



STUDENT PROGRESSION PLAN

2021² - 2022³

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TABLE OF CONTENTS

INTRODUCTION	7
FLORIDA STATE ACADEMIC STANDARDS	7
GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT, AND PLACEMENT.....	7
STATEWIDE STUDENT ASSESSMENT PROGRAM.....	9
GENERAL PROCEDURES FOR DROPOUT PREVENTION PROGRAMS AND ACADEMIC INTERVENTION PROGRAMS.....	9
MILITARY FAMILIES AND TRANSFERS	11
TRANSFER OF EDUCATIONAL RECORDS AND ENROLLMENT	11
ABSENCE AS RELATED TO DEPLOYMENT ACTIVITIES.....	12
GRADUATION OF CHILDREN FROM MILITARY FAMILIES	13
ELIGIBILITY.....	13
OVERSIGHT, ENFORCEMENT, AND DISPUTE RESOLUTION	13
ATTENDANCE.....	14
HABITUAL TRUANCY	15
EXCUSED/UNEXCUSED ABSENCES	16
ELEMENTARY EDUCATION (K-6)	18
ADMISSION AND DISTRICT REQUIREMENTS.....	18
TRANSFER DISTRICT REQUIREMENTS	20
ELEMENTARY INSTRUCTION.....	22
PHYSICAL EDUCATION AND RECESS	22
REGULAR PROGRAM.....	23
HOMEWORK (SDCC Policy 4.40)	23
READING DEFICIENCIES AND PARENTAL NOTIFICATION (F.S.1008.25).	23
STATEWIDE ASSESSMENTS (F.S. 1008).....	25
LOCAL ASSESSMENTS	26
ELIGIBILITY FOR ALTERNATE ASSESSMENT	26
FLORIDA STANDARDS ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES	26
GUIDELINES FOR EXEMPTION OF ENGLISH LANGUAGE LEARNERS (ELL).....	28
REPORTING PUPIL PROGRESS.....	28
REPORT CARDS - F.S. 1003.33	28
REPORT CARDS K-1.....	29
REPORT CARDS 2-6.....	30

HONOR ROLL (GRADES 2-6 ONLY).....	30
ELEMENTARY GRADE PLACEMENT K-6	31
MULTIPLE BIRTH SIBLINGS/CLASSROOM PLACEMENT (s.1003.06, F.S.)	31
PROMOTION.....	31
PROMOTION (K-2, 4-6).....	32
DETERMINATION REGARDING PROMOTION	34
PROMOTION TO FOURTH GRADE.....	34
STANDARDS FOR MID-YEAR PROMOTION OF RETAINED THIRD GRADERS — RULE 6A-1.094222	41
DETERMINATION REGARDING PROMOTION	42
ACCELERATION	42
STUDENTS WITH DISABILITIES—covered in grade 4 promotion section	43
REMEDIAL covered in interventions, out-dated info.....	44
REMEDIAL K-6.....	44
SECONDARY SCHOOL REFORM (TO INCLUDE SIXTH GRADE)	44
SIXTH GRADE FAST TRACK PROGRAM.....	45
RETENTION	45
GENERAL REQUIREMENTS	45
MANDATORY GRADE 3 RETENTION AND SUPPORT (F.S. 1008.25) Bianca	46
EXEMPTION FOR GOOD CAUSE.....	48
GOOD CAUSE EXEMPTIONS FOR GRADE 3 Bianca.....	48
PRINCIPAL’S RESPONSIBILITY — GOOD CAUSE (F.S. 1008.25) Bianca	49
PROMOTION (K-2, 4-6) Bianca	49
EXTENDED DAY PROGRAMS.....	51
DEFINITION	51
STUDENT ELIGIBILITY FOR ACADEMIC TUTORING AND SUMMER READING CAMP	51
REQUIRED PROGRAM OF STUDY K-6 duplicated info.....	52
SPECIAL PROGRAMS AVAILABLE	52
TITLE I BASIC READING AND MATHEMATICS ACADEMIC SERVICES ...	52
VOLUNTARY PRE-KINDERGARTEN PROGRAM (VPK)	52
SECONDARY EDUCATION.....	54
ARTICULATED ACCELERATION	54
ASSESSMENT EXEMPTION.....	55
BRIGHT FUTURES SCHOLARSHIP PROGRAM.....	55

SERVICE HOURS	56
CALCULATING GRADES AND GRADE POINT AVERAGE.....	58
COLLEGE READY TEST SCORES.....	58
CORRESPONDENCE COURSES.....	59
JUNIOR HIGH SCHOOL COURSE SEQUENCING.....	59
COURSE SUBSTITUTIONS.....	60
CREDIT ACCELERATION PROGRAM (CAP)	61
DROPPING/TRANSFERRING FROM HONORS OR ADVANCED COURSES	62
END-OF-COURSE (EOC) EXAMS	62
FLORIDA SEAL OF BILITERACY	64
FOREIGN EXCHANGE STUDENT GUIDELINES	65
GRADE FORGIVENESS “D” AND “F”.....	66
GRADING SCALE	66
GRADUATION EXERCISES/DIPLOMAS	67
GRADUATION OPTIONS	68
GRADUATION REQUIREMENT: CPR TRAINING	74
STATE REQUIRED INSTRUCTION Roger	74
HOME EDUCATION	75
HONOR ROLL.....	77
INTERIM REPORTS	77
INTERSCHOLASTIC PARTICIPATION.....	77
OFFENSES AGAINST INTELLECTUAL PROPERTY	78
PERFORMANCE STANDARDS	78
PHYSICAL EDUCATION.....	78
PROMOTION AND RETENTION.....	78
PROMOTION AND PLACEMENT OF JUNIOR HIGH STUDENTS	80
PROMOTION AND PLACEMENT OF HIGH SCHOOL STUDENTS	82
READING AND MATH REMEDIATION – BIANCA TO REVISE.....	83
SCHEDULE CHANGES.....	84
SEMESTER EXAMS	84
SPECIAL CONSIDERATIONS.....	85
SUMMER SCHOOL: CREDIT RECOVERY/GRADE FORGIVENESS	85
TERMINATION OF SCHOOL PLACEMENT AT AGE 16	86
TRANSFERRING STUDENT	86

TRANSFER STUDENT PLACEMENT (Military Dependent Children).....	88
CHANGE OF CLASS/COURSES OF CLAY COUNTY STUDENTS	89
VALEDICTORIAN AND SALUTATORIAN RECOGNITION	89
WEIGHTED GRADES	90
CLAY VIRTUAL ACADEMY	90
AGE REQUIREMENTS	91
COURSE OFFERINGS	92
STATE TESTING REQUIREMENT.....	92
ACADEMIC INTEGRITY.....	92
ELEMENTARY HANDWRITING STANDARDS AND EXPECTATIONS	92
ACADEMIC REQUIREMENTS FOR FULL-TIME STUDENTS	92
REQUIREMENTS FOR STUDENTS WITH DISABILITIES	93
TECHNOLOGY REQUIREMENTS	93
APPLICATION/ENROLLMENT PROCESS FOR FULL-TIME STUDENTS	93
PACING AND WEEKLY WORK REQUIREMENTS	94
GRACE PERIOD.....	94
RESUBMISSIONS	95
FINAL GRADES.....	95
STUDENT CONTACT AND DROP POLICY	95
COURSE REINSTATEMENT.....	96
ACADEMIC REVIEW PROCESS	97
GRADUATION.....	97
FLVS FULL-TIME AND FLVS FLEX THROUGH HOME EDUCATION OFFICE	97
ENGLISH LANGUAGE LEARNERS (ELL).....	97
MULTI-TIERED SYSTEM OF SUPPORTS/RESPONSE TO INTERVENTION PLAN/PROGRESS MONITORING	98
EXCEPTIONAL STUDENT EDUCATION	103
EXCEPTIONAL STUDENT EDUCATION.....	103
GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES AND TYPES OF DIPLOMAS.....	103
STANDARD DIPLOMA.....	104
REQUIREMENTS FOR GENERAL STANDARDS DIPLOMAS.....	104
WAIVER OF STATEWIDE, STANDARDIZED ASSESSMENT RESULTS FOR STUDENTS WITH DISABILITIES	104

REQUIREMENTS FOR SPECIFIC STANDARD DIPLOMAS..... 105
ESE SERVICES AND THE PROVISION OF FAPE..... 106
CERTIFICATE OF COMPLETION 106
DEFERRAL OF GRADUATION/RECEIPT OF STANDARD HIGH SCHOOL
DIPLOMA 106
EXTENDED SCHOOL YEAR SERVICES 107
GIFTED PROGRAM..... 107
SECTION 504 ELIGIBILITY 108
CLASSROOM ACCOMMODATIONS FOR SECTION 504 AND ESE..... 108
DISTRICT AND STATEWIDE ASSESSMENT ACCOMMODATIONS..... 109
HOSPITAL/HOMEBOUND 109

DRAFT

INTRODUCTION

Clay County District Schools (CCDS) is pleased to present the 2022-23 District Student Progression Plan. It will continue to evolve as new legislation is implemented. The purpose of this document is to present to school personnel, parents, students, and other ~~interested citizens~~ stakeholders 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 ACADEMIC STANDARDS

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~~ This represents the core content of the curricula to be taught and specifies ies the core content knowledge and skills that K-12 public school students are expected to acquire to be college and career ready. ~~The 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 clusters 9-12.

GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT, AND PLACEMENT

Student promotion in the Clay County District Schools 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 student'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 grade appropriate achievement levels in English Language Arts (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.~~ The plan may include one or more of the following components as considered appropriate by the school administration in addition to evidence-based Tier 1 core instruction with differentiation in alignment with Universal Design for Learning for all students: Tier 2 evidence-based Supplemental Instruction/Intervention; Tier 2 evidence-based Supplemental Instruction/ Intervention and Tier 3 evidence-based Intensive, Individualized Instruction/Intervention; 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 students 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 documented by either the student's Multi-Tiered System of Supports (MTSS) Intervention 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:

- ~~Assess the annual learning gains of each student toward achieving the Florida Standards or Next Generation Sunshine State Standards~~ Align to the core curricular content established in the state academic standards, appropriate for the student's grade level.
- Provide data for making decisions regarding school accountability and recognition.
- 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.
- Assess how well educational goals and curricular standards are met at the school, district, and state levels.
- Provide information to aid in the evaluation and development of educational programs and policies.
- 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. 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 one

or more of the following Early Warning System criteria:

- 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 achievement levels in reading, mathematics, or writing.
 - Course failure in English Language Arts or mathematics during any grading period. A Level 1 score on the statewide, standardized assessments in English
 - Language arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency under s. 1008.25(5)(a).
- The student's attendance is below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- The student has one or more suspensions, whether in school or out of school.
- The student has a pattern of excessive absenteeism or has been identified as a habitual truant.
- 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:
 - 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
 - Severely threatens the general welfare of students or others with whom the student comes into contact.
- The student is identified by a school's early warning system pursuant to s. 1001.42(18)(b).
- "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 a 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. The district will implement the requirements listed in FS 1000.36.

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 sending school will furnish the records within three (3) school days (not including staff holidays);
- ~~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:

- 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;
 - An official letter or transcript from the school authorities of the sending school showing attendance, academic and grade placement information;
 - ~~Documented evidence of immunization;~~
 - Evidence of date of birth.
 - FL680 and Physical must be provided within 30 days of enrollment when a copy of the military transfer orders are presented.
 - Proof of residency for the registering school (current mortgage statement, lease or deed AND current utility bill).
- Advance Enrollment – allows the military family to register for school without a physical address based on transfer orders, however, the family must provide proof of residency showing zoning with 10 days of arrival.
 - When the student transfers before or during the school year, the receiving school will initially honor the 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:
 - Exit or end-of-course exams required for graduation from the sending state;
 - National norm-referenced achievement tests;
 - 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 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 care of a 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 District Schools with questions pertaining to this subject.

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. It is the responsibility of the parent/guardian and students to follow the state statute and attend school daily and on time. Research indicates that students with regular attendance benefit from academic instruction.

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~~ 1 interventions should be implemented school-wide and can include contests, recognition of good/improved attendance etc. Tier ~~two~~ 2 interventions are teacher/classroom based, and Tier ~~three~~ 3 interventions are implemented by a multidisciplinary team. Once Tier ~~one~~ 1 and Tier ~~two~~ 2 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 (Children in Need of Service) 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.

Good Attendance- A student has missed fewer than 5% of school days(generally less than 4-5 days is a semester.)

At-Risk- A student has missed between 5 - 10% of school days (generally 5-9 days in a semester.)

Habitual Truancy- A student who has missed 15 days within a semester.

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, the 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 facilitating 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).

If the parent or guardian in charge of the student refuses to participate in the remedial attendance interventions and 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).

If the board’s final determination is that the strategies of ~~the multidisciplinary Team~~ and interventions of the attendance procedures 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

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

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 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 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.
- 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.

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.

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 [an](#) 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.

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.

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.

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.

Missed instructional time due to tardiness and early departures shall be accumulated as excused or unexcused using the same policies as for absent days.

~~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.~~

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.

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. 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.

Attendance for CVA is documented as follows:

- All K-12 students must submit the weekly work required (as listed on the pacing chart for each course) by 4:59 p.m. on Friday of each week to be counted for attendance purposes.
- Students in grades K-5 must ~~follow pace chart for each week~~ attend weekly scheduled live lessons with their teacher.
- ~~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;~~
- ESE students must attend their scheduled support sessions with their contact teacher.
- Daily VSA login data can be used to determine attendance for any K-12 student whose 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)

ELEMENTARY EDUCATION (K-6)

ADMISSION AND DISTRICT REQUIREMENTS

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.**

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:

- Enrollment in a public school; or
 - 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.**

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:

- 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~~ this evidence 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.

- A certificate showing a school entry health examination performed within one year prior to enrollment. Exemptions will be granted on religious grounds upon receiving a written request from parents or guardian stating objections to the examination. (F.S. 1003.22)
- 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 **
 - Two doses of varicella vaccine for grades 10-12

*If a 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 a health care provider.
- An official letter or transcript from the proper school authority which shows record of attendance, academic information, and grade placement of the student.
- Social Security Number (District request)
- Proof of Residency
 - Current mortgage statement, lease or deed
 - Current utility bill
 - Parent's government issued photo ID

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):

In-State Transfers from Nonpublic Schools to Kindergarten

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

- Evidence of date of birth (five years of age on or before September 1)
- Proof of immunization [evidenced on the FL 680 or 681](#)
- Evidence of medical examination performed within the last twelve months ~~and~~
- Social Security Number (District request)
- [Proof of Residency](#)

In-State Transfers from Nonpublic Schools to First Grade

Pupils transferring from a nonpublic first grade must provide:

- Evidence of successful completion of kindergarten in a nonpublic Florida school
- Evidence of date of birth (six years of age on or before September 1)
- Evidence of medical examination performed within the last twelve months
- Proof of immunization [evidenced on the FL 680 or 681](#) ~~and~~
- Social Security Number (District request)
- [Proof of Residency](#)

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:

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

- [Proof of Residency](#)

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:

- Age and maturity;
- Standardized achievement test results;
- Previous record in public and private schools which include state assessments and;
- 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)

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.**

Students enrolled in Clay Virtual Academy or FLVS courses will only have grades transferred upon completion of each segment. There are no partial/quarter grades for CVA/FLVS courses.

Transfers from one ~~CCSD~~ [CCDS](#) elementary school to another will be through the Student Information System.

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.

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 of the 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.

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 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 two 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:

- 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;
- The Principal considers the request and notifies the parent within two weeks. The Principal must consider:
 - Class size
 - Grade and course
 - Any variable that would impact the student or class that is being considered (ex., discipline issues, teacher input)
- If approved, parent and teacher are notified;
- If not approved, the parent is notified with an explanation given.
- 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.

ELEMENTARY INSTRUCTION

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:
 - the parent requests that student enroll in one of the courses provided by the school as an alternative option to physical education
 - the 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)

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.

READING DEFICIENCIES AND PARENTAL NOTIFICATION (F.S.1008.25)

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. In addition, a school may not wait until an evaluation conducted pursuant to s. 1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional. 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 student who exhibits a substantial deficiency in reading, must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in reading, 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.
- A description of the current services that are provided to the child.
- 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.
- That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
- 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.
- 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.
- 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 the ability to read at grade level.

