



STUDENT PROGRESSION PLAN

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BEN H. WORTHAM
SUPERINTENDENT OF SCHOOLS

SCHOOL DISTRICT OF CLAY COUNTY

JANICE KEREKES
CAROL STUDDARD
CHARLES E. VAN ZANT, JR.
FRANK FARRELL
LISA GRAHAM

DISTRICT 1
DISTRICT 2
DISTRICT 3
DISTRICT 4
DISTRICT 5

CLAY COUNTY PUBLIC SCHOOLS
GREEN COVE SPRINGS, FL 32043

STUDENT PROGRESSION PLAN

INTRODUCTION

The purpose of this document is to present to school personnel, parents, students, and other interested citizens the Board Rule and administrative procedures required to implement state legislative requirements.

Florida Statute 1008.25 states:

1. "Each district school board shall establish a comprehensive program for pupil progression which shall be based upon an evaluation of each pupil's performance standards approved by the state board."
2. The district program for student progression shall be based upon local goals and objectives which are compatible with the state's plan for education and which supplement the performance standards approved by the State Board of Education.
3. Each district comprehensive program for student progression shall reflect an effort to identify students at each grade level in grades 9 through 12 who have attained a cumulative grade point average of 2.5 or below. The program shall further include provisions for assisting such student to achieve the 2.0 cumulative grade point average required for graduation pursuant to S.1003.43
4. Each district shall incorporate the Next Generation Sunshine State Standards into the Student Progression Plan. 6A-1.09401. Herein, standards referenced will refer to Sunshine State Standards.
5. 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, and mathematics. Each school district must establish policies which facilitate such proficiency and assure that each student and his or her parents or legal guardian is informed of that student's academic progress.

NEXT GENERATION SUNSHINE STATE STANDARDS (6A-1.09401)

1. Standards to benchmark student achievement serve as guides to best practice for local curriculum designers to help schools implement school improvement strategies to raise student achievement. The benchmarked standards describe what students should know and be able to do at four progression levels (grades prekindergarten-2, 3-5, 6-8, and 9-12) in the subjects of the arts, health/physical education, foreign languages, language arts, mathematics, science and social studies. Public schools shall provide appropriate instruction to assist students in the achievement of these standards. The following publications are hereby incorporated by reference and made a part of this rule:

- a. Sunshine State Standards - Language Arts, 1996
- b. Sunshine State Standards - Mathematics, 1996
- c. Sunshine State Standards - Science, 1996
- d. Sunshine State Standards - Social Studies, 1996
- e. Sunshine State Standards - Foreign Language, 1996
- f. Sunshine State Standards - The Arts, 1996, and
- g. Sunshine State Standards - Health/Physical Education, 1996

The Next Generation Sunshine State Standards may be downloaded from the Clay County Schools web site www.clay.k12.fl.us

2. Each district school board shall incorporate the Next Generation Sunshine State Standards contained herein into the district Student Progression Plan.
3. The Next Generation Sunshine State Standards shall serve as the basis for statewide assessments.

The Student Progression Plan is the Clay County official plan of instruction and assessment for students as they progress from one level of the curriculum to the next. The Student Progression Plan provides a standard of consistency for the instructional program, as well as the assessment and reporting of a student's classroom performance as requested by the Clay County School Board, Florida Statutes and State Board of Education Administrative Rules.

It is intended that the grade placement of each pupil be made to serve the best interest of the pupil. Promotion, retention, or placement procedures contained in this Student Progression Plan are designed for this purpose - to assure that each student in the Clay County District Schools is placed in an instructional program in which the student can achieve academically.

GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT AND PLACEMENT, GRADES K-12.

1. Student promotion in the Clay County School District is based upon an evaluation of each student's achievement in terms of appropriate instructional goals. The basis for making the determination should be based on consideration of the following:

Progress tests, classroom assignments, daily observations, standardized tests, state assessment, mastery of Course Performance Standards, district competencies and objectives and other data, as appropriate or required.

Responsibility for determining each pupil's level of performance and ability to function academically, socially and emotionally at the next academic level, is that of the classroom teacher, subject to the review and final approval of the principal.

2. 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. 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 course work or intensive skill development, extended day or school year services/academic tutoring, parent tutorial programs, mentoring, contracted academic services (previously approved), modified curriculum, exceptional education services, class size reduction, and suspension of other curriculum offerings in areas other than reading, writing, and mathematics or in those subjects specifically required for graduation in grades 9-12.

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

STATEWIDE STUDENT ASSESSMENT PROGRAM

1. All students must participate in statewide assessment tests at designated grade levels as required by S.1008.22 F.S. The primary purpose of the statewide assessment program is to provide information needed to improve the public schools by maximizing the learning gains of all students and to inform parents of the educational progress of their public school children. The program must be designed to:
 - a. Assess the annual learning gains of each student toward achieving the Next Generation Sunshine State Standards appropriate for the student's grade level.

- b. Provide data for making decisions regarding school accountability and recognition.
 - c. Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard high school diploma.
 - d. Assess how well educational goals and performance standards are met at the school, district, and state levels.
 - e. Provide information to aid in the evaluation and development of educational programs and policies.
2. The statewide program is designed to implement a statewide program of educational assessment that provides information for the improvement of the operation and management of the public schools. Pursuant to the statewide assessment program, the commissioner shall:

- a. Submit proposed Next Generation Sunshine State Standards to the state board that includes a list that specifies student skills and competencies to which the goals for education specified in the state plan apply, including but not limited to, reading, writing, science, and mathematics. The skills and competencies must include problem-solving and higher-order skills as appropriate and shall be known as the Sunshine State Standards. The commissioner shall select such skills and competencies after receiving recommendations from educators, citizens, and members of the business community. The commission shall submit to the state board revisions to the list of student skills and competencies in order to maintain continuous progress toward improvements in student proficiency.
- b. Develop and implement a uniform system of indicators to describe the performance of public school students and characteristics of the public school districts and the public schools.
- c. Develop and implement a student achievement testing program as part of the statewide assessment program to be administered annually in grades 3 through 10 to measure reading, writing, science, and mathematics. The testing program must be designed so that:

The tests measure student skills and competencies adopted by the state board as specified in paragraph (a). The tests must measure and report student proficiency levels in reading, writing, and mathematics. Science proficiency must be measured statewide in reading, writing, mathematics, and science.

The tests are criterion-referenced and include items that require the student to produce information or perform tasks in such a way that the core content skills and competencies he or she uses can be measured.

Each testing program, whether at the elementary, middle, or high school level, includes a test of writing in which students are required to produce writings which are then scored by appropriate methods.

A score is designated for each subject area tested, below which score a student's performance is deemed inadequate. The school districts shall provide appropriate remedial instruction to students who score below these levels.

GENERAL PROCEDURES FOR DROPOUT PREVENTION PROGRAMS AND ACADEMIC INTERVENTION PROGRAMS

A child who does not complete his or her education is greatly limited in obtaining gainful employment, achieving his or her full potential, and becoming a productive member of society. Therefore, it is the intent of the Clay County School System to develop and establish dropout prevention and academic intervention activities designed to meet the needs of students who do not perform well in traditional 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. The educational program shall provide services which support the program goals and lead to improved discipline. Student participation in such programs shall be for disruptive students. Notwithstanding any other provision of law to the contrary, no student shall be identified as being eligible to receive services funded through the dropout prevention and academic intervention program based solely on the student being from a single-parent family.

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

1. The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics, or writing.
2. The student has a pattern of excessive absenteeism or has been identified as a habitual truant.
3. 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 code of student behavior that:

- a. 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
- b. Severely threatens the general welfare of students or others with whom the student comes into contact.

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 vocational 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 affective, 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 custodial of the student shall sign an acknowledgment of the notice of placement or service and return the signed acknowledgment to the principal within 3 days after receipt of the notice. The parents or guardians of student assigned to such a dropout prevention and academic intervention program shall be notified in writing and entitled to an administrative review of any action by school personnel relating to such placement.

MILITARY FAMILIES AND TRANSFERS

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

TRANSFER OF EDUCATIONAL RECORDS AND ENROLLMENT

- In the event that official educational records cannot be obtained by the parent, the sending school will furnish a complete set of “unofficial educational records.” When the receiving school obtains these records, the student will be enrolled and appropriately placed pending validation by the official records. Copying fees will not exceed the reasonable cost of reproduction, if necessary;
- Upon enrolling the student, the receiving school will request official records from the sending school. Upon receipt of this request, the school will furnish the records within ten (10) business days (not including staff holidays);
- Immunization records will be obtained within 30 days of enrollment by the receiving school;
- 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.
- When the student transfers before or during the school year, the receiving school will initially honor placement of the student in educational courses based on the student’s enrollment in the sending state/school or based on the educational assessment conducted at the sending school. Continuing the student’s academic program from the previous school should be paramount when considering placement. The receiving school may conduct further evaluations to ensure appropriate placement;
- In compliance with IDEA, the receiving school will initially provide comparable services to a student with disabilities based on his/her current “Individualized Education Program” (IEP) and make reasonable accommodations and modifications for incoming students with disabilities, subject to an existing 504 or Title II 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

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 course work 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.
- In case a student transfers during their senior year and is ineligible to graduate from the receiving school after all alternatives have been considered, the two schools will communicate to ensure the receipt of a diploma from the sending school if the student met the graduation requirements from that school.
- Clay Virtual Academy students from military families that move from Clay County but maintain residency in Florida and a mailing address in Clay county that is checked regularly may remain enrolled in Clay Virtual Academy. Due to on-site state testing requirements, most will want to continue enrollment as a home schooled student.

ELIGIBILITY

- Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law will be sufficient for the purpose of enrollment and all other actions requiring parental participation and consent;
- A transitioning military child who is placed in the non-custodial parent or other person standing in loco parentis, may continue to attend the school in which they are enrolled while residing with the custodial parent;

- The school will make every effort to obtain eligibility privileges for extracurricular activities, regardless of application deadlines, working in conjunction with the state high school athletic association, to the extent they are otherwise qualified.

OVERSIGHT, ENFORCEMENT AND DISPUTE RESOLUTION

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

ELEMENTARY EDUCATION

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**INSTRUCTIONAL PROGRAMS
ELEMENTARY EDUCATION (K-6)**

I. ADMISSION AND TRANSFER

A. ADMISSION AND DISTRICT REQUIREMENTS

1. Kindergarten (F.S. 1003.21)

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

2. First Grade (F.S. 1003.21)

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

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

3. First Entry to the Clay County District Schools

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

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

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

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

- b. A certificate showing a school entry health examination performed within one year prior to enrollment. Exemptions will be granted on religious grounds upon receiving written request from parents or guardian stating objections to the examination. (F.S. 1003.22)
- c. A Florida Certificate of Immunization, DH680 form and DH681 (Religious Exemption) are the only acceptable immunization certificates for admittance grades PreK-12.
 - Children in Pre-Kindergarten programs are required to be immunized against: Measles, Mumps, Rubella, Diphtheria, Tetanus, Pertussis, Hepatitis B, Polio, *Haemophilus influenzae* type b and Varicella.
 - All students entering Kindergarten (effective school year 2008-09, then each year an additional grade) must have a 2nd dose of Varicella vaccine.
 - All students entering or attending grades kindergarten through sixth are required to have a second dose of Measles vaccine (preferably MMR).
 - Prior to entering 7th grade students must have a Tetanus-diphtheria booster (Td or Tdap).

- d. All children entering, attending, or transferring to preschool in Florida must have completed the Hepatitis B series.
- e. Effective with the 2001-2002 school year, children entering, attending, or transferring to preschool and kindergarten in Florida schools will be required to have Varicella vaccine. In each subsequent year thereafter, the next highest grades are included. Varicella vaccine is not required if the child has documentation of history of varicella (chicken pox) disease.
- f. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of student.
- g. Social Security Number (District request)

B. TRANSFER DISTRICT REQUIREMENTS

Elementary grade placement of transfer students to the district shall be in accordance with the requirements as stated in F.S. 1003.21 and F.S. 1003.22 and will be subject to the following conditions:

1. In-State Transfers from Nonpublic Schools to Kindergarten

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

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

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

Pupils transferring from a nonpublic first grade must provide:

- a. Evidence of successful completion of kindergarten in a nonpublic Florida school
- b. Evidence of date of birth (six years of age on or before September 1)

- c. Evidence of medical examination performed within the last twelve months
- d. Proof of immunization and
- e. Social Security Number (District request)

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

Entry into kindergarten and first grade, by out-of-state transfer students, who do not meet regular age requirements for admission to Florida Public Schools, shall be based on **their previous state's age requirements for entrance into public schools** and shall be in accordance with Florida Administrative Rule 6A 1.0985.

