from the list of courses that qualify for state university admission (SUS)	4 credits, one of which must be Algebra I
Science	3 credits in Science, two of which must be laboratory courses, one of which must be Biology or equivalent. count 30% of grade.	3 credits in Natural Science, two of which must have a laboratory component	3 credits in Natural Science, two of which must have a laboratory component
Social Studies	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts courses specified	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit of HOPE PE or HOPE Core or .5 credit Personal Fitness and .5 credit P.E. elective	Not Required	Not Required

Electives	8 credits • 8 credits in elective courses, individual elective courses or intensive reading or mathematics intervention courses	3 credits in electives	3 credits in single vocational/career education program and 2 credits in electives <i>or</i> 3 credits in single career/technical certificate dual enrollment and 2 credits in electives <i>or</i> 5 credits in vocational/career education (including 3 credits in one sequential career/technical education program)
Total	24 credits	18 credits	18 credits
State Assessment Requirements ⁵	Passing scores on the Grade 10 FCAT or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements ⁶	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits

End of Course Assessments

Students may participate in a Credit Acceleration Program (CAP) to allow a student to earn high school course credit by attaining a passing score on the corresponding statewide standardized End of Course (EOC) assessments.

- Students in Grade 9 and 10 will not take an FCAT Math test.

- FCAT Science is no longer required at high school level.
- Student must earn a passing score on the Algebra 1 EOC in order to earn credit.
- Geometry EOC assessment performance will constitute 30 percent of the student's final grade, if enrolled[s.1008.22(3)(c)2.a.(1)]
- One of the three credits in science must be in Biology 1
- Biology EOC assessment performance will constitute 30 percent of the student's final grade, if enrolled[s.1008.22(3)(c)2.a.(1)]
- For the Three Year College Prep Option, at least six of the 18 credits must be in college level coursework.

Courses identified as equivalent courses for math and sciences are listed:

<http://info.fldoe.org/docushare/dsweb/Get/Document-6097/dps-2011-69b.pdf>

Courses identified as equally rigorous are listed:

<http://info.fldoe.org/docushare/dsweb/Get/Document-6096/dps-2011-69a.pdf>

STUDENTS ENTERING GRADE NINE IN THE 2012-13 SCHOOL YEAR

Subject Area		Graduation Requirements of 24 Credit Program	Graduation Requirements for ACCEL 18 credit diploma of Three Year, 18 Credit College	Graduation Requirements of Three Year, 18 Credit Career Preparatory Program
English		4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature
Mathematics		4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2 or a higher level	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2
Science		3 credits in science, two of the three of which must have a laboratory component, and one of which must be Biology 1 or an equivalent course or a series of courses and two must be equally rigorous	3 credits in science, two of the three must have a laboratory component and one must be Biology 1 or an equivalent course or series of courses and two must be 3	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses
Social Studies		1 credit World History 1 credit United States History .5 credit United States Government , .5 credit Economics with Financial Operations	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics with Financial Operations	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics

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Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts courses specified	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory) Not Required	Not Required
Physical Education	1 credit of HOPE PE or HOPE Core or .5 credit Personal Fitness and .5 credit P.E. elective	Not Required	Not Required
Electives	8 credits • 8 credits in elective courses, individual elective courses or intensive reading or mathematics intervention courses	3 credits in electives	3 credits in single vocational/career education program and 2 credits in electives or 3 credits in single career/technical certificate dual enrollment and 2 credits in electives or 5 credits in vocational/career education (including 3 credits in one sequential career/technical education program)
Total	4 credits	3 credits	3 credits

State Requirements	Assessment	Passing scores on the Grade 10 FCAT <u>and Algebra EOC</u> or scores on a standardized test that is concordant with passing scores on the FCAT <u>and Algebra EOC</u> (ACT or SAT)	Passing scores on the Grade 10 FCAT <u>and Algebra EOC</u> or scores on a standardized test that is concordant with passing scores on the FCAT/ <u>Algebra EOC</u>	<u>Passing scores on the Grade 10 FCAT or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)</u>
Grade Point Average (GPA) Requirements ⁶		Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 <u>2.0</u> on a 4.0 Scale, <u>in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits</u>	<u>Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits</u>

End of Course Assessments

- Earn passing score on the Algebra 1 EOC Assessment in order to ~~earn course credit~~ earn a standard diploma
- ~~Earn a passing score on the~~ Geometry EOC assessment in order to earn course credit will count for 30% of the course grade
- ~~Earn a passing score on the~~ Biology 1 EOC Assessment in order to earn course credit will count for 30% of the course grade.
- ~~One of the four credits in mathematics must be Algebra 2 or a series of courses equivalent to Algebra 2 as approved by the SBOE. Courses identified as equivalent courses for math and sciences are listed:~~
<http://info.fldoe.org/docushare/dsweb/Get/Document-6097/dps-2011-69b.pdf>
- Courses identified as equally rigorous are listed:
- <http://info.fldoe.org/docushare/dsweb/Get/Document-6096/dps-2011-69a.pdf>

