

St. Lucie

PUBLIC SCHOOLS



Student Progression Plan *High School*

2019-2020

Board Approved May 2020

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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

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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. 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.

Classroom Teacher Transfer Request Process:

A parent requesting that his or her child be transferred to another classroom teacher must put the request in writing to the Principal. The request should include the reason for the transfer. This policy does not give a parent the right to choose a specific classroom teacher. Such requests will be considered and the parent will receive notification of approval or denial within 2 weeks of receiving the written request. If the request for transfer is denied, the parent will be notified of the reason for the denial.

Teacher teaching out-of-field Student Transfer Request Process:

A parent whose child is assigned an out-of-field teacher may request that his or her child be transferred to an in-field classroom teacher within the school and grade in which the child is currently enrolled. The school must approve or deny the parent's request and transfer the student to a different classroom teacher within a reasonable period of time, not to exceed 2 weeks, if an in-field teacher for that course or grade level is employed by the school and the transfer does not violate maximum class size pursuant to s. 1003.03 and s. 1, Art. IX of the State Constitution. If the request for transfer is denied, the school will notify the parent and specify the reasons for the denial. This provision does not provide the parent the right to choose a specific teacher.

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.

When transferring from other counties within Florida the parent will be requested to sign a 30-day exemption form at the school site in order for the student to be admitted to class until the Certificate of Immunization is sent to the school from the previous school district or presented to the school by the parent. Students who are experiencing homelessness and students who are known to the department, as defined in s. 39.0016, shall also be given a temporary exemption for 30 days school days.

Mandatory exclusion from school is required by Florida law after the expiration of the 30-day exemption and/or the immunization record is received and the student is not in compliance with the Florida state required grade/age appropriate immunizations.

A 30 day immunization exemption for immunizations cannot be given to students if they are:

- 1) enrolling in school for the first time (initial enterer).
- 2) transferring in from another state.
- 3) transferring in from another country.

These students must provide the school with an updated Immunization Record (DH 680 form) certifying compliance with the Florida Compulsory School Immunization Law in order to be admitted or allowed to attend school.

Students shall be exempt from the immunization requirement if they present to the school a valid DH Form 681 for religious exemption from immunizations.

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

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 or defers acceptance of the standard diploma 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

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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.

Attendance during Spring 2020 COVID-19 Virtual Instruction

Attendance is still a requirement in an online setting and is a record that is frequently monitored for compliance. The School District continually evaluates all guidance from the Florida Department of Education and provides flexibility for schools while meeting accountability mandates.

Each day, students verify attendance by logging into their CANVAS Dashboard and completing Attendance Module. Teachers document in Skyward.

In Secondary Grades, student attendance is marked in each course, in the same manner as in a regular school day. Please click to verify attendance in all subject areas.

For **high school** courses on a block schedule, attendance must be verified at least once every other day. It is recommended to follow your existing alternating day schedule for attendance purposes. Absences will be entered into Skyward the following day in order to allow students to work on a flexible schedule including evening time if that works better for a student or family.

If school staff are unable to contact the student for three consecutive days, students will be contacted by a School Staff Member. Excessive absences will result in a referral to a School Social Worker for additional support.

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.

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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 – BIC (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

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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

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- 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

Excused Absences for Treatment of Autism Spectrum Disorder (6A-1.09515 section 1003.21 (2)(b)2., FS)

A student diagnosed with Autism Spectrum Disorder and who has an appointment, partial day or full day with a health care practitioner to receive generally recognized services such as applied behavioral analysis, speech therapy, and occupational therapy will have the absence excused when the school is provided the following documentation:

Written verification from the provider to include: date, time, contact information of the provider. Written verification must be provided within 3 school days in order for the absence to be excused.

The request for students to leave school should not interrupt core academic instruction, or to the least amount of time as possible. The parent request will be made to the principal in advance in order for permission to be granted. The parent will follow-up with the required documentation of the student attending the scheduled appointment.

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; ESE specialist school-based for students in an ESE program; 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

Students in Exceptional Student Education Programs

In the case of a student eligible for an ESE program with excessive absences, an IEP Team meeting must be conducted in collaboration with appropriate members of the PST/Attendance Committee to determine if the absences are related to the student's disability. The meeting will be required when the 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 as is required for nondisabled students. Attendance data shall be reviewed and used as one indicator of a student's access to instruction.

If the IEP Team determines that the excessive absences are related to the student's disability, the IEP team must take appropriate action to ensure the provision of services to allow the student to access the general curriculum in the least restrictive environment.

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. 322.91. 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.

- Any exceptional education student, the IEP/EP team is required to meet to address the concerns and needs of the student

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

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(only needed for absences *not* related to the medical condition) 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 (only needed for absences *not* related to the medical condition) 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

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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. Students receiving services under the Homebound/Hospitalized Program may also be exempt from the physician's authorization requirement.

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

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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 or 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 a habitual truant

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- 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 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.

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A physician licensed in Florida in accordance with Chapter 458 or 459, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with paragraph 6A6.0331(3)(e), F.A.C., must certify that the student:

- 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 on the District ESE Website, 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 Student Evaluation

The minimum procedures for evaluation shall include the following:

(a). A current medical report from a licensed physician, as defined in paragraph (2)(a) of this rule, describing the following:

- The disabling condition or diagnosis with any medical implications for instruction,
- A statement that the student is unable to attend school,
- The plan of treatment,
- Recommendations regarding school re-entry and other school-related activities; and;
- An estimated duration of the condition or prognosis

(b). The team determining eligibility may require additional evaluation data. This additional evaluation data must be obtained at no cost to the parent.

(c). A physical reexamination and medical report by a licensed physician or physicians, which may be requested by the administrator of exceptional student education or the administrator's designee on a more frequent basis than annually, may be required if the student is scheduled to attend school part of the day during a recuperative period of readjustment to a full school schedule. This physical reexamination and medical report shall be obtained at no cost to the parent.

The completed Homebound/Hospitalized referral must be sent to the ESE District Office.