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

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

4. **Home Education Program Entry or Reentry**

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

- a. Age and maturity
- b. Academic skills and abilities
- c. Previous record in public and private schools and
- d. Evidence of work and achievement while in home education

Final grade placement will be determined by the principal at the end of four weeks.

5. Assigning Grades to Transferring Students

When students transfer from one school to another, the sending school is required to send all grades earned during the current grading period **regardless of days enrolled.** The Elementary Student Withdrawal Notice (MIS-12427) shall be used to report this information.

6. Assigning Report Card Grades

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

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

7. Conversion Chart

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

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

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

II. ELEMENTARY INSTRUCTION

A. PHYSICAL EDUCATION

Florida Statute 1003.455 requires each district school board to include the availability of one-on-one counseling to students regarding the benefits of physical education. K-6 students are required to have 150 minutes each week with at least 30 consecutive minutes on any day during which physical education

instruction is conducted. The physical education requirement shall be waived for a student in grades kindergarten through grade eight who meets one of the following criteria:

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

B. REGULAR PROGRAM

Each student in grades K-6 will receive regularly scheduled instruction based on the district adopted curricula. This will include a required 90-minute uninterrupted reading block, language arts, mathematics, science/health, social studies and physical education. 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 Next Generation and/or Common Core Sunshine State Standards. Mastery is documented by passing grades as determined by the classroom teacher.

C. HOMEWORK (SDCC Policy 4.40)

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

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

D. PROGRESS MONITORING PLAN (F.S. 1008.25)

The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a Progress Monitoring Plan designed to assist the student in meeting state and district expectations for proficiency in reading, writing, science and mathematics. If the student has been identified as having a deficiency in reading, the Progress Monitoring Plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. District school boards shall assist schools and teachers **in implementing** research based reading activities that have shown to be successful in teaching reading to low-performing students. **(Refer to pages 21-22 for clarification concerning identification of students for PMP.)**

Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan, the student may be referred to the Response To Intervention Team. This team would recommend and oversee the implementation of interventions to assist the student in making adequate progress. The RTI team with parent involvement will continue to monitor student progress and make appropriate recommendations. If the student's deficiency isn't remediated while receiving Tier III interventions, 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.

The Commissioner of Education has determined the following levels of performance for student progression: students who score at achievement below Level 3 on FCAT Next Generation Sunshine State Standards in reading and mathematics in grades 3-6 will be required to receive remediation through a Progress Monitoring Plan. A student who has scored below Level 3 in reading and math must be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement: a federally required student plan such as an individual educational plan; a school wide system of progress monitoring for all students; or an individual progress monitoring plan. The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. Each Progress Monitoring Plan

must include the provision of intensive remedial instruction in the areas of weakness. These strategies may include but not be limited to:

- a. summer school course work
- b. extended day services (before or after school tutoring)
- c. parent tutorial programs (if appropriate)
- d. contracted academic services (previously approved by the district)
- e. Exceptional Student Education
- f. suspension of curriculum other than reading, writing, and mathematics, and science
- g. intensive skills development programs
- h. **immediate intensive** intervention (iii) outside the 90-minute reading block if deficit is in reading.

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

PROGRESS MONITORING PLAN/REMEDIATION

	READING	MATHEMATICS	WRITING
Kindergarten	<ul style="list-style-type: none"> • Unsatisfactory on report card • Scoring in red success zone – FAIR • Scoring in yellow success zone (FAIR) if supported by other data sources • Teacher Recommendation 	<ul style="list-style-type: none"> • Unsatisfactory on report card • Teacher Recommendation • Scoring at the at-risk level on District Benchmark Test if supported by other data sources 	<ul style="list-style-type: none"> • Unsatisfactory on report card • Teacher Recommendation
Grade 1	<ul style="list-style-type: none"> • Reading below grade level • Scoring in red success zone – FAIR • Scoring in yellow success zone (FAIR) if supported by other data sources • Teacher Recommendation 	<ul style="list-style-type: none"> • Working below grade level • Teacher Recommendation • Scoring at the at-risk level on Performance Matters Benchmark Assessment if supported by other data sources 	<ul style="list-style-type: none"> • Unsatisfactory on report card • Teacher Recommendation
Grade 2	<ul style="list-style-type: none"> • Reading below grade level • Scoring in red success zone – FAIR • Scoring in yellow success zone (FAIR) if supported by other data sources • Teacher Recommendation 	<ul style="list-style-type: none"> • Working below grade level • Teacher Recommendation • Scoring at the at-risk level on Performance Matters Benchmark Assessment if supported by other data sources 	<ul style="list-style-type: none"> • Unsatisfactory on report card • Teacher Recommendation
Grade 3	<ul style="list-style-type: none"> • Plan review required for retained readers • Level 1 and 2 – FCAT • Below Grade Level on report card • Teacher Recommendation • Scoring at the at-risk level on Performance Matters Benchmark Assessment if supported by other data sources 	<ul style="list-style-type: none"> • Level 1 and 2 – FCAT • Below Grade Level on report card • Teacher Recommendation • Scoring at the at-risk level on Performance Matters Benchmark Assessment if supported by other data sources 	<ul style="list-style-type: none"> • Unsatisfactory on report card • Teacher Recommendation <p style="text-align: right;">(CONTINUED ON NEXT PAGE)</p>

	READING	MATHEMATICS	WRITING
Grade 4	<ul style="list-style-type: none"> • Level 1 and 2 – FCAT • Below Grade Level on report card • Teacher Recommendation • Scoring at the at-risk level on Performance Matters Benchmark Assessment if supported by other data sources 	<ul style="list-style-type: none"> • Level 1 and 2 – FCAT • Below Grade Level on report card • Teacher Recommendation • Scoring at the at-risk level on Performance Matters Benchmark Assessment if supported by other data sources 	<ul style="list-style-type: none"> • Unsatisfactory on report card • Teacher Recommendation Scores a 2 or below on district writing assessment pre-test
Grade 5	<ul style="list-style-type: none"> • Level 1 and 2 – FCAT • Below Grade Level on report card • Teacher Recommendation • Scoring at the at-risk level on Performance Matters Benchmark Assessment if supported by other data sources 	<ul style="list-style-type: none"> • Level 1 and 2 – FCAT • Below Grade Level on report card • Teacher Recommendation • Scoring at the at-risk level on Performance Matters Benchmark Assessment if supported by other data sources 	<ul style="list-style-type: none"> • Unsatisfactory on report card • Teacher Recommendation Scores a 2 or below on FCAT writing assessment
Grade 6	<ul style="list-style-type: none"> • Level 1 and 2 – FCAT • Below Grade Level on report card • Teacher Recommendation • Scoring at the at-risk level on Performance Matters Benchmark Assessment if supported by other data sources 	<ul style="list-style-type: none"> • Level 1 and 2 – FCAT • Below Grade Level on report card • Teacher Recommendation • Scoring at the at-risk level on Performance Matters Benchmark Assessment if supported by other data sources 	<ul style="list-style-type: none"> • Unsatisfactory on report card • Teacher Recommendation Scores a 2 or below on district writing assessment pre-test

**E. READING DEFICIENCIES AND PARENTAL NOTIFICATION
(F.S.1008.2)**

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

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

1. That his or her child has been identified as having a substantial deficiency in reading.
2. A description of the current services that are provided to the child. This must include additional intervention (iii) outside the reading block.
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for Good Cause.
5. Strategies parents can use to help their child succeed in reading proficiency.
6. District's specific criteria and policies for mid-year promotion.

F. ATTENDANCE

Florida Law requires all children between the ages of 6 and 16 attend school on a regular basis. (F.S. 1003.21)

Students with 5 or more unexcused absences in a month or 10 unexcused absences in 90 calendar days will be referred to the school's Attendance Team, and the school will set up a meeting with the parent or guardian to resolve the attendance problem. When a parent or guardian does not participate in activities requested by the school to improve school attendance, legal action may result in the filing of a Truancy Petition with the court or referral to the State Attorney's Office (F.S. 1003.24)

The following policies regarding attendance are in effect county-wide:

- Schools will contact a parent or guardian, wherever possible, to notify them of an absence.
 - Following an absence, a note must be received from the parent or guardian no later than the 3rd day following return to school. Notes will not be accepted after the 3rd day and the absences will be considered unexcused. If excused absences become excessive, medical documentation may be required by the principal to excuse further absences.
 - It is at the discretion of the principal whether absences for family emergencies or extended absences are considered excused or unexcused.
1. Absence by a student for twenty (20) or more days during the school year, ten (10) days per semester, or five (5) days for a calendar month, shall create a strong presumption that the student has failed those subjects or courses in which he/she is enrolled during that period. Such presumption may be overcome by effort or performance which satisfies the teacher(s) involved, that such student should receive other than a failing grade.
 2. A review committee representing the administration, the instructional staff, and guidance, appointed by the principal, will review each such case individually and will make recommendations to the principal who will make the final determination.
 3. Absence for Board approved religious holiday(s) will be addressed by the principal.
 4. Absences due to religious holidays must be reflected in the attendance record of the student as an **excused** absence. These excused absences for religious purposes do not count against the student for perfect attendance purposes.

(SDDCC Policy 4.01 and 4.01)
 5. Excused absences are: religious instruction/holidays, sickness, injury or other insurmountable conditions, or absences due to participation in an academic class or program or as otherwise excused by the principal.
 6. 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.

7. 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.
8. Attendance for CVA is documented as follows:
 - Students in grades K-5 must log in each school day;
 - Students in grades 6-12 must complete 5% of course work each week;
 - Any day a K-5 student does not log in is considered an absence unless otherwise approved by a CVA Administrator or Guidance Counselor;
 - Any week a 6-12 student completes less than 5% of the course work, an absence equal to the percentage below five will be documented unless otherwise approved by a CVA Administrator or Guidance Counselor.

Learnfare (formerly known as AFDC) requires children of cash assistance recipients to attend school regularly or they risk having their cash assistance reduced. (SDCC 4.54)

Perfect Attendance is awarded to students that have been **neither absent nor tardy**. (SDCC Policy 4.02 G)

F. ASSESSMENT (F.S. 1008)

Students in grades kindergarten through 6 are evaluated annually. All students, unless specifically exempted, must take all statewide and local achievement tests at their appropriate grade level. Each student who does not meet specific levels of performance in reading, writing, science, and mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and academic needs. Test adaptations and modification of procedures, as necessary, for students in Exceptional Education and for students who have Limited English Proficiency, are provided through the Individual Education Plan (IEP) or the Limited English Proficiency Plan (LEP).

The 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 days of each school year. Retained kindergarten students will not be screened. The Florida Kindergarten Readiness Screener consists of a subset of the Early

Childhood Observation System (ECHOS) and some measures of the Florida Assessment for Instruction in Reading (FAIR). Teachers are encouraged to share the data from the FLKRS with parents when conferencing.

FAIR (Florida Assessment for Instruction in Reading) – The FAIR is administered to all **K-6** students three times each year based upon testing schedule created by Just Read, Florida. The test is administered one-on-one for students in grades K-2. Students in grades 3-6 will take the **Web-based Assessment Module (WAM) of FAIR**. These tests are to be used as one data point for determining intervention services for students and is a resource for progress monitoring.

FCAT Writing – (Florida Comprehensive Assessment Test) – The FCAT Writing test is administered not earlier than March 1st to all fourth grade students. Results are reported for either narrative or expository writing depending upon the prompt the student received during the testing situation. Students are compared to other fourth grade students within the state.

FCAT Mathematics – (Florida Comprehensive Assessment Test) – This test is administered to all students in grades 3,4, and 6. Students are compared to other students within the state.

FCAT Reading – (Florida Comprehensive Assessment Test) – This test is administered to all students in grades 3,4,5, and 6. Students are compared to other students within the state.

FCAT Science – (Florida Comprehensive Assessment Test) – This test is administered to all fifth grade students. Students are compared to other fifth grade students within the state.