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STUDENTS ENTERING GRADE NINE IN THE 2013-14 SCHOOL YEAR

Subject Area	Graduation Requirements of 24 Credit Program s.1003.4282 F.S	Graduation Requirements for ACCEL 18 credit diploma of Three Year, 18 Credit College Preparatory Program 1	Graduation Requirements of Three Year, 18 Credit Career Preparatory Program
English Language Arts (ELA)	4 credits, <u>must be ELA I,II,III and IV with major concentration in composition, reading for information, and literature</u>	4 credits, <u>must be ELA I,II,III, and IV with major concentration in composition and literature</u>	4 credits, with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, <u>and one of which must be Algebra 2 or a series of courses equivalent to Algebra</u>	4 credits, one of which must be Algebra 1 or its equivalent, <u>one of which must be Geometry or its equivalent, or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2 or a higher-level</u>	4 credits, <u>one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2</u>
Science	<u>3 Science Credits: 1 credit Biology 1 or an equivalent course or a series of courses, two equally rigorous courses and two of the three must have a lab component. 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two</u>	<u>3 Science Credits: 1 credit Biology 1 or an equivalent course or a series of courses, two equally rigorous courses and two of the three must have a lab component. 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology,</u>	<u>1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)</u>

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Social Studies	1 credit World History 1 credit United States History .5 credit United States Government, .5 credit Economics <u>with Financial Literacy</u>	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics <u>with Financial Literacy</u>	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts courses specified	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory) <u>et</u> Required	Not Required
Physical Education	1 credit of HOPE PE or HOPE Core or .5 credit Personal Fitness and .5 credit P.E. elective	Not Required	Not Required
Electives	8 credits • 8 credits in elective courses, individual elective courses or intensive reading or mathematics intervention courses	3 credits in electives	3 credits in single vocational/career education program and 2 credits in electives or 3 credits in single career/technical certificate dual enrollment and 2 credits in electives or 5 credits in vocational/career education (including 3 credits in one sequential career/technical education program)

Total	24 credits	18 credits	18 credits
State Assessment Requirements ⁵	Passing scores on the Grade 10 FCAT <u>and the Algebra 1 EOC</u> or scores on a standardized test that is concordant with passing scores on the FCAT/ <u>Alg EOC</u> (ACT or SAT)	Passing scores on the Grade 10 FCAT <u>and the Algebra 1 EOC</u> or scores on a standardized test that is concordant with passing scores on the FCAT/ <u>Alg EOC</u> (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements ⁶	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 2.0 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits

End of Course Assessments

- Earn passing score on the Algebra 1 EOC Assessment in order to ~~earn course credit~~ earn a standard diploma and the score will count as 30% of the course grade
- ~~Earn a passing score on the~~ Geometry EOC ~~a~~ Assessment in order to ~~earn course credit~~ will count as 30% of the course grade
- ~~Earn a passing score on the~~ Biology 1 EOC Assessment in order to ~~earn course credit~~ will count as 30% of the course grade
- ~~One of the four credits in mathematics must be Algebra 2 or a series of courses equivalent to Algebra 2 as approved by the SBOE~~

Courses identified as equivalent courses for math and sciences are listed:

<http://info.fl DOE.org/docushare/dsweb/Get/Document-6097/dps-2011-69b.pdf>

Courses identified as equally rigorous are listed:

<http://info.fl DOE.org/docushare/dsweb/Get/Document-6096/dps-2011-69a.pdf>

Online Graduation Requirement

Beginning with students entering Grade 9 in the 2011-2012 school year, at least one course within the 24 credits required in this subsection must be completed through online learning.

A school district may not require a student to take the online course outside the school day or in addition to a student's courses for a given semester. [Beginning with the 2013-2014 school](#)

year. Drivers Education will not meet this requirement. An online course, at the high school level, taken during grades 6 through 8 fulfills this requirement. This requirement shall be met through an online course offered by the Florida Virtual School, an online course offered by the high school, or an online dual enrollment course. A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45 meets this requirement This requirement does not apply to a student who has an individual educational plan under s. 1003.57, F.S., which indicates that an online course would be inappropriate or an out-of-state transfer student who is enrolled in a Florida high school and has less than 1 academic year remaining in high school.