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

Procedures for providing an individual educational plan (IEP) or individualized family support plan (IFSP). IEP or IFSP shall be developed or revised following determination of eligibility in accordance with this rule. A student may be assigned to both a homebound or hospitalized program and to a school-based program due to an acute, chronic, or intermittent condition as certified by a licensed physician, as specified in subparagraph (2)(a)1. of this rule. This decision shall be made by the IEP or IFSP team in accordance with the requirements of Rule 6A-6.03028 or 6A-6.03029, F.A.C.

Instructional services. The following settings and instructional modes, or a combination thereof, are appropriate methods for providing instruction to students determined eligible for these services:

(a) Instruction in a home. The parent, guardian or primary caregiver shall provide a quiet, clean and well-ventilated setting where the teacher and student will work; ensure that a responsible adult is present; and establish a schedule for student study between teacher visits that takes into account the student's medical condition and the requirements of the student's coursework.

(b) Instruction in a hospital. The hospital administrator or designee shall provide appropriate space for the teacher and student to work and allow for the establishment of a schedule for student study between teacher visits.

(c) Instruction through telecommunications or electronic devices. When the IEP or IFSP team determines that instruction is by telecommunications or electronic devices, an open, uninterrupted telecommunication link shall be provided at no additional cost to the parent, during the instructional period. The parent shall ensure that the student is prepared to actively participate in learning.

(d) Instruction in other specified settings. The IEP or IFSP team may determine that instruction would be best delivered in a mutually agreed upon alternate setting other than the home, hospital or through telecommunications or electronic devices.

(e) Instruction in a school setting on a part-time basis may be appropriate as the student transitions back to the student's regular class schedule, if the IEP or IFSP team determines this meets the student's needs.

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 772-468-5712.
- A dismissal or discontinuation staffing will be scheduled with the student's assigned school.
- The IEP team will address reevaluation prior to dismissal from the Homebound/ Hospitalized Program.

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

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 Mosaic Digital Academy or 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 F.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 F.S. 1008.22 (3)(c)2. All statewide assessments must be taken at the school that the student 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 F.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 F.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.

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(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

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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 and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

Disability History and Awareness Weeks

The first two weeks of October are Disability History and Awareness Weeks. Section 1003.4205, Florida Statutes, entitled Disability History and Awareness Instruction, was signed into law in 2008. It requires school districts to designate the first two weeks of October as Disability History and Awareness Weeks and promotes providing instruction for students in all public schools to expand student knowledge, understanding, and awareness of individuals with disabilities, disability history, and the disability rights movement.

Pledge of Allegiance

In order for a student to be excused from participation in reciting the pledge a written request from a parent must be submitted to the Principal. Upon receipt of this request, the student will be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention, men removing the headdress, except when such headdress is worn for religious purposes. S.1003.44

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

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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
- Energy
- Engineering & Technology Education
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, and Service
- Manufacturing
- Marketing, Sales and Service
- Transportation, Distribution, and Logistics

Career and Technical Programs consist of a sequence of courses that align with Bright Futures Gold Seal Vocational (GSV) Scholars and Gold Seal CAPE (GSC) 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.
- By successfully earning a minimum of five (5) postsecondary credit hours through CAPE Industry Certifications that articulate for college credit and accumulating at least 30 service hours, along with meeting the general eligibility requirements for Bright Futures, a student can earn the Gold Seal CAPE Scholars designation and scholarship. The Gold Seal CAPE Scholars rewards Florida CTE graduates for Gold Standard Industry Certifications.
- Local articulation agreements for advanced standing at the postsecondary level are aligned with program completions.
- Statewide Career and Technical Education Articulation Agreements award college credit based on earning Gold Standard Industry Certification.
- Opportunities to achieve a marketable industry certifications are offered in Career and Technical Education programs.
- Students earn Merit Diploma Designation by meeting the standard high school diploma requirements and attaining one or more industry certification from the list established (per section 1003.492, Florida Statutes [F.S.]).
- A career and professional academy (CAPE) 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. CAPE academies shall be offered by public schools and school districts.

The changes above are based on FL DOE information found on the links listed below.

Changes to the List of Career and Technical Clusters are based on list found at link below:

<http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml>

Changes to Gold Seal Scholarships are based on Pages 6 and 7 of the Bright Futures Initial Eligibility Requirements:

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

Changes to Industry Certification, Gold Standard Articulation and CAPE information are based on information found at link below:

<http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml>

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:

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- 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
WP	N/A	N/A	withdrawn when passing virtual class
WF	N/A	N/A	withdrawn when failing virtual class

**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 = 40%

2nd 9 weeks = 40%

Semester exam = 20%

Total First Semester

Grade = 100%

3rd 9 weeks = 40%

4th 9 weeks = 40%

Semester exam = 20%

Total Second Semester

Grade = 100%

Semester 1 / Semester 2

Only

1st 9 weeks = 40%

2nd 9 weeks = 40% Semester exam = 20%

In courses with State End-Of-Course Exams, the grading algorithm will change in alignment with F.S. 1008.22:

Full Year

1st 9 weeks = 35%

2nd 9 weeks = 35%

Comprehensive State End-of-Course Exam = 30%

Total First Semester Grade = 100% *

3rd 9 Weeks = 35%

4th 9 Weeks = 35%

Comprehensive State End-Of-Course Exam = 30%

Total Second Semester Grade = 100%

Semester 1 / Semester 2

Only

1st 9 weeks = 35%

2nd 9 weeks = 35%

Comprehensive State End-of-Course Exam = 30%

* No credit or grade will be earned in the first semester in courses with End-of-Course State Exams until scores are received at applied for 30% of the grade.

Spring 2020, Semester 2 Grading Policy as related to cancellation of exams during COVID-19

For the 2019-2020 school year, local final exams and State End-Of-Course Exams were

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cancelled.

