



STUDENT PROGRESSION PLAN

~~2018-2019~~ 2019-2020

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DRAFT

INTRODUCTION

The purpose of this document is to present to school personnel, parents, students, and other interested citizens the Board Rule the administrative procedures required in state legislation. It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

Florida Statute 1008.25 states:

Each district school board shall establish a comprehensive plan for student progression which must provide for a student's progression from one grade to another based on the student's mastery of the standards.

FLORIDA STATE STANDARDS ~~(6A-1.09401)~~

Student Performance Standards in Florida are defined as the K-12 Academic Standards for the State of Florida, inclusive of the Next Generation Sunshine State Standards, and establish the core content of the curricula to be taught and specify the core content knowledge and skills that K-12 public school students are expected to acquire. The ~~Next Generation Sunshine State Standards~~ standards are rigorous and reflect the knowledge and skills students need for success in college and careers. The standards and benchmarks describe what students should know and be able to do at grade level progression for kindergarten to grade 8 and in grade bands for grade levels 9-12.

GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT AND PLACEMENT

Student promotion in the Clay County School District is based upon an evaluation of each student's progress toward meeting the appropriate grade level expectations. Decisions regarding promotion and retention should be based on consideration of the following:

Progress tests, classroom assignments, daily observations, standardized tests, state assessment, mastery of Course Performance Standards/Grade Level Expectations, district competencies and objectives and other data, as appropriate or required. Responsibility for determining each pupil's level of performance and ability to function academically, socially and emotionally at the next academic level, is that of the classroom teacher, subject to the review and final approval of the principal.

Students who do not satisfactorily achieve established objectives for the grade or course

to which they are assigned, may be assigned to the same grade for the next school year or given alternative assignment. The areas of reading, writing, mathematics and science must be assessed with the use of District performance measures, testing, teacher observation, classroom assignments and state assessment measures. The purpose is to provide assistance to students who do not meet district and state expectations for proficiency in ELA, science and mathematics and/or to improve behavior and attendance by way of interventions. The plan may include one or more of the following activities as considered appropriate by the school administration: Tier I (core supports); Tier II or Tier III interventions that may include, small group interventions within the school day; accommodations to support academic/behavioral/social emotional progress, extended day services; tutoring; scheduling of classes to focus on only a few subjects needing remediation or emphasis (ELA; science and/or mathematics); consideration for ESE services; behavior contracts, attendance improvement plans, and other remedial activities as determined by the school district. A student's level of proficiency in the areas of reading, writing, and mathematics must be reviewed and the student's progression must be based, in part, upon this proficiency. Science proficiency was added in 1999 with statewide measurement beginning in 2003. Students not meeting desired levels of proficiency as determined by the district and/or as evidenced by the results of state mandated tests are to be provided remedial instruction designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following: summer school coursework (grades 6-12) or intensive skill development, extended day or school year services/academic tutoring, parent tutorial programs, mentoring, contracted academic services (previously approved), modified curriculum, exceptional education services, class size reduction, and suspension of other curriculum offerings in areas other than reading, writing, and mathematics or in those subjects specifically required for graduation in grades 9-12.

Retention of students must be considered if the student has been provided remedial instruction and upon reassessment falls below determined cutoff points on the district criteria for retention or on assessments as prescribed by the state. It is the intent of the school district that children should be retained as little as possible during the elementary and junior high school years. Students must not be retained without documentation that remediation was provided in a timely and comprehensive manner as documentation by either the student's RtI Plan or the student's IEP.

Students scoring a Level 1 on the statewide assessment test in reading for grade 3 must be retained. It should be noted that no social promotion/Administrative placement (1008.25(6)(a) F.S.) is allowed. Florida statutes prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion, administrative placement or placement at the next grade level without regard for student mastery of the appropriate Florida Standards.

STATEWIDE STUDENT ASSESSMENT PROGRAM

All students must participate in statewide assessment tests at designated grade levels as required by S.1008.22 F.S. The primary purposes of the student assessment program are to provide information needed to improve the public schools by enhancing the learning gains of all students and to inform parents of the educational progress of their public school children. The program must be designed to:

- a. Assess the annual learning gains of each student toward achieving the [Florida Standards or](#) Next Generation Sunshine State Standards appropriate for the student's grade level.
- b. Provide data for making decisions regarding school accountability and recognition.
- c. Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard diploma.
- d. Assess how well educational goals and curricular standards are met at the school, district, and state levels.
- e. Provide information to aid in the evaluation and development of educational programs and policies.
- f. Provide information on the performance of Florida students compared with that of other students across the United States.

GENERAL PROCEDURES FOR DROPOUT PREVENTION PROGRAMS AND ACADEMIC INTERVENTION PROGRAMS

Dropout prevention and academic intervention programs may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, setting and learning activities, and/or diagnostic and assessment procedures in eligible students [as required by S.1008.22 F.S.](#) The educational program shall provide services which support the program goals and lead to improved discipline. Student participation in such programs shall be for disruptive students. Notwithstanding any other provision of law to the contrary, no student shall be identified as being eligible to receive services funded through the dropout prevention and academic intervention program based solely on the student being from a single-parent family.

Students in grades 1-12 shall be eligible for participation in these programs based upon the following Early Warning System criteria:

1. The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics, or writing.
 - a. Course failure in English Language Arts or mathematics during any grading period. A Level 1 score on the statewide, standardized assessments in English

- b. Language Arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency under s. 1008.25(5)(a).
2. The student's attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
 3. The student has one or more suspensions, whether in school or out of school.
 4. The student has a pattern of excessive absenteeism or has been identified as a habitual truant.
 5. The student has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the district school board's code of student conduct. For the purposes of this program, "disruptive behavior" is behavior that:
 6. Interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or
 7. Severely threatens the general welfare of students or others with whom the student comes into contact.
 8. The student is identified by a school's early warning system pursuant to s. 1001.42(18)(b).
 9. "Second chance schools" means district school board programs provided through cooperative agreements between the Department of Juvenile Justice, private providers, state or local law enforcement agencies, or other state agencies for students who have been disruptive or violent or who have committed serious offenses. As partnership programs, second chance schools are eligible for waivers by the Commissioner of Education from State Board of Education rules that prevent the provision of appropriate educational services to violent, severely disruptive, or delinquent students in small nontraditional settings or in court-adjudicated settings.

Each district may establish dropout prevention and academic intervention programs at the elementary, middle, junior high school, or high school level. Programs designed to eliminate patterns of excessive absenteeism or habitual truancy shall emphasize academic performance and may provide specific instruction in the areas of technical education, pre-employment training, and behavioral management. Such programs shall utilize instructional teaching methods appropriate to the specific needs of the student.

Each school district shall establish procedures for ensuring that teachers assigned to dropout prevention and academic intervention programs possess the effective, pedagogical, and content-related skills necessary to meet the needs of these students.

Each district providing a program for dropout prevention and academic intervention program pursuant to the provisions of this section shall maintain for each participating student records documenting the student's eligibility, the length of participation, the type of program to which the student was assigned or the type of academic intervention services provided and an evaluation of the student's academic and behavioral performance while in the program. The school principal or his/her designee shall prior to

placement in a dropout prevention and academic intervention or the provision of an academic service, provide written notice of placement or services by certified mail, return receipt request, to the student's parent, guardian, or legal custodian. The parent, guardian, or legal custodian of the student shall sign an acknowledgment of the notice of placement or service and return the signed acknowledgment to the principal within 3 days after receipt of the notice. The parents or guardians of student assigned to such a dropout prevention and academic intervention program shall be notified in writing and entitled to an administrative review of any action by school personnel relating to such placement.

MILITARY FAMILIES AND TRANSFERS

The "Interstate Compact on Educational Opportunity for Military Children" was implemented to accommodate children from military families who have been transferred from one state to another. The purpose of the "Compact" is to make this transition as seamless as possible. The "Compact" applies to active members of the uniformed services, members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement, and members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

TRANSFER OF EDUCATIONAL RECORDS AND ENROLLMENT

In the event that official educational records cannot be obtained by the parent, the sending school will furnish a complete set of "unofficial educational records." When the receiving school obtains these records, the student will be enrolled and appropriately placed pending validation by the official records. Copying fees will not exceed the reasonable cost of reproduction. If necessary;

- Upon enrolling the student, the receiving school will request official records from the sending school. Upon receipt of this request, the school will furnish the records within ten (10) business days (not including staff holidays);
- ~~Immunization records will be obtained within 30 days of enrollment by the receiving school;~~ Immunization records must be provided at the time of enrollment;
- Students should be allowed to continue their enrollment at the grade level in which they left the previous state regardless of age (including kindergarten). If the student(s) successfully completed a grade level in the sending state, they should be enrolled in the next highest grade level in the receiving state, regardless of age;
- Any student who transfers from an out-of-state public school and does not meet regular age requirements for admission to the receiving school will be admitted upon presentation of the information provided by the educational records. If transferring from an out-of-state nonpublic school and does not meet regular age requirements of the receiving school, the student will be admitted if the student meets age requirements for public schools within the state from which he or she is transferring and if the student's academic credit is acceptable under rules of the receiving school board. To be admitted into the receiving school, the transferring student must provide the following:

- a. Official military orders showing that the military member was assigned to the state in which the child was previously enrolled and attended school. If the child was residing with a legal guardian and not the military member, a copy of the family care plan or proof of guardianship will be provided;
 - b. An official letter or transcript from the school authorities of the sending school showing attendance, academic and grade placement information;
 - c. Documented evidence of immunization;
 - d. Evidence of date of birth.
- When the student transfers before or during the school year, the receiving school will initially honor placement of the student in educational courses based on the student's enrollment in the sending state/school or based on the educational assessment conducted at the sending school. Continuing the student's academic program from the previous school should be paramount when considering placement. The receiving school may conduct further evaluations to ensure appropriate placement;
- In compliance with IDEA, the receiving school will initially provide comparable services to a student with disabilities based on his/her current "Individualized Education Program" (IEP) and make reasonable accommodations and modifications for incoming students with disabilities, subject to an existing 504 Plan, in order to provide the student with equal access to education. The receiving school may then perform subsequent evaluations to ensure appropriate placement and services;
- School districts shall have flexibility in waiving course/program prerequisites for placement in courses/programs.

ABSENCE AS RELATED TO DEPLOYMENT ACTIVITIES

- A student whose parent/legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, will be granted additional excused absences at the discretion of the Superintendent or Principal to visit with his or her parent/legal guardian.

GRADUATION OF CHILDREN FROM MILITARY FAMILIES

In order to facilitate the on-time graduation of children of military families, schools will incorporate the following procedures:

- Waive specific course requirements for graduation if similar coursework has been satisfactorily completed in the sending school OR will provide reasonable justification for denial. If a waiver is not provided to a student who would qualify to graduate from the sending school, the receiving school will provide an alternative means of acquiring coursework for that graduation to occur on time;
- Exit exams: Receiving schools will accept any of the following testing information:
 - a. Exit or end-of-course exams required for graduation from the sending state;

- b. National norm-referenced achievement tests;
- c. Alternative testing in lieu of testing requirements for graduation in the receiving state.
- Students transferring under the “HOPE Scholarship Program” are eligible for all programs offered by the District or a school.
- In case a student transfers during their senior year and is ineligible to graduate from the receiving school after all alternatives have been considered, the two schools will communicate to ensure the receipt of a diploma from the sending school if the student met the graduation requirements from that school.
- Clay Virtual Academy students from military families that move from Clay County but maintain residency in Florida and a mailing address in Clay county that is checked regularly may remain enrolled in Clay Virtual Academy. Due to ~~on-site~~ onsite state testing requirements, most will want to continue enrollment as a homeschooled student.

ELIGIBILITY

- Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law will be sufficient for the purpose of enrollment and all other actions requiring parental participation and consent;
- A transitioning military child who is placed in the non-custodial parent or other person standing in loco parentis, may continue to attend the school in which they are enrolled while residing with the custodial parent;
- The school will make every effort to obtain eligibility privileges for extracurricular activities, regardless of application deadlines, working in conjunction with the state high school athletic association, to the extent they are otherwise qualified.

OVERSIGHT, ENFORCEMENT AND DISPUTE RESOLUTION

Please refer to the “Interstate Compact on Educational Opportunity for Military Children” for information related to disputes or controversies. In addition, contact the Clay County School District with questions pertaining to this subject.

ELEMENTARY EDUCATION (K-6)

INSTRUCTIONAL PROGRAMS

~~I. — ADMISSION AND TRANSFER~~

~~A. — ADMISSION AND DISTRICT REQUIREMENTS~~

~~1. — Kindergarten (F.S. 1003.21)~~

Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year. **NO PROVISION FOR EARLY ADMISSION TO KINDERGARTEN EXISTS.**

~~2. — First Grade (F.S. 1003.21)~~

Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed. Successful completion of kindergarten will be defined as:

- a. Enrollment in a public school; or
- b. Satisfactory completion in a nonpublic kindergarten program as evidenced by a report card or letter from the principal of the previous school or the Verification of Entrance to First Grade form verifying completion under Florida Statute 1003.21. **NO PROVISION FOR EARLY ADMISSION TO FIRST GRADE EXISTS.**

~~3. — First Entry to the Clay County District Schools~~

Before admitting a student to Florida schools for the first time, the school must have documentation required by Florida Statutes and the Clay County School Board policy/procedures:

- a. Proof of date of birth for kindergarten and grade one students. (F.S. 1003.21) If an official birth certificate for the student cannot be obtained by the parent/guardian, the following may be accepted in the order set forth in Florida Statute 1003.21:
 - a duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by

- an affidavit sworn to by the parent;
- an insurance policy on the child's life that had been in force for at least two years;
- a bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
- a passport or certificate of arrival in the United States showing the age of the child;
- a transcript of record of age shown in the child's school record of at least four years prior to application, stating date of birth; or
- if none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician.

A homeless child, as defined by F.S. 1003.01, shall be given temporary exemption for 30 days.

- c. A certificate showing a school entry health examination performed within one year prior to enrollment. Exemptions will be granted on religious grounds upon receiving written request from parents or guardian stating objections to the examination. (F.S. 1003.22)
- d. A Florida Certificate of Immunization, DH680 form and DH681 (Religious Exemption) are the only acceptable immunization certificates for admittance grades PreK-12. Required immunizations include (F.S. 1003.22):
 - Four or five doses of diphtheria-tetanus-pertussis (DTaP) vaccine
 - Two or three doses of hepatitis B (HepB) vaccine
 - Three, four, or five doses of polio vaccine *
 - Two doses of measles-mumps-rubella (MMR) vaccine
 - Two doses of varicella vaccine for K-8 **
 - One dose of varicella vaccine for grades 10-12

*If fourth dose of vaccine is administered prior to fourth birthday, a fifth dose of polio vaccine is required for kindergarten entry only.

**Varicella vaccine is not required if varicella disease is documented by health care provider.
- e. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of student.
- f. Social Security Number (District request)

B. TRANSFER DISTRICT REQUIREMENTS

Elementary grade placement of transfer students to the district shall be in accordance with the requirements as stated in F.S. 1003.21 and F.S. 1003.22 and will be subject to the following conditions (this includes HOPE Scholarship Program transfers):

A. In-State Transfers from Nonpublic Schools to Kindergarten

Students transferring from a nonpublic Florida Kindergarten to the Clay County District Schools must provide:

- a. Evidence of date of birth (five years of age on or before September 1)
- b. Proof of immunization
- c. Evidence of medical examination performed within the last twelve months and
- d. Social Security Number (District request)

2. In-State Transfers from Nonpublic Schools to First Grade

Pupils transferring from a nonpublic first grade must provide:

- a. Evidence of successful completion of kindergarten in a nonpublic Florida school
- b. Evidence of date of birth (six years of age on or before September 1)
- c. Evidence of medical examination performed within the last twelve months
- d. Proof of immunization and
- e. Social Security Number (District request)

3. Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Nonpublic Schools

Entry into kindergarten and first grade, by out-of-state transfer students,

who do not meet regular age requirements for admission to Florida Public Schools, shall be based on **their previous state's age requirements for entrance into public schools** and shall be in accordance with Florida Administrative Rule 6A 1.0985.

Any student who transfers from an out-of-state public or nonpublic school shall be admitted upon presentation of the following data:

- a. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student
- b. Evidence of immunization against communicable diseases as required by F.S. 1003.22 on a Florida 680 or 681.
- c. Evidence of date of birth in accordance with F.S. 1003.21
- d. Evidence of medical examination performed within the last twelve months and
- e. Social Security Number (District request)

4. Home Education Program Entry or Reentry (FS 1003.21/1002.41)

When a student is transferring into Clay County District Schools from a home education program, the child must meet all district and state entrance qualifications. Temporary grade placement will be based on the following variables:

- a. Age and maturity;
- b. ~~Academic skills and abilities~~ standardized achievement test results;
- c. Previous record in public and private schools which include state assessments and;
- d. Evidence of work and achievement while in home education

Final grade placement will be determined by the principal at the end of four weeks (6A 1.09)

5. Assigning Grades to Transferring Students

When students transfer from one school to another, the sending school is required to send all grades earned during the current grading period **regardless of days enrolled.**

Transfers from one CCSD elementary school to another will be through Focus.

6. Assigning Report Card Grades

Receiving schools shall assign progress report grades when the student has been enrolled in the school fifteen (15) or more days. The primary responsibility for assigning grades rests with the teacher subject to approval by the principal.

In no way will an academic penalty be used for a “code of conduct” violation with the exception of cheating or plagiarism.

7. Conversion Chart (Grades 3-6)

If a transfer student does not have numeric grades available, the following conversion chart can be used for averaging purposes:

A+ = 100	A = 95	O = 95
B+ = 89	B = 85	S = 80
C+ = 79	C = 75	N = 75
D+ = 69	D = 65	U = 59
	F = 55	

Grades earned outside School District of Clay County should be averaged to obtain the year’s average using the conversion chart. A notation in the comment section should denote grades and where they were earned

8. Change of Class/Courses ~~Transfer~~ of Clay County Students

A parent may request a transfer of their child(ren) to another classroom teacher within the same grade or course at any time during the year based on (1) the teacher’s out-of-field certification status or (2) personal preference. The parent may not, however, choose a specific classroom teacher. At the time of the request, the school must approve or deny the request within 2 weeks. If the request is denied, the school will notify the parent and specify the reasons for the denial. F.S. 1003.3101

Procedures Concerning Request for Transfer of Students:

- a. Parent makes a written request to the school Principal to transfer their child(ren) to another teacher (must be in the same grade level and/or course); Prior to principal consideration, a parent teacher conference must take place;
- b. The Principal considers the request and notifies the parent within two weeks. The Principal must consider:
 - i. Class size
 - ii. Grade and course
 - iii. Any variable that would impact the student or class that is being considered (ex., discipline issues, teacher input)
- c. If approved, parent and teacher are notified;

- d. If not approved, parent is notified with explanation given.
- e. Consistent with School Board rules and in accordance with state statute (1012.28(5)F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in a program(s) or classes.

H. — ELEMENTARY INSTRUCTION

A. — PHYSICAL EDUCATION AND RECESS

Florida Statute 1003.455 requires each district school board to develop a physical education program that stresses physical fitness and encourages healthful, active lifestyles. K-5 students and 6th grade students enrolled in an elementary school are required to have 150 minutes each week with at least 30 consecutive minutes on any day during which physical education instruction is conducted. The physical education requirement shall be waived for a student in grades kindergarten through grade eight who meets one of the following criteria:

- required to enroll in a remedial course
- parent indicates in writing to the school that:
 - parent requests that student enroll in one of the courses provided by the school as an alternative option to physical education
 - student is participating in physical activities outside the school equal to or in excess of mandated requirements.

“Free-play” recess will be included in the elementary day for grades K - 5 for 120 minutes weekly. (HB 7069)

B. — REGULAR PROGRAM

Each student in grades K-6 will receive regularly scheduled instruction based on the district adopted curriculum. Curriculum content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; math skills, collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. (Chapter 1001, Part II). Schools may also offer courses in art, music, media, and/or technology. The instructional schedule should be at least five hours and thirty-five minutes. Flexibility in the designing of school schedules is permissible and may reflect the integration of content determined necessary to provide an appropriate instructional program.

All students must meet state requirements concerning mastery of curriculum frameworks and student performance standards based on the Florida State Standards. Mastery is documented by passing grades as determined by the classroom teacher.

€ HOMEWORK (SDCC Policy 4.40)

Homework is defined as assignments which support specific concepts taught during the school day. Incomplete class work is not considered to be homework, but rather a continuation of the student's daily class work responsibility. Because all Clay Virtual Academy course work is completed outside the traditional classroom, this policy does not apply to CVA students.

Homework should not exceed 20-30 minutes for K-3 or 30-45 minutes for 4-6. Individually assigned, rather than class assignments, are strongly recommended. No homework is to be assigned over school holidays. No homework is to be assigned during statewide assessment tests.

D. MULTI-TIERED SYSTEM OF SUPPORTS/RESPONSE TO INTERVENTION PLAN/PROGRESS MONITORING

A Multi-Tiered System of Supports (MTSS) is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

The tiers, or levels of student supports, represent a way to organize resources to provide instruction/intervention based on student need. These are NOT locations for students, but rather specific instruction/interventions supports provided based on student need. Additional resources or supplemental supports (i.e., tier 2 and tier 3) are in addition to what all students receive (general instruction) and can be provided in a variety of ways and locations.

Three levels of Multi-Tiered Systems of Support:

- Tier 1 Intervention (Universal Prevention)
- Tier 2 Intervention (Supplemental/At-Risk)
- Tier 3 Intervention (Individualized/Intensive)

The Multi-Tiered System of Supports (MTSS). The basic elements of MTSS are required by the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA); therefore, it is the basis for all broad-based initiatives for schools striving to increase student outcomes. Response to Intervention (RtI) has been described in Florida as a multi-tiered system of supports (MTSS) for providing high

quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. This system is depicted as a three-tiered framework that uses increasingly more intense instruction and interventions matched to need.