Lincoln Park Academy Additional Graduation Requirements

- Science – 4 credits
- Social Studies – 4 credits
- Foreign Language - 2 credits
- IB Diploma can be substituted to meet graduation requirements

Standard High School Diploma Designations s.1003.4285 F.S

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Students have the opportunity to earn a diploma designation if they meet the following criteria:

Scholar Designation

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- Earn 1 credit in Algebra II (in addition to the 30% of course average)
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Earn 1 credit in Chemistry or Physics and 1 credit in a course equally rigorous to Chemistry or Physics
- Earn 2 credits in the same world language
- Earn 1 credit in AP, AICE, IB or a dual enrollment course
- Pass the Algebra II common core assessment when the state transitions
- Pass the Biology 1 EOC
- Pass the 11th grade ELA common core assessment when the state transitions
- Pass the US History EOC assessment

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Merit Designation

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

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Graduation Requirements for Transfer students

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Students transferring into grades 9 or 10 must fulfill the graduation requirements of their class.

Students transferring into grades 11 or 12 must take a full schedule of courses to comply as closely as possible to the graduation requirements of their class.

Requirements of St. Lucie County Public Schools are not retroactive for students who transfer to St. Lucie County late and who cannot meet Florida graduation requirements. These students must meet the graduation requirements of the State or school system from which they transferred. These students shall also be assigned full-class loads each year and shall take as many required courses as practical.

If these students meet the following criteria they shall receive a St. Lucie County diploma.

- Pass the FCAT and Pass the Algebra 1 EOC
- Earn Cumulative GPA of 2.0 on a 4.0 scale
- Eligible for diploma in their previous state
- Complete all courses in which the student was enrolled

Transfer students will not receive a diploma if:

A course has been failed (no student is required to take concurrently two required courses in the same discipline).

Students may continue in school for one additional year to receive a diploma if they do not choose to accept a Certificate of Completion.

Upon written approval of the principal or designee, a high school student needing credits for graduation may attend Indian River State College Adult High School.

Late Diploma

Students Who Meet the FCAT or Equivalent Late students who meet the assessment requirements for graduation requirements late are entitled to a diploma from the last comprehensive high school attended. There is no time limitation on when a student can return and receive their diploma. It is the responsibility of the last comprehensive high school that the student attended to implement the following procedure:

The student will need to produce documents that, when reviewed by the school, confirm that the graduation requirements have been met.

If the student is using the SAT, ACT to provide concordant scores (www.fldoe.org for concordant scores), the student must provide the school with the original test results, not a copy. If the test results were part of an official transcript, a separate test score report is not required.

The school will review the test scores and perform a credit check to ensure that graduation requirements have been met for the year the student was originally scheduled to graduate.

If the student is producing passing test scores, be it FCAT or concordant SAT or ACT scores as described above, these scores must be entered on test screens on Skyward Screen (Students/Student Profile/Test Scores Tab) by the school. Use the school code of 9001 (Superintendent's Office) as the assessment school.

The student must not be reentered in the school and the current demographic screen and the current Assignment History screen (Skyward – Students/Student profile / General/Profile Tab and Students/Student Profile/General FTE-Diploma Tab) with a revised diploma code and date. This date will be the date on which the student met graduation criteria. This is not the date when the student provided the evidence that graduation criteria was met, but is the date that the student met the last and final graduation requirement.

Students may receive back-dated diplomas. The school is not back-dating to the date the diploma should have been received (anticipated graduation date), but might need to back date to the date that all graduation requirements were met.

All hard copy documentation must be sent to the Records Center for insertion in the student's cumulative record. Please use a cover sheet when sending these records.

It is the school's responsibility to order a new diploma, reflecting the correct graduation date. The student should be told that there may be a wait time for it to arrive, however, the transcript should be made available immediately so that the student can pursue postsecondary options.

Second Year Senior

Any student who did not complete the graduation requirements who is entitled to a certificate of completion, may refuse the certificate of completion and elect to remain in the secondary school on either a full-time or a part-time basis for up to one additional year, and receive special instruction designed to remedy his identified deficiencies.

If the student elects to receive the certificate of completion the student forfeits the opportunity to receive instruction by remaining in the high school as a second year senior.

The awarding of other than a standard diploma does not preclude a student with disabilities from returning to school until a standard diploma is awarded or the student ages out.

ESE students who receive a certificate of completion have until the end of the semester in which they turn 22 to meet the graduation requirements in order to receive their high school diploma from the high school they attended.

Acceleration/ACCEL

The St. Lucie School District offers many opportunities to our students including Academically Challenging Curriculum to Enhance Learning (ACCEL) options. (F.S. 1002.3105) We offer whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade-level subjects; and the Credit Acceleration Program. ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.