CELLA – (Comprehensive English Language Learner Assessment) – This test is administered to all ELL (English Language Learner) students.

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

III. ELIGIBILITY FOR ALTERNATE ASSESSMENT

A. GUIDELINES FOR EXEMPTION OF STUDENTS WITH DISABILITIES (F.S. 1008.25(6)2)

The general expectation of state and district assessment systems is that all students participate in assessment for accountability purposes. However, a student’s disability may be such that state and district assessment systems may not be appropriate for that student.

The Florida Alternate Assessment is an alternate achievement standards-based assessment designed specifically for students with significant cognitive disabilities. Individual Education Plan (IEP) teams are responsible for determining whether students with significant cognitive disabilities will participate in alternate assessment. The IEP team should consider the student’s present level of educational performance in reference to the *Next Generation Sunshine State Standards*. In order to facilitate informed and equitable decision making, IEP teams should answer each of the following questions when determining whether or not a student should participate in the Florida Alternate Assessment:

Questions to Guide the Decision-Making Process to Determine How a Student with Disabilities will Participate in the Statewide Assessment Program	YES	NO
1. Does the student have a significant cognitive disability?		
2. Is the student unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials?		
3. Is the student participating in a curriculum based on Sunshine State Standards Access Points for all academic areas?		
4. Does the student require extensive direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings?		

If the IEP team determines that **all four of the questions** accurately characterize a student’s current educational situation, then the **Florida Alternate Assessment** should be used to provide a meaningful evaluation of the student’s current academic achievement. If “yes” is not indicated in all four areas, then the student should participate in the general statewide assessment with accommodations, as appropriate.

Districts must annually report to the parent of each student the progress toward achieving state and district expectations for proficiency in reading, writing, science and mathematics, and the student’s progress must be based on the student’s classroom work, observations, tests, district and state assessments, and other relevant information.

B. GUIDELINES FOR EXEMPTION OF ENGLISH LANGUAGE LEARNERS

Limited English Proficiency (LEP) 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 and writing, shall be exempted for Good Cause from the mandatory retention.

IV. REPORTING PUPIL PROGRESS

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

A. REPORT CARDS – F.S. 1003.33(1)

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 1-6 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 *Sunshine State Standards Access Points* will be evaluated with a modified report card. **All other students will be evaluated with the standard grade level report card.**

B. COMPUTER REPORT CARD FORMATS/K-6

Kindergarten

Reading, Oral and Written Communication Skills, Mathematics, Science/Health, Social Studies and Developmental Skills are evaluated by the teacher using the following scale:

E	=	Excellent (Exceeds Standard)
V	=	Very Good (Performs Above Standard)
S	=	Satisfactory (Performing at Standard)
N	=	Needs Improvement (Progressing Toward Standard)
U	=	Unsatisfactory (Not Meeting Standard)

Grades 1-2

Reading, Writing, Science/Health, Social Studies, Mathematics, are evaluated by the teacher using a letter grade scale.

A	=	Excellent
B	=	Good
C	=	Adequate
D	=	Limited
F	=	Unsatisfactory

If numerical grades are used to determine the letter grade, it should be in compliance with the district scale as noted under grade 3-6. If grades are based solely on the letter system then the following scale should be used for averaging:

A = 4 Points	C = 2 Points
B = 3 Points	D = 1 Point

Grades should reflect mastery of content standards.

Grades 3-6

Reading, Language Arts, Mathematics, Social Studies, and Science/Health are evaluated by the teacher using 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:

- O = Outstanding
- 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.

C. HONOR ROLL (GRADES 3-6 ONLY)

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

1. For "A" Honor Roll:

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

2. For "A/B" Honor Roll:

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

V. ELEMENTARY GRADE PLACEMENT K-6

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.**

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

The parent of multiple birth siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. The request must be made no later than 5 days before the first day of each school year or 5 days after the first day of attendance of students during the school year if the students are enrolled in the school after the school year commences. The school may recommend the appropriate classroom placement for the siblings and may provide professional educational advice to assist the parent with the decision regarding appropriate classroom placement. A school is not required to place multiple birth siblings in the same classroom if factual evidence of performance shows proof that the siblings should be separated or if the request would require the school district to add an additional class to the grade level of the siblings. Further, at the end of the first grading period following the multiple birth siblings' enrollment in the school, if the principal of the school, in consultation with the teacher of each classroom in which the siblings are placed, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings. A parent may appeal the principal's decision in the manner provided by school district policy. During an appeal, the multiple birth siblings must remain in the classroom chosen by the parent. This does not affect the right or obligation involving placement decisions pertaining to students with disabilities under state law or the Individuals with Disabilities Education Act. It also does not affect the right of a school district, principal, or teacher to remove a student from a classroom pursuant to school district discipline policies.

B. PROMOTION

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

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion (F.S. 1008.25). Social promotion occurs when a

student is promoted based on factors other than the student achieving the district and state levels of performance for student progression. A student fails to meet the state portion of the levels of performance for student progression when the student fails to achieve the required levels in reading, writing, mathematics, or science on the Florida Comprehensive Assessment Test of Next Generation Sunshine State Standards.

1. Promotion, assignment, or retention normally will occur at the end of the school year or at the end of summer school, if it is available. The primary responsibility for determining each student's performance and ability to function academically, socially, and emotionally in the next grade is that of the classroom teacher subject to review and final approval of the principal. The principal may consider a recommendation for promotion if Good Cause guidelines are met in K-5.
2. Students in grade 6 must earn a promotion credit in Language Arts, Math, Science, and Social Studies to be promoted to 7th grade. To earn a promotion credit a student must earn a "D" or better on grade level in the subject area. A student may earn only one promotion credit in Summer School.

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.

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

- 2) a score at the 45th percentile or higher on a nationally normed reading comprehensive test selected by the district, which is consistent with the month of promotion to fourth grade.
- c. To promote a student by portfolio, there must be evidence of mastery of the third grade Sunshine State Standard Benchmarks for Language Arts **and** beginning mastery for fourth grade Language Arts. The portfolio **must** meet the following requirements:
- 1) be selected by the student's teacher;
 - 2) be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
 - 3) include evidence of mastery of the benchmarks assessed by the grade 3 Reading FCAT;
 - 4) include evidence of beginning mastery of grade 4 Benchmarks that are assessed by the grade 4 Reading FCAT. This includes multiple choice, short response, and extended response items and passages that are approximately 60% literary text and 40% information text, and are between 100-900 words with an average of 500 words. Such evidence could include chapter or unit tests from the districts adopted core curriculum or teacher prepared assessments that are aligned with the Next Generation Sunshine State Standards. **For each benchmark, there must be two examples of mastery as demonstrated by a grade of "70%" or better;** and
 - 5) be signed by the teacher and the principal as an accurate assessment of the required reading skills.
- d. The Progress Monitoring Plan for any retained third grade student, who has been promoted mid-year to fourth grade, **must** continue to be implemented for the entire academic year.

D. DETERMINATION REGARDING PROMOTION

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

- a. the Next Generation and/or Common Core Sunshine State Standards
- b. the student's ability to function with materials considered to be "on grade level"
- c. teacher judgment
- d. tests

- e. student's classroom work
- f. observation
- g. standardized and required statewide assessments
- h. other objective data

E. STUDENTS WITH DISABILITIES

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

VI. REMEDIATION

A. REMEDIATION K-6

1. If a teacher recommends remediation because a student is exhibiting substantial reading difficulty, the student must receive intensive reading instruction both during and outside the 90-minute reading block. (Grades K-5) and during the 50 minute reading block (Grade 6). Remediation should also be supported in the content area subjects. This must occur immediately following the identification of the reading deficiency. The student must be **reassessed** by locally determined assessment or based on teacher recommendation at the beginning of the grade following the intensive reading instruction. The student must continue to be given reading instruction until the deficiency is remedied.
2. Any student who does not meet the district levels of performance in reading, writing, science, and mathematics or who does not meet the specific levels of performance on statewide assessments as determined by the Commissioner of Education, must be provided remediation through:
 - a. additional diagnostic assessments, determined by the district, to identify the nature of the student's difficulty and areas of academic need; and
 - b. implementation of an individual Progress Monitoring Plan developed, in conjunction with a parent or guardian that is designed to assist the student in meeting state and district expectations of proficiency.

B. SUSPENSION OF CURRICULUM

Suspension of the Social Studies curriculum is permissible if substantial reading difficulties are documented on the student's Progress Monitoring Plan in grades K-5. The instructional time must then be dedicated to providing additional reading support.

C. READ INITIATIVE (F.S. 1008.25)

Districts shall establish a Reading Enhancement and Acceleration Development (READ) Initiative in order to prevent retention and to offer intensive accelerated reading instruction to grade 3 or grade 3+ students who failed to meet standards for promotion to grade 4, and to each K-3 student who is **determined** as exhibiting a reading deficiency. The READ initiative shall: be provided to all K-3 students at risk of retention as identified by an assessment system that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension; be provided during regular school hours in addition to the regular reading instruction; and use a state-identified reading curriculum.

**D. 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
- 3 courses in Mathematics
- 3 courses in Social Studies (one of which must be Civics)
- 3 courses in Science
- Complete a career course in grade 8 and complete the Electronic Personalized Educational Plan (ePep) component (FS-1008.25(6)(a)).

Sixth grade students who score Level 1 on FCAT Reading must complete an intensive reading course the following year. Students who score Level 1 or 2 on FCAT Math must receive remediation the next year. Students scoring a level 2 on FCAT Reading will be assessed at the end of sixth grade to determine placement in intensive reading or placement in a content area reading course in seventh grade. Students scoring below Level 3 on FCAT Reading or Math will have a Progress Monitoring Plan developed with the student's parent or guardian. The Progress Monitoring Plan must: identify educational goals and intermediate benchmarks for student in the content area; be based upon academic performance data and the identification of the student's strengths and weaknesses; include academic intervention strategies with frequent progress monitoring; provide innovative methods to promote the student's advancement which may include flexible scheduling, tutoring, focus on core curricula, online instruction, an alternative learning environment, and other interventions that have been shown to

accelerate the learning process. The plan must include tools for parents to monitor student progress and communicate with the teachers. For students with disabilities, the components of the Progress Monitoring Plan may be included in the Individual Education Plan.

E. 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:

- Basic Education Student
- 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 guidance counselor for more information.

VII. RETENTION

A. **GENERAL REQUIREMENTS:**

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

Recommended Steps For Retention Consideration

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

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

The state board has adopted rules to prescribe limited circumstances in which a student may be promoted without meeting the specific assessment performance level prescribed by the district's Student Progression Plan. Such rules specifically

address the promotion of the students with Limited English Proficiency and students with disabilities. Refer to exemption for Good Cause regarding grade 3 students.

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

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

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

- a. It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.
- b. If the student's reading deficiency is not remedied by the end of the grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained unless he/she is exempt from mandatory retention for Good Cause.
- c. If a grade 3 student transfers after the administration of the Florida Comprehensive Assessment Test, 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. The student must score 45% or higher to be eligible for promotion unless Good Cause is applicable. A portfolio may also be presented to the principal. See "Good Cause" #4.
- d. Retention of Limited English Proficient (LEP) students must be determined by a school's LEP Committee, except in the case of mandatory retention for reading deficiencies in grade 3. See "Good Cause" #1.
- e. The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of: that deficiency, a description of the current services and proposed supplemental instructional services and supports;

that the child will be retained unless he or she meets one of the Good Cause exemptions; the strategies for parents to use in helping their child succeed in reading proficiency; that the FCAT is not the sole determiner of promotion; and the district's specific criteria and policies for mid-year promotion.

- f. Each school district shall conduct a review of Progress Monitoring Plans (or Individual Education Plans for students with disabilities) for all retained third grade students who did not score above Level 1 on the FCAT Reading and did not meet one of the Good Cause exemptions, and shall address additional supports and services needed to remediate the deficiency.
- g. Third grade students who are retained must be provided intensive interventions in reading to eliminate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include: effective instructional practices; participation in the district's summer reading camp; and appropriate teaching methodologies.
- h. Each school district shall provide written notification to the parent of any third grade student who is retained that his or her child has not met requirement for promotion and the reasons the child is not eligible for a Good Cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child.
- i. The school district shall require a student portfolio to be completed for each retained third grade student.
- j. Retained third grade students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies, which may include, but are not limited to: small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing 3rd and 4th grade students; extended school day, week, or year; and/or summer reading camps.
- k. Districts shall provide retained third grade students with at least one of the following instructional options: supplemental tutoring in research-based reading services; a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading; and/or a mentor or tutor with specialized reading training.

