

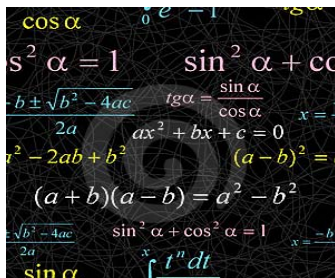
.....Committed to Excellence.....

# THE STUDENT PROGRESSION PLAN

.....Committed to Excellence.....

## FOR CALHOUN COUNTY SCHOOLS

### 2011-2012 SCHOOL YEAR





**Calhoun County School District  
2011-2012 Student Progression Plan  
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# **Calhoun County School District**

## **2011-2012 Student Progression Plan**

### **I. Introduction**

Included within this plan are policies and procedures relative to enrollment, promotion, retention, accelerated/decelerated placement, transfers, instructional programs, acceleration programs, extended year programs, dropout prevention programs, student assessment and exceptional student education.

Calhoun County School District is committed to the implementation of a Response to Intervention framework to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. The district will provide high quality instruction/intervention matched to student needs and use learning rate and level of performance to inform instructional decisions-including decisions regarding promotion, acceleration, retention, and remediation. Response to Intervention is a “data-based decision making” process applied to education. Problem solving methods and the systematic use of assessment data, at the district, school, grade, class, and individual level, will guide decisions about the allocation of resources and intensity of instruction and/or interventions needed to improve learning and/or behavior.

Faculty, staff and administrative personnel are encouraged to become familiar with the contents of this plan. Recommendations for future changes are encouraged from all concerned. The administrative staff at all schools and the district office is available to receive any questions or concerns connected with the policies or procedures presented.

### **II. Purpose**

The Calhoun County School District is dedicated to the total and continuous development of each student. The purpose of the instructional programs in Calhoun County District schools is to provide appropriate instruction and selected services to enable students to perform academically at their expected level or higher. In recognition of the wide range of students’ abilities, motivation, interests, and development, the Student Progression Plan for Calhoun County District schools establishes procedures that are to be implemented to provide each student with the opportunity to succeed in school.

The Student Progression Plan for Calhoun County School District provides school personnel, parents/guardians, students and other interested citizens the administrative procedures necessary to implement state legislative and local student progression requirements.

### **III. Goals**

The goal of the Student Progression Plan is to provide direction for students to learn and to facilitate public awareness of the requirements for each step of the educational process from kindergarten through graduation. The plan encourages programs that provide for the attainment of district and state standards; it provides for options for those students who do not accomplish certain standards within a specified time period.

It is the intent of the Florida 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. It is the ultimate goal of the legislature that every student read at or above grade level.

#### **IV. Responsibilities**

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

- It is the responsibility of the School Board and the Administration of Calhoun County School District to provide all students with research based curriculum/instruction and remedial programs. District school boards shall also assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students. Such programs will monitor progress, promote continuous achievement, and make provisions for individual differences.
- District Boards shall allocate remedial and supplemental instructional resources to students in the following priority: (1) Students who are deficient in reading by the end of grade 3; (2) Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression.
- The Board, through its administrators, will accept the responsibilities of assisting teachers with the resources and staff development to accomplish these goals and will establish procedures for record keeping certifying the accomplishment of state and district standards.
- The principal shall assume administrative responsibility for all required records and reports regarding students that transfer in the school, and for promotion or retention of students.
- Teachers are responsible for providing effective instruction and remediation. Effectiveness will be based on evidence of academic progress and establishment of a productive learning environment, e.g. good discipline, fair treatment, development of positive incentives, etc.
- Students must assume the responsibilities for learning. Educational responsibility commensurate with age and maturity must be accepted. Students must be accountable for being at school and in class. `Courtesy and good conduct is expected of all students.

## V. General Provisions-Grades K-12

### A. REQUIRED INSTRUCTION

- **Next Generation Sunshine State Standards/Common Core State Standards** Schools will provide appropriate instruction to assist students in the mastery of the Next Generation Sunshine State Standards for Language Arts, Mathematics, Science, Social Studies, Foreign languages, The Arts and Health/Physical Education. The NGSSS form the basis for curriculum, instruction and evaluation of student performance. Beginning 2011-2012 grades will begin to transition to implementation of the Common Core State Standards. Full implementation of the CCSS will take place in Kindergarten. Beginning with the 2011-2012 school year, the reading portion of the language arts curriculum shall include civics at all grade levels. Included also, will be instruction in computer literacy, critical thinking skills, problem solving, and related skills in the text of math, communications, science, and social studies.
- **Constitution of the United States** Instruction in 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 government.
- **Declaration of Independence** 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. FS. 1003.421 requires that in the last full week of classes in September all schools celebrate “Freedom Week.” During this week at least three hours of in-depth instruction on the intent, meaning, and importance of the Declaration of Independence must be included in each social studies class. In addition, at the beginning of each school day or in homeroom during this week, principals and teachers must conduct an oral recitation by students of the following portion of the Declaration of Independence:

*“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”*
- **United States/American History** The history of the United States, including the period of discovery up to the present time. 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.
- **African American History** Instruction in the history of African Americans will include the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Such history will be presented in high school American history classes, eighth grade social studies and in other grades or classes where the content is already a part of the curriculum.
- **The Holocaust** 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.
- **Character Development Program** The character development program shall be required of all grades K-12 and will be secular in nature. This program should stress patriotism, responsibility, citizenship, kindness, respect, patience, attentiveness, initiative, honesty, charity, self-control, tolerance, and cooperation.

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

Calhoun County has developed a Physical Education Plan (Appendix C).

- **Disability History and Awareness Weeks** During the first two weeks in October each year, the School Board shall designate these two weeks as “Disability History and Awareness Weeks.” During this two week period, students may be provided intensive instruction to expand their knowledge, understanding, and awareness of individuals with disabilities, the history of disability, and the disability rights movement. The instruction may be integrated into the existing school curriculum and may be delivered by qualified school personnel or knowledge guest speakers with a focus on including individuals with disabilities.

- **Other required instruction** In appropriate classes throughout the K-12 curriculum, schools will teach the following: the arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers, flag education, including proper display and salute; 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; the elementary principals of agriculture; the true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind; kindness to animals; the history of the state; conservation of natural resources; the study of Hispanic contributions to the United States; the study of women’s contributions to the United States; the nature and importance of free enterprise to the U.S. economy; the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veteran’s Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.
  
- **Middle School/High School Only Required Instruction**
  - **Teen Dating Violence** The health education curriculum should provide instruction for students in grades 7 through 12 that includes 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. (s. 1006.42, F.S.)
  - **Marriage Preparation Act** This act adds a requirement to the high school life management curriculum that “marriage and relationship skill - based education” be included in the course. (FS 1003.43 )
  - **AIDS Education** The school centers containing grades 9 - 12 will be required to teach ninth grade students the facts about AIDS, its dangers and how it is contracted.

*Documentation for all required instruction will be lesson plans, course outlines, projects, papers, portfolios, performance tasks, examinations, other relevant instructional materials or products of any combination of types of evidence.*

## B. ATTENDANCE

All children who have attained the age of six years or who will have attained the age of six years by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, are required to attend school regularly during the entire school term.

Any child who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board.

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

### **Attendance and Truancy Policies**

Each parent of a child within the compulsory attendance age shall be responsible for such child's school attendance as required by **F.S. 1003.24** Florida Statute 1003.26 requires the parent of a student to justify

each absence of the student. The justification will be evaluated based on adopted district school board policies that define excused and unexcused absences.

Excused absences may only be used for the following legitimate, documented reasons:

- Illness and/or medical care;
- Death in the Family;
- Legal Reasons;
- Religious Holidays or instruction; or
- Financial or other insurmountable circumstances as determined by the prior approval of the principal.
- Head lice, a maximum of two days for each occurrence
- Planned absence approved in advance by the principal/designee

Examples of unexcused absences may include:

- Missing the school bus
- Oversleeping
- Shopping and/or pleasure trips
- Excessive illness (without physician verification that medical condition justifies a pattern)
- Failure to communicate the reason for the absence with the school

It is the responsibility of the parent(s) or guardian(s) to provide a written statement indicating the reason for **ALL** absences within **two (2) days** of the student's return to school. If the written statement is not provided by the parent, the absence(s) will be unexcused. The written statement must include the following information for each absence:

- Date the excuse is written
- Date(s) of the absence(s)
- Full name of the student
- Reason for the absence
- Day time telephone number of parent or guardian
- Signature of the parent or guardian

Final determination of whether an absence or early dismissal is excused or unexcused is the responsibility of the local school principal/designee. Any planned absences, other than medical appointments, must be approved in advance by the principal/designee.

For grades 3-12, to receive a passing grade (60 or higher) a student must have no more than three (3) unexcused absences in a nine-week grading period. At this point a meeting will be scheduled with the principal/designee.

If a student is absent more than 5 days in a grading period due to an illness and/or medical care, written documentation from a doctor, health department, or school nurse may be requested by the principal/designee. F.S. 1003.24 states 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 from more than the number of days permitted by the district school board.

**Classwork and tests made up after an excused absence should be turned in to the teacher within five (5) days from the absence.**

#### **School Responsibility and Authority**

If a student has had at least five (5) unexcused absences, or absences for which the reason is unknown, within a calendar month or ten (10) unexcused absences, or absences for which the reason is unknown, within a 90 calendar day period, the student's primary teacher shall report to the school principal/designee that the student may be exhibiting a pattern of non-attendance.

The principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school's child study team to determine if early patterns of truancy are developing.

If the child study team finds that a pattern of nonattendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify potential remedies.

After fifteen (15) unexcused absences accumulate within any ninety (90) calendar days, the Truancy Officer will determine the appropriate steps for the enforcement of the Florida Compulsory Attendance Statute. (F.S.1003.21).

A student must attend class regularly, as established by School Board attendance policy. Students participating in teenage parent programs may be exempt from minimum attendance requirements for verified absences due to pregnancy issues or parenting obligations but shall be required to make up work missed during these absences.

### **C. TRANSFER STUDENTS**

It is the policy of the Calhoun County School Board to accept transfer credit from state recognized private or other public schools based upon the official transcript authenticated by the proper school authority. If the grading scale of the sending school is equivalent to Calhoun County Schools' grading scale, the numeric grade will be recorded. If the grading scale of the sending school is different, then the alpha grade (A, B, C, D, & F) will be the one recorded by the Calhoun County Schools.

When a student transfers in during a grading period, his or her average grade from the sending school should be calculated with what he or she earns while at the receiving school as a weighted grade. For example: if a student transfers in after 3 weeks with an 80 and earns a 60 for the remaining 6 weeks, one would multiply  $3 \times 80 = 240$ ,  $6 \times 60 = 360$ ,  $(360+240)$  divided by  $9 = 66.666 = 67$ . The final grade at the end of the nine weeks would need to be an override and it would also need to be communicated with parents that what they view on FOCUS is not the most accurate average because of the transfer grade needing to be averaged in.

A dependent child of a member of the United States Armed Forces who enters a public school at the grade 12 level from out-of-state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the grade 10 FCAT shall satisfy the assessment requirement for a standard high school diploma as provided in **s. 1003.43(5)(a)** (General requirements for high school graduation).

Students who enter a Florida public school at the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 FCAT reading required in FS. 1008.22(3) or an alternate assessment as described in FS. 1008.22(10)(b).

The school principal will determine if a transfer student must take a required EOC exam in a course for which the transfer student has already earned credit.

Students entering Calhoun District Schools during the last nine weeks of a school year shall be promoted, retained, promoted for good cause, or recommended for summer school, if available, based on grades that were obtained from the student's out of district school as well as Calhoun County School District grades. It is understood that item E of Section II and district standards will be met.

A transfer student will be given special consideration consisting primarily of awarding half credits if former school assigned half credits. **SBR 6-1.099**.

### **D. ENGLISH LANGUAGE LEARNERS (ELL)**

Limited English proficient students will receive instruction in the English language, with instruction designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible.

The district will seek to document the prior schooling experience of English Language Learners (ELLs) by means of school records, transcripts and other evidence of educational experiences, and take such

experience into account in planning and providing appropriate instruction to such students. The district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district adopted policies regarding age appropriate placement shall be followed as are followed for students born in the United States. The district may use a placement test for determining appropriate grade or course placement; such assessment may not be based in whole or in part on the student's English language proficiency. Students classified ELLs shall be placed in the appropriate English for Speakers of Other Language Arts through ESOL course and core subject area courses based on their assigned grade level.

All non-English speaking students will receive a recommended grade placement from the principal after an evaluation of the student's records and a parent conference has been held. The school may make an adjustment to the placement, but the final decision will be made by the school principal after conferring with a staffing committee.

Students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of the Grade 10 FCAT or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the FCAT or alternate assessment and receive a standard high school diploma upon passage of the Grade 10 FCAT or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

#### **E. EXCEPTIONAL STUDENT EDUCATION**

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

Students with disabilities are placed in appropriate programs by a staffing/ IEP eligibility committee. Specific eligibility criteria for placement in programs will be followed based on state board rules. The procedures for placement in exceptional education programs are prescribed in the Special Programs and Procedures Document.

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

Extended School Year (ESY) refers to additional special education and/or related services for students with disabilities to supplement the normal school year of 180 days. The IEP team, consisting of (at a minimum) the ESE teacher, regular education teacher, parent and LEA, must determine eligibility. The purpose of ESY is to maintain emerging skills and prevent regression for students with disabilities. ESY is not the same as summer school. Grades, nor credits, will be issued.

#### **F. END OF YEAR ACADEMIC PROGRESS**

**FS 1008.25(8)(a)** requires that each district annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, mathematics, and science. The district school board must report to the parent the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the students' classroom work, observations, test, district and state assessments and other relevant information.