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 ELL](#) and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of [English Language Learner ELL](#) students shall receive priority.

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

- Submit an application to an eligible nonprofit scholarship-funding organization by the deadline established by such organization; StepUpForStudents.org
- 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.

STATEWIDE ASSESSMENTS (F.S. 1008)

Students in ~~grades~~ voluntary pre-kindergarten through 6th grade are evaluated through the use of a coordinated screening and progress monitoring system annually provided by the Florida Department of Education. **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~~ will be provided intensive, explicit, systematic, and multisensory interventions to ~~determine the nature of the student's difficulty and academic needs~~ meet their academic needs. Test accommodations and modification of procedures may occur, as necessary, for students in Exceptional Student Education, ~~for~~ students with a 504 plan, and for students who have Limited English Proficiency, are as provided through the Individual Education Plan (IEP), 504 Plan or the English Language Learner ELL 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**— 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.~~

Beginning with the 2022-2023 school year, the end-of-year comprehensive progress monitoring assessment administered pursuant to s. 1008.25(8) (b)2. is the statewide, standardized ELA assessment for students in grades 3 through 10 and the statewide, standardized mathematics for students in grades 3 through 8. The statewide grade 5 science assessment shall be administered annually.

LOCAL ASSESSMENTS

Progress Monitoring

- ~~Clay County District schools will use the i-Ready Progress Monitoring reading diagnostic three times a year for reading progress monitoring in grades K-8. *K-3~~
- Clay County District schools will use the Lexia Learning Platform
 - Core 5: pre-kindergarten to 5th grade
Lexia Core 5 reading is an adaptive, blended learning program that accelerates the development of literacy skills for students of all abilities.
 - Power Up: 6th to 12 grade
Accelerates literacy gains for students in grades 6 to 12 who are at risk of not meeting college and career-ready standards.
- 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~~ math 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.

ELIGIBILITY FOR ALTERNATE ASSESSMENT

FLORIDA STANDARDS ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Participation Guidelines

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, 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.

Per section 1008.22, Florida Statutes, and Rule 6A-1.0943 F.A.C., only students with significant cognitive impairment are eligible to participate in the FSAA program. Therefore, students with a primary disability category of SLD must not participate in the FSAA program and subsequently should not be enrolled in access courses that align to the FSAA program.

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.

All of the following criteria must be met:

- The student has a significant cognitive disability.
- 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.).
- 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.
- The parent must sign consent in accordance with Rule 6A-6.0331(10), F.A.C

If the student meets all of the criteria for alternate assessment, 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 the student does not meet the criteria, the student should be instructed in 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.

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)~~ ELL students who are identified as LY, or active ESOL learners are required to take the annual ACCESS assessment in accordance with Rule 6A-6.0902.

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.

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.**

REPORT CARDS K-1

The Report Cards for K-1 students will include grades earned in language arts, mathematics, social studies, and science/health. These grades are evaluated through the use of the following scale:

- 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 meet 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 2-6

The Report Cards for 2-6 students will include grades earned in language arts, mathematics, social studies, and science/health are evaluated 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 2-6 ONLY)

To be eligible for the Honor Roll in grades 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.

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 a year-long "A" honor roll the student must attain "A" honor roll each grading period during the year.

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 a year-long honor roll for "AB" the student must achieve the 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.).**

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.

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's State academic 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's Standards Assessment of Student Thinking (F.A.S.T).

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.

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

- Proficiency with state standards as determined by i-Ready diagnostic the State-wide coordinated screening and progress monitoring tool reports in for grades K-8*
- Student growth as determined by i-Ready diagnostic reports in grades K-8*
- Classwork and formative/summative assessments (reported grades)
- Performance on required statewide assessments
- Other objective data presented by teacher (Achieve3000 Lexile Level, ~~LLI~~ Lexia Reading Level, etc.)
- Recommendation of the Individual Education Plan (IEP) team.

PROMOTION (K-2, 4-6)

In grades K-2 and 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 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 considered when making this decision for promotion:

- Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program based on the initial date of entry to a school in the United States, who have previously been retained at least one year in the grade grouping, and are on a monitoring plan.
- Students with disabilities whose Individual Education Plan indicates that participation in State/District standardized testing is not appropriate.
- 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 have a 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), school 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](#) Promotion to Fourth Grade.

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.

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.

~~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. Covered in TAP~~

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 advanced grade. Parents will be notified of the placement, and it will be documented in the student's record.

The principal should receive input from the Exceptional Student Education student's Individual Education Plan or Educational Plan regarding the appropriateness of placement.

Students in grade 6 must earn a promotion credit in language arts, mathematics, 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.~~

~~DETERMINATION REGARDING PROMOTION~~

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

- ~~● Proficiency with state standards as determined by i-Ready diagnostic the State-wide coordinated screening and progress monitoring tool reports in for grades K-8*~~
- ~~● Student growth as determined by i-Ready diagnostic reports in grades K-8*~~
- ~~● Classwork and formative/summative assessments (reported grades)~~
- ~~● Performance on required statewide assessments~~
- ~~● Other objective data presented by teacher (Achieve3000 Lexile Level, LLI Lexia Reading Level, etc.)~~

~~Recommendation of the Individual Education Plan (IEP) team.~~

PROMOTION TO FOURTH GRADE

Reading Deficiency and Required Parental Notifications

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 was having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait

until an evaluation conducted pursuant to s. 1003.57, F.S., is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under Chapter 490, F.S., which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. The parent of any student who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments or teacher observations, 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 student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
8. The district's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.
9. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485, F.S., and information on parent training modules and other reading engagement resources available through the initiative.

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already

being implemented have not resulted in improvement.

Additionally, each school district shall provide written notification to the parent of a student who is retained in grade 3 that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for good cause exemption. This notification must comply with the aforementioned notification for parent of a student with a substantial deficiency in reading and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. (s. 1008.25(5), F.S., and s. 1008.25(7), F.S.)

Requirements for Promotion to Grade 4

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. 1008.22, F.S., for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the grade 3 statewide, standardized English Language Arts assessment required under s. 1008.22, F.S., the student must be retained. (s. 1008.25(5), F.S.)

The district school board may only exempt students from mandatory retention for good cause. Good cause exemptions are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212, F.S.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that 2 reflects that the student has received intensive instruction in reading or English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2 or grade 3.
6. Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. A student may not be retained more than once in grade 3.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic

information and specific reading strategies to meet the needs of the student. The school district shall assist schools and teachers with the implementation of explicit, systematic and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption, which research has shown to be successful in improving reading among students who have reading difficulties. (s.1008.25(6), F.S.)

Alternative Assessments for Promotion to Grade 4

A student who scores Level 1 on the grade 3 statewide, standardized English Language Arts assessment may be promoted to grade 4 if the student demonstrates an acceptable level of performance on an approved alternative standardized reading assessment. The Department of Education shall review and approve the use of alternative standardized reading assessments to be used as a good cause exemption for promotion to grade 4 and will provide a list of approved alternative assessments to districts. The approval of an alternative standardized reading assessment must be based on whether the assessment meets the following criteria:

1. Internal consistency reliability coefficients of at least 0.80;
2. High validity evidenced by the alignment of the test with nationally recognized content standards, as well as specific evidence of content, concurrent or criterion validity;
3. Norming studies within the last five to ten years, with norming within five years being preferable; and
4. Serves as a measure of grade 3 achievement in reading comprehension.

Districts may submit requests for the approval of alternative standardized reading assessments to be used for good cause exemption for promotion to grade 4. Once an assessment has been approved by the Department of Education, the assessment is approved for statewide use. The Department of Education shall approve the required percentile passing score for each approved alternative standardized reading assessment based on an analysis of Florida student achievement results. If an analysis is not feasible, students must score at or above the 50th percentile on the approved alternative standardized reading assessment. The earliest the alternative assessment may be administered for student promotion purposes is following administration of the grade 3 statewide, standardized English Language Arts assessment. An approved standardized reading assessment may be administered two (2) times if there are at least thirty (30) days between administrations and different test forms are administered. (Rule 6A-1.094221, F.A.C.)

The table below lists approved alternative assessments and required percentiles at the publishing date of this TAP. It is the responsibility of the district to ensure use of the most current set of norms available for the respective alternative assessment. For the current list of approved assessments, please refer to the Third Grade Guidance webpage on the Just Read, Florida! website, <https://www.fldoe.org/academics/standards/just-read-fl/third-gradeguidance.stml>.

<u>SAT-10</u>	<u>45th Percentile</u>
<u>Achieve3000 LevelSet</u>	<u>50th Percentile</u>

Student Portfolios for Promotion to Grade 4

To promote a student using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student’s mastery of the Language Arts Florida Standards in reading is equal to at least a Level 2 performance on the grade 3 statewide, standardized English Language Arts assessment. Such evidence shall be an organized collection of the student’s mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first. For the 2021-22 school year, the portfolio must meet the following criteria:

1. Be selected by the student’s teacher;
2. Be an accurate picture of the student’s ability and only include student work that has been independently produced in the classroom;
3. Include evidence that the standards assessed by the grade 3 statewide, standardized English Language Arts assessment have been met. Evidence is to include multiple choice items and passages that are approximately fifty percent literary text and fifty percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district’s/school’s adopted core reading curriculum that are aligned with the Language Arts Florida Standards or teacher-prepared assessments;
4. Be an organized collection of evidence of the student’s mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. For each standard, there must be at least 3 examples of mastery as demonstrated by a grade of seventy (70) percent or above on each example; and
5. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

To request a good cause exemption, 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 progress monitoring plan, individual educational plan, if applicable, report card or student portfolio. 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, the school principal shall make such recommendation in writing to the school district superintendent. The school district superintendent shall accept or reject the school principal’s recommendation in writing. (s. 1008.25(6), F.S., and Rule 6A-1.094221, F.A.C.)

Summer Reading Camps

Retained third grade students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include participation in the school district's summer reading camp, which must incorporate evidence-based, explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension and other strategies prescribed by the school district. Third grade students participating in the school district's summer reading camp must be provided with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, F.S., and the teacher must also be certified or endorsed in reading. (s. 1008.25(7), F.S.)

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.

Students may make prior arrangements to take the SAT-10 at their district school on the last day of Summer Reading Camp if they are taking remedial instruction through a private program.

Services for Students Retained in Grade 3

Students retained in grade 3 must be provided with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, F.S., and the teacher must also be certified or endorsed in reading. These students must also be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district;
2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above; and
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies above. This instruction may include:
 - a. Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block.
 - b. Small group instruction.
 - c. Reduced teacher-student ratios.
 - d. More frequent progress monitoring.
 - e. Tutoring or mentoring.
 - f. Transition classes containing 3rd and 4th grade students.

- g. Extended school day, week or year. (s. 1008.25(7), F.S.)

Services for Students Promoted to Grade 4 with a Good Cause Exemption

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. (s. 1008.25(4), F.S., and s. 1008.25(6), F.S.)

Intensive Reading Acceleration Course

Each school district shall establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1 or grade 2. The intensive reading acceleration course must provide the following:

1. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas through content-rich texts.
2. Small group instruction.
3. Reduced teacher-student ratio.
4. The use of explicit, systematic and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year.
5. A read-at-home plan. (s. 1008.25(7), F.S.)

Mid-Year Promotion of Retained Grade 3 Students

Each school district shall implement a policy for the mid-year promotion of a student retained in grade 3 who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments and portfolio reviews, in accordance with State Board of Education Rules. Such mid-year promotions of retained grade 3 students should occur during the first semester of the academic year. To be eligible for mid-year promotion, a student must demonstrate that he or she:

1. Is a successful and independent reader as demonstrated by reading at or above grade level;
2. Has progressed sufficiently to master appropriate fourth grade reading skills; and
3. Has met any additional requirements, such as satisfactory achievement in other

curriculum areas, as determined by the policies of the district school board. The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has mastery of grade 3 reading skills as presented in the Language Arts Florida Standards. Evidence is as follows:

1. Satisfactory performance on locally selected standardized assessment(s) measuring Language Arts Florida Standards;
2. Satisfactory performance on a state-approved alternative assessment as delineated in Rule 6A-1.094221, F.A.C., and described in Section B of this TAP; or
3. Successful completion of portfolio elements that meet all of the following requirements:
 - a. Be selected by the school district;
 - b. Be an accurate picture of the student’s ability and only include student work that has been independently produced in the classroom;
 - c. Include evidence of mastery of the standards assessed by the grade 3 statewide, standardized English Language Arts assessment. Evidence can include successful completion of multiple-choice items and text-based responses, chapter or unit tests from the district adopted core reading curriculum or the state-provided third grade student portfolio. Portfolios should contain 50 percent literary and 50 percent informational texts; and
 - d. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The criteria for students promoted after November 1 must provide reasonable expectation that the student’s progress is sufficient to master appropriate grade 4 level reading skills. These students must demonstrate proficiency levels in reading equivalent to the level necessary for beginning of grade 4.

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year and, if necessary, for additional school years. (s. 1008.25(7), F.S., and Rule 6A-1.094222, F.A.C.)

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.

To be eligible, a student must demonstrate that he/she:

- Is a successful and independent reader as demonstrated by reading at or above third grade level; **and**
- Has progressed sufficiently to master appropriate fourth grade reading skills; **and**
- Has at least a “C” average in reading, math, science, and social studies at the third grade level.

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:

- Successful completion of a portfolio that meets state criteria in Rule 6A-1.094222; ~~or~~
- 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.

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:

- Be selected by the district;
- Be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
- Include evidence of mastery of the standards assessed by the grade 3 FSA ELA;
- 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;
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

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.

DETERMINATION REGARDING PROMOTION —

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

- Proficiency with state standards as determined by i-Ready diagnostic the State-wide coordinated screening and progress monitoring tool reports in for grades K-8*
- Student growth as determined by i-Ready diagnostic reports in grades K-8*
- Classwork and formative/summative assessments (reported grades)
- Performance on required statewide assessments
- Other objective data presented by teacher (Achieve3000 Lexile Level, LLI Lexia Reading Level, etc.)

Recommendation of the Individual Education Plan (IEP) team. —

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.

~~STUDENTS WITH DISABILITIES covered in grade 4 promotion section~~

~~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.~~

REMEDIATION

REMEDIATION K-6

~~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.~~

~~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:~~

- ~~• Additional diagnostic assessments, determined by the district, to identify the nature of the student's difficulty and areas of academic need; and~~
- ~~• 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.~~
- ~~• Contingent upon available funds, access to the "Reading Scholarship Accounts" program.~~

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.)
- [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 F.A.S.T. assessment for 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 F.A.S.T. assessment for 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 F.A.S.T. assessment for 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 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.

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.

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 counselor for more information.

RETENTION

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 school 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.

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

~~It is the ultimate goal of the Legislature that every student reads 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.~~

~~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.~~

~~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”.~~

~~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”.~~

~~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.~~

~~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.~~

~~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.~~

~~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 the requirements 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.~~

~~The school district shall require a student portfolio to be completed for each retained third grade student.~~

~~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).~~

~~Provide students who are retained with a highly effective teacher.~~

~~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.

EXEMPTION FOR GOOD CAUSE

GOOD CAUSE EXEMPTIONS FOR GRADE 3 Bianca

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:

- Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program.
- Students with disabilities whose Individual Education Plan indicates that participation in FSA is not appropriate.
- 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 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 for Good Cause Promotion, 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 a 535 or higher in reading.
- 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:
 - be selected by the district student's teacher;
 - be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
 - include evidence of mastery of the standards benchmarks assessed by the grade 3 Reading FSA ELA (2015);
 - 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 50-60% literary text and 50-40% 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

- ~~be signed by the teacher and the principal as an accurate assessment of the required reading skills.~~
- ~~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.~~
- ~~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.~~
- ~~Students who have already been retained once in 3rd grade.~~

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

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

- ~~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.~~
- ~~The school principal shall review and discuss such recommendations 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 Student Information System database.~~
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PROMOTION (K-2, 4-6) Bianca

~~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 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:~~

- ~~Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program based on the initial date of entry to a school in the United States, who have previously been retained at least one year in the grade grouping, and are on a monitoring plan.~~
- ~~Students with disabilities whose Individual Education Plan indicates that participation in State/District standardized testing is not appropriate.~~
- ~~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 have a 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), school 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.~~

~~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.~~

~~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.~~

~~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:~~

~~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 advanced grade. Parents will be notified of the placement, and it will be documented in the student's record.~~

~~The principal should receive input from the Exceptional Student Education student's Individual Education Plan or Educational Plan regarding the appropriateness of placement.~~

EXTENDED DAY PROGRAMS

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 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 academic achievement 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.~~ redundant

~~STUDENT ELIGIBILITY FOR ACADEMIC TUTORING AND SUMMER READING CAMP~~

~~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.~~

~~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.~~

~~Students may make prior arrangements to take the SAT 10 at their district school on the last day of Summer Reading Camp if they are taking remedial instruction through a private~~

~~program.~~

~~In addition to the above criteria Exceptional Student Education (ESE) students may qualify if the IEP team determines extended school year services are necessary.~~

~~English Language Learner (ELL) students are eligible.~~

~~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.~~

~~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)~~

~~REQUIRED PROGRAM OF STUDY K-6 duplicated info~~

~~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.~~

SPECIAL PROGRAMS AVAILABLE

TITLE I BASIC READING AND MATHEMATICS ACADEMIC SERVICES

Title I is a federally funded program designed to supplement basic education in core curriculum areas of reading, math, science, and writing in efforts to raise student achievement.

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:~~

- ~~● Provide a certificate of eligibility from Episcopal Children’s Services.~~
- ~~● 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.~~
- ~~● 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.~~
- ~~● 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.~~
- ~~● Provide a Social Security Number (District request).~~

The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4-year-olds who reside in Florida and were born on or before September 1 of the year they would enter the program. Parents of 4-year-olds with birthdays from February 2 through September 1 may postpone enrolling their child until the following year when they are 5. A Certificate of Eligibility (COE) is required to attend a VPK program. The parent/guardian must obtain the COE from the Early Learning Coalition. The VPK program is offered during the school year (540 instructional hours) and during the summer (300 instructional hours) at selected elementary school sites. No fees are charged for VPK required instructional hours. Each VPK program has the flexibility to structure daily hours per week to meet the required number of instructional hours. There is no requirement for school districts to transport children to VPK. It is the responsibility of the parent/guardian to provide transportation to VPK. The VPK program is not special education and does not provide for specially designed instruction or related services. The VPK Program has policies related to attendance and discipline.

School-Year VPK Program at CCDS Elementary Schools

School-year seating for each VPK program is determined by a lottery. Seating is very limited (7 to 11 seats per VPK program). School-year VPK lottery dates and the online application are located on the District website. Students may apply for one school in the lottery and cannot be placed in multiple lotteries for the district elementary schools.. Students who do not receive a seat through the selected elementary VPK lottery will be placed on a waitlist. The waitlist will be capped at 10 students. The following documents are required once the lottery is confirmed:

- Birth Certificate
- FL680 Immunization Record
- School Entry Health Exam
- Parent's Government Issued Photo ID
- Signed and Dated Certificate of Eligibility (COE)

Before and After Extended Stay occurring outside of the VPK provider contractual instructional hours, but within the regular school day is available for a nominal fee through CCDS deduction or Scheduled Payment Agreement Form.

Montessori VPK Program at Swimming Pen Creek Elementary

Seating for the Montessori VPK program is determined at the school level.

Summer VPK Program at CCDS Elementary Schools

Seating for the Summer VPK program is limited to 12 seats. Seating is assigned in the order of received applications containing the required information and documents.

School-Year VPK Program at CCDS High Schools

The school-year VPK program is offered at five of the District's High School Child Care Learning Labs as part of the Early Childhood Education program: Fleming Island High School, Middleburg High School, Oakleaf High School, Orange Park High School, and Ridgeview High School. Seating is determined through an online application accessible on the District website.

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 counseling 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.

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 counselling 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 <http://www.FloridaStudentFinancialAid.org>.

SERVICE HOURS

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 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:

- 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.;
- Service activities 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;
- 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;
- Service activities must be unpaid. The student must not be compensated with money, goods, or services for their time;

- Service activities must be rendered for “not-for-profit” organizations or agencies;
- The student may engage in direct, indirect, or advocacy service activities. Definitions and examples of those activities are:
 - “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;
 - “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;
 - “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;
- Hours spent in 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.

CALCULATING GRADES AND GRADE POINT AVERAGE

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 ½ 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 athletic 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 for each full-credit course on a scale of A = 4, B = 3, C = 2, D = 1, F = 0. Quality points are assigned for one-half credit courses on a scale of A=2, B=1.5, C=1, D=0.5, 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 be 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.”

COLLEGE READY TEST SCORES

The State of Florida launched the College and Career Readiness Initiative to improve student readiness for postsecondary education and promote success after high school graduation. Students are considered “college ready” or prepared to enter college credit coursework when they meet the state defined cut scores on approved common placement tests, per State Board Rule, 6A-10.0315. The goals of this legislation are to: 1) increase the number and percentage of students who graduate from high school ready for college credit coursework; 2) better communicate with 11th grade students and their parents the requirements of college entry, and; 3) to provide students, whose test scores in reading,

writing and/or mathematics indicate deficiencies in critical skills, an opportunity to attain the needed competencies during the 12th grade year prior to high school graduation.

<u>ACT</u> Reading 19 & English 17 Math 19
<u>SAT</u> Reading Test-24 & Writing and Language Test- 25 Math Test- 24
<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 from an A acceptable nationally recognized accreditation organization.

JUNIOR HIGH SCHOOL COURSE SEQUENCING

Students are required to enroll in a full year of mathematics, language arts, science, social studies and at least one semester of physical education (per F.S. 1003.455) 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 its² 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 Civics EOC. Courses requiring an EOC exam will have state mandated rules attached. Algebra I, geometry and Civics EOC exam 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, and Agricultural Foundations. Please see the Master Schedule Guidelines for prerequisites for the CTE high school credit earning courses taught at the junior high school. 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 (F.S. 1003.428)

- Participation in an interscholastic sport ([FHSAA sanctioned](#)), at the varsity or junior varsity level, 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-half 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 an “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 during each grading period,
- Demonstration of the student seeking consistent academic assistance, and
- 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 as determined by state legislation. The Algebra 1 EOC is 30% of the students’ overall grade and MUST PASS to meet the diploma requirements. 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 junior high Civics, Geometry, Biology, and U.S. History. EOC scores count as 30% of the final grade and may be required to receive the “Scholar” diploma designation. Please see the Florida Graduation Requirements for the full list of 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 School and Clay Virtual Academy 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 comparable concordant score (see Florida Graduation Assessment Requirements).
- The Biology, Geometry, 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, Geometry, 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~~, [Florida Department of Education K-12 Scholarship Program, such as Family Empowerment or Hope 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.

FLORIDA SEAL OF BILITERACY

Students who attain a high level of competency in listening, speaking, reading and writing ~~on~~ [in](#) one or more world languages, in addition to English, will be eligible for the "Gold" or "Silver" Seal of Biliteracy award. 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 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.

A. 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
- earn a 3 or higher on the English Language Arts/~~FSA~~ [State](#) assessment

B. 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
- earn a 4 or higher on the English Language Arts/~~FSA~~ [State](#) 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 award requirements. 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 students 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;
- 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 U.S. History, English III (American Literature), U.S. 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;
- Foreign exchange students are subject to all school and district rules and regulations per the Clay County Code of Conduct.
- 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 State assessments](#) 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.

GRADE 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, but will remain listed on a student’s official transcript.

GRADING SCALE

Florida Grading Scale for Grades 6-12 is: for the purpose of calculating GPA, not for specific course work.

Letter Grade	Progress	Numerical Equivalent	GPA Value (for a 1.0 credit course)
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 at their last school of enrollment, 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 the outcome. Students, who fail to meet the minimum credits or grade point average 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, they 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 (Florida Standard Diploma Requirements). 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 of 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~~ are 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;
- Students 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 requirements. 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 online.

- 4 credits in English Language Arts - major concentration in composition, reading for information and literature; must pass the 10th grade FSA State ELA assessment 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~~ a series of Community, Action, and Service (CAS) experiences, 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 offered at Clay High School, Fleming Island High School, Keystone Heights 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.