Eligibility Criteria for ACCEL options

In order to participate in whole-grade promotion and mid-year promotion, high school students must earn the required credits required for promotion, have passed their grade level FCAT and be on an early graduation plan. In secondary grades, students may accelerate in grade level only by subject area acceleration offered at the school site or through virtual education in order to earn required credits for promotion. Students must demonstrate excellence in requested subjects through grades and standardized tests(if available).

All students requesting ACCEL options must also demonstrate satisfactory school attendance with no more than five unexcused absences per year.

A parent seeking an ACCEL option for their child should contact the school ~~counselor~~, principal. If a student is eligible to participate, the parent will sign a performance contract, related to the requested ACCEL option, executed by the student, the parent and the ~~counselor and approved by the~~ principal. If the principal initiates the student's participation in the ACCEL option, the contract is not required but may be used at the discretion of the principal. If a student fails to meet the conditions of the performance contract, they will be dismissed from the ACCEL option.

Notes: Mid-year and Whole grade promotion options will only be considered for the beginning of each semester and will not be approved once the semester of instruction has started. Students in tenth grade are not eligible for mid-year promotion due to the required FCAT in tenth grade.

Early Graduation as ACCEL Option

Students who meet graduation criteria may graduate in three years or at the end of second semester of their senior year. (six or seven semesters rather than the typical eight) Students graduating a semester early remain eligible for senior activities and are ranked within their cohort group. Students intending to utilize Bright Futures Scholarships in the spring of their senior year must apply before the published August deadline.

Eligibility Criteria:

- Student must meet all general graduation requirements of their cohort. Cohort requirements are based on the year the student enters ninth grade.
- Potential early graduates will be notified of the possibility in a timely manner so that they may indicate their intent to graduate.

Procedures:

- Once a student has been identified as eligible for early graduation, the parent and student will be notified in writing that they have met criteria for early graduation.
- The parent must sign the early graduation intent form by the deadline indicated in the notification letter.
- Graduation Ceremony Participation:
 - Students graduating a semester early will be eligible to participate in the graduation ceremony with their cohort class and will be asked to indicate such intent.
 - Students graduating a year early will be eligible to graduate in the graduation ceremony nearest their graduation date. These students will be ranked with the class that they are graduating with, provided they have achieved senior status and indicated intent to graduate by the end of their fifth semester of high school.

Graduation Exercises

Graduation exercises will be held for each high school on the date established by the school calendar in a facility large enough to accommodate all graduating seniors and their guests in a single ceremony.

Principals should insure that graduation exercises do not become a burden on the students or their parents.

Students who meet all graduation requirements as specified in the District Student Progression Plan may participate in graduation exercises. Graduation exercises shall be considered school functions and shall be conducted under the school's principal direction.

The principal is authorized to exclude, prior to or during graduation exercises, any student for misconduct or for refusing to follow established rules or procedures for graduation exercises.

The school principal may plan, schedule, and conduct appropriate graduation exercises with the School Board's approval.

VI. Provision for Exceptional Education Students

Promotion

Students with disabilities who are following the Common/Core/Next Generation Sunshine State Standards are expected to meet the same promotion requirements as their non-disabled peers at the appropriate grade levels (see General Education Requirements for Promotion).

Students with disabilities, who follow a modified curriculum, as determined by the IEP, must master the appropriate standards for Special Diploma/Common Core/Next Generation Sunshine State Standards Access Points. The teacher(s) of record is responsible for the assessment, remediation, and documentation of mastery of standards for a Special

Diploma/Common Core/ Next Generation Sunshine State Standards Access Points.

Student progress from grade to grade will be based on achievement. A student may not be promoted based on age or other factors that constitute social promotion.

If the student has a disability, the IEP team must convene to review the following factors when determining whether promotion or retention is appropriate.

- successful completion of IEP goals and objectives
- chronological age
- grades earned in all courses
- attendance
- physical and social maturity
- alternate assessment
- need for extended school year

The school principal must confer with the student's IEP team, which must include the parent, to consider all of the factors above when determining whether promotion or retention is appropriate.

Students enrolled in one or more of the following programs as their only exceptionality (ies) must follow general education curriculum, with or without accommodations, and shall meet all of the promotional requirements for basic education.

- Gifted
- Speech Impairment
- Homebound/Hospitalized
- Visually Impaired

Retention

The principal will establish procedures for notifying parents of a student who is not meeting promotion requirements. Parents of a student with disabilities, who is not making satisfactory progress throughout the year, should be notified by convening the IEP team. The IEP should be reviewed to ensure that appropriate goals, special education services, and provisions for progress monitoring are in place to address the lack of expected progress. If a student is being considered for retention, the parents must be notified by the classroom teacher no later than the end of the third nine week period.