The criteria used for student's academic progress in achieving state and district expectations for reading, writing, math, and science are as follows:

**Grade K**      Reading Readiness – Final Grade of “C” or better  
                    Math Readiness – Final grade of “C” or better  
                    Language Arts Readiness – Teacher judgment based on classroom work for writing

- Grade 1** Reading –Final grade of “C” or better  
 Math – Final grade of “C” or better  
 Science – Final grade of “S” or better  
 Language Arts – Teacher judgment based on classroom work for writing
- Grade 2** Reading –Final grade of “C” or better  
 Math –Final grade of “C” or better  
 Science – Final grade of “C” or better  
 Language Arts – Score of 4.0 or better on the spring Calhoun Writes
- Grade 3** Reading – Score a Level 3 or above on FCAT Reading and final grade of “C” or better  
 Math – Score a Level 3 or above on FCAT Math and final grade of “C” or better  
 Science - Final grade of “C” or better  
 Language Arts – Score of 4.0 or better on the spring Calhoun Writes
- Grade 4** Reading – Score a Level 3 or above on FCAT Reading and final grade of “C” or better  
 Math – Score a Level 3 or above on FCAT Math and final grade of “C” or better  
 Science - Final grade of “C” or better  
 Language Arts – Score of 4.0 or better on FCAT Writing/spring Calhoun Writes
- Grade 5** Reading – Score a Level 3 or above on FCAT Reading and final grade of “C” or better  
 Math – Score a Level 3 or above on FCAT Math and final grade of “C” or better  
 Science - Score a Level 3 or above on FCAT Science and final grade of “C” or better  
 Language Arts – Score of 4.0 or better on the spring Calhoun Writes
- Grades 6–7** Reading – Score a Level 3 or above on FCAT Reading and final grade of “C” or better.  
 Math – Score a Level 3 or above on FCAT Math and final grade of “C” or better.  
 Science -Final grade of “C” or better  
 Language Arts – Score of 4.0 or better on spring Calhoun Writes
- Grade 8** Reading – Score a Level 3 or above on FCAT Reading and final grade of “C” or better  
 Math – Score a Level 3 or above on FCAT Math and final grade of “C” or better  
 Science - Score a Level 3 or above on FCAT Science and final grade of “C” or better  
 Language Arts – Score of 4.0 or better on FCAT Writing/spring Calhoun Writes
- Grade 9** English/Reading – Score a Level 3 or above on FCAT Reading and final grade of “C” or better  
 Math –Pass the Algebra 1 EOC or final grade of “C” or better in Algebra 1a  
 Science – Final grade of “C” or better  
 English/Writing – Score of 4.0 or better on FCAT Writing/ spring Calhoun Writes
- Grade 10** English/Reading – Level 3 or above on FCAT Reading and final grade of “C” or better  
 Math -Final grade of “C” or better  
 Science – Final grade of “C” or better  
 English/Writing – Score of 4.0 or better on FCAT Writing/ spring Calhoun Writes
- Grades 11-12** English/Reading – Final grade of “C” or better in English and passed FCAT Reading or made a concordant score  
 Math – Final grade of “C” or better in math and passed FCAT or made a concordant score  
 Science – Final grade of “C” or better

Each final report card will list a comment for each course listed above indicating if the student has met or exceeded minimal district expectations in this area or has not met minimal district expectations in this area.

## G. PROGRESS MONITORING

Student performance in reading, writing, language arts, science and mathematics will be evaluated at each grade level and reported to parents or guardians. Students who are identified as not proficient according to district criteria or who do not meet specific levels of performance on statewide assessments as determined by the Commissioner of Education will be provided intensive 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. Universal screening and ongoing progress monitoring will be used to evaluate the effectiveness of instruction, identify student levels of performance and rates of progress and monitor their response to interventions. Nonproficient students will be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. Remedial and supplemental instructional resources must first be allocated to students who are deficient in reading by the end of Grade 3 and secondly, to students of any grade level who fail to meet the achievement performance levels required for promotion. If a student's documented deficiency has not been remediated by the end of the school year, the student may be retained. If the minimum performance expectations are not met, remedial or supplemental instruction must be provided until expectations are met; the student graduates from high school or is not subject to compulsory school attendance.

The areas of academic need and intervention strategies are identified through a problem-solving, response to intervention process. Multiple tiers of increasingly intense intervention services are implemented to support student academic proficiency. Students needing remediation or intensive instructional support will be matched to strategic and intensive interventions based on screening, progress monitoring and diagnostic assessments.

Schools are required to develop and implement a Progress Monitoring Plan for each student failing to meet performance standards, including scoring below Level 3 on the FCAT Reading and Mathematics assessments. The school must develop the plan in consultation with the student's parents. Schools must utilize one of the following plans to target instruction and identify ways to improve a student's achievement:

1. A federally required student plan such as an IEP;
2. A school wide system of progress monitoring for all students; or
3. An Individual Progress Monitoring Plan.

Students not meeting grade level expectations receive increasingly intense intervention services to support student academic proficiency. Students will receive a progress monitoring plan that identifies instruction and intervention support through a problem-solving, response to intervention process. Multiple tiers of increasingly intense intervention services are implemented to support student academic proficiency. Students are matched to the intervention tier based on screening, progress monitoring, and diagnostic assessments.

Each student will be progress monitored 3 times per year from Grades K-10, as well as students in grades 11-12 who have not successfully earned a passing score on the NGSSS FCAT Reading and/or Math.

- Grades K-3 will use FAIR as their primary assessment for monitoring Reading;
- Grades 3-10 and non-proficient students in grades 11-12 will use a benchmark assessment for their primary Reading and Math monitoring assessment;
- Writing will be monitored for grades 2-10 and non-proficient grades 11-12 using Calhoun Writes;
- Science will be monitored in grades 3-11 using benchmark assessments;
- Student's non-proficient in reading in grades 4-12 will be monitored using FAIR.

If a student's documented deficiency has not been remediated by the end of the school year, the student may be retained. If the minimum performance expectations are not met, remedial or supplemental instruction must be provided until expectations are met; the student graduates from high school or is not subject to compulsory school attendance.

## H. PROMOTION/RETENTION

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

The *Student Progression Staffing Form for K-8 (Appendix A)*, is required for all students in grades K-8, who are retained or placed for good cause. A staffing committee consisting of the principal/designee, the guidance counselor, the student's classroom teacher(s), and any other personnel deemed necessary, shall review the student's records to determine if retention should occur. The committee members should be in agreement that decisions made are in the best interest of the student, and that all other alternatives have been exhausted or would be ineffectual. In cases where evidence received supports that retention would not be in the best interest of the student, the student may be placed for good cause as outlined in Sections VI and VII.

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

## I. UNIFORM GRADING SYSTEM/GRADE BOOKS

Elementary, middle, and high school students will regularly be issued report cards. These report cards must clearly depict and grade the student's academic performance in each class or course in Grades 1 through 12 based on examinations as well as written papers, class participation, and other academic performance criteria, and must include the student's performance or nonperformance at his or her grade level; the student's conduct and behavior; and the student's attendance, including absences and tardiness.

The 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 nonpromotion.

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

Upon the recommendation of the IEP team, certain students with disabilities may have grades suspended in core content areas as determined on an individual basis.

### 1. Grades

- For Students with Severe Cognitive Disabilities the grading code will be as follows:

E -Excellent  
S- Satisfactory  
N-Needs Improvement  
U-Unsatisfactory

- In grades K-1, the grading code will be as follows:

Reading - Numerical Grade  
Math - Numerical Grade  
All other subjects: E-Excellent, S-Satisfactory, N-Needs Improvement,  
U-Unsatisfactory

- In grades 2-12, numerical grades will be used in all subjects except as follows:

- Music, and Physical Education in grades K-5 (E, S, N, U code)

- Exploratory Wheel, grades 6-8, at the discretion of the principal, may use the E, S, N, U code

## 2. Grade Range for Students 1-12

The school **must** conform to the grading scale mandated in **FS 1003.437**, which is as follows:

Percentage	Grade	Value	Definition
90-100	A	4	Outstanding Progress
80-89	B	3	Above Average Progress
70-79	C	2	Average Progress
60-69	D	1	Lowest Acceptable Progress
0-59	F	0	Failure

## 3. Grade Determination

Each grading period, when a numerical grade is given, the average grade in each subject shall be derived as follows:

- ✓ Minimum of 13 recorded grades in each grading period;
- ✓ At least nine of the thirteen should be daily grades;
- ✓ At least four of the thirteen should be derived from tests, reports, notebooks, book reports, projects and special assignments.
- ✓ The daily grade average will count as 1/3;
- ✓ The average of the tests, reports, notebooks, book reports, projects, and special assignments shall count as 2/3 of the nine-week grade in any subject.

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

Elementary P.E. and Music grades, high school AVID and peer counseling grades, will be determined by the student's participation and conduct and do not require the minimum 13 recorded grades in each grading period.

## 4. Explanation of Daily Grades

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

When deemed necessary, teachers should keep samples of daily work in order to document the quality of work being done and the daily grades being given. **At least one daily grade will be recorded each week of the nine-week grading period to reflect that week's work.**

## 5. Procedures for Make Up Work

When a student is absent from school and wishes to make up a test or work missed, the student must contact the teacher upon returning to school unless the teacher is absent, in which case each day of the teacher's absence would extend the time allowed for a student to request make-up work. Make-up work must be done within 5 school days or extended with administrator approval.

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

Semester exams missed due to suspension may be taken at a time agreeable with the teacher during a non-instructional day or after school hours prior to grades being finalized.

Cases involving extenuating circumstances may be appealed to the school administrator within five days of the absence.

## **6. Semester & Final Grades**

The semester average grade shall be determined as follows:

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

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

Semester exams will not be given to students who are enrolled in AVID or Peer Counseling.

Statewide, standardized EOC assessments in mathematics will be administered beginning with the following school years:

- 2010-2011 all students enrolled in Algebra 1 or an equivalent course must take the Algebra 1 EOC assessment. Students who earned high school credit in Algebra 1 while in grades 6 through 8 during the 2008-2009 through 2009-2010 school years and who have not taken Grade 10 FCAT Mathematics must take the Algebra 1 EOC assessment during the 2010-2011 school year. Each student's performance on the Algebra 1 EOC assessment shall constitute 30 percent of the student's final course grade, for students entering grade 9 during the 2010-2011 school year and who are in enrolled in Algebra 1 or an equivalent.
- 2011-2012 students entering grade 9 and who are enrolled in Algebra 1 or an equivalent must earn a passing score on the Algebra 1 EOC assessment or attain an equivalent score in order to earn course credit, as specified in s. 1008.22(11), F.S. All students entering grade 9 and who are enrolled in Geometry or an equivalent course, must take the Geometry EOC assessment. Each student's performance on the Geometry EOC assessment shall constitute 30 percent of the student's final course grade.
- 2012-2013 students entering grade 9 must earn a passing score on the Geometry EOC assessment or attain an equivalent score in order to earn course credit, as specified in s. 1008.22(11), F.S.

Statewide, standardized EOC assessments in science will be administered beginning with the following school years:

- 2011-2012 - all students enrolled in Biology 1 or an equivalent course must take the Biology 1 EOC assessment. Each student's performance on the Biology 1 EOC assessment shall constitute 30 percent of the student's final course grade
- 2012-2013 - students entering grade 9 must earn a passing score on the Biology 1 EOC in order to earn course credit.

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

## 7. Reporting Student Academic Progress

The progress of students toward achieving state and district requirements for proficiency in Reading, Writing, and Mathematics shall be reported through the report card to each student and their parents or guardian each nine weeks. For students in grades 1-12, writing composition, spelling and grammar are a part of the Language Arts or English grade. A reading grade must be reported for each student in grades K-8. In grades 9-12, reading can be a part of the English grade.

The report card must clearly depict on each grading period:

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

## 8. Class Records and Grade Books

The grade book is the teacher's official record of each student's work and class attendance. Grade books should be kept up-to-date, coincide with computer attendance and grades, and be available upon request from the principal. Class attendance will be marked using the symbols shown below for absences or tardies. Grade books are turned into the office at the end of the year with the teacher's name and the year clearly marked on the cover.

<u>Type of Absence</u>	<u>Code</u>	
Unexcused Absence	5	
Excused Absence	1	
Out-of-School Suspension	4	
Out-of-Class/School Function	2	(Count student present)
Tardy	8	
Excused/Administratively	9	
Doctor or Health Note/Prior Approval	3	
Out of Class for Detention	D	
In-School Suspension	C	

## 9. Reporting to Parents Regarding Grades

- Student progress reports will be available online for parents and updated weekly.
- Parents will be notified by the middle of each grading period if their child is having difficulty or may fail the course. Parents of students in grades K-12 will be notified in writing by the end of the first semester (or the middle of the semester for semester courses) if the student is having difficulty and may fail the course or the grade. After this date, each student must continue to satisfactorily complete assignments to assure promotion or course completion.
- Parents of students in grades K-8 will be notified in writing at the end of the school year if, on recommendation of the staffing committee the student is recommended for retention or required to attend summer school, if available, as a condition for promotion or for remediation.

## J. OUT-OF-FIELD TEACHERS

Any parent whose child is being taught by a teacher teaching out-of-field shall be notified in writing.

## **K. ANNUAL REPORTING**

District School Board will annually publish in 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:

- Provisions of the law relating to public school student progression and the district school board's policies and procedures on student retention and promotion
- By grade, the number/percentage of all students in Grades 3-10 performing at levels 1 and 2 on the reading portion of the FCAT
- By grade, the number/percentage of all students in Grades 3-10
- Information on the total number of students who were promoted for good cause, by each category of good cause.
- Any revisions to the district school board's policy on retention/promotion from the prior year.

**FS 1008.25(8)(a)** requires that each district annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, mathematics, and science. The district school board must report to the parent the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the students' classroom work, observations, test, district and state assessments and other relevant information.

## **L. GRADE LEVEL ACCELERATION OPPORTUNITIES**

Requests for accelerated placement shall be referred to the school principal, who shall confer with and review information from appropriate school personnel who are involved with the student, included but not limited to, the student's teacher(s), the principal, and the guidance counselor. The assignment of a pupil to a higher grade, which results in the student skipping a grade or part of a grade, should be made on the basis of achievement by the pupil of the maximum standards established by the school and evidence that the pupil will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effect of the decision should be considered. Students selected for accelerated placement shall exhibit a score of Level 5 in FCAT Reading, Math, and Science, or exhibit a similar score on an approved equivalent test. In addition to the Next Generation Sunshine State Standards, the principal should consider such factors as academic grades and school staffing program(s), (i.e., gifted program). Additional evaluative information may be requested at the discretion of the school principal. The student's cumulative guidance record and report card should indicate "Accelerated Placement in Grade\_\_\_", major reason(s) for the assignment, and the name of the principal who has the responsibility for final grade placement decisions.

## **M. STATEWIDE & DISTRICT ASSESSMENT PROGRAM**

Every student must participate in district and statewide assessment tests required by 1008.22 F.S. Each student who does not meet specific level of performance as determined by the School Board in reading, writing, science and mathematics for each grade level, who scores below level 3 on the reading or math FCAT or who scores below proficient on a required End of Course Assessment must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need; and strategies for appropriate intervention and instruction.