Students who choose to complete the 18 credit ACCEL diploma option are encouraged to speak with any post-secondary institutions they may consider to ensure that they have met the necessary admissions requirements.

Online Credit Graduation Requirement

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

- Florida [Virtual School](#)/Clay Virtual [Academy](#) ;
- 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 successful course ~~successfully completed~~ completion.
- 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 State ELA Assessment re-take or earns a concordant score, the student 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 State 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~~ the State ELA 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 an equally rigorous course, 2 of 3 credits must have a 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 an equally rigorous course, 2 of 3 credits must have a 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/PSAT) 		
<p>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.</p>			

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:

- The twenty-four (24) credit standard diploma option will require compression only CPR and AED instruction.
 - CPR and AED will be taught in the Personal Fitness course, traditionally or virtually.
 - Additional instructional opportunities may be provided through another appropriate course or school-related activity.
- The instructional program must meet the following requirements:
 - 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.
 - Instruction will include the core cognitive and psychomotor skills associated with compression only CPR.
 - Instruction will include appropriate use of an AED which may be taught electronically (e.g. video).
- Schools will provide compression only CPR instruction or will arrange for instruction by community-based providers.
 - Compression only CPR/AED instructors are not required to be certified teachers.
 - Certified teachers providing compression only CPR/AED instruction are not required to be certified trainers of compression only CPR/AED.
 - Students are not required to earn compression only CPR/AED certification to successfully complete the instruction.
 - 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.

STATE REQUIRED INSTRUCTION

Pursuant to [State Statute 1003.42](#), students receive required instruction on topics that include but not limited to the following:

- The History of the United States, Civil Government, the History of the Holocaust, the History of African Americans, and the contributions of Hispanics and Women to the United States
- Character education on self-control, resilience, leadership skills, kindness, empathy, cooperation, and conflict resolution.

- ~~Comprehensive Health education that shall cover various topics that include healthy relationships, teen dating violence, personal health, internet safety, and prevention and control of disease. The instruction in acquired immune deficiency syndrome, per state statute 1003.46, shall be grade and age appropriate of the student and shall reflect current theory, knowledge, and practice regarding acquired immunodeficiency syndrome and its prevention. Section (3) of this statute allows any student whose parent makes a written request to the school principal to be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment.~~
- Comprehensive Health education per state statute 1003.42(2)(n) that shall cover various topics that include healthy relationships, teen dating violence (grades 7-12), personal health, internet safety, disease control, community health, consumer health, environmental health, family life, injury prevention and safety, nutrition, and personal health. The instruction in acquired immune deficiency syndrome, per state statute 1003.46, shall be grade and age appropriate of the student and shall reflect current theory, knowledge, and practice regarding acquired immunodeficiency syndrome and its prevention. Section (3) of this statute allows any student whose parent makes a written request to the school principal to be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment.

~~In 2019, the state added an additional ruling, Rule 6A-1.09424 under comprehensive~~ Comprehensive health education that requires a minimum of five hours of instruction related to mental and emotional health for students in grades 6-12, per State Statute 1003.43(2)(n). Additionally, school districts are required to annually provide instruction to students in grades K-12 related to child trafficking prevention and awareness of youth substance use and abuse health education. The content will be grade and age appropriate. The school districts are required, under the rulings, to document planning and delivery of all instruction.

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

Enrollment as a home education student requires:

- Intent to homeschool filed with the school district home education office within 30 days of starting the program

- Student portfolio- a log of educational activities made contemporaneously with instruction that includes: the title of any reading materials used and samples of student work. The portfolio must be maintained for at least 2 years and be available for review within 15 days if requested by the home education office.
- Submit an annual program evaluation. Failure to complete the evaluation places the program out of compliance and at risk of termination. If terminated, the parent would have to enroll the student in another school choice option within 3 business days and would not be able to open a new home education program for 180 calendar days from the date of termination.

Clay County secondary schools, including Clay Virtual Academy, are accredited by the [AdvanceEd Cognia](#). 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. Home school students may also participate in social activities at their zoned school. Participation eligibility for home school students is the same for public school students (grades, attendance, behavior and any other rules/policies in place for non-home education students). These social activities include but are not exclusive to: homecoming, junior/senior Prom, and grad bash.

Homeschool students do not receive a Florida Public High School Diploma, even if they choose to take courses with CVA. To receive a CVA diploma, students must enroll as public school students for their entire senior year and meet District and State graduation requirements

including credits and assessment requirements. Should homeschooled students wish to graduate from a high school and receive that schools' diploma; they must re-enroll for their entire senior year and meet all graduation requirements.

Homeschool students are not required to participate in state assessments but may choose to do so. Parents need to coordinate state assessments with their zoned public school in early February to ensure the student is scheduled for any appropriate assessments for Spring testing.

Homeschool parents may request Exceptional Student Education services or a psycho-educational evaluation of a student suspected of having a disability by contacting the district ESE office. An education service plan can be developed for some ESE services for home school students. An example of an educational service would be speech or language therapy and these types of services would be provided at the student's zoned school.

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, guardians, 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.

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 (F.S. 1003.455). 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 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 academic 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 (EDGENUITY)
- 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 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.~~ The state requires that student performance results from the statewide progress monitoring assessment be provided to the parents within one week of receiving the results from the Department of Education.

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, and social studies. 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 Progress Monitoring Plan \(PMP\)](#). No student may be assigned to a grade level based solely on age or other factors that constitute social promotion (See P.-[83](#) [85](#) "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 (F.S. 1003.4156):

- 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 course in career and education planning to be completed in grades 6, 7, or 8, which may be taught by any member of the instructional staff. The course must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under s. 445.07. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for

earning a high school diploma designation under s. 1003.4285; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to s. 1003.492 or s. 1008.44. The course may be implemented as a stand-alone course or integrated into another course or courses.

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 an 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 year based on the year they first entered 9th grade. This cohort year 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: This course is designed for 6-12 grade students reading below grade level. The course includes foundational skill benchmarks to be used until a student has mastered the benchmarks. All 6th through 12th grade students scoring a Level 1 or Level 2 on the Florida Standards Assessment for English Language Arts will undergo a cumulative records review of prior historical academic performance, prior historical assessment data, and current stakeholder input. If placement in intensive reading is determined by the initial cumulative records review, then the student scoring a Level 1 or Level 2 will complete the Lexia PowerUp diagnostic to determine the specific skill gap. Instruction will be individualized and targeted to the skills that pose the greatest barrier to the student’s learning using Lexia PowerUp and Achieve3000. The individualized diagnostic data, as well as instructional time, will be in addition to those provided in core instruction. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies. Formative assessments will occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The course includes the B.E.S.T. Standards for Applying Foundational Reading Skills for Students in grades 6-12 needing Reading Interventions. Interventions will be implemented until a student has mastered the standard. The expected outcome is for the student to achieve grade-level proficiency as determined by an achievement score of 3 or higher on the Florida Standards Assessment for English Language Arts and/or advanced placement levels on Lexia PowerUp combined with college-career readiness on Achieve3000. The Intensive reading course has been designed for the teacher to select and teach only the appropriate benchmarks corresponding to the student's grade and instructional level. Interventions must be evidence-based and correspond to the district K-12 Evidence-based Comprehensive Reading plan. Effective implementation requires the support to be matched to student needs and must be provided by a reading endorsed/certified teacher. Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

Students in grades 11 and 12 who score a Level 1 or Level 2 on FSA retakes and who have not earned a concordant score on the ACT or SAT will be placed in an intervention course. This course will focus on ACT/SAT preparation and reading remediation using Lexia PowerUp and Achieve3000. 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.

Math: Students in grades 7 and 8, who score an achievement level 1 on FSA, the state assessment 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, state assessment 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 Foundations or a Foundations/Geometry co-requisite course combination based on scale score. 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 School Counseling 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 the 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.

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: CREDIT RECOVERY/GRADE FORGIVENESS

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~~ one 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 school 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 [state assessment](#) 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:

- Portfolio evaluation by the Superintendent or designee;
- Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;

- Demonstrated performance in courses taken through dual Enrollment or at other private schools;
- Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- Demonstrated proficiencies on the [FSA ELA state assessment](#);
- 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).

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:

- 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;
- The Principal considers the request and notifies the parent within two weeks. The Principal must consider:
 - Class size
 - Grade and course
 - Any variable that would impact the student or class that is being considered (ex., discipline issues, teacher input)
- If approved, parent and teacher are notified;
- 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

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.

CLAY VIRTUAL ACADEMY

~~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 Florida Virtual School (FLVS). Part-time classes are available for students in 6th grade for any to any 6-12th grade Clay County student. Fourth and fifth grade students may also take part-time classes if they have qualifying state assessment scores. Students may opt to take 7th or 8th period courses through Clay Virtual Academy or FLVS for acceleration, original credit or grade forgiveness. For more information please see your school counselor or eva.oneclay.net.~~

~~Secondary students who enroll directly with FLVS full-time 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 (F.S.1002.45); (inserted hyperlink)~~
- ~~• 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;~~
- ~~• Students 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 fair 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 school counselor approval. Full-time enrollment for CVA is a year-long commitment. Full-time students can be released from CVA upon an academic review of course load, pacing, and weekly work requirements.~~

CVA IS A SCHOOL OF CHOICE

CVA offers full-time/part-time enrollment as a franchise of Florida Virtual School (FLVS). Part-time classes are available to any 6-12th grade Clay County student meeting the [Profile for Success Criteria](#). Fourth and fifth grade students may also take part-time classes if they have qualifying state assessment scores. Students may opt to take 7th or 8th period courses through Clay Virtual Academy or FLVS for acceleration, original credit or grade forgiveness. For more information please see your school counselor or cva.oneclay.net.

AGE REQUIREMENTS

- Students enrolling in Kindergarten must be 5 years old on or before September 1 in the school year which he or she is enrolling.
- Students enrolling in first grade must be 6 years old on or before September 1 in the school year for which he or she is enrolling.
- Age requirements for students with disabilities that have an active Individual Educational Plan (IEP) differ from the general school age requirements.

COURSE OFFERINGS

CVA offers numerous courses during the school year, including Honors, Advanced Placement (AP), and Dual Enrollment courses. CVA course grades are accepted for credit and are transferable upon completion of the course only. No partial grades can be transferred at any time. CVA is considered part of the Clay County school system and has accreditation status Cognia and the courses are approved by the NCAA. Here is a current list of [CVA Course Offerings](#).

STATE TESTING REQUIREMENT

Clay Virtual Academy (CVA) is a school of 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 when there is room available and the student meets the Profile for Success Criteria. As a School of Choice and a Franchise of FLVS, CVA full-time students are required to take all state assessments at their zoned school. Students who do not take their state assessments can be found ineligible to return to CVA for full-time enrollment. Families who are wanting to opt-out of state testing can only do so through the Home Education enrollment option.

ACADEMIC INTEGRITY

Student academic integrity is a core value and universal expectation at CVA as a Franchise of Florida Virtual School. Detailed information regarding the criminal nature of academic brokering, the policies pertaining to reporting, and the proctored exam process can be found on the FLVS website at [FLVS Academic Integrity](#).

ELEMENTARY HANDWRITING STANDARDS AND EXPECTATIONS

CVA Full time elementary students in Kindergarten through grade 3 are required to submit handwritten work for all assignments in the enrolled student's own handwriting. Grades 4 and 5 may submit typed assignments with exception of the assignments that include handwriting standards. The requirement of students submitting work in their own handwriting is in alignment with FLVS Academic Integrity policies. Students who have an IEP, 504 Plan, or other ESE documentation on file at CVA may require accommodations for the response options for class assignments. The teacher or parent should contact the ESE Department at CVA to discuss any necessary accommodations.

ACADEMIC REQUIREMENTS FOR FULL-TIME STUDENTS

Students must meet the recommended academic progress outlined below, including the

following enrollment requirements:

- 10th-12th grade students must currently be on track for a 24 credit diploma to include a minimum 2.0 GPA and the appropriate credits earned for each school year completed:
 - Students should have 6 credits at the end of 9th grade school year.
 - Students should have 12 credits at the end of 10th grade school year.
 - Students should have 18 credits at the end of the 11th grade school year.
 - Students are required to complete 6 courses during the semester of graduation. This is an accreditation requirement.

REQUIREMENTS FOR STUDENTS WITH DISABILITIES

- Students with disabilities are required to meet the state and CVA/FLVS Franchise Profile for Success Criteria in order to be accepted into CVA Full Time, just as their non-disabled peers.
- Current Individual Educational Plans (IEP) of student applicants who meet the school's entrance criteria will be reviewed on an individual basis in order to determine the appropriateness of the full-time virtual education option.

TECHNOLOGY REQUIREMENTS

To maintain contact with teachers, staff, and administration, students must have **daily access** to the following:

- Computer with webcam and microphone
- Internet service
- Email
- Telephone

APPLICATION/ENROLLMENT PROCESS FOR FULL-TIME STUDENTS

Applications for CVA are accepted only during open enrollment periods which open 90 days before the first day of school and close 30 days before the first day of school. These enrollment dates are 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 fair as possible, that students will be successful in their academic work. The application process for CVA is multi-step and the student is not enrolled into CVA until all of the following steps are completed:

- Parent and Student Responsibilities Agreement is completed and submitted by the parent/guardian
- An application is submitted during the enrollment period

- A VSA/FLVS account for both the parent and the student is created
- The parent/guardian and student attend a meeting with a CVA School Counselor to determine whether applicants meet the Profile for Success Criteria. *Please note that school counselors determine academic decisions only and are unaware of holds that may prohibit CVA enrollment.
- The parent/guardian completes the online Synergy registration and submits all required documentation for their student.
- The student's most recent school gives clearance from any holds, including disciplinary holds and releases registration of the student to CVA.

CVA reserves the right to suspend the application and registration process after 2 follow-up attempts to request completion of any requirement without resolution. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and requires administrative and guidance school counselor approval. Full-time enrollment for CVA is a year-long commitment. Full-time students can be released from CVA upon an academic review of the Profile for Success Criteria and/or not adhering to the Parent and Student Responsibilities Agreement.

PACING AND WEEKLY WORK REQUIREMENTS

Students are required to follow the pace chart for each of their courses. Both full-time and part-time students should commit 5-6 hours per week to each virtual course. If a student does not stay on pace, they are considered absent based on this pacing and/or lack of weekly work submissions. This can impact attendance and future enrollment in CVA. 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.

GRACE PERIOD

Students have a 21 day grace period starting from the course activation date to drop a course without penalty. 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. 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 school counselors will interpret this.

RESUBMISSIONS

As part of the CVA/FLVS Franchise commitment to mastery learning as a process, students who choose to remediate material to gain additional understanding will have the option to re-attempt a formative assessment in their course. Formative assessments in a course may include worksheets, written compositions, lab reports, short answer paragraphs, essays, book responses, graded discussion board posts, and other assessments that require teacher evaluation of the student's work. While infrequent situational deviation may occur at an Instructional Leader's/Administrator discretion, Florida Virtual School limits the number of total attempts to three on the formative assessments mentioned above. Summative assessment submissions will be limited to one. Exceptions may be made in certain situations if determined appropriate by the Instructional team. Resubmission of coursework must be completed prior to taking the segment exam (grades 6-12).

FINAL GRADES

All course grades are final. Students can only resubmit assignments before the segment exam is completed. Assignments cannot be resubmitted after the segment exam is completed. 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" will be issued to their school transcripts. Students from outside Clay County may enroll in CVA full or part time online programs.

STUDENT CONTACT AND DROP POLICY

Only through continuous communication can students be successful in an online course. It is the student and parent's responsibility to ensure that both the VSA/FLVS platform and the Synergy platform are updated with correct student and parent contact information at all times. 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:

- 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 correspondence from the instructor. Through this correspondence, 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. Placeholders will be entered for any missing assignments to give a more accurate overview of the student's progress.
- If the student does not submit the expected numbers of assignment(s) within a period of fourteen (14) consecutive days, the student and parent(s) will receive correspondence from the instructor. Through this correspondence, 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. Placeholders will be entered for any missing assignments to give a more accurate overview of the student's progress. All assignments must be submitted in order to receive credit for the course. No exemptions will be granted as each assignment relates to a specific course standard that must be covered.

- If the student does not respond by submitting assignments within twenty-one (21) days of the initial correspondence, CVA will assume that the student does not intend to remain in the course, and the student will be administratively dropped from the course.
- ~~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" will be issued to their school transcripts.~~

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

~~Students are required to follow the pace chart for each of their courses. Students should commit 5-6 hours per week to each virtual course. If a student does not stay on pace, they are considered absent based on this pacing and/or lack of weekly work submissions. This can impact attendance and future enrollment in the school. 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. 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 school counselors will interpret this.~~

COURSE REINSTATEMENT

- Reinstatement into a course may only be requested for a course dropped during the current school year.
- Students who are dropped from a course the 1st two times may request reinstatement through their teacher by contacting the teacher directly and creating a success plan. Any student requesting reinstatement for a 3rd time will request it by contacting the Principal of CVA and submitting a success plan to include a written statement showing the student's commitment to finishing out the course. Reinstatements will not be granted after the 3rd attempt.

ACADEMIC REVIEW PROCESS

Full-time students will undergo an academic review each semester. This is to ensure student success in the virtual environment. Several things are considered when conducting these reviews including the continued meeting of all Profile for Success Criteria, growth and achievement on all Progress Monitoring assessments and adherence to the in-person testing requirement.

GRADUATION

CVA holds a graduation ceremony for graduating seniors. Students have the option to participate at their zoned school's graduation if they are in good standing and have spent the majority of their high school years at the zoned school. CVA students will not be considered for the class rank of their zoned school. It is the student's responsibility to stay in contact with their zoned school to ensure they are eligible and approved to attend their graduation. 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.

FLVS FULL-TIME AND FLVS FLEX THROUGH HOME EDUCATION OFFICE

Secondary students who enroll directly with FLVS full-time as a school choice option through the Home Education Office are no longer considered Clay County enrollees but may still participate in state test and extracurricular activities at their zoned schools. Please see the Home Education section for more information.

ENGLISH LANGUAGE LEARNERS (ELL)

The ESOL 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 school 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~~ **ELL** 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

In accordance with federal mandates outlined in ESSA, all ELLs (K-12) must participate in the annual English language proficiency assessment ACCESS for ELLs 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~~ **ELL** 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~~ four additional years.

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 instructional/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)~~
- Core Instruction (Tier 1): is standards-aligned; includes accommodations for students with a disability, students with an Individual Education Plan (IEP), and students who are ELL; provides print rich, explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design of Learning.
- Supplemental Instruction/Intervention (Tier 2): is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are ELL; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction.
- Intensive, Individualized Instruction/Intervention (Tier 3): is standards-aligned; includes accommodations for students with a disability, students with and IEP, and students who are ELL; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions.

~~The Multi-Tiered System of Supports (MTSS).~~ The basic elements of MTSS are required by the Every Student Succeeds Act (ESSA) 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)~~ 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:

- Qualified teachers deliver scientific, ~~research~~ evidence-based instruction and evidence-based practices.
- Evidence-based curriculum ~~and~~ —instructional approaches, and behavior interventions have a high probability of success for most students.
- Instruction and behavior interventions ~~is~~ are differentiated to meet individual learning and behavior needs.
- 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 academic and/or behavior 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.~~
- Screening – The purpose of screening is to identify the probability of risk or success in reading achievement.
- Progress Monitoring – The purpose of progress monitoring, also called interim or formative assessment, is to determine whether students are learning the skills taught and/or meeting benchmarks throughout the school year.
- Diagnostic – The purpose of a diagnostic assessment is to identify a student’s strengths and weaknesses for students identified at-risk on a screening assessment.
- Summative – The purpose of summative, or outcome, assessment is to evaluate students’ performance relative to a set of content standards generally administered at the end of the school year.
- 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.
- Student response to instruction/intervention (MTSS) data are used to guide meaningful decision making.
- Job embedded, ongoing, professional development and follow-up coaching with modeling are provided to ensure effective instruction at all levels.
- Actively engaged administrative leadership for data-based decision making is inherent to the school culture.
- 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~~ are not demonstrating proficiency 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~~ considered for Supplemental Instruction/Intervention or Intensive, Individualized Instruction/Intervention after thorough review of prior and current Tier 1 core instruction. 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~~ The RtI Team consists of all stakeholders, including, but not limited to the student, family, teachers, administration, and guidance counselors will continually monitor student progress and make appropriate ~~intervention recommendations~~ adjustments to instruction and intervention based on relevant data. ~~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 26 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 instructional personnel recommendation ● Report card reflects skills not mastered as expected for grade level 	<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 ● 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 ● Teacher recommendation ● Clay established assessment rubric demonstrates 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
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Behavioral Considerations

K-6	<ul style="list-style-type: none"> ● Discipline referrals, Clay Behavior Universal Screener, School-wide 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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EXCEPTIONAL STUDENT EDUCATION

EXCEPTIONAL STUDENT EDUCATION

Programs are available to students determined eligible for exceptional student education (3-21 years of age) as described in the Exceptional Student Education Policies and Procedures 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 services, for qualified students, is are available for students in grades K-12.

GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES AND TYPES OF DIPLOMAS

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. Beginning no later than the first IEP to

be in effect when the student enters high school, attains the age of 14, or when determined appropriate by the parent and the IEP team, whichever occurs first, the IEP team in collaboration with the student's parent(s)/guardian(s) will review the diploma option (including standard diploma designations) annually and, if appropriate, revise the diploma option accordingly. 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

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:

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

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 and assessed via an alternate assessment. 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. Students who choose the academic and employment option must earn at least 0.5 credit via paid employment. 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.

ESE SERVICES AND THE PROVISION OF FAPE

Under the Individuals with Disabilities Education Act, students with disabilities may receive public education services until their 22nd birthday. Students who have not graduated with a standard diploma or who have selected the option to defer the receipt of their standard diploma may receive services from the school district until their 22nd birthday.

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.~~ Beginning no later than the first IEP to be in effect when the student enters high school, attains the age of 14, or when determined appropriate by the parent and IEP team, whichever occurs first, the IEP team in collaboration with the student's parents/guardian and student must discuss the process for a student with a disability who meets the requirements for a standard high school diploma to defer the receipt of such diploma pursuant to 1003.4282 (10) (c). [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).

EXTENDED SCHOOL YEAR SERVICES

Exceptional Student Education (ESE) students may qualify if the IEP team determines extended school year services are necessary.

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:

- The student demonstrates:
 - The need for a special program.
 - A majority of characteristics of gifted students according to a standard scale or checklist.
 - 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.
- 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 (EP) 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 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 EP, 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.

SECTION 504 ELIGIBILITY

~~A 504 Accommodation Plan is guided by the Americans with Disabilities Act (ADA) to ensure that a student with a disability has access to accommodations that improve academic functioning. Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability.~~ In order to become eligible under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; ~~or~~ (2) have a record of such an impairment; or (3) be regarded as having such an impairment. The 504 eligibility determination process involves a referral and a 504 evaluation conducted by a school-based team. The Section 504 accommodation plan, as determined by the team, is designed to provide the disabled student with a level playing field for equal participation and opportunity for access. The District Implementation Plan, developed by University of South Florida's Student Support Services, provides an overview and implementation guidance of Section 504.

CLASSROOM ACCOMMODATIONS FOR SECTION 504 AND ESE

Students eligible for ESE or 504 plans should receive classroom accommodations as listed

in their IEP or 504 Plan. Accommodations are implemented in all general education courses, Career and Technical Education (CTE) courses and programs of study 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 or 504 plan. Accommodations to these courses shall not include modifications to the student performance standards.

DISTRICT AND STATEWIDE ASSESSMENT ACCOMMODATIONS

Allowable district and state standardized assessment accommodations should be considered by the IEP or 504 plan team at annual 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 or 504 plan, for a eligible students in all situations.

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, and demonstrate a need for specialized instruction. These students may continue their academic instruction in the home or in the hospital. Eligibility, placement, and program services is determined by members of an eligibility determination team meeting, scheduled upon receipt of a Hospital/Homebound Request which is completed by parent/guardian(s) as well as by an attending Florida physician or psychiatrist certifying who certifies 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 an extended absence.