Therefore, the second semester final grade calculation policy and the EOC course mid-term and final grade calculation in the Student Progression Plan are waived and replaced with the calculations below:

Grading Calculations for Semester 2 (19/20SY):

For standard, non-EOC courses

Second Semester Final Grade:

50% = 3rd quarter classroom grade

50% = 4th quarter classroom grade

100% = Final Grade

EOC Courses:

Mid-term grade:

50% = 1st quarter classroom grade

50% = 2nd quarter classroom grade

100% = Mid-term Grade

Second Semester Final Grade:

50% = 3rd quarter classroom grade

50% = 4th quarter classroom grade

100% = Final Grade

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 - 4.00	A
2.51 - 3.50	B
1.51 - 2.50	C
.51 - 1.50	D
0 - 0.50	F

If a student receives two report card academic grades of F in a semester of a course, the semester average is automatically determined as an “F” except in EOC courses.

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 (32x .02=.64). This weight would be added to his/her cumulative GPA.

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 profiled if the student has taken the relevant Advanced Placement examination and had earned a score of 3 or higher on that exam.

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 for students to select scholastically challenging courses
- To determine the valedictorian and salutatorian of each class.
- To provide colleges and universities the requested rank.
- 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.

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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 official titles of Valedictorian and Salutatorian are awarded to the students who are ranked first and second respectively in a graduating class and meet all criteria of enrollment to receive a class rank.

The final class rank will be computed at the conclusion of the first 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).

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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 Students with Disabilities – Grades 9-12

All teachers, regardless of a student's exceptionality, must assign grades utilizing the same report card as general education students.

The following statements apply to grading students with disabilities who are accessing the NGSSS/FS whose IEP indicates that the student does not meet exemption criteria from state and district tests:

- Grades are to reflect the student's academic progress based on the NGSSS/FS with the use of accommodations for the grade level/course in which the student is enrolled.
- The grade must not be based upon the student's IEP goals, effort or conduct.
- The grade must provide, for both students and parents, a clear indication of each student's academic performance as compared with norms which would be appropriate for the grade or subject, with appropriate accommodations if indicated on the IEP or section 504 plan.
- No student with disabilities shall be denied the opportunity to earn above average grades because of the provision of accommodations that were deemed appropriate by an IEP/Section 504 team.
- Receiving appropriate accommodations does not ensure average/above average grades.
- Specific information regarding a student's progress toward mastery of IEP goals must be provided to the parent four times a year, concurrent with the issuance

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.

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. A same or comparable course meets the same subject area requirement for graduation. A non-specific course requirement may be forgiven by another course within the same subject area. 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. An elective is considered any course that is not used for a specific graduation requirement.

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.

A student may not earn more credit for a course than the credit amount designated in the Florida Course Code Directory. Earned credit values for any second attempt or duplicate courses (that do not fall under grade forgiveness policy) will be removed.

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

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transfer work and credit for students entering Florida's public schools Effective July 1, 2013, the procedures shall be as follows:

1. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (2) of this rule. Assessment requirements for transfer students under Section 1003.4282, F.S., must be satisfied.
2. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.
3. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
 - a. Portfolio evaluation by the superintendent or designee;
 - b. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - c. Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools;
 - d. Satisfactory performance on nationally-normed standardized subject area assessments;
 - e. Satisfactory performance on a statewide, standardized assessment; or
 - f. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(d) and (e) of this rule if required.

If a student transfers to a Florida Public High school from out of state, out of country, private school or home school, the student's transcript will be reviewed to determine if the student is required to take the Florida End-of-Course Assessment for Algebra 1 in accordance with the State Uniform Transfer of High School Credit policy. Refer to <http://www.fldoe.org/bii/studentpro/pdf/HS-Assessments-State.pdf> for list of state-by state assessment information for Algebra 1.

See graduation requirements for additional information related to transfer students.

Rulemaking Authority 1003.25, 1003.4282 FS. Law Implemented 1003.25, 1003.4282 FS. History—New 8-28-00, Formerly 6-1.099, Amended 9-22-03, 4-30-12, 3-25-14.

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

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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 (2 days if on an alternating block) 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

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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.
- 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

High School Promotion Requirements

Cohort-Based Grade Placement

High school students must earn 24 or 18 (ACCEL) designated credits to graduate. Grade placement will correspond with the student's number of years in high school until the end of their fourth year. This will be known as Cohort-Based Grade Placement whereby the student begins high school as a freshman, the second year of high school attendance will carry the designation of sophomore; the third year of high school attendance will carry the designation of junior and the fourth year of high school will carry the designation of senior.

*Students seeking ACCEL diploma will be promoted to senior status at the beginning of their fifth semester if they have 14 credits and meet the following requirements:

- earned three credits in either required ELA or Mathematics courses
- scheduled in all required classes during the regular seven period
- on track to graduate in six semesters.

Students seeking the ACCEL diploma but not promoted to senior status at beginning of third year, will be promoted at the semester if on track for graduation at that time.

For the purposes of participating in senior activities, a student must be declared a "senior in good standing." This designation requires that students have earned 17 credits and are on track to graduate. Students on track to earn ACCEL diploma must meet the above mentioned criteria before participating in senior activities.

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

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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. 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 may be used to earn credit for the course through the Credit Acceleration Program (CAP).

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

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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 family access 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 state assessments 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 performing at Levels 1 and 2 or levels identified by the state on the reading portion of identified state assessment.
- By grade, the number and percentage of all students retained.
- 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.