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

VIII. EXEMPTION FOR GOOD CAUSE

A. EXEMPTIONS FOR GOOD CAUSE GRADE 3

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

1. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program.
2. Students with disabilities whose Individual Education Plan indicates that participation in FCAT is not appropriate.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. On January 21, 2003, the board determined that standardized assessment to be used in grade 3 reading is the SAT-10 alternative assessment.

All grade 3 students new to the county or students who missed the reading portion of the FCAT will be administered the SAT-10 prior to the end of the school year. All other grade 3 students who scored Level 1 will take the SAT-10 at the end of Summer Reading Camp. At the request of the parent or if determined by the school as beneficial, students not scoring at the 45th percentile or greater on SAT-10 may retake a different version of the SAT-10 thirty days from the first administration date.

To promote a student using the SAT-10 as an alternative assessment Good Cause exemption, the grade 3 student scoring at Level 1 Reading FCAT 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 FCAT scores or during the last two weeks of school, whichever occurs first, for student promotion purposes.

4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the

Next Generation Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT. On January 21, 2003, the board determined minimum Student Portfolio Guidelines. To be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio contents must: (a) be selected by the student's teacher, (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 that the benchmarks assessed by the grade 3 Reading FCAT have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text, and that are between 100-700 words (**with an average of 500 words per benchmark**). Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Next Generation Sunshine State Standards or teacher-prepared assessments that are aligned with the Next Generation Sunshine State Standards, (d) be an organized collection of evidence of the student's mastery of the Sunshine State Standard Benchmarks for Language Arts that are assessed by the grade 3 Reading FCAT. For each benchmark, there must be at least **three** examples of mastery as demonstrated by a grade of **70%** or above, and (e) be signed by the teacher and the principal as an accurate assessment of the required reading skills. These guidelines are to be considered *minimum* guidelines, with the expectation that school districts would have the flexibility to set portfolio standards that may exceed the guidelines adopted.

5. Students with disabilities who participate in the FCAT **and** who have an Individual Education Plan or a Section 504 Plan **that** reflects that the student has received the intensive remediation in reading for **more than two years** but still demonstrates a deficiency in reading and was previously retained in K,1, 2, or 3.
6. Students who have received the intensive remediation in reading **for two or more years**, but still demonstrate a deficiency in reading **and** who were previously retained in K-3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day based upon a Progress 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.

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

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

1. Documentation shall be submitted from the student’s teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student’s academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing Progress Monitoring Plan, Individual Educational Plan, if applicable, report card, and student portfolio.
2. 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, the school principal shall make such recommendation in writing to the district school superintendent. Documentation and recommendation will be forwarded to Director of Elementary Education for review for the office of superintendent. The district school superintendent shall accept or reject the school principal’s recommendation in writing.

C. GOOD CAUSE PROMOTION FOR GRADES OTHER THAN THIRD GRADE

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

- a. A student may be considered for promotion, by the principal, to the next higher grade with the exception of mandatory retention for third grade. The following Good Cause reasons shall be the determining factor when making this decision for promotion.
 1. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program who have previously been retained at least one year in the grade grouping and are on a Progress Monitoring Plan.
 2. Students with disabilities whose Individual Education Plan indicates that participation in State/District standardized testing is not appropriate.
 3. Students receiving intensive reading instruction for two or more years, mandatory retention in grade 3 and at least one additional year of retention but still has deficiency in reading. If promoted

under this exemption, intensive reading instruction must be provided the next year to include an altered instructional day based on a Progress Monitoring Plan (or Individual Education Plans for students with disabilities) that includes specialized diagnostic information and specific reading strategies.

Request for Good Cause 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 PMP, IEP, report card, student portfolio, or alternate testing and evaluations.
- The principal must review and discuss the recommendation with the teacher(s), counselor and psychologist and determine promotion or retention. If the principal determines that the child is to be promoted, with Good Cause, he/she will sign the report card and indicate promoted. A statement will be added to the report card stating the data on which promotion is based.

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

- b. A student may be assigned by the principal, to the same grade grouping (K-3 or 4-6) even if the student has previously been retained in that grade grouping. Parents will be notified, in writing, of this placement.
- c. Any student may be assigned at any time during the school year to a lower grade if the principal determines standards have not been met and the student will benefit from the placement. Parents will be notified of the special assignment, and it will be documented in the student's record.
- d. Districts shall implement a policy for the mid-year promotion of any retained third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Reevaluating any retained third grade student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT as determined by the State Board. See Mid-Year Promotion.

- e. The placement of a student to a higher grade which results in advancing a grade, or part of a grade, should be based on evidence that the child will benefit from the instructional program in the advance grade. Parents will be notified of the placement, and it will be documented in the student's record.
- f. The principal should receive input from the Exceptional Student Education student's Individual Education Plan or Educational Plan regarding the appropriateness of placement.

IX. ACADEMIC TUTORING AND SUMMER READING CAMP

A. DEFINITION

The definition for summer school includes academic tutoring programs during the regular school term. Elementary schools, within the district, may provide academic tutoring and Summer Reading Camp. The purpose of the academic tutoring 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's levels of performance in reading and writing. Grade 3 students who score Level 1 on the FCAT Reading will be targeted for Summer Reading Camp.

B. STUDENT ELIGIBILITY FOR ACADEMIC TUTORING AND SUMMER SCHOOL

1. Basic Education students, who were enrolled in Clay County Schools in the previous year, will qualify if they have a current Progress Monitoring Plan or who meet individual school criteria for eligibility for available tutoring.
2. Students in grade 3, mandatorily retained, will be given the opportunity to attend Summer Reading Camp. The purpose of summer reading camp is to provide intensive reading remediation. 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 tardies or late pick-ups (three or more) may also result in the student being dropped from the summer reading camp program. This attendance policy is in place to ensure that students are provided with maximum time for intensive instruction.

3. Students may make prior arrangements to take the SAT-10 at their district school on the last day of reading camp if they are taking remedial instruction through a private program.
4. In addition to the above criteria Exceptional Student Education (ESE) students may qualify if the IEP team determines extended school year services are necessary.
5. English for Speakers of Other Languages (ESOL) students are eligible.
6. Sixth grade students may attend summer school to remediate one course.
7. On a case by case basis Principals may determine whether previously retained, over-aged sixth graders may benefit by repeating one summer school course to be “conditionally promoted” to 7th grade where additional remediation must occur. (See Secondary PPP, page 83)

X. REQUIRED PROGRAM OF STUDY K-6

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

XI. SPECIAL PROGRAMS AVAILABLE

A. TITLE I BASIC READING AND MATHEMATICS

Title I is a federally funded program designed to supplement basic education in grades K-6 for reading and mathematics.

Qualified students are eligible to receive services provided they:

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

B. VIRTUAL SCHOOL (F.S. 1002.45)

Clay Virtual Academy is a school choice option for K-12 full and part-time students who reside in Clay County. Students may enroll as public, private, or home school students.

Any 4th or 5th grader scoring a level 4 or 5 on FCAT Math or Reading may enroll in accelerated courses offered by CVA. Clay Virtual Academy also offers programs through contracted services with K12 and other school districts. Students who choose to enroll with FLVS/Connections Academy as a school choice option for K-5 are transferred to FLVS as the school of record and are no longer considered Clay County enrollees. These students may still participate in state test and extracurricular activities at their zoned schools.

Applications for CVA are accepted only during open enrollment periods listed on the CVA website, www.clayvirtual.net. Applications are considered without regard to age, disability, race, national origin, religion, or gender. The application process is to ensure, as far as possible, that students will be successful in their academic work. Acceptance may be limited due to the number of seats available and/or course offerings. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and require administrative and guidance counselor approval.

CVA “Student Contact and Drop” Policy

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

1. If the student does not submit the expected number of assignments within a period of seven (7) consecutive days, the student and parent will receive a phone call from the instructor. During the call, the student, parent, and instructor will work to resolve any issues that prevent the student from submitting an acceptable number of assignments each week.
2. If the student does not respond to the phone call by submitting assignments within seven (7) days or does not continue to submit an acceptable number of assignments each week, the instructor will send an e-mail to the student/parent to remind them of the importance of submitting work and detailing the withdrawal process.
3. If a student does not respond by submitting assignments within fourteen (14) days of the initial phone call, CVA will assume that the student does not intend to remain in the course, and the student will be administratively dropped from the course.
4. An official final grade report will be e-mailed to the student. If the course withdrawal date falls within the grace period, a grade of “WNG” will be issued. After the grace period, of grade of “WF” will be issued.

C. VOLUNTARY PRE-KINDERGARTEN PROGRAM (VPK)

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

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

D. ENGLISH SPEAKERS OF OTHER LANGUAGES (ESOL)

The ESOL Program is designed to meet the communication and academic needs of students whose native language is other than English. The students will receive comprehensive instruction through ESOL strategies, based on curriculum frameworks and curriculum guides. ESOL students, who have been in the program for two years or less, are not bound by the mandatory retention requirements for statewide assessments.

E. DROPOUT PREVENTION AND ACADEMIC INTERVENTION PROGRAMS

Educational Dropout Prevention and Academic Intervention Programs are available, at designated school sites, to eligible students in grades 1-12 as described under F.S. 1003.153. These voluntary programs are designed to give support to eligible students through an alternative learning environment. Specific strategies are developed to meet individual needs of students targeting academic advancement, self esteem, and social skills.

F. EXCEPTIONAL STUDENT EDUCATION

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

G. HOSPITAL/HOMEBOUND

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

SECONDARY EDUCATION

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ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION (AICE)

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 six tests, one test from each of three major subject groups: Math and Science, Languages, Arts and Humanities and the remaining three examinations from any of the three subject areas the student chooses.

The two schools in Clay County that offers the AICE program are Fleming Island High School and Oakleaf High School. The AICE program is not considered an Academy and students must be zoned for those schools in order to participate. For more information, parents and students should contact those schools.

ATTENDANCE

Since a strong assumption can be made that a student with excessive absences is a high risk for failure, the following guidelines and procedures will apply. If a student is absent for more than twenty (20) days during the school year, 10 days for semester courses, or 5 days for a calendar month, he/she may be subject to reporting to an appointed committee by the Principal in order to address the absences. The student may be required to provide information as to why there are frequent absences. The committee may then establish attendance criteria to which the student will follow.

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

Excused absences are: religious instruction/holiday, sickness, injury or other insurmountable condition, or absence due to participation in an academic class or program, a legal requirement established by the court system, 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 in order to be eligible to earn credit. (Students must also meet all other requirements to earn credit, such as teacher tests, passing average in the course, etc.) A passing grade on a semester exam for a semester course, or passing average on the two semester exams for a year course may be used as a determination of mastery of 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 will be due immediately upon return. Work assigned during the absence will be due in the amount of time equal to the number of days absent. For **unexcused absences**, including out-of-school suspension (OSS), work assigned or tests that cover instruction prior to the unexcused absence must be taken and graded for credit. Work assigned and due during the time of an unexcused absence may be accepted for

credit at the discretion of the teacher. In all cases the student is responsible for arranging with the teacher the turning in or **making up of the work**. **In no instance will an academic penalty be used for a “Code of Conduct” violation.**

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

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

BRIGHT FUTURES SCHOLARSHIP PROGRAM

Bright Futures Scholarship Program establishes a lottery-funded scholarship 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 from active duty. 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.

As the Bright Futures Scholarship Program continues to undergo revisions, specific details for meeting requirements are available at the local high schools. Please contact the Guidance Office for eligibility requirements, program details, course requirements, and other general information.

CALCULATING GRADES AND GRADE POINT AVERAGE

Semester grades will be averaged by multiplying each quarter (nine-weeks) numeric grade by 4.5, adding the semester exam, and dividing by 10. For semester courses, final average of “60” and above equal $\frac{1}{2}$ credit. Courses that have “End-of-Course” exams will receive the 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 shall maintain a one-half credit earned system including full year courses with credits posted after each semester. For year courses, if a student fails one semester, but passes the other semester with a high enough grade to average a passing grade for the year, the student will receive a full credit for the course.