Benchmark

For students with disabilities, the following applies as it relates to benchmark testing:

- Any student with a disability exempted from FCAT and alternately assessed will be exempted from the benchmark tests.
- Any student with a disability following a modified (not parallel) ESE curriculum in any setting, and participating in FCAT, will take the benchmark tests. The grade will not be averaged for a final grade. (Classes with 7 million course codes indicate a modified curriculum.)

Students with Individual Education Plans specifically indicating special diploma standards be taught in a general education setting may be considered in this category.)

- Any student with a disability participating in an ESE course with a general education course code will take the benchmark tests and their grade will receive value added points according to the standard district criteria.
- Any student with a disability participating in the general education curriculum in the general education classroom will take the benchmark tests. Their grade will receive value added points according to the standard district criteria.

Extended School Year

Extended school year is based on requirements of the Individuals with Disabilities Act (IDEA) and implementing regulations at 34CFR-300.309. Extended school year (ESY) services must be considered by the individual educational plan (IEP) or family support plan (FSP) teams (for children ages three through five years) as part of the provision of a free and appropriate public education (FAPE) for students with disabilities.

Extended school year services have been identified in case law as individualized instructional services beyond the regular 180-day school year for students with disabilities receiving special education services. ESY is defined in more detail at 34-CFR 300.309(b) as –special education and related services that (1) are provided to a child with a disability; (i) beyond the normal school year of the public agency; (ii) in accordance with the child’s IEP; and (iii) at no cost to the parent of the child; and (2) meet the standards of the State Education Agency (SEA)

Parental requests for ESY services must be considered. However, if the ESY services are requested by the parent but the IEP or FSP team does not see the provision of the requested ESY services as necessary for provision of FAPE, then a written informed notice of refusal must be provided.

Determination of ESY Services

Determination of the need for ESY services is an IEP or FSP team decision (for children ages three through five years) designed to ensure the provision of FAPE. The need for ESY services must be determined for every student with a disability (Pre-K – 12), every year. If need is demonstrated in the area of academic skills (or for Pre-K students, developmentally appropriate pre-academic skills), communication, independent functioning, and self-sufficiency, and/or social/emotional or behavioral skills, as they relate to critical life functions, special education or related services may be required. ESY is not intended to provide education beyond that which has been determined necessary by the IEP or family support plan team to ensure FAPE. In many cases, not all of the services specified in an individual student’s IEP or FSP for the 180-day school year need to be provided as part of ESY services. The IEP team will determine the services needed during ESY and the goals and objectives that are to be addressed. The team will review the worksheet entitled:

Criteria that can be used to determine whether a student is eligible for ESY services include,

but are not limited to:

- Regression/recoupment
- Critical point of instruction
- Emerging skills
- Nature or severity of disability
- Interfering behaviors
- Rate of progress
- Special circumstances (e.g., transition from school to work)

It is important that a variety of criteria or factors be considered in order to ensure provision of FAPE. For example, it would be inappropriate to rely on regression/recoupment data to make a determination of need for a Pre-K student, while discussion of interfering behaviors or emerging skills might be significant for that child.

The consideration of both formal and informal evaluations, as well as documentation of individual student performance, are valuable in assisting an IEP or family support plan team in determining need and extent of ESY services for a student.

Eligibility for ESY services and/or the duration of services cannot be limited based on the type or degree of disability. The fact that a student has made progress toward annual goals or has met annual goals during the school year also does not exclude a student from receiving ESY services.

*What Criteria are **INAPPROPRIATE** for Determining ESY Services?*

ESY services are required for those students with disabilities who require these services in order for FAPE to be provided. ESY is **NOT**:

- Child care
- Respite care
- Intended to maximize educational opportunity or potential growth
- Based on specific area of disability, level of service, or type of classroom placement
- One size fits all
- A longer school day

IEP Annual Goal Progress Reports

Annual Goal Progress Reports for individual education plan (IEP) annual goals and education plan (EP) goals must be provided to parents to communicate student progress toward annual goals. IEP progress reports must be provided at least as often as that of general education students in their assigned school or more frequently as identified by the IEP. This requirement is in addition to the academic progress reports and report cards (Rule 6A-6.03028). The minimum frequency for reporting progress for students with disabilities is every 4 ½ weeks. The minimum frequency of reporting progress for students in the gifted program is every 9 weeks for grades K – 5, every 18 weeks for grades 6-8, and every 36 weeks for grades 9-12.

Graduation Options

A student may exit high school with either a Standard Diploma or Special Diploma Option 1 or Special Diploma Option 2. If a student does not fulfill criteria for a diploma, the student may exit with a Certificate of Completion. The selection of a diploma option must take place at an individual education plan (IEP) conference during the eighth grade or prior to the student turning fourteen years of age. Parents must be involved in the decision making process when selecting a diploma option. They must be informed about course/credit requirements for each diploma option and the postsecondary options available with each diploma.

Students with disabilities, who receive a certificate of completion, have until the end of the semester in which they turn 22 to meet the graduation requirements in order to receive their high school diploma from the high school they attended.

Students enrolled in one or more of the following programs as their only exceptionality(ies) must follow general education curriculum, with or without accommodations, and shall meet all of the promotional requirements as their non- disabled peers leading toward a standard or honors diploma.

- Gifted
- Speech Impairment
- Homebound/Hospitalized
- Visually Impaired

Standard Diploma

A standard high school diploma will be awarded to students who meet the credit requirements and demonstrate mastery of the State Student Performance Standards that apply, have the state required grade point average and pass the state required test. The requirements for a student with a disability to receive a standard diploma are the same as for a student without a disability.

Requirements for Standard Diploma for Students with Disabilities;

Students with disabilities should be awarded credit toward a standard diploma under the following conditions:

- Assignment to a standard course taught by a special education teacher with the same student performance standards as those required of non-exceptional students in the District Student Progression Plan; or
- Assignment to a basic education class for instruction that includes:
 - accommodations specified in the IEP to accommodate the student's disability.
 - The district shall determine which of these strategies to employ based upon an assessment of the student's needs and shall reflect this decision in the student's individual education plan.
- The aforementioned requirements for graduation apply equally to students in exceptional student education programs, who will receive a standard

diploma; however, Section (F.S. 1003.438), and Rule 6A-6.0312, FAC, authorize district school boards to modify courses and programs for students in special education programs.

- As outlined below, basic courses shall be modified by providing necessary accommodations to assure students with disabilities the opportunity to meet the graduation requirements for a standard diploma. Vocational courses and programs of study shall be modified, as necessary, to assure students with disabilities the opportunity to meet graduation requirements for a standard diploma.
- Accommodations to basic courses shall not include modification to the curriculum frameworks, course description, or student performance standards.
- When modifying vocational courses, the particular outcomes and student performance standards, which a student must master to earn credit, must be specified on the student's individual education plan. Accommodations to basic or vocational courses may include any of the following:
 - The instructional time may be increased or decreased,
 - Instructional methodology may be varied,
 - Special communication systems may be used by the teacher or the students,
 - Classroom and district test administration procedures and other evaluation procedures may be modified as specified in Rule 6A-1.0943, FAC, to accommodate the student's disability.
- When modifying basic courses, one of the following strategies shall be used (as specified in Rule 6A-6.0312, FAC):
 - Assignment of the student with disabilities to an ESE class for instruction in a basic course with the same student performance standards as those required of non-exceptional students in the district student progression plan, or
 - Assignment of the student with disabilities to a basic education class for instruction which is modified to accommodate the student's instructional needs due to their disability.
 - The district shall determine which of these strategies to employ based on an assessment of the student's needs and reflect this decision in the student's individual education plan.
- The IEP committee shall document on the IEP developed during the student's eighth grade school year, or the IEP developed during the year prior to reaching age fourteen, whichever comes first, whether the student is pursuing a course of study toward a Standard or Special Diploma. This recommendation shall be reviewed annually.

- Nothing contained in this plan shall be construed to limit or restrict the right of a student with disabilities solely to a Special Diploma: Any student with disabilities shall be afforded the opportunity to fully meet all requirements of Section 1003.43, Florida Statutes, through the procedures established therein, and thereby qualify for a Standard Diploma as prescribed in Rule 6A-1.095, FAC, upon graduation. Parents of each student shall be notified through the IEP process of the diploma options available.

Students with disabilities working towards a standard diploma shall be required to pass the FCAT or earn the required concordant score on the ACT or SAT.

The IEP shall indicate the other standardized tests the student will take including but not limited to FCAT Writes and FCAT.

Test accommodations are allowable as prescribed by the state and producers of tests for a standard high school diploma.

Students with disabilities shall meet the Algebra I or equivalent requirement.

Students with disabilities must maintain a 2.0 grade average for a standard diploma.

Waiver of the FCAT and/or EOC Graduation Requirements for Students with Disabilities:

Students with disabilities who are working toward a standard high school diploma are expected to participate in the FCAT and FCAT 2.0; however, legislation provides for a waiver of the FCAT and FCAT 2.0 as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments after attempting the FCAT twice and EOC once.