Elements of the MTSS Process:

1. Highly effective personnel deliver scientific, research-based instruction and evidence-based practices.
2. Evidence-based curriculum and instructional approaches have a high probability of success for most students.
3. Instruction is differentiated to meet individual learning needs.
4. Reliable, valid, and instructionally relevant assessments include the following:
 - Screening Measures: Assessment tools designed to collect data for the purpose of measuring the effectiveness of core instruction and identifying students needing more intensive interventions and support.
 - Diagnostic Measures: Formal or informal assessment tools that measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring.
 - Progress Monitoring Measures: Ongoing assessment conducted for the purposes of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness.
 - Formative Measures: Ongoing assessment embedded within effective teaching to guide instructional decisions.
 - Summative (Outcome) Measures: Typically administered near the end of the school year to give an overall perspective of the effectiveness of the instructional program.
5. Ongoing, systematic planning/problem solving is consistently used by teams including parents and educators, from enrollment to graduation for all students, to make decisions across a continuum of student needs.
6. Student response to instruction/intervention (MTSS) data are used to guide meaningful decision making.
7. Job embedded, ongoing, professional development and follow-up coaching with modeling are provided to ensure effective instruction at all levels.
8. Actively engaged administrative leadership for data-based decision making is inherent to the school culture.
9. All students and their parent(s) are engaged throughout the process in one proactive and seamless educational system.

Problem Solving Process:

The problem-solving process is critical to making the instructional adjustments needed for continual improvement. This process involves an ongoing cycle with the following steps:

Step One: Define the problem of goal by determining the difference between what is expected and what is occurring.

Step Two: Analyze the problem using data to determine why the issue is occurring.

Step Three: Develop and Implement a Plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal.

Step Four: Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention.

Response to Intervention (RtI) refers to the fourth step of the problem-solving process. RtI encompasses the utilization of student-centered progress-monitoring data to make instructional decisions to ensure positive student outcomes.

Needs of students who struggle in the area(s) of reading, math, language or behavior should be addressed and instruction should be tailored to these needs based upon frequent progress monitoring data. Students who continue to perform below grade level expectations should be targeted for intervention. These interventions and the monitoring of these interventions should be documented within the RtI (Response to Intervention) process.

MTSS teams ensure the students' needs are addressed-through grade level/content area team meetings where specific student needs are discussed and plans are generated to address these needs. These RtI teams – with parent involvement – will continually monitor student progress and make appropriate intervention recommendations. If the student's deficiency isn't remediated while serving Tier III interventions, or if a student is responding to intervention but requires a level of intensity and resources to sustain growth performance, a referral for evaluation for Exceptional Student Education may be recommended.

If the documented deficiency has not been remediated a student **may be retained** in accordance with state guidelines. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

Intensive remedial instructional strategies may include but are not limited to:

- a. Summer school coursework (Grades 3 and 6)
- b. Extended day services (before or after school tutoring)
- c. Parent tutorial programs (if appropriate)
- d. Contracted academic services (previously approved by the district)
- e. Exceptional Student Education
- f. Suspension of curriculum other than reading, writing, and mathematics, and science
- g. Intensive skills development programs
- h. **Immediate intensive** intervention (iii) inside or outside the literacy block if deficit is in reading.
- i. Implementation of a positive behavior support plan
- j. Remediation plan to help the student with make-up work
- k. Contingent upon available funds and on a first-come, first-serve basis, students classified as ELL and who are enrolled in a program receiving services that are specifically designed to meet the needs of English Language Learner students are eligible for the “Reading Scholarships Accounts” program (see page 16 under “Reading Deficiencies and Parental Notification” form more information).
- l. Contingent upon available funds and on a first-come, first-serve basis, students scoring a Level 1 or Level 2 on the 3rd grade statewide, standardized ELA assessment are eligible for the “Reading Scholarships Accounts” program (see page 16 under “Reading Deficiencies and Parental Notification” form more information).

A review shall be conducted of MTSS Plans for all retained third grade students who did not score above Level 1 on FSA and did not meet one of the Good Cause exemptions. The Plan must address additional supports and services needed to remediate the deficiency.

When to consider starting an MTSS Academic or Behavior Plan

Academic Considerations

	READING	MATH	WRITING
K-2	<ul style="list-style-type: none"> Consistently scoring in the red success zone on a Clay established benchmark assessment Scoring in the yellow success zone of a Clay established benchmark assessment if supported by other data Teacher, parent, or other 	<ul style="list-style-type: none"> Scoring at the at-risk level on a Clay established benchmark assessment if supported by other data sources Teacher recommendation 	<ul style="list-style-type: none"> Report card reflects skills not mastered as expected for grade level Teacher recommendation Clay established assessment rubric demonstrates

	instructional personnel recommendation <ul style="list-style-type: none"> Report card reflects skills not mastered as expected for grade level 	<ul style="list-style-type: none"> Report card reflects skills not mastered as expected for grade level 	weakness in writing skills
3-6	<ul style="list-style-type: none"> Scoring at the at-risk level on Clay established benchmark assessment if supported by other data Teacher, parent, or other instructional personnel recommendation Report card reflects skills not mastered as expected for grade level Scored at level 1 or 2 on FSA for the two previous school years Required for retained 3rd grade readers 	<ul style="list-style-type: none"> Scoring at the at-risk level on Clay established benchmark assessment if supported by other data Teacher recommendation Report card reflects skills not mastered as expected for grade level Scored at level 1 or 2 on or FSA for the two previous school years 	<ul style="list-style-type: none"> Report card reflects skills not mastered as expected for grade level Teacher recommendation Clay established assessment rubric demonstrates weakness in writing skills

Behavioral Considerations

K-6	<ul style="list-style-type: none"> Discipline referrals, Clay Behavior Universal Screener, Schoolwide Positive Behavioral Interventions and Supports (PBIS) data Students who exhibit externalizing or internalizing behaviors Students who present many behavioral challenges in and out of the classroom Students experiencing in-class consequences but do not get discipline referrals Students in ESE settings who may still need additional behavioral supports Teacher, parent, or other instructional personnel recommendation
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E. **READING DEFICIENCIES AND PARENTAL NOTIFICATION (F.S.1008.25)**

~~Students in kindergarten or grade 1, grade 2 or grade 3 who exhibit a substantial deficiency in reading must be given intensive reading instruction. The student's reading proficiency must be reassessed at the beginning of the next year, and intensive reading instruction must continue until the reading deficiency is remedied. If the student's reading deficiency is not remedied by the end of grade 3, as evidenced by scoring Level 2 or higher on the Florida Standards Assessment (FSA) the student must be retained.~~

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive,

explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. The student's reading proficiency must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading.

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

- ~~1. That his or her child has been identified as having a substantial deficiency in reading.~~
- ~~2. A description of the current services that are provided to the child.~~
- ~~3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.~~
- ~~4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for Good Cause.~~
- ~~5. Strategies parents can use to help their child succeed in reading proficiency.~~
- ~~6. Alternate promotion means including portfolio reviews and alternate State approved assessments to show when a student is reading on grade level.~~
- ~~7. District's specific criteria and policies for mid year promotion.~~

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

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
8. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

~~Students in grades 3 through 5 scoring a Level 1 or Level 2 on the grade 3 or grade 4 statewide, standardized ELA assessment in the prior school year, as well as current ELL students, are eligible for funds to supplement their reading deficiencies (F.S. 1002.411). This is contingent on available funds. In order to participate, the parent must:~~

- ~~• submit an application of an eligible scholarship funding organization by the established deadline;~~
- ~~• submit eligible expenses to the scholarship funding organization for reimbursement of qualifying expenditures which may include: instructional materials; curriculum, tuition and fees for part time tutoring services provided by a person holding a valid Florida educator's certificate (1012.56) or an adjunct teaching certificate (F.S. 1012.57) or a person who has demonstrated a mastery of subject area knowledge (1012.56(5)); fees for specialized summer education programs; fees for specialized after school education programs; specialized services by approved providers or by a hospital in this state which are selected by the parent and services such as applied behavior analysis services, services provided by speech language pathologists, occupational therapy services, services provided by physical therapists, services provided by listening and spoken language specialists and an appropriate acoustical environment for a child who is deaf or hard of hearing and who has received an implant or assistive hearing device, contributions to the Florida College Savings Program.~~
- ~~• the parent is responsible for the payment of all eligible expenses in excess of~~

~~the amount in the account.~~

~~The District is responsible for notifying each parent whose student scored a Level 1 or Level 2 on the grade 3 ELA assessment and/or classified as ELL of the process to request and receive a scholarship, subject to available funding.~~

Reading Scholarships

FS 1002.411 provides reading scholarship accounts for students. Contingent upon available funds, and on a first-come, first-served basis, each student in grades 3 through 5 who is enrolled in a Florida public school is eligible for a reading scholarship account if the student scored below a Level 3 on the grade 3 or grade 4 statewide, standardized English Language Arts (ELA) assessment in the prior school year. An eligible student who is classified as an English Language Learner and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of English Language Learner students shall receive priority.

For an eligible student to receive a reading scholarship account, the student's parent must:

1. Submit an application to an eligible nonprofit scholarship-funding organization by the deadline established by such organization; StepUpForStudents.org
2. Submit eligible expenses to the eligible nonprofit scholarship-funding organization for reimbursement of qualifying expenditures, which may include: instructional materials, curriculum, tuition and fees for tutoring, summer education and after-school education programs designed to improve reading or literacy skills

By September 30, the school district shall notify the parent of each student in grades 3 through 5 who scored below a level 3 on the statewide, standardized ELA assessment in the prior school year of the process to request and receive a reading scholarship, subject to available funds.

F. — ATTENDANCE

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term.

The “Every Student Succeeds Act” changes the focus of attendance. Instead of focusing on Truancy, the focus is narrowed to Chronic Absences. There has been a shift from punitive measures to preventive and supportive interventions. The process is driven by data which ensures accountability. A multi-tiered model of interventions should be established in each school. Tier one interventions should be implemented school-wide and can include contests, recognition of good/improved attendance etc. Tier two

interventions are teacher/classroom based, and Tier three interventions are implemented by a multidisciplinary team. Once Tier one and Tier two interventions have been implemented for attendance without improvement, a referral should be made to the multidisciplinary team. The team should schedule a meeting with and obtain input from the teacher. The parent and the student will be invited to the intervention meeting. The intervention team should have regular meetings. These meetings not only provide prevention and intervention, but follow-up meetings are held to check-in on prior attendees. The goal of the team is to develop a plan to help the student become more successful by utilizing strategies specific to each student including, but not limited to:

- Changes in the learning environment
- Implementation of an incentive plan
- Mentoring
- Student/family counseling
- Tutoring
- Evaluation of credits, and alternative educational options
- Attendance contracts
- Agency referrals
- Remediation plan to help the student with make-up work

For the intervention plan to be successful, the plan must be achievable. If the team determines it is appropriate to accept make-up work for unexcused absences, the Principal or Designee will seek input from the team, including the teacher and make a final determination. The intervention plan and the student's response should be monitored. If the team has concerns, there should be discussion about what is working and what needs to be re-addressed. Referring the student for consequences should not be considered until all resources have been exhausted. The decision to proceed with a CINS petition or Referral to the Truancy Arbitration Program is a decision the intervention team will make when the members agree that a referral should be made.

Habitual Truancy

“Habitual truant” means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent, is subject to compulsory school attendance under s.1003.21(1) and (2) (a), and is not exempt under s.1003.21 (3) or s.1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s.1003.26 and s.1003.27 (3), without resultant successful remediation of the truancy problem before being dealt with as a child in need of services.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, Tier 2 interventions should be implemented. If these are not successful, primary teacher shall report to the school Principal or his or her designee that the student may be

exhibiting a pattern of nonattendance. F.S.1003.26.

The multidisciplinary team shall be diligent in facilitation intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve non-attendance behavior are exhausted. F.S. 1003.23(1)(d).

1. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. F.S.1003.26(1)(e).
2. If the board's final determination is that the strategies of the multidisciplinary Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non compliance with compulsory school attendance. s. 1003.26(1)(e), F.S
3. If nonattendance continues after the implementation of intervention strategies, the Superintendent or designee shall file a CINS petition, defined in s.984.15, F.S. The school representative, a parent, law enforcement, a court, or the DJJ shall initiate a referral to a CINS provider or a case staffing committee established pursuant to s. 984.12, F.S., and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family (F.S.1003.27(3). Prior to the filing of the CINS petition, reasonable time must be allowed to complete interventions to remedy conditions contributing to the truant behavior and must comply with the requirements of F.S.1003.26.

EXCUSED/UNEXCUSED ABSENCES

1. An absence from school under the following circumstances shall be considered excused:
 - With permission – The absence was with the knowledge and consent of the principal of the school, which the student attends.
 - Sickness, injury or other insurmountable condition – Attendance was impracticable or inadvisable on account of sickness or injury, or was impracticable because of some other stated insurmountable condition.
 - Absence for religious instruction or holidays – A student with the written consent of his or her parent/guardian shall be excused from attendance inschool on a particular day or days, or at a particular time of day, and shall be excused from any examination, study or work assignment at such time to participate in religious instruction, for observance of a religious holiday or because tenets of his or her religion forbid secular activity at such time. The principal shall reserve the right to refuse a student's request for released time, if according to the provisions of the district's student progression plan:
 - The student is not enrolled in sufficient courses to allow for the student's

promotion or graduation, and thus the released time would not be equivalent to an optional period.

- The student's grades/academic progress is insufficient to allow for the student's promotion or graduation. Absences approved for religious reasons do not affect perfect attendance.
 - Absences due to head lice will be excused, up to 2 days per incident and for a total of 10 days per school year. After a student has accumulated 10 excused absences due to head lice during a school year, further absences due to head lice will be considered unexcused. Unusual circumstances may be addressed by the principal to go beyond these 10 days for excused absences.
2. It is the responsibility of the parent/guardian to provide a written statement to the school explaining the absence within three (3) school days following the return of the student to school.
 3. If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than 5 days per grading period/10 days per semester/20 days per year. The principal of the school shall determine when it is necessary to require a physician's statement from the student's medical provider and required the parent/guardian to provide a copy to their child's school within a reasonable period of time as determined by the principal or designee.
 4. An absence from school under the following circumstances may be considered unexcused.
 - The absence was without the parent/guardian's knowledge, consent or connivance.
 - Permission for the absence was requested but denied by the principal of the student's school.
 - No written statement of the absence from the parent/guardian has been received by the school explaining the reason for the absence within three (3) school days following the return of the student to schools.
 5. The principal has administrative discretion in cases of excessive absences to reject a written note and consider the absence as unexcused when absences are seriously impacting academic progress, with the exception of sickness, injury or insurmountable conditions.
 6. Accumulated unexcused tardy and early departure time equivalent to one full school day may be counted as one unexcused absence in the total number of unexcused absences required for possible legal action.
 7. Missed instructional time due to **tardies** **tardiness** and early departures shall be accumulated as excused or unexcused using the same policies as for absent days.

8. Excused absences are: religious instruction/holidays, sickness, injury or other insurmountable conditions, absence for medical, clinical or therapeutic treatment of autism spectrum disorder, or absences due to participation in an academic class or program or as otherwise excused by the principal.
9. Students who have excused absences must be allowed to **make up missed work**. If a student has excessive absences, then he/she must demonstrate mastery of the student performance standards. Students who are absent with an excused absence on the day that a paper, project, test or other major assignment is due will be allowed to turn in the assignment or take the test/examination without academic penalty. Work assigned prior to the absence is due the day the student returns. Work assigned during the absence will be due in the amount of time equal to the number of days absent unless an intervention plan is established which indicates otherwise.
10. For unexcused absences, including out of school suspension, work assigned or tests that cover instruction prior to the unexcused absence must be taken and graded. Work assigned and due during the time of an unexcused absence may be accepted for credit at the discretion of the teacher.
11. Attendance for CVA is documented as follows:
 - Students in grades K-5 must follow pace chart for each week;
 - Students in grades 6-12 must stay on pace for each week (minimum of 5% per week);
 - Any day a K-5 student does not log in is considered an absence if coursework is not up to date;

The Learnfare program requires children of cash assistance recipients to attend school regularly or they risk having their cash assistance reduced. (SDCC 4.54)

Per School Board Policy, Perfect Attendance is awarded to students that have been neither absent nor tardy. Perfect attendance will be awarded to those students who have been present in school every day, with **no absences or tardies**. To prevent parents from sending their child to school and then checking them out 30 minutes later, a student checked out prior to 10 a.m. will be considered as absent for purposes of “perfect attendance”. If a student is checked out after 10:00 a.m. they are considered present and “perfect attendance” is not affected. (SDCC Policy 4.02 G)

G. ASSESSMENT (F.S. 1008)

Students in grades kindergarten through 6 are evaluated annually. **All students, unless specifically exempted, must take all statewide and local achievement tests at their appropriate grade level.** Each student who does not meet specific

levels of performance in reading, writing, science, and mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and academic needs. Test ~~adaptations~~ accommodations and modification of procedures may occur, as necessary, for students in Exceptional Education, for students with a 504 plan, and for students who have Limited English Proficiency, are provided through the Individual Education Plan (IEP), 504 Plan or the English Language Learners Plan (ELL).

The Florida Standards Assessments (FSA) (<http://fsassessments.org>) elementary testing requirements are as follows:

Florida Kindergarten Readiness Screener (FLKRS) – (F.S. 1002.69) All school districts are required to administer the statewide screening based upon the VPK standards to each kindergarten student in the school district within the first 30 school days of the school year. Data will be used to identify students in need of intervention and support. Retained kindergarten students will not be screened. Teachers are encouraged to share the data from the FLKRS with parents when conferencing.

FSA English Language Arts – Writing– The FSA Writing component is administered to all fourth, fifth, and sixth grade students. Results for the Writing Component will be combined with the FSA English Language Arts assessment for one combined score.

FSA Mathematics – This test is administered to all students in grades 3, 4, 5 and 6.

FSA English Language Arts – This test is administered to all students in grades 3,4,5, and 6 in a separate assessment window from the FSA Writing component. Results from the English Language Arts assessment are combined with the FSA Writing component for one combined score.

Statewide Science Assessment – This test is administered to all fifth grade students. Students are compared to other fifth grade students within the state.

ACCESS 2.0 – This test is administered to all ELL (English Language Learner) students with a code of “LY” on the first day of the test administration window.

Progress Monitoring

- Clay County District schools will use the i-Ready reading diagnostic three times a year for reading progress monitoring in grades K-8. *K-3
- Clay County District schools will use the Achieve3000 LevelSet three times a year for reading progress monitoring in grades 4-10.
- Clay County District schools will use the i-Ready reading diagnostic three times a year for math progress monitoring in grades K-8.

Student performance on teacher developed commercially produced assessments determine grades on report cards. Required district achievement testing and statewide assessments do not impact the student's report card grade.

III. ELIGIBILITY FOR ALTERNATE ASSESSMENT

A. FLORIDA STANDARDS ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Participation Guidelines:

~~The Florida Standards Alternate Assessment is an alternate achievement standards-based assessment designed specifically for students with significant cognitive disabilities. Individual Education Plan (IEP) teams are responsible for determining whether students with disabilities will participate in alternate assessment.~~

All Florida students participate in the state's assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points in Language Arts, Mathematics, and Science, and Social Studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

The decision for a student with a disability to participate in the statewide alternate assessment is made by the Individual Educational Plan (IEP) team and recorded on the IEP. The IEP team should consider the student's present level of educational performance in reference to the Florida Standards Assessments and Next Generation Sunshine State Standards Assessments.

~~In order to facilitate informed and equitable decision making, IEP teams should answer each of the following questions when determining whether or not a student should participate in the Florida Standards Alternate Assessment:~~

Questions to Guide the Decision Making Process to Determine How a Student with Disabilities will Participate in the Statewide Assessment Program	YES	NO
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1. Does the student have a significant cognitive disability?		
2. Even with appropriate and allowable instructional accommodations, —assistive technology, or accessible instructional materials, does the —student require modifications to the grade level general state content —standards?		
3. Does the student require direct instruction in academics areas of —English language arts, mathematics, social studies, and science based —on access points in order to acquire, generalize, and transfer skills —across settings?		

All of the following criteria must be met:

- a). The student has a significant cognitive disability.
- b). Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications to the grade-level general state content standards as defined in rules 6A-6.03411(1)(z) and 6A-1.09401 of the Florida Administrative Code (F.A.C.).
- c). The student requires direct instruction in academic areas of English language arts, math, social studies and science, based on access points, in order to acquire, generalize and transfer skills across settings.
- d). The parent must sign consent in accordance with Rule 6A-6.0331(10), F.A.C.

~~If the IEP team determines that all three of the questions accurately characterize a student's current educational situation,~~ If the student meets all of the criteria for alternate assessment, ~~then~~ the student should be enrolled in access courses and the Florida Standards Alternate Assessment should be used to provide a meaningful evaluation of the student's current academic achievement.

If ~~"yes" is not indicated in all three areas,~~ the student does not meet the criteria, ~~then~~ the student should be instructed in ~~the~~ general education courses and participate in the general statewide standardized assessments with or without accommodations as appropriate.

Student performance is assessed four levels of achievement. For all grade levels and content areas, the minimum scale score in Achievement Level 3 is identified as the passing score.

The four achievement levels are:

Level 1

Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.

Level 2

Students at this level demonstrate a limited level of success with the Florida

Standards Access Points.

Level 3

Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.

Level 4

Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.

NOTE: Access courses can **only** be used for students with significant cognitive disabilities who are eligible for alternate assessment. Determining the specific benchmarks within each strand and the functional level(s) applicable to a student shall be the responsibility of the IEP Committee. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA.

B. GUIDELINES FOR EXEMPTION OF ENGLISH LANGUAGE LEARNERS (ELL)

English Language Learner (ELL) students, who have been in an English Language Program for less than two years and fail to meet district expectations on the state assessments in reading, shall be exempted for Good Cause from the third grade mandatory retention.

All English Language Learners (ELL) who are identified as LY, or active ESOL learners who have been enrolled in school in the United States for less than twelve (12) months may be exempted from the statewide assessment in reading but are required to take the annual ACCESS 2.0 assessment in accordance with Rule 6A-6.0902.

IV. REPORTING PUPIL PROGRESS

Districts must annually report to the parent of each student the progress toward achieving state and district expectations for proficiency in reading, writing, science, social studies and mathematics, and the student's results on each statewide assessment test. The evaluation of each student's progress must be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information.

A. REPORT CARDS - F.S. 1003.33

Student report cards will be issued every nine weeks. Incomplete work must be completed for a grade within two weeks of the last day of the grading period. This may not extend past the last day of school. Extensions for illness or incapacitating accident must be approved by the Principal.