The Florida Comprehensive Assessment Test (FCAT) measures a student's content knowledge and skills in reading, writing, science, and mathematics. The content knowledge and skills assessed by the FCAT are aligned to the core curricular content established in the Next Generation Sunshine State Standards. Other content areas may be included as directed by the Commissioner. Comprehensive assessments of reading and mathematics shall be administered annually in grades 3 through 10. Beginning with the 2010-2011 school year, the administration of the grade 9 FCAT Mathematics shall be discontinued, and beginning in the 2011-2012 school year, the administration of grade 10 FCAT Mathematics shall be discontinued, except as required for students who have not attained minimum performance expectations for graduation as provided in s. 1008.22(9)(c), F.S. FCAT Writing and FCAT Science shall be administered at least once at the elementary, middle, and high school levels except, beginning with the 2011-2012 school year, the administration of the FCAT Science at the high school level shall be discontinued.

The district must report in writing to the student and his/her parent or legal guardian the student's results on each statewide assessment test.

End of Course (EOC) assessments for a subject shall be administered in addition to the comprehensive assessments required under s. 1008.22(3)1., F.S. EOC assessments must be rigorous, statewide, standardized, and developed or approved by the Florida Department of Education. The content knowledge and skills assessed by EOC assessments must be aligned to the core curricular content established in the Next Generation Sunshine State Standards.

**District benchmark assessments**, which measure the Next Generation Sunshine State Standards, will be administered to all grade K-10 students and those in grades 11-12 who have not passed the FCAT Reading and Math. Science and writing benchmark assessments will be given in grades 3-10. Benchmark assessments will be used as a progress monitoring tool 2 times during the year in grades K-2 and FCAT tested grades. It will be given 3 times a year in grades 3-10 where no FCAT test is given. The results obtained provide specific information as to each student's academic growth. Teachers will use the results to drive instruction in the classroom.

**The PLAN Test** will be administered to all students in grade 10. The PLAN testing program will measure students' achievement in key subject matter areas: English, mathematics, reading, and science. The results obtained will provide schools with information for program evaluation, accreditation, guidance, and educational/career planning. It will provide students with information they need to prepare for future academic and career success.

## **N. VIRTUAL EDUCATION**

Calhoun County School District will provide eligible students the option of participating in a virtual instruction program. The school district virtual instruction program shall provide the following:

- full-time virtual instruction for students enrolled in kindergarten through grades 12
- part-time virtual instruction for students in grades 9 through 12 courses that are measured based on specific learning gains as described in s. 1002.45(8)(a)2.
- Full-time or part-time virtual instruction for students who are enrolled in dropout prevention and academic intervention programs, DLL education programs, core-curricula courses to meet class size requirements, or community colleges.
- part-time instruction in grades 4 and 5 may be provided only to public school students taking grade 6-8 courses.

Beginning with students entering grade 9 in the 2011-2012 school year, at least one course within the 24 credits required for graduation must be completed through online learning. However, an online course taken during grades 6-8 fulfills this requirement. A student who is enrolled in a full-time or part-time virtual instruction programs also meets this requirement.

Calhoun County School Virtual Instruction Program will be offered by the following providers:

K12, Inc. will provide instruction for grades K-8.

Florida Virtual School will provide instruction for grades K-12.

EdOptions Online Academy will provide instruction for grades 6-12.

Students who are attending Calhoun County Virtual School can only enter or withdraw from a course at the beginning or end of a semester. Students will have 5 days into the semester to enter or withdraw from a course. Students attending Calhoun County Virtual School must sign a contract when entering the program acknowledging that students will not be allowed to return to Calhoun County Public School until the beginning of the next semester. However, IEP teams will determine appropriate placement for students with disabilities.

Public school students receiving part-time instruction through virtual instruction in courses requiring statewide end-of-course assessments must take all required statewide end-of-course assessments. All statewide assessments must be taken within the school district which the student resides.

Section 1002.45(5), Florida Statutes, establishes student eligibility requirements for K-12 virtual instruction. A student may participate in virtual instruction in the school district in which he or she resides if:

- The student has spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the FEFP 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 from a foreign country pursuant to the parent's permanent change of station orders.
- The student was enrolled during the prior school year in a school district virtual instruction program under this section or a K-8 virtual school program under Section 1002.415, Florida Statutes.
- The student has 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; or
- The student is eligible to enter kindergarten or first grade.

Students who graduate from Calhoun County Virtual School have the following options:

1. Walk in graduation with the graduates from their home school;
2. Walk in graduation with the graduates from adult school;
3. Receive their diploma and forego graduation exercises.

**Driver's Education** will only be offered through the virtual school program during the school year. Students may use the virtual school program to complete this course for one-half credit.

## O. HOME EDUCATION

Home Education is a parent-directed educational option that satisfies the requirement for regular school attendance. Parents have the freedom to determine their child's educational path and the plan for reaching their goals. Students have the opportunity to explore and learn at their own pace, in any location or at any time. Home education students are able to enter institutions of higher learning and are eligible to participate in the Florida Bright Futures Scholarship Program.

To withdraw a student for enrollment in a home education program, a parent/guardian must notify the Superintendent of Schools, in writing, of the intent to provide home education for the student. A copy of the notification of intent to provide home education must be taken to the school in which the student is enrolled in order to the student to be withdrawn.

A student entering a Calhoun County school for the first time, or transferring, from a home education program shall provide evidence of the immunization and medical requirement stated in School board policies. A student entering initially or reentering from a home education program shall provide results of portfolio assessment and/or achievement tests for each year that the student was enrolled in the home education program.

Validation of credits shall be based upon performance in classes at the receiving school. Transferring students shall be placed at the appropriate sequential course level and will be awarded credit for previous courses if they earn a "C" at the end of the first grade period.

Third, fourth, or fifth grade students transferring from another Florida school or from a private school or home education program who did not take the FCATT SSS Reading Assessment at grade 3 or grade 4 will be assessed using the SAT 10 prior to grade placement to determine their reading proficiency. If testing reveals that the student is not proficient in reading, he/she may be placed at a lower grade level.

Eligible home education students may participate in dual enrollment, early admission, credit by examination and Florida Virtual School programs. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program.

A home school student's participation with the public school setting will be limited to interscholastic extracurricular activities (and required academic courses associated with them) only. Participating student must continue to demonstrate sufficient academic progress in their course work, including maintaining an overall 2.0 GPA on all courses taken through an accredited institution.

A home education student is eligible to participate in the interscholastic extracurricular activities at the public school that he or she would be assigned to attend based on a district's attendance area policies or may develop an agreement to participate at a private school provided the following conditions are met:

- The student must meet the requirements of the home education program. (s. 1002.41, F.S.)
- During the period of participation, the home education student must demonstrate educational progress in all subjects taken in the home education program by a method of evaluation agreed upon by the parent and the school principal, which may include:
  - Review of the student's work by a certified teacher chosen by the parent;
  - Grades earned through correspondence;
  - Grades earned in courses taken at a community college, university, or trade school;
  - Standardized test scores above the 35th percentile, or any other method in s.1002.41, F.S.
- The student must meet the same residency requirements as other students in the school at which he or she participates.
- The student must meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities.
- The student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for which the activity in which he or she wishes to participate. A home education student must be able to participate in curricular activities if that is a requirement for an extracurricular activity.

#### **A. INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN**

Florida is a participating state in the ICEOMC, therefore, Calhoun District Schools adhere as much as possible to the guidelines of the compact. The purpose of the compact is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents by:

- facilitating timely enrollment;
  - facilitating student placement;
  - facilitating qualification and eligibility for enrollment in educational programs, extracurricular athletics and social activities;
  - facilitating on-time graduation;
  - providing for adoption and enforcement of administrative rules and implementing the compact;
  - providing for the uniform collection and sharing of information between states;
  - promoting coordination between the compact and other compacts affecting military children;
  - Promoting flexibility and cooperation between the educational system, parents, and students.
- **Applicability** The compact applies to active duty armed forces personnel, personnel or veterans who are medically discharged or retired for a period of one year, and personnel who die on active duty or as a result of injuries sustained on active duty for a period of one year after death. Local education agencies (LEA) must abide by compact terms. The terms of the compact are binding only on member states.
    - **Records, Enrollment, and Eligibility** The compact requires a student's former school to issue temporary transcripts in the event that it cannot furnish official transcripts timely. Pending receipt of official transcripts, the student's receiving school must accept the temporary transcripts for enrollment and placement purposes. Compact states must give the students 30 days to obtain required immunizations. Students must be allowed to continue their enrollment at the grade level they were enrolled in at the former school. Likewise, a student who has completed a grade level in the former state must be allowed to enroll in the next highest grade level in the receiving state, regardless of age. The compact requires an LEA to honor temporary guardianships executed to enroll the child in school due to a student's parent being deployed out of state or country. Further, it prohibits an LEA from charging tuition to students who are placed in the care of a person who lives outside of the LEA's jurisdiction. Such students must be allowed to remain at

the original school. LEAs must also allow a transitioning military child to participate in extracurricular activities, regardless of when the child enrolled in the school.

- **Placement and Attendance** The compact provides that a transferring student must be allowed to continue in the academic program in which the student was enrolled at his or her former school, including, but not limited to, English as a second language, exceptional student education, gifted, honors, International Baccalaureate, Advanced Placement, and career and technical courses. Program placement must occur based upon prior participation or educational assessments conducted at the student's former school. When a parent who has been deployed out of the state or country is home on leave, an LEA must allow the student additional excused absences to visit with the parent.
- **Graduation** To enable transitioning military students to graduate from high school on time, the compact requires states and LEAs to waive courses required for graduation if similar coursework was previously completed or provide alternative means for such students to satisfy coursework requirements. States must also accept exit exams, end-of-course exams, or other testing required for graduation in the student's former state. For military students who transfer before or during their senior year and who are not eligible to graduate from the receiving state, the current and former LEAs must arrange for the student to receive a diploma from the student's form LEA.

#### **B. ASSISTANCE TO TRANSITIONING STUDENTS FROM MILITARY FAMILIES**

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

## A. PRE-KINDERGARTEN THROUGH FIRST GRADE

- **Voluntary Pre-K Entry**

A child must be four years old by September 1 in order to participate in the VPK Program. The Early Learning Coalition of Northwest Florida will issue a certificate of eligibility for the VPK program. The VPK certificate may be used at a public or private school. **Elementary schools in Calhoun County offer the VPK program; however, each school has a limited number of slots available on a first come, first serve, basis. VPK students may be removed from the program if they have more than 3 unexcused absences per semester. Parents must send notes or doctors' excuses when their child is absent. In county students, as well as children of employees, will be given priority for available VPK slots. Any out of county student who is accepted for VPK must complete the out of county enrollment plan.**

- **Pre-Kindergarten Handicapped Entry**

Child Find screenings are held routinely in Calhoun County to help identify children with a delay or disability who may be eligible for the PK Handicapped program. Children must be evaluated and determined eligible by a staffing/IEP team in order to attend the PK Handicapped program in Calhoun County

- **Kindergarten Entry**

Children who have attained the age of five years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year. Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the lawful age for admittance.

A statewide kindergarten screening must be administered to each kindergarten student in the school district within the first 30 days of each school year. The statewide kindergarten screening assesses the readiness of each student for kindergarten based upon the performance standards adopted by the DOE under s. 1002.67(1), F.S., for the Voluntary Prekindergarten Program.

- **First Grade Entry**

Any child who has attained the age of six years on or before September 1 of the school year and who has been enrolled in a public school, or who has attained the age of six years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar or applicable to other grades, shall progress to first grade.

- **Kindergarten and First Grade Out-of-State Transfers**

- Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of required data.
- Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide required data.
- In order to be admitted to Florida schools, such a student transferring from an out-of-state school must provide the following data:
  1. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
  2. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student;
  3. Evidence of immunization against communicable diseases as required in s. 1003.22, F.S.;
  4. Evidence of date of birth in accordance with s. 1003.21, F.S.; and
  5. Evidence of a medical examination completed within the last twelve (12) months in accordance with s. 1003.22, F.S.

## B. ELEMENTARY CURRICULUM PROVISIONS

- The curriculum in the elementary schools is determined by the laws of the State of Florida, the accreditation standards of the Southern Association of Colleges and Schools, and the needs of students as determined by curriculum studies and surveys, and continuous evaluation of the effectiveness of the curriculum in meeting the needs of all students.
- The district school board shall provide 150 minutes of physical education each week for students in grades Kindergarten through grade 5. Students in grade 6 who are enrolled in a school that contains one or more elementary grades so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes per day.

Students in grades K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that;
  - i. The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
  - ii. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.
- Reading Enhancement and Acceleration Development (READ) initiative will be established to prevent retention and to offer intensive accelerated reading instruction to grade 3 or grades 3+ students who failed to meet standards for promotion to grade 4, and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative shall:
  - Be provided to all K-3 students at risk of retention as identified by an assessment system that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension;
  - Be provided during regular school hours in addition to the regular reading instruction; and
  - Use a state-identified researched based reading curriculum. **FS 1008.25(7)(b)7**

## C. READING ASSESSMENT K-3

Each elementary school shall regularly assess the reading ability of each K-3 student. If any K-3 student exhibits a reading deficiency, the parent shall be immediately notified of the student's deficiency with a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading; shall be consulted in the development of a detailed progress monitoring plan, (PMP), as described in s. 1008.25(4)(b), F.S.; and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected.

## D. PROMOTION/RETENTION

- Students must demonstrate satisfactory performance of the **Next Generation Sunshine State Standards** in the district's core curriculum for reading, math, science, and language arts.
- To be promoted to the next instructional level the following requirements must be met:
  - Students in grades K-2 must receive a grade "C" or above on the report card in reading.
  - Students in grades 3-5 must receive a grade "D" or above on the report card in reading.
  - Students in grades K-5 must receive a grade "D" or above on the report card in mathematics.
  - Students in grades 4-5 must receive a grade "D" or above on the report card in science.
  - Mid-year promotion for students retained in grade 3 may occur for those students meeting the requirements of the Student Progression Plan.
- Additional requirements:

- Students who score at Achievement Level I on the FCAT Reading NGSSS or FCAT Math NGSSS will be required to receive remediation or may be retained.
- Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Student Progression Plan for statewide and district assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

## H. MANDATORY READING RETENTION

The mandatory reading retention provision is as follows:

1. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessment conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given research based intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally administered assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.
2. Beginning with the 2002-2003 school year, if the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained.

## I. ADDITIONAL RETENTION CONSIDERATIONS

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

- The following criteria may be considered when a student is considered for retention:
  - The student has a final grade of D in mathematics or reading.
  - The student does not meet state performance levels on **FCAT** assessments.
  - The student is not making adequate progress after a year of remedial instruction.
  - The student has not demonstrated satisfactory performance Next Generation **Sunshine State Standards** in the district's core curriculum for reading, language arts, mathematics and science.
  - The student needs additional time at the present grade level based on teacher judgment using test scores, classroom activities, and progress.
- The Department of Education has determined that the following options for remediation and retention are available:
  - remediate before the beginning of the next school year and promote;
  - promote and remediate during the following year with more intensive intervention and remediation strategies specified; or
  - retain and remediate in a different program

## J. GOOD CAUSE EXEMPTIONS FOR GRADE 3 READING

The district school board may only exempt students from mandatory retention, as provided in **FS 1008.25** paragraph (5)(b), for good cause. Good cause exemptions shall be limited to the following:

1. English Language Learner (ELL) students who have had less than 2 years of instruction in an English for Speakers of Other Languages program.
2. Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Next Generation Sunshine State Standards in reading equal to at least a level 2 performance on the FCAT.
5. Students with disabilities who participate in the FCAT and who have an IEP or Sect. 504 Plan that reflects that the student has received the intensive remediation in reading, as required by the Florida Statute, for more than 2 years but still demonstrates a deficiency in reading and was previously retained grade KG, 1, or 2.
6. Students who have received the intensive remediation in reading as required by Florida Statute for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in grade KG, 1, or 2 for a total of 2 years.

Intensive reading instruction for students promoted must include an altered instructional day based upon an Individual Progress Monitoring Plan that includes specialized diagnostic information and specific reading strategies for each student.

The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.

Requests for Good Cause Exemptions for students from the mandatory retention requirement as above shall be made consistent with the following:

- Teacher submits evidence to principal that promotion is appropriate and based on student's academic record and the existing Progress Monitoring Plan and/or IEP, if applicable;
- Principal reviews and discusses with teacher and determines promotion or retention;
- Principal recommends promotion in writing to the district school superintendent;
- Superintendent accepts or rejects principal's recommendation in writing.

#### **K. SUCCESSFUL PROGRESSION FOR RETAINED READERS**

1. Third grade students who are retained must be provided daily intensive interventions in reading to improve the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive intervention must include:
  - Effective instructional strategies;
  - Participation in the district's summer reading camp; and
  - Appropriate teaching methodologies.
2. The school district shall conduct a review of Progress Monitoring Plan's for all retained third grade students who did not score above Level 1 on the FCAT Reading and did not meet one of the good cause exemptions, and shall address additional supports and services needed to remediate the deficiency. A student portfolio must be completed for each retained third grade student.
3. Retained third grade students must be provided with intensive instructional services and support to remediate the identified area of reading deficiency including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies, which may include, but are not limited to:
  - Small group instruction;
  - Reduced teacher-student ratios;
  - More frequent progress monitoring;
  - Tutoring or mentoring;
  - Transition classes containing 3<sup>rd</sup> and 4<sup>th</sup> grade students;
  - Extended school day, week or year; and/or
  - Summer reading camps.

4. Districts shall implement a policy for the mid-year promotion of any retained third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Reevaluating any retained third grade student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT as determined by the State Board. **FS 1008.25(7)(b)4**
5. A retained third grader will be provided with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.
6. Each school shall provide retained third grade students with at least one of the following instructional options:
  - Supplemental tutoring in research-based reading services;
  - A “Read at Home” plan outlined in a parental contract, including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading; and/or
  - A mentor with specialized reading training.
7. At applicable schools an Intensive Acceleration Class will be provided to any student in grade 3 who scored at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year. The focus of the intensive acceleration class shall be to increase a child’s reading level at least two grade levels in one school year. The intensive acceleration class must:
  - Be provided to any student in Grade 3 who scores at Level 1 on the reading portion of the FCAT and who was retained in Grade 3 the prior year because of scoring at Level 1 on the reading portion of the FCAT;
  - Have a reduced teacher-student ratio;
  - Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas;
  - Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year;
  - Provide research-based intensive language and vocabulary instruction, including use of a speech language therapist;
  - Provide weekly progress monitoring measures;
  - Report to the Department of Education the progress of students in the class at the end of the semester

Retained third grade students who have received intensive instructional services but are still not ready for grade promotion must be offered the option of being placed in a transitional instructional setting. Such a setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

#### **L. PARENT NOTIFICATION**

The parent of any student in K-3 who exhibits a substantial deficiency in reading must be notified in writing of the following:

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

retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

## **M. PROGRESSION OF STUDENTS WITH DISABILITIES**

### **1. Promotion**

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

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

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

### **2. Retention**

If a student with a disability does not score a Level 2 or higher on FCAT Reading NGSSS in grade 3, the student must be retained, unless good cause exemptions are met. The District may exempt an ESE student from mandatory grade 3 retention based on a good cause exemption. (See page 28 for list of good cause exemptions.)

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

## VII. Secondary Programs-Grades 6-12

The school district shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet Next Generation Sunshine State Standards in the following areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

### A. CURRICULUM FRAMEWORKS/COURSE CODE DESCRIPTIONS

- No school shall offer a course for credit in grade 6 - 12 unless it appears in the **Course Code Directory** qualifying the course for state funding. This course code number shall be recorded in the Student's Permanent Records.
- Each course offered in grade 6 - 12 in Calhoun County shall adhere to the state adopted Course Code Descriptions and Curriculum Frameworks with **Next Generation Sunshine State Standards** correlated to the course.

### B. REPORTING HIGH SCHOOL GRADUATION OPTIONS TO PARENTS

Beginning 2011-2012, **FS 1003.429** requires each district school board provide each student in grades 6 through 12 and their parents with information concerning the 3-year and 4-year high school graduation options, including the respective curriculum requirements for those options, so that the students and parents may select the program that best fits their needs. The information must include a timeframe for achieving each graduation option. The student and parent must be notified at the end of each grade if a student is not on track to meet the credit, assessment, or grade-point-average requirements of the accelerated graduation option.

If an effort to meet with the student's parent fails and that effort has been documented by designated school personnel, the student may select an accelerated program with the written consent of the student's parent. A student may select an accelerated program without written consent of the student's parent if the student is 18 years of age or older.

The first option is completion of the general requirements of 24 credits for high school graduation. The second option is completion of a 3-year standard college preparatory program of a minimum of 18 credits in grades 9 through 12. The third option is completion of a 3-year career preparatory program requiring successful completion of a minimum of 18 credits. If an option is not selected, the student shall be considered to have selected the 4-year option.

### C. FLORIDA SECONDARY REDESIGN ACT

Secondary schools are schools that primarily serve students in grades 6 through 12. It is the intent of the Legislature to provide for secondary school redesign so that students promoted from the 8th grade have the necessary academic skills for success in high school and students graduating from high school have the necessary skills for success in the workplace and postsecondary education. Middle and high school programs throughout the district must include:

Procedures for placing and promoting students who enter a Florida public school at Grade 6 through Grade 12 from out of state or from a foreign country, including a review of the student's prior academic performance;

- Alternative methods for students to demonstrate competency in required courses and credits, with special support for students who have been retained;
- Applied, integrated, and combined courses that provide flexibility for students to enroll in courses that are creative and meet individual learning styles and student needs;
- Credit recovery and intensive reading and mathematics intervention courses based on student performance on the FCAT;
- Grade forgiveness;
- Summer programs for remediation or credit recovery
- Support for teachers seeking the reading endorsement and reading professional development for content areas;

- Creative and flexible scheduling to meet student needs;
- Procedures for middle and high school students to prepare an electronic personal educational plan (EPEP);
- Tools for parents to regularly monitor student progress and communicate with teachers.

#### **D. EXTRA-CURRICULAR ACTIVITIES PARTICIPATION**

The term "extracurricular" means any school-authorized or education-related activity occurring during or outside the regular instructional school day.

- **Middle School (grades 6-8)**

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

- **High School (grades 9-12)**

A student shall be eligible to participate in extra-curricular activities during the first semester of his/her ninth-grade year provided that it is the student's first entry into the ninth grade and he/she was regularly promoted from the eighth grade the immediate preceding year.

A student must have a cumulative high school grade point average of 2.0 or above on a 4.0 unweighted scale, or its equivalent, in all courses taken that are required by s. 1003.43(1), Florida Statutes, at the conclusion of each semester to be eligible during the following semester. A student whose cumulative high school grade point average is below a 2.0 on a 4.0 unweighted scale, or its equivalent, in all courses taken that are required by s. 103.43 (1), Florida Statutes, at the conclusion of a semester shall not be eligible during the following semester.

A student who is ineligible during the second semester of his/her ninth grade year or during the first semester of his/her 10<sup>th</sup> grade year because the student's cumulative high school grade point average was below a 2.0 at the conclusion of the previous semester and continues to be below a 2.0 at the conclusion of the semester of ineligibility may regain his/her eligibility for the following semester provided:

- the student signs an academic performance contract with his/her school at the beginning of the semester in which he/she is ineligible that states, at a minimum, that the student will attend summer school, or its graded equivalent, AND
- earns a grade point average of 2.0 or above on a 4.0 unweighted scale, or its equivalent, in all courses taken during the semester of ineligibility.

Once a student enters the 11<sup>th</sup> grade, and thereafter, he/she must have a cumulative high school grade point average of 2.0 or above on a 4.0 unweighted scale, or its equivalent, in all courses taken that are required by s. 1003.43(1), Florida Statutes, at the conclusion of each semester to be eligible during the following semester.

#### **Private School Students Participating in Public School Sports**

Calhoun county School Board will allow any middle school or high school student who attends a private school to participate in an interscholastic or intrascholastic sport at a public high school, a public middle school, or a 6-12 public school that is zoned for the physical address at which the student resides if:

1. The private school in which the student is enrolled does not offer an interscholastic or intrascholastic athletic program.
2. The district will establish a deadline for each sport by which the private school student's parents must register with the public school in writing their intent for their child to participate at that

- school in the sport.
3. Private school students must meet the same standards of eligibility, acceptance, behavior, educational progress, and performance which that apply to other students participating in interscholastic or intrascholastic sports at that public school.
  4. The parents of a private school student participating in a public school sport are responsible for transporting their child to and from the public school

**E. Dropout Prevention**

The Calhoun County School District's Dropout Prevention Discipline Program (**CARE**) for Grades 6-12 was implemented during the 2000-2001 school year. Additional district-approved dropout prevention programs which differ from regular educational programs and strategies may be implemented for students who, through screening procedures, are determined to be unmotivated, unsuccessful, and/or disruptive and are properly staffed into the program. School sites, eligibility criteria, and grade placement and progression will be specified at the schools where implemented.

## VIII. Middle School Programs-Grades 6-8

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

### A. MIDDLE GRADES PROMOTION GENERAL REQUIREMENTS

Beginning with students entering Grade 6 in the 2006-2007 school year, promotion from a school composed of middle Grades 6, 7, and 8 requires that the student must successfully complete academic courses as follows:

- Three middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text.
- Three middle school or higher courses in mathematics. Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.
  - Beginning with the 2011-2012 school year, to earn high school credit for Algebra 1, a middle school student must pass the Algebra 1 EOC Assessment. If the student passes, the course can count toward middle grades promotion and as part of the high school GPA but passing the EOC is not required for middle grades promotion; if the student does not pass the EOC he or she must retake the EOC and pass the EOC to earn the required high school credit; the student can only retake the same course through middle grades grade forgiveness (C, D, or F in course); a student who passes the EOC but not the course is not required to retake the course.
  - Beginning 2011-2012 school year, students taking Geometry in middle school must take the Geometry EOC. However, there are no State requirements for calculating the final course grade for high school credit. If credit is earned through a passing grade in the course, the student does not need to retake or pass the EOC upon entering high school; the credit is banked. The EOC score is banked to use in high school accountability decisions.
  - Beginning with the 2012-2013 school year, to earn high school credit for Geometry, a middle school student must pass the Geometry EOC Assessment. If the student passes, the course can count toward middle grades promotion and as part of the high school GPA but passing the EOC is not required for middle grades promotion; if the student does not pass the EOC he or she must retake and pass the EOC to earn the required high school credit; the student can only retake the same course through middle grades grade forgiveness (C, D, or F in course); a student who passes the EOC but not the course is not required to retake the course.
- Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education.
- Three middle school or higher courses in science.
  - Beginning 2011-2012 school year, students taking Biology in middle school must take the Biology EOC. However, there are no State requirements for calculating the final course grade for high school credit. If credit is earned through a passing grade in the course, the student does not need to retake or pass the EOC upon entering high school; the credit is banked. The EOC score is banked to use in high school accountability decisions.
  - Beginning with the 2012-2013 school year, to earn high school credit for Biology, a middle school student must pass the Biology EOC Assessment. If the student passes, the course can count toward middle grades promotion and as part of the high school GPA but passing the EOC is not required for middle grades promotion; if the student does not pass the EOC he or she must retake and pass the EOC to earn the required high school credit; the student can only

retake the same course through middle grades forgiveness (C, D, or F in course); a student who passes the EOC but not the course is not required to retake the course.

- A middle grades student who takes high school Algebra, Geometry, or Biology (or equivalent courses) during middle grades would not fall into the 9<sup>th</sup> grade cohort of students when the EOC is 30% of the course average UNLESS the student is retaking the course through grade forgiveness as a 9<sup>th</sup> grade student after earning a C, D, or F in 8<sup>th</sup> grade as a middle grades student.
- One course in career and education planning to be completed in 7<sup>th</sup> or 8<sup>th</sup> grade. The course may be taught by any member of the instructional staff; must include career exploration using CHOICES or a comparable cost-effective program; must include educational planning using the online student advising system known as Florida Academic Counseling and Tracking (FACTS) for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.
  - Each student shall complete an electronic personal education plan (ePEP) that must be signed by the student; the student's instructor, guidance counselor, or academic advisor; and the student's parent.
  - Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities.
- Beginning with the 2009-2010 school year, the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. (See P.E. Plan, Appendix D)

Students in grades K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that;
  - i. The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
  - ii. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.
- Reading Requirements: All students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade are scheduled for 1 period of reading in addition to the regularly scheduled language arts course. Level 1 and 2 students are scheduled for a reading remediation class. (Refer to Calhoun District K-12 Reading Plan)

For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. A middle grades student who scores at Level 1 or 2 on FCAT Reading, but who did not score below Level 3 in the previous 3 years, may be granted a 1-year exemption from the reading remediation requirement. However, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s. 1011.62(9), F.S.

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

Students in Grade 6, 7, or 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements of this section.

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

In order to pass a course in grades 6 - 8, a student must earn a grade of 60 or higher as determined by teacher assessment utilizing a combination of any of the following methods:

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

Students who do not meet proficiency levels in reading, writing, mathematics and science as determined by the local school board and the Commissioner of Education, using statewide assessment tests results and district assessments, must be provided with additional diagnostic assessments. The School wide Progress Monitoring Plan will be used to monitor academic growth. Upon subsequent evaluation, if the deficiency is not corrected, the student may be retained. **(FS 1008.25)**

A course taken in the eighth grade may be used to satisfy high school graduation requirements provided the student is classified as a high school student for the period in which the student is enrolled in a course designated as a 9 - 12 grade course. The 9 - 12 course code number shall be entered on the student's permanent record and the earned credit shall be used simultaneously as meeting both eighth grade and graduation requirements.

A student in the middle grades who takes any high school course for high school credit and earns a grade of "C", "D", or "F", the district forgiveness policy will allow the replacement of the grade with a grade of "C" or higher, earned subsequently in the same or comparable course.

The school shall specify the required courses of study at each level. A copy of the master schedule will meet this requirement.

## **B. PROMOTION/RETENTION**

- Any student entering grade 6 from a school in Florida, after the 2005-2006 school year, must pass all core courses; reading, mathematics, language arts, social studies and science with a grade of 60 or higher.
- The following Student Progression Standards will be in effect for students participating in **FCAT** administrations:
  - Students who score at achievement **Level 1 and 2** on **FCAT Reading SSS or FCAT Math SSS** will be required to receive remediation or may be retained.
  - Students who score lower than 4.0 on the **FCAT Writing** at grade 8 will be required to receive remediation or may be retained.
- Credit recovery courses may be offered. A score of 70 or above will be required to earn a credit. Students who are more than one credit behind at the end of the summer may be retained.
- Retention decisions shall be made, by a committee made up of the principal/designee, the child's teacher, the guidance counselor and a teacher from the next grade level.

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

- The student scores in quartile 1 on the district or state norm referenced tests in reading and/or mathematics.
  - The student has a final grade of D in mathematics or reading.
  - The student does not meet state performance levels on **FCAT** assessments.
  - The student is not making adequate progress after a year of remedial instruction.
  - The student has not demonstrated satisfactory performance of the Next Generation **Sunshine State Standards** in the district's core curriculum for reading, language arts, mathematics, science and social studies.
- Any student failing to attain the specified district or state levels of performance for student progression on designated district or state assessments in reading, writing, mathematics or science must receive remediation or be retained. This evaluation of progress must be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information, as provided in **FS 1008.25**. If a student is retained, it must be in a program different from the previous year's program. The new program must take into accounts the student's learning style.

The Department of Education has determined that the following options for remediation and retention are available:

- remediate before the beginning of the next school year and promote;
- promote and remediate during the following year with more intensive intervention and remediation strategies; or
- retain and remediate in a different program

### **C. PLACEMENT FOR GOOD CAUSE**

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

- A student who has been previously retained two or more years, and with intensive intervention and remediation; and who still meets retention criteria may be recommended for placement for good cause in the next grade level. All available data will be carefully reviewed.
- ELL students who have had less than 2 years of instruction in an English for Speakers of Other Languages program.
- A Student enrolled in an ESE program whose Individual Educational Plan/504 Plan states that retention will adversely affect the student's educational program.
- If the student is a late transfer into the district and FCAT scores are not available, the student may be placed for good cause.

### **D. PROGRESSION OF STUDENTS WITH DISABILITIES IN GRADES SIX, SEVEN, AND EIGHT**

- **Promotion** The primary determination for promotion of students with disabilities will be based upon mastery of the standards specified for all content areas for their exceptionality and level, goals, and/or objectives as outlined in each student's Individual Educational Plan (IEP). Consideration may be given to other factors such as:

- Student's general progress
- Chronological age
- Attendance
- Sense of responsibility
- Mental and physical health
- Maturity
- Work habits
- Behavior

Mastery of student performance standards is determined by the student's teacher through the use of formal assessments, teacher-made tests, or teacher observation, as indicated on their IEP. Student mastery of performance standards may be documented through tracking sheets, checklists, grades, or samples of student work.

- **Retention** Those students with disabilities who do not meet established standards, goals, and/or objectives appropriate to their needs and program may be retained.
- **Special Placement Consideration** Students with disabilities who have not mastered established standards, goals, and/or objectives, and who may not benefit from repeating the same grade, may be assigned to the next higher grade upon recommendation of the Individual Educational Plan (IEP) placement/review committee.
- **Course of Study/Diploma Options** The Individual Educational Plan (IEP) committee shall document whether the student is pursuing a course of study leading toward a standard or special diploma on the IEP developed during the student's eighth grade year, or the IEP developed during the year prior to the student's fourteenth birthday, whichever occurs first. Diploma options available to students with disabilities and the resulting implications of the diploma options will be discussed. This decision shall be reviewed annually.
- **Additional Information** Refer to **Section XII, F.** for guidelines for students with disabilities participation in state and district assessment.

## **IX. High School Programs-Grades 9-12**

### **A. HIGH SCHOOL CREDIT**

For the purposes of requirements for high school graduation, one full credit equals a minimum of 135 hours of instruction in a course that contains student performance standards.

A student may be awarded credit for less than 135 hours of instruction if he or she has demonstrated mastery of the course requirements and 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.

Hourly requirements for one-half credit are one-half of the requirements specified above.

The school district maintains a one-half credit earned system that includes courses provided on a full-year basis; and state that 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. 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 of the course and the averaging of the grades in each half would result in a passing grade, the student must successfully meet additional school board requirements, such as class attendance, homework, participation, and other indicators of performance.

### **B. ACCELERATED PLACEMENT OPTIONS**

At the beginning of each school year, parents of students in or entering high school must be notified of the opportunity and benefits of accelerated placement options. Acceleration options 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, three year graduation option, Advanced Placement (AP), credit by examination, the International Baccalaureate (IB) Program, and the Advanced International Certificate of Education Program (AICE). Credit earned through the Florida Virtual School shall also provide additional opportunities for early graduation and acceleration. 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), Advanced International Certificate of Education (AICE), 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, **(1003.4295, F.S.)** each high school will 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, the school district 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.

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

### **C. BRIGHT FUTURES**

The school district will annually provide to each high school student a complete and accurate Florida Bright Futures Scholarship Evaluation Report and Key. The report will be disseminated at the

beginning of each school year. The report must include all high school coursework attempted, the number of credits earned toward each type of award, and the calculation of the grade point average for each award. The report must also identify all requirements not met per award, including the grade point average requirement, as well as identify the awards for which the student has met the academic requirements. The student report cards must contain a disclosure that the grade point average calculated for purposes of the Florida Bright Futures Scholarship Program may differ from the grade point average on the report card.

#### **D. ATTENDANCE FOR GRADUATING SENIORS**

- Graduating seniors may be excused from classes during final days of their last semester to participate in graduation exercises, rehearsals, etc. Seniors excused by the principal for these purposes will not be counted absent. They will have demonstrated course mastery by the fact that they have completed all graduation requirements.
- The Calhoun County School Board will allow twelfth grade students to decrease the minimum number of days of instruction by up to four days for purposes of graduation without proportionate reduction of funding.

#### **E. GENERAL REQUIREMENTS FOR HIGH SCHOOL GRADUATION**

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

Twenty-four credits may be earned through applied, integrated, and combined courses approved by the Department of Education and shall be distributed as follows:

Sixteen core curriculum credits:

- Four credits in English, with major concentration in composition, reading for information, and literature
- Four credits in mathematics, one of which must be Algebra 1, a series of courses equivalent to Algebra 1, or a higher-level mathematics course. Beginning with the following school years, additional mathematics graduation requirements for students entering grade nine include the following:
  - 2010-2011
    - one of the four credits in mathematics must be in Geometry or a series of courses equivalent to Geometry as approved by the State Board of Education (SBOE)
    - Algebra 1 EOC Assessment performance will constitute 30 percent of the student's final course grade, if enrolled [s. 1008.22(3)(c)2.a.(I)].
    - The district is requiring that the Geometry EOC assessment performance will constitute 30 percent of the student's final course grade
  - 2011-2012
    - Earn passing score on the Algebra 1 EOC Assessment in order to earn course credit
    - Geometry EOC assessment performance will constitute 30 percent of the student's final course grade, if enrolled [s. 1008.22(3)(c)2.a.(I)].
  - 2012-2013
    - Earn a passing score on the Geometry EOC assessment in order to earn course credit
    - One of the four credits in mathematics must be Algebra 2 or a series of courses equivalent to Algebra 2 as approved by the SBOE.

- Three credits in science, two of which must have a laboratory component. Beginning with the following school years, additional science graduation requirements for students entering grade nine include the following:
  - 2010-2011
    - The district is requiring that the Biology EOC assessment performance will constitute 30 percent of the student's final course grade
  - 2011-2012
    - one of the three credits in science must be Biology 1 or a series of courses equivalent to Biology 1 as approved by the SBOE
    - Biology 1 EOC assessment performance will constitute 30 percent of the student's final course grade, if enrolled [s. 1008.22(3)(c)2.a.(I)].
  - 2012-2013
    - earn a passing score on the Biology 1 EOC Assessment in order to earn course credit
  - 2013-2014
    - three credits must include one credit of
      - Biology 1 or a series of courses equivalent to Biology 1 as approved by the SBOE
      - Chemistry or Physics or a series of courses equivalent to Chemistry or Physics as approved by the SBOE
      - A course in an equally rigorous course as determined by the SBOE
- Three credits in social studies as follows: one credit in United States history; one credit in world history; one-half credit in economics; and one-half credit in United States government.
- One credit in performing or fine arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses shall be identified through the Course Code Directory.
- One credit in physical education to include integration of health. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of "C" or better. The competency test on personal fitness must be developed by the Department of Education. A district school board may not require that the one credit in physical education be taken during the 9th grade year. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Completion of 2 years in a Reserve Officer Training Corps (ROTC) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.
- **Eight Credits in Electives**

**Identification, Notification, and Assistance to Students With a Cumulative Grade Point Average that is Less Than That Required for Graduation.**

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

2. Each school center will identify the assistance available and notify parents for each student whose name appears on the list required under F.1.
3. The requirements for meeting the minimum grade point average for high school graduation is that students must have an overall cumulative GPA of 2.0 or higher on a 4.0 scale. This would require the inclusion of all high school courses taken in the student's educational program, except those courses to which a forgiveness policy has been applied.

**F. REQUIREMENTS FOR GRADUATION WITH STANDARD DIPLOMA**

- Successful completion of the academic credit or curriculum requirements of s. 1003.428(1) - (2), F.S. For courses that require statewide EOC assessments a minimum of 30 percent of a student's course grade shall be comprised of performance on the statewide, standardized EOC assessment.
- Beginning with students entering grade 9 in the 2011-2012 school year, at least one course within the 24 credits required for graduation must be completed through online learning. However, an online course taken during grades 6-8 fulfills this requirement. A student who is enrolled in a full-time or part-time virtual instruction programs also meets this requirement.
- Earning passing scores on the FCAT, as defined in s. 1008.22(3)(c), F.S., or scores on a standardized test that are concordant with passing scores on the FCAT as defined in s. 1008.22(10), F.S. A student must take the Reading 10<sup>th</sup> Grade FCAT and appropriate EOC assessments. Students will be required to earn the scores that were required for high school graduation at the time the student first attempted the tests.

Beginning with students entering Grade 9 in the 2010-2011 school year, the EOCs for Algebra I and Geometry shall replace the Grade 9 and Grade 10 FCAT Mathematics Assessment. Beginning with students entering Grade 9 in the 2011-2012 school year, the Biology I EOC will replace the FCAT Science Assessment.

Beginning with students entering Grade 9 in the 2010-2011 school year, a score of Reading: Level 3 on the Grade 10 FCAT 2.0 must be achieved in order to meet high school graduation requirements .

A student who has not earned passing scores on the Grade 10 FCAT or appropriate EOC assessments must participate in each retake of the assessment until he/she earns passing scores or achieves concordant scores on standardized assessments. A student who has taken the Grade 10 FCAT or an EOC assessment without earning a passing score may substitute a concordant score on the ACT, SAT or other state-approved assessment for the FCAT or EOC. Concordant scores are to be determined annually by the Commissioner of Education and students who attain them may be awarded a standard diploma provided all other graduation requirements are met. At this time, the ACT concordant score for Reading is an 18. The ACT concordant score for math is a 15.

- The requirement for meeting the minimum grade point average for high school graduation is that students must have an overall cumulative GPA of 2.0 or above on a 4.0 scale. This would require the inclusion of all high school courses taken in the student's educational program, except those courses to which a forgiveness policy has been applied.
- The district superintendent shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.
- Students who have met all requirements for the standard high school diploma except for passage of the Grade 10 FCAT or an alternate assessment by the end of Grade 12 must be provided the following learning opportunities:
  - Participation in an accelerated high school equivalency diploma preparation program during the summer.
  - Upon receipt of a certificate of completion, be allowed to take the Common Placement Test (CPT) and be admitted to remedial or credit courses at a state community college, as appropriate.

- Participation in an adult general education program as provided in s. 1004.93, F.S., for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the Grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma.

## **G. STANDARD & ACCELERATED HIGH SCHOOL GRADUATION OPTIONS**

Students who entered Grade 9 in the 2006-2007 school year may select, upon receipt of each consent required by this section, one of the three high school graduation options:

### **1. Four Year Standard 24-Credit Program**

Completion of the general 24 credits for high school graduation as specified in s. 1003.43, F.S.

Students who entered their first year of high school in the 2007-2008 school year and thereafter and who choose the 24 credits option are required to satisfy graduation requirements as specified in s. 1003.428, F.S.

- i. To be promoted from grade nine to ten, a student must have earned a total of six credits.
- ii. To be promoted from grade ten to eleven, a student must have earned a total of twelve credits.
- iii. To be promoted from grade eleven to twelve, a student must have earned a total of 18 credits.
- iv. English Language Learner students in grades 9 – 12 shall receive credit towards graduation in Basic ESOL as English credit.
- v. For the students that have been retained at the high school level (grades 9-11), mid-year promotion may occur when students have met credit requirements.

### **2. 3 Year College Prep Track**

Completion of a three-year college preparatory program requires the successful completion of a minimum of 18 academic credits in Grades 9 through 12. For students who chose this, at least 6 of the 18 credits required for completion of this program must be received in classes that are in the International Baccalaureate Program, the Advanced Placement Program, dual enrollment, Advanced International Certificate of Education, or specifically listed or identified by the Department of Education as rigorous pursuant to s. 1009.531(3), F.S. The 18 primary credits required for completion of this program shall be distributed as follows:

- Four credits in English, with major concentration in composition and literature;
- Three credits in mathematics for students who enter grade nine before 2010-2011. Beginning with students entering grade nine in the 2010-2011 school year, four credits in mathematics at Algebra 1 level or higher from the list of courses that qualify for state university admission. Beginning with the following school years, additional mathematics graduation requirements for students entering grade nine include the following:
  - 2010-2011
    - One of the four credits in mathematics must be in Geometry or a series of courses equivalent to Geometry as approved by the State Board of Education (SBOE) o
    - Algebra 1 EOC Assessment performance will constitute 30 percent of the student's final course grade, if enrolled [s. 1008.22(3)(c)2.a.(I)].
  - 2011-2012
    - Earn passing score on the Algebra 1 EOC Assessment in order to earn course credit

- Geometry EOC assessment performance will constitute 30 percent of the student's final course grade, if enrolled [s. 1008.22(3)(c)2.a.(I)].
- 2012-2013
  - Earn a passing score on the Geometry EOC assessment in order to earn course credit
  - One of the four credits in mathematics must be Algebra 2 or a series of courses equivalent to Algebra 2 as approved by the SBOE.
- Three credits in science, two of which must have a laboratory component. Beginning with the following school years, additional science graduation requirements for students entering grade nine include the following:
  - 2011-2012
    - One of the three credits in science must be Biology 1 or a series of courses equivalent to Biology 1 as approved by the SBOE
    - Biology 1 EOC assessment performance will constitute 30 percent of the student's final course grade, if enrolled [s. 1008.22(3)(c)2.a.(I)].
  - 2012-2013
    - Earn a passing score on the Biology 1 EOC Assessment in order to earn course credit
  - 2013-2014
    - Three credits must include one credit of
      - Biology 1 or a series of courses equivalent to Biology 1 as approved by the SBOE
      - Chemistry or Physics or a series of courses equivalent to Chemistry or Physics as approved by the SBOE
      - A course in an equally rigorous course as determined by the SBOE
- Three credits in social sciences, which must include one credit in United States history, one credit in world history, one-half credit in United States government, and one-half credit in economics;
- Two credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses; and
- Three credits in electives and beginning with students entering grade 9 in the 2010-2011 school year, two credits in electives.
  - i. To be promoted from grade nine to ten, a student must have earned a total of six credits.
  - ii. To be promoted from grade ten to eleven, a student must have earned a total of twelve credits.

### **3. 3 Year Career Prep Track**

Completion of a three-year career preparatory program requires the successful completion of a minimum of 18 academic credits in Grades 9 through 12. The 18 primary credit requirements shall be distributed as follows:

- Four credits in English, with major concentration in composition and literature;
- Three credits in mathematics, and beginning with students entering Grade 9 in the 2010-2011 school year, four credits in mathematics, one of which must be Algebra 1. Beginning with the following school years, additional mathematics graduation requirements for students entering grade nine include the following:
  - 2010-2011

- One of the four credits in mathematics must be in Geometry or a series of courses equivalent to Geometry as approved by the SBOE
- Algebra 1 EOC Assessment performance will constitute 30 percent of the student's final course grade, if enrolled [s. 1008.22(3)(c)2.a.(I)].
- 2011-2012
  - Earn passing score on the Algebra 1 EOC Assessment in order to earn course credit
  - Geometry EOC assessment performance will constitute 30 percent of the student's final course grade, if enrolled [s. 1008.22(3)(c)2.a.(I)].
- 2012-2013
  - Earn a passing score on the Geometry EOC assessment in order to earn course credit
  - One of the four credits in mathematics must be Algebra 2 or a series of courses equivalent to Algebra 2 as approved by the SBOE.
- Three credits in science, two of which must have a laboratory component. Beginning with the following school years, additional science graduation requirements for students entering grade nine include the following:
  - 2011-2012
    - One of the three credits in science must be Biology 1 or a series of courses equivalent to Biology 1 as approved by the SBOE
    - Biology 1 EOC assessment performance will constitute 30 percent of the student's final course grade, if enrolled [s. 1008.22(3)(c)2.a.(I)].
  - 2012-2013
    - Earn a passing score on the Biology 1 EOC Assessment in order to earn course credit
  - 2013-2014
    - Three credits must include one credit of
      - Biology 1 or a series of courses equivalent to Biology 1 as approved by the SBOE
      - Chemistry or Physics or a series of courses equivalent to Chemistry or Physics as approved by the SBOE
      - A course in an equally rigorous course as determined by the SBOE
- Three credits in social sciences, which must include one credit in United States history, one credit in world history, one-half credit in United States government, and one-half credit in economics;
- Three credits in a single vocational or career education program, three credits in career and technical certificate dual enrollment courses, or four† credits in vocational or career education courses († pending legislative action).
- A single vocational or career education program consists of a sequential program of studies and requires at least three secondary school career and technical credits taken over at least two academic years that will qualify a student for the Florida Gold Seal Vocational Scholars (GSV) award; and
- Two credits in electives unless four† credits are earned pursuant to s. 1003.429(1)(c)5, F.S. (†pending legislative action).
  - i. To be promoted from grade nine to ten, a student must have earned a total of six credits.
  - ii. To be promoted from grade ten to eleven, a student must have earned a total of twelve credits.

### **Additional Requirements for College/Career Prep Progression**

- Prior to selecting an accelerated graduation program described in s. 1003.429(1)(b) or (1)(c), F.S., a student and the student's parent should meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option, and the school must also receive written consent from the student's parent. If an effort to meet with the student's parent fails and that effort has been documented by designated school personnel, the student may select an accelerated program without the written consent of the student's parent. A student may also select an accelerated program without the written consent of the student's parent if the student is 18 years of age or older.
- Selection of one of the graduation options may be completed by the student at any time during grades 9 through 12, and is exclusively up to the student and parent. If the student and parent fail to select a graduation option with one of the accelerated high school graduation options, the student shall be considered to have selected the 24 general requirements for high school graduation specified in s. 1003.429(1)(a), F.S.
- The student and parent must be notified at the end of each grade if a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the parent of the following:
  - The requirements that the student is not currently meeting;
  - The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements; and
  - The right of the student to change to the four-year program set forth in **s. 1003.43, F.S.**
- A student who selected one of the accelerated three-year graduation options shall automatically move to the four-year program stated in **s. 1003.43, F.S.**, if the student:
  - Exercises his or her right to change to the four-year program;
  - Fails to earn five credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10;
  - Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment;
- The district school board will not establish requirements for accelerated three-year high school graduation options in excess of the requirements in s. 1003.429(1)(b) and (c), F.S. For courses that require statewide, standardized EOC assessments under s. 1008.22(3)(c)2.c., a minimum of 30 percent of a student's course grade shall be comprised of performance on the statewide EOC assessment.
- Students pursuing accelerated three-year high school graduation options, college, or career preparatory programs specified in s. 1003.429(1)(b) or (1)(c), F.S., are required to:
  - Earn passing scores on the FCAT as defined in s. 1008.22(3)(c), F.S., or scores on a standardized test that are concordant with passing scores on the FCAT as defined in s. 1008.22(10), F.S.
  - Achieve a cumulative weighted GPA of 3.5 on a 4.0 scale or its equivalent in the courses required for the college preparatory accelerated three-year high school graduation option specified in s. 1003.429(1)(b), F.S.; or
  - Achieve a cumulative weighted GPA of 3.0 on a 4.0 scale or its equivalent in the courses required for the career preparatory accelerated three-year high school graduation option stated in s. 1003.429(1)(c), F.S.
  - Receive a weighted or unweighted grade that earns at least 3.0 points or its equivalent to earn course credit toward the 18 credits required for the college preparatory accelerated three-year program stated in s. 1003.429(1)(b), F.S.
  - Receive a weighted or unweighted grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the 18 credits required for the career preparatory accelerated three-year high school graduation option stated in s. 1003.429(1)(c), F.S. Weighted grades referred to in s. 1003.429(6)(b)-(d), F.S., shall be applied to those courses specifically listed or identified by the Department as rigorous pursuant to s. 1009.531(3), F.S., or weighted by the district school board for class ranking purposes.

- Students selecting one of the three-year programs will be treated equally with students graduating via the minimum 24-credit general high school graduation program in all ways, including eligibility for valedictorian, salutatorian, Talented 20, and Bright Futures. The school district may, however, choose to recognize a valedictorian and a salutatorian from each graduation program. Students graduating in three years cannot be excluded from activities traditionally provided for graduating students during their anticipated graduation year.

## **H. EARLY ADMISSION**

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

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

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.

Advanced Placement is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination.

Credit by examination shall be 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.

## **I. DUAL ENROLLMENT**

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

courses may be taken at Chipola College. Dual enrollment courses taught at high school sites are college courses, which earn college credit and therefore, **must conform to college grading policy.**

The district school board shall inform all secondary school students of dual enrollment as an educational option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. District school boards must annually assess the demand for dual enrollment and other advanced courses, and the district school board shall consider strategies and programs to meet that demand and include access to dual enrollment on the high school campus whenever possible. Alternative grade calculation, weighting systems, or information regarding student education options, which discriminate against dual enrollment courses, are prohibited.

A student must express intent to the principal to pursue a post secondary degree to be eligible to participate in these programs. In order to participate, the student must also have written approval of the high school principal, acceptable grade point average, and acceptable college admission test scores. (Refer to Appendix F, Articulation Agreement.)

Beginning with students entering Grade 9 in the 2006-2007 school year, school districts and community colleges must weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advanced International Certificate of Education courses when GPA's are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

**Funding for Dual Enrollment/Advanced Placement Instruction** Students who meet the eligibility requirements of s. 1007.271, F.S., and who choose to participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees.

Students enrolled in a joint dual enrollment and advanced placement course may be funded by either dual enrollment or advanced placement formula specified in s. 1001.62, F.S.; however, no student shall be funded through both a dual enrollment and advanced placement program. The school board shall utilize the funding formula that more closely approximates the cost of the course.

## **J. REMEDIAL INSTRUCTION**

Remedial instruction in reading, writing, mathematics and science will be provided for students who did not attain Achievement Level 3 on **FCAT Reading SSS** or **FCAT Mathematics SSS**. If a student's documented deficiency has not been remediated, the student may be retained. Remedial instruction provided during high school may not be in lieu of required English and mathematics credits required for graduation.

If the minimum performance expectations are not met, remedial or supplemental instruction must be provided until expectations are met; the student graduates from high school, or is not subject to compulsory attendance

For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. A high school student who scores at Level 1 or 2 on FCAT Reading, but who did not score below Level 3 in the previous 3 years, may be granted a 1-year exemption from the reading remediation requirement. However, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s. 1011.62(9), F.S.

For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the department for inclusion in the Course Code Directory.

## **K. COHORT/CREDIT RECOVERY**

On-line credit recovery is available for students needing to repeat failed courses or improve their current GPA for promotion/graduation. Students may also receive credit through Florida Virtual School on-line courses. In addition, virtual school options are available as an option for student not in their appropriate grade due to retention in elementary or middle school.

## **L. FORGIVENESS POLICY**

**FS 1003.43** requires that beginning in the 2000-2001 school year, school district grade

- forgiveness policies for required courses are limited to replacing the grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course.
- Forgiveness policies for elective courses are limited to replacing the grade of “D” or “F” with a grade “C” or higher earned subsequently in 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 GPA. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation.

## **M. CAREER TECHNICAL EDUCATION CREDIT**

- A student may substitute competencies completed in Computing for College and Careers or Introduction to Technology Information for competencies required in a comparable computer course.
- Career Technical Education programs may be substituted for required courses in math, English and science as outlined in the Course Code Directory and State Board Rules, not to exceed two (2) credits in each subject area.

## **N. ADULT SCHOOL CREDIT**

- A student needing credits for graduation or promotion may attend adult school, upon the approval of the principal and guidance counselor. The student may enroll in the Adult School Program, beyond the regular school day, and earn a maximum of 2 credits that will apply toward graduation requirements.
- At the discretion of the principal and guidance counselor, out-of-district transfer students may be allowed to earn additional credits due to incompatibility of scheduled curriculum offerings.

## **O. FAILURE**

Students failing a required course will be required to make up the work by repeating the course failed during the regular school year, or by using the credit recovery program, or virtual school during the regular school year or during summer months.

## **P. HONOR GRADUATES**

Honor graduates will be determined using a weighted GPA. The GPA is an average of all grades from the 9th grade through 12th grade. The GPA will be determined following the posting of dual enrollment grades. Grades will be weighted on a 5.0 scale for the honors, AP, and dual enrollment courses. An “A” in an honors class will count 5.0 points, a “B” 4.0 points, etc. Non-honors classes will be counted on a 4.0 scale. Students with a weighted GPA of 3.5 un-rounded but less than 4.0 un-rounded will graduate with Honors. Students with a weighted GPA of 4.0 un-rounded and higher will graduate with High Honors.

## **Q. SALUTATORIAN /VALEDICTORIAN**

The graduate with highest GPA will be the valedictorian and the second highest GPA will be the salutatorian. The GPA is an average of all grades from the 9th grade through 12th grade. The GPA will be determined following the posting of dual enrollment grades. Grades will be weighted on a 5.0 scale

for the honors and AP courses and dual enrollment courses for the purpose of determining the valedictorian and salutatorian award. An “A” in an honors class will count 5.0 points, a “B” 4.0 points, etc. Non-honors classes will be counted on a 4.0 scale. A student must be enrolled full time in Blountstown High School or Altha Public School by September 1 of the 12<sup>th</sup> grade, to be eligible for the salutatorian and valedictorian award.

**In the event of a tie, Calhoun County School District shall apply the following criteria in the following order:**

- 1. The product of each student’s weighted GPA and best combined SAT (excluding the writing section) or equivalent ACT (excluding the writing section) score at a single administration of the test;**
- 2. The product of each student’s weighted GPA and best combined SAT (excluding the writing section) or equivalent Act (excluding the writing section) score at the earliest single administration of the test;**
- 3. The higher of the total number of high school credits earned.**

**R. PROGRESSION OF STUDENTS WITH DISABILITIES IN GRADES 9 - 12**

**Strategies for Students with Disabilities to Meet Standard Diploma Requirements**

- The district school board may require specific courses and programs of study within the minimum credit requirements for high school graduation and shall modify basic courses, as necessary, to assure students with disabilities the opportunity to meet the graduation requirements for a standard diploma, using one of the following strategies:
- Assignment of the student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students in the district school board student progression plan; or
- Assignment of the student to a basic education class for instruction that is modified to accommodate the student's exceptionality.

The district school board 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.

○ **Special Diploma/Courses at the Independent Level:**

4 credits	English/Language Arts
3 credits	Mathematics
2 credits	Science
1 credit	Physical Education

Completion, with a grade of “C” or better, of one semester of physical activity class that requires participation in an extracurricular activity may satisfy one-half of the one-credit requirement in physical education.

1 credit	Vocational Education
1 credit	Life Management and Transition
2 credits	Social Studies
10 credits	Electives
<b>24 credits</b>	<b>Total</b>

○ **Special Diploma/Courses at the Supported Level:**

4 credits	Communications
4 credits	Academics
4 credits	Personal & Home Living Skills
4 credits	Vocational Readiness
4 credits	Leisure & Recreation Skills
4 credits	Community and Social Skills
<b>24 credits</b>	<b>Total</b>

○ **Special Diploma/Courses at the Participatory Level:**

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

**S. HIGH SCHOOL DIPLOMAS**

● **Standard High School Diploma Designations**

Each standard diploma shall include, as applicable:

- A designation reflecting completion of four or more accelerated college credit course if the student is eligible for college credit pursuant to s. 1007.27, F.S., or s.1007.271, F.S., in Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or dual enrollment courses. The Commissioner of Education shall establish guidelines for successful passage of examinations or coursework in each of the accelerated college options.
- A designation reflecting the attainment of one or more industry certifications from the list approved by Workforce Florida, Inc., under s. 1003.492, F.S.
- A designation reflecting a Florida Ready to Work Credential in accordance with s. 1004.99, F.S.

**Types of Diplomas**

● **Standard Diploma**

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

- Obtain the required courses and a minimum of 24 credits; or
- Obtain the required courses, GPA, and a minimum of 18 credits (College & Career Prep Accelerated Graduation)
- Achieve required passing score on **FCAT** or state approved concordant
- Meet the requirements for the minimum grade point average. High school graduates must have an overall cumulative GPA of 2.0 or above on a 4.0 scale. This would require the inclusion of all high school courses taken in the student’s educational program, except those courses to which a forgiveness policy has been applied. **(FS 1003.43)**

● **Certificate of Completion**

A **certificate of completion** will be granted a student after a minimum of at least 12 years of education (excluding kindergarten) and when a pupil has successfully completed the district requirement of 24 credits for graduation, but has failed to pass **FCAT**, or maintain a cumulative grade point average of 2.0. If the student refuses the Certificate of Completion, he may enroll in a full or part-time “13<sup>th</sup> year program” **(FS 1003.43)** if the student accepts the Certificate of Completion, he/she may be remediated in either regular or adult school and take the test again. If the student passes FCAT or state approved concordant and completes the district requirement of a grade point average of 2.0, then the student can exchange his/her Certificate of Completion for a standard diploma.

A **special certificate of completion** is available to students with disabilities who are unable to meet all of the requirements for a special diploma. The certificate indicates that the student passed the required ESE courses but did not master all of the Sunshine State Standards for Special Diploma.

● **Special Diploma**

Students with disabilities may be eligible for a special diploma. The IEP team will make the diploma determination based on the student’s cognitive ability, supports needed and academic history.

The awarding of a special diploma or certificate of completion does not prevent a student with disabilities from pursuing a standard diploma or from receiving a free appropriate public education through the end of the school year in which the student turns age 22.

A student who has been classified as a student who has an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; and other health impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; or students who are deaf or hard of hearing or dual sensory impaired shall not be required to meet standard high school graduation requirements (s. 1003.43, F.S.) and, upon meeting the requirements prescribed by the school board pursuant to s. 1008.25, F.S., shall be awarded a special diploma.

- **State of Florida Performance-Based Diploma**

The Performance-Based Exit Option Model may only be exercised for students who are off track to graduate with their kindergarten cohort due to being overage for grade, behind in credits or having a low Grade Point Average (GPA). Students participating in the Performance-Based Exit Option Model may not graduate prior to their kindergarten cohort. Participation in this model is voluntary and requires parental notification and consent. Entry and exit policies must conform to state compulsory attendance requirements, as well as district daily attendance policies.

To be eligible to participate in the Performance-Based Exit Option Model, a student must, at a minimum, be:

1. At least sixteen (16) years old and currently enrolled in a PK-12 program;
2. Enrolled in and attending high school courses that meet high school graduation requirements as specified in Section 1003.428 or 1003.43, F.S., whichever is applicable;
3. In jeopardy of not graduating with their kindergarten cohort because they are overage for grade, behind in credits, or have a low GPA;
4. Assessed at a seventh grade reading level or higher at the time of selection (ninth grade or higher at the time of GED testing), as documented by the Test of Adult Basic Education (TABE) reading component or other assessment to determine grade level proficiency.

Instruction for the Performance-Based Exit Option Model must be of sufficient intensity and duration to ensure that participating students have a fair opportunity to raise their skills to the level necessary to earn a State of Florida High School Performance-Based Diploma in a reasonable period of time. Appropriate curriculum materials must be provided in adequate quantities and must be available when students need them. Instructional strategies that focus on individual student progress are strongly encouraged.

For students to successfully complete the Performance-Based Exit Option Model, the student must:

1. Continue enrollment and attendance in high school courses that meet high school graduation requirements as specified in Section 1003.428 or 1003.43, F.S., whichever is applicable.
2. Pass the required sections of the FCAT, or receive a concordant score in accordance with Section 1008.22, Florida Statutes;
3. Pass the GED Tests; and
4. Complete any additional requirements established by the school district.

## **T. STANDARDS FOR GRADUATION FOR STUDENT WITH DISABILITIES**

- **Graduation Opportunities**

Students with disabilities are not restricted or limited solely to a special diploma or special certificate of completion and upon proper request shall be afforded the opportunity to fully meet all standard graduation requirements of s. 1003.43, F.S., or s. 1003.428, F.S., and qualify for a standard diploma upon graduation.

- **Student Rights/Parent Notification**  
Students with disabilities in grades 9-12, who request a change from a standard diploma status to a special diploma status, may have credit applied toward a special diploma for courses taken in regular education. The teacher and principal must verify that the regular course was passed.
- **School Responsibilities**  
The school shall make provisions for each student to take regular education, career/technical, and exceptional educational courses as appropriate for meeting the minimum number of course credits for a special diploma.
- Students with disabilities, if included in general education for a portion of their school day, may receive standard credit that will count toward special diplomas in their prescribed program of study, provided promotional requirements are met for that course.
- **Diploma Procedures For Students With Disabilities**  
Students with disabilities may select and move between the two diploma options of standard and special and between courses of study leading to standard or special diplomas, as appropriate.
  - Special diploma (option 1) requirements for certain students with disabilities shall include:
    - Demonstration of progress at the independent, supported, and/or participatory levels of each **Next Generation Sunshine State Access Points** for Special Diploma prescribed in paragraph (1) (h) of **SBR 6A. –1.09401**, as determined through the IEP Process, and
    - Completion of the minimum number of course credits for a special diploma as prescribed by the school board. –**See pg. 46 & 47**
    - **Next Generation Sunshine State Access Points** for students with disabilities as defined in this rule, mastery of the **Next Generation Sunshine State Standards** through successful completion of courses that meet graduation requirements for a standard diploma, specified in paragraphs (1) (a) through (g) of **SBR 6A.1.09401**, shall be accepted in lieu of **Next Generation Sunshine State Access Points** for Special Diploma noted in subsection (12) of this rule for awarding of a special diploma. **Next Generation Sunshine State Access Points** for special diploma describe what certain students with a disability should be able to do at three (3) proficiency levels – independent, supported, and/or participatory. These standards, as well as the course descriptions, are available on line at [www.floridastandards.org](http://www.floridastandards.org).
- **Requirements for Standard Diploma for Students with Disabilities**
  - Students with disabilities should be awarded credit toward a standard diploma under the following conditions:
    - The student with a disability has taken a course (regular course code directory number) with regular students and has passed the course or
    - The student with a disability has taken an exceptional student course (regular course code directory number), which is equivalent in content level or student performance standard level taught by an ESE teacher, appropriately subject area certified, and the course is a modification of a course, which is applicable for a standard diploma.
  - The aforementioned requirements for graduation apply equally to students with disabilities, who will receive a standard diploma; however, **FS 1003.43** permits district school boards to modify courses in order to accommodate the student’s disability. Provisions for course accommodations should be made where necessary to ensure students with disabilities have access to a standard diploma. Nothing provided in **FS 1003.438** shall be construed to limit or restrict the right of a student with a disability solely to a special diploma or a special certificate of completion.
- **Employment and Community Competencies-Special Diploma (Option 2)**  
The School Board’s requirements for demonstration of mastery of specified employment and community competencies ensure:

- The student has achieved all the annual goals and short-term objectives which were specified on the IEP related to the employment and community competencies;
- The student is employed in a community-based job, for the number of hours per week specified in the student's training plan, for the equivalent of one (1) semester, and paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act;
- The student has mastered the employment and community competencies specified in the training plan. The training plan is developed and signed by the student, parent, teacher, and employer prior to placement in employment and identifies the following:
  - The expected employment and community competencies;
  - The criteria for determining and certifying mastery of the competencies;
  - The work schedule and the minimum number of hours to be worked per week; and
  - A description of the supervision to be provided by school district staff.

- **Waiver of FCAT and /or End of Course Exam Graduation Requirement for Students with Disabilities**

The Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act, passed by the 2003 Legislature, requires that each district school board provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. **F.S. 1007.02(2)**

The ENNOBLES Act also provides, at section **1003.43(11)(b), Florida Statutes**, for the waiver of the FCAT requirement for graduation with a standard diploma for certain students with disabilities who have met all other requirements for graduation with a standard diploma, except a passing score on the FCAT or applicable end of course exams. In order for the FCAT/EOC graduation requirement to be waived, the IEP team must meet during the student's senior year to determine whether or not the FCAT/EOC can accurately measure the student's abilities, taking into consideration allowable accommodations.

To be eligible for consideration for the waiver, students must meet the following requirements:

- Be identified as a student with a disability as defined in **s. 1007.02(2), F.S.**;
- Have an individual educational plan (IEP);
- Be a senior or student with a disability who remains enrolled seeking a standard diploma for whom the FCAT and/or EOC is the graduation test;
- Have taken the FCAT/EOC at least twice with appropriate allowable accommodations (for example, once in 10<sup>th</sup> and once in 11<sup>th</sup> grade) or if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grades 10, 11 or 12;
- Have participated in intensive remediation for FCAT Reading and/or FCAT/EOC Mathematics, if passing scores were not earned;
- Complete the minimum number of course credits prescribed by the state and district school board and demonstrate the knowledge, skills, and abilities required by the Next Generation Sunshine State Standards; and
- Be progressing towards meeting the state's 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

A student with a disability, as defined in s.1007.02(2), F.S., for whom the IEP committee determines that an EOC can not accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the EOC assessment requirement waived for the purpose of determining the student's course grade required, where applicable.

- **Course Accommodations/Modifications for Students With Disabilities**

- A modification changes the content or level of skill, or otherwise changes the standard that is being taught or tested. Modifications are appropriate for students whose cognitive ability does not permit the learning of the same content or level of skill as required by the Next Generation Sunshine State Standards.

Examples of course modifications may include but not limited to:

- Special instructional materials designed for the student’s individual cognitive level
- Curriculum developed from the Next Generation Sunshine Access Points
- Modification of a basic course that changes the content level of the course in order to meet the need of the individual student.

- Accommodations do not change the content skill level; however they allow the student with a disability the opportunity to demonstrate knowledge. Accommodations are intended for those students who may need small changes in the way they are instructed and assessed in regular classes.

Examples of accommodations may include but not limited to:

- Instructional methods and materials
- Assignments and classroom assessments
- Time demands and scheduling
- Adaptations to the learning environment
- Use of special communication systems

- **State and District Assessment of Students with Disabilities**

- **Guidelines for Exemption of Students with Disabilities** The IEP team will use the recommended policy of the Florida Department of Education in making the decision of appropriate exclusion from the state or district assessment of student achievement, to include the following:

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

- **Alternate Assessment**

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

- **Testing Accommodations for Students with Disabilities in District and/or State Assessment** Each student with a disability has the opportunity to participate in any state or district assessment of student achievement with accommodations if determined appropriate by the individual education plan (IEP) team and recorded on the student's IEP. Parents will be notified if the classroom accommodations provided in class are not also provided during the FCAT or end of course exam administration. FCAT/EOC accommodations cannot be made that jeopardize test validity. Accommodations identified for testing situations shall be those allowable accommodations identified in the test manual. Students may not be given accommodations on the FCAT or end of course exams that are not routinely used in the classroom.

Example of testing accommodations may include:

- a. Presentation – The student may be administered any statewide assessment through the following presentation formats as appropriate:
- b. The district test coordinator may request large print versions.
  - Braille versions may be requested for students who use Braille materials. Some test items may be altered in format for Braille versions of the test as authorized by the Department. Test items that have no application for the Braille reader will be deleted as authorized by the Department. Student performance standards that cannot be assessed in the Braille format will be deleted from the requirements of **FS 1008.22**.
  - Signed or oral presentation may be provided for all directions and items other than reading items. Reading items must be read by the student through visual or tactile means.
  - The student may use means to maintain or enhance visual attention to test items.
  - Presentation formats not covered by this rule may be requested through the Department of Education and will be provided, as appropriate, upon approval from the Commissioner of Education.
- c. Responding – The student may use varied methods to respond to the test, including written, signed, and verbal response. Written responses may include the use of mechanical and electronic devices. A test administrator or proctor may transcribe student responses to the format required by the test. Transcribed responses must accurately reflect the response of the student, without addition or edification by the test administrator or proctor.
- d. Scheduling – The student may be administered a test during several brief sessions, allowing frequent breaks during the testing sessions, within specifications of the test administration manual. Students may be provided additional time for the administration of the test.
- e. Setting – The student may be administered a test individually or in a small group setting, and may be provided with adaptive or special furniture, lighting, or acoustics.
- f. Assistive Devices – The student may use the following assistive devices typically used in classroom instruction:
  - 1. If the purpose of the assessment requires complex computations, calculators may be used as authorized in the test administration manual. A calculator may not be used on assessments of basic computation as specified in the test administration manual.
  - 2. Visual magnification and auditory amplification devices may be used. For students with visual impairments, an abacus may be used.
  - 3. Technology may be used without accessing spelling or grammar-checking applications for writing assessments and without speech output programs for reading items assessed. Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must assure that test responses are the independent work of the student. Unusual circumstances of accommodations through assistive devices must be approved by the Department of Education before use.

## **U. HIGH SCHOOL EQUIVALENCY DIPLOMA (GED)**

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

## **V. READINESS FOR POSTSECONDARY EDUCATION AND THE WORKPLACE**

Students entering Grade 9 and their parents shall have developed during the middle grades a 4- to 5-year academic and career plan based on postsecondary and career goals. Alternate career and academic destinations should be considered with bridges between destinations to enable students to shift academic and career priorities if they choose to change goals. The destinations shall accommodate the needs of students served in exceptional education programs to the extent appropriate for individual students. Exceptional education students may continue to follow the courses outlined in the district school board student progression plan. Students and their parents shall choose among destinations, which must include:

- Four-year university, community college plus university, or military academy degree.
- Two-year postsecondary degree.
- Postsecondary career certificate.
- Immediate employment or entry-level military.
- A combination of the above.

The student progression model toward a chosen destination shall include:

- A "path" of core courses leading to each of the desired destinations
- A recommended group of electives, which shall help define each path.
- Provisions for a teacher, school administrator, school staff member, or community volunteer to be assigned to a student as an "academic advocate" if parental or guardian involvement is lacking.
- Include that the common placement test authorized in s. 1001.03(10) and 1008.30, F.S., or a similar test may be administered to high school students who have chosen one of the four destinations. The results of the placement test shall be used to target additional instructional needs in reading, writing, and mathematics prior to graduation.

Students enrolled in articulated, sequential programs of study that include a technical component and a minimum of a postsecondary certificate or 2-year degree.

The business community shall be encouraged to support real-world internships and apprenticeships. All students shall be encouraged to take part in service learning opportunities.

High school equivalency diploma preparation programs shall not be a choice for students leading to any one of the four destinations above.

Access to Level 1 courses for graduation credit shall be limited to only those students for whom assessment indicates a more rigorous course of study would be inappropriate. This shall take effect for those students entering Grade 9 in 1997 and thereafter. This must be documented in the IEP or a student performance plan.

The school principal must designate a member of the instructional or administrative staff to serve as a specialist to help coordinate the use of student achievement strategies to help students succeed in their coursework

The school principal must institute strategies to eliminate reading, writing, and mathematics deficiencies of secondary students.

## **W. FLORIDA READY TO WORK CERTIFICATION PROGRAM**

Florida Ready to Work Certification Program is available for interested high school students.

The Florida Ready to Work Certification Program shall be composed of:

- A comprehensive identification of workplace skills for each occupation identified for inclusion in the program by the Agency for Workforce Innovation and the Department of Education.
- A preinstructional assessment that delineates the student's mastery level on the specific workplace skills identified for that occupation.
- A targeted instructional program limited to those identified workplace skills in which the student is not proficient as measured by the preinstructional assessment. Instruction must utilize a Web-based program and be customized to meet identified specific needs of local employers.
- A Florida Ready to Work credential and portfolio awarded to students upon successful completion of the instruction. Each portfolio must delineate the skills demonstrated by the student as evidence of the student's preparation for employment.
- Three levels of attainment for the credential are as follows:
  - a. Bronze-level requires a minimum score of 3 or above on each of the assessments.
  - b. Silver-level requires a minimum score of 4 or above on each of the assessments.
  - c. Gold-level requires a minimum score of 5 or above on each of the assessments.

Ready to Work Credential assessments are available at the Calhoun County Adult School and Chipola One-Stop.

## **X. INTERINSTITUTIONAL ARTICULATION AGREEMENTS**

The superintendent of schools and president of Chipola College have jointly developed and are implementing a comprehensive articulated acceleration program for students enrolled in their respective school districts and service areas.

The district interinstitutional articulation must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:

- A ratification of all existing articulation agreements.
- A delineation of courses and programs available to students eligible to participate in dual enrollment. This delineation must include a plan for the community college to provide guidance services to participating students on the selection of courses in the dual enrollment program. The process of community college guidance should make maximum use of the automated advisement system for community colleges. The plan must ensure that each dual enrollment student is encouraged to identify a postsecondary education objective with which to guide the course selection. At a minimum, each student's plan should include a list of courses that will result in an Applied Technology Diploma, an Associate in Science degree, or an Associate in Arts degree. If the student identifies a baccalaureate degree as the objective, the plan must include courses that will meet the general education requirements and any prerequisite requirements for entrance into a selected baccalaureate degree program.
- A delineation of the process by which students and their parents are informed about opportunities to participate in articulated acceleration programs.
- The process by which students and their parents exercise their option to participate in an articulated acceleration program.
- High school credits earned for completion of each dual enrollment course.
- Postsecondary courses that meet the criteria for inclusion in the district articulated acceleration program to be counted toward meeting graduation requirements of s. 1003.43, F.S.
- Eligibility criteria for student participation in dual enrollment courses and programs.
- Institutional responsibilities regarding student screening prior to enrollment and monitoring student performance subsequent to enrollment in dual enrollment courses and programs.
- Identify the instructional quality criteria dual enrollment courses and programs that are to be judged and a delineation of institutional responsibilities for the maintenance of instructional quality.
- Delineate institutional responsibilities for assuming the cost of dual enrollment courses and programs including responsibilities for student instructional materials.
- Responsibility for providing student transportation if the dual enrollment is conducted at a facility other than the high school campus.
- Process for converting college credit hours earned through dual enrollment and early admission programs to high school credit based on mastery of course outcomes.
- An identification of the responsibility of the postsecondary educational institution for assigning

letter grades for dual enrollment courses and the responsibility of school districts for posting dual enrollment course grades to the high school transcript as assigned by the postsecondary institution awarding credit.

## **X. ADULT SCHOOL PROMOTION AND PLACEMENT**

### **A. GRADE CLASSIFICATION OF STUDENTS**

1. Students will not be classified by grade level.
2. The open entry/open exit program allows credits to be earned by completing with 70% accuracy all work prescribed for each course.
3. Students are placed on an appropriate instructional level based on performance on diagnostic tests.

### **B. MASTERY OF STUDENT PERFORMANCE STANDARDS: ASSIGNMENT OF CREDITS**

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

### **C. REQUIRED INSTRUCTION**

1. Required course of study for adult students will specify the required courses of study at each level.
2. **FS 1003.43 - (Marriage Preparation Act)** adds a requirement to the high school life management curriculum that “marriage and relationship skill - based education” be included in the course.
3. One of the three mathematics credits required for graduation must be Algebra I, a series of courses equivalent to Algebra I, or a higher level mathematics course.
4. A student may not enroll in Level I courses unless assessment of the student indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's individual educational plan or in a student performance plan, signed by the principal, the guidance counselor, and the parent or guardian (or the student if he/she is 18 years old or older).

### **D. Standards for Graduation for Adult Education**

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

#### **1. Calhoun County Diploma**

- a. Students who show mastery of the state student performance standards, complete the 24 course credits for Option 1 or the 18 credits for Option 2 & 3 as required by the State, and achieve a passing score on the FCAT will receive a standard diploma. Options for graduation requirements for Adult Education students are:
- b. The 1/2 credit requirement in physical education is waived due to inadequate facilities.
- c. The required laboratory components in the science courses are also waived due to inadequate facilities.

#### **2. State of Florida High School Diploma**

Students who pass the **General Education Development Test (GED)** in lieu of the normal graduation requirements will be granted a State of Florida High School Equivalency Diploma.

# Appendix A

CC-64-PPSF  
5-10-2000  
Rev. 4-13-04

## CALHOUN COUNTY SCHOOL BOARD

### STUDENT PROGRESSION STAFFING FORM FOR K-8

**School:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Student:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

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

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

#### Placement

Retained in grade \_\_\_\_\_

Placed for Good Cause in grade \_\_\_\_\_

Reasons for placement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Summer School \_\_\_\_\_

Interventions \_\_\_\_\_

Staffing Committee:

\_\_\_\_\_  
Principal/Designee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Guidance Counselor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher(s)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

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

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

## **Appendix B**

### **Calhoun County School District**

#### **Physical Education Plan**

Calhoun County has three levels of Physical Education: elementary, middle and high school. We offer specially designed physical education for students with disabilities and emphasize the same outcomes appropriate for their ability.

##### **Physical Education Requirements for PreK – 5**

Students in grades K-5 shall participate in a physical education program that stresses physical fitness and encourages healthy, active lifestyles. Senate Bill 610 requires 150 minutes of physical education per week for grades K-5 and for students in grade 6 who are enrolled in a school that contains one or more elementary grades. On any day during which physical education instruction is conducted there must be at least 30 consecutive minutes of physical activities of at least a moderate intensity level.

Elementary Physical Education is staffed for a minimum of thirty minutes of daily physical education. Our schools may elect to offer physical education fewer days but for longer durations of time. The instructional staff is made up of certified physical education instructors and non-certified assistants. The majority of the staff consists of certified instructors. The elementary program is a sequential, well-planned and coordinated program of physical, mental and social activities designed to develop a positive self image assuring that all students are successful. The instructional program is designed to: develop physical fitness, wellness, and motor skills; foster creativity; emphasize safety; motivate expression and communication; promote self understanding and acceptance; and stimulate social development. The program must serve the developmental needs of each child.

Students in grades K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

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

##### **Physical Education Expected Outcomes - Grades Pre-K-5**

- a. The student analyzes the benefits of regular participation in physical activity.
- b. The student achieves and maintains a health-enhancing level of physical fitness.
- c. The student demonstrates responsible personal and social behavior in physical activity.
- d. The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people.

- e. The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.

### **Physical Education Requirements for 6-8**

Students in grades 6-8 shall participate in a physical education program that stresses physical fitness and encourages healthy, active lifestyles. Beginning with the 2009-2010 school year, the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. All middle school physical education instruction is conducted by certified physical educators. The middle school program emphasizes learning specific skills or groups of skills. Activities become means through which the student can practice, refine and develop competence in skills. The goal is to develop students who are able to use skills in a variety of contexts and situations. The specific courses consist of locomotor skills, physical fitness, body management, throwing and catching, striking with body parts and striking with objects.

Students in grades K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

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

### **Physical Education Outcomes - Grades 6-8**

- a. The student knows basic skills and safety procedures to participate in outdoor sports.
- b. The student describes the principles of training and conditioning for specific physical activities.
- c. The student knows how to apply mature patterns of locomotor, nonlocomotor, body-management throwing, catching, and striking skills while participating in modified versions of team and individual sports.
- d. The student describes the principles of training and conditioning for specific physical activities.
- e. The student knows how to sustain an aerobic activity, maintaining target heart rate, to achieve cardiovascular benefits.
- f. The student knows the difference between muscular strength and muscular endurance, activities that contribute to the improvement of strength and endurance, and the various types of muscular strength and endurance required to perform different activities.
- g. The student knows how to achieve and maintain appropriate cardiovascular fitness, flexibility, muscular strength, endurance and body composition.
- h. The student plans and participates in an individualized fitness program, and explores new ways to achieve activity goals in their individual wellness plan.
- i. The student knows how to use a journal to document the benefits of participation in physical activity as part of an individual wellness plan.

### **Physical Education Requirements for 9 -12**

The following requirements apply to entering 9<sup>th</sup> grade students of the 2007-2008 school year and thereafter: 1 credit in physical education to include the integration of health.

Based on the updated Physical Education graduation requirements, Senate Bill 2092 reinstated waiver language associated with Physical Education.

The application of waivers is as follows:

- If the district has chosen the Personal fitness/Physical Education activity elective courses to fulfill the High School Physical Education graduation requirement, then the following waivers apply:
  1. Participation in two seasons of an interscholastic sport AND passing grade of “C” on the Personal Fitness Competency test replaces both the .5 credit requirement in Personal Fitness and the .5 credit requirement in a Physical Education activity elective for a total of 1 credit in Physical Education.
  2. Completion of one semester of Marching Band with a passing grade of “C: replaces the .5 credit of the Physical Education activity elective. The student must still take the Personal Fitness class (.5 credit) to complete the 1 credit in Physical Education.
  3. Participation in a Dance class satisfies the .5 credit of the Physical Education activity elective. The student must still take the Personal fitness class (.5 credit) to complete the 1 credit in Physical Education.
  4. Completion of two years in a Reserve Officer Training Corps (R.O.T.C.) class satisfies 1 credit of the Physical Education activity electives. However, the student must still take the Personal Fitness class (.5 credit) to satisfy the Physical Education graduation requirement in those districts choosing this option. Students using the ROTC waiver will end up with 1.5 credits in Physical Education.
- If the district has chosen the Health Opportunities through Physical Education (HOPE) of the HOPE-PE Variation course requirements to fulfill the Physical Education graduation requirement, the following waivers apply:
  1. Participation in two seasons of an inter scholastic sport AND a passing grade of “C” on the Personal Fitness Competency test satisfies the 1 credit Physical Education requirement.
  2. Completion of two years in a Reserve Officer Training Corps (R. O. T. C.) class satisfies the 1 credit Physical Education requirement.

#### **Physical Education Expected Outcomes - Grades 9-12**

- a. The student knows how to maintain appropriate levels of cardiovascular fitness, muscular strength and endurance, flexibility, and body composition necessary for a healthy lifestyle.
- b. The student knows how to apply the results of fitness assessments to guide changes in a personal program of physical activity and develop a training and conditioning program that enhances individual health-related needs.
- c. The student uses technology to assess, enhance, and maintain fitness and skills.
- d. The student maintains and improves motor skills and knowledge necessary for participation in beneficial physical activity.
- e. The student knows how to make changes in an individual wellness plan as lifestyle changes occur.
- f. The students know the correlation between obesity, high blood pressure, and increased physical activity.
- g. The student knows that physical activity reduces certain health risk factors.
- h. The student knows that regular physical activity can relieve the stress of everyday life.

- i. The student identifies the effects of age, gender, race, ethnicity, socioeconomic status, and culture upon physical activity preferences and exercise habits.
- j. The student knows the role of physical activity in the prevention of disease and the reduction of health-care costs.
- k. The student understands the role of physical activity as a potential vehicle for social interaction and cooperative relations within the family and workplace.