The individual educational plan (IEP) team may request a waiver of the FCAT/FCAT 2.0 requirement for a standard high school diploma for those students with disabilities identified in the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities Act (ENNOBLES) who also meet the requirements set forth in Sections 1003.43(11)(b) or 1003.428(8)(b), Florida Statutes.

The individual educational plan (IEP) team may request a waiver of an end-of course assessment for those students with disabilities as defined in s.1007.02(2), F.S.

FCAT Waiver Requirements:

A student with disabilities may receive a standard high school diploma, without passing all or parts of the FCAT, if the following conditions are met:

- Be identified as having a disability as defined in Section 1007.02(2), F.S.
- Have an individual educational plan (IEP)
- Have been provided with instruction to prepare students to demonstrate

proficiency in the core content knowledge and skills necessary for grade-to-grade progression and high school graduation

- Have taken the Grade 10 FCAT with appropriate, allowable accommodations at least twice, once in grade 10 and once in grade 11
- Have demonstrated mastery of the Grade 10 Sunshine State Standards(SSS)/Next Generation Sunshine State Standards (NGSSS)or Common Core State Standards as appropriate.
- Be progressing toward meeting the state's 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirement for graduation with a standard diploma as described in sections 1003.428(1) or 1003.43(1), F.S.
- Through a formal IEP meeting, the IEP team is required to determine and document on the DOE prescribed form, -Waiver of FCAT Graduation Requirement for Students With Disabilities, that the FCAT cannot accurately measure the student's abilities, taking into account appropriate, allowable accommodations.

End-of-Course Waiver Requirements:

- Be identified as a student with a disability, as defined in s. 1007.02(2), F.S.
- Have an active individual educational plan
- Have taken the EOC assessment with appropriate allowable accommodations at least once
- Have demonstrated, as determined by the IEP team, achievement of the course standards

Factors the IEP team would consider may include but are not limited to:

- Has the student been enrolled in courses leading to a standard diploma and had multiple opportunities to demonstrate proficiency of the standards that are assessed by the Grade 10 FCAT assessment or EOC assessment ?
- Was the student in the proper courses?
- Did the student follow appropriate standards for a Standard Diploma and are the student's grades and classroom performance reflective of mastering the NGSSS?
- What has been the student's past performance on FCAT?
- What has been the student's course performance for specific EOC assessed subjects?
- Did the student participate in remediation activities?
- Has the student taken the Grade 10 FCAT with appropriate, allowable accommodations at least twice, once in grade 10 and once in grade 11, or if not continuously enrolled in public schools in Florida, at least once during each year of enrollment in grades 10 and 11?
- Has the student taken the appropriate EOC at least once?
- Has the student taken the appropriate FCAT at least twice?

- How did the student perform on other standardized academic assessments, such as the SAT, CPT or ACT in Reading
- How was the student's performance in core academic courses (e.g. language arts, mathematics, etc.) including classroom work, end-of-the-year/semester exams, and teacher observations?
- How was the student's performance in higher-level courses (e.g., honors, advanced placement) or in secondary courses through dual enrollment?

The parent/adult student shall be notified of the IEP Team decision.

In addition, the Superintendent/Designee shall review the IEP team decision and sign-off on all cases where the FCAT is waived. All applicable due process procedures apply.

Ennobles provisions for transition to post-secondary education allow for the following to take place for students with disabilities:

- A student who has been awarded a special diploma or a certificate of completion is eligible to enroll in career education programs, and a student with a documented disability may be eligible for reasonable substitutions as prescribed in F.S. 1007.264 and 1007.265.
- In addition, any student with a disability, except for those who have intellectual disabilities, shall be eligible for reasonable substitutions for any admissions requirements, when documentation is provided that the person's failure to meet the admissions criteria is due to the disability.
- Any student with a disability, except for those who have intellectual disabilities, shall be eligible for reasonable substitutions for graduation, for admission into a program of study, or for entry into the upper division, where documentation is provided that the person's failure to meet the admissions criteria is related to the disability, and where failure to meet the graduation requirements or program admission requirements does not constitute a fundamental alteration in the nature of the program.
- The Certificate of Completion will be awarded to students who have met Standard Diploma requirements but have not passed the Florida Comprehensive Assessment Test (FCAT) for those students enrolled in 9th grade during or after the 1999-2000 school year.
- The Vocational Certificate of Program Completion is awarded (in addition to a diploma) to students successfully completing a vocational job-preparatory program.

Special Diploma Option 1

A minimum 2.0 grade point average requirement is applicable to students earning a Special Diploma entering 9th grade during the 2010 – 2011 school year and thereafter.