Report cards will contain:

- The student's academic performance in each class or course grades 3-6 based upon examinations as well as written papers, class participation, and other academic performance criteria (performance will be considered at grade level unless otherwise stated)
- The student's conduct and behavior
- The student's attendance, including absences and tardies

The final report card for a school 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.

Students in Kindergarten – Second grade with significant cognitive disabilities and working on the Participatory or Supported Level *Florida State Standards Access Points* will be evaluated with a modified report card. **All other students will be evaluated with the standard grade level report card.**

B. REPORT CARDS ~~K-2~~ K-1

~~The report card for students in grades K-2 communicates student progress using a growth scale that assesses a child's individual understanding of concepts and skills at key points during the year. A growth model differs from a traditional grading scale because it measures progress toward mastery. "Mastery" is defined as "meeting the standard" and is not expected until the end of the year. The Report Cards for K-1 students will include grades earned in~~ Language Arts, Mathematics, Social Studies, and Science/Health. These grades are evaluated ~~by the teacher using~~ through the use of the following scale:

~~A student's progress toward mastery of specific skills or concepts will be reported quarterly using the following indicators:~~

- ~~• A blank field indicates that the skill has not yet been taught or assessed.~~
- ~~• A "\" means that the skill or concept has been taught and with additional time and support, your child should achieve mastery by the end of the year.~~
- ~~• Areas of concern are marked with an "X".~~

~~An overall rating is also assigned to each domain in which the standards are comprised. These include; Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, Language, Science, Social Studies, Mathematics and Personal Development. These are also reported quarterly using the following scale:~~

- ~~• M= Student has independently and consistently demonstrated mastery of the standard~~
- ~~• P= Student is making sufficient and expected progress toward mastery~~
- ~~• I= Student is making insufficient progress and is in need of remediation and additional support~~

~~For the fourth quarter, each domain is marked as “M” for mastered, “P” for progressing, or “I” for not mastered.~~

E - Excellent - Student consistently exceeds grade level expectations. (90% - 100%)

S - Satisfactory - Student consistently meets grade level expectations. (70% - 89%)

N - Needs Improvement - Student does not consistently meets grade level expectations. (60% - 69%)

U - Unsatisfactory - Student does not meet grade level expectations. (59% and below)

Conduct and behavior is evaluated by the teacher using the following scale:

O = Outstanding

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

REPORT CARDS 32-6

The Report Cards for 2-6 students will include grades earned in Language Arts, Mathematics, Social Studies, and Science/Health are evaluated ~~by the teacher~~ using through the use of the following scale:

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

Conduct and behavior is evaluated by the teacher using the following scale:

S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Students may also participate in courses such as physical education, music, art and technology. Performance or nonperformance in these classes may be communicated by the teacher via the district’s Parent Portal.

EVERY GRADING PERIOD, THE TEACHER WILL INDICATE WHETHER THE STUDENT IS WORKING ON (ON GRADE LEVEL), OR BL (BELOW GRADE LEVEL) FOR ALL CORE ACADEMIC SUBJECTS.

€. HONOR ROLL (GRADES ~~3~~2-6 ONLY)

To be eligible for the Honor Roll in grades ~~3~~2-6, students must be working **on grade level**. Principals are encouraged to institute alternative methods to recognize the achievement of students who earn all “A’s” and/or “A’s and B’s” but are not working on grade level.

1. For “A” Honor Roll:

All “A’s” are required in: Language Arts, Math, Science/Health, and Social Studies. Resource grades (such as Art, Music, Physical Education, Technology) of Outstanding and/or Satisfactory are also required to remain on the Honor Roll. Conduct grades do not count toward Honor Roll. To attain year-long “A” honor roll the student must attain “A” honor roll each grading period during the year.

2. For “A/B” Honor Roll:

Grades of “A” or “B” are required in Language Arts, Math, Science/Health and Social Studies. Resource grades (such as Art, Music, Physical Education, Technology) of Outstanding and/or Satisfactory are also required to remain on the Honor Roll. Conduct grades do not count toward the Honor Roll. To attain year-long honor roll for “AB” the student must achieve honor roll each grading period during the year.

∇. ELEMENTARY GRADE PLACEMENT K-6

State law (1003.21(2)F.S.) places the responsibility for the placement of students with the school district. Parents or 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 or 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 or a dropout prevention program. School personnel should utilize available resources to achieve parental understanding and cooperation regarding grade placement. **The final decision for promotion or retention is the responsibility of the building Principal (1012.28(5)F.S.).**

A. — MULTIPLE BIRTH SIBLINGS/CLASSROOM PLACEMENT (s.1003.06, F.S.)

The parent of multiple birth siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. The request must be made no later than 5 days before the first day of each school year or 5 days after the first day of attendance of students during the school year if

the students are enrolled in the school after the school year commences. The school may recommend the appropriate classroom placement for the siblings and may provide professional educational advice to assist the parent with the decision regarding appropriate classroom placement. A school is not required to place multiple birth siblings in the same classroom if factual evidence of performance shows proof that the siblings should be separated or if the request would require the school district to add an additional class to the grade level of the siblings. Further, at the end of the first grading period following the multiple birth siblings' enrollment in the school, if the principal of the school, in consultation with the teacher of each classroom in which the siblings are placed, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings. A parent may appeal the principal's decision in the manner provided by school district policy. During an appeal, the multiple birth siblings must remain in the classroom chosen by the parent. This does not affect the right or obligation involving placement decisions pertaining to students with disabilities under state law or the Individuals with Disabilities Education Act. It also does not affect the right of a school district, principal, or teacher to remove a student from a classroom pursuant to school district discipline policies.

B. PROMOTION

Promotion is based on mastery performance standards approved by the State Board of Education according to Florida Statute 1003.41 for Pre-K through 12. Progression from one grade to the other is determined in part by proficiency in reading, writing, science, and mathematics at each grade level as defined in the Florida State Standards. This also includes proficiency in statewide assessments below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account student learning style.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion (F.S. 1008.25). Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression. A student fails to meet the state portion of the levels of performance for student progression when the student fails to achieve the required levels in reading, writing, mathematics, or science on the Florida Standards Assessment.

1. Promotion, assignment, or retention normally will occur at the end of the school year or at the end of summer school, if it is available. The primary responsibility for determining each student's performance and ability to function academically, socially, and emotionally in the next grade is that of the classroom teacher subject to review and final approval of the principal.
2. Students in grade 6 must earn a promotion credit in Language Arts, Math,

Science, and Social Studies to be promoted to 7th grade. To earn a promotion credit a student must earn a “D” or better on grade level in the subject area. A student may earn only one promotion credit in Summer School. A student can earn an additional promotion credit for promotion purposes through a state approved virtual instruction provider.

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction. ACCEL options include whole-grade promotion, mid-year promotion, and subject-matter acceleration within the same school; virtual instruction in higher grade level subjects pursuant to S. 1002.3105 (2) (a).

Additional ACCEL options include enriched science, technology, engineering, and math (STEM) coursework; enrichment programs; flexible grouping; and differentiated instruction.

Parents should contact the school principal for information related to student eligibility requirements for participation in ACCEL options available within the principal’s school.

STANDARDS FOR MID-YEAR PROMOTION OF RETAINED THIRD GRADERS – RULE 6A-1.094222

Mid-year promotion of retained third grade students must occur during the **first** semester of the academic year.

- a. To be eligible, a student must demonstrate that he/she:
 - 1) is a successful and independent reader as demonstrated by reading at or above third grade level; **and**
 - 2) has progressed sufficiently to master appropriate fourth grade reading skills; **and**
 - 3) has at least a “C” average in reading, math, science, and social studies at the third grade level.
- b. The student must be able to demonstrate that he/she has the ability to perform satisfactorily at a fourth grade reading level consistent with the month of promotion to fourth grade as presented in the ELA Curriculum Guides. Evidence of demonstration of mastery will be:
 - 1) successful completion of a portfolio that meets state criteria in Rule 6A-1.094222; **or**

- 2) a score at the 45th percentile or higher on the SAT-10 reading test or iReady reading equivalent of the 50th percentile or above which is consistent with the month of promotion to fourth grade.
- c. To promote a student by portfolio, there must be evidence of mastery of the third grade Florida State Standard Benchmarks for Language Arts **and** beginning mastery for fourth grade Language Arts. The portfolio **must** meet the following requirements:
- 1) be selected by the district;
 - 2) be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
 - 3) include evidence of mastery of the standards assessed by the grade 3 FSA ELA;
 - 4) include evidence of beginning mastery of grade 4 standards. This includes multiple choice, text-based response, and passages that are approximately 50% literary text and 50% information text and;
 - 5) be signed by the teacher and the principal as an accurate assessment of the required reading skills.
- d. The RtI/MTSS Plan for any retained third grade student, who has been promoted mid-year to fourth grade, **must** continue to be implemented for the entire academic year.

D. DETERMINATION REGARDING PROMOTION

The basis for making the determination regarding promotion should reflect student performance according to:

- a. proficiency with state standards as determined by i-Ready diagnostic reports in grades K-8*
- b. student growth as determined by i-Ready diagnostic reports in grades K-8*
- c. classwork and formative/summative assessments (reported grades)
- d. performance on required statewide assessments
- e. other objective data presented by teacher (Achieve3000 Lexile Level, LLI Reading Level, etc.)
- f. Recommendation of the Individual Education Plan (IEP) team.

E. ACCELERATION

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction. ACCEL options include whole-grade and mid-year promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under s. 1003.4295. Additional ACCEL options include enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; and differentiated instruction.

Each principal/school must establish student eligibility requirements for virtual instruction in higher grade level subjects. Each principal must also establish student eligibility requirements for whole grade promotion, mid-year promotion, and subject matter acceleration when the promotion or acceleration occurs within the principal's school.

The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance.

Acceleration Options:

Whole Grade Promotion – Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the principal, **the student will be returned to the former placement.**

Mid-year Promotion – A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** If appropriately placed, the student will be formally promoted to the next grade level mid-year.

Subject Matter Acceleration – A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.**

Parents should contact the school principal for information related to student eligibility requirements for participation in ACCEL options.

F. STUDENTS WITH DISABILITIES

Students with disabilities must meet the state or district levels of performance for student progression unless the disabling condition prevents the student from attaining the required levels of performance in the regular curriculum in pursuit of a standard diploma. In such cases, promotion will be determined by the IEP team and based on the student meeting the goals and objectives on the Individual Education Plan. See Good Cause regarding mandatory grade 3 retention if applicable.

VI. REMEDIATION

A. REMEDIATION K-6

1. A student exhibiting substantial reading difficulty must receive intensive reading instruction both during and outside the literacy block. Remediation should also be supported in the content area subjects. This must occur immediately following the identification of the reading deficiency. The student must continue to be given reading instruction until the deficiency is remedied.
2. Any student who does not meet the district levels of performance in reading, writing, science, and mathematics or who does not meet the specific levels of performance on statewide assessments as determined by the Commissioner of Education, must be provided remediation through:
 - a. additional diagnostic assessments, determined by the district, to identify the nature of the student's difficulty and areas of academic need; and
 - b. implementation of an individual intervention plan developed, in conjunction with a parent or guardian that is designed to assist the student(in meeting state and district expectations of proficiency.
 - c. contingent upon available funds, access to the "Reading Scholarship Accounts" program.

B. SECONDARY SCHOOL REFORM (TO INCLUDE SIXTH GRADE)

(F.S. 1003.4156)

In order to be promoted to grade 9, junior high students must successfully complete the following during their 6th, 7th and 8th grade years:

- 3 courses in English Language Arts
- 3 courses in Mathematics (Successful completion of a high school level

Algebra 1 or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. However, to earn high school credit, the junior high student must take the EOC and pass the course, with the assessment constituting 30% of the final course grade.)

- 3 courses in Social Studies (one of which must be Civics which includes a statewide, standardized EOC that constitutes 30% of the student's final grade. A middle grades/junior high 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/semester of grade "8" 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.))
- 3 courses in Science (Successful completion of a high school level Biology 1 course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. 1008.22. However, to earn a credit for this course, the student must take the Biology 1 EOC, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.)
- ~~Complete a career course in grade 8 and complete the Electronic Personalized Educational Plan (ePep) component (FS 1008.25(6)(a)).~~
- F.S. 1003.455 Requires one semester of physical education each year for students enrolled in grades 6-8.

Sixth grade students who score Level 1 or 2 on the FSA ELA must complete a remedial course or a content area course in which remediation strategies are incorporated in course content the following year. Students scoring a Level 2 on FSA Reading will be assessed at the end of the sixth grade to determine placement in intensive reading or placement in a content area reading course in seventh grade.

Sixth grade students who score Level 1 or 2 on the FSA Math must receive remediation that may be integrated into the required math course the next year. Refer to page 19 for requirements of RtI Plans for students scoring Level 1 or 2 on FSA.

SIXTH GRADE FAST TRACK PROGRAM

This program allows selected 6th grade students to be promoted to the junior high should they meet the following criteria:

- Student with 2 or more retentions
- Student who is 13 years of age on or before September 1st

- Student must attend summer school
 - Principal recommends for Fast Track; requires District Office approval
- Contact the school guidance counselor for more information.

VII. RETENTION

A. GENERAL REQUIREMENTS:

Students failing to achieve district levels of expectation **must** receive remediation. If, after remediation, they are still deficient, they **may** be retained.

Recommended Steps for Retention Consideration

- Identify potential students and verify whether the students are receiving support services through an active monitoring plan or Individual Education Plan or 504 Plan.
- In consultation with the principal, teachers will notify parents **prior** to the last nine weeks of the school year.
- Students who have difficulty meeting promotion requirements should be evaluated for retention by the professional team (administrator, teacher, and counselor). Consideration should be given for a referral to the Response to Intervention Team/MTSS, Student Services Team, and/or counseling.

No one test with a single administration should determine promotion or retention. The preponderance of evidence from evaluations should determine if a student is ready for the work of the next grade level.

The state board has adopted rules to prescribe limited circumstances in which a student may be promoted without meeting the specific assessment performance level prescribed by the district's Student Progression Plan. Such rules specifically address the promotion of the students with Limited English Proficiency and students with disabilities. Refer to exemption for Good Cause regarding grade 3 students.

The school district must consider an appropriate alternative placement for a student who has been retained two (2) or more years.

Students in grades K-6 being considered for retention may be recommended for academic tutoring or summer school, if available. Student participation in these support services does not automatically result in promotion or retention. The principal of the student's assigned school makes the final decision regarding promotion or retention.

B. MANDATORY GRADE 3 RETENTION AND SUPPORT (F.S. 1008.25)

- a. It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.
- b. If the student's reading deficiency is not remedied by the end of the grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained unless he/she is exempt from mandatory retention for Good Cause.
- c. If a grade 3 student transfers after the administration of the Florida Standards Assessment, it is up to the district to assess the student's reading proficiency at the end of the year to determine if the student needs to repeat the third grade. The assessment, identified by the state, is the SAT-10 or iReady Reading. The student must score 45% or higher on the SAT-10 or 50th percentile or higher on the iReady diagnostic to be eligible for promotion unless Good Cause is applicable. A portfolio may also be presented to the principal. See "Good Cause" #4.
- d. Retention of Limited English Proficient (LEP) students must be determined by a school's LEP Committee, except in the case of mandatory retention for reading deficiencies in grade 3. See "Good Cause" #1.
- e. The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of: that deficiency, a description of the current services and proposed supplemental instructional services and supports; that the child will be retained unless he or she meets one of the Good Cause exemptions; the strategies for parents to use in helping their child succeed in reading proficiency; that the FSA is not the sole determiner of promotion; and the district's specific criteria and policies for mid-year promotion.
- f. Each school district shall conduct a review of MTSS Plans (or Individual Education Plans for students with disabilities) for all retained third grade students who did not score above Level 1 on the FSA ELA and did not meet one of the Good Cause exemptions, and shall address additional supports and services needed to remediate the deficiency.

- g. Third grade students who are retained must be provided intensive interventions in reading to eliminate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include: effective instructional practices; participation in the district's summer reading camp; and appropriate teaching methodologies.
- h. Each school district shall provide written notification to the parent of any third grade student who is retained that his or her child has not met requirement for promotion and the reasons the child is not eligible for a Good Cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child.
- i. The school district shall require a student portfolio to be completed for each retained third grade student.
- j. Retained third grade students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency, including scientifically research-based reading instruction and other strategies, which may include, but are not limited to: integration of science and social studies content within the reading block; 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 (summer reading camps).
- k. Provide students who are retained with a highly effective teacher.
- l. Retained third grade students who have received intensive instructional services who subsequently score Level 1 must be offered the option of being placed in a transitional instructional setting. Such a setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

VIII. EXEMPTION FOR GOOD CAUSE

A. GOOD CAUSE EXEMPTIONS FOR GRADE 3

The district school board may only exempt students from mandatory retention in grade 3 for Good Cause. Good Cause exemptions shall be limited to the following:

- 1. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program.

2. Students with disabilities whose Individual Education Plan indicates that participation in FSA is not appropriate.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. (SAT-10 alternative assessment/iReady reading).

All grade 3 students new to the county or students who missed the reading portion of the FSA will be administered the an alternative assessment prior to the end of the school year. All grade 3 students who scored Level 1 will also take the SAT-10 at the end of Summer Reading Camp.

To promote a student using the SAT-10 as an alternative assessment Good Cause exemption, the grade 3 student scoring at Level 1 Reading FSA must score at or above the 45th percentile on a parallel form of the SAT-10. The SAT-10 may only be administered **TWO** times. The earliest the alternative assessment may be administered is following the receipt of the grade 3 student's Reading FSA scores or during the last two weeks of school, whichever occurs first, for student promotion purposes. The iReady scale score requirement for promotion is Reading 535 or higher.

4. To promote a student by portfolio, there must be evidence of mastery of the third grade Florida State Standard Benchmarks for Language Arts **and** beginning mastery for fourth grade Language Arts. The portfolio **must** meet the following requirements:
 - 1) be selected by the district student's teacher;
 - 2) be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
 - 3) include evidence of mastery of the standards benchmarks assessed by the grade 3 Reading FSA ELA (2015);
 - 4) include evidence of beginning mastery of grade 4 standards. Benchmarks that are assessed by the grade 4 Reading FSA (2015). This includes multiple choice, short text-based response, and extended response items and passages that are approximately 5060% literary text and 5040% information text, and are between 100-900 words with an average of 500 words. **For each benchmark, there must be three examples of mastery as demonstrated by a grade of "70%" or better;** and
 - 5) be signed by the teacher and the principal as an accurate assessment of the required reading skills.

5. Students with disabilities who participate in the FSA **and** who have an Individual Education Plan or a Section 504 Plan **that** reflects that the student has received the intensive remediation in reading for **more than two years** but still demonstrates a deficiency in reading and was previously retained in K, 1, 2, or 3.
6. Students who have received the intensive remediation in reading **for two or more years**, but still demonstrate a deficiency in reading **and** who were previously retained in K-3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day based upon a monitoring plan (or Individual Education Plans for students with disabilities) that included specialized diagnostic information and specific reading strategies for each student. The District School Board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.
7. Students who have already been retained once in 3rd grade.

B. PRINCIPAL'S RESPONSIBILITY – GOOD CAUSE (F.S. 1008.25)

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

1. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing MTSS Plan, Individual Educational Plan, if applicable, report card, and student portfolio.
2. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted based upon good cause guidelines, the principal should complete a good cause attestation form and send it to the District Reading Department. The student should be coded as promoted within the FOCUS database.

C. PROMOTION (K-2, 4-6)

School personnel should utilize available resources to achieve parental understanding and cooperation regarding grade placement. **The final decision is the responsibility of the**

principal.

- a. A student may be considered for promotion, by the principal, to the next higher grade with the exception of mandatory retention for third grade. The following reasons shall be the determining factor when making this decision for promotion.
1. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program who have previously been retained at least one year in the grade grouping and are on a monitoring plan.
 2. Students with disabilities whose Individual Education Plan indicates that participation in State/District standardized testing is not appropriate.
 3. Students receiving intensive reading instruction for two or more years, mandatory retention in grade 3 and at least one additional year of retention but still has deficiency in reading. If promoted under this exemption, intensive reading instruction must be provided the next year to include an altered instructional day based on an MTSS Plan (or Individual Education Plans for students with disabilities) that includes specialized diagnostic information and specific reading strategies.

Request for exemption from retention for any student (K-2 or 4-6) with continuing reading deficiencies must be consistent with the following:

- Documentation must be submitted by the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student's academic record. Such documentation can consist of the existing MTSS Plan, IEP, report card, student portfolio, or alternate testing and evaluations.
- The principal must review and discuss the recommendation with the teacher(s), counselor and psychologist and determine promotion or retention. If the principal determines that the child is to be promoted, he/she will sign the report card and indicate **promoted**. A statement will be added to the report card stating the data on which promotion is based.

*For third grade students see Section on Mandatory Retention in Grade 3.

- b. A student may be assigned by the principal, to the same grade grouping (K-3 or 4-6) even if the student has previously been retained in that grade

grouping. Parents will be notified, in writing, of this placement.

- c. Any student may be assigned at any time during the school year to a lower grade if the principal determines standards have not been met and the student will benefit from the placement. Parents will be notified of the special assignment, and it will be documented in the student's record.
- d. Districts shall implement a policy for the mid-year promotion of any retained third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Reevaluating any retained third grade student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FSA as determined by the State Board. See Mid-Year Promotion.
- e. The placement of a student to a higher grade which results in advancing a grade, or part of a grade, should be based on evidence that the child will benefit from the instructional program in the advance grade. Parents will be notified of the placement, and it will be documented in the student's record.
- f. The principal should receive input from the Exceptional Student Education student's Individual Education Plan or Educational Plan regarding the appropriateness of placement.

IX. EXTENDED DAY PROGRAMS

A. DEFINITION

The definition for extended day programs includes academic tutoring programs during the regular school term. Elementary schools, within the district, may provide academic tutoring before or after school, Saturdays or other days that school are not regular school days in addition to Summer Reading Camp. The purpose of the extended day program is to provide support for the students at risk of academic failure during the school term instead of waiting until the summer to provide remedial instruction.

The principal's approval to recommend the student for academic tutoring or Summer Reading Camp should be made on the basis of the student's need to meet the district and state levels of performance in reading and writing. Grade 3 students who score Level 1 on the Florida Standards Assessment will be targeted for Summer Reading Camp.

B. STUDENT ELIGIBILITY FOR ACADEMIC TUTORING AND SUMMER READING CAMP

1. Basic Education students, who were enrolled in Clay County Schools in the previous year, will qualify if they have a current monitoring plan or who meet individual school criteria for eligibility for available tutoring.
2. Students in grade 3, mandatorily retained, will be given the opportunity to attend Summer Reading Camp. The purpose of summer reading camp is to provide intensive reading remediation and to provide retained students with an additional opportunity for promotion to fourth grade. The district policy for Summer Reading Camp attendance requires that students not miss more than two days of camp. In the event a student is absent more than two days he/she will be dropped from summer reading camp and will not have the opportunity to take the SAT-10 test at the conclusion of camp. In addition, repeated tardy or late pick-up (three or more) may also result in the student being dropped from the Summer Reading Camp program. This attendance policy is in place to ensure that students are provided with maximum time for intensive instruction.
3. Students may make prior arrangements to take the SAT-10 at their district school on the last day of reading camp if they are taking remedial instruction through a private program.
4. In addition to the above criteria Exceptional Student Education (ESE) students may qualify if the IEP team determines extended school year services are necessary.
5. English Language Learner (ELL) students are eligible.
6. Sixth grade students may attend summer school to remediate one course. A student can earn an additional promotion credit for promotional purposes through a state approved virtual instruction provider.
7. On a case by case basis Principals may determine whether previously retained, over-aged sixth graders may benefit by repeating one summer school course to be “conditionally promoted” to 7th grade where additional remediation must occur. (See Secondary PPP)

X. REQUIRED PROGRAM OF STUDY K-6

The required program of study for elementary students in Clay County District Schools reflects state and local requirements for Elementary Education, including but not limited to, the Florida State Standards.

~~XI.~~ SPECIAL PROGRAMS AVAILABLE

~~A.~~ TITLE I BASIC READING AND MATHEMATICS ACADEMIC SERVICES

Title I is a federally funded program designed to supplement basic education in ~~grades K-6~~ core curriculum area of reading, math, science, and writing.

~~Qualified students are eligible to receive services provided they:~~

- ~~1. ——— reside in a Title I eligible attendance zone; and~~
- ~~2. ——— meet entry level school based criteria; or~~
- ~~3. ——— reside in a delinquent or neglected center appearing on the state eligibility list.~~

~~B.~~ VIRTUAL SCHOOL (F.S. 1002.45)

Clay Virtual Academy (**CVA**) is a school choice option for K-12 full and part-time students who reside in Clay County. Public, private or homeschool students may take classes with CVA. Students taking CVA for full time enrollment outside of Clay County must be released from their county of residence.

CVA offers full time/part-time enrollment as a franchise of Connections and FLVS, but also offers other full time programs through Pasco County Virtual School and FLVS (full time and flex). Part-time classes are available for students in 6 grade for any student who wishes to take additional classes and for 4th and 5th grade students who qualify based on state assessments. Elementary students who enroll directly with FLVS/Connections Academy as a school choice option are no longer considered Clay County enrollees but may still participate in state test and extracurricular activities at their zoned schools.

Applications for CVA are accepted only during open enrollment periods listed on the CVA website, cva.oneclay.net. Applications are considered without regard to age, disability, race, national origin, religion, or gender. The application process is to ensure, as far as possible, that students will be successful in their academic work. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and require administrative and guidance counselor approval. No students may enroll or exit after Survey 2 until semester.

CVA STUDENT CONTACT AND DROP POLICY

Students are ~~expected~~ **required** to follow a pace chart (secondary) or scheduler (elementary). If a student does not stay on pace, they are considered absent based on pace/scheduler. This can impact attendance and future enrollment in the school.

~~Students must stay on pace to attend virtual school.~~ If students do not maintain pace, working consecutively on required assignments, they will be withdrawn in the first 21 days of a course with no penalty. Even if a student is ahead of pace, weekly submission is required in each course. This is monitored closely by teachers and administration. If a student cannot independently succeed in the virtual setting, it is in the best interest of the student to attend a traditional school where daily monitoring and assistance in time management and task completion can occur.

Students have a 21 day grace period starting from the course activation date to drop a course. Students must be on pace in each course in the first 21 days with passing grades or they will be withdrawn from their course(s) at that point. Students who do this will be withdrawn without a grade NG. Students who withdraw after the 21 day period will be issued a W/P or W/F, and if over 50% complete, a failing grade. When students add courses, the educational suitability and availability of courses will be considered before an approval will be granted. Changes will only be considered in the first 21 days. If a student seeks to enter back into a class at their zoned school, class size caps established by the state may disallow that change. After the 21 day grace period, the student may have to complete the course online. Administrators and guidance counselors will interpret this.

C. VOLUNTARY PRE-KINDERGARTEN PROGRAM (VPK)

The free Voluntary Prekindergarten Program will be offered at selected school sites during the summer and during the regular school year. Parents must provide transportation. In order to be eligible, the parent/guardian must:

1. provide a certificate of eligibility from Episcopal Children's Services.
2. provide a registered birth certificate indicating the child will be four years old on or before September 1st of the year of participation in VPK. They must be eligible to enter Kindergarten in the Fall following VPK.
3. provide a physical dated within one year of the school entry date. Exemptions will be granted on religious grounds upon receiving written request from parents/guardian stating objections to the examination (F.S. 1003.22). A homeless child as defined by F.S. 1003.01, shall be given temporary exemption for 30 days.
4. provide a valid DH 680 Florida Certificate of Immunization or DH 681 Florida Certificate of Religious Exemption for Immunization. This is the only document schools are permitted to accept as proof of immunization.
5. provide a Social Security Number (District request).

D. ENGLISH LANGUAGE LEARNERS (ELL)

The ELL Program is designed to meet the communication and academic needs of

students whose native language is one other than English. These students will receive comprehensive instruction utilizing ELL strategies based on curriculum frameworks and guides that provide them equal access to appropriate instruction.

Placement

An ELL Committee, which is composed of the principal or designee, an ESOL/ELA teacher, a guidance counselor, and any other personnel who may be responsible for the language instruction of the ELL, shall make recommendations concerning appropriate placement, along with the parent or guardian of the student being reviewed.

The program of study for English language learners is determined by the student's current level of English proficiency and academic potential as evidenced by transcripts, language screening, performance data, and/or age appropriate grade placement policies. (Rule 6A-6.904 F.A.C.)

Assessment

~~English language learners who are enrolled in a U.S. school for less than 12 months shall be exempt from statewide assessment in ELA. (Rule 6A-6.0909 F.A.C.)~~

In accordance with federal mandates outlined in ESSA, all ELLs (K-12) must participate in the annual English language proficiency assessment in order to evaluate their progress in English language acquisition, and must also participate in statewide assessments, regardless of their Date of Entry.

Retention

Promotion or retention decisions will not be based solely on scores from any single assessment instrument. ELLs cannot be retained based on their lack of English proficiency alone. Retention of an English language learner is based on failure to meet requirements in reading, writing, science, social studies, and mathematics, based on:

- academic performance and progress using assessment instruments in both English and their native language,
- attendance, progress reports, and age of the student,
- number of years the student has been enrolled in the ESOL program, and
- the student's current level of English language proficiency. (Rule 6A-1.09432 F. A. C.)

Exit Procedures

Students may be exited from the ESOL Program either by satisfying exit criteria or through the ELL committee, at which time they will remain on a monitored

status for two additional years.

E. DROPOUT PREVENTION AND ACADEMIC INTERVENTION PROGRAMS MULTI-TIER SYSTEM OF SUPPORT

Within a multi-tiered system of supports, resources are allocated in direct proportion to student needs. Data will be collected at each tier and used to measure the effectiveness of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. [\(See Multi-Tiered System of Supports pages 10-13\)](#)

F. EXCEPTIONAL STUDENT EDUCATION

Programs are available to ~~eligible-disabled~~ students [determined eligible for exceptional student education](#) (3-21 years of age) as described in the [Exceptional Student Education Special Programs Policies](#) and Procedures ~~for Exceptional Children~~ document which is approved by the Florida Department of Education and the School Board of Clay County. Referrals to the Student Services Team may be initiated by school personnel or parents. Special provisions regarding exemption from general statewide assessment are addressed in the student's Individual Educational Plan. Gifted education, for qualified students, is available K-12.

G. HOSPITAL/HOMEBOUND

This program is available to K-12 students and PreK Exceptional Student Education students who are physically or emotionally too ill to attend school. These students may continue their academic instruction in the home or in the hospital. Eligibility is determined by an attending physician or psychiatrist certifying that the student is non-contagious and expected to be in a home/hospital program for fifteen (15) school days or longer, or has a chronic condition requiring extended absence.

SECONDARY EDUCATION

ARTICULATED ACCELERATION

Articulated acceleration will serve either to shorten the length of time necessary for a student to complete the requirements associated with a postsecondary 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
- Advanced Placement (AP) courses
- International Baccalaureate (IB) courses and Preliminary IB courses
- Advanced International Certificate of Education (AICE)
- Virtual Education Options; including CVA and Florida Virtual School (FLVS)
- Industry Certifications that articulate to Post secondary credit as identified by the Florida Department of Education, Gold Articulation Agreements.

Schools will notify parents of students currently in/or entering high school of the opportunity and benefits of accelerated coursework.

It is the policy of the School District of Clay County to purchase tests for students who meet the following criteria involving AP, IB and AICE tests:

- A student must be enrolled in the course in order to be eligible to take the exam, except in the case of CAP for AP tests;
- The student must earn a “C” or higher in order for the school to purchase a test for that student, except in the case of CAP for AP tests;
- CAP students and home-schooled students who are not enrolled through Clay Virtual Academy but wish to take an exam may do so at a non-refundable fee (the cost of the test at that time). Checks must be made payable to the “School District of Clay County.”

Dual Enrollment – Students, who qualify for Dual Enrollment may take certain college classes from specified institutions within the Florida Postsecondary Articulation Agreement and receive high school and college credit. These classes have no tuition fees and books are provided free of charge. This includes home school students who enroll through Clay Virtual Academy. Please contact your high school guidance office for eligibility requirements and specific information. These courses may be taken either on or off the high school campus for credit. Courses taken on the college campus may be taken during the day or evening. Students may be released for the courses from the high school campus since these courses would be considered part of their daily schedule. Dual Enrollment courses shall not be combined with any other course.

Early Admissions – Early admissions is a form of dual enrollment permitting high school students to enroll in college or career courses on a full-time basis. As with all dual enrollment programs, students earn both high school and college/career credits for courses completed. Career early admissions is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in postsecondary programs leading to industry certifications, as listed in the CAPE Postsecondary Industry Certification Funding List pursuant to s. 1008.44. These students are entitled under rule and law to all rights and privileges allowed for all seniors included, but not limited to, participation in class activities (i.e. grad night, prom, etc.), rank in class, and eligibility for class Valedictorian or Salutatorian.

ASSESSMENT EXEMPTION

A child with a medical complexity may be exempt from participating in statewide, standardized assessments, including FAA if based upon medical documentation from a physician that the student is medically fragile and needs intensive care due to a condition such as congenital disorder or acquired multi-system disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living and lacks the capacity to perform on an assessment. The student, if the IEP determines that the student qualifies, has the following options:

- One year exemption, if approved by the superintendent, from all statewide assessments.
- One to three year exemption, if approved by the superintendent, from all statewide assessments.
- Permanent exemption, if approved by the superintendent, from all statewide assessments.

ATTENDANCE

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term.

The “Every Student Succeeds Act” changes the focus of attendance. Instead of focusing on Truancy, the focus is narrowed to Chronic Absences. There has been a shift from punitive measures to preventive and supportive interventions. The process is driven by data which ensures accountability. A multi-tiered model of interventions should be established in each school. Tier one interventions should be implemented school-wide and can include contests, recognition of good/improved attendance etc. Tier two interventions are teacher/classroom based, and Tier three interventions are implemented by a multidisciplinary team. Once Tier one and Tier two interventions have been implemented for attendance without improvement, a referral should be made to the

multidisciplinary team. The team should schedule a meeting with and obtain input from the teacher. The parent and the student will be invited to the intervention meeting. The intervention team should have regular meetings. These meetings not only provide prevention and intervention, but follow-up meetings are held to check-in on prior attendees. The goal of the team is to develop a plan to help the student become more successful by utilizing strategies specific to each student including, but not limited to:

- Changes in the learning environment
- Implementation of an incentive plan
- Mentoring
- Student/family counseling
- Tutoring
- Evaluation of credits, and alternative educational options
- Attendance contracts
- Agency referrals
- Remediation plan to help the student with make-up work

For the intervention plan to be successful, the plan must be achievable. If the team determines it is appropriate to accept make-up work for unexcused absences, the Principal or Designee will seek input from the team, including the teacher and make a final determination. The intervention plan and the student's response should be monitored. If the team has concerns, there should be discussion about what is working and what needs to be re-addressed. Referring the student for consequences should not be considered until all resources have been exhausted. The decision to proceed with a CINS petition or Referral to the Truancy Arbitration Program is a decision the intervention team will make when the members agree that a referral should be made.

HABITUAL TRUANCY

“Habitual truant” means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent, is subject to compulsory school attendance under s.1003.21(1) and (2) (a), and is not exempt under s.1003.21 (3) or s.1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s.1003.26 and s.1003.27 (3), without resultant successful remediation of the truancy problem before being dealt with as a child in need of services.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, Tier 2 interventions should be implemented. If these are not successful, primary teacher shall report to the school Principal or his or her designee that the student may be exhibiting a pattern of nonattendance. F.S.1003.26.

The multidisciplinary team shall be diligent in facilitation intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve non-attendance behavior are exhausted. F.S. 1003.23(1)(d).

1. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. F.S.1003.26(1)(e)..
2. If the board's final determination is that the strategies of the multidisciplinary Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non compliance with compulsory school attendance. s. 1003.26(1)(e), F.S
3. If nonattendance continues after the implementation of intervention strategies, the Superintendent or designee shall file a CINS petition, defined in s.984.15, F.S. The school representative, a parent, law enforcement, a court, or the DJJ shall initiate a referral to a CINS provider or a case staffing committee established pursuant to s. 984.12, F.S., and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family (F.S.1003.27(3). Prior to the filing of the CINS petition, reasonable time must be allowed to complete interventions to remedy conditions contributing to the truant behavior and must comply with the requirements of F.S.1003.26.

EXCUSED/UNEXCUSED ABSENCES

1. An absence from school under the following circumstances shall be considered excused:
 - a. With permission – The absence was with the knowledge and consent of the principal of the school, which the student attends.
 - b. Sickness, injury or other insurmountable condition – Attendance was impracticable or inadvisable on account of sickness or injury, or was impracticable because of some other stated insurmountable condition.
 - c. Absence for religious instruction or holidays – A student with the written consent of his or her parent/guardian shall be excused from attendance in school on a particular day or days, or at a particular time of day, and shall be excused from any examination, study or work assignment at such time to participate in religious instruction, for observance of a religious holiday or because tenets of his or her religion forbid secular activity at such time. The principal shall reserve the right to refuse a student's request for released time, if according to the provisions of the district's student progression plan:

- The student is not enrolled in sufficient courses to allow for the student's promotion or graduation, and thus the released time would not be equivalent to an optional period.
 - The student's grades/academic progress is insufficient to allow for the student's promotion or graduation. Absences approved for religious reasons do not affect perfect attendance.
- d. Absences due to head lice will be excused, up to 2 days per incident and for a total of 10 days per school year. After a student has accumulated 10 excused absences due to head lice during a school year, further absences due to head lice will be considered unexcused. Unusual circumstances may be addressed by the principal to go beyond these 10 days for excused absences.
2. It is the responsibility of the parent/guardian to provide a written statement to the school explaining the absence within three (3) school days following the return of the student to school.
3. If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than 5 days per grading period/10 days per semester/20 days per year. The principal of the school shall determine when it is necessary to require a physician's statement from the student's medical provider and required the parent/guardian to provide a copy to their child's school within a reasonable period of time as determined by the principal or designee.
4. An absence from school under the following circumstances may be considered unexcused.
- a. The absence was without the parent/guardian's knowledge, consent or connivance.
 - b. Permission for the absence was requested but denied by the principal of the student's school.
 - c. No written statement of the absence from the parent/guardian has been received by the school explaining the reason for the absence within three (3) school days following the return of the student to schools.
5. The principal has administrative discretion in cases of excessive absences to reject a written note and consider the absence as unexcused when absences are seriously impacting academic progress, with the exception of sickness, injury or insurmountable conditions.
6. Accumulated unexcused tardy and early departure time equivalent to one full school day may be counted as one unexcused absence in the total number of unexcused absences required for possible legal action.
7. Missed instructional time due to tardiness and early departures shall be accumulated as excused or unexcused using the same policies as for absent days.

Pertaining to children of military families, students may receive 5 excused days when the absences are due to a parent/guardian leaving for active duty, on leave from active duty or returning from deployment (FS-1000.36).

In no instance will an academic penalty be used for a “Code of Conduct” violation.

Attendance for Clay Virtual Academy students will be documented as follows:

- Students in grades K-5 must log in each school day;
- Students in grades 6-12 must follow their pace chart and be on pace;
- Any day a K-5 student does not log in is considered an absence unless otherwise approved by a CVA administrator or guidance counselor;
- Any week a 6-12 student completes less than their pace chart % of the coursework, an absence equal to the percentage below 5 will be documented unless otherwise approved by a CVA administrator or designee.

Perfect Attendance is awarded to students that have been neither absent nor tardy. Perfect attendance will be awarded to those students who have been present in school every day, with **no absences or tardies**. If a student is not in attendance for half of the school day he/she would be considered as absent for purposes of “perfect attendance”. If a student is checked out after 10:00 a.m. they are considered present and “perfect attendance” is not affected. –(SDCC Policy 4.02 G) Clay Virtual Academy students are not eligible for perfect attendance.

BRIGHT FUTURES SCHOLARSHIP PROGRAM

The “Bright Futures Scholarship Program” is intended to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in an eligible Florida public or private post-secondary educational institution within 3 years of high school graduation. If a student enlists directly into the military after graduation, the 3-year period begins upon date of separation of active duty. If a student has a full-time religious or service obligation lasting at least 18 months, the two-year eligibility period for an initial award and the five-year period for renewal begin upon completion of the obligation. The “Bright Futures Scholarship Program” is the umbrella program for state-funded scholarships based on academic achievement in high school that were formerly provided through such programs as the “Florida Academic Scholars” and “Gold Seal Programs”. High school guidance departments can provide specific details about meeting the program's criteria. The following information covers the basic components of the “Bright Futures Scholarship Program”:

- 4-Levels of scholarship awards – Florida Academic Scholars (FAS); Florida Medallion Scholars (FMS); Florida Gold Seal Vocational Scholars (GSV); Florida Gold Seal CAPE Scholars (GSC)
- For all 4 awards, the student must earn a Florida high school diploma and meet the requirements for the specific award.

- Each award has its own academic requirements, award amounts and funding length. A student may receive funding for only one award with the highest award earned being selected.
- Earn the 16 core credits
- Achieve the required Grade Point Average or Industry Certification depending on the level received.
- Achieve the required SAT, ACT or PERT test scores for the level received
- Perform required number of voluntary service hours based on the level received

More information about the Bright Futures program, along with other Florida scholarship opportunities, can be found at www.FloridaStudentFinancialAid.org.

CALCULATING GRADES AND GRADE POINT AVERAGE

~~Semester grades will be averaged by multiplying each quarter (9 weeks) numeric grade by 4.5, adding the semester exam, and dividing by 10.~~ Semester grades will be calculated by multiplying each quarter (9-weeks) numeric grade by .45 (45%), multiplying the semester exam by .10 (10%), and adding the products together. For semester courses, a final average of “60” and above equals $\frac{1}{2}$ credit. Courses that have “End-of-Course” (EOC) exams will receive full credit at the conclusion and then have the GPA calculated. For athletic purposes, the semester grades will be calculated to determine eligibility status.

The District will maintain a one-half credit earned system including full-year courses with credits posted after each semester. For year-long courses, if a student fails one semester, but passes the other semester with a high enough grade to achieve a passing average for the year, the student will receive a full credit (1) for the course. For courses that require an “End-of-Course” assessment which is 30% of the final grade, the District will determine the calculations and disseminate to the schools. The primary responsibility for assigning grades rests with the teacher with final approval of the Principal. Parents and students are urged to contact the school about this calculation. Please see the section on “Graduation Options” for more information about EOC’s and diplomas.

In calculating GPA for graduation and eligibility purposes, all courses taken must be used in determining the final GPA. This calculation includes all virtual courses taken. “WP” and “WF” indicators in virtual courses are not counted in the GPA calculations. Quality points are assigned by each semester average (A = 4, B = 3, C = 2, D = 1, F = 0). Students must have a 2.0 GPA on a 4.0 scale in order to meet graduation requirements and receive a “Standard,” “Scholar,” or “Merit” diploma. All credit-earning courses taken in grades 7-12 and through virtual programs will count in the cumulative GPA calculations. For purpose of class rank only credit earning courses taken in grades 9-12 and through virtual programs during those years will counted. Courses in which “grade forgiveness” policies have been applied are exempt.

All courses designated as “Honors,” (this includes “Pre-AICE and Pre-IB”) will be

weighted as “4.5” on the weight scale for Clay County schools. “Level 3” Career and Technical Education courses will be weighted on a “4.5” basis. Courses designated as “Dual Enrollment, Advanced Placement, AICE and International Baccalaureate” will be weighted at “5.0.”

CLAY VIRTUAL ACADEMY

Clay Virtual Academy ([CVA](http://cva.oneclay.net)) is a school choice option for K-12 full and part-time students who reside in Clay County. Public, private or homeschool students may take classes with CVA. CVA offers full time/part-time enrollment as a franchise of FLVS, but also offers other full time programs through other providers (local districts, virtual charter schools, and/or FLVS full time and flex). Students may opt to take 7th or 8th period courses through Clay Virtual Academy (a franchise of FLVS) or FLVS for acceleration, original credit or grade forgiveness. For more information please see your guidance counselor or cva.oneclay.net.

Secondary students who enroll directly with FLVS/Connections Academy as a school choice option are no longer considered Clay County enrollees but may still participate in state test and extracurricular activities at their zoned schools.

Clay Virtual Academy is a school of choice and may not be able to accommodate all students.

- Clay County shall not deny access to any District approved online courses assuming that the desired online course(s) is an appropriate course placement based on the students’ academic history, grade level, ability level and age appropriateness. This program is available to full-time and/or part-time students in virtual courses in 6-12 (FS.1002.45);
- CVA offers numerous courses during the school year, including Honors courses and Advanced Placement (AP) courses. CVA course grades are accepted for credit and are transferable. CVA is considered part of the Clay County school system and has accreditation status AdvancEd and the courses are approved by the NCAA;
- The student may participate at their zoned school’s graduation if at the time of enrollment during their senior year they are in good standing with the zoned school. Any student recommended for an alternative educational setting for disciplinary reasons may not participate in the commencement exercises at their zoned school; including students who enroll at CVA in lieu of the recommended alternative educational setting.

Applications for CVA are accepted only during open enrollment periods listed on the CVA website, cva.oneclay.net. Applications are considered without regard to age, disability, race, national origin, religion, or gender. The application process is to ensure, as far as possible, that students will be successful in their academic work. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and requires administrative and guidance counselor approval. No students

may enroll or exit after Survey 2 until semester, nor after Survey 3.

CVA CLAY VIRTUAL ACADEMY

STUDENT CONTACT AND DROP POLICY

Students are ~~expected~~ **required** to follow a pace chart (~~secondary~~). If a student does not stay on pace, they are considered absent based on pace/scheduler. This can impact attendance and future enrollment in the school. ~~Students must stay on pace to attend virtual school.~~ If students do not maintain pace, working consecutively on required assignments, they will be withdrawn in the first 21 days of a course with no penalty. Even if a student is ahead of pace, weekly submission is required in each course. This is monitored closely by teachers and administration. If a student cannot independently succeed in the virtual setting, it is in the best interest of the student to attend a traditional school where daily monitoring and assistance in time management and task completion can occur.

Students have a 21 day grace period starting from the course activation date to drop a course. Students must be on pace in each course in the within the first 21 days with passing grades or they will be withdrawn from their course(s). Students who do this will be withdrawn without a grade (NG). Students who withdraw after the 21 day period will be issued a W/P or W/F, and if over 50% complete, a failing grade. When students add courses, the educational suitability and availability of courses will be considered before an approval will be granted. Changes will only be considered in the first 21 days. If a student seeks to enter back into a class at their zoned school, class size caps established by the state may disallow that change. After the 21 day grace period, the student may have to complete the course online.

COLLEGE READY TEST SCORES

<u>ACT</u> Reading 19 Math 19
<u>SAT</u> Verbal 440 Math 440
<u>PERT</u> Reading 106 Writing 103 Math 114

CORRESPONDENCE COURSES

Credit by “correspondence courses” shall not be accepted unless transferred in as part of

an official transcript from another accredited school or district. Credit used for this type of course through a state or regionally accredited school is required to be accepted at face value Acceptable nationally recognized accreditation organization. ~~is prescribed by the “Southern Association Standards” or “Florida State Board of Education Administrative Rules.”~~

COURSE SEQUENCING/JUNIOR HIGH SCHOOL COURSE SEQUENCING/JUNIOR HIGH SCHOOL

Students are generally required to enroll in a full year of mathematics, language arts, science, social studies and physical education courses in grades 7 and 8. (Please see the section entitled “Physical Education” to obtain more information on the P.E. waiver.) The core courses mentioned above are offered at various levels with the school making recommendations on the placement of the student. Unless students receive the P.E. waiver, they will have P.E. and an elective during the school day. Students may choose from a Career and Technical Education course and/or a Visual and Performing Arts course for their elective.

Social Studies at the Junior High level includes a Civics course which has an EOC attached to the course counting for 30% of the students’ final grade. In addition, the student must pass the course in order to eventually be promoted to the 9th grade. The U.S. History course will include Florida History, the Declaration of Independence content and its’ relationship to our government, the Federalist papers, and the U.S. Constitution.

Junior High students taking Algebra and Geometry will have an End of Course Exam (EOC) in addition to the 7th grade Civics EOC. Courses requiring an EOC exam will have state mandated rules attached. Algebra I, Geometry and Civics EOC results account for 30% of the students’ overall grade. Students in Junior High must pass the course with a “60” or above in order to receive the credit and be promoted. Students will have several opportunities to take the exam in order to receive the passing score.

Students in 7th and 8th grade may enroll in high school credit earning courses approved by the District. This enables the student to earn high school credits as well as meeting the junior high school promotional requirements. Clay Virtual Academy offers accelerated courses for qualified students that may allow Junior High students to accelerate into High School math, science, computers and business skills and/or foreign language credits. Common courses approved by the District for high school credit are: Algebra 1, Geometry, Spanish, Digital Information Technology (*The focus of this course is to teach students the “Microsoft Office Suite” software which will prove to be valuable to students whether or not they choose to take business classes in the future. Students must score a “Level 3” or higher on the 7th grade “Reading FSA” and possess proficient keyboarding skills to be eligible.*) and Agricultural Foundations. Digital Information Technology will count towards the Fine Arts/Practical Arts graduation requirements and is a full-year course. These courses will be offered based on demand and teacher availability. Students and parents should check with their assigned school about other credit earning courses.

COURSE SUBSTITUTIONS

For a complete list of secondary course substitutions, see the FLDOE Secondary Student Progression FAQs, Career and Technical Education (CTE) Course Substitutions and Course Code Directory.

Interscholastic Sport(s), Fine Arts, and Reserve Officer Training Corps

- Participation in an interscholastic sport for two full seasons will satisfy the one credit physical education requirement.
- Completion of one semester with a grade of “C” or better in a marching band class, physical activity class that requires participation in marching band activities as an extracurricular activity or in a dance class will satisfy one-half credit in physical education or one-half credit in performing arts.
 - This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.
- Completion of two years in a Reserve Officer Training Corps class (including a significant component of drills) will satisfy the one credit requirement in physical education and the one credit requirement in performing arts.
 - This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.

Career and Technical Education

Students may substitute up to two credits in each of the non-elective core subject areas of English, mathematics, and science as provided for in the Course Code Directory (CCD). Career and Technical Education earnings that are used as substitution credits in one subject area may not be used as a substitute for any other subject area. Career and Technical Education substitutions and approved Industry Certifications substituting for math and science credits will not count toward state university system admission requirements.

Military Training

Students may be granted up to one elective credit toward graduation for successful completion of military basic training (pass/fail) during the summer between the 11th and 12th grades provided the student is officially enrolled in one of the approved National Guard or military reserve sponsored “Split Training Option” programs. Credit would be granted under the appropriate Junior ROTC course listing in the “State Course code Directory” or other courses specifically designed to cover this program that may be added to the “Directory” by the DOE.

Local schools, with the approval of the Superintendent, may offer course

substitutions as provided for in the Course Code Directory.

Local schools, with the approval of the Superintendent, may modify course delivery procedures to include extensive student involvement in field interpretations and studies outside the regular classroom. In all cases, total classroom and “field” time will equal the number of contact hours required to earn credit as well as providing for demonstrated mastery of student performance standards for each course. In the case of courses under the District Dropout Prevention Plan, course modifications as allowed by SBE Rule and Performance-Based programs, will be allowed for credit.

CREDIT ACCELERATION PROGRAM (CAP)

The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a “End-of-Course” (EOC) exam, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP) without having to actually be enrolled in the course(s). A student may earn high school credit in Algebra I, Geometry, U.S. History or Biology I if the student passes the statewide, standardized EOC without the requirement of enrolling in or completing the course. Students are eligible to take the EOC each time that it is offered by the state. Students are responsible for the expense of the AP or CLEP test itself and possible administrative costs.

The requirements and eligibility process to participate in the CAP program are:

- The EOC will be administered only at the times established by the state assessment calendar;
- The score necessary to earn the credit will be determined by the state;
- Only credit (no grade) will be earned by meeting the passing score on the EOC;
- The parent/student must notify the school counselor or Principal in writing in a timely manner regarding their desire to participate in the CAP process;
- Students/parents must supply evidence that they are prepared to sit for the assessment or that there is reasonable justification for the request. This evidence includes, but is not limited to, previous FCAT/FSA scores, assessment, and grades earned in recent EOC associated courses;
- Obtain the Principal's approval to take the EOC/AP/CLEP test ;
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and approved by the school officials.

DROPPING/TRANSFERRING FROM HONORS OR ADVANCED COURSES

If a student is enrolled in an honors or AP full-credit course, the student may only drop the course within the first ten class meetings, or he/she may NOT drop the course until the end of the semester and only if the following conditions exist:

- grade of D or F,
- completion of a parent conference during each grading period,
- demonstration of the student seeking consistent academic assistance, and
- space available in a comparable course.

If a student is enrolled in an honors or AP half-credit course, the student may only drop the course after the end of the first nine weeks grading period and only if the following conditions exist:

- grade of D or F,
- completion of a parent conference,
- demonstration of the student seeking consistent academic assistance, or
- space available in a comparable course.

Withdrawing from an honors or AP course is denoted with the WP or WF designation, but cannot be done until after the midpoint of the course. In the case of extenuating circumstances, a petition may be made on a case-by-case basis to the principal (or designee) for review of criteria to ensure proper course placement.

After 21 days, the grade earned in the honors/AP class follows the student to the next course, but teachers have flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course. *Note – withdrawing from dual enrollment courses is governed by the college deadlines, not school policy.*

END-OF-COURSE (EOC) EXAMS

Some courses require “End-of-Course” (EOC) exams. The Algebra 1 EOC is 30% of the students’ overall grade and MUST PASS to meet the graduation requirement. Students, who score a Level 1 or 2 on the Algebra I EOC, may be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. EOC’s are also required in Civics (7th grade – 30% of the students’ overall grade), Geometry (30% of the overall grade for “Standard,” “Scholar” and “Merit” diplomas), Biology (30% for “Standard” and “Merit” diplomas; MUST PASS and 30% for “Scholar” diploma students); and U.S. History (30% for “Standard” and “Merit” diplomas; MUST PASS and 30% for “Scholar” diploma students). Please see the “Graduation Chart” for more information on graduation requirements. The District and school distributes information about EOC requirements, testing information and resources each year. Students in Junior High taking a course requiring an EOC will not participate in the statewide standardized assessment for that subject.

For Junior High students taking Civics, the EOC constitutes 30% of their grade. If a student transfers into a Florida public school after the beginning of the second semester of their 8th grade year, the student is exempt from the Civics requirement if:

- The student transcript documents passing three Social Studies courses.
- Or two year-long courses in Social Studies that include coverage of Civics education.

Students may take an EOC during the regular administration of the test in order to receive credit for the course once the state establishes the passing score(s). This can occur even without being enrolled in or completing the entire course (see information on

CAP). Students in grades K-12 are eligible under the CAP. Home education students will not take the EOC unless the student's parent chooses to use the EOC for the annual evaluation required by the school district as specified in section 1002.41 Florida Statutes. Homeschool parents should consult with Clay Virtual Academy about EOC's. Students enrolled in Florida Virtual must take all required EOC's.

Concerning students who transfer into Clay County from out of the country, out-of-state, a private school, or a home school, with a transcript that shows credit received in Algebra 1 or an EOC required course under the "Scholar" diploma status.

The transfer student is required to take:

- The Algebra 1 EOC assessment if the student is entering grade 9 and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in Algebra 1 or on the high school statewide assessment in mathematics required by the state from which the student transferred for purposes of satisfying the requirements of the Elementary and Secondary Education Act. After taking the Algebra I EOC at least one time, the student can satisfy the Algebra I EOC graduation requirement by achieving a score of "97" on the PERT.
- The Biology and U.S. History EOCs – for "Scholar" diploma students only – if the student entered grade 9 in 2013-14 or thereafter and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in that course.

Florida private school students do not participate in the statewide assessments because these assessments exist to meet federal and state assessment accountability requirements for Florida public schools. Private school students who transfer into a Florida public school, however, must achieve a passing score on the Algebra 1 EOC at some point and the Biology and U.S. History EOC if seeking a "Scholar" diploma. Students will have several opportunities to take these assessments. The School District will distribute information about the EOC's and graduation requirements to the private schools on a yearly basis. Public school students attending private schools through the use of a school choice scholarship, such as the McKay Scholarship, may take the EOC assessments.

Students enrolled in accelerated courses (AP, IB, AICE, DE) leading to college credit are not required to participate in the EOC assessment. However, to meet the Scholar Diploma requirement in Biology and US History, all AP, AICE, and IB students must pass their respective tests or the EOC assessment.

ENGLISH LANGUAGE LEARNERS (ELL)

The ELL Program is designed to meet the communication and academic needs of students whose native language is one other than English. These students will receive comprehensive instruction utilizing ELL strategies based on curriculum frameworks and

guides that provide them equal access to appropriate instruction.

Placement

An ELL Committee, which is composed of the principal or designee, an ESOL/ELA teacher, a guidance counselor, and any other personnel who may be responsible for the language instruction of the ELL, shall make recommendations concerning appropriate placement, along with the parent or guardian of the student being reviewed.

The program of study for English language learners is determined by the student's current level of English proficiency and academic potential as evidenced by transcripts, language screening, performance data, and/or age appropriate grade placement policies. (Rule 6A-6.904 F.A.C.)

Assessment

~~English language learners who are enrolled in a U.S. school for less than 12 months shall be exempt from statewide assessment in ELA. (Rule 6A-6.0909 F.A.C.)~~

In accordance with federal mandates outlined in ESSA, all ELLs (K-12) must participate in the annual English language proficiency assessment in order to evaluate their progress in English language acquisition, and must also participate in statewide assessments, regardless of their Date of Entry.

Retention

Promotion or retention decisions will not be based solely on scores from any single assessment instrument. ELLs cannot be retained based on their lack of English proficiency alone. Retention of an English language learner is based on failure to meet requirements in reading, writing, science, social studies, and mathematics, based on:

- academic performance and progress using assessment instruments in both English and their native language,
- attendance, progress reports, and age of the student,
- number of years the student has been enrolled in the ESOL program, and
- the student's current level of English language proficiency. (Rule 6A-1.09432 F. A. C.)

Exit Procedures

Students may be exited from the ESOL Program either by satisfying exit criteria or through the ELL committee, at which time they will remain on a monitored status for two additional years.

FLORIDA SEAL OF BILITERACY

Students who attain a high level of competency in listening, speaking, reading and writing on one or more world languages, in addition to English, will be eligible for the

“Gold” or “Silver” Seal of Biliteracy. This level of attainment will then be denoted on the student’s diploma and transcript.

The purpose for recognizing students attainment of this proficiency is to: encourage students to study for world languages; provide employers with a method of identifying an individual with biliteracy skills who is seeking employment; provide a postsecondary institution with a method of recognizing an applicant with biliteracy skills who is seeking admissions to the postsecondary institution; affirm the value of diversity, honor multiple cultures and languages, and strengthen the relationships between cultures in a community. Students should consult with their school counselors in order to learn more about the standards of each level.

- Silver Seal of Biliteracy
 - earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale, and
 - ~~achieve a score of 600 or higher on the Scholastic Achievement Test (SAT) II foreign language exam or~~
 - ~~pass a foreign language Advanced Placement exam (including American Sign Language) with a score of 3 or higher.~~
 - earn a 3 or higher on the English Language Arts/FSA assessment
- Gold Seal of Biliteracy
 - earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale, and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA) and
 - ~~achieve a score of 700 or higher on the Scholastic Achievement Test (SAT) II foreign language exam or~~
 - ~~pass a foreign language Advanced Placement exam (including American Sign Language) with a score of 4 or higher.~~
 - earn a 4 or higher on the English Language Arts/FSA assessment

In the event that the student was not able to complete 4 years of a World Language for high school credit, there are other assessment and portfolio options that may be used to fulfill the course requirement. Students should consult with their school counselors in order to learn more about the standards, additional exam options, and performance of each level.

FOREIGN EXCHANGE STUDENT GUIDELINES

Only those organizations operating international exchange programs at the high school level that are members in good standing of the “Council on Standards for International Educational Travel” (CSIET) will be allowed to place students in Clay County public schools. At no time will the number of exchange students allowed in a high school exceed one-fourth (1/4) of one percent of the total school population or more than five (5) from one organization. This provision may be waived with approval of the Superintendent of Schools or their designee upon the written request of the school principal. It is up to the school principal to determine the number of students allowed from each sponsoring organization, but unless requested, current federal regulations limit

the number per organization to five (5). All organizations or host families must have foreign exchange students registered with their respective schools no later than five (5) calendar weeks prior to the start of school for student each year

Under the standards prescribed by CSIET, the following policies must be met by the host family and the exchange program prior to enrolling:

- Written acceptance by the school principal or their designee prior to a host family being designated;
- Specific information must be provided to the school. This includes academic records translated into English, the number of years completed prior to arrival and the years required in the home country to complete secondary school;
- The level of the student's English language proficiency, based on test scores from the ELTIS, must be provided to the District/School. If the student does not meet the minimum score requirement (218), the student will not be placed in a Clay County school. It is the goal of the District to make sure foreign exchange students have sufficient command of the English language to enable the student to function well in an English-speaking academic and community environment; appropriate background information and expectations regarding school experience;
- The student must not have completed more than 11 years of primary and secondary education exclusive of kindergarten;
- The student will be classified as a ~~senior~~ junior and must successfully complete/pass a minimum of six subjects in order to participate in graduation. Foreign exchange students who have received a high school diploma, or its equivalent, in their home country are not eligible to be foreign exchange students in the District.
- All exchange students will be required to take American History, English III (American Literature), American Government, Economics, and a minimum of 3 electives. The only exception to the required courses will be if the home country required a specific curriculum for a student in a specific grade and the local school can reasonably meet the student's course needs. Written documentation of this requirement must be included as part of the student's records;
- Driver's Education, if offered at the school, will not be allowed as a course for exchange students;
- Foreign exchange students are subject to all school and district rules and regulations per the Clay County Code of Conduct.
- ~~Exchange students will not receive a regular "Certificate of Completion" or a standard diploma.~~ Foreign exchange students at no time will receive a Clay County diploma of any type nor participate in graduation ceremonies. They will be awarded a special certificate certifying that they successfully completed the course of study for exchange students as prescribed by the School District of Clay County. These students will not take the FSA or other assessments that may be prescribed by the DOE since they will not be awarded a standard diploma.

- Exchange students will be limited to a one-year program or, if approved by the principal, a semester.
- Exchange students entering into Clay County high schools through immigration status require a J-1 Visa. To get a J-1 Visa the student must be in an accepted foreign exchange program.
- A foreign exchange student may only register at the appropriate high school that shall be designated as the school within the regular school attendance zone of the host family's residence.
- A foreign exchange student may be eligible to participate in sports and activities provided they meet Florida High School Athletic Association (FHSAA) rules and policies.

FORGIVENESS “D” AND “F”

Students in grades 9-12 may retake a course in which they earned a “D” or “F.” The higher grade earned will be used in computing their GPA. This is to allow a student whose GPA is less than 2.0 to improve their GPA in order to meet the minimum graduation requirement. The grade forgiveness policy for required courses is limited to replacing the grade of “D” or “F” with a grade of “C” or higher earned in the same or comparable course. Elective courses may replace the grade of “D” or “F” with a grade of “C” or higher in any elective course. Year-long electives will replace year-long electives; semester electives will replace semester electives. Junior High students taking high school credit earning courses may forgive grades of “C,” “D,” or “F.” Once a “C” is earned through grade forgiveness, all previous attempts are forgiven and are not included in the student's GPA.

GRADING SCALE

Florida Grading Scale for Grades 6-12 is:

Letter Grade	Progress	Numerical Equivalent	GPA Value
A	Outstanding	90-100	“4” point
B	Above Average	80-89	“3” point
C	Average Progress	70-79	“2” point
D	Below Average	60-69	“1” point
F	Failure	50-59	“0” point
I	Incomplete		

Students moving into Clay County shall have letter grades converted to numeric grades for averaging purposes. If a student cannot produce documentation, or if numeric grades cannot be obtained, the following conversions will be made:

Letter to Numeric Grade Conversions

A+ = 100	A = 95	S = 80
B+ = 89	B = 85	N = 75
C+ = 79	C = 75	U = 59
D+ = 69	D = 65	
	F = 55	

If the student has not enrolled in school, schools will use a zero for the numeric grade.

GRADUATION EXERCISES/DIPLOMAS

Students who meet the requirements for a “Standard,” “Scholar,” “Merit,” and “Certificate of Completion” shall be eligible to participate in graduation exercises, unless the District or local school rules dealing with discipline or rules relative to graduation exercise participation are violated. Any violation is subject to review by the school principal for determination of outcome. Students, who fail to meet the minimum credits as prescribed by the School District of Clay County even though they have passed the state assessments, shall not participate in graduation exercises and shall not receive a “Certificate of Completion.” Students eligible for a “Certificate of Completion” shall participate in graduation exercises. It is also District and State policy that eligible students are:

- Allowed to graduate prior to their cohorts (the 24-credit option and 18-credit ACCEL option);
- Students who graduate prior to their cohorts may continue to participate in school and social events and other specifically named events as part of the student’s cohort, excluding athletics;
- Authorize eligible students who graduate from high school mid-year to receive a Bright Futures Scholarship award during the spring term.

During all phases of graduation exercises, including rehearsals, Baccalaureate and commencement, students participating will not be differentiated as to diploma or “Certificate of Completion” except as noted in programs used during scheduled exercises. Any reference made relative to the certification of students exiting high school during graduation exercises shall be limited to certification of the entire class. An example of wording or a statement that would be acceptable for use in the exercises would be, “Seniors of the class of ____ are now certified as graduates or have completed their high

school course of study as prescribed by the School District of Clay County and the State of Florida.”

“Certificate of Completion” – Students who meet all credit requirements for graduation, but fail to meet a state assessment requirement AND/OR the required GPA for graduation may be awarded a “Certificate of Completion.” Basic education students or students served under Section 504 of the “Rehabilitation Act of 1973” who receive a “Certificate of Completion,” or are eligible to receive a “Certificate of Completion,” may return to school for one additional year to meet all graduation requirements and receive a regular high school diploma. The awarding of a “Certificate of Completion” applies to students choosing the 24-credit option and the 18 credit ACCEL option. A student who has not completed all requirements for the three-year option, including earning passing scores on the state assessments and achieving the required GPA, must be required to meet the 24-credit option and must attend high school for a fourth year.

It is the District’s policy that in order for a student to receive a diploma from the school in which they attended during their senior year must complete all requirements prior to the end of the summer school session. If the requirements are met after the beginning of school for the next year that student will receive an “Adult High School Diploma.”

GRADUATION OPTIONS

In July 2017, the Legislature amended laws related to the high school graduation requirements. Students entering grade nine in the 2014-2015 school year and forward have several diploma options. They are:

- **24-credit Standard option (with “Scholar” and/or “Merit Designations**
- **18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option**
- **International Baccalaureate (IB) Diploma curriculum**
- **Advanced International Certificate of Education (AICE) curriculum**

All of these graduation options include opportunities to take rigorous academic courses designed to prepare students for their future academic and career choices. Students may change their selection of program options (24 credit and 18 credit ACCEL options) at any time during grades 9-12. Please refer to the “Graduation Requirement” charts in order to compare programs and the criteria for each type diploma.

A few points to remember when choosing a graduation option:

- Students selecting the IB program are committed to a four-year program. Should a student decide to exit the program prior to completion, they will be placed in the 24-credit option and must meet all requirements for that option;
- A student selecting the 18-credit ACCEL program must attend high school as a full-time student for 3 years. These students are still eligible for Florida Bright Futures Scholarships and qualify for acceleration programs (e.g.: AP, Dual

- Enrollment, etc.) if all criteria is met; High school credits awarded prior to the 9th grade will be counted toward the required credits for all graduation options;
- Students who plan to apply to an out-of-state or private in-state college or university and who are interested in the 18 credit ACCEL option should contact those institutions as early as possible for specific admissions requirements;
 - Student must complete an online course to meet the graduation requirement (unless otherwise specified). Students in the IB, AICE, or 18 credit ACCEL programs are exempt from this graduation requirement. If an IB, AICE, or 18 credit ACCEL student withdraws or is removed from the program, they must fulfill this requirement.
 - Students in the AICE program are exempt from Physical Education and Fine and Performing Arts requirement. If an AICE student withdraws or is removed from the program, they must fulfill this requirement.

Below is a summary of the graduation requirements for diploma types:

24 Credit Standard Diploma

This program takes the traditional four years to complete high school and requires students to take at least 24 credits in core content areas. Foreign Language is not required for this program, although it is recommended for Florida college preparation and is required for admission to Florida's state universities. At least one of the courses to meet graduation requirements must be an online.

- 4 credits in English Language Arts - major concentration in composition, reading for information and literature; Must pass the 10th grade FSA ELA or have a concordant score on a standardized test (ACT, SAT);
- 4 credits in Math – two of which must be Algebra 1 (must pass EOC and have exam count as 30% of course grade) and Geometry (must participate in EOC with results counting for 30% of final grade in course); two credits may be substituted with allowable industry certification that lead to college credit.
- 3 credits in Science – one of which must be Biology (must participate in EOC with results counting for 30% of final grade in course); Two of the 3 credits must have lab components; One (1) credit may be substituted with allowable industry certification that leads to college credit, Biology excluded; One (1) credit may be substituted with an identified rigorous computer science course with a related industry certification, Biology excluded;.
- 3 credits in Social Science – 1 credit in U.S. History (must participate in EOC with results counting for 30% of final grade in course); 1 credit in World History; ½ credit in Economics with Financial Literacy; ½ credit in American Government;
- 1 credit in Fine and Performing Arts, Speech and Debate, or a specified Practical Arts course;
- 1 credit in Physical Education (includes integration of health)
- 8 credits in electives – elective courses are selected by the student in order to pursue a complete educational program and to meet eligibility requirements. Some students will be required to take certain electives based on assessment scores;

- 1 course from the above list must be an online course. This can be either a ½ or 1 credit course. The online course requirement may not apply to a student who has an IEP which indicates that an online course would be inappropriate, OR to a student who is enrolled in a Florida high school and has less than 1 academic year remaining;
- 24 credits may be earned through equivalent, applied, or integrated or career education courses, including work-related internships;
- The student must have a cumulative GPA of 2.0 or higher on a 4.0 scale.

“Scholar” Designation of Standard Diploma – same as above except for the following additions:

- Math – Earn 1 credit in Algebra II; Pass the Geometry EOC; Earn 1 credit in Statistics or equally rigorous course;
- Science – Must Pass the Biology EOC or earn minimum score for college credit on AP, AICE, or IB Biology I assessment; must take Chemistry or Physics; Earn 1 credit in a course that is equally rigorous to Chemistry or Physics;
- Social Sciences – Must Pass the U.S. History EOC or earn minimum score for college credit on AP, AICE, or IB U.S. History assessment;
- Earn at least 2 credits in a Foreign Language;
- Earn at least 1 credit in AP, IB, AICE, or Dual Enrollment course

“Merit” diploma – same as “Standard” diploma except for the following addition:

- Students pursuing a merit designation must attain one or more industry certifications.

International Baccalaureate (IB) Diploma:

The IB program is a rigorous pre-university course of study leading to internationally standardized tests. The program’s comprehensive two-year curriculum allows its graduates to fulfill requirements of many different nations’ educational systems. Students completing IB courses and exams from six areas: 1) Language A1; 2) Language A2; 3) Individual and Societies; 4) Experimental Sciences; 5) Mathematics; and 6) Arts and Electives. IB diploma candidates must demonstrate their mastery of course work by passing a battery of comprehensive written, and in some cases oral, examinations in the six subject groups. In addition, IB candidates are required to take the course, “Theory of Knowledge,” complete 150 hours of community service projects and extra-curricular activities, and to write an extended essay. Students in schools enrolled in IB courses do not have to pay to take the exams.

Advanced International Certificate of Education (AICE) Diploma:

AICE is a program that is a rigorous pre-university course of study, leading to internationally standardized examinations under the Cambridge International Examination program. AICE diploma candidates must demonstrate their knowledge of the coursework by passing a battery of comprehensive written, and in the case of foreign language, oral examinations. AICE students are required to select seven tests, one test

from each of four major subject groups: Math and Science, Languages, Arts and Humanities, Global Perspectives and the remaining three examinations from any of the subject areas the student chooses with a maximum of two credits coming from the optional category..

The two schools in Clay County that offers the AICE program are Fleming Island High School and Oakleaf High School. The AICE program is considered an Academy and students must be either zoned for those schools in order to participate or among the 10% of the total candidates selected that are zoned at other schools. For more information, parents and students should contact those schools.

For an AICE diploma, a candidate must earn the equivalent of seven credits by passing a combination of exams at either the full (one-credit) Advanced Subsidiary Level (AS) or double (two credits) International Advanced Level (A), with at least one course coming from Global Perspectives and one course from each of the other three curriculum areas. Students in schools enrolled in the AICE courses do not have to pay to take the exams.

ACCEL (18-credit) Diploma

Students who choose this option are only required to earn 18 credits. The core credits (Math, Language Arts, Social Sciences, and Science) are the same as the standard diploma types. These students pursuing the ACCEL diploma option do not have to earn a Physical Education credit, the online course credit is not required, and only 3 elective credits are needed instead of 8 elective credits. All other requirements are still in effect.

Online Credit Graduation Requirement

Student may meet this requirement by completing and passing an online high school course offered by the following:

- Florida/Clay Virtual School;
- A district high school (traditional, franchise, or virtual charter);
- A postsecondary school as an online dual enrollment course;
- District virtual instruction programs; and
- A district middle school (high school level course)

Online course specifications and substitutions

- Core course or considered electives, earning ½ credit or 1 full credit after course successfully completed.
- Completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the Career and Professional Education Act (CAPE) Industry Certification Funding List pursuant to s. 1008.44, F.S.,
- Passage of the information technology certification examination without enrollment in or completion of the corresponding courses.

- Passage of an online content assessment by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes without enrollment of the corresponding course or courses.

Exceptions and Exemptions to Online Course Graduation Requirement

The online course requirement may not apply to a student who has an IEP which indicates that an online course would be inappropriate OR to a student who transfers into a Florida public high school who has less than a year left in high school.

Students may also satisfy the online course graduation requirement by completing a blended learning course.

Due to the blended model of instruction in secondary intensive reading classes (online and offline learning), successful completion of a year-long intensive reading course satisfies the online course requirement for students. If a 9-12 grade student passes the FSA ELA Assessment re-take or earns a concordant score, (s)he must remain in the intensive reading course for the full year in order to satisfy the online course requirement. If a student has already met the online course requirement outside of the intensive reading course and passes the FSA ELA Assessment or ACT/SAT in the fall, the student may exit intensive reading at the semester break.

Any student in grades 6-12 scoring a level 1 or 2 on FSA Reading Assessment must be screened using district-selected assessments. Students who pass the screeners will receive reading support within content area classes in order to fulfill their reading remediation requirement. Those students who do not pass the screeners must be placed in an intensive reading class.

Graduation Requirements/Diploma Options			
Subject Area	Graduation Requirements of 24-Credit "STANDARD" Diploma	Graduation Requirements of 24-Credit "SCHOLAR" Designation	Graduation Requirements of 24-Credit "MERIT" Designation
English	4 credits in Language Arts <i>MUST PASS</i> 10 th grade FSA ELA assessment	4 credits in Language Arts <i>MUST PASS</i> 10 th grade FSA ELA assessment	4 credits in Language Arts <i>MUST PASS</i> 10 th grade FSA ELA assessment
Mathematics	4 credits: 1 credit must be Algebra I (<i>MUST PASS</i> EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade) 2 additional courses - 2 credits may be substituted with allowable industry certification courses that lead to college credit.	4 credits: 1 credit must be Algebra I (<i>MUST PASS</i> EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade; <i>MUST PASS</i> EOC) 1 credit in Algebra II 1 credit in Statistics or equally rigorous course.	4 credits: 1 credit must be Algebra I (<i>MUST PASS</i> EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade) 2 additional courses - 2 credits may be substituted with allowable industry certification courses that lead to college credit.
Science	3 credits: 1 credit in Biology 1 (EOC 30% of grade) 2 credits in equally rigorous course, 2 of 3 credits must have lab. One credit may be substituted with allowable industry certification leading to college credit.	3 credits: 1 credit in Biology 1 (<i>MUST PASS</i> EOC) 1 credit in Chemistry or Physics 1 credit in equally rigorous course	3 credits: 1 credit in Biology 1 (EOC 30% of grade) 2 credits in equally rigorous course, 2 of 3 credits must have lab. One credit may be substituted with allowable industry certification leading to college credit.
Social Studies	3 credits: 1 credit in World History 1 credit in US History (EOC 30% of grade) ½ credit in Government ½ credit in Economics with Financial Literacy	3 credits: 1 credit in World History 1 credit in US History (<i>MUST PASS</i> EOC) ½ credit in Government ½ credit in Economics with Financial Literacy	3 credits: 1 credit in World History 1 credit in US History (EOC 30% of grade) ½ credit in Government ½ credit in Economics with Financial Literacy
World Language	Not required for high school graduation, but required for admission into state universities.	2 credits in the same language or demonstrated proficiency in a second language.	Not required for high school graduation, but required for admission into state universities.
Fine and Performing Arts, Speech and Debate, or Practical Art	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)
Physical Education	1 credit in Physical Education to include the integration of health to include the CPR/AED training.	1 credit in Physical Education to include the integration of health to include the CPR/AED training.	1 credit in Physical Education to include the integration of health to include the CPR/AED training.
Electives	8 credits	Must earn 1 AP, IB, AICE, or Dual Enrollment credit	8 credits
On-line Course Requirement	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).
Total	24 credits*	24 credits	24 credits*
Industry Certification Requirements	None required	None required	Must attain one or more industry certifications.
Grade Point Average (GPA) Requirement	Cumulative GPA of 2.0 on a 4.0 scale		
State Assessment Requirements	Students <i>MUST PASS</i> : <ul style="list-style-type: none">• Grade 10 FSA ELA (or ACT/SAT concordant score)• Algebra I EOC (or ACT/SAT concordant score or a comparative score on the PERT for students who entered 9th grade before 2018-19)		
Special Note: *For the Standard Diploma and Merit Diploma the 24 credits may be earned through equivalent, applied, or integrated or career education courses including work-related internships.			

GRADUATION REQUIREMENT: CPR TRAINING

For students entering the ninth grade in 2017-18 and thereafter, compression only cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) instruction will be implemented with the following requirements.

1. The twenty-four (24) credit standard diploma option will require compression only CPR and AED instruction.
 - a. CPR and AED will be taught in the Personal Fitness course, traditionally or virtually.
 - b. Additional instructional opportunities may be provided through another appropriate course or school-related activity.
2. The instructional program must meet the following requirements.
 - a. The instruction will be in compliance with the American Heart Association, American Red Cross, or a nationally recognized program based on the most current national evidence-based emergency cardiovascular care guidelines for compression only CPR.
 - b. Instruction will include the core cognitive and psychomotor skills associated with compression only CPR.
 - c. Instruction will include appropriate use of an AED which may be taught electronically (e.g video).
3. Schools will provide compression only CPR instruction or will arrange for instruction by community-based providers.
 - a. Compression only CPR/AED instructors are not required to be certified teachers.
 - b. Certified teachers providing compression only CPR/AED instruction are not required to be certified trainers of compression only CPR/AED.
 - c. Students are not required to earn compression only CPR/AED certification to successfully complete the instruction.
 - d. Students who are physically and/or cognitively unable to perform the training will be exempt from this requirement. Schools will make this determination in accordance with the student's Individualized Education Program (IEP).

The superintendent or designee shall be responsible for ensuring that schools comply with the requirements as outlined in this policy.

HIV/AIDS

All students are given instruction in computer literacy, metrics, consumer education, effects of alcohol and drugs, the importance of kindness to animals, conservation of natural resources, child abuse, and an opportunity to enroll in Driver's Education (if offered). In addition, in grades 7 and 8, instruction will be given through the science courses in (required of each school per state law):

- Personal hygiene
- Substance abuse
- Human sexuality
- HIV/AIDS, communicable diseases as per state law

Updated and factual School board adopted curricula related to human sexuality, Human Immunodeficiency Virus infection, Acquired Immune Deficiency Syndrome (AIDS), and other sexually transmitted diseases shall be integrated into health and science courses for junior high. life management skills courses, family living, and other appropriate courses and Personal Fitness for high school. Instruction shall address human reproduction, fetal development, pregnancy prevention along with causes, transmission, and prevention through materials approved by the School Board. Instruction in reproductive health, interpersonal skills, and parenting to reduce teenage pregnancy and to promote healthy behavior for all students K-12 shall be taught in accordance with current Florida Statutes.

A student shall be exempt from these instructional activities provided his/her parent(s) or legal guardian files a written request with the school principal.

The Superintendent, or designee, shall review curriculum frameworks which are prepared and distributed by the Florida Department of Education and related to Acquired Immune Deficiency Syndrome (AIDS) education. If the curriculum frameworks are inconsistent with locally determined curriculum for AIDS education or are not reflective of local values and concerns, the Superintendent shall advise the School Board and provide recommendations for instructional activities.

HOME EDUCATION

“Home Education Program” is defined in F.S. 1002.41

Clay County secondary schools, this includes Clay Virtual Academy, are accredited by the AdvancEd. A student seeking to enter or re-enter a Clay County public school from a home educating program or a non-accredited school must meet all entrance requirements (state and district) that any other student must meet. The student will be enrolled at the appropriate grade level based on validated academic performance. A student may enroll full (K-12) or part-time (6-12) in Clay Virtual Academy and remain homeschooled.

All transfer work from a home education program other than Clay Virtual Academy or FLVS or accredited program, will be posted on a “pass/fail” basis and will not be utilized in GPA calculation unless the grade is validated by the student taking an approved exam. F.S.1006 allows home schooled students to participate in interscholastic extracurricular activities of their attendance zoned school. The home education student must meet the same requirements of grades, residency and behavior as required of other

students. They must be permitted to enroll in curricular classes that are required of the extra-curricular activity (Ex.: ROTC, Band, etc.). The home education student must register his/her intent to participate in extracurricular activities with the school before the beginning of the activity in which he or she wishes to participate. **The student standards for participation in interscholastic extracurricular activities begin with the student's first semester of the 9th grade.** If a student's cumulative GPA falls below 2.0 in the specified courses, the student must execute an academic performance contract with the district school board, the FHSAA, and the student's parents. At a minimum, the contract must require the student to attend summer school to improve his/her GPA. A student must also maintain good conduct to remain eligible to participate in interscholastic extracurricular activities.

Home school students enrolled with Clay Virtual Academy have opportunities to participate in CVA social activities. To receive a CVA diploma, students must enroll as public school students for their entire senior year and meet District requirements. Should homeschooled students wish to graduate from a high school and receive that school's diploma; they must re-enroll for their entire senior year.

HONOR ROLL

The "Honor Roll" status of students will be based on the following criteria:

- The "A" Honor Roll will consist of all "A's" on or above grade level;
- The "A/B" Honor Roll will consist of all "A's or B's" on or above grade level;
- Unweighted grades are utilized for Honor Roll selection;
- Conduct grades do not count toward Honor Roll determination

INTERIM REPORTS

Parents or adult students must be notified in writing at a time during a grading period when it is apparent that the student may fail or is doing "Unsatisfactory" work in any course or grade assignment. It is imperative that contact take place to allow for an opportunity to use intervention strategies to correct deficiencies in academic areas. An acknowledgement of such notification should be obtained, if possible.

INTERSCHOLASTIC PARTICIPATION

To be eligible for interscholastic competition, a student must meet the following criteria:

- Have a cumulative 2.0 GPA on a 4.0 scale. Students who fall below the 2.0 requirement will remain ineligible for the next entire semester;
- The student must be in good standing with the school based on school and District policies.
- The student's eligibility is also contingent upon meeting the policies established in the district's Code of Student Conduct.
- See School Board Policy 4.43 for complete eligibility information.

Summer school subjects shall be included in the calculation of the students' GPA of the previous semester for participation in extracurricular activities during the first semester of each school year. Seventh (7th) grade students shall be eligible for participating during the first semester provided they were regularly promoted from the 6th grade.

LEVEL 1 COURSES

~~Credit for Level 1 courses shall not be granted toward high school graduation except by approval based on the District policy. Students may only be enrolled in "Level I" courses, if after review of their academic records, standardized test scores and teacher evaluation, it can be determined that a more rigorous course of study would be inappropriate for the student. Any student placed in a "Level I" course must have an Individual Education Plan (IEP). There are substantial limitations on the use of level 1 courses. All student performance plan must be signed by the principal, the guidance counselor, and the parent/guardian of the student or the student if the student is 18 years of age or older. Remedial courses in grades 9-12 shall be counted as elective credits.~~

MULTI-TIERED SYSTEM OF SUPPORTS/RESPONSE TO INTERVENTION PLAN/PROGRESS MONITORING

A Multi-Tiered System of Supports (MTSS) is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

The tiers, or levels of student supports, represent a way to organize resources to provide instruction/intervention based on student need. These are NOT locations for students, but rather specific instruction/interventions supports provided based on student need. Additional resources or supplemental supports (i.e., tier 2 and tier 3) are in addition to what all students receive (general instruction) and can be provided in a variety of ways and locations.

Three levels of Multi-Tiered Systems of Support:

- Tier 1 Intervention (Universal Prevention)
- Tier 2 Intervention (Supplemental/At-Risk)
- Tier 3 Intervention (Individualized/Intensive)

The Multi-Tiered System of Supports (MTSS). The basic elements of MTSS are required by the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA) therefore, it is the basis for all broad-based initiatives for schools striving to increase student outcomes. Response to Intervention (RtI) has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. This system is depicted as a three-tiered framework that uses increasingly more intense instruction and

interventions matched to need.

Elements of the MTSS Process:

1. Highly effective personnel deliver scientific, research-based instruction and evidence-based practices.
2. Evidence-based curriculum and instructional approaches have a high probability of success for most students.
3. Instruction is differentiated to meet individual learning needs.
4. Reliable, valid, and instructionally relevant assessments include the following:
 - Screening Measures: Assessment tools designed to collect data for the purpose of measuring the effectiveness of core instruction and identifying students needing more intensive interventions and support.
 - Diagnostic Measures: Formal or informal assessment tools that measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring.
 - Progress Monitoring Measures: Ongoing assessment conducted for the purposes of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness.
 - Formative Measures: Ongoing assessment embedded within effective teaching to guide instructional decisions.
 - Summative (Outcome) Measures: Typically administered near the end of the school year to give an overall perspective of the effectiveness of the instructional program.
5. Ongoing, systematic planning/problem solving is consistently used by teams including parents and educators, from enrollment to graduation for all students, to make decisions across a continuum of student needs.
6. Student response to instruction/intervention (RtI) data are used to guide meaningful decision making.
7. Job embedded, ongoing, professional development and follow-up coaching with modeling are provided to ensure effective instruction at all levels.
8. Actively engaged administrative leadership for data-based decision making is inherent to the school culture.
9. All students and their parent(s) are engaged throughout the process in one proactive and seamless educational system.

Problem Solving Process

The problem-solving process is critical to making the instructional adjustments needed

for continual improvement. This process involves an ongoing cycle with the following steps:

Step One: Define the problem or goal by determining the difference between what is expected and what is occurring.

Step Two: Analyze the problem using data to determine why the issue is occurring.

Step Three: Develop and Implement a Plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal.

Step Four: Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention.

Response to Intervention (RtI) refers to the fourth step of the problem-solving process. RtI encompasses the utilization of student-centered progress-monitoring data to make instructional decisions to ensure positive student outcomes.

Needs of students who struggle in the area(s) of reading, math, language or behavior should be addressed and instruction should be tailored to these needs based upon frequent progress monitoring data. Students who continue to perform below grade level expectations should be targeted for intervention. These interventions and the monitoring of these interventions should be documented within the RtI (Response to Intervention) process.

MTSS teams ensure the students' needs are addressed-through grade level/content area team meetings where specific student needs are discussed and plans are generated to address these needs. These RtI teams – with parent involvement – will continually monitor student progress and make appropriate intervention recommendations. If the student's deficiency isn't remediated while serving Tier III interventions, or if a student is responding to intervention but requires a level of intensity and resources to sustain growth performance, a referral for evaluation for Exceptional Student Education may be recommended. If the documented deficiency has not been remediated a student **may be retained** in accordance with state guidelines.

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

Intensive remedial instructional strategies may include but are not limited to:

- Summer school coursework (Grades 3 and 6)
- Extended day services (before or after school tutoring)

- Parent tutorial programs (if appropriate)
- Contracted academic services (previously approved by the district)
- Exceptional Student Education
- Suspension of curriculum other than reading, writing, and mathematics, and science
- Intensive skills development programs
- **Immediate intensive** intervention (iii) inside or outside the literacy block if deficit is in reading.
- Implementation of a positive behavior support plan
- Remediation plan to help the student with make-up work
- Contingent upon available funds and on a first-come, first-serve basis, students classified as ELL and who are enrolled in a program receiving services that are specifically designed to meet the needs of English Language Learner students are eligible for the “Reading Scholarships Accounts” program (see page 16 under “Reading Deficiencies and Parental Notification” form more information).
- Contingent upon available funds and on a first-come, first-serve basis, students scoring a Level 1 or Level 2 on the 3rd grade statewide, standardized ELA assessment are eligible for the “Reading Scholarships Accounts” program (see page 16 under “Reading Deficiencies and Parental Notification” form more information).

OFFENSES AGAINST INTELLECTUAL PROPERTY

Florida Statute provides that, “whoever willfully, knowingly, and without authorization modifies data, programs, or supporting documentation residing or existing internal or external to a computer, computer system, or computer network commits an offense against intellectual property.”

Except as otherwise provided in this section, an offense against intellectual property is a felony of the third degree. If the offense is committed for the purpose of devising or executing any scheme or artifice to defraud or to obtain any property, then the offender is guilty of a felony of the second degree.

In addition, it is unlawful for any individual to knowingly and willingly taking an online course or examination on behalf of another person for compensation. Any individual that violates this provision commits a misdemeanor of the second degree. FS1008.24

PERFORMANCE STANDARDS

Clay County shall use the DOE prepared student performance as the approved curriculum for Secondary Education, including updates and changes as received from DOE. No courses shall be offered which are not state approved unless a special course is piloted under state guidelines and with School Board approval.

PHYSICAL EDUCATION

The 2008 Legislature passed Senate bill 610 requiring each district to include the

availability of one-on-one counseling to students regarding the benefits of physical education. Beginning in 2009-10 the equivalent of one class period per day of physical education for one semester (minimum standard) of each year for students enrolled in grades 6-8 will occur. The physical education requirement shall be waived (grades 6-8) for a student who meets one of the following criteria (unless the child meets one of the waiver criteria listed below, he/she will be enrolled in physical education while in grades 6-8):

- The student is enrolled or required to enroll in a remedial course:
- The student's parent indicates in writing to the school one of the following:
 - The parent requests that the student enroll in another course from among those designated by the school district, or
 - The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

PROMOTION AND RETENTION

Any pupil who has been retained may be assigned during the next school year to the next higher grade if the principal has documentation that standards have been met and that the student will be able to benefit from instruction at the high grade. Normally, this assignment occurs at the end of the semester, if such an assignment results in the child transferring to another school. Regarding the placement, principals must document through a variety of means that the student has met state standards. This should be done by reviewing the academic history of the student, looking at assessments and applying remediation/grade recovery processes established by Clay County. In no case, shall the move be initiated until the principal of the receiving school has been notified and agrees with the documentation. If the receiving principal questions the transfer, the two principals should meet to discuss any questions or concerns. If requested by either principal, a district review may be used to determine proper placement of the student in question. The recommendation should be made in writing to the district school superintendent. Documentation and recommendation will then be forwarded to the ~~Director of Academic Support~~ Chief Academic Officer for review. In addition, school personnel should utilize all resources to achieve parent understanding and cooperation regarding a student's grade placement.

All students who appear to be having difficulty meeting promotion requirements should be evaluated carefully by the professional staff, considered for Multi-Tiered System of Support (MTSS). Students who are to be retained must receive counseling services and may be recommended for evaluation by specialists if the principal and teacher(s) feel such a referral would benefit the child. Any child in middle or junior high school, who has been retained one year and is recommended for retention a second year, is to be referred for an evaluation by appropriate specialists, psychologists, etc.

Students who do not satisfactorily achieve established objectives for the grade or course which they are assigned may be assigned to the same grade for the next school year or given an alternative assignment. Student's level of proficiency in the areas of reading,

writing, science, and mathematics must be reviewed and the student's progression must be based, in part, upon this proficiency. Students not meeting desired levels of proficiency as determined by the District and/or as evidenced by the results of state mandated tests are to be provided remedial instruction designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following:

- Summer school course work or intensive skills development;
- Extended day or school year services/academic tutoring;
- Parent tutorial programs/
- Mentoring
- Contracted academic services (previously approved);
- Modified curriculum;
- Exceptional Student Education (ESE) services;
- Class size reduction;
- Use of educational software (COMPASS)
- Suspension of other curriculum offerings in areas other than reading, writing, English and math, or in those subjects specifically required for graduation.

Retention of students must be considered if the student has failed to master approved performance standards and has been provided remedial instruction and upon reassessment falls below determined cut-off points on a District measure of assessment or on the state assessments in reading, writing, science and mathematics. A student may also be retained within an intensive program that is different from the previous year's program and takes into consideration the student's learning style. Children should be retained as little as possible. Students must not be retained without documentation that remediation was provided in a timely and comprehensive manner. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Upon subsequent evaluation, if the documented deficiency has not been ~~corrected~~ remediated, the student may be retained. Each student who does not meet the minimum performance expectations defined by the commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance. An appropriate alternative placement must be considered for a student who has been retained two or more years.

Each district must annually report to the parent or legal guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, and mathematics. The district must report to the parent or legal guardian the student's results on each statewide assessment. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be

provided to the parent or legal guardian, in writing, in a format adopted by the district School Board.

In general, the procedures outlined in this Student Progression Plan apply to all students with disabilities. An IEP serves as the basis for decisions regarding retention and promotion.

Under most circumstances, students will complete grade groupings within a set time frame. However, the principal may authorize that a student be retained a second time in any one of the grade groupings.

PROMOTION AND PLACEMENT OF JUNIOR HIGH STUDENTS

In order to be promoted to the next higher grade within the junior high, a student must successfully complete Language Arts, Mathematics, Science, Social Studies and one additional course for a total of five (5) subjects. Existing state student performance standards shall be the basis for each course. Appropriate procedures shall be followed by the classroom teacher to continuously and carefully observe student performance throughout the school year to determine if expected achievement levels and/or course performance standards are being met. Under no circumstances should student performance be judged solely on the basis of a single test.

The areas of reading, writing, mathematics and science must be assessed with the use of District performance measures, testing, teacher observation, classroom assignments and state assessment measures. Remediation measures must be taken and documented in the student's PMP. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion (See P. 83 "Summer School – Junior High" on more information pertaining to promotion from grade level to grade level at the junior high.)

In order to be promoted to grade 9, Junior High students MUST successfully complete the following during their 6th, 7th and 8th grade years:

- **3 courses in English Language Arts**
- **3 courses in Mathematics (Successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. However, to earn high school credit, the junior high student must take the EOC and pass the course, with the assessment constituting 30% of the final course grade.)**
- **3 courses in Social Studies (one of which must be, at a minimum, 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 U.S. constitution. In addition, this course**

includes a statewide, standardized EOC that constitutes 30% of the student's final grade as required under s. 1008.22, F.S.. A middle grades student who transfers into the state's public school system from an out-of-country, an out-of-state, a private school, or a home education program after the beginning of the second term/semester of grade "8" 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.)

- **3 courses in Science** (Successful completion of a high school level Biology 1 course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. 1008.22. However, to earn a credit for this course, the student must take the Biology 1 EOC, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.)

~~One of these courses must be, at a minimum, 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 U.S. Constitution. Each student's performance on the statewide, standardized assessment in civics education required under s. 1008.22, F.S., constitutes 30% of the final course grade.~~

~~A middle grades student who transfers into the state's public school system from an out-of-country, an out-of-state, or 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.~~

PROMOTION AND PLACEMENT OF HIGH SCHOOL STUDENTS

Grade level designation for high school students will be determined as follows:

- Following completion of one year designated as a 9th grader, the student will be designated as a 10th grader in the computer system. This designation does not guarantee that the student has successfully completed the traditional 6-credits per school year;
- Following completion of one year designated as a 10th grader, the student will be designated as a 11th grader in the computer system. This designation does not guarantee that the student has successfully completed the traditional 12-credits for two years of high school enrollment;
- Following the completion of one year designated as a 11th grader, the student must have completed 18-credits OR 21-credits at the end of the 1st semester of the students fourth year enrolled at a high school and have a 2.0 cumulative GPA in order to be classified as a 12th grader (Senior) and take part in Senior oriented

events (Prom, Grad Bash, and any other school determined Senior activities)

According to state statutes, students are assigned to a cohort class at the beginning of each year enrolled at a high school. This cohort status determines the graduation requirements that must be met by that student. Students will be regularly notified as to their “credits earned” status towards graduation. The student will need to acquire the appropriate number of credits based on the graduation option chosen in order to be on track to graduate in four years with their 9th grade cohort. Grade recovery opportunities exist in order to help maintain student’s progress towards graduation.

Students age 18 or older wishing to return to school after withdrawing may petition the school for placement. The principal and/or designee will review the reasons for return given by the student and family. The principal will make the final determination based on the following requirements:

- The student has accumulated at least 16 credits;
- The student has a probable chance of graduating within the academic year;
- An agreement between the student and school concerning attendance, behavior and school performance is agreed upon.

If the principal does not agree to the conditions or the student does not meet the criteria, Adult Education will serve the educational needs of the student.

As in state statute, students who received a “Certificate of Completion” may return for a 5th year of high school in order to obtain their Standard Diploma.

READING AND MATH REMEDIATION

Reading: All 7th through 10th grade students scoring a Level 1 or Level 2 on the reading portion of the FSA will be screened for intensive reading placement.- Screening includes the use of the Achieve 3000 Spring Benchmark results, as well as a district comprehension screener and teacher recommendations. Students qualifying for intensive reading will be placed in one class period of reading using a blended model of teacher instruction and computer based practice. Students not qualifying for intensive reading placement will receive reading support in the content area classes. Students in grades 11 and 12 who score a Level 1 or 2 on FSA retakes and who has not earned a concordant score on the ACT or SAT will be placed in an intervention course focusing on ACT/SAT preparation and reading remediation. If a student passes the FSA retake or earns a concordant score, (s)he may exit the intensive reading program at the end of the first semester. (Note: The Instructional Decision Tree for intensive reading placement can be found on the district website.)

Math: Students in grades 7 and 8, who score an achievement level 1 on FSA, will be placed in standard math classes and will not qualify for advanced math programs. Eighth grade students scoring an achievement level 1 on the pre-algebra FSA will be given priority for Algebra 1A/1B upon entering high school. As a mandatory Florida

math graduation requirement, students in Algebra 1 and Geometry are required to take an “End-of-Course” exam. Students not scoring an achievement level 3 or higher will be placed in a Liberal Arts Math course. Secondary schools will also be utilizing the Edgenuity online program to remediate course work, as a virtual tutor, and credit recovery. Additional remedial options are available in all Clay County secondary schools through the Guidance Department.

SCHEDULE CHANGES

When changing a student’s schedule after the first ten days of school, leveling must be within the same specific subject. An example of this is if a student requests a schedule change and they are enrolled in Algebra Honors, Algebra 1 would be the most appropriate change. Grades earned will be transferred as part of the leveling process. Any withdrawals after the first quarter would require a withdraw “F/0” for the 2nd grading period and the semester exam. Students who withdraw with an “F” from a course may enter a semester course at the semester change if space is available.

In the case where a student has been improperly placed in a class, and this has been verified by the teacher, then movement to another more appropriate subject area class is in order with the approval of the principal. This should take place before the end of the first grading period so the student may be placed in an appropriate course. Current grades should be transferred to average in with grades earned in the new course. If inappropriate placement is determined prior to the end of first interim reporting period and no appropriate class is available for reassignment, then the grade given to the student for the course would be a “Withdrawn: Passing.” The grade would then be posted as no credit just as we do with course forgiveness.

Students taking courses through Clay Virtual Academy or FLVS should review the “Student Contact and Drop” policy.

CLAY VIRTUAL ACADEMY - “STUDENT CONTACT AND DROP POLICY”

Only through continuous communication can students be successful in an online course. Within each course the instructor outlines the weekly minimum work requirements. It is essential that the student and instructors maintain regular contact. To ensure that our students are aware of this commitment, the four-part process below will be followed:

1. If the student does not submit the expected numbers of assignment(s) within a period of seven (7) consecutive days, the student and parent(s) will receive a phone call from the instructor. During the call, the student, parent(s), and teacher will work to resolve any issues that prevent the student from submitting an acceptable number of assignments each week.
2. If the student does not respond to the phone call by submitting assignments within seven (7) days or does not continue to submit an acceptable number of assignments each week, the instructor will send an email to the

student/parent to remind them of the importance of submitting work and detailing the withdrawal process, if necessary.

3. If the student does not respond by submitting assignments within fourteen (14) days of the initial phone call, CVA will assume that the student does not intend to remain in the course, and the student will be administratively dropped from the course.
4. An official final grade report will be emailed to the student. If the course withdrawal date falls within the grace period, a grade of “W” will be issued. After the grace period, a grade of “WP or WF” (or failing grade (if over 50% completed) will be issued to their school transcripts.

Students from outside Clay County may enroll in CVA full or part time online programs.

SEMESTER EXAMS

All students in grades 9-12 shall take semester exams. The School Board approved exam exemption procedures for seniors only is as follows:

- Exam exemptions are limited to seniors only;
- All seniors in year-long courses with a 1st semester average of “B” or better and a “B” average or better for 3rd and 4th quarters averaged together, will be exempt from taking those exams given at the end of the 2nd semester. Courses that are a semester in length are not exempt at any time;
- Attendance is not a consideration under the current exemption policy
- Exam values are the same for the current school year
- Semester exams will not be given early.

SPECIAL CONSIDERATIONS

Junior High: Students with exceptional ability may be enrolled in credit earning courses at the high school with the approval of the school principals and the parent. The parent shall assume the responsibility for transporting the student between schools, where appropriate. Such enrollment must be limited to courses which are congruent with the beginning or ending of the school day, but not both. Student’s grades and credits shall be awarded as received by the school where the student is regularly enrolled.

Special classes/programs: The district will employ special programs designed to assist students in meeting the necessary credits and the 2.0 GPA required for graduation. Appropriate approaches not already covered in this plan will include, but shall not be limited to, special counseling tutorial programs, help and/or homework sessions, skills classes and special assistance to obtain a high school equivalency diploma when all requirements for graduation have been met except for the attainment of a 2.0 cumulative GPA.

SUMMER SCHOOL

Summer school is an extension of the school year for students who attended Clay County

schools. Students who did not attend Clay County schools are not eligible for the summer program unless they enrolled prior to the beginning of the 4th nine-week period or approved for the HOPE Scholarship Program (see the “Student Code of Conduct for more information about this program). High School Students may earn up to two full-credits during the summer regardless of the vehicle(s) used to acquire that credit.

Junior High Summer School: “Conditional Promotion.” For a 6th or 7th grader who has failed two subjects, or ESE students with IEP recommendations, they may take one (1) of the courses during the traditional “Summer School” period. The other failed course must be completed either through a virtual program or during the next summer school offering. Junior High students may receive grade forgiveness for courses in which they received a “C,” “D,” or “F.” If math is one of the failed courses, it must be taken during the immediate summer school session. An 8th grader failing two subjects must have all subjects successfully completed prior to enrolling in the 9th grade. The “Conditional Promotion” must take into consideration the following factors in addition to the completion of the failed courses:

- whether or not the student has been previously retained;
- the student is older than the average age of the other students;
- it will be in the best interest of the student to receive a “Conditional Promotion”;
- there is evidence that the student has the ability to be successful at the next grade level.

If it is the determination of the Principal to not approve a “Conditional Promotion” for a student, the student will be recommended for retention. An 8th grade student must have passing grades for all core content subjects for 6th-8th grade in order to be promoted to 9th grade, therefore, “Conditional Promotion” does not apply. **Students failing 3 or more courses are automatically retained.**

High School Summer School: Students may take ½ credit or up to 2 credits during the summer period. All coursework for grade forgiveness must be completed prior to the next school year. High school students may take courses that they received a “D” or “F” in so as to earn credit and to raise their GPA’s. Courses for new or original credit are limited and determined on an annual basis by the District.

Summer programs by other districts which assign credit may be reviewed by Clay County staff to determine appropriateness of assigning local credit. Prior approval should be received before attempting summer courses at other schools/districts.

TERMINATION OF SCHOOL PLACEMENT AT AGE 16

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the District. The declaration must acknowledge that terminating school enrollment is likely to reduce the student’s earning potential and must be signed by the student and the

student's parent.

The following steps must also be taken:

- The school shall notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment.
- The student's guidance counselor or other school personnel shall conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school.
- The student shall be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation.
- The student shall complete a survey to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

TRANSFERRING STUDENT

Students transferring from one school to another shall have the grade assigned by the departing school and by the receiving school if registered there for 15 or more days. If a student is transferring to a school in another district at a time near the end of the school year and the school they are transferring to, has already completed the school year, it will be the responsibility of our "sending school" to use good judgment for the benefit of the student involved. Usually no more than 20 school days should apply. The student's grades should be closed out and credit posted. Virtual students taking FLVS content courses receive grades of "WF" or "WP" when transferring prior to course completion per FLVS policy. The principal has the authority to waive class exams (this does not include "End-of Course" exams) in order to close out a student's grades.

- **Transferring Student and Graduation:** students who enter a Clay County school at the 11th or 12th grade level from out-of-state or from a foreign country shall not be required to spend additional time in the high school in order to meet the high school course/credits requirements IF the student has met all course/credit requirements of the school district, state, or country from which he or she is transferring. In addition to credit requirements to receive a standard high school diploma, a transfer student must earn a 2.0 GPA, pass the Algebra I EOC OR have passed an equivalent Algebra I EOC from the transferring state or county, pass the 10th Grade FSA ELA OR receive the concordant scores on the SAT or ACT identified by the Department of Education. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.
- **Transfer Credit Policies and Guidelines:** The "State Uniform Transfer of High School Credits Rule" states that 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. The rule does not require that the transferring school be accredited in order for the credits to be accepted at face value. The rule states that the requested grades

or credits will be accepted if presented as part of an official transcript. An official transcript is a document that is sent directly from the administrator of the school where the credit is earned to the receiving school. An official transcript shall be sent by mail or electronically signed by a school administrator, be on school letterhead, and/or be embossed with the school's seal. An official transcript should clearly identify the school, the student, course number, date the course was taken and the credit earned and grade in each course.

Examples of unofficial transcripts are: hand delivered by the student or parent, delivered to the designated school administrator in an opened envelope, or is on plain paper. The rule, therefore, precludes districts and individual schools from placing any additional requirements or procedures on the transfer of high school credits.

If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school or the student does not possess an official transcript, or if the student is a home education student, credits shall be validated through performance during the first grading period that the student is enrolled in the school. A student transferring into a school shall be placed at the appropriate sequential course level and in order to receive credit, a student should have a minimum grade point average of 2.0 at the end of the first grading period. If a student does not meet this requirement, they shall have their credits validated using the "Alternative Validation Procedure" listed below:

1. Portfolio evaluation by the Superintendent or designee;
2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
3. Demonstrated performance in courses taken through dual Enrollment or at other private schools;
4. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
5. Demonstrated proficiencies on the FSA ELA;
6. Written review of the criteria utilized for a given subject provided by the former school. Student must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in the "Alternative Validation procedure" of this rule, if required.

If the "Alternative Validation procedure" is used, parents are obligated to the findings of the procedure. A school has until the end of the first grading period in which the student is enrolled to validate an official transcript. After this point, all credits and grades are to be accepted at face value.

TRANSFER STUDENT PLACEMENT (Military Dependent Children)

CCSB participates in the Interstate Compact on Educational Opportunity for Military

Children, the purpose of which is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. The district will implement the requirements listed in FS 1000.36.

In order to facilitate on-time graduation for transferring military children enrolled any time in high school, as specified in section F.S. 1000.36, Article VII the following provisions apply:

- A school district must waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school district or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from a school of the sending state, the school of the receiving state must provide an alternative means of acquiring the required course work so that graduation may occur on time.
- States must accept exit or end-of-course (EOC) exams required for graduation from a school in the sending state.
- If a transitioning student who transfers in his or her senior year is ineligible to graduate from a school in the receiving state after all alternatives have been considered, both the sending and receiving state schools must ensure the receipt of the diploma from the sending state school if the student meets the graduation requirements of the sending state school. The student may participate in all local graduation activities.

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

HOPE Scholarship Program students follow these same policies (see the “Student Code of Conduct for more information about this program).

~~TRANSFER OR~~ CHANGE OF CLASS/COURSES OF CLAY COUNTY STUDENTS

A parent may request a transfer of their child(ren) to another classroom teacher within the same grade or course at any time during the year. The parent may not, however, choose a specific classroom teacher. At the time of the request, the school must approve or deny the request within 2 weeks. If the request is denied, the school will notify the parent and specify the reasons for the denial. F.S. 1003.3101

Procedures Concerning Request for Transfer of Students:

1. Parent makes a written request to the school Principal to transfer their child(ren) to another teacher (must be in the same grade level and/or course); Prior to principal consideration, a parent teacher conference must take place;
2. The Principal considers the request and notifies the parent within two weeks. The Principal must consider
 - a. Class size
 - b. Grade and course
 - c. Any variable that would impact the student or class that is being considered (ex., discipline issues, teacher input)
3. If approved, parent and teacher are notified;
4. If not approved, parent is notified with explanation given.

VALEDICTORIAN AND SALUTATORIAN RECOGNITION

When a school awards Valedictorian and Salutatorian status, the following criteria must be met:

- Senior class rank (Valedictorian & Salutatorian inclusive) shall be based on a weighted grade point average on all courses taken in grades 9-12 including virtual courses. Calculations of GPAs for valedictorian and salutatorian shall be made at the conclusion of the eighth semester. If virtual grades are not reported to the school prior to the last day of senior exams, that course should not be included in the determination of valedictorian(s) and salutatorian(s)."
- A high school transfer student shall be given quality point weighting for any course acceptable for transfer if that course is deemed comparable to a course in Clay County that receives a quality point weighting. All courses that carry weight on the grade point average 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.
- Students graduating from a three-year 18-Credit Graduation Program are eligible for valedictorian and salutatorian status. The conclusion of the eighth semester is the deadline for an 18-credit graduation program student to select to graduate and compete for valedictorian or salutatorian status, or continue to complete the 24-credit diploma.
- A student who transfers to or within Clay County during the last year 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:
 - If ranked first in the senior class based on the cumulative weighted GPA, the transfer student would be named Co-

Valedictorian along with the second ranked student. The third-ranked student would be named Salutatorian.

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

VOLUNTARY SERVICE HOURS

Voluntary Service Hours are required for all Bright Futures Scholarship Awards - Florida Academic Scholars, Florida Medallion Scholars, Gold Seal Vocational Scholars and Gold Seal CAPE Scholars : 100, 75 and 30 hours respectively. Students may begin logging and documenting volunteer service hours the summer before the student enters ninth grade. Service hours may include, but are not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. These service hours are not a Florida or school district requirement for graduation with a standard high school diploma.

For student who are attempting to receive school community service hours for an activity, below are the district guidelines:

1. Volunteer service is defined as “assisting where needed in a social issue where the student’s service directly addresses a need in the school or community in areas such as health, education, environment, public safety, etc.;
2. Volunteer service activities ~~must~~ **should** receive prior approval from the school’s designated high school personnel (typically, the student’s high school counselor) to ensure that credit will be awarded to the student;
3. Activities performed at school should be designed to meet greater needs in the areas of health, education, environment, or public safety identified within the school. The benefits of the activities should be extended to individuals or families in need, not to the student’s own family;
4. Volunteer service activities must be unpaid. The student must not be compensated with money, goods, or services for their time;
5. Volunteer service activities must be rendered for “not-for-profit” organizations or agencies;
6. The student may engage in direct, indirect, or advocacy service activities. Definitions and examples of those activities are:
 - a. “Direct Service” involves face-to-face contact with service recipients. Examples include tutoring other students, serving meals at a homeless shelter or working with the elderly in a nursing home;
 - b. “Indirect Service” involves performing a service without having face-to-face contact with the recipients. Usually, resources are channeled to or through an organization to help alleviate a problem. Examples include food and clothing drives, marathons, fundraisers, or environmental projects;
 - c. “Advocacy” involves educating others about a particular social problem with a goal of eliminating the cause of that problem. Examples include writing

letters to legislators or editors, preparing and displaying posters to an identified audience, writing and performing informative plays, or creating educational materials for other target groups;

7. Hours spent in volunteer service activities must be verified by a site supervisor. The appropriate documentation on business letterhead must be signed by the site supervisor. Business letterhead can also be attached to the completed Clay County Volunteer Service Documentation Form;

Activities that **MAY NOT** be approved include, but are not limited to, the following:

- Any activity that violates federal or state laws, which prohibit discrimination on the basis of race, creed, sex, age, color, national origin, marital status, sexual orientation, or disability;
- Co-curricular activities that are course requirements;
- Hours submitted after graduation;
- Fostering of animals in a location other than the shelter associated with a government agency or non-profit organization;
- Any activity whose main purpose is to increase the amount of revenue for a private, for-profit business or to generate new revenue for that business;
- Any activity that replaced a paid staff worker of the agency or institution that the student volunteers with;
- Any activity rendered as a prerequisite for future student employment;
- Any activity that is performed as a result of disciplinary action taken by the school or courts;
- Any activity whose main purpose is to help prepare and/or participate in the performance of a religious service or religious educational activity **UNLESS** the hours are spent addressing a social problem (examples may include: Habitat for Humanity, A community-wide summer Vacation Bible School, etc.);
- Attendance at self-improvement workshops or conferences;
- Participation as an athlete in school sponsored athletics;
- Participation as an assistant or trainer at a school-based sports training camp;
- Participation in regularly scheduled school drama, band, or chorus performances, festivals, or competitions.

WEIGHTED GRADES

Weighted courses earn additional quality points toward the GPA calculation. The traditional 4.0 scale (A = 4, B = 3, C = 2, D = 1, F = 0) is used for athletic eligibility, promotion, Bright Futures, etc. Rank in class is the primary purpose for utilizing a weighted grading scale. Weighted courses include: "Level 3" Career and Technical Education courses, Dual enrollment, IB, AP and AICE courses, all Honors level courses, Foreign Language courses for year 3 and above, Chemistry II, Physics II and Gifted Studies.

EXCEPTIONAL STUDENT EDUCATION

GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES AND TYPES OF DIPLOMAS

Legislation signed on June 20, 2014 by the Governor significantly changed the diploma options for students with disabilities. The legislation in Senate Bill 850 eliminates special diploma options and develops pathways to a standard diploma for all students with disabilities. This legislation is specific regarding the special diploma option. As of June 20, 2014, the special diploma option is available ONLY to students who enrolled in grade nine (9) or higher prior to the 2014-15 school year and the student's Individual Education Plan indicated a selection of special diploma. Students with disabilities who entered the 9th grade before the 2014-2015 school year cannot be switched to special diploma after June 20, 2014.

In compliance with SBER 6A-1.095, FAC (Requirements for High School Diploma) and SBER 61-1.0996, FAC (Graduation Requirements for Certain Exceptional Students), a student with disabilities may exit high school with a special diploma only if this option is specified on the Individual Education Plan prior to the 2014-15 school year.

If a student with disabilities does not fulfill criteria for a diploma, he/she may exit high school with ~~one of the following certificates:~~ a certificate of completion.

- ~~Certificate of Completion~~
- ~~Special Certificate of Completion~~

The selection of a diploma option must take place at an Individual Educational Plan (IEP) meeting during the student's eighth grade school year or during the school year prior to the student becoming age 14, whichever comes first. Since the selection of a diploma option will have a significant impact upon the student's high school curriculum, the IEP team will collaborate with the student's parents/guardians to select the most appropriate diploma option. The IEP team will discuss specific course and credit requirements for each diploma option in order to make an informed decision. The diploma option selected at the IEP meeting is noted on the IEP. At each annual IEP meeting thereafter, the academic performance of the student in relation to the diploma option selected shall be addressed and the diploma recommendation reviewed. If, at any time, a change to the diploma option is recommended or requested, the change must be approved by the parent and is subject to verification of appropriateness by an independent reviewer. Copies of each IEP shall be given to the parents.

STANDARD DIPLOMA

ELIGIBILITY

All students with disabilities who entered 9th grade in 2014-15 must meet the requirements for a standard diploma in order to graduate. Note: Only students with disabilities who enrolled in grade nine (9) or higher prior to the 2014-15 school year and had an Individual Education Plan indicating a selection of special diploma may earn a special diploma rather than a standard diploma. **Students with disabilities exclusively in programs for students with Visual and Speech Impairments, Gifted or Homebound or Hospitalized must pursue a standard diploma.**

REQUIREMENTS FOR GENERAL STANDARDS DIPLOMAS

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

- Earn a passing grade on the required statewide assessment(s) or meet the waiver requirements.
- Successfully complete the required credits in grades 9-12. Students with disabilities must earn required credits in district approved education courses listed in the Course Code Directory in order to meet the credit requirements for a standard diploma. Students with disabilities may meet the elective credit requirements by earning credits in basic, vocational or exceptional student education courses as allowed by the standard diploma option selected.
- Attain the same cumulative grade point average required in the general education section of Student Progression Plan.

WAIVER OF STATEWIDE, STANDARDIZED ASSESSMENT RESULTS FOR STUDENTS WITH DISABILITIES

Section 1008.22(3)(c)1., Florida Statutes (F.S.), requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. Assessment results may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade and a standard high school diploma.

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.: The term “student with a disability” means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.
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.

Students with disabilities who choose to pursue the 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option, may be eligible for a waiver of statewide, standardized assessment results as long as they meet all of the waiver requirements and the requirements for the ACCEL option.

Students pursuing a standard diploma with a scholar diploma designation are not eligible for a waiver. In order for a student to earn a scholar diploma designation, a student must meet the requirements of s. 1003.4285, F.S.

REQUIREMENTS FOR SPECIFIC STANDARD DIPLOMAS

For those who have selected a General Standard Diploma, the following additional options may be discussed at an IEP team meeting and selected if appropriate.

Standard Diploma via Access Courses: This diploma is ONLY available to students with significant cognitive disabilities who are enrolled in access courses. The following may be considered:

- Substitution of eligible Career Technical Education (CTE) courses for required access courses. Eligible CTE courses are noted in the state course code directory.
- Modified expectations or outcomes to the CTE curriculum if CTE substitutions have been selected in lieu of required access courses.
- Waiver of the Florida Standards Alternate Assessment for the purpose of receiving a course grade and a standard high school diploma. If this option is recommended by the IEP team, the parent must approve it. In addition, a Graduation Portfolio must be developed in the area (reading,

math, science) in which the waiver is granted.

Standard Diploma via Academic Courses and Employment Competencies: This may be considered when the IEP team has determined that mastery of both academic and employment competencies are the most appropriate way for the student to demonstrate skills. If this option is selected, an appropriate and signed Employment Transition Plan must be in place and separate from the IEP. Also, in addition to meeting the requirements noted for the general standard diploma, the IEP team may discuss and opt to substitute eligible Career Technical Education (CTE) courses for required core academic courses. Eligible CTE courses are noted in the state course code directory.

Standard Diploma Merit Designation, Standard Diploma Scholar Designation, Advanced International Certificate of Education, State of Florida High School Performance-Based Diploma, State of Florida High School Diploma, International Baccalaureate, Standard Diploma ACCEL 18 Credit Option: Specific requirements for each of these diploma types can be found in the Secondary Education section of this manual.

CERTIFICATE OF COMPLETION

According to statute, a Certificate of Completion is awarded to any student with a disability who has met all requirements for graduation with a standard diploma, except for passing the Statewide Assessment Program. The awarding of a certificate of completion to students with disabilities does not prevent a student with a disability from pursuing a standard diploma. A student with disabilities may continue to pursue a standard diploma until his/her 22nd birthday

DEFERRAL OF GRADUATION/RECEIPT OF STANDARD HIGH SCHOOL DIPLOMA

This applies only to students with disabilities pursuing a standard diploma during the school year in which the student is expected to graduate. [Students who receive a special diploma or a certificate of completion do NOT need to defer receipt of the special diploma or certificate in order to continue to receive FAPE.] The IEP team must review the benefits of deferring and describe in writing the services and programs available to the student who wishes to defer. The decision is made by the parent or the student if over age 18 during the year the student is expected to meet all of the requirements for a standard diploma, which is the senior year. Additionally, the decision to defer must be made by May 15 of the senior year. A student with a disability may only defer receipt of a standard diploma if:

- The IEP includes special education, transition planning, transition services, or related services through age 21 AND
- The student is enrolled in one or more of the following:
 - Accelerated college credit instruction (dual enrollment and early admission, advanced placement, and credit by examination)
 - Industry certification courses that lead to college credit (check with

- the Career-Technical Education department for courses that apply)
- Collegiate high school program (International Baccalaureate program, or Advanced International Certificate of Education program)
- Courses necessary to satisfy the Scholar designation requirements (the scholar designation requires satisfactory completion of additional academic courses and assessments; see fldoe.org for additional information)
- A structured work-study program (any program that is designed to prepare the student for employment), internship, or pre-apprenticeship program (for students who are at least 16 years old).

GIFTED PROGRAM

A student is eligible for special instructional programs for the Gifted from kindergarten through grade 12 if the student meets one of these criteria:

A. The student demonstrates:

1. The need for a special program.
2. A majority of characteristics of Gifted students according to a standard scale or checklist.
3. Superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence.

or

B. The student is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of underrepresented groups in programs for students who are Gifted. Underrepresented groups are defined in Rule 6A-6.03019, F.A.C., as students with limited English proficiency or students from low socio-economic status families.

When a student is determined eligible for this program, an Educational Plan is developed. In grades K-6, Clay County District Schools utilizes the research based Gifted Enrichment Model as the best way to meet the depth and complex needs of elementary students who are Gifted. In grades 7-8, junior high schools may utilize academic content courses or provide support facilitation. Students who are Gifted articulating from grade 8 to 9 will have an Educational Plan articulation meeting to address appropriate services.

In order to ensure that Exceptional Student Education Services are provided for all students who are Gifted, the following principles should guide decision making:

- The Educational Plan (EP) drives the Gifted service; students must attend the Gifted class, or receive the Gifted services, as they do any other required instruction. Participation in Gifted classes cannot be used as a reward.

- The Educational Plan identifies the amount of time a student receives instruction with the Gifted teacher. If any changes are needed to the Educational Plan, individual EP meetings must be held (including the parent/guardian) to address the changes. The changes must be described in Present Level of Educational Performance.
- Students who attend Gifted Enrichment classes are responsible for concepts covered in their general education class. The general education teacher should try to schedule critical lectures, presentations of new material, and tests at a time when the Gifted students are present. Any critical material covered when the Gifted students are receiving their required Gifted service will be provided to students upon their return to class.
- Students who are Gifted attending an enrichment class are NOT required to make up classwork or homework missed while participating in activities with the Gifted teacher. Additionally, missed classwork must not be assigned as homework. However, the students may be held responsible for key concepts covered during their absence.
- Middle school students who attend a Gifted class for content instruction receive their grade for that subject from the Gifted teacher.
- In order to be considered an ESE service, all Gifted classes (Enrichment classes at elementary school or Gifted academic content courses at the junior high school) must be taught by a Gifted Endorsed Teacher and the classes must be comprised of only students who are Gifted.

PERFORMANCE STANDARD REQUIREMENTS

~~All Florida students participate in the state's assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points in Language Arts, Mathematics, and Science. Access Points reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity. Student performance is assessed at three levels of complexity.~~

~~The three performance/functional levels are:~~

- ~~• **Independent Level**~~
- ~~• **Supported Level**~~
- ~~• **Participatory Level**~~

~~Students' achievement is reported through performance levels described as emergent, achieved and commended. Access Points are academic expectations written specifically for students with significant cognitive disabilities. It is~~

~~expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA.~~

~~NOTE: Access courses can only be used for students with significant cognitive disabilities who are eligible for alternate assessment. Determining the specific benchmarks within each strand and the functional level(s) applicable to a student shall be the responsibility of the IEP Committee.~~

~~TYPES OF CERTIFICATES: OVERVIEW~~

~~—For students with disabilities who have meet some, but not all, of the requirements for the specified diploma option on the IEP, a certificate is awarded in lieu of a diploma.~~

~~CERTIFICATE OF COMPLETION~~

~~—According to statute, a Certificate of Completion is awarded to any student with a disability who has met all requirements for graduation with a standard diploma, except for passing the Statewide Assessment Program.~~

~~SPECIAL CERTIFICATE OF COMPLETION~~

~~—The special certificate of completion is awarded to students with disabilities who have met all applicable requirements for a certificate of completion, but are unable to meet the appropriate special state minimum requirements.~~

~~CONSIDERATION~~

~~The awarding of a certificate of completion to students with disabilities does not prevent a student with a disability from pursuing a standard diploma. A student with disabilities may continue to pursue a standard diploma until his/her 22nd birthday.~~

~~A. CLASSROOM ACCOMMODATIONS~~

~~ESE and 504 students~~ should receive classroom accommodations as listed in their IEP or 504 Plan. Accommodations are implemented in all general basic education courses, and ~~to~~ Career and Technical Education (CTE) courses and programs of study shall be made as needed to assure students the opportunity to meet requirements for course completion and high school graduation requirements for a standard diploma. The appropriate accommodations shall be determined on the basis of the assessed needs of the student and shall be reflected in his/her IEP. Accommodations to these courses shall not include modifications to the student performance standards.

B. DISTRICT AND STATEWIDE ASSESSMENT ACCOMMODATIONS

Allowable district and state standardized assessment accommodations should be considered by the IEP team at annual IEP reviews. Note that only allowable accommodations approved by any specified standardized assessments are permissible. Parents and students should be made aware that there may be accommodations used in the classroom that are not permissible on standardized assessments.

Teachers are to use appropriate testing accommodations, identified on the IEP, for a student with disabilities in all situations.

C. FLORIDA STANDARDS ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Participation Guidelines:

~~The Florida Standards Alternate Assessment is an alternate achievement standards-based assessment designed specifically for students with significant cognitive disabilities. Individual Education Plan (IEP) teams are responsible for determining whether students with disabilities will participate in alternate assessment.~~

All Florida students participate in the state's assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points in Language Arts, Mathematics, and Science, and Social Studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

The decision for a student with a disability to participate in the statewide alternate assessment is made by the Individual Educational Plan (IEP) team and recorded on the IEP. The IEP team should consider the student's present level of educational performance in reference to the Florida Standards Assessments and Next Generation Sunshine State Standards Assessments. ~~In order to facilitate informed and equitable decision making, IEP teams should answer each of the following questions when determining whether or not a student should participate in the Florida Standards Alternate Assessment:~~

Questions to Guide the Decision-Making Process to Determine How a Student with Disabilities will Participate in the Statewide Assessment Program	YES	NO
1. Does the student have a significant cognitive disability?		

2. Even with appropriate and allowable instructional accommodations, —assistive technology, or accessible instructional materials, does the —student require modifications to the grade level general state content —standards?		
3. Does the student require direct instruction in academics areas of —English language arts, mathematics, social studies, and science based —on access points in order to acquire, generalize, and transfer skills —across settings?		

All of the following criteria must be met:

- a). The student has a significant cognitive disability.
- b). Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications to the grade-level general state content standards as defined in rules 6A-6.03411(1)(z) and 6A-1.09401 of the Florida Administrative Code (F.A.C.).
- c). The student requires direct instruction in academic areas of English language arts, math, social studies and science, based on access points, in order to acquire, generalize and transfer skills across settings.
- d). The parent must sign consent in accordance with Rule 6A-6.0331(10), F.A.C.

~~If the IEP team determines that all three of the questions accurately characterize a student's current educational situation,~~ If the student meets all of the criteria for alternate assessment, ~~then~~ the student should be enrolled in access courses and the Florida Standards Alternate Assessment should be used to provide a meaningful evaluation of the student's current academic achievement.

If ~~"yes" is not indicated in all three areas,~~ then the student does not meet the criteria, the student should be instructed in ~~the~~ general education courses and participate in the general statewide standardized assessments with or without accommodations as appropriate.

Student performance is assessed four levels of achievement. For all grade levels and content areas, the minimum scale score in Achievement Level 3 is identified as the passing score.

The four achievement levels are:

Level 1

Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.

Level 2

Students at this level demonstrate a limited level of success with the Florida Standards Access Points.

Level 3

Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.

Level 4

Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.

NOTE: Access courses can **only** be used for students with significant cognitive disabilities who are eligible for alternate assessment. Determining the specific **benchmarks** within each strand and the functional level(s) applicable to a student shall be the responsibility of the IEP Committee. **It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA.**

REPORT CARDS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

~~—Students in kindergarten through second grade with significant cognitive disabilities and working on the Participatory or Supported Level Access Points will be evaluated with a modified report card. All other students will be evaluated with the standard grade level report card.~~

ADULT EDUCATION

ADULT HIGH SCHOOL DIPLOMA

Adult High School Eligibility Requirements

- He/she must be withdrawn from a secondary institution and beyond compulsory school age; but cannot be over the age of 21.
- He/she must meet with a Clay County Adult Education advisor before they are enrolled. An official transcript should be available at this time so that a review of past academic history can be conducted;
- Due to limited course offerings, it is recommended that an eligible Adult High School student must have previously attained 20 credits. The balance of credits (24 is required for graduation) may be completed through the Adult High school program;
- Classes will be available 1 day per week unless otherwise noted. Please inquire about the location of the classes from the Adult Education office. Students are allowed to work outside of the classroom in order to expedite completion of the program. However, all testing or assessments must be done in the lab setting at the Adult Education location;

- All students, regardless of residency status, must pay a \$30 tuition fee, per trimester.
- Registration for returning adult education students who have been administratively withdrawn for disciplinary or attendance reasons or who do not remain continuously enrolled will pay a \$10.00 re-entry fee.
- Please check with the Adult Education office on times and locations of classes.
- Office hours and phone number: 904-272-8170
 - 7:30 a.m.-8:00 p.m. Monday-Thursday
 - 7:30 a.m.-3:00 p.m. Friday

GRADUATION REQUIREMENTS

The following sequence of graduation requirements is necessary for graduation from the Adult High School Credit Program in the Clay County School District. Additionally, each student must complete each course with at least 70% mastery. Students must accumulate 24 credits, post a 2.0 GPA and pass the FCAT.

Language Arts	4
Mathematics	4
Science	3
Social Studies	3
Physical Education	0 (1/2 credit can be accepted)
Fine Arts	1/2 (Art and Other Cultures, etc.)
Practical Arts	1/2
Electives	9
TOTAL	24

EXPLANATION OF EACH SUBJECT AREA

- 1. Language Arts (4)**
These courses fulfill the required four credits. These required courses should have the word English in the course title. (ENGLISH I, II, III, IV). The major emphasis will be centered on Literature and Composition.
- 2. Mathematics (4)**
Students must pass Algebra I, its equivalent, or a higher math in order to meet the math requirement.
- 3. *Science (3)**
No specific course requirements apply. Physical Science and Biology, however, is highly recommended.
- 4. Social Studies (3)**
The Social Studies requirement include 1 credit in American History, 1 credit in World History, 1/2 credit in Economics, and 1/2 credit in American Government.
- 5. **Fine Arts (1/2)**
The 1/2 credit may be accepted for Adult Education students. These courses include Drama, Music and Dance in which manual dexterity is required.
- 6. **Practical Arts (1/2)**

Courses in the Practical Arts may be accepted. Please refer to the Practical Arts Course Guide.

7. Life Management Skills (1/2)

A ½ credit in Life Management Skills is no longer required; however, if a student has received a passing grade in this course it will be accepted.

8. Electives (9)

Credit in elective areas fluctuates yearly to accommodate the total credits to be earned.

Special Note:

With appropriate documentation, adults can receive up to two elective credits for successful military experience.

There are many students who come to Adult Education without having a Fine Arts, Physical Education, Practical Arts and Life Management Skills credit. Because these courses are not offered specifically, they are often substituted with courses such as: Art and Other Cultures, Environmental Science, Marine Science, Writing Composition, Journalism, Contemporary Literature, Florida Law, Florida History, Psychology and Sociology.

****** One (1) credit in either Fine Arts or Practical Arts will also meet this requirement.