The primary responsibility for assigning grades rests with the teacher subject to approval by the principal.

For courses which require an “End-of-Course” (EOC) assessment which is 30% of the Final Grade, the District will determine the calculations and disseminate this information to the schools.

In calculating GPA for graduation and eligibility purposes, all courses taken must be used in determining the final GPA. Year-long courses are computed by semesters. Quality points are assigned by each semester average (A = 4, B = 3, C = 2, D = 1, F = 0). Students must have a 2.0 GPA on a 4.0 scale in order to meet graduation requirements and receive a “Standard diploma.” “WNC” and “WF” indicators in virtual courses are not counted in the GPA calculations. All credit-earning courses taken in grades 7-12 and through virtual courses will count in the GPA calculation. Courses in which “grade forgiveness” policies have been applied are exempt.

Beginning in school year 2010-11, 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 also. Courses designated as “Dual Enrollment, Advanced Placement, AICE and International Baccalaureate” will be weighted at 5.0. Courses taken prior to the 2010-11 year that fall under the “Honors, Pre-AICE and Pre-IB” heading will count as 5.0 on the scale.

CLAY VIRTUAL ACADEMY

Clay Virtual Academy is considered an option for Clay County students. As an option for students enrolled in grades K-12:

- Clay County shall not deny access to any District approved online courses assuming that the desired online course(s) is an appropriate course placement based on the students’ academic history, grade level, ability level and age appropriateness. This program is available to full-time and/or part-time students in virtual courses in 6-12 (FS.1002.45);
- CVA offers numerous courses during the school year, including Honors courses and Advanced Placement (AP) courses. CVA course grades are accepted for credit and are transferrable. CVA is considered part of the Clay County school system and has accreditation status by the Southern Association of Colleges and Schools and the courses are approved by the NCAA;
- Beginning in 2012-13, full-time “Clay Virtual” students who have earned at least 50% of their high school graduation credits in CVA will participate in the CVA graduation ceremony. The student may, however, participate at their zoned school’s graduation if at the time of enrollment during their senior year the parent indicates in writing that they (the student) wish to do so. In addition, CVA students are eligible to purchase tickets and attend such events as Prom, Homecoming events, Grad Bash, etc. as long as they meet the same eligibility criteria established by the school for traditional students.

CORRESPONDENCE COURSES

Credit by “correspondence courses” shall not be accepted unless transferred in as part of an official transcript from another accredited school or district. Credit used for this type of course through a state or regionally accredited school is required to be accepted at face value.

Acceptable accreditation is prescribed by the “Southern Association Standards” or “Florida State Board of Education Administrative Rules.”

COURSE SEQUENCING/JUNIOR HIGH SCHOOL

Students are generally required to enroll in a full year of mathematics, language arts, science, social studies, and physical education in grades 7 and 8. (See “Physical Education” on page 70 pertaining to the P.E. waiver) Students in Grade 7 will have “Comprehensive Science 2” or “Advanced,” a Civics course, a Mathematics course (various levels) and a Language Arts course (various levels). Unless the student receives a waiver, they will have P.E. and an elective course. Students may choose from a Career and Technical Education course, art and music areas for their electives.

Students in the 8th Grade will generally take “Comprehensive Science 3” or “Advanced,” “U.S. History” or “Advanced,” a Mathematics course (various levels), and a Language Arts course (various levels). Unless the student receives a waiver, they will have P.E. and an elective course. Students may choose from a Career and Technical Education course, art and music areas for their electives.

Social Studies at the Junior High level will include Florida History, the Declaration of Independence content and its’ relationship to our government, the Federalist papers, and the U.S. Constitution. Social Studies classes are required to provide instruction in the sacrifices that veterans have made in serving our country and to protect democratic values worldwide. This instruction must occur on or before Veteran’s Day and Memorial Day.

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 middle 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. Courses approved by the District for high school credit are (assuming the student is approved or recommended by the school and the District): Algebra 1 Honors, Geometry, Geometry Honors, a foreign language and “Introduction to Information Technology”, and “Agricultural Foundations.” These last two courses will count towards the Fine Arts/Practical Arts graduation requirement and are full-year courses. This course will be offered based on demand and teacher availability. Students must score a “Level 3” on the 7th grade “Reading FCAT” and have taken “keyboarding” in the 7th grade to be eligible. The focus of this class is to teach students the “Microsoft Office Suite” software which will prove to be valuable to students whether or not they choose to take business classes in the future.

Courses requiring a “End-of-Course” assessment will have state mandated rules attached to them. Beginning in 2011-12, all students enrolled in Algebra 1 Honors in Junior High and Algebra 1 (and equivalents) in Senior High school will be required to pass the exam in order to receive high school credit. If the student does not meet the necessary passing score they must take the EOC at some point in the future and pass the test to receive the Algebra credit. For Junior High promotional purposes, the student only needs to pass the course. All credit-earning

courses will become part of the student's official transcript and will be included in the calculation of the student's GPA.

COURSE SUBSTITUTION

Career and Technical Education – a student in grades 9 through 12 who enrolls in and satisfactorily completes a job preparatory program may substitute credit for a portion of the required four credits in English, or four credits in Mathematics or three credits in Science as provided for in the “State Course Code Directory.” Career and Technical Education earnings shall not exceed two credits in each subject area, and if used in one subject area, may not be used as a substitute for any other subject area.

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.

Applied Mathematics I and II can be taken sequentially and will equate to one unit of Algebra I. Principles of Technology I and Principles of Technology II may be substituted for up to 1 credit in Physics, but not in addition to Physics I.

Local schools, with the approval of the Superintendent, may offer course substitutions as provided for in the “State course Code directory.” An example of this is NJROTC programs allowing for course substitutions as follows: NJROTC I – substitute P.E. elective (not Personal Fitness); NJROTC II – substitution of Life Management Skills; NJROTC III – completion of three-year program, therefore substitution Physical Science; NJROTC IV – Practical Arts credit.

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)

Students in grades 6-12 are eligible for the “Credit Acceleration Program” (CAP). This program allows for students to take an “End-of-Course” (EOC) exam without having to actually be enrolled in the course(s). If the student were to pass the exam, they would earn the credit for the course. Students are eligible to take the EOC each time that it is offered by the state.

DUAL ENROLLMENT/EARLY ADMISSIONS

At the beginning of each school year schools will notify parents of students in or entering high school of the opportunity and benefits of Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), Dual Enrollment, and Florida Virtual School courses.

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;
- The student must earn a “C” or higher in order for the school to purchase a test for that student;
- 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 – Seniors and underclassmen such as gifted students, who qualify for Dual Enrollment may take certain college classes from specified institutions and receive high school and college credit. These classes have no tuition fees and books are provided free of charge. This includes home school students who enroll through Clay Virtual Academy. Please contact your high school guidance office for eligibility requirements and specific information. These courses may be taken either on or off the high school campus for credit (3 semester hours = ½ credit, 6 semester hours = 1 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 – Seniors and gifted underclassmen who qualify for early admission are full-time students in a college or university and receive both high school and college credit. 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.

END-OF-COURSE (EOC) Exams

Some courses require “End-of-Course” (EOC) exams. Students entering the 9th grade in 2012-13 or who are taking EOC courses in Junior High, are required to participate in the EOC assessments in Algebra (and equivalents), Biology (and equivalents) and Geometry (and equivalents). These EOC courses will become part of the graduation requirements for students based on the year that they entered 9th grade. See the “Graduation Charts” in order to determine a particular student’s requirements. The District will distribute information on the requirements for each of these courses each year.

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. This can occur even without being

enrolled in or completing the entire course. Only students in grades 6-12 are eligible under the “Credit Acceleration Program” (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. Home School parents should consult with Student Services about EOC’s.

Concerning students who transfer into Clay County from out of country, out of state, a private school, or a home school, and that students transcript shows credit received in Algebra 1, Geometry, or Biology (or equivalent courses), the decision as to whether the student must take Florida’s EOC assessments shall be made by the school Principal as follows:

- A transfer student with high school credit in Algebra 1 or Geometry will not take Florida’s Algebra 1 EOC Assessment or Geometry EOC Assessment if the student passed a statewide, standardized EOC assessment in that course, if administered by the transferring school; achieved a passing score 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, 20 U.S.C.ss.6301, et seq.; or if the student achieves an equivalent score on another assessment as identified pursuant to s.1008.22(11), F.S.
- A transfer student with high school credit in Biology 1 will not take Florida’s Biology 1 EOC Assessment if the student passed a statewide, standardized EOC assessment in that course, if administered by the transferring school, or if the student achieves an equivalent score on another assessment as identified pursuant to s.1008.22(11), F.S.
- A transfer student will take Florida’s EOC assessments in Algebra 1, Geometry, and Biology 1 under all other circumstances and must pass the EOC assessment in order to earn credit in the course.

Florida students who receive instruction at home and are registered appropriately with their district office as Home Education Program students are eligible to participate in statewide assessments. If parents or guardians have identified an EOC assessment as a selected measure of their child’s annual progress, Home Education Program students may participate in the EOC assessment administration, as directed by the district assessment coordinator.

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; however, public school students attending private schools through the use of a school choice scholarship, such as the McKay Scholarship, may take the EOC assessments.

ENGLISH LANGUAGE LEARNERS (ELL) STUDENTS

Students identified as ELL must meet the district levels of performance. However, ELL students who are identified as being substantially below grade level in reading in English may be retained only if approved by the ELL Committee. An ELL may be retained if the ELL Committee has determined that the student has not progressed satisfactorily according to his/her ELL plan.

FLORIDA ACADEMIC SCHOLAR AWARD

A student must complete a program of community service work, as approved by the District school board or administrators of a non-public school, which will include a minimum of 75 hours of service work and require the student to identify a social problem that interests him or her, develop a plan for his or her personal involvement in addressing the problems, and through papers or other presentations, evaluate and reflect upon his or her experience (1009.534 Florida Statutes).

Community service work hours for Florida Academic Scholar Award will not be accepted for the following:

- Service hours for pay or high school credit
- Service hours completed during school hours
- Service hours completed within the immediate family or family owned business;
- Service hours without prior approval by parent/guardian and principal or designee;
- Service hours not verified by an agency on their letterhead;
- Service hours completed as a member of a religious youth group or church unless the hours are spent addressing an identified social problem (examples may include: Habitat for Humanity, working with a community-wide summer Vacation Bible School, etc.)
- NOTE: all 75 community service hours do not have to be completed under one identified social problem. However, each identified social problem requires a separate, completed and approved Community Service Proposal before community service hours begin - FS 1009.534(1b).

FLORIDA VIRTUAL SCHOOL

Florida Virtual School is also a “school choice” option for Clay County students, however, as a franchise of FLVS, Clay Virtual Academy offers most FLVS content courses taught by Clay County teachers. Students may opt to take 7th or 8th period courses through FLVS for acceleration, original credit or grade forgiveness. For students in grades 6-12, any courses in addition to the student’s six scheduled classes are only offered through FLVS. See your high school guidance counselor for details.

FOREIGN EXCHANGE STUDENT GUIDELINES

Effective with the 1998-99 school year, only those organizations operating international exchange programs at the high school level that are members in good standing of the “Council on Standards for International Educational Travel” (CSIET) will be allowed to place students in Clay County public schools. At no time will the number of exchange students allowed in a high school exceed one-fourth (1/4) of one percent of the total school population or more than five (5) from one organization. This provision may be waived with approval of the Superintendent of Schools or their designee upon the written request of the school principal. It is up to the school principal to determine the number of students allowed from each sponsoring organization, but unless requested, current federal regulations limit the number per organization to five (5). All organizations or host families must have foreign exchange students registered with their

respective schools no later than five (5) calendar weeks prior to the start of school for student each year.

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

- Written acceptance by the school principal or their designee prior to a host family being designated;
- Specific information must be provided to the school. This includes academic records translated into English, the number of years completed prior to arrival and the years required in the home country to complete secondary school;
- The level of the student's English language proficiency, appropriate background information and expectations regarding school experience;
- The student must not have completed more than 11 years of primary and secondary education exclusive of kindergarten;
- The student will be classified as a senior and must successfully complete/pass a minimum of six subjects in order to participate in graduation;
- All exchange students will be required to take American History, English III (American Literature), American Government, Economics, and a minimum of 3 electives. The only exception to the required courses will be if the home country required a specific curriculum for a student in a specific grade and the local school can reasonably meet the student's course needs. Written documentation of this requirement must be included as part of the student's records;
- Driver's Education, if offered at the school, will not be allowed as a course for exchange students;
- Exchange students will not receive a regular "Certificate of Completion" or a standard diploma. 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 FCAT 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 an F-1 Visa. To get an F-1 Visa the student must be in an accepted foreign exchange program.

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."

GRADING SCALE

Florida Grading Scale for Grades 6-12 is:

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

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:

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

- Allowed to graduate prior to their cohorts (only as part of the 24-credit 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;
- 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 working or a statement that would be acceptable for use in the exercises would be, “Senior’s 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 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” is limited to students choosing the 24-credit 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 the attended during their senior year must complete all requirements prior to the end of the summer school session. If the requirements are met after the beginning of school for the next year that student will receive a “Adult High School Diploma.”

Beginning in 2012-13, full-time Clay Virtual Academy students who have earned at least 50% of their high school graduation credits in CVA will participate in the CVA graduation ceremony. The student may, however, participate at their zoned school’s graduation if at the time of enrollment during their senior year the parent indicates in writing that they (the student) wish to do so. In addition, CVA students are eligible to purchase tickets and attend such events as Prom, Homecoming events, Grad Bash, etc. as long as they meet the same eligibility criteria established by the school for traditional students.

GRADUATION OPTIONS

The 2003 Legislature amended several laws related to high school graduation requirements. The purpose of these amendments was to provide students with accelerated high school graduation options, align the number of university admission credits with these accelerated options, and modify the general requirements for high school graduations. Students entering their first year of high school in the 2010-11 year and later may choose from one of five options to earn a standard diploma. It is suggested that a student and the student’s parents/guardians meet with designated school personnel in order to be informed of the advantages and disadvantages of each of the graduation options. In addition, a student may select either the three-year standard college preparatory program or the three-year career preparatory program with the written consent of the student’s parent. Also, a student may participate in “early graduation” (graduating in less than 8

semesters) pursuant to FS1003.4281. This is only allowed under the student “24-Credit” option. Under this statute, a school district may not prohibit a student from graduating prior to their Kindergarten cohort. A student may select a program without the written consent of the student’s parent if the student is 18 years of age or older. Beginning in the 2011-12 year, each District shall provide students in grades 6-12 and their parents with information concerning the graduation options. Those options are:

- **Four-year, 24-credit standard diploma**
- **International Baccalaureate (IB) diploma** (only available at Ridgeview High School. A “Special Pupil Request” will be granted upon acceptance into the program)
- **Advanced International Certificate of Education (AICE) diploma** (currently available at Fleming Island High School and Oakleaf High School. Students must be zoned for those schools in order to participate in these programs unless a “Special Pupil Request” is granted by the District)
- **Three-year, 18-credit College Preparatory diploma**
- **Three-year, 18-credit Career Preparatory diploma**
 - The Three-Year options are designed for students who are clear about their future goals and are ready to pursue them beyond high school in an accelerated manner. To assist students and parents with this selection, students and their parents must meet with designated school personnel to receive an explanation of the requirements, advantages, and disadvantages of each option. For the Three-Year options, students must get written consent from their parents. Selection of one of the Three-Year graduation programs may be completed by the student at any time during grades 9-12.

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 at any time during grades 9-12. Please refer to the “Graduation Requirement” charts in order to compare programs.

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 choosing either **Three-Year** graduation program must attend high school as a full-time student for 3 years. Students on the 24-credit program must carry a full schedule of 6 courses whether at the school site or a combination of virtual courses and on-site courses). The only exception to this policy involves students in an OJT/Work release program;
- Students who choose a **Three-Year** graduation program may still qualify for acceleration programs (e.g.: AP, dual Enrollment, etc.) and for Florida Bright Futures Scholarships if they meet the eligibility/admissions requirements for such programs;
- **Three-year** option students can participate in the National Merit Scholarship Program if they take the PSAT/NMSQAT in either their junior or senior years;
- Student’s who choose the **Three-Year** options and complete all of the requirements, including passage of the FCAT 2.0, must graduate at the end of the 3 years. The student

cannot remain in school for a fourth year. Athletic eligibility will be impacted by this decision;

- Students who choose the **Three-Year** option will automatically move to the traditional 24-credit program if they do not: earn 5 credits by the end of Grade 9 or 11 credits by the end of Grade 10; do not achieve a score of three (3) or higher on the Grade 10 FCAT Writing assessment; do not pass the Grade 10 FCAT 2.0 Reading; or do not meet credit or GPA requirements by the end of their third year;
- High school credits awarded prior to the 9th grade will be counted toward the required credits for all graduation options;
- Students must remain in high school at least 3 years, regardless of how many credits they have earned before that time;
- The **Three-Year** graduation options are only available to student who will receive a standard diploma;
- Students who plan to apply to an out-of-state or private in-state college or university and who are interested in one of the **Three-Year** options should contact those institutions as early as possible for specific admissions requirements.
- Beginning with 9th graders in the 2011-12 year, students must complete an online course to meet the graduation requirement. Schools will offer one course during the school day with limited seating. Please consult with the school on this course offering. Virtual courses can be either a semester or year-long course in order to meet this requirement. Students in the IB or AICE programs are exempt from this graduation requirement. If an IB or AICE student withdraws or is removed from the program, they must fulfill this requirement.

Below is a summary of the graduation options:

Option 1: Standard Requirements for High School Graduation (4-year) – The 24 credits may be earned through applied, integrated, and combined courses approved by the DOE. This program takes the traditional four years to complete high school. “Foreign Language” credits are not required for this program, but is recommended for attendance at community colleges and required for admission to Florida’s state universities. For students who began 9th grade in 2010-11 and later, they must complete 12 credits in core content areas:

- 4 credits in Language Arts (with major concentration in composition, reading for information and literature);
- 4 credits in Math - two of which must be in Algebra 1 and Geometry (or their equivalents) and two additional math courses of a higher level);
- 3 credits in Science – one of which must be Biology. Two of the three credits must have lab components;
- 3 credits in Social Science – one credit in U.S. History; one credit in World History; ½ credit in Economics; ½ credit in American Government;
- 1 credit in Fine or Performing Arts (may include Speech and Debate) or specified Practical Arts courses;
- 1 credit in Physical Education that includes the integration of health;
- 8 elective credits – 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 elective based on assessment scores;

- Student must receive a passing score on the Grade 10 FCAT 2.0 Reading and other state required assessments. The student may also satisfy these requirements by receiving a concordant score on a standardized test (ACT, SAT, etc.);
- The student must have a cumulative GPA of 2.0 (or higher) on a 4.0 scale.
- The student must successfully complete an online course. This on-line course requirement does not apply to a student who has an IEP, which indicates that an on-line course would be inappropriate, OR to a student who is enrolled in a Florida high school and has less than 1 academic year remaining.
- The student must earn a passing score on the Algebra 1 EOC, the Geometry EOC and the Biology EOC (based on the year the student became a 9th grader – refer to Graduation charts)

Option 2: Three-Year, 18-Credit College Preparatory – This option is designed to prepare students for entering a postsecondary institution. This accelerated graduation program requires fewer credits than the 24-credit option. This program focuses more on academic courses, which means students take fewer elective courses. Students who select this program are required to:

- Earn 2 credits in a Foreign Language;
- Earn at least 6 of the 18 required credits in specified rigorous courses (AP, IB, AICE or courses specifically listed as “rigorous” by the DOE);
- Maintain a cumulative weighted grade point average of 3.5 on a 4.0 scale;
- Earn grades of 3.0 or its’ equivalent, weighted or unweighted, in each of the 18 required credits for the College Preparatory option;
- Complete higher level math courses than the 24-credit option;
- Satisfy the minimum standards for admission into Florida’s state universities.

Option 3: Three-Year, 18-Credit Career Preparatory – The requirements of this program are designed to prepare students for entrance into a technical center or community college for entrance into the workforce. This accelerated graduation program requires fewer credits than the traditional 24-credit option. This program focuses more on academic courses, which means students take fewer elective courses. The requirements are:

- Earn specific credits in a single vocational or career educational program;
- Maintain a cumulative weighted GPA of 3.0 on a 4.0 scale;
- Earn grades of 2.0 or its’ equivalent, weighted or unweighted, in each of the 18 required credits for the Career Preparatory option.

Option 4: 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 subject groups are eligible for college credits. The IB curriculum requires course work in six areas: 1) Language A1; 2) Language A2; 3) Individual and Societies; 4) Experimental Sciences; 5) Mathematics; and 5) 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; to complete 150 hours of community service projects and extra-curricular

activities and to write an extended essay. Students in schools enrolled in IB course do not have to pay to take the exams.

Option 5: Advanced International Certificate of Education (AICE) – AICE is an international curriculum and examination program modeled on the British pre-college curriculum. For an AICE diploma, a candidate must earn the equivalent of six 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 each of the 3 curriculum areas. Students in schools enrolled in the AICE courses do not have to pay to take the exams.

Regardless of a chosen option, statutes require all 7th-10th grade students scoring a “Level 1” on the prior year’s FCAT 2.0 Reading subtest be placed in one period of “Intensive Reading.” All 7-10 grade students scoring a “Level 2” on the prior year’s FCAT 2.0 Reading subtest will be placed in an “Intensive Reading” course OR a CAR-PD content area class, if available. Screeners will be given at the end of the 2011-12 year to facilitate prior placement for the next year. All 11th and 12th grade students who have not passed the Reading portion of the FCAT 2.0 or who have not earned a passing score on the ACT will be placed in one period of “Intensive Reading.” (For further details, please refer to the “District K-12 Reading Plan” which can be found on the District’s website – www.clayschools.net) **There is only one exception to this placement policy. Any student in grades 7-11 who scores a “Level 1” or “Level 2” on FCAT 2.0 Reading, but who did not score below a “Level 3” in the previous three years may be granted a 1-year exemption from the reading remediation requirement. However, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student’s parent for the year for which the exemption is granted.**

FLORIDA HIGH SCHOOL GRADUATION OPTIONS

For Students Entering 9th Grade From Years 2007-08 to 2009-10

Beginning with the 2003-2004 school year, all students to graduate in 2004 and thereafter may select one of the three graduation options listed below. Students are encouraged to consider their postsecondary education or career plan goals when selecting an option. For more information, please contact your school counselor.

Courses	General Requirements for High School Graduation (4-year)	Standard College Preparatory Program (3-year)*	Career Preparatory Program (3-year)
English	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course ²	3 credits at the Algebra I level or above, from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent
Science	3 credits in science, two of which must have a laboratory component	3 credits in natural science, two of which must have a laboratory component	3 credits in natural science, two of which must have a laboratory component
Social Studies	1 credit World History 1 credit American History 1/2 credit American Government 1/2 credit Economics	1 credit World History 1 credit American History 1/2 credit American Government 1/2 credit Economics	1 credit World History 1 credit American History 1/2 credit American Government 1/2 credit Economics
Foreign 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
Fine Arts or Performing Arts	1 credit in Fine or Performing Arts, which may include Speech and Debate	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of health	Not Required	Not Required
Major, Minor, or Electives	8 credits 4 credits in a Major Area of Interest (MAI) 4 credits in elective courses, which may be combined to allow for a second Major Area of Interest, a minor area of interest (3 credits), individual elective courses, or intensive reading or mathematics intervention courses	3 credits in electives	3 credits in vocational/career education program and 2 credits in electives <u>or</u> 3 credits in single career/technical certificate dual enrollment and 2 credits in electives <u>or</u> 5 credits in vocational/career education (including 3 credits in one sequential career and technical education program)
Total	24 credits	18 credits	18 credits
State Assessment Requirements	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative weighted GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits

Students Entering Grade 9 in 2010-11 School Year

Subject Area	Graduation Requirements of 24-Credit Program	Graduation Requirements of Three-Year, 18 credit College Preparatory Program ¹	Graduation Requirements of Three-Year, 18-credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, two of which must be Algebra 1* or its equivalent and one of which must be Geometry or its equivalent, and two additional math courses of higher level	4 credits, one of which must be Algebra 1* or its equivalent, one of which must be Geometry or its equivalent, or a higher level math course from the list of courses that qualify for SUS	4 credits, one of which must be Algebra 1* or its equivalent, one of which must be geometry or its equivalent, or a higher level math course
Science	3 credits in science, two of which must have a laboratory component	3 credits in science, two of which must have a laboratory component	3 credits in natural science, two of which must have a laboratory component
Social Studies	1 credit World History 1 credit United States History .5 credit American Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit American Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit American Government .5 credit Economics
Foreign 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
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of health	Not Required	Not Required
Electives	8 credits	2 credits in electives	3 credits in single vocational/career education program and 1 credits in electives <u>OR</u> 3 credits in single career/technical certificate dual enrollment and 1 credits in electives <u>OR</u> 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program)
Total	24 credits	18 credits	18 credits
State Assessment Requirements⁶	Passing scores on the Grade 10 FCAT Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements⁷	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative weighted GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits

¹Students enrolled in Algebra 1 are required to take an End-of-Course assessment that will count 30% of their final grade. Students in grades 6-8 who earned high school credit in Algebra 1 during the 2009-10 school year must take the Algebra 1 EOC assessment during the 2010-11 school year.

Students Entering Grade 9 in 2011-12 School Year

Subject Area	Graduation Requirements of 24-Credit Program	Graduation Requirements of Three-Year, 18 credit College Preparatory Program1	Graduation Requirements of Three-Year, 18-credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, two of which must be Algebra 1* or its equivalent and one of which must be Geometry* **or its equivalent, and two additional Math courses of higher level	4 credits, one of which must be Algebra 1* or its equivalent, one of which must be Geometry** or its equivalent, or a higher level Math course from the list of courses that qualify for SUS	4 credits, one of which must be Algebra 1* or its equivalent, one of which must be Geometry **or its equivalent, or a higher level Math course
Science	3 credits in Science, two of which must have a laboratory component. 1 of the Science credits must be Biology** or its equivalent	3 credits in Science, two of which must have a laboratory component. 1 of the Science credits must be Biology** or its equivalent	3 credits in Natural Science, two of which must have a laboratory component; 1 credit must be in Biology** or its equivalent.
Social Studies	1 credit World History 1 credit United States History .5 credit American Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit American Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit American Government .5 credit Economics
Foreign 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
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of health	Not Required	Not Required
Electives	8 credits	2 credits in electives	3 credits in single vocational/career education program and 1 credits in electives <u>OR</u> 3 credits in single career/technical certificate dual enrollment and 1 credits in electives <u>OR</u> 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program)
Total	24 credits	18 credits	18 credits
State Assessment Requirements	Passing scores on the Grade 10 FCAT Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT); The Algebra I or equivalent courses' End-of-Course exams must be passed in order to earn credit for the course; The Biology and Geometry or equivalent courses' End-of-Course exams will count as 30% of the students final course grade.	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT); The Algebra I or equivalent courses' End-of-Course exams must be passed in order to earn credit for the course; The Biology and Geometry or equivalent courses' End-of-Course exams will count as 30 % of the students final course grade.	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT); The Algebra I or equivalent courses' End-of-Course exams must be passed in order to earn credit for the course; The Biology and Geometry or equivalent courses' End-of-Course exams will count as 30 % of the students final course grade.
Virtual Course Requirement	Students must complete 1 on-line course through an approved district on-line provider.		
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative weighted GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits

*Students enrolled in Algebra 1 are required to take an End-of-Course assessment that must be passed based on state standards in order to receive high school credit.

**Students in Geometry and Biology and equivalents will be required to take an End-of-Course exam which will count as 30% (senior high) of their final grade.

Students Entering Grade Nine in 2012-2013 School Year

Subject Area	Graduation Requirements of 24-Credit Program	Graduation Requirements of Three-Year, 18 credit College Preparatory Program	Graduation Requirements of Three-Year, 18-credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2 or a higher-level mathematics course	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2
Science	3 credits in Science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses
Social Studies	1 credit World History 1 credit United States History .5 credit American Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
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
Fine Arts and Performing Arts, Speech and Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of health	Not Required	Not Required
Electives	8 credits	2 credits in electives	3 credits in single vocational/career education program and 1 elective credit <u>OR</u> 3 credits in single career/technical certificate dual enrollment and 1 elective credit <u>OR</u> 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program) – pending legislative action
Total	24 credits	18 credits	18 credits
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
State Assessment Requirements	<ul style="list-style-type: none"> Students must earn passing scores on the Grade 10 FCAT 2.0 Reading (or scores that are concordant with the passing scores on the Grade 10 FCAT 2.0 Reading). Students must earn a passing score or attain an equivalent score on the Algebra 1, Geometry, and Biology 1 EOC Assessment in order to earn course credit. 		
Special Notes	<ul style="list-style-type: none"> All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or are specifically listed as rigorous by the Florida Department of Education. At least one course within the 24-credit program must be completed through online learning 		

HIV/AIDS

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

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

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

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

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

HOME EDUCATION

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

Clay County secondary schools, this includes Clay Virtual Academy, are accredited by the Southern Association of Colleges and Schools. 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 or part-time in Clay Virtual Academy and remain homeschooled.

All transfer work from a home education program other than Clay Virtual Academy or FLVS or non-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. 1006.15

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 date of the season for 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 schooled students are eligible to participate in social activities such as dances, homecoming court/prom, class officer, Grad Night, Baccalaureate, Commencement or other activities as determined by the principal. Home school students enrolled with Clay Virtual Academy have opportunities to participate in CVA social activities. To receive a CVA diploma, students must enroll as public school students for their entire senior year and meet District requirements. Should home schooled students wish to graduate from a high school and receive that schools' diploma, they must re-enroll for their entire senior year.

HONOR ROLL

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

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

INTERIM REPORTS

Parents or adult students must be notified in writing at an 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;

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

LEVEL 1 COURSES

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

MULTIPLE BIRTH SIBLINGS/CLASSROOM PLACEMENT

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 (IDEA). 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.

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

ONLINE GRADUATION REQUIREMENT

Beginning with the 9th graders of the 2011-12 year, at least one course within the 24 credits required for graduation must be earned through an “online” offering (students who completed an online course in grades 6-8 satisfy this requirement). This requirement shall be met through an online course offered by the Florida Virtual School, an online course offered by the District (Clay Virtual), or an online dual enrollment course offered pursuant to a district Dual Enrollment articulation agreement. A student who is enrolled in a full-time or part-time virtual instruction program meets this requirement. Online courses that are full year courses and half-year courses satisfy this requirement. Courses may be core courses or considered electives to meet this state requirement. The online course requirement does 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.

Students in the IB or AICE program do not have to meet this requirement as long as they remain in those programs. If the student is dismissed or withdraws from the program, they are subject to this graduation requirement.

Junior High and Senior High schools offer “Computer and Business Skills” during the regular school day in an online setting. There is limited seating for these courses, therefore, check with your child’s school to determine eligibility.

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.

POSTSECONDARY EDUCATION READINESS TEST (PERT)

Students who do not achieve set scores by the Department of Education on the FCAT 2.0 Reading assessment and the “to be determined” math assessment, must take the PERT during

their Junior year of high school. “Cut scores” have been set by the state to determine if those students will need to take college readiness courses during their Senior year. This is a requirement by the State of Florida (FS 1008.30). More information about this assessment can be obtained from each high school.

PHYSICAL EDUCATION

The 2008 Legislature passed Senate bill 610 requiring each district to include the availability of one-on-one counseling to students regarding the benefits of physical education. Beginning in 2009-10 the equivalent of one class period per day of physical education for one semester (minimum standard) of each year for students enrolled in grades 6-8 will occur. The physical education requirement shall be waived (grades 6-8) for a student who meets one of the following criteria (unless the child meets one of the waiver criteria listed below, he/she will be enrolled in physical education while in grades 6-8):

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

PROMOTION AND RETENTION

Any pupil who has been retained may be assigned during the next school year to the next higher grade if the principal has documentation that standards have been met and that the student will be able to benefit from instruction at the high grade. Normally, this assignment occurs at the end of the semester, if such as assignment results in the child transferring to another school. Regarding the placement, principals must document through a variety of means that the student has met state standards. This should be done by reviewing the academic history of the student, looking at assessments and applying remediation/grade recovery processes established by Clay county. In no case, shall the move be initiated until the principal of the receiving school has been notified and agrees with the documentation. If the receiving principal questions the transfer, the two principals should meet to discuss any questions or concerns. If requested by either principal, a district review may be used to determine proper placement of the student in question. The recommendation should be made in writing to the district school superintendent. Documentation and recommendation will then be forwarded to the Director of Secondary Education 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 Response to Intervention (RTI), and the possible need for a referral to an Exceptional Student program. Students who are to be retained must receive counseling services and may be recommended for evaluation by specialists if the principal and teacher(s) feel such a referral would benefit the child. Any child in middle or

junior high school who has been retained one year and is recommended for retention a second year, is to be referred for an evaluation by appropriate specialists, psychologists, etc.

Students who do not satisfactorily achieve established objectives for the grade or course which they are assigned, may be assigned to the same grade for the next school year or given an alternative assignment. Student's level of proficiency in the areas of reading, writing, science, and mathematics must be reviewed and the student's progression must be based, in part, upon this proficiency. Students not meeting desired levels of proficiency as determined by the District and/or as evidenced by the results of state mandated tests are to be provided remedial instruction based upon a PMP designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following:

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

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

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

Each district must annually report to the parent or legal guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, and mathematics. The district must report to the parent or legal guardian the student's results on

each statewide assessment. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent or legal guardian, in writing, in a format adopted by the district School Board.

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

Under most circumstances, students will complete grade groupings within a set time frame. However, the principal may authorize that a student be retained a second time in any one of the grade groupings. In grades 9-12, a basic education student who has remained in school on a continuous basis and has not attained the age of 21 years, may be allowed to remain enrolled with the recommendation of the principal and approval of the Superintendent or his or her designee.

READING, WRITING, AND MATHEMATICS END-OF-YEAR STUDENT EVALUATION

GRADES 7-12					
Student Performance Level	FACTORS TO CONSIDER WHEN DECISION MAKING			DECISIONS FOR NEXT YEAR	
	FCAT Mathematics, Science & Reading	WRITING FCAT WRITES	CLASSROOM PERFORMANCE	REMEDATION REQUIRED NEXT YEAR?	REMEDATION OPTIONS
Above Grade Level	Level 4 or 5 Mathematics Reading	5.0-6.0	Teacher Judgment	No	<u>COURSE OPTIONS</u> Intensive Mathematics; Intensive Reading <u>OTHER OPTIONS</u> (If preferred) Tutorial: Before school, after school or Saturday, Summer School, Adult Ed, Contracted Academic Services, Exceptional Student Education Services Referral, Computer Labs, FCAT Explorer, Other Strategies
At Grade Level	Level 3 Mathematics Reading	3.0-4.5	Writing Samples	No	
BELOW GRADE LEVEL	Minimally	Level 2 Mathematics Reading	Less than 3	District Reading Assessments	
	Substantially	Level 1 Mathematics Reading	Less than 3	Mathematics Series Assessment Results Classroom Grades LEP Students Only-English Language Development Performance based on IEP Goals and Objectives Report Card Grades	Yes: Write a Progress Monitoring

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 and a total of five (5) subjects. Existing state student performance standards shall be the basis for each course. Appropriate procedures shall be followed by the classroom teacher to continuously and carefully observe student performance throughout the school year to determine if expected achievement levels and/or course performance standards are being met. Under no circumstances should student performance be judged solely on the basis of a single test.

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

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

- **3 courses in English**
- **3 courses in Mathematics**
- **3 courses in Social Studies (one of which must be Civics)**
- **3 courses in Science**
- **Complete a Career Exploration course in 7th or 8th grade.**

A transferring student will need to satisfy the promotion requirements of the District in which they moved from at the point in time they enrolled in a Clay County school, however, the ePep component must be completed.

PROMOTION AND PLACEMENT OF HIGH SCHOOL STUDENTS

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

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

According to state statutes, students are assigned to a cohort class at the beginning of each year enrolled at a high school. This cohort status determines the graduation requirements that must be met by that student. Students will be regularly notified as to their "credits earned" status towards

graduation. The student will need to acquire the appropriate number of credits based on the graduation option chosen in order to be on track to graduate in four years with their 9th-grade cohort. Grade recovery opportunities exist in order to help maintain student's progress towards graduation.

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

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

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

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

READING AND MATH REMEDIATION

Reading: All 7th through 10th grade students scoring a "Level 1" on the prior year's FCAT 2.0 Reading subtest will be placed in one period of Intensive Reading. All 7th through 10th grade students scoring a "Level 2" on the prior year's FCAT 2.0 Reading subtest will be placed in an Intensive Reading course OR a CAR-PD content area class. Screeners will be given at the end of the previous school year in order to facilitate proper placement for the following year. All 11th and 12th grade students who have not passed the Reading portion or who have not earned a concordant score on the ACT or SAT will be placed in one period of Intensive Reading. (For further details, please refer to the "district K-12 Reading Plan" which can be found on the District's website www.clayschools.net.) **There is only one exception to this placement policy. Any student in grades 7th-11th who scores at "Level 1" or "Level 2" on the FCAT 2.0 Reading but who did not score below a "Level 3" in the previous three years may be granted a 1-year exemption from the reading remediation requirement. However, the student must have a approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent for the year for which the exemption is granted.**

Math: Students who score at achievement "Level 1" on FCAT 2.0 NGSSS in math in grades 7-8, will be required to receive remediation through a Progress Monitoring Plan (PMP) in a remedial math course. For those students in grades 7-8 who have not taken the FCAT 2.0, priority will be based upon the greatest need beginning with the 1st percentile and progressing to the 24th percentile on standardized tests in math. Students in grades 9-10 will be taking "End-of-Course" exams for meeting Florida Math graduation requirements. Secondary schools will utilize the COMPASS program to provide an opportunity for students to remediate course work or to receive credit and grade recovery. Students, parents and teachers are encouraged to work

together in order to meet the needs of the student. Remedial services are available in all Clay county secondary schools through the regular or Dropout Prevention Programs.

All 11th graders who do not meet state “cut scores” from either the FCAT 2.0 or an established math assessment, will take the Postsecondary Education Readiness Test (P.E.R.T.). Any student not meeting the established “cut score” on the P.E.R.T. will be required to take the appropriate college readiness course established by state statute. They may, however, obtain a concordant score on the ACT, SAT or the Accuplacer to satisfy this requirement. This requirement is intended to reduce the need for remediation courses upon entering postsecondary institutions. For more information on the P.E.R.T., contact your child’s school.

SCHEDULE CHANGES

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

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

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

CLAY VIRTUAL ACADEMY - “STUDENT CONTACT AND DROP POLICY”

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

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

2. If the student does not respond to the phone call by submitting assignments within seven (7) days or does not continue to submit an acceptable number of assignments each week, the instructor will send an email to the student/parent to remind them of the importance of submitting work and detailing the withdrawal process, if necessary.
3. If the student does not respond by submitting assignments within fourteen (14) days of the initial phone call, CVA will assume that the student does not intend to remain in the course, and the student will be administratively dropped from the course.
4. An official final grade report will be emailed to the student. If the course withdrawal date falls within the grace period, a grade of “WNG” will be issued. After the grade period, a grade of “WF” will be issued.

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.

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.

Students who are 16-years of age or older, who may benefit from taking courses through the Adult High School Program, may be approved to enroll in one or more courses in order to make up subjects they have failed under the “grade forgiveness” policy. These courses cannot duplicate subjects currently being taken in the regular school program, and generally, students will be allowed to take only one course at a time. Additional courses may be taken at the same

time with approval of the school principal and the Adult Education administrator. Seniors will be given first priority for co-enrollment in the Adult High School Program. Students who have left school for more than one school year and wish to return to continue their education will be referred to the Adult Education Program.

SUMMER SCHOOL

Summer school is an extension of the school year for students who attended Clay County schools. Students who did not attend Clay County schools are not eligible for the summer program unless they enrolled prior to the beginning of the 4th nine-week period. Students may earn up to two full-credits during the summer regardless of the vehicle(s) used to acquire that credit.

Junior High Summer School: “Conditional Promotion.” For a 6th or 7th grader who has failed two subjects, or ESE students with IEP recommendations, they may take one (1) of the courses during the traditional “Summer School” period. The other failed course must be completed either through a virtual program or during the next summer school offering. 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. **Students failing 3 or more courses are automatically retained.**

High School Summer School: Due to summer courses now being offered in a virtual setting, the only attendance policy for students in grades 9-12 is that the student must take course assessments, or any other District determined requirements, at a school site. 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.

TESTING

Students will be required to pass certain state mandated assessments in order to graduate with a regular/standard diploma.

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 “WNG” 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 requirements IF the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. To receive a standard high school diploma, a transfer student must earn a 2.0 GPA and pass the 10th Grade FCAT 2.0 OR receive the concordant scores on the SAT or ACT identified by the Department of Education.
- Transfer Credit Policies and Guidelines: The “State Uniform Transfer of High School Credits Rule” states that credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school’s accreditation. The rule does not require that the transferring school be accredited in order for the credits to be accepted at face value. The rule states that the requested grades or credits will be accepted if presented as part of an official transcript. An official transcript is a document that is sent directly from the administrator of the school where the credit is earned to the receiving school. An official transcript shall be sent by mail or electronically signed by a school administrator, be on school letterhead, and/or be embossed with the school’s seal. An official transcript should clearly identify the school, the student, course number, date the course was taken and the credit earned and grade in each course.

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

If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school or the student does not possess an official transcript, or if the student is a home education student, credits shall be validated through performance during the first grading period

that the student is enrolled in the school. A student transferring into a school shall be placed at the appropriate sequential course level and in order to receive credit, a student should have a minimum grade point average of 2.0 at the end of the first grading period. If a student does not meet this requirement, they shall have their credits validated using the “Alternative Validation Procedure” listed below:

1. Portfolio evaluation by the Superintendent or designee;
2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
3. Demonstrated performance in courses taken through dual Enrollment or at other private schools;
4. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
5. Demonstrated proficiencies on the FCAT 2.0;
6. Written review of the criteria utilized for a given subject provided by the former school. Student must be provided at least ninety (90) days from date of transfer to prepare for assessments outline 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.

WEIGHTED GRADES

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

EXCEPTIONAL
STUDENT
EDUCATION

EXCEPTIONAL STUDENT EDUCATION

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GRADUATION REQUIREMENTS FOR EXCEPTIONAL STUDENTS & TYPES OF DIPLOMAS

In compliance with SBER 6A-1.095, FAC (Requirements for High School Diploma) and SBER 61-1.0996, FAC (Graduation Requirements for Certain Exceptional Students), an exceptional student may exit high school with one of the following diplomas:

- Standard Diploma
- Special Diploma

If an exceptional student does not fulfill criteria for a diploma, he/she may exit high school with one of the following certificates:

- Certificate of Completion
- Special Certificate of Completion

The selection of a diploma option must take place at an Individual Educational Plan (IEP) conference during the student's eighth grade school year or during the school year prior to the student's becoming age 16, whichever comes first. Since the selection of a diploma option will have a significant impact upon the exceptional student's high school curriculum, parents must be provided an opportunity to be involved in the decision-making process. Parents must be informed about course/credit requirements and other requirements for each diploma option. The diploma option selected at the IEP conference must be noted on the IEP. At each annual IEP conference thereafter, the academic performance of the student in relation to the diploma option selected shall be addressed and the diploma recommendation reviewed. Copies of each IEP shall be given to the parents.

The diploma option decision is not irrevocable. Any exceptional student shall, upon written request, be afforded the opportunity to meet all requirements for a standard high school diploma. Following such written request, an IEP review must be scheduled and parents must be informed of the impact of this decision on courses, credits, student performance standards, the general statewide assessment Program, and the time required to complete the requirements. The parents' written request must be dated and maintained in the student's cumulative file and noted on the IEP. Additionally, school personnel may recommend a change in the student's diploma option, based on documentation of the student's progress and status in his present course of study. In this case, parents must be informed, via the IEP review process, of the reasons for and impact of the proposed changes. Any changes in the diploma option shall be indicated on the IEP, a copy of which shall be provided to the parents.

STANDARD DIPLOMA

Eligibility

All exceptional students **should** be given the opportunity to meet the requirements for a standard diploma. **Exceptional students exclusively in programs for the Visually-Impaired, Speech Impaired, Gifted or Homebound or Hospitalized must pursue a standard diploma.**

Requirements

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 have:

- Earned a passing grade on the required statewide assessment(s) or met the waiver requirements.
- Successfully completed the required credits in grades 9-12. Exceptional students must earn required credits in district approved basic education courses listed in the Course Code Directory in order to meet the credit requirements for a standard diploma. Exceptional students may meet the elective credit requirements by earning credits in basic, vocational or exceptional student education courses.
- Attain the same cumulative grade point average required in the regular education section of Student Progression Plan.

Elective credit toward a standard diploma may be earned in any Exceptional Student Education course listed in the current Course Code Directory.

Accommodations

Accommodation to basic education courses shall be made as needed to assure students the opportunity to meet high school graduation requirements for a standard diploma. Accommodations to vocational courses and programs of study shall be made to assure exceptional students the opportunity to meet requirements for a standard or special diploma.

Accommodations to basic courses shall not include modifications to the curriculum frameworks or student performance standards. For basic courses, either of the following strategies shall be used in implementing this requirement:

- Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional Clay County students pursuant to this Student Progression Plan; or
- Assignment of the exceptional student to a basic education class for instruction in which accommodations are made for the student's exceptionality.

The appropriate accommodations shall be determined on the basis of the assessed needs of the student and shall be reflected in his/her IEP.

When accommodations are made to vocational courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's IEP.

Any or all of the following accommodations to the basic or vocational education courses are authorized as appropriate for exceptional students who are pursuing standard diploma credit:

- Variations in instructional methodology;
- Accommodations to test administration procedures in order to accommodate the students' handicaps, as provided in State Board Rule;
- Use of special communication systems;
- An increase or decrease in instructional time (i.e., student may be enrolled in a course for more than one period and more than one year provided the content and standards represent different student outcomes as specified on the IEP.)

SPECIAL DIPLOMA OVERVIEW

Eligibility

The following exceptional students may be given the opportunity to seek a special diploma:

- Intellectual Disabilities (Independent, Supported and Participatory Level)
- Specific Learning Disabled
- Orthopedic Impairment, Other Health Impairment and Traumatic Brain Injury
- Deaf or Hard-of-Hearing
- Language Impaired
- Emotional or Behavioral Disabilities

- Dual Sensory-Impaired
- Autism Spectrum Disorder

If an exceptional student is pursuing a special diploma, it must be indicated on the current IEP.

Exceptional students enrolled exclusively in programs for the Visually-Impaired, Speech Impaired, Gifted or Homebound or Hospitalized are not eligible for a special diploma.

Credit Requirements

To be awarded a special diploma upon graduation from high school, the exceptional student must complete the course/credit requirements and demonstrate mastery of the applicable ESE student performance standards by either:

- completion of the credit requirements for a standard diploma as prescribed in this document, or
- completion of the credit requirements for a special diploma as prescribed in this document. Exact credit requirements applicable to a standard shall be determined by the student's IEP Committee.

OPTION I: SPECIAL DIPLOMA REQUIREMENTS

Mild to Moderate

Specific Learning Disabled, Deaf or Hard-of-Hearing, Emotional or Behavioral Disabilities, Traumatic Brain Injury (TBI), Other Health Impairment (OHI), Orthopedic Impairment (OI), Language Impaired, selected Intellectual Disabilities and any other handicapped condition as stated by SBER 6A-1.0996, FAC (Graduation Requirements for Certain Exceptional Students) and determined by IEP Committee:

Language Arts	3	Credits
Mathematics	3	Credits
Social Studies	1	Credit
Science/Health	1	Credit
Life Management or Life Skills	.5	Credit
Physical Education	.5	Credit
Electives/Vocational	9	Credits
TOTAL =	18	Credits

Note: Access courses can **only** be used for students with significant cognitive disabilities who are eligible for alternate assessment.

Credit requirements in any subject area may be waived in order to allow more credits to be earned in any other subject area as determined by the IEP Committee. **The student must be at least 17 years of age, and have participated in at least 4 years of high school, or be age 19 prior to the beginning of the next school year.**

Moderate to Severe

Intellectual Disabilities, and any other handicapping condition as stated by SBER 6A-1.0996, FAC (Graