

Student Progression Plan

Academic Year 2023-24



**Florida School for
the Deaf & the Blind**

Do More. Be More. Achieve More.

207 San Marco Avenue
St. Augustine, FL 32084

Board of Trustees Approval Date: August 25, 2023

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Student Progression K-Adult

According to Florida Statute 1008.25, each school board will establish a comprehensive program for student progression that will be based upon an evaluation of each student's performance, including how well the student masters the performance standards approved by the state board.

The Florida School for the Deaf and the Blind (FSDB) Student Progression Plan establishes procedures to achieve parent/guardian understanding, cooperation and acceptance of the student's placement. School attendance procedures are described in the FSDB's Parent-Student Handbook.

The FSDB program for student progression is based upon goals and objectives that are compatible with the state's plan for education.

All procedures listed in the Student Progression Plan are subject to change because of FSDB board or school administrative action. Students and parents/guardians will be notified when such changes occur.

To ensure their total and continuous development, students will be placed in programs and levels best suited to meet their academic needs, with consideration given to their social, emotional and physical development.

Decisions regarding student promotion, retention and special placement are primarily the responsibility of the individual school's professional staff. This plan and the procedures for its implementation reflect clearly that promotion is based on student achievement.

FSDB and state regulations place the responsibility for decisions regarding student placement with the Principal and the Individual Education Plan (IEP) Team.

The Florida School for the Deaf and the Blind Board of Trustees shall allocate remedial resources to students in the following priority:

- Students who are deficient in reading by the end of grade 3.
- Students who fail to meet performance levels required for promotion consistent with the FSDB plan for student progression.

It is the responsibility of the Board of Trustees and FSDB administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences; of students to assume responsibility for learning, being at school and in class, and to engage in instruction; of parents/guardians for their children's attendance and for promoting an interest in learning and ensuring their children's proper conduct while at school; of the Principal for required records and reports; of teachers for providing effective instruction and remediation and documenting instruction in and students' mastery of the State academic standards/Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

FSDB is committed to the implementation of a Problem Solving/Response to Instruction (RtI)/ Multi-Tiered System of Supports (MTSS) process to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. FSDB 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 Instruction/Multi-Tiered System of Supports is “data-based decision making” process applied to education. A four-step problem-solving method and the systematic use of assessment data at the school, grade, class, and individual level will guide decisions about the allocation of resources and intensity of instruction/interventions needed to improve learning and/or behavior. This integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

- Tier 1: Core Curriculum: All students, including students who require curricular enhancements for acceleration.
- Tier 2: Strategic Interventions; Students who need more support in addition to the core curriculum
- Tier 3: Comprehensive and Intensive: Students who need individualized interventions.

Required Instruction and Assessment

INSTRUCTION

The requirements for instruction are designed to conform to the vision, mission and objectives of The Florida School for the Deaf and the Blind. The procedures herein are consistent with Florida Statute and recognize the unique characteristics and needs of FSDB’s students.

Based on State Standards

Instruction that complies with the State Board of Education adopted Student Performance Standards shall be offered in each school. These standards are incorporated into appropriate courses in all subject areas in grades K-Adult and are the basis for curriculum, instruction and evaluation of student performance in the district.

State academic standards, Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts Standards (ELA) and B.E.S.T. Mathematics

State Academic Standards, B.E.S.T. ELA and B.E.S.T. Mathematics Standards prepare students to effectively engage, communicate, and compete globally with students around the world. These standards incorporate important skills such as critical thinking, problem-solving, and workforce-literacy skills; communication, reading and writing; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. These standards are broad statements that describe what a child should know and be able to do at every grade level. These standards cover seven content areas: social studies, science, language arts, health/physical education, the arts, foreign language, and mathematics. The standards are divided into smaller units called “benchmarks,” which include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level. Each student’s performance on the statewide, standardized assessments (English Language Arts, mathematics, science in grades 5 and 8) and End-of-Course Exams (EOCs) in Algebra, Geometry, Biology, U.S. History and Civics) indicates his or her progress in reaching these benchmarks.

Equity in Classroom Instruction and Extra-Curricular Activities

Provisions shall be made for all students to participate fully in classroom instruction and extra-curricular activities. FSDB does not discriminate on the basis of age, race, color, sex, religion, national origin, political opinion, affiliation, marital status, genetic information, disability, veteran status or any other basis as mandated by federal and state law in its educational programs, services or activities, or in its hiring or employment practices. FSDB also provides equal access to the Boy Scouts and other designated youth groups as required by law. The Florida School for the Deaf and the Blind offers classes in many career and technical education (CTE) program areas, including but not limited to Agriculture, Culinary Arts, Building Construction Technologies, Arts, 3D Animation. For more information about CTE course offerings, contact Jessie Girton, Executive Director of Career Development at (904) 827-2803 or FSDB, 207 San Marco Ave., Saint Augustine FL 32084. Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:

Paula Wagner, Executive Director of Parent Services
Section 504/Title IX Coordinator
904-827-2221
904-201-4540 VP

F.S. 1003.42 Required Instruction K-12

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

(b) All instructional Materials, as defined in s. 1006.29(2), used to teach reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment, as part of the courses referenced in subsection (5), must be annually approved by a district school board in an open, noticed public meeting.

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

- (a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
- (b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.

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

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

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

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

(g)1. 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, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(8), and the prevention of anti-Semitism.

2. The second week in November shall be designated as “Holocaust Education Week” in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on the individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons who have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom

instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles in numerated in subsection (3) or the state academic standards. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the commissioner of education's American history task force.

(i) The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contribution of Asian Americans and Pacific Islanders to American society. Instructional materials should include the contributions of Asian Americans and Pacific Islanders to American society.

(j) The elementary principles of agriculture.

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

(l) Kindness to animals.

(m) The history of the state.

(n) The conservation of natural resources.

(o) Comprehensive age-appropriate and developmentally appropriate K-12 instruction on:
1. Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

(a) Injury prevention and safety.

(b) Internet safety.

(c) Nutrition.

(d) Personal health.

(e) Prevention and control of disease.

(f) Substance use and abuse.

(g) Prevention of child sexual abuse, exploitation, and human trafficking.

2. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be 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.

3. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

4. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

a. Self-awareness and self-management.

b. Responsible decision making.

c. Resiliency.

d. Relationship skills and conflict resolution.

- e. Understanding and respecting other viewpoints and backgrounds.
- f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

5.a. For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the internet.

b. The Department of Education shall make available on line the instructional material being used pursuant to this subparagraph, and each district school board shall notify parents of its availability.

Health education and life skills instruction and materials may not contradict the principles enumerated in subsection (3).

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

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

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

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

(t) Civics and character education on the qualities and responsibilities of patriotism and citizenship, including, kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and for grades 11 and 12, voting using the uniform primary and general election ballot describe in s. 101.151(9).

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

The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. Instructional programming that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other schoolwide character building and veteran awareness initiative meets the requirements of paragraph (u).

(3) The Legislature acknowledges the fundamental truth that all persons are equal before the law and have an inalienable rights. Accordingly, instruction and supporting materials on the topics enumerated in this section must be consistent with the following principles of individual freedom:

- (a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
- (b) No race is inherently superior to another race.
- (c) No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.
- (d) Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
- (e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
- (f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by others of the same race or sex.

Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination, including how recognition of these freedoms have overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles of this subsection or state academic standards.

(4) The State Board of education shall develop or adopt a curriculum to inspire future generations through motivating stories of American history that demonstrate important life skills and the principles of individual freedom that enabled persons to prosper even in the most difficult circumstances. This curriculum shall be known as “Stories of Inspiration” and made available to schools to implement the requirements of subsection (3).

(5) Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns. Each school district shall, on the district’s website homepage, notify parents of this right and the process to request an exemption. The home page must include a link for a student’s parent to access and review the instructional materials, as defined in s. 1006.29(2), used to teach the curriculum.

1003.4205 Disability history and awareness instruction.—

(1) Each district school board may provide disability history and awareness instruction in all K-12 public schools in the district during the first 2 weeks in October each year. The district school board shall designate these 2 weeks as “Disability History and Awareness Weeks.”

(2)(a) During this 2-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. Disability history may include the events and timelines of the

development and evolution of services to, and the civil rights of, individuals with disabilities. Disability history may also include the contributions of specific individuals with disabilities, including the contributions of acknowledged national leaders.

(b) The instruction may be integrated into the existing school curriculum in ways including, but not limited to, supplementing lesson plans, holding school assemblies, or providing other school-related activities. The instruction may be delivered by qualified school personnel or by knowledgeable guest speakers, with a particular focus on including individuals with disabilities.

(3) The goals of disability history and awareness instruction include:

(a) Better treatment for individuals with disabilities, especially for youth in school, and increased attention to preventing the bullying or harassment of students with disabilities.

(b) Encouragement to individuals with disabilities to develop increased self-esteem, resulting in more individuals with disabilities gaining pride in being an individual with a disability, obtaining postsecondary education, entering the workforce, and contributing to their communities.

(c) Reaffirmation of the local, state, and federal commitment to the full inclusion in society of, and the equal opportunity for, all individuals with disabilities.

ASSESSMENT

State Assessments

Each student shall participate in the required statewide assessment tests unless exempted by statute. Any student who does not meet minimum state expectations on state assessments shall receive and continue remedial instruction until the expectations are met as documented by demonstrating mastery, passing the state assessment tests and graduating from high school.

Any student who does not meet the standard level of performance in reading, writing, mathematics or science, or who does not meet the specific levels of performance on statewide assessments as determined by the Commissioner of Education, shall be provided remediation through his/her IEP.

Beginning, in the 2022-2023 school year, the Florida Assessment of Student Thinking (F.A.S.T.) replaced the Florida Standards Assessment (FSA) in reading (grades 3-10) and mathematics assessment (grades 3-8), as well as the current state EOCs in Algebra 1 and Geometry. The assessment of English Language Arts (ELA) shall be administered annually in grades PK-10. The writing component, which is included within the English Language Arts assessment, but given at a separate time, will be given in grades 4-10. The assessment of mathematics shall be administered annually in grades PK-8. The State Assessment Standards in Science in grades 5 and 8, and the EOCs in Biology I, U.S. History, and Civics will continue to be administered.

Middle grade students enrolled in Algebra I, Geometry, or Biology I must take the statewide, standardized EOC assessment for those courses and shall not take the corresponding subject and grade-level state-wide, standardized assessment.

Retaking the State Assessments

If students (starting with students who entered grade 9 in 2013-2014) do not pass the required Florida Algebra I EOC assessment, they must retake the assessment until they pass it, earn a concordant score on an approved assessment or receive an EOC Waiver, in order to earn a standard diploma. The Algebra I EOC assessment is currently administered at the conclusion of both the winter and spring semesters and in addition, there are summer and fall administrations.

Concordant Scores Option

To graduate from high school with a standard diploma, students must earn passing scores on statewide standardized assessment or passing scores on standardized tests that are concordant with passing scores on statewide standardized assessment, as defined by statute. Yearly, the Florida Legislature considers the authorization of the use of alternative assessment(s) for meeting high school graduation requirements.

The table below shows the concordant scores students must achieve based on the year they entered grade 9. In accordance with section (s.) 1008.22, Florida Statutes (F.S.), all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment and all students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing concordant or comparative score on file.

Concordant Scores by Year Student Entered Grade 9

Grade 10 FSA ELA Concordant Scores	
Available for <i>all</i> students who entered grade 9 in 2010-11 and beyond:	
SAT Evidenced-Based Reading and Writing (EBRW) ¹	480
ACT English and Reading subtests ²	18
Available <i>only</i> for students who entered grade 9 prior to 2019-2020:⁴	
SAT EBRW ¹	430
SAT Reading Subtest ³	24
ACT Reading	19
ACT English and Reading subtests (averaged)	18
Available <i>only</i> for students who entered grade 9 prior to 2019-2020:⁴	
SAT EBRW ¹	430
SAT Reading Subtest ³	24
ACT Reading	19
Algebra 1 EOC Comparative Scores	
Available for students who entered grade 9 in 2020–21 and beyond:	
PSAT/NMSQT Math ⁶	430
SAT Math ⁷	420
ACT Math	16
FSA Geometry EOC ⁷	Level 3
Available for students who entered grade 9 during the 2019–20 school year⁹:	
PERT	114
PSAT/NMSQT Math ⁵	430
SAT Math ⁶	420
ACT Math	16
FSA Geometry EOC ⁸	Level 3
Available for students who entered grade 9 between the 2011–12 and 2018–19 school years:	
PERT Mathematics	97

¹ Students whose graduation requirement is the Grade 10 FAST ELA Reading Assessment may use concordant scores aligned to the FSA Grade 10 ELA Assessment (those listed for all students who entered grade 9 in 2010–11 and beyond) until the State Board of Education adopts concordant scores aligned to the Grade 10 FAST ELA Reading Assessment.

² Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

³ The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal of 0.5 or higher, the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

⁴ Any students, including those using accelerated or career pathway graduation options, and adult students, that are eligible to graduate during the 2022–23 school year, may also use these scores.

⁵ Administered in March 2016 or beyond. Students who entered grade 9 prior to 2019–20 may also use a concordant score of 430 on the SAT Critical Reading if administered prior to March 2016. ⁶ Administered in 2015 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

⁷ Administered in March 2016 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

⁸ Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by Rule 6A-1.09422(6)-(7), F.A.C., may use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the Scholar Diploma Designation section below for eligibility criteria.

⁹ Any students, including those using accelerated or career pathway graduation options, and adult students, that are eligible to graduate during the 2022–23 school year, may also use these scores. (See Table 1.)

Assessment of Exceptional Student Education (ESE) Students

FSDB students pursuing a standard diploma must participate in state and district assessments. If students are to receive accommodations, then the accommodations must be listed in the student's Individual Education Plan (IEP). Lists of accommodations allowed are listed in the procedures manual for the specific assessment. Students who will not participate in the state and district assessments must have a statement in the IEP as to why they are unable to participate. The alternative assessment(s) that will be utilized in place of the state and district assessments must be listed in the IEP.

Assessment of English Language Learners (ELLs)

In general, all English Language Learners (ELLs) participate in the statewide assessment. However, English Language Learners (ELLs) served less than one year may no longer be exempted from the FSA English Language Arts (ELA) statewide assessment. As part of the No Child Left Behind legislation, all English Language Learners (ELLs) shall be assessed annually in reading, writing, listening and speaking.

Workforce Preparation Assessment

Before a student graduates from high school, schools shall assess the student's preparation to enter the workforce and provide the student and the student's parent or guardian with the results of the assessment.

Promotion and Retention

GENERAL COMMENTS

It is the intent of the Legislature that student progression from one grade to another be determined, in part, upon proficiency in reading, writing, science and mathematics. Students in grades K, 1 and 2 must make satisfactory Florida Standards benchmark progress in reading to be promoted. The Principal and staff of each school, working through the IEP Team, determine promotion and retention of a student unless it conflicts with the Student Progression Plan.

Promotion in grades 3-8 is based on satisfactory student performance in reading, writing, mathematics and science and other requirements as set forth by FSDB or the state.

Students who do not make satisfactory benchmark progress may be retained until mastery of the Florida Standards are demonstrated. Students in grade 3 face a mandatory retention if their statewide, standardized assessment in English Language Arts (ELA) test is Level 1 and they do not qualify for one of the six good cause exemptions. Please see specific section on 3rd grade retention.

Students who score at Level I on the statewide, standardized assessment in English Language Arts (ELA) in grades 4-10 and mathematics in grades 3-8 shall receive remediation through their Individual Educational Plan or be retained. Grade 3 students retained based on the statewide, standardized assessment in English Language Arts (ELA) Level 1 score, or grade 3 students promoted for good cause, must have an Individual Educational Plan that includes goals and objectives for reading. Promotion in grades 9-12 is based on satisfactory completion of credit requirements as outlined in the FSDB handbook.

In limited circumstances, a student may be promoted without meeting the specific assessment performance levels prescribed by FSDB and the state. Promotion may be recommended by a Principal working with the IEP Team if the student is able to demonstrate success with the State Academic Standards/ B.E.S.T. Standards or the Access Points through alternative assessments with the evidence

indicating that the student's achievement is equivalent to the designated levels of performance for student progression. This provision, however, does not apply to grade 3 students who score Level 1 on the Florida Assessment of Student Thinking (F.A.S.T.) in English Language Arts (ELA).

There are three options if a student does not meet FSDB or state promotion standards.

Those options are as follows:

- Remediate before the beginning of the next school year and promote based on the student's demonstrated mastery of appropriate grade level expectations/standards
- Promote and remediate in a program that takes into account a student's unique academic needs and learning style
- Retain in a different program that takes into account a student's unique academic needs and learning style

The FSDB shall review the progress monitoring plans, within the IEP, for all retained third graders. Additional intensive supports and services to remediate areas of reading deficiency shall be addressed and provided, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include reduced ratios, small group instruction, frequent progress monitoring, tutoring, extended school hours, summer reading camp, and other recommended strategies. A portfolio of work for each student shall be maintained. Those students who qualify for good cause exemption through the portfolio must be given the opportunity to have a portfolio.

Beginning in 2004-05, the parent/guardian notice of retention for a third grade student due to reading deficiency, must state the reason for retention and the reasons why the child is not eligible for good cause exemption. A description of the proposed interventions and supports for the child to remediate the reading deficiency must be included. Students who are retained will be assigned to reading endorsed/certified, high-performing teachers as determined by student performance data and above satisfactory performance appraisals.

FSDB focuses on preventing retention of grade 3 students and offers intensive accelerated reading instruction to retained grade 3 students and to each K-3 student identified with a reading deficiency as assessed in the five reading components of phonological awareness, phonics, vocabulary, comprehension and fluency. These services are to be provided within the school day in addition to the regular reading instruction. A state approved reading curriculum, as appropriate for use with hearing impaired or visually impaired students, must be provided that meet the specifications as stated in statute.

For those children who will be retained in grade 3 for more than one time, the school, where applicable, will provide an intensive acceleration class/services to increase a child's reading level by two grade levels in one school year. This effort will meet the specified requirements of statute for curriculum, goals, instruction, monitoring, setting and time use.

Reporting to the Department of Education on student progress will occur at the end of the first semester. A report to the State Board of Education will also be completed on the interventions and support used by the district for students who have been given intensive reading instructional services and who have been retained in grade 3 and still are not passing the statewide, standardized assessment (FSA) in English Language Arts (ELA). A transitional instructional setting may be designed for the student

to experience and master grade 4 standards while receiving remediation in the areas of reading deficiency.

Mid-year promotion is an option to any grade 3 student who has been retained due to scoring a Level 1 on statewide, standardized assessment in English Language Arts (ELA) who can demonstrate that he or she is a successful and independent reader at or above grade level and is ready to be promoted to grade 4. (1008.25(7)(b)2 F.S.).

PROMOTION AND RETENTION OF EXCEPTIONAL STUDENT EDUCATION STUDENTS IN K-8

FSDB students in grades K-8 who follow the regular education curriculum shall parallel the requirements for promotion and retention based on the recommendations of the IEP team.

Students in grades K-8 who require a modified or different curriculum and/or learning environment will strive toward acquisition of student performance standards as specified in the student's IEP. Promotion/retention shall be based on the recommendation of the IEP team.

PROMOTION

Social Promotion/Administrative Placement

Florida law prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion or administrative assignment - placement at the next grade level without the regard for student mastery of the appropriate state academic standards/Florida B.E.S.T. Standards. A student fails to meet the state portion of the levels of performance for student progression when the student fails to achieve the required level on the statewide, standardized assessment.

Promotion of Students with Disabilities

Students with disabilities shall be promoted based on Section 1008, F.S., unless the student is following the Access Points and does not take the statewide, standardized assessment. The student's progress, as assessed through the Florida Alternate Assessment (FAA) and progression toward the access points, should be the guide to assist in determining promotion.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

S. 1002.3105, F.S. Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.

Acceleration of students is a practice that covers a wide range of educational strategies. An accelerated curriculum may be provided to those students who have demonstrated a need beyond the general curriculum. In accordance with 1002.3105, Academically Challenging Curriculum to Enhance Learning (ACCEL), FSDB offers the following:

- Flexible class groups
- Subject matter acceleration
- Enrichment programs
- Combined classes
- Self-paced instruction
- Virtual instruction in higher grade level subjects
- Whole grade promotion and mid-year promotion

- Credit Acceleration Program (CAP)
- Enriched science, technology, engineering, and mathematics (STEM) coursework
- Rigorous industry certifications that are articulated to college credit
- Approved, work-related internships or apprenticeships

The IEP team shall determine if placement in an above-grade level course offered by FSDB or grade level acceleration placement is appropriate. Factors considered in making this placement decision shall include, but not be limited to the following:

- student's performance on a locally determined assessment, a statewide assessment, or a state wide, standardized assessment administered pursuant to s. 1008.22, F.S.;
- student's grade point average;
- student's attendance and conduct record;
- recommendations from one or more of the student's teachers in core-curricula course as defined in s. 1003.01(14)(a)-(e);
- reports from previous years indicating above average academic progress;
- successful completion of appropriate enrichment strategies; and
- a recommendation from a certified school counselor:

Placement decisions shall be made on a case-by-case basis, subject to state statute, the rules of the State Board of Education, and the decision of the IEP team is final.

Each Principal will inform parents/guardians and students of the ACCEL options available at the school and the student eligibility requirement for the ACCEL options stated above as well as the process by which a parent/guardian may request participation in one of these ACCEL options pursuant to the student being eligible.

If the parent selects one of these ACCEL options and the student meets the eligibility requirements established by the Principal pursuant to s. 1002.3105(2)(a), F.S., the student will be provided the opportunity to participate in the ACCEL option.

Provide that if a student participates in an ACCEL option pursuant to the parental request under s. 1002.3105(4)(b)1., F.S., a performance contract must require compliance with:

- Minimum student attendance requirements.
- Minimum student conduct requirements.
- ACCEL option requirements established by the Principal, who may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.

If the Principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal.

A new 18-credit accelerated high school graduation option was added to the ACCEL option, which allows a student who meets certain requirements to be awarded a standard high school diploma. (See pages 40-45.)

Promotion by Acceleration in Grades K-8

When outstanding abilities and skills are demonstrated, a student may be considered for accelerated grade placement. The student must also demonstrate physical, social and emotional maturity. In each acceleration case considered, the recommendation shall be communicated to the student's parents/guardians in an IEP conference with the Principal (or designee), and a written confirmation of the decision shall be furnished to the parents/guardians.

Articulated Acceleration in Grades 9-12

Articulated acceleration will serve to either shorten the length of time necessary for a student to complete the requirements associated with a post-secondary degree or to increase the depth of study available for a particular subject. This shall include, but shall not be limited to, the following:

- Dual enrollment (DE) courses (if available at the local high school)
- Online/virtual courses

Promotion of English Language Learners (ELLs) in K-8

Promotion of an LEP student is based on satisfactory student performance in reading, writing, mathematics and other requirements as set by FSDB and the state. English Language Learners (ELLs) not meeting FSDB promotion criteria due to their limited English proficiency may be recommended for promotion by the IEP Team which will meet jointly with the LEP Committee. The student's parents/guardians shall be invited to attend.

The academic progress and benchmark mastery of an LEP student in reading, writing and mathematics, and on requirements set forth by the FSDB and the State of Florida, are determined through appropriate accommodations to formal and informal assessments and on modifications to instruction provided to the LEP student.

Promotion of Late-in-the-Year Transfer Students

The promotion of students transferring into FSDB during the last grading period shall be determined primarily by the grades and records received from the sending school.

Promotion of Students in Grades K-2

Promotion in grades K-2 is based primarily on progress in reading. Students' reading progress toward grade level reading achievement is determined by appropriate assessments, both teacher-made and commercial, and teacher judgment.

Promotion of Students in Grades 3-5

Students in grades 3-5 may be promoted upon demonstrated mastery of grade level expectations in at least three of the four core academic subjects - language arts, mathematics, science and social studies. An exception is the mandatory retention in grade 3 for reading (a third grader scoring at Level 1 on the statewide, standardized assessment in English Language Arts (ELA)). The Principal and staff of each department, working through the IEP Team, shall determine promotion or retention of a student.

In grade 5, students must demonstrate mastery of grade level expectations in language arts and mathematics and at least one other core subject (science or social studies) to be promoted.

In instances where curriculum has been suspended in certain core academic subjects to allow for intensive remediation in reading and/or mathematics, the Principal makes the determination for promotion based on demonstrated student mastery of appropriate benchmarks.

The IEP Team, with the Principal's approval, may use good cause promotion exemptions in grades 4 and 5.

Promotion of Middle School Students

Promotion may occur when a student demonstrates that acceptable skills have been acquired in the subjects enrolled.

Grade-Level Classification Requirements:

Classification for 6th Grade

- Promotion from 5th grade

Classification for 7th Grade

- Successful completion of four (4) core 6th grade academics (language arts, mathematics, science, social studies).

Classification for 8th Grade

- Successful completion of four (4) core 6th grade academics (language arts, mathematics, science, social studies).
- Successful completion of four (4) core 7th grade academics (language arts, mathematics, science, social studies).

Student grade level classification at the end of the first semester will determine which grade level Benchmarks for Excellent Student Thinking (B.E.S.T.) Mathematics and English Language Arts assessments are administered.

The Principal or designee may recommend promotion for a student in grades 6-8 not passing the grade level course in language arts and/or mathematics if the student demonstrates mastery of language arts/reading and mathematics by achieving a score of level 3 or above on the statewide, standardized assessment in Mathematics and English Language Arts

In instances where curriculum has been suspended in certain core academic subjects to allow for intensive remediation in reading and/or mathematics, the Principal or designee makes the determination for promotion based on demonstrated student mastery of appropriate benchmarks.

General requirements for middle grades promotion (1003.4156)

Beginning with students entering grade 6, promotion requires that the student must successfully complete academic courses as follows:

- Three middle grades or higher courses in English Language Arts (ELA).
- Three middle grades or higher courses in mathematics.

- Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment.
- To earn high school credit for Algebra I, a middle grades student must take the statewide, standardized Algebra I EOC assessment and pass the course, and in addition, beginning with the 2013-2014 school year and thereafter, a student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade.
- To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
- Three middle grades or higher courses in social studies.
 - One of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state, and local governments;
 - the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
 - All instructional materials for the civics education course must be reviewed and approved by the Commissioner of Education, in consultation with organizations that may include, but are not limited to, the Florida Joint Center for Citizenship, the Bill of Rights Institute, Hillsdale College, the Gilder Lehrman Institute of American History, iCivics, and the Constitutional Sources Project, and with educators, school administrators, postsecondary education representatives, elected officials, business and industry leaders, parents, and the public.
 - Each student's performance on the statewide, standardized EOC assessment in civics education required under s. [1008.22](#) constitutes 30 percent of the student's final course grade.
 - A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.
- Three middle grades or higher courses in science.
 - Successful completion of a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. [1008.22](#). However, beginning with the 2012-2013 school year, to earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
- One course in career and education planning to be completed in grades 6, 7, or 8, which may be taught by any member of the instructional staff.
 - The course must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals.

- In addition, the course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under s. [445.07](#).
 - The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. [1003.4285 and the career and technical education pathway to earn a standard high school diploma under s. 1003.4282\(10\)](#); the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; work-based learning opportunities, including internships and preapprenticeship and apprenticeship programs; and career education courses, including career-themed courses and course sequences that lead to industry certification pursuant to s. [1003.492](#) or s. [1008.44](#). The course may be implemented as a stand-alone course or integrated into another course or courses.

Accelerated middle school students may earn credit toward high school graduation under the following conditions:

High school courses offered at the middle school level must meet the standards approved for the high school courses. High school credit will be awarded to students who earn a C or above.

Courses are offered for the same number of hours of instruction as currently offered at the high school, follow the state academic standards.

Students at the middle school level authorized to take courses from the Florida Virtual High School will earn credit, which will be transferred to their high school record.

Progress Monitoring Plans

Schools must develop and implement a progress monitoring plan for each student who fails to meet certain performance levels, including scoring below Level 3 on state academic stands. A student who is not meeting the FSDB or state requirements for achievement in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- A federally required student plan such as an Individual Education Plan (IEP)
- A school-wide system of progress monitoring for all students; or an individual progress-monitoring plan.

Parental Notice and Annual Reporting of Progress

Progress of the student toward achieving state and FSDB expectations for achievement in reading, writing, science and mathematics and the student's results on each statewide assessment test must be reported annually in writing to the parents/guardians of each student. The report will be developed by

the school and is adopted by the FSDB Board of Trustees in the approval of this Student Progression Plan. The evaluation of this progress must be based on:

- Classroom work
- Observations
- Tests
- District and state assessments
- Other relevant information

The parents/guardians of a student not making adequate progress toward promotion must be notified in writing at the beginning of the third grading period and given an opportunity to review the student's IEP.

Public Notice

FSDB will annually publish on the school website the following information on the prior school year (Florida Statute 1008.25(8)(b)):

- Provisions of the law relating to public school student progression and the FSDB's policies and procedures on student retention and promotion,
- By grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the Florida Assessment of Student Thinking English Language Arts (ELA),
- By grade, the number and percentage of all students retained in grades 3-10
- The total number of grade 3 students who were promoted for good cause, by each category of good cause,
- Any revisions to FSDB board policy on retention and promotion from the prior year will be reported.

Promotion of High School Students

Promotion of high school students is dependent on the awarding of credit. To be classified a sophomore; students must have a minimum of six credits. To be classified a junior; students must have a minimum of twelve credits. To be classified a senior; students must have a minimum of eighteen credits. Specific courses are required in the credit requirements. Please refer to Grade Placement Within High School.

Midyear Promotion of Retained High School Students

High schools may promote retained students from grade 9 to grade 10, grade 10 to grade 11, grade 11 to grade 12 at the end of the first semester upon documentation of the awarding of required make-up credits.

Midyear Promotion of Junior to Senior Status

A junior who is enrolled in a 24-credit diploma program shall be moved to senior status at the end of first semester if enrolled in the necessary coursework to graduate in the spring.

Mathematics and English Language Arts College Success and Readiness Courses

FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support. The following college ready and college success courses may be offered to a student based on the areas of academic need and strategies for providing academic supports to improve each student's performance. [English 4: Florida College Prep (1001405) and/or

Math for College Algebra (1200710) qualify for High School English and Math credit] prior to high school graduation. Please speak with your certified school counselor for more information.)

REMEDIATION

Specific Remediation Requirements

Each student who does not meet specific levels of performance in reading, writing, science and mathematics for each grade, as determined by the FSDB or the state, shall be provided with additional diagnostic instruments to determine the nature of the student's difficulty and areas of academic need.

Immediate intensive remediation focused on student deficiencies shall be provided. The student's achievement shall be reassessed by FSDB adopted assessment, or based on teacher recommendation, at the beginning of the grade following the intensive instruction, and the student shall continue to be given intensive instruction until the deficiency is remedied.

If a student in any grade K-12 has been identified as having a deficiency in reading, his/her Individual Educational Plan (IEP) must identify the specific areas of deficiency (as appropriate) in phonemic awareness, phonics, fluency, comprehension and/or vocabulary; the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. Schools shall provide frequent monitoring of the student's progress in meeting the desired levels of performance.

Parent/guardian notification shall be documented when a student is being remediated and is being considered for retention. The school has the authority and responsibility to advise a student's course of study. The school is held accountable for the student's success and may implement a plan for remediation through the student's IEP. School personnel shall use available resources to achieve parent/guardian understanding and cooperation regarding a student's remediation, Individual Educational Plan and possible retention.

Reading Remediation Requirements

FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support for students who score Level 1 or Level 2 on the statewide, standardized English Language Arts (ELA) or mathematics assessment. Although, students are not required to enroll the following year in and complete a remedial course or content-area course in which remediation strategies are incorporated into content course delivery due to this requirement being deleted as a result of the 2015 Legislative Session, Intensive Reading, and Foundational Skills in Mathematics will continued to be offered to our students.

This intervention course should include on a daily basis:

- Whole group explicit instruction;
- Small group differentiated instruction;
- Independent reading practice, utilizing classroom library materials, monitored by the teacher;
- Integration of State academic standards benchmarks specific to the subject area if blocked with the intensive reading course (biology, world history, etc.);
- A focus on informational text at a ratio matching the English Language Arts Florida Assessment of Student Thinking; and

- Opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level text.

Elementary

Section 1008.25(4)(a), F.S., specifies that each student must participate in the statewide, standardized assessment program required by § 1008.22, F.S. Each student who does not meet specific levels of performance on the required assessments as determined by the district school board, or who scores below Level 3 on the statewide, standardized Mathematics assessment and the statewide, standardized English Language Arts assessment applicable under § 1008.22, F.S., must be evaluated to determine the nature of the student's difficulty, the areas of academic need and strategies for appropriate intervention and instruction.

Each school district shall provide third-grade students who are retained based on their scoring Level 1 on the required statewide, standardized assessment identified in § 1008.22, F.S., with intensive instructional services and supports to remediate the identified areas of reading deficiency. This includes participation in the school district's summer reading camp and a minimum of 90 minutes of daily uninterrupted, scientifically research-based instruction that includes phonemic awareness, phonics, fluency, vocabulary and comprehension, and other strategies.

Districts provide strategies that may include the following:

- Integration of science and social studies content within the 90-minute block of small group instruction
- Reduced teacher-student ratios
- More frequent progress monitoring
- Tutoring or mentoring
- Transition classes containing third- and fourth-grade students
- Extended school day, week or year

Students who are retained in third grade must be provided with a teacher certified or endorsed in reading.

Reading or Mathematics Deficiencies

It is FSDB's goal that every student read and compute mathematics at or above grade level. Any student who demonstrates a substantial deficiency in reading (K-3) or substantial deficiency in mathematics (K-4) based upon locally determined or statewide assessments or through teacher observations, must be given intensive reading or mathematics instruction immediately following the identification of the deficiency. The student's achievement must be reassessed by using FSDB designated assessments or through teacher observation at the beginning of the grade following the intensive instruction. The student must continue to be provided with intensive instruction until the deficiency is remedied.

If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under s. 1008.22 for grade 3, the student must be retained.

Parent Notification of Reading Deficiency and Remediation Plan

The parent/guardian of any student in grades K-3 who exhibits a substantial reading deficiency or any student in grade K-4 who exhibits a substantial deficiency in mathematics shall be notified in writing of the following:

- That the student has been identified as having a substantial reading or mathematics deficiency
- A description of the current services being provided to the child
- A description of the proposed supplemental instructional services and supports for the student that are designed to remediate the identified area of reading or mathematics deficiency
- Reading specific remediation
 - That if the student's reading deficiency is not remediated by the end of third grade, the student shall be retained unless exempted from mandatory retention for good cause
 - Strategies, including multisensory strategies, through a read-at-plan for parents/guardians to use in helping their child succeed in reading achievement.
 - That the Florida Assessment of Student Thinking (F.A.S.T.) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents/guardians and the school in knowing when a child is reading at or above grade level and reading for grade promotion.
 - The district's specific criteria and policies for a policy and the evidence required for a student to demonstrate mastery of Florida's academic standards
 - A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
 - The districts specific criteria and policies for midyear promotion

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

Middle Grades and High School Students

FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support for students who score Level 1 or Level 2 on the statewide, standardized English Language Arts (ELA). Although students are not required to enroll the following year in and complete a remedial course or content-area course in which remediation strategies are incorporated into content course delivery due to this requirement being deleted as a result of the 2015 Legislative Session; Intensive Reading will continued to be offered to our students.

Rule 6A-6.054, Florida Administrative Code (F.A.C.), states that all students must be progress monitored three times per year. This includes a baseline, midyear and an end-of-the- year assessment.

Mathematics Remediation Requirements

Middle Grades and High School Students

FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support for students who score Level 1 or Level 2 on the statewide, standardized mathematics assessment. Although students are not required to enroll the following year in and complete a remedial course or content-area course in which remediation strategies are incorporated into content course delivery due to this requirement being deleted as a result of the 2015 Legislative Session, Foundational Skills in Mathematics will continue to be offered to our students.

Mathematics and English Language Arts College Success and Readiness Courses

FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support. The following college ready and college success courses may be offered to a student based on the areas of academic need and strategies for providing academic supports to improve each student's performance. (English 4: Florida College Prep (1001405) and/or Math for College Algebra (1200710) prior to high school graduation. Please speak with your certified school counselor for more information.)

RETENTION

Retention decisions must be based on more than a single test score. Retention, except for grade 3 where there is a mandatory retention for reading, is based on unsatisfactory student performance in reading, writing, mathematics and/or science and/or failure to meet other requirements as set forth by the FSDB or State of Florida. Retention may occur when the school's instructional staff determines that the student demonstrates the need for additional time to attain appropriate academic knowledge and skills in order to meet required district and/or state performance standards.

Students who score at Level 1 on the statewide, standardized assessment in English Language Arts (ELA) in grades 3-10 and Mathematics in grades 3-8 shall receive appropriate remediation through their Individual Education Plan (IEP) or be retained. Grade 3 students retained based on Level 1 score on the statewide, standardized assessment in English Language Arts (ELA), or grade 3 students promoted for good cause, must have a progress-monitoring plan for reading.

A student who is retained must be provided with instructional experiences different from those in the previous year's program, taking into consideration the student's individual learning needs and learning styles.

Only in exceptional cases will a student be assigned to any one grade more than two consecutive years.

Guidelines for Retention in Grades K-8

The following guidelines are established to assist the Individual Education Plan (IEP) team in making retention decisions at the elementary level:

- The student's insufficient progress in meeting the state performance standards and benchmarks supports a retention decision.
- The student's needs in the areas of physical, social and emotional development support a retention decision.
- Alternative remediation strategies and/or programs that have been utilized and support a retention decision.

Retention Notification

Parents/guardians shall be notified in writing when it is apparent that the student may need to be retained. Documentation shall be kept and an acknowledgment of such notification shall be obtained. Ongoing communication with the parents/guardians shall be maintained.

Mandatory Retention for Reading in Grade 3

A third (3rd) grade student scoring at Level 1 on the statewide, standardized assessment in English Language Arts (ELA) must be retained unless exempted from retention for good cause.

Students in grade 3 who score Level 1 on statewide, standardized assessment in English Language Arts (ELA) may be exempted from the retention requirement and be promoted to fourth grade [section 1008.25(6), F.S.]. This is called a “good cause exemption.” Good cause exemptions shall be limited to the following:

- Limited English Proficient (LEP) students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program;
- Students with disabilities whose Individual Educational Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;
- Students who demonstrate an acceptable level of performance on a state-approved alternative standardized reading and English Language Arts assessment approved by the State Board of Education;
- Students who demonstrate, through a student portfolio, that he or she is performing at least at Level 2 on the statewide standardized assessment. As provided in the updated Rule 6A-1.094221, F.A.C., to be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio must:
 - Be selected by the student’s teacher;
 - Be an accurate picture of the student’s ability and only include student work that has been independently produced in the classroom;
 - Include evidence that the benchmarks assessed by the grade three statewide standardized English Language Arts assessment under Section 1008.22, F.S., have been met. Evidence is to include grade level passages that are approximately fifty (50) percent literary text and fifty (50) percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district’s/school’s adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. ELA Standards. Be an organized collection of evidence of the student’s mastery of the B.E.S.T. ELA Standards that are assessed by the grade three statewide standardized English Language Arts assessment under Section 1008.22, F.S. For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark and, Be signed by the teacher and the principal as an accurate assessment of the required reading skills.
- Students with disabilities who participate in the statewide standardized assessment, and whose IEP or 504 Plan reflects that the student has received intensive remediation in reading and English Language Arts for more than two years, but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2 or grade 3;

- Students who have received intensive remediation in reading and English Language Arts for two or more years, but who still have a deficiency in reading and have already been retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years. A student may not be retained more than once in grade 3.

Note: If promoted under this exemption, intensive reading instruction must include an altered instructional day based on an Individualized Educational Plan that includes specialized diagnostic information and specific reading strategies that reflect a student's learning style.

Note:

- Students qualifying for one of the six good cause exemptions may be promoted to the fourth grade.
- If a student is promoted to 4th grade based on one of the good cause exemptions, that student's file shall be labeled "promotion for good cause" rather than "promoted."
- There is no other good cause exemptions beyond the six listed above. For instance, there is no good cause exemption for extenuating circumstances (family tragedy or similar event) for third graders faced with the mandatory retention.

Requests for Good Cause Exemptions

Florida statute requires that requests for good cause exemptions for students from the mandatory retention requirement must include the following:

- Documentation submitted from the student's teacher to the Principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. Documentation consists of the following: the existing academic improvement plan; IEP if applicable; report card; and student portfolio.
- Discussion with the teacher by the Principal to review the recommendation and make the determination if the student should be promoted or retained. If the school Principal determines the student should be promoted, the Principal must submit the recommendation in writing to the FSDB's president.
- The President shall accept or reject the Principal's recommendation in writing.

Progression for Retained Grade 3 Readers

Retained students whose reading deficiency has not been remediated by the end of third grade must be provided intensive interventions in reading, to improve the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment.

This intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

FSDB shall:

- Provide summer reading camp (participation required)
- Provide third grade students who are retained with intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in the school district's summer reading camp and a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district,

which may include, but are not limited to:

- Integration of science and social studies content within the 90-minute block (*must* be included).
 - Small group instruction.
 - Reduced teacher-student ratios.
 - More frequent progress monitoring.
 - Tutoring or mentoring.
 - Transition classes containing 3rd and 4th grade students.
 - Extended school day, week, or year.
- Provide written notification to the parent/guardian of any student who is retained that his or her child has not met the achievement level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification must comply with the provisions of s. 1002.20(15) and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.
 - Implement a policy for the midyear promotion of any student retained who can demonstrate that he or she is a successful and independent reader and performing, at or above grade level in reading and English Language Arts. Tools that the school district may use in reevaluating any student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education.
 - Provide students who are retained with a highly effective high-performing teacher as determined by the teacher's performance evaluation.
 - Establish at each school, when applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score Level 1 on the required statewide, standardized assessment. The focus of the Intensive Acceleration Class shall be to increase a child's reading and English Language Arts skill level at least two grade levels in 1 school year. The Intensive Acceleration Class shall:
 - Be provided to any student in grade 3 who scores Level 1 on statewide, standardized assessment in English Language Arts, and who was retained in grade 3 the prior year because of scoring Level 1.
 - 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 state academic 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 intensive language and vocabulary instruction using a scientifically research-based program, including use of speech-language therapist.

Mid-Year Promotion for Retained Grade 3 Readers

To promote a student midyear using a locally-selected standardized assessment, there must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles.

To promote a student mid-year using a student portfolio, there must be evidence of the student's mastery of third-grade standards for Language Arts. The student portfolio must meet the portfolio requirements listed above.

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Retention of Grade 3 Students Transferring Late in the Year

Schools shall assess the reading achievement of any 3rd grade student transferring to FSDB to determine if remediation is appropriate. If the student enters after the administration of the statewide, standardized assessment in English Language Arts (ELA), it is up to the school to assess the student's reading achievement at the end of the year to determine if the student needs to repeat 3rd grade. If a student transfers in time to take the statewide, standardized assessment in English Language Arts (ELA), that score will be used in determining the student's retention or promotion.

Retention of Exceptional Student Education (ESE) Students

FSDB students who are pursuing a standard diploma are affected by the same guidelines for retention, as are students in regular education. ESE students may be exempted from the mandatory 3rd grade retention for good cause as outlined in statute, and good cause exemptions may be made on behalf of ESE students in other grades. Retention decisions should be documented in the IEP and the IEP must be reviewed and revised, as appropriate.

Placements

Placements Within a School

Whenever grade level placement of a student involves movement within FSDB, the processing of that movement shall be the responsibility of the IEP Team.

Placement of English Language Learners (ELLs)

English Language Learners (ELLs) shall be placed in an appropriate program designed to provide ESOL instruction in English and ESOL instruction in the basic subject areas of mathematics, science, social studies and computer literacy.

Criteria to be utilized in making appropriate placement decisions include:

- Academic performance and progress of a student based on formal and/or alternative assessments in English and/or the student's native language
- Progress, attendance and retention reports
- Number of years the student has been enrolled in the ESOL Program
- Student's English proficiency level

Enrollment Criteria

Students may be eligible for enrollment under the following conditions:

- Meet eligibility requirements for FSDB exceptional students as defined in Rule 6D-3.002, FAC
- Provide proof of immunization
- Provide certification of a school entry health examination
- Evidence of date of birth

ELEMENTARY SCHOOL PLACEMENT

Mandatory School Attendance

Students who will reach their 6th birthday on or before February 1st are required to attend school for the entire school year.

Responsibility for Placement in Grades K-5

State law places the responsibility for the placement of students with the school.

Parents/guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. Parents/guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students.

Students shall be placed in a specific class or grade on a temporary basis pending receipt of all required elements. If records that arrive after initial placement indicate a student should have been placed in a different class, grade or program, the Principal shall make the determination of appropriate placement based on all factors.

Kindergarten Initial Placement

Prior to placement in Kindergarten, children are required to be five years of age on or before September 1 of the school year and provide all of the following:

- Evidence of residence
- Evidence of immunization
- Evidence of date of birth
- Evidence of medical examination completed within the last twelve months
- Evidence of hearing or vision loss as defined in FSDB admission and enrollment requirements.

A kindergarten student who transfers from an out-of-state school, who does not meet age requirements for admission to Florida public schools, must satisfy the following:

- Meet age requirements for public schools within the state from which the student is transferring
- Have academic credit that is acceptable under the rules of FSDB and
- Provide all of the following:
 - Official documentation that the parent(s)/guardian(s) had resident status in the state in which the student was previously enrolled in school
 - Official school records, which show attendance, academic information and grade placement
 - Evidence of residence
 - Evidence of immunization
 - Evidence of date of birth
 - Evidence of medical examination completed within the last twelve months
 - Evidence of hearing or vision loss as defined in FSDB admission and enrollment requirements.

Grade 1 Initial Placement

Prior to placement in first grade, students are required to meet the following criteria:

- Be six years of age on or before September 1 of the school year
- Have satisfactorily completed a public school kindergarten

or

- Have satisfactorily completed a non-public kindergarten program and provide evidence such as the following:
 - Report card or transcript reflective of the child's satisfactory completion of kindergarten
 - Letter from the Principal or director of the school certifying the child's satisfactory completion of a kindergarten program

A first grade student who transfers from an out-of-state school, who does not meet age requirements for Florida public schools, must satisfy the following:

- Meet age requirements for public schools within the state from which the student is transferring

- Have academic credit that is acceptable under the rules of the FSDB’s Board
- Provide all of the following:
 - Official documentation that the parent(s) or guardian(s) had resident status in the state in which the child was previously enrolled in school
 - Official school records, which show attendance, academic information and grade placement
 - Evidence of residence
 - Evidence of immunization
 - Evidence of date of birth
 - Evidence of medical examination completed within the last twelve months
 - Evidence of hearing or vision loss as defined in FSDB admission and enrollment requirements.

Grades 2-5 Initial Placement

The grade placement of any grade student transferring from out-of-state into grades 2-5, shall be determined by the Principal (or designee) of the receiving school. The student must satisfy the following:

- Meet age requirement for public schools within the state from which the student is transferring
- Have academic credit that is acceptable under the rules of the FSDB

AND

- Provide all of the following:
 - Official documentation that the parents/guardians had resident status in the state in which the child was previously enrolled in school
 - Official school records, which show attendance, academic information and grade placement
 - Evidence of residence
 - Evidence of immunization
 - Evidence of date of birth
 - Evidence of medical examination completed within the last twelve months
 - Evidence of hearing or vision loss as defined in FSDB admission and enrollment requirements.

MIDDLE SCHOOL PLACEMENT

Placement that facilitates optimum learning for each student shall be determined by the following:

- Established principles of growth and development;
- The academic and career interests of the student; and
- The acquisition of subject area skills and competencies.

Responsibility for Placement in Grades 6-8

State law places the responsibility for the placement of students with the school.

Parents/guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement.

Parents/guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students.

Placement from Accredited Schools in Grades 6-8

Students enrolling in grades 6-8 from accredited public, private or charter schools shall be placed in a grade consistent with the recommendation of the sending school and the support information provided that documents student progress and mastery of standards.

HIGH SCHOOL PLACEMENT

Responsibility for Placement

State law places the responsibility for the placement of students with the school.

Parents/guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement.

Parents/guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students.

Grade Placement Within High School

Students shall be considered as freshmen, sophomores, juniors, seniors and fifth year seniors based on the credits listed below. This placement is determined with 24 credits being required for graduation.

(1) To be on schedule to graduate in four years, a second year student (sophomore) must have a minimum of 6 credits.

(2) A student shall be classified as a junior with a minimum of 12 credits.

(3) A student shall be classified as a senior with a minimum of 18 credits.

(4) Students not reaching graduation status in four years shall be provided the opportunity of a fifth year to meet the FSDB's graduation requirements.

Remediation shall be provided to assist the student to pass the state required tests.

Reporting and Grades

Report Cards

Report cards provide the student and the student's parents/guardians with an objective evaluation of scholastic achievement with indicators of progress. The basis for determining grades should reflect teacher judgment based on the following: tests, classroom assignments, daily observation and other quantitative and qualitative data.

All schools shall use an approved report card as the primary means of reporting student progress.

Report cards shall be issued at the end of each grading period. Grades shall be issued to all students in attendance. Students transferring into the FSDB after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

Report cards shall be issued on uniform dates as adopted annually on the official school calendar.