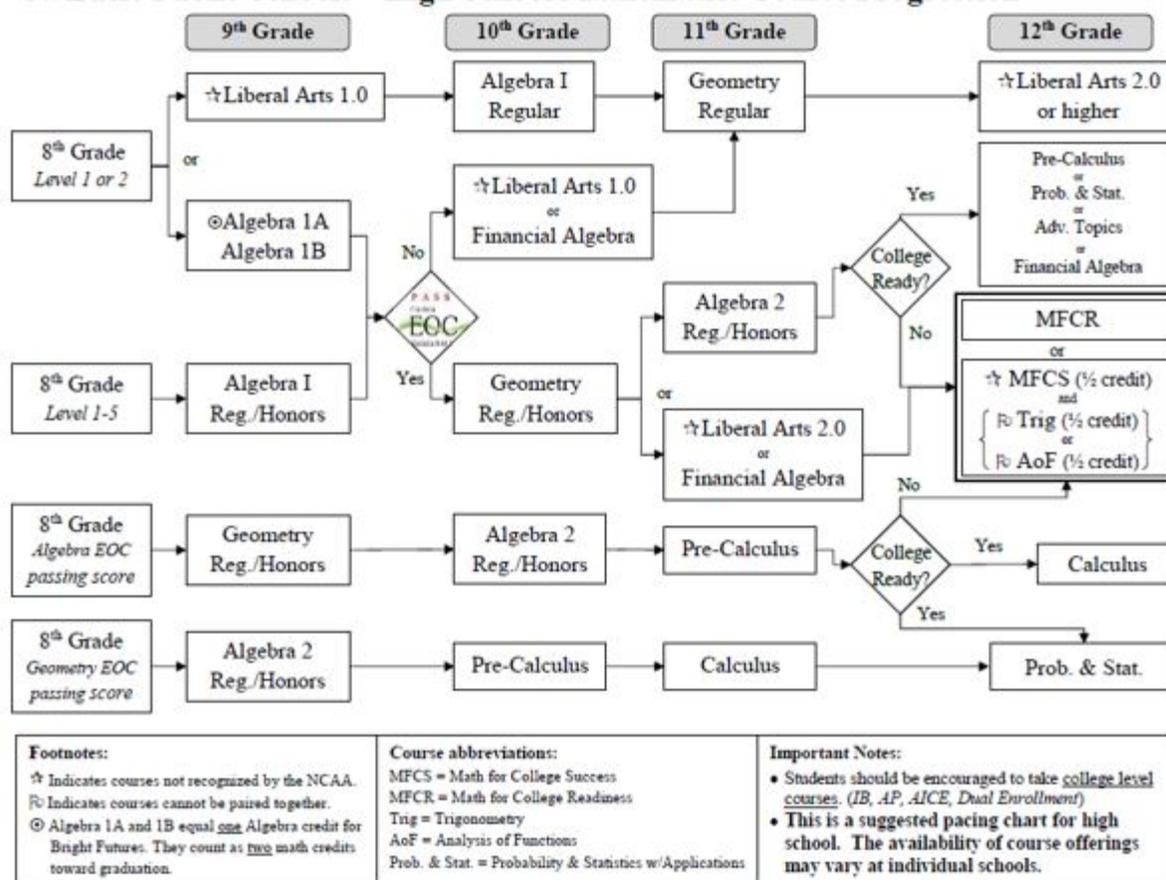
Secondary Assessment, Curriculum, and Instruction

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 requirement that all students in grades 6- 12, scoring at levels 1 or 2 on the Reading portion of the state assessment be provided remediation in reading.

Students scoring Level 1 and Level 2 or levels identified by the state on the identified state assessment in mathematics must receive remediation the following year.

Students entering the district without – a state assessment 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)).

St. Lucie Public Schools – High School Mathematics Course Progression



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.

** 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.

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.

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

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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

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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.

****Students who earn credit by examination must understand that course credit may not be recognized by some entities (i.e. *NCAA Clearinghouse). In addition, if a student fails the course and elects to use a passing EOC score to CAP the credit, the failing grade will remain on the transcript and continue to be calculated in the grade point average.***

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.

Please see the Dual Enrollment Articulation Agreement between SLPS and IRSC for requirements, criteria and expectations for Dual Enrollment ([Articulation Agreements](#)).

High School Membership Requirements

In order for students to derive the maximum benefit from educational opportunities available, the high school program of the District is intended to be a program of full-time enrollment and

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attendance. High school students, while enrolled in the district, shall be enrolled and in attendance on a full-time, seven course basis throughout the academic year. Maximum course enrollment, including Dual Enrollment, shall not exceed seven courses, unless needed for credit recovery or early graduation.

The following are exempt from the requirements of this policy:

- A senior student enrolled beyond four years in a high school program.
- A senior student who is enrolled full-time in Dual Enrollment courses. Full-time enrollment requires a minimum of 12 college credits per semester.
- A senior who does not need a full-time schedule to meet graduation requirements and the meets the following criteria:
 - A minimum of a 2.0 GPA
 - The student is enrolled in any required remedial classes required based on graduation assessments or PERT.
 - A schedule can be developed that has no gaps during the day (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 dropped off and picked up by an approved family member. Students who are regularly tardy or do not leave campus when course schedule is through for the day will be scheduled for a full day of courses. (Reminder, School Board Policy does not permit students to transport other students during school hours).
- Signed and notarized parent or guardian permission.

B. *Graduation Requirements*

<http://www.fldoe.org/core/fileparse.php/7764/urlt/1415forwardflyer.pdf>

Graduation is the completion of all the requirements to receive a high school diploma. Graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate curriculum or an Advanced International Certificate of Education curriculum or 18 credits for the ACCEL diploma, or 18 credits for the CTE pathway. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admissions.

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

STUDENTS ENTERING GRADE NINE IN THE 2013-14 SCHOOL YEAR

Subject Area	Graduation Requirements of the 24 Credit Diploma	Graduation Requirements of the ACCEL 18 Credit Diploma Option
English Language Arts	4 credits, ELA I, II, III, IV (ELA honors, AP, AICE, IB and dual enrollment courses satisfy this requirement)	4 credits, ELA I, II, III, IV (ELA honors, AP, AICE, IB and dual enrollment courses satisfy this requirement)
Mathematics	4 credits * <ul style="list-style-type: none"> • One of which must be Algebra 1 • One of which must be Geometry 	4 credits * <ul style="list-style-type: none"> • One of which must be Algebra 1 • One of which must be Geometry
Science	3 credits ** <ul style="list-style-type: none"> • One of which must be Biology • Two of which must have lab requirement 	3 credits ** <ul style="list-style-type: none"> • One of which must be Biology • Two of which must have lab requirement
Social Studies	1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics	1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics
Fine and Performing Arts, Speech and Debate, or Practical Arts	1 credit (Eligible courses are specified in the Florida Course Code Directory)	1 credit (Eligible courses are specified in the Florida Course Code Directory)
Physical Education	1 credit (must include the integration of health)	not required
On-line required	1 course	not required
Electives	8 credits	3 credits
Total	24 credits	18 credits
GPA	2.0 on 4.0 scale	2.0 on 4.0 scale

* An industry certification that leads to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)

** An industry certification that leads to college credit may substitute for one science credit (except for Biology). An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology)

State Assessment Requirements:

- Students must pass the following statewide assessments for the 24 credit, the ACCEL 18, and the CTE 18 credit diploma:
 - Grade 10 ELA or a comparative score as indicated on “Concordant and Comparative Scores” chart below.
 - Algebra 1 end-of-course (EOC) or a comparative score as indicated on “Concordant and Comparative Scores” chart below.

STUDENTS ENTERING GRADE NINE IN THE 2014-15 SCHOOL YEAR AND BEYOND

Subject Area	Graduation Requirements of the 24 Credit Diploma	Graduation Requirements of the ACCEL 18 Credit Diploma Option
English Language Arts	4 credits, ELA I, II, III, IV (ELA honors, AP, AICE, IB and dual enrollment courses satisfy this requirement)	4 credits, ELA I, II, III, IV (ELA honors, AP, AICE, IB and dual enrollment courses satisfy this requirement)
Mathematics	4 credits * <ul style="list-style-type: none"> • One of which must be Algebra 1 • One of which must be Geometry 	4 credits * <ul style="list-style-type: none"> • One of which must be Algebra 1 • One of which must be Geometry
Science	3 credits ** <ul style="list-style-type: none"> • One of which must be Biology • Two of which must have lab requirement 	3 credits ** <ul style="list-style-type: none"> • One of which must be Biology • Two of which must have lab requirement
Social Studies	1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics	1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics
Fine and Performing Arts, Speech and Debate, or Practical Arts	1 credit (Eligible courses are specified in the Florida Course Code Directory)	1 credit (Eligible courses are specified in the Florida Course Code Directory)
Physical Education	1 credit (must include the integration of health)	not required
On-line required	1 course	not required
Electives	8 credits	3 credits
Total	24 credits	18 credits
GPA	2.0 on 4.0 scale	2.0 on 4.0 scale

* An industry certification that leads to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)

** An industry certification that leads to college credit may substitute for one science credit (except for Biology). An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology)

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*** Beginning with the 2019-2020 school year, a student who earns a computer science credit may substitute the credit for up to one credit of the mathematics requirement (with the exception of Algebra I and Geometry) or up to one credit of the science requirement (except for Biology I).

<http://www.fldoe.org/core/fileparse.php/7746/urlt/1920CCD-Basic9-12.pdf>

<https://info.fldoe.org/docushare/dsweb/Get/Document-8647/DPS%202019-124%20Memo.pdf>

State Assessment Requirements:

- Students must pass the following statewide assessments for the 24 credit, the ACCEL 18, and the CTE 18 credit diploma:
 - Grade 10 ELA or a comparative score as indicated on “Concordant and Comparative Scores” chart below.
 - Algebra 1 end-of-course (EOC) or a comparative score as indicated on “Concordant and Comparative Scores” chart below.

For the 2019-2020 school year, local final exams and State End-Of-Course Exams were cancelled.

Therefore:

Seniors graduating in Spring 2020 that have not met the exit criteria for Algebra I EOC and/or Grade 10 ELA FSA, or earned a concordant score, the requirement to pass the tests will be waived. However, students must still earn the necessary credits and meet the GPA requirements to graduate.

Non-seniors in the Spring of 2020: The Department of Education is waiving the requirement for non-senior students who are currently enrolled in a course that requires an EOC to take the associated EOC in SY1920. However, non-seniors who have yet to pass the Grade 10 FSA ELA must still meet the exit criteria by passing that assessment during a future administration or earning a concordant score. Though non-senior students enrolled in the EOC course of Algebra 1 are not required to take the Algebra 1 EOC, they must still meet the mathematics assessment graduation requirement by either passing the Algebra 1 EOC (offered four times each year) during a future administration, earning a concordant score, or passing the Geometry EOC during a future administration.

Concordant and Comparative Scores for Required Graduation Statewide Assessments

A student can also meet assessment graduation requirements by earning a concordant or comparative score.

The table below shows the concordant and comparative scores students may use to satisfy assessment graduation requirements.

Concordant and Comparative Scores

Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading	
Available for <i>all</i> students who entered grade 9 in 2010–11 and beyond:	
SAT Evidence-Based Reading and Writing (EBRW)*	480
ACT English and Reading subtests**	18
Available <i>only</i> for students who entered grade 9 prior to 2018–19:	
SAT EBRW*	430
SAT Reading Subtest*	24
ACT Reading	19
Algebra 1 EOC (FSA or NGSSS)	
Available for <i>all</i> students who entered grade 9 in 2010–11 and beyond:	
PSAT/NMSQT Math***	430
SAT Math****	420
ACT Math	16
Available <i>only</i> for students who entered grade 9 prior to 2018–19:	
PERT Mathematics	97

*Administered in March 2016 or beyond. Students who entered grade 9 prior to 2018–19 may also use a concordant score of 430 on SAT Critical Reading if it was earned prior to March 2016.

**The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (0.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

***Administered in 2015 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

****Administered in March 2016 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

In accordance with section (s.) 1008.22, Florida Statutes (F.S.), all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment and all students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing concordant or comparative score on file.

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. This requirement does not apply to students receiving the ACCEL Diploma Option. 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. 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 Mosaic Digital Academy, Florida Virtual School, an online course offered by the high school, or an online dual enrollment course. A student may satisfy this requirement with completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the Career and Professional Education Act (CAPE) Industry Certification Funding List (s. 1008.44, F.S) or passage of the

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information technology certification examination without enrollment in or completion of the corresponding course(s). Should a student earn any other industry certification on the CAPE Industry Certification Funding List resulting from enrollment in a CTE information technology course, then that eligible industry certification would satisfy the online course graduation requirement. This would include students enrolled in Cyber Security, Digital Information Technology (previously named IT or CCC) and Game and Simulation.

A CAPE Digital Tool certificate does not satisfy this requirement. 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 has less than 1 academic year remaining in high school.

Lincoln Park Academy Additional Course Requirements: *(LPA students are required to enroll in additional core classes however, a standard diploma cannot be denied based on failure to successfully complete this school requirement).*

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

Standard High School Diploma Designations s.1003.4285 F.S

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

Scholar Designation Criteria for Students Entering Grade Nine in the 2014-15, School Year and Forward

In addition to meeting the 24 credit standard high school diploma requirements, a student must

- Earn 1 credit in Algebra II (or an equally rigorous course)
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Earn 1 credit in Chemistry or Physics
- Earn 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 Biology 1 EOC assessment
- Pass the US History EOC assessment

- A student is exempt from the Biology 1 or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course and the student
 - Takes the respective AP, IB, or AICE assessment; and
 - Earns the minimum score to earn college credit.

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- More information coming from DOE regarding or 2020 graduates as related to state cancellation of EOCs

Merit Designation

- Meet the standard high school diploma requirements
- Attain 1 or more industry certifications under s.1003.492, F.S

Florida Seal of Biliteracy Designation

OPTION 1 (via credits)

Silver via course credits

(4 total foreign language courses. 3.0 unweighted GPA in those 4 courses)

- *Students can qualify for a **SILVER** Seal of Biliteracy through option 1, earning:
 - *four (4) foreign language course credits in the same foreign language
 - *cumulative 3.0 unweighted grade point average or higher on a 4.0 scale in those foreign language courses

Gold via course credits

(4 total foreign language courses. 3.0 unweighted GPA in those 4 courses AND Level 4 on Grade 10 ELA)

- *Students can qualify for a **GOLD** Seal of Biliteracy through option 1, earning:
 - *four (4) foreign language course credits in the same foreign language
 - *cumulative 3.0 unweighted grade point average or higher on a 4.0 scale in those foreign language courses

and

- *level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA)

OPTION 2 (via test scores)

SILVER Seal

Examination	Score or Performance Level
SAT Subject Test	600 or higher
College Level Examination Program (CLEP) Level 1 Language Exam	Spanish 50-62 French 50-58 German 50-59
International Baccalaureate Language Exam	4 or higher
Advanced Placement Language Exam	3 or higher
Advanced International Certificate of Education Subject Test	A, B, C, D, or E
American Sign Language Proficiency Interview (ASLPI)	3 or higher
Sign Language Proficiency Interview: American Sign Language (SLPI:ASL)	Intermediate Plus or higher
American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance Toward Proficiency in Language (AAPPL) Interpersonal Listening, Interpersonal Speaking, Interpretive Listening, and Presentational Writing	Intermediate Mid or higher
ACTFL Oral Proficiency Interview (OPI)	Intermediate Mid or higher
Standards-based Measurement of Proficiency for Grade 7-Adult (STAMP4S)	Intermediate Mid or higher
ACTFL Latin Interpretive Reading Assessment (ALIRA)	I-2 or higher

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GOLD Seal

Examination	Score or Performance Level
SAT Subject Test	700 or higher
College Level Examination Program (CLEP) Level 2 Language Exam	Spanish 63 or higher French 59 or higher German 60 or higher
International Baccalaureate Language Exam	5 or higher
Advanced Placement Language Exam	4 or higher
Advanced International Certificate of Education Subject Test	A, B, C, D
American Sign Language Proficiency Interview (ASLPI)	4 or higher
Sign Language Proficiency Interview: American Sign Language (SLPI:ASL)	Advanced Plus or Higher
American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance Toward Proficiency in Language (AAPPL) Interpersonal Listening, Interpersonal Speaking, Interpretive Listening, and Presentational Writing	Advanced Low or Higher
ACTFL Oral Proficiency Interview (OPI)	Advanced Low or Higher
Standards-based Measurement of Proficiency for Grade 7-Adult (STAMP4S)	Advanced Low or Higher
ACTFL Latin Interpretive Reading Assessment (ALIRA)	1-5 or higher

Graduation Requirements for Transfer students

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 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 Public Schools diploma.

- Pass the FSA ELA or state assessment 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

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graduation may attend Indian River State College Adult High School.

Late Diploma

Students who meet the assessment requirements for graduation late are entitled to a diploma from their last high school attended. There is no time limitation for when a student may 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, PSAT or PERT to provide concordant/comparative 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. The scores will be entered on test screens by the school using school code 9001. The school will update the diploma code and date. The graduation date and the back-dated diploma will be the date that the student met the final graduation requirement.

The school will order a diploma once graduation is verified. Although there will be a wait time for the diploma, the updated transcript can be provided immediately.

All hard copy documentation will be sent to the Records Center with a cover sheet for insertion in the student's cumulative record.

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 state assessment 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. 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 state assessment 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. Students intending to utilize Bright Futures Scholarships in the spring of their senior year must apply before the published August deadline. This policy applies to 24 and 18 credit early graduates.

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.

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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.

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 Students Eligible for Section 504

A student is eligible for accommodations under Section 504 of the Rehabilitation Act of 1973 if the student is determined to have a physical or mental impairment that substantially limits one or more major life activities of such student. [Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104]

In addition, a student with either a record of impairment, or who is regarded as having impairment, is protected from discrimination under both Section 504 and the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act of 2008 (effective January 1, 2009). Congress declared that its purpose in amending the ADA was to reinstate a broad scope of protection, to carry out its objectives of providing "a clear and comprehensive national mandate for the elimination of discrimination," and set forth "clear, strong, consistent, enforceable standards addressing discrimination."

A student meets the requirement of being regarded as having impairment by establishing that the student has been subjected to a prohibited act because of an actual or perceived physical or mental impairment, whether or not the impairment limits or is perceived to limit a major life activity. This provision shall not apply to a student's impairments that are transitory and minor. A transitory impairment has an actual or expected duration of six months or less. A Problem-Solving Team must meet as necessary to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one or more of the student's major life activities.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activities also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

In deciding eligibility, the Problem-Solving Team will consider information from a variety of sources, including medical documentation, behavioral observations, checklists, classroom tests, teacher recommendations and/or reports, current grades and trends, academic history, standardized test reports, and other relevant information.

The Problem-Solving Team determines accommodations to be included on the Section 504 Accommodation Plan to ensure an equal opportunity to master the General Education content requirements.

Students who Transfer with Section 504 Accommodation Plans

A transferring student with an active Section 504 Accommodation Plan is a student who was previously enrolled in any other school or agency with an active Section 504 Accommodation Plan, and who is enrolling in a Florida school district. Upon notification that a transferring student has an active Section 504 Accommodation Plan, the receiving school must review and revise, as necessary, the existing active Plan and supporting documentation. Until that review is complete, the receiving school must implement the student's current Section 504 Accommodation Plan to the maximum extent reasonable in the current placement. If, following the receiving school's review, it is determined that the Section 504 Accommodation Plan is not appropriate; the school must evaluate the student consistently with Section 504 procedures, and develop and implement an appropriate Section 504 Accommodation Plan.

VI. Provision for Exceptional Education Students Promotion

Students with disabilities who are following the Florida Standards/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 entered 9th grade prior to 2013-2014 school year and who follow

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Access course curriculum, as determined by the IEP, must master the appropriate Florida Standards/Next Generation Sunshine Standards. The teacher(s) of record is (are) responsible for the assessment, remediation, and documentation of mastery of the appropriate 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.

s.1003.5716

STUDENTS WITH DISABILITIES.—Beginning with students entering grade 9 in the 2014-2015 school year, this subsection applies to a student with a disability.

(a) A parent of the student with a disability shall, in collaboration with the individual education plan (IEP) team during the transition planning process pursuant to s. 1003.5716, declare an intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirements pursuant to this section shall be awarded a certificate of completion.

(b) The following options, in addition to the other options specified in this section, may be used to satisfy the standard high school diploma requirements, as specified in the student's individual education plan:

1. For a student with a disability for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student's skills:
 - a. A combination of course substitutions, assessments, industry certifications, other acceleration options, or occupational completion points appropriate to the student's unique skills and abilities that meet the criteria established by State Board of Education rule.
 - b. A portfolio of quantifiable evidence that documents a student's mastery of academic standards through rigorous metrics established by State Board of Education rule. A portfolio may include, but is not limited to, documentation of work experience, internships, community service, and postsecondary credit.
2. For a student with a disability for whom the IEP team has determined that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate his or her skills:
 - a. Documented completion of the minimum high school graduation requirements, including the number of course credits prescribed by rules of the State Board of Education.
 - b. Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team.
 - c. Documented successful employment for the number of hours per week specified in the student's transition plan, for the equivalent of 1 semester, and payment of a minimum wage in compliance with the requirements of the federal Fair Labor Standards Act.
 - d. Documented mastery of the academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team, the employer, and the teacher.

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The transition plan must be developed and signed by the student, parent, teacher, and employer before placement in employment and must identify the following:

- (I) The expected academic and employment competencies, industry certifications, and occupational completion points;
- (II) The criteria for determining and certifying mastery of the competencies;
- (III) The work schedule and the minimum number of hours to be worked per week; and
- (IV) A description of the supervision to be provided by the school district.

3. Any change to the high school graduation option specified in the student's IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572.

(c) A student with a disability, who has met requirements for a standard diploma and whose IEP requires special education, transition planning, transition services or related services through the age of 21 may defer receipt of their standard diploma. **Parents and students must be notified in writing by January 30th of the year in which the students is expected to meet all graduation requirements. Parent or student over the age of 18 for whom rights have transferred must respond to accept graduation with a standard diploma or defer by May 15th of the same year.** Once a student defers the acceptance of the standard diploma, he/she must be enrolled in accelerated college credit instruction pursuant to s. 1007.27, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.

Note: Failure to attend the graduation ceremony does NOT constitute deferral.

(d) A student with a disability who receives a certificate of completion and has an individual education plan that prescribes special education, transition planning, transition services, or related services through 21 years of age may continue to receive the specified instruction and services.

(e) Any waiver of the statewide, standardized assessment requirements by the individual education plan team, pursuant to s. 1008.22(3)(c), must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in s. 1003.572.

Students who have to meet the graduation requirements for a Standard Diploma may defer the receipt of the diploma and continue to receive FAPE until the semester in which they turn 22.

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.

The established policy on student promotion is the same for students with disabilities as it is for nondisabled students. The IEP team does not have the authority to make promotion or retention decisions. The IEP team does have the obligation to convene and review the students' progress, to make recommendations to address the needs of the student, and to collaborate with the principal. The parent must be invited to the IEP team meeting and the team should review all relevant data including but not limited to:

- successful completion of IEP goals and objectives

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- chronological age
- grades earned in all courses
- attendance
- physical and social maturity
- alternate assessment
- need for extended school year

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.

Progress Monitoring Assessments

For students with disabilities, the following applies as it relates to Progress Monitoring Assessments:

Any student with a disability scheduled with a general education course code will participate in general education progress monitoring.

Any student with a disability scheduled with an Access point course code will participate in alternate progress monitoring.

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, the team must consider needs beyond regression/ recoupment data, such as discussion of interfering behaviors or emerging skills might be significant for that student.

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/EP 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 9 weeks. The minimum frequency of reporting progress for students in the gifted program is every 36 weeks for grades 9-12.

Graduation Options

Students entering high school during or after the 2013-2014 school year, will be eligible to pursue a standard diploma either following standard curriculum, or Access courses for those students whose IEP team has determined the student meets eligibility for instruction in a modified curriculum. If a student does not fulfill criteria for a diploma, the student may exit with a Certificate of Completion. The selection of a diploma course of study 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.

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 general education or 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 an Access course taught by a general education or special education teacher using the Access Points for the general education course performance standards.

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- Access courses are setting neutral; they can be assigned to an ESE student in a general education setting or an ESE setting.
- 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.
- As outlined below, basic courses shall be accommodated 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 accommodated, 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 accommodating 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 accommodated as specified in Rule 6A-1.0943, FAC, to accommodate the student's disability.
- When accommodating 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 accommodated to address 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, that the student is pursuing a course of study toward a Standard 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.

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

Students with disabilities working towards a standard diploma taking Access Point courses shall be required to pass the FSAA/EOC Assessments based on cohort.

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

Waiver of Statewide, Standardized Assessment Results for Students with Disabilities

Section 1008.22(3)(c) 1., Florida Statute (F.S.), requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. Assessment results may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade or a standard high school diploma. This includes the Florida Standards Assessment, all end-of-course assessments and the Florida Standards Alternate Assessment. Specific requirements regarding the waiver process are found in s. 1008.22(3)(c), F.S.

The purpose of the consideration for a waiver of statewide, standardized assessment results is for eligible middle and high school students to earn a course grade or a standard high school diploma.

Eligibility Criteria for Waiver Consideration

To be considered for a statewide, standardized assessment results waiver, the following criteria **MUST** be met:

- The student must be identified as a student with a disability, as defined in s. 1007.02 F.S.
- The student must have an individual educational plan (IEP).
- The student must have taken the statewide, standardized assessment with appropriate accommodations at least once.
- In accordance with s. 1008.22(3)(c)2., F.S., the IEP team must make a determination of whether a statewide standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities.

The IEP team must convene to analyze the information needed to consider whether a student is eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade or a standard diploma. The IEP team must document the team's analysis of the student's performance data used to make the decision to grant or deny a waiver of statewide, standardized assessment results.

IEP Teams must consider each student individually for each assessment for which the student may be eligible to waive the statewide, standardized assessment results. More than one statewide, standardized assessment can be considered during an IEP team meeting; however, each waiver of assessment result should be considered individually and documented separately.

The IEP team may meet at any time, after the student's first administration of the assessment, to verify that the criteria have been met and **must** document the team's determination and information analyzed in making the decision.

The team may review evidence that includes, but is not limited to:

- Classroom work samples
- Course grades
- Teacher observations
- Relevant classroom data derived from formative assessments
- Intensive remediation activities on the required course standards
- Higher-level, related coursework (honors, advanced placement, etc.)
- Related postsecondary coursework through dual enrollment
- Other standardized academic assessments, such as the SAT, the ACT, or Postsecondary Education Readiness Test (P.E.R.T).
- Student work portfolio

Informing the Parent(s) and Student

Section 1003.4282(11) F.S., states: Beginning with students entering grade 9 in the 2014-2015 school year...(c) Any waiver of the statewide, standardized assessment requirements by the individual education plan team, pursuant to s. 1008.22(3)(c), must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in s. 1003.572.

Independent reviewers may include appropriately licensed behavior analysts, speech-language pathologists, or occupational therapists, physical therapists, psychologists and clinical social workers.

Tracking Progress

- Documentation of mastery of standards will be maintained. Tracking student progress through a checklist of course standards allows for cumulative documentation and helps guide services and instructional decisions that will lead to increased positive student outcomes.
- Cumulative documentation may include a simple checklist in which teachers initial and date each required standard at the time that satisfactory performance is demonstrated, or the documentation may be based on a more elaborate portfolio featuring work samples reflecting satisfactory performance of each required standard.
- For students who are assessed on the **Florida Standard Alternate Assessment** and are pursuing a standard diploma in accordance with Rule 6A-.09963(3)(d), F.A.C., **"a graduation portfolio of quantifiable evidence of achievement is required."**

Students who are assessed on the **Florida Standard Alternate Assessment** have specific requirements. State Board of Education Rule 6A-1.09963(3)(d), Florida Administrative Code, (F.A.C.) states the following:

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- The development of a graduation portfolio of quantifiable evidence of achievement is **required**.
- The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials, that demonstrate growth, improvement, and mastery of required course standards.
- Multi-media portfolios that contain electronic evidence of progress, including videos, and audio recordings, are permissible.
- Community based instruction, MOCPs [modified occupational completion points], work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

Other Options

Students who do not pass a required statewide, standardized assessment and are not found eligible to waive the results have the following options:

- Return to high school to continue working toward passing the assessment or meeting the criteria for a waiver of the results until reaching the age of 22
- Receive a score comparable (a concordant score) to the passing score for the required statewide standardized assessment on the SAT, ACT, PSAT, or P.E.R.T. Please refer to the Concordant Chart on page 46
- Receive assessment remediation through adult education
- Prepare for the high school equivalency test through adult education
- Receive a Certificate of Completion
- 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 FSA ELA testing.

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 with a disability has an IEP 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

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in the student's IEP 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 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.

If a student in exceptional education has an 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 Public Schools will, in consultation with the parents, provide the student with FAPE (including services comparable to those described in the student's or EP from the previous school district), until St. Lucie Public Schools adopts and implements a Florida EP that meets the requirement of Rule 6A -030191, F.A.C.

Students who transfer with gifted eligibility from another state are eligible to continue to receive gifted services in Florida public schools and **may not be required to meet Florida gifted eligibility criteria.**

The St. Lucie Public School district is not required to obtain parental consent for the initial provision of services for a transferring gifted student determined eligible under this rule.

A gifted plan could include documentation from the previous school district in another state that the student was determined eligible for gifted services in accordance with the applicable requirements of that state and was receiving gifted services.

To facilitate the transition of a transfer exceptional education student, 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.