Completion of Sunshine State Standards/Next Generation Standards Access Points and

for students entering 9th grade prior to the 2008 – 2009 school year, 24 credits including:

Special Diploma Option 1	
Subject Areas ESE Courses	Credits
Language Arts (Includes all reading and English courses. Students must be enrolled in a language arts course each of the 4 years.)	4 credits
Mathematics (Includes 9-12 math and math access point courses)	3 credits
Science (Includes 9-12 science and science access point courses)	3 credits
Social Studies (Includes 9-12 social studies and social studies access point courses)	3 credits
Life Management	½ credit
Visual Performing Arts	½ credit
Physical Education	1 credit
Electives <i>May be comprised of vocational, special skills courses, supported courses, miscellaneous courses, chorus/band, learning strategies, physical education, and other basic education courses including community-based instruction.</i>	8 ½ credits
Practical Arts	½ credit

Special Diploma Option 2

Includes procedures for determining and certifying mastery of demonstrated academic, employment and community competencies in accordance with Rule 6A1.0996, FAC.

The School Board's requirements for demonstration of mastery of specified academic, employment and community competencies ensure:

- The student has achieved all the annual goals and short-term objectives as were specified on the IEP related to the employment and community competencies.
- The student is employed in a community-based job, for the number of hours per week specified in the student's training plan, for the equivalent of one (1) semester, and paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act.
- The student has mastered the employment and community competencies

specified in the training plan. The training plan is developed and signed by the student, parent, teacher, and employer prior to employment and identifies the following:

- The expected employment and community competencies
- The criteria for determining and certifying mastery of the competencies
- The work schedule and the minimum number of hours to be worked per week
- A description of the supervision to be provided by school district staff
- Student mastery of performance standards may be documented through grades and skills checklists. Monthly time cards and employer evaluations are required. Written documentation of student mastery must minimally include the date each standard was mastered, and signed by the teacher who verifies mastery. Written documentation shall be maintained in the student's cumulative file.
- Diploma procedures - Students may select and move between two special diploma options and between courses of study leading to Standard or Special Diplomas, as appropriate.
- The IEP committee shall document whether the student is pursuing a course of
- study leading toward a Standard or Special Diploma on the IEP developed during the student's eighth grade year, or the IEP developed during the year prior to the student's fourteenth birthday, whichever occurs first. This decision must be reviewed annually.
- Nothing contained in this plan shall be construed to restrict the right of an exceptional student solely to a Special Diploma. The parents of a student eligible for a Special Diploma for students with disabilities shall be notified in writing of the options available under this rule prior to tenth grade FCAT testing.

Subject Area ESE Courses	Total Credits Required: 12
Language Arts	2 credits
Math	2 credits
Employability Skills	1 credit
Elective/Vocational	7 credits

- Any student with disabilities, upon written request by his/her parent or guardian, shall be afforded the opportunity to fulfill all of the requirements for a Standard Diploma as designated by Florida Statutes and State Board of Education Rule 232.246. The awarding of other than a Standard Diploma does not preclude a student with disabilities from returning to school until a standard diploma is awarded or the end of the semester in which the student turns 22 years of age.

Placement of Transfer ESE Students

Individual education plans (IEPs) and educational plans (EPs) for transferring exceptional students (State Board of Education Rule 6A-6.0334)

A student in an ESE program, who had an IEP or EP in effect in a previous Florida school district and transfers to St. Lucie County, will, in consultation with the parents, be provided a free and appropriate public education (FAPE). Services will be comparable to those described in the student's IEP or EP from the previous Florida school district until St. Lucie County Public Schools either:

- Adopts the student's IEP or EP from the previous district; or
- Develops, adopts, and implements a new IEP or EP that meets the applicable requirements of Rules 6A-6.03011 through 6A-6.0361, F.A.C.

If a student in exceptional education has an IEP or EP that was in effect in a previous school district, in another state or United States Territory, transfers to St. Lucie County within the same school year, St. Lucie County Public Schools will, in consultation with the parents, provide the student with FAPE (including services comparable to those described in the student's IEP or EP from the previous school district), until St. Lucie County Public Schools:

- Conducts an initial evaluation pursuant to subsections 6A-6.0331(4) and (5), F.A.C., if determined necessary; and
- Develops, adopts, and implements a new IEP or EP that meets the applicable requirements of Rules 6A-6.03011 through 6A-6.0361, F.A.C.
- St. Lucie County Public Schools is not required to obtain parental consent for the initial provision of services for transferring students in exceptional programs determined eligible for services in Florida under this rule.

To facilitate the transition of a transfer student with a disability, St. Lucie County Public Schools will take reasonable steps to promptly obtain the student's records, including the IEP or EP and supporting documents and any other records relating to the provision of special education or related services to the student, from the previous school district in which the student was enrolled.