Report cards shall clearly depict the student's conduct, behavior and attendance, including absences and tardiness. The final report card for the year shall contain a statement indicating end-of-the-year status or performance, or non-performance, at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

Parent Notification of High School GPA Less Than 2.5

A student's report card is the parent/guardian's official notification of the student's grades and cumulative GPA. Parents/Guardians of students in grades 9-12 shall be notified each semester if the GPA is less than .5 above the cumulative GPA required for graduation. The policies the

FSDB has in place to assist the students in meeting the GPA requirement are stated in FSDB's Student Handbook.

Students Working on Grade Level in Grades K-8

Report card grades must clearly reflect the student's level of achievement. Parents/guardians must be able to assume that students earning satisfactory grades in the general program are achieving within the range appropriate or acceptable for the grade or course in which they are enrolled.

Students Working Below Grade Level in Grades K-8

Students with modified educational programs are eligible for modified progress reporting. Satisfactory grades in individualized/continuous progress or modified programs must indicate that the student is working satisfactorily in a program below the range acceptable for the grade or course.

Interim Progress Reports

Interim progress reports shall be issued to all students in grades K-12 at the midpoint of each regularly established grading period on uniform dates as adopted annually on the official school calendar. Interim reports may be done via parent/guardian conferences as well as through traditional forms.

GRADING

The grading scale, delineated below, is used by all departments (elementary, middle and high school) at FSDB. Weighting occurs in high school level courses only.

Elementary schools use letter grades for reporting purposes; middle and high schools use letter grades, or both letter and number grades, in some instances.

Grading Scale Unweighted/Weighted Grading System

Grades Descriptor Unweighted-Weighted Value (HS only)

A = 90 -100 Outstanding Progress 4 points - 5 points

B = 80 - 89 Above Average Progress 3 points - 4 points

C = 70 - 79 Average Progress 2 points - 3 points

D = 60 - 69 Lowest Acceptable Progress 1 point - 2 points

F = 0 - 59 Failure 0 points 0 points

Scores generated from tests and data from other forms of assessment, including rubrics and portfolios, should be combined to evaluate student progress.

Right to Make Up Work for Excused Absences

Students who have excused absences from instructional time are guaranteed the right to make up work at full credit and to demonstrate mastery of such student performance standards as may have been introduced and/or measured during their excused absence.

Such demonstration of mastery of student performance standards shall take place within a reasonable period of time as specified by the teacher. Absence from instructional time shall also be considered excused if that absence is part of an approved school program.

Right to Make Up Work for Unexcused Absences

If a student has an unexcused absence, it is the responsibility of the student to complete all work and turn it in to the appropriate teacher(s). Procedures to make up work for unexcused absences are detailed in the Student Handbook.

HIGH SCHOOL AWARDS AND HONORS

Honor Graduates Criteria

If FSDB chooses to delineate honor graduates, the following criteria shall be used:

- Students with a weighted grade point average of 3.5000 or above graduates “With Honors.”
- GPA is calculated at the end of the 1st semester of the senior year (7th semester for 24-credit standard diploma, 5th semester for 18-credit ACCEL)

Valedictorian and Salutatorian Awards

If FSDB decides to award Valedictorian and Salutatorian status, the follow criteria must be met:

- Senior class rank (Valedictorian & Salutatorian inclusive) shall be based on a 5.0 weighted grade point average (GPA) scale on all courses taken for high school credit.
 - Only 1st year seniors (based on 9th cohort) will be considered
 - Students pursuing a standard diploma through modified standards will be removed from the ranking.
- Calculations of GPAs for Valedictorian and Salutatorian shall be made at the conclusion of the seventh semester for students pursuing the 24-credit standard diploma. For students pursuing the 18-credit ACCEL diploma option the fifth semester shall be used if the student has at least 17 credit hours and has been promoted to a senior.
- A high school transfer student shall be given one quality point for any course acceptable for transfer credit if that credit is deemed comparable to courses in FSDB that receive quality points. The courses that carry weight on the grade point average (GPA) should be labeled on the transfer student record as honors, dual enrollment, advanced, advanced placement, accelerated, or some other description that denotes an honors level class. The Principal or designee shall make the determination as to which transfer courses qualify for quality points.
- A student who transfers to FSDB during the last two years prior to graduation is not eligible to be named sole Valedictorian or Salutatorian.

However, that student is eligible to be Co-Valedictorian or Co-Salutatorian based on the following criteria:

Co-Valedictorian

If ranked first in the senior class based on the cumulative weighted GPA figures at the end of the 1st semester of the senior year (7th semester for 24-credit standard diploma, 5th semester for 18-credit ACCEL), the student would be named Co-Valedictorian along with the second ranked student. The third ranked student would be named Salutatorian.

Co-Salutatorian

If ranked second in the senior class, the transfer student would be named Co-Salutatorian along with the third ranked student.

A student must complete four full semesters in FSDB to be eligible to be named sole Valedictorian or Salutatorian. A new student who registers before school starts for his/her junior year would be eligible for sole Valedictorian/Salutatorian. However, if a student transfers to FSDB during his/her Junior or Senior year, he/she would fall under the above criteria for Co-Valedictorian or Co-Salutatorian.

Elementary School Program

Each elementary school student shall be placed in classes appropriate to his or her developmental level and mastery of the state academic standard. The course of study in elementary school includes instruction in the four core academic areas of language arts, mathematics, science and social studies. Elementary students also receive instruction in music or art, physical education and health, media/library skills and technology. All instruction is centered on the benchmarks of the state academic standards. Individual learning styles, interests and talents help determine students' learning paths while in elementary school. Career awareness is provided at all elementary schools.

Daily Uninterrupted Elementary Reading Block Instruction

Each elementary school shall provide all students a minimum of 90 minute of daily, uninterrupted, scientifically research-based reading instruction using the district adopted Comprehensive Core Reading Program (CCRP). The daily, uninterrupted reading block shall follow the DOE template that includes a combination of large and small group instruction, guided and independent reading, and specific skill instruction based on student needs.

Instruction in the Comprehensive Core Reading Program

All K-5 students shall participate in initial instruction (ii) using the Comprehensive Core Reading Program (CCRP). The CCRP curriculum shall be scaffolded to meet the needs of every student. During differentiated instruction, initial instruction shall be reinforced through remediation, acceleration, or enhancement. Students whose Individual Education Plan (IEP) indicate that the CCRP is not appropriate shall receive instruction using other scientifically research-based reading materials. This shall be specified in the student's IEP based on the rigorous reading requirements.

Physical Education Requirements

"Physical education" means the development or maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.

Elementary students will receive 150 minutes of physical education each week. Continuous and rigorous activity will be provided in periods of not less than 30 minutes. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to s. 1010.305. Any instructional personnel as defined in s. 1012.01(2), regardless of certification, who are designated by the school Principal, may provide such instruction. Each district school board is encouraged to provide 150 minutes of physical education each week for students in kindergarten through grade 5.

Per Section 1003.455, Florida Statutes, FSDB will provide at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through grade 5 so that there are at least 20 consecutive minutes of recess per day.

Physical Education Waiver K-8

The physical education waivers listed in Section 1003.455, Florida Statutes, will apply to both elementary and middle school students beginning with the 2009-2010 school year. Students in grades K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

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

Replacement of Elementary School Courses

Course replacements for elementary school students will be made on a case-by-case basis upon petition to the school Principal. Upon completion of a possible replacement course for a previously failed elementary school course, students/parents/guardians shall supply documentation. The school Principal, upon receipt and verification of the required documentation of mastery, shall approve the replacement course, and the student's record shall be amended to reflect the replacement grade. In the event of insufficient verification evidence, the grade for the course failed shall remain.

Middle School Program

Each middle school student shall be scheduled into specific courses appropriate to his/her developmental level and mastery of the state academic standards.

Typically a student's schedule includes the following courses:

<u>Sixth Grade</u>	<u>Seventh Grade</u>	<u>Eighth Grade</u>
English	English	English
Science	Science	Science
Mathematics	Mathematics	Mathematics
Social Studies	Social Studies	Social Studies
PE/Health	PE/Health	PE/Health

And electives as appropriate.

Physical Education

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. The equivalent of one year of physical education in grades 6, 7, and 8 (see *Physical Education Waiver K-8*).

Health Education

Middle school curriculum includes comprehensive age-appropriate and developmentally appropriate health education that addresses concepts of community health, consumer health, environmental health, and family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; personal health; prevention and control of disease; and substance use and abuse (Florida Statute 1003.42(2)(n)).

Any student whose parent/guardian presents a written request to the Principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of the exemption (Florida Statute 1003.42(5)).

Civics

Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.

Beginning with the 2013-2014 school year, each student's performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22 constitutes 30 percent of the student's final course grade.

In accordance with State Board of Education rule, 6A-1.09942, if a student transfers into a Florida public school from out-of-country, out-of-state, a private school or a home education program after the beginning of the second term of eighth grade, the student is not required to meet the Civics education requirement for promotion if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of Civics education.

High School Credit in Middle School

Middle school students may be appropriately enrolled in high school credit earning courses. Such courses may be offered during the school day. A typical course would be Algebra I. Middle school students earning high school credit simultaneously shall be credited with meeting the requirements for the appropriate corresponding pre-9th grade courses.

Successful completion of a high school level Algebra I or Geometry course

- Beginning with the 2014-2015 school year, to earn high school credit for Algebra I, a middle school student must take the statewide, standardized Algebra I assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course. The student must pass the Algebra 1 EOC Assessment to earn a high school standard diploma.
- Beginning with the 2012-2013 school year, to earn high school credit for geometry, a middle school student must take the statewide, standardized geometry assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

Successful completion of a high school level Biology I course

- Beginning with the 2014-2015 school year, to earn high school credit for Biology I, a middle school student must take the statewide, standardized Biology I assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

If the student successfully completes the high school course, the EOC assessment will not result in the student being retained in middle school.

Statewide, standardized EOC assessments in mathematics and science will be administered to students based on when the student completes the applicable curriculum (such as Algebra 1, Geometry, or

Biology 1). If a student is enrolled in Algebra 1, Geometry, or Biology I, they must take the EOC and are not required to take the corresponding grade-level State Assessment.

High School Courses Taken Prior to Grade 9

High school level courses taken below the 9th grade may be used to satisfy high school graduation requirements and Academic Scholars Award requirements. Restrictions on FSDB grade forgiveness policies do not apply to students below the 9th grade taking high school courses for credit. Any high school course taken prior to 9th grade may be retaken regardless of the grade earned. Students shall use the higher of the two grades to determine GPA.

The Credit Acceleration Program (CAP)

The Credit Acceleration Program (CAP) awards high school credit in courses required for high school graduation through the passage of an end-of-course assessment, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP) to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment. Students who are not enrolled in the course or who have not completed the course are allowed to take the End-of-Course assessment during the regular administration of the assessment. (1003.4295)

If a student fails a course requiring an EOC to earn credit, but attains a score indicating satisfactory performance on the corresponding EOC, credit will be awarded for the course as prescribed by state statute.

Assignment to Remedial Classes in Middle School

FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support for students who score Level 1 or Level 2 on the statewide, standardized English Language Arts (ELA) or mathematics assessment. Students are not required to enroll the following year in and complete a remedial course or content-area course in which remediation strategies are incorporated into content course delivery due to this requirement being deleted as a result of the 2015 Legislative Session.

Replacement of Middle School Courses

Course replacements for middle school students shall be made on a case-by-case basis upon petition to the school Principal. Upon completion of a possible replacement course for a previously failed middle school course, students/parents/guardians must supply documentation consisting of the following items:

- Documentation of mastery of the appropriate Grade Level Expectations and benchmarks of the state academic standards for the replacement course
- A portfolio of work representative of the content of the course

The Principal, upon receipt and verification of the required documentation of mastery, shall approve the replacement course, and the student's record shall be amended to reflect the replacement grade. In the event of insufficient verification evidence, the grade for the course failed shall remain.

High School Program - Grades 9-12

Determination of Mastery of Student Performance on the State Academic standards

When determining the mastery of state academic standards for high school credit, it is the intent of the FSDB to do the following:

- Utilize student performance standards that:
 - Embed clear and precise statements of what the learner is expected to accomplish by the end of the prescribed learning period
 - Reflect the essential knowledge, skills, concepts or behaviors contained in the district approved course descriptions
- Measure student performance standards on a regular, continuous basis. Such measurements may be made through the use of teacher observations, classroom assignments and examinations.
- Employ varied instructional strategies, course modifications and modification of methods of evaluation to accommodate those students in alternative education programs.

GENERAL REQUIREMENTS FOR HIGH SCHOOL GRADUATION

To graduate from high school a student must meet all the requirements of this plan, demonstrate mastery of the state academic standards and meet all requirements established by the Florida Department of Education and FSDB.

- Beginning with the students entering grade 9 in the 2013-2014 school year and in accordance with § 1003.4282, F.S., **industry certification courses that lead to college credit may substitute for up to two mathematics credits and one science credit.** The FDOE will not release a course listing that satisfies this requirement. The intent of the legislation is that students earn an actual industry certification with an existing statewide articulation agreement to the associate in science or associate in applied science degree level (also known as Gold Standard Career Pathways Industry Certification Articulation Agreements) offered in the Florida College System.
 - Upon successful attainment of a qualifying industry certification, students would be eligible for substitution credit in mathematics and/or science. The industry certification substitution cannot substitute for Algebra 1, Geometry or Biology, but rather toward the balance of the two other unspecified mathematics credits and one of the unspecified equally rigorous science credits required for high school graduation. It is important to note that one qualifying industry certification attainment equates to one substitution credit. A student would need to earn three distinct industry certifications to earn the maximum three substitution credits (two in mathematics and one in science).
- Beginning with students entering grade 9 in the 2013-2014 school year, **electives** must include opportunities for students to earn college credit, including industry-certified career education programs or series of career-themed courses that result in industry certification or articulate into the award of college credit, or career education courses for which there is a statewide or local articulation agreement and which lead to college.

State graduation requirements are summarized on the following pages by the school year a student enters the ninth grade.

HIGH SCHOOL TESTING/GRADUATION REQUIREMENTS BY 9TH GRADE YEAR OF ENTRY

Students Entering Grade Nine In 2013-2014 School Year through 2018-2019 School Year Section 1003.4282, Florida Statutes (F.S.)

Subject Area	Graduation Requirements	
	24-Credit Program	ACCEL Program/Diploma Designations
English/Language Arts (ELA)	<ul style="list-style-type: none"> • 4 credits in ELA 1, 2, 3, 4^[SEP] • ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA Florida Standards Assessment) 	<p>ACCEL Program (18 credits minimum)</p> <ul style="list-style-type: none"> • Physical education is not required • 3 elective credits <p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</p>
Mathematics	<ul style="list-style-type: none"> • 4 credits, one of which must be Algebra 1 and one of which must be Geometry (Algebra 1 EOC results constitute 30% of the final course grade; must pass to earn a standard diploma; Geometry EOC results constitute 30% of the final course grade) • Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits (except for Algebra 1 and Geometry) 	<p>Scholar Designation</p> <p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> • 1 credit in Algebra 2 • 1 credit in statistics or an equally rigorous mathematics course
Science	<ul style="list-style-type: none"> • 1 credit in Biology 1 (Biology EOC results constitute 30% of the final course grade) • 2 credits in equally rigorous science courses • 2 of the 3 required science credits must have a laboratory component • Industry certification courses that lead to college credit may substitute for up to 1 science credit (except for Biology 1) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I) 	<ul style="list-style-type: none"> • Pass the Biology 1 EOC • 1 credit in a course equally rigorous to chemistry or physics • Pass the U.S. History EOC Assessment^[SEP] • 2 credits in the same world language^[SEP] • Earn at least one credit in AP, IB, AICE or a dual enrollment course.
Social Studies	<ul style="list-style-type: none"> • 1 credit in world history • 1 credit in U.S. history (U.S. history EOC results constitute 30% of the final course grade) • .5 credit in U.S. government^[SEP] • .5 credit in economics (must include financial literacy) 	<p>Industry Scholar Designation</p> <p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> • Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).
World Languages	Not required for high school graduation, but required for admission into state universities	
Fine and performing Arts, Speech and	1 credit in fine or performing arts, speech and debate, or career and technical education. A practical arts course that incorporates artistic content and techniques of creativity, interpretation	

Debate, or Practical Arts	and imagination satisfies this requirement. (eligible courses specified in the Florida Course Code Directory)	
Physical Education	1 credit in physical education to include the integration of health	
Industry Certification	Not required	
Electives	8 credits	
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	Not required	

Special Notes:

- EOC, End-of-Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.
- A student preparing for college is advised to reach a level of Algebra II or higher.

Students Entering Grade Nine In 2019-2020 School Year through 2022-2023 School Year
Section 1003.4282, Florida Statutes (F.S.)

Subject Area	Graduation Requirements	
	24-Credit Program	ACCEL Program/CTE/Diploma Designations
English/Language Arts (ELA)	<ul style="list-style-type: none"> • 4 credits in ELA 1, 2, 3, 4^[SEP] • ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA Florida Standards Assessment) 	<p align="center">ACCEL Program (18 credits minimum)</p> <ul style="list-style-type: none"> • Physical education is not required • 3 elective credits <p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</p>
Mathematics	<ul style="list-style-type: none"> • 4 credits, one of which must be Algebra 1 and one of which must be Geometry (Algebra 1 EOC results constitute 30% of the final course grade; must pass to earn a standard diploma; Geometry EOC results constitute 30% of the final course grade)^[SEP] • May earn two mathematics credits by taking Algebra I in two full-year courses. • Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits (except for Algebra 1 and Geometry) • A computer science credit may substitute for 1 mathematics credit (except for Algebra 1 and 	<p>Career and Technical Education Pathway (18 Credit minimum)</p> <ul style="list-style-type: none"> • Complete two credits in career and technical education (must result in a program completion and an industry certification) • Complete two credits in work-based learning programs (may substitute up to two credits of electives, including 0.5 credit of financial literacy) • Physical education is not required

	<p>Geometry).</p> <ul style="list-style-type: none"> • industry certification in 3D rapid prototype printing to substitute up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor. 	<p><i>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</i></p>
Science	<ul style="list-style-type: none"> • 1 credit in Biology 1 (Biology EOC results constitute 30% of the final course grade) • 2 credits in equally rigorous science courses • 2 of the 3 required science credits must have a laboratory component • Industry certification courses that lead to college credit may substitute for up to 1 science credit (except for Biology 1) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I). 	
Social Studies	<ul style="list-style-type: none"> • 1 credit in world history • 1 credit in U.S. history (U.S. history EOC results constitute 30% of the final course grade) • .5 credit in U.S. government* • .5 credit in economics (must include financial literacy) 	
World Languages	Not required for high school graduation, but required for admission into state universities	
Fine and performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or career and technical education. A practical arts course that incorporates artistic content and techniques of creativity, interpretation and imagination satisfies this requirement. (eligible courses specified in the Florida Course Code Directory)	<p>Scholar Designation</p> <p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> • 1 credit in Algebra 2 or an equally rigorous mathematics course • 1 credit in statistics or an equally rigorous mathematics course • Pass the Geometry EOC • Pass the Biology 1 EOC • 1 credit in a course equally rigorous to chemistry or physics • Pass the U.S. History EOC Assessment^[SEP] • 2 credits in the same world language^[SEP] • Earn at least one credit in AP, IB, AICE or a dual enrollment course.
Physical Education	1 credit in physical education to include the integration of health	
Industry Certification	Not required	
Electives	8 credits	<p>Industry Scholar Designation</p> <p>In addition to meeting the standard high school diploma requirements:</p>
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	

Online Course	Not required	<ul style="list-style-type: none"> • Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).
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Special Notes:

- *Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25(4). Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25(4).
- EOC, End-of-Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.
- A student preparing for college is advised to reach a level of Algebra II or higher.
- A computer science credit may only be used to substitute one course (either mathematics or science).

Students Entering Grade Nine In 2023-2024 School Year and beyond
Section 1003.4282, Florida Statutes (F.S.)

Subject Area	Graduation Requirements	
	24-Credit Program	ACCEL Program/CTE/Diploma Designations
English/Language Arts (ELA)	<ul style="list-style-type: none"> • 4 credits in ELA 1, 2, 3, 4^[SEP] • ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA Florida Standards Assessment) 	<p align="center">ACCEL Program (18 credits minimum)</p> <ul style="list-style-type: none"> • Physical education is not required • 2.5 elective credits • 0.5 credit in financial literacy <p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</p>
Mathematics	<ul style="list-style-type: none"> • 4 credits, one of which must be Algebra 1 and one of which must be Geometry (Algebra 1 EOC results constitute 30% of the final course grade; must pass to earn a standard diploma; Geometry EOC results constitute 30% of the final course grade)^[SEP] • May earn two mathematics credits by taking Algebra I in two full-year courses. • Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits (except for Algebra 1 and Geometry) 	<p align="center">Career and Technical Education Pathway (18 Credit minimum)</p> <ul style="list-style-type: none"> • Complete two credits in career and technical education (must results in a program completion and an industry certification) • Complete 1.5 credits in electives or work-based learning programs

	<ul style="list-style-type: none"> • A computer science credit may substitute for 1 mathematics credit (except for Algebra 1 and Geometry). • industry certification in 3D rapid prototype printing to substitute up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor. 	<ul style="list-style-type: none"> • Complete 0.5 credits in personal financial literacy. • Physical education is not required <p><i>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(d),(h) F.S.).</i></p>
Science	<ul style="list-style-type: none"> • 1 credit in Biology 1 (Biology EOC results constitute 30% of the final course grade) • 2 credits in equally rigorous science courses • 2 of the 3 required science credits must have a laboratory component • Industry certification courses that lead to college credit may substitute for up to 1 science credit (except for Biology 1) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I). 	
Social Studies	<ul style="list-style-type: none"> • 1 credit in world history • 1 credit in U.S. history (U.S. history EOC results constitute 30% of the final course grade) • .5 credit in U.S. government* • .5 credit in economics 	
World Languages	Not required for high school graduation, but required for admission into state universities	Scholar Designation
Fine and performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or career and technical education. A practical arts course that incorporates artistic content and techniques of creativity, interpretation and imagination satisfies this requirement. (eligible courses specified in the Florida Course Code Directory)	In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> • 1 credit in Algebra 2 or an equally rigorous mathematics course • 1 credit in statistics or an equally rigorous mathematics course • Pass the Geometry EOC • Pass the Biology 1 EOC • 1 credit in a course equally rigorous to chemistry or physics • Pass the U.S. History EOC Assessment^[SEP] • 2 credits in the same world language^[SEP] • Earn at least one credit in AP, IB, AICE or a dual enrollment course.
Physical Education	1 credit in physical education to include the integration of health	
Personal Financial Literacy	0.5 credit in personal financial literacy to include money management	
Industry Certification	Not required	Industry Scholar Designation
Electives	7.5 credits	

Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	In addition to meeting the standard high school diploma requirements: • Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).
Online Course	Not required	

Special Notes:

- *Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25(4). Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25(4).
- EOC, End-of-Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.
- A student preparing for college is advised to reach a level of Algebra II or higher.
- A computer science credit may only be used to substitute one course (either mathematics or science).

End-of-Course Assessment Requirements (EOC)

Students enrolled in specific subjects will be required to take a state end-of-course exam. The exams are aligned to the state academic standards. Results of the exams, which count 30% of the final grade or for course credit, are mandated by FLDOE, and dependent on a student’s ninth (9) grade cohort.

Standard Diploma

- **Students Entering Ninth (9) Grade 2013-2014 and forward**
 - *Students must pass the Grade 10 ELA statewide, standardized assessment*
 - Students must take the Algebra I EOC Assessment.
 - Students must pass the assessment to earn a standard diploma.
 - A student’s performance on the Algebra I EOC assessment constitutes 30 percent of the final course grade.
 - Students must take the Geometry EOC Assessment.
 - A student’s performance on the Geometry EOC assessment constitutes 30 percent of the student’s final course grade.
 - Students must take the Biology I EOC Assessment.
 - The Biology I EOC assessment constitutes 30 percent of the student’s final course grade.
 - Students must take the U.S. History EOC Assessment.
 - The United States History EOC assessment constitutes 30 percent of the student’s final course grade.

Academic Exemptions Based on Attendance

Students shall not be exempted 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 part to provide an exemption from any academic performance required.

Students Enrolled in College Courses for College Credit Only

Students enrolled in post-secondary instruction not creditable toward a high school diploma shall be required to assume the cost of instructional materials and fees. FSDB will pay for the cost of instructional materials for students who are earning credit toward high school graduation under the dual enrollment program.

Enrollment in Sequential Courses

Subject area courses that depend on sequential information are to be taken in sequential order. In such courses, a student who fails to pass may not be allowed to enroll in the next higher course level until the failed course has been successfully remediated in an approved program, by retaking the course during the regular school year or in another traditional or virtual/online school. If a situation of hardship or illness exists which prevents a student from taking a course in sequence, the Principal, or designee, may grant an exception.

ENROLLMENT IN VIRTUAL COURSES

Placement/Acceleration in Florida Virtual School (FLVS)

As stipulated by the Florida K-20 Education Code (s.1001.42), parents/guardians have the right to choose educational options such as Florida Virtual School for their children. A student's full-time school may not deny access to courses offered by FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. FSDB shall provide students with access to enroll in courses available through the FLVS and shall award credit for successful completion of such courses. Access shall be available to students during or after the normal school day and through summer school enrollment.

- Learning Labs have been established at each high school to assist in student access to virtual courses. Students enrolled in these labs will be held to daily class attendance requirements even if the course is completed prior to the end of the enrolled semester.
- After meeting online requirements for graduation, if a student is seeking to take additional online coursework, it is recommended that students have a 3.0 or higher GPA OR score a level 3 or higher on the FSA in reading.
- Special permission must be granted by the school Principal in order to take a course that is offered at FSDB, except those required to graduate with cohort.
- Students must meet with certified school counselor to determine if placement in a FLVS is academically appropriate for the student based on course prerequisites, the student's academic history and age and appropriateness of the course for the student's course of study. All courses must be approved by the certified school counselor and in line with the course of study as determined by and documented in the IEP.
- Students are expected to follow the pacing guides aligned with the course and demonstrate the ability to complete the course.

- Students who do not complete a course within a reasonable period of time and after the add/drop period will be placed on an academic hold for virtual courses for the period of one year.
- Students desiring to take more than two FLVS courses, during a semester, in addition to their regular course load, must first receive approval from the certified school counselor, who will work with the student to devise a plan in order to successfully complete the courses. These courses must align with the students' IEP defined course of study.
- Students may take FLVS coursework over the summer for the purpose of completing a course assigned during the current school year, working toward credit recovery necessary to graduate with their same year cohort, or if taking the course is needed to stay on their graduation path as articulated in the students transition plan of their IEP.

HIGH SCHOOL CREDIT ISSUES

Definition of High School Credit

A credit for high school graduation is defined in statute as a minimum of 135 hours of bona fide instruction during the 180-day school year in a designated course of study, which contains student performance standards, or the equivalent of six semester hours of college credit, except as otherwise provided through the Credit Acceleration Program (CAP) under s. 1003.4295(3). One-half credit is defined as one-half of these requirements. Courses taught in a block must contain a minimum 120 hours of bona fide instruction in a designated course of study.

A student may be awarded credit for less than 135 hours (single periods) or 120 hours (block periods) of instruction if he or she has demonstrated mastery of the course requirements and State academic standards/B.E.S.T. Standards as provided by the Student Progression Plan. This includes awarding credit for courses taken in summer school, through performance-based instruction, block scheduling or course modifications that combine courses. Certain dual enrollment courses offered in a one-semester time frame carry one full high school credit. For a complete list, please refer to <http://sjrstate.edu/>

Awarding of Credit for English Language Learners (ELLs)

English Language Learners (ELLs) shall be given credit towards fulfilling graduation requirements in English for each English for Speakers of Other Languages (ESOL) English course completed satisfactorily. Credit shall also be given towards fulfilling graduation requirements for each basic subject area course completed satisfactorily through ESOL instruction.

Qualifications and Restrictions for Earning Credit

Florida Statute requires FSDB to maintain a one-half (.5) credit earned system; full year courses will reflect two one-half (.5) credit awards. A full course of study may be completed in one semester. A student enrolled in a full-year course will receive one-half (.5) credit if the student successfully completes either the first or second half of the course but fails the other half and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full year course will receive full credit if the student successfully completes either the first or the second half of the course but fails to successfully complete the other half and the averaging of the numerical grades in each half results in a passing grade. Students must successfully meet additional school requirements, such as class attendance, homework, participation and other indicators of performance.

Please refer to the Parent-Student Handbook for additional information on attendance impacts on earning credit.

Exclusions for Earning Credit

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

- More than a total of nine (9) elective credits in remedial programs
- More than one credit in exploratory career education
- More than three (3) credits in practical arts, family and consumer science courses
- Any Level I course unless the student's assessment indicates a more rigorous course would be inappropriate, in which case a written assessment of the need must be included in the IEP or Student Performance Plan and be signed by the Principal, guidance counselor, and the parent/legal guardian if the student is not 18 years or older

Credit for Remedial and Compensatory Courses

Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit.

Honors Credit Used in Calculating Weighted Grade Point Average

Honors/ weighted credit (quality point of 1.0) shall be awarded for the following courses offered in FSDB:

- Honors courses identified in the Master Schedule
- Dual Enrollment (DE) courses
- Advanced Placement (AP) courses

The Credit Acceleration Program (CAP)

The Credit Acceleration Program (CAP) awards high school credit in courses required for high school graduation through the passage of an end-of-course assessment, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP) to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment. Students who are not enrolled in the course or who have not completed the course are allowed to take the End-of-Course assessment during the regular administration of the assessment. (1003.4295)

If a student fails a course requiring an EOC to earn credit, but attains a score indicating satisfactory performance on the corresponding EOC, credit will be awarded for the course as prescribed by state statute. Students must retake the course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course and earns a "C" or above.

College/Career and Technical Dual Enrollment Credit

Annually, FSDB updates its inter-institutional articulation agreements between the local school district and St. Johns River State College. FSDB students participate in dual enrollment through the St. Johns County School District or the St. Johns River State College. There are no dual enrollment classes on the campus of FSDB.

The articulation agreements include, but are not limited to, the following items:

- The courses and programs eligible for dual enrollment credit
- Eligibility criteria for student participation
- Institutional responsibilities regarding student screening prior to enrolling
- Institutional responsibilities for monitoring student performance

- Process for converting college credit hours earned through dual enrollment and early admission programs to high school credit based on mastery of course outcomes

Declaration of Type of Credit for Joint Dual Enrollment and AP Courses

Post-secondary credit for a joint dual enrollment and advanced placement (AP) courses shall be awarded as either dual enrollment or advanced credit based on student preference. No student or school shall claim double credit for both dual enrollment and advanced placement.

Credit for High School Courses Taken Prior to Grade 9

High school level courses taken below the 9th grade may be used to satisfy high school graduation requirements and Florida Academic Scholars Award requirements. Restrictions on FSDB grade forgiveness policies do not apply to students below the 9th grade taking high school courses for credit. Any high school course taken prior to 9th grade may be retaken regardless of the grade earned. Students shall use the higher of the two grades to determine GPA.
*(*See High School Credit in Middle School for EOC requirements.)*

High School Uniform Transfer of Credits

FSDB accepts transfer work and courses for students entering grades 9, 10, 11, and 12 from out of state, out of country, or home schooling in accordance with State Board Rule 6A-1.09941, F.A.C.

Beginning with the 2012-2013 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school, or a home education program and the student's transcript shows a credit in Algebra I, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C. s. 6301. If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the student must take and pass the statewide, standardized grade 10 ELA assessment, or earn a concordant score. If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade.

Credits and Grades

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

State Assessments

If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and that student's transcript shows a mathematics credit in a course that requires passage of a statewide, standardized assessment in order to earn a standard high school diploma, the student must pass the assessment unless the student earned a comparative score pursuant to s. 1008.22, passed a statewide assessment in that subject administered by the transferring entity, or passed the statewide

assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C. s. 6301.

If a student's transcript shows a credit in high school reading or English Language Arts II or III, the student must take and pass grade 10 FCAT Reading or earn a concordant score on the SAT or ACT as specified by state board rule or, when the state transitions to Florida Standards Assessment (FSA) in English Language Arts, earn a passing score on the English Language Arts assessment as required under this section.

Notwithstanding any other law to the contrary, all students enrolled in high school as of the 2012-2013 school year who earn a passing grade in Biology I or Geometry before the 2013-2014 school year, shall be awarded a credit in that course if the student passed the course. The student's performance on the EOC assessment is not required to constitute 30 percent of the student's final course grade.

Grade Forgiveness

State law requires a cumulative 2.0 GPA to graduate. Beginning with the entering ninth (9th) grade in the 2000-2001 year and each year thereafter, forgiveness policies for required courses will be limited to replacing a grade of "D" or "F", or their equivalent, with a grade of "C" or higher, or its equivalent, earned subsequently in the same or comparable course. (FS 1003.43)

Forgiveness policies for elective courses will be limited to replacing a grade of "D" or "F" (or their equivalent) with a grade of "C" or higher (or its equivalent) earned subsequently in the same, a comparable, or another course. Any course credit not replaced according to the FSDB's forgiveness policy will be included in the calculation of the cumulative GPA required for graduation.

Grade Forgiveness and EOC Assessments

The grade forgiveness policy applies to the cohort of students with the requirement of an EOC assessment to count as 30 percent of the student's final course grade. If the student's final average with the EOC assessment included as 30 percent results in a course grade of "D" or "F," the options for the student include one of the following:

- Retaking a semester of the course;
- Retaking the entire course;
- Retaking the EOC assessment for that course; and
- Retaking both the course and the EOC assessment to improve the student's final course grade.

If retaking the course, including the EOC assessment as 30 percent, or retaking the EOC assessment results in a final course average of "C" or above, then this grade replaces the "D" or "F." If it does not result in a "C" or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student's GPA (s. 1003.4282(6), F.S.): "In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's GPA. Any course not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation."

DUAL ENROLLMENT, ADVANCED PLACEMENT AND INFORMATION

Dual Enrollment Qualifications

The dual enrollment program is defined as enrollment of an eligible secondary student in a postsecondary course, or courses, creditable toward a vocational certificate (AS) or an associate (AA) or a baccalaureate degree (BA or BS).

Dual enrollment courses may be taken during school hours, after school hours and during the summer term. A student must be granted credit toward high school graduation requirements for courses taken through dual enrollment.

Parents/guardians of students in or entering high school will be notified of the opportunity and benefits of advanced placement, dual enrollment and Florida Virtual School courses during their child's IEP meeting.

Pursuant to State Board of Education Rule 6A-14.064, students who have been identified as deficient in basic competencies in one of the areas of reading, writing, or mathematics as determined by one of the methods established by the Florida Department of Education (i.e. scores on the P.E.R.T, A.C.T, or S.A.T.), shall not be permitted to enroll in college credit courses in curriculum areas precluded by the deficiency. Students may enroll in college credit courses that are not precluded by the deficiency; however, students may not earn more than twelve (12) college credit hours prior to the correction of all deficiencies. A student that has accumulated twelve (12) college credit hours and has not yet demonstrated proficiency in one of the basic competency areas of reading, writing, or mathematics will be dismissed from the Dual Enrollment program until correction of all deficiencies. At the time of program dismissal, the student will be advised of the requirements for the associate in arts degree completion and state university admission requirements.

Pursuant to Section 1008.30, F.S., *Alternative Methods to Common Placement Tests*, Florida College System institutions may use alternative methods in lieu of the common placement tests under subsection 2 to assess student readiness for college-level work in communication and computation. Institutions shall recognize scores and grades on alternative methods specified in paragraphs (3)(a) through (3)(c) as valid for placement purposes for a minimum of two years. (a) Tests and assessments: A score that meets or exceeds the standard score on any one of the assessments shall be accepted as demonstration of readiness for college-level work. Institutions shall accept scores on the public high school transcript in addition to official score reports from the issuing entity listed in this subsection as an official record. (b) Performance in high school coursework: Any student who has an unweighted high school GPA of 3.0 and achieves a grade of "B" or better in any of the courses listed below shall have demonstrated readiness for college-level work. Institutions shall accept courses and grades on the public high school transcript as an official record. (c) Credit-by-examination: Students achieving passing scores and receiving credit for college-level communication or computation pursuant to the credit-by-examination equivalency list in Rule 6A-10.024, F.A.C., shall have previously demonstrated readiness for college-level coursework. *Please consult Testing Information located on the Dual Enrollment web page under the Quick Links for a full description and chart of the alternative methods*

Student Materials for Dual Enrollment Courses

Students enrolled through a district high school are exempt from the payment of registration, matriculation and lab fees. Materials assigned for use within dual enrollment courses shall be made available to dual enrollment students free of charge.

All secondary school students are informed of dual enrollment as an education 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. This will be done at the student's IEP meeting.

Advanced Placement

Advanced placement (AP) is the enrollment of an eligible secondary student in an Advanced Placement course offered by the College Board. Post-secondary credit for an AP course may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam.

AP students are exempt from the payment of any fees associated with taking an AP course. No student shall be required to complete an Advanced Placement Examination.

School-to-Work Transition

All schools (elementary, middle, and high) shall document the manner in which they have prepared students to enter the workforce, including information regarding the provision of accurate, timely career and curricular counseling to students.

This information shall include a delineation of available career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to enable students to pursue any postsecondary instruction required to enter that career. Schools shall also delineate school procedures for identifying individual student interests and aptitudes, which enable students to make informed decisions about the curriculum that best addresses their individual interests and aptitudes while preparing them to enroll in postsecondary education and enter the workforce.

Beginning in grade 6, this information shall include recommended high school coursework that prepares students for success in college-level work. The information shall be made known to parents/guardians and students annually through inclusion in the school's handbook, manual, or similar documents or other communications regularly provided to parents/guardians and students.

OFF-CAMPUS PLACEMENT REQUIREMENTS

FSDB maintains criteria for students to participate in Off-Campus placements. These placements must be for classes that are not offered at FSDB, including standard and honors coursework.

The following criteria are required prior to students, at any level (Elementary, Middle, High, College), being considered for participation in Off-Campus placements:

- Coursework requirements
 - Mathematics course
 - On grade level performance
 - English Language Arts (ELA) or any content area course
 - Reading level on or within one year of grade level
- Minimum unweighted cumulative GPA of 3.0
- Regular attendance (≥90%)
- Assistant Principal and Guidance Counselor recommendations

PreAICE and AICE Classes

The following criteria are required prior to students being considered for participation in Off-Campus placements for classes not offered at FSDB:

- Minimum unweighted cumulative GPA of 3.5
- St. Johns County may also require appropriate test scores for entrance into some courses
- See other general requirements listed above

College Level Classes – St. Johns River State College (SJRS)

The following criteria are required prior to students being considered for participation in Off-Campus placements for classes not offered at FSDB:

- Demonstrate readiness for college or career level course work
- be seeking an associate in science college degree, or an associate in arts college degree,
- Students must meet qualifications for honors course placement to be considered for dual enrollment
- Minimum unweighted cumulative GPA of 3.0
- Principal and Guidance Counselor recommendations
- have demonstrated academic, social and emotional maturity to ensure success in college level study
- be limited to 10 hours of college credit enrollment per college semester (fall/spring) and 6 to 8 credit hours (summer)
- maintain a grade of C or better in each class to remain in the dual enrollment program,
- be aware that receiving a grade of D or F, or withdrawing (W) for any course results in ineligibility to remain in the dual enrollment program, and
- Pass one of the following college placement tests (all sub-sections):
 - Postsecondary Education Readiness Test (PERT)
 - Reading Score – 106 (ENC 1101) **and**
 - Writing Score – 103 (ENC 1101)
 - Mathematics Score – 114 (MAT 1033 – Intermediate Algebra)
 - Mathematics Score – 123 (MAC 1105 – College Algebra)
 - ACT Placement Test
 - Reading Score – 19 (Composition 1 and 2) **and**
 - English Score – 17 (Composition 1 and 2)
 - Mathematics Score – 19 (College Algebra)
 - Alternate Placement Requirements
 - See Rule 6A-10.024
- Students not passing all sub-tests of the college placement test will be limited to a maximum 12 credit hours at the college
- St. Johns County may also require appropriate test scores for entrance into some courses
- See other general requirements listed above

First Coast Technical College (FCTC)

The following criteria are required prior to students being considered for participation in Off-Campus placements for classes not offered at FSDB:

- Minimum unweighted cumulative GPA of 2.0
- Maintain a minimum GPA of 2.0

- Must be entering Junior or Senior year
- FCTC may also require appropriate test scores for entrance into specific programs
- Students who do not complete a course after the add/drop period will be placed on an academic hold for the period of one year
- See other general requirements listed above

Additional Off-Campus Requirements and Information

We are guests on the host campuses. As such, students and parents must abide by the rules and policies set forth at these off-campus placements. In order to not disrupt the host program, off-campus placement registrations must take place prior to the start of the semester (1st and/or 2nd).

Completion of the *St. Johns County Course Request Form* does not guarantee admission to take off-campus classes. St. Johns County is allowing our students into their programs and their enrolled students are their first priority. Therefore, scheduling conflicts and student enrollment sizes at St. Johns County Schools may limit the ability for FSDB to participate in their programs.

Students are required to be enrolled in an FSDB on-campus course, with an FSDB instructor, for at least 50% of their academic day. Off-campus courses, such as those offered by FCTC, SJRSC, or St. Johns County Public School through an agreement with FSDB, that necessitate intensive staff-to-student assistance from FSDB to enable the student's participation in coursework will not be eligible for consideration.

With the approval of the principal, students may take up to two course (college/FLVS) during the summer as aligned to the student’s transition plan course of study as indicated in the IEP.

DIPLOMA OPTIONS AND GRADUATION REQUIREMENTS

It is the goal of the State of Florida and FSDB to provide students, with help and guidance from their parents or guardians, the opportunity to select the graduation option that will most appropriately prepare them for their chosen postsecondary path. To assist students and parents/guardians with this task, FSDB provides each student in grades six through twelve, and their parents/guardians, with information concerning the 24-credit high school graduation options and two designations and the Career and Technical Education graduation option. Students and parents/guardians shall be provided information about diploma designations through an online education and career-planning tool, which allows student to monitor their progress toward the attainment of each designation. In addition, S. 1003.4282, F.S. requires written notification to parents/guardians of a standard diploma, designation requirements, eligibility requirements for state scholarship programs, and eligibility requirements for postsecondary admission.

Standard High School Diplomas

- 24 credit Standard diploma, Scholar Designation/Industry Scholar Designation
- CTE Graduation Pathway

The State Board of Education may make recommendations to the Legislature regarding the establishment of additional designations.

24 Credit Standard Diploma

This program requires students to take 24 credits in the subject areas of English, mathematics, science, social studies, fine or performing arts, and a physical education course. Foreign language credit is not required for this program although it is recommended for community college preparation and is required for admission to Florida's state universities. This program requires students to take 7.5 elective credits (Fla. Stat. §1003.428, (2012)). (See graduation requirements by cohort pages 40 – 45.)

Scholar Designation

In addition to the requirements of Florida Statute 1003.428 and 1003.4282, as applicable, in order to earn the Scholar designation, a student must satisfy the following requirements:

- Mathematics: Earn one credit in Algebra II or an equally rigorous course and one credit in statistics or an equally rigorous course, and pass the statewide, standardized assessment in Geometry.
- Science: Pass the statewide, standardized Biology I end-of-course assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics.
- Social studies: Pass the statewide, standardized United States History end-of-course assessment.
- Foreign language: Earn two credits in the same foreign language.
- Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course.

A student is exempt from the Biology I or US History assessment if the student is enrolled in an AP, IB, or AICE Biology I or US History course and the student takes the respective AP, IB, or AICE assessment and earns the minimum score to earn college credit.

Industry Scholar Designation

In addition to the requirements of ss. 1003.428 and 1003.4282, as applicable, in order to earn the Merit designation, a student must attain one or more industry certifications from the list established under s. 1003.492.

Career and Technical Education Graduation Pathway

This program began in 2019-2020 and is an alternative pathway to earning a standard high school diploma. Students must successfully complete at least 18 credits. In addition to the required math, ELA, science and social studies credits, a student must successfully complete a one-half credit in financial literacy and 1.5 credits in electives AND complete two CTE credits that result in a program completion and industry certification.

Certificate of Completion

Students who are unable to meet graduation requirements for a diploma may receive a Certificate of Completion. A Certificate of Completion is not a diploma. It certifies that the student attended high school but did not meet all graduation requirements for a diploma.

A Certificate of Completion shall be awarded to any student who satisfies the credit requirements for graduation but lacks one or more of the following requirements for graduation with a regular diploma:

- Passing score on the state assessment test required for high school graduation
- Cumulative grade point average (GPA) of 2.0 or higher

A student who receives a Certificate of Completion may elect to remain in high school as a full-time or part-time student until the age of 22 and receive instruction to remedy the deficiency (ies).

A student who has received a Certificate of Completion, who subsequently meets the requirements for a standard diploma, shall be awarded a standard diploma.

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM REQUIREMENTS

The Florida Legislature is authorized to change eligibility criteria and funding requirements

The Bright Futures Program currently consists of the three awards: Florida Academic Scholars Award (FAS), Florida Medallion Scholars Award (FMS), Florida Gold Seal Vocational Scholars Award (GSV), and Florida Gold Seal CAPE Scholars (GSC).

Each award has its own academic eligibility requirements, award amounts and duration. The requirements for Florida Bright Futures Scholarships change on a yearly basis.

Public high school students should visit www.floridabrightfutures.gov to review their academic progress toward meeting Florida Bright Futures Scholarship Program eligibility requirements and State University System course requirements for college admission.

For more information about the Florida Bright Futures Scholarship Program, please contact your student's certified school counselor:

Missy Kaler, Deaf Department
kalerm@fsdbk12.org
904-201-4580 (VP)

Connie Oberman, Blind Department
obermanc@fsdbk12.org
904-827-2231

Or use the following links:

<http://www.floridastudentfinancialaid.org/ssfad/bf/>
www.FloridaStudentFinancialAid.org/SSFAD/home/uamain.htm

EXCEPTIONAL STUDENT EDUCATION (ESE)

Diploma Options and Graduation Requirements

General Information

Exceptional education students shall be afforded the opportunity to fully meet all standard graduation requirements and qualify for a standard diploma. Parents/guardians of exceptional students shall be informed of the requirements for obtaining a standard diploma and other diploma options available.

Beginning with students entering grade 9 in the 2014-2015 school year

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

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

1. For a student with a disability for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student's skills:
 - a. A combination of course substitutions, assessments, industry certifications, other acceleration options, or occupational completion points appropriate to the student's unique skills and abilities that meet the criteria established by State Board of Education rule.
 - b. A portfolio of quantifiable evidence that documents a student's mastery of academic standards through rigorous metrics established by State Board of Education rule. A portfolio may include, but is not limited to, documentation of work experience, internships, community service, and postsecondary credit.

2. For a student with a disability for whom the IEP team has determined that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate his or her skills:
 - a. Documented completion of the minimum high school graduation requirements, including the number of course credits prescribed by rules of the State Board of Education.
 - b. Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team.
 - c. Documented successful employment for the number of hours per week specified in the student's transition plan, for the equivalent of 1 semester, and payment of a minimum wage in compliance with the requirements of the federal Fair Labor Standards Act.
 - d. Documented mastery of the academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team, the employer, and the teacher. The transition plan must be developed and signed by the student, parent, teacher, and employer before placement in employment and must identify the following:
 - (I) The expected academic and employment competencies, industry certifications, and occupational completion points;
 - (II) The criteria for determining and certifying mastery of the competencies;
 - (III) The work schedule and the minimum number of hours to be worked per week; and
 - (IV) A description of the supervision to be provided by the school district.

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

(c) A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:

1. Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age 21; and
2. Is enrolled in accelerated college credit instruction pursuant to s. 1007.27, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.

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

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

Note:

²The State Board of Education shall adopt rules under ss. 120.536(1) and 120.54 to implement this paragraph, including rules that establish the minimum requirements for students described in this paragraph to earn a standard high school diploma. The State Board of Education shall adopt emergency rules pursuant to ss. 120.536(1) and 120.54.

Standard Diploma for Exceptional Student Education (ESE) Students

Exceptional education students must meet the same requirements for a standard diploma as required by the school district for non-disabled students. Accommodations may be provided for basic courses and tests to meet the needs of students with disabilities. Accommodations change the way a student learns, but not what the student is expected to learn. The transition IEP team determines appropriate accommodations.

WAIVER OF STATEWIDE, STANDARDIZED ASSESSMENT RESULTS FOR STUDENTS WITH DISABILITIES:

Students with disabilities who are working toward a standard high school diploma are expected to participate in the Florida Assessment of Student Thinking; however, legislation provides for a waiver of the F.A.S.T. Assessment, and End-of-Course assessments for the purpose of receiving a course grade or as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments:

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

1. The student must be identified as a student with a disability, as defined in s. 1007.02, F.S.:
2. The student must have an individual educational plan (IEP).
3. The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.

4. In accordance with s. 1008.22(3)(c)2., F.S., the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities.

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Certificates of Completion for Exceptional Student Education (ESE) Students

Students who are unable to meet graduation requirements for a diploma may receive a certificate of completion. A certificate of completion is not a diploma. It certifies that the student attended high school but did not meet all graduation requirements for a diploma.

Two types of Certificates of Completion are available for ESE students:

- Regular Certificate of Completion
 - Given to any student pursuing a standard diploma that passes the required courses in high school [24 credits (s. 1003.4282, F.S.) or the required 18 credits under the ACCEL option (s. 1002.3105 (5), F.S.)] but fails to pass the required state test, and/or achieve the required grade point average.
- Special Certificate of Completion
 - Available to any student with disabilities who is unable to meet all of the graduation requirements for a special diploma.

The Special Certificate of Completion certifies that the student passed the required ESE courses in high school but failed to master the Student Performance Standards for Exceptional Student Education or the Access Points for Special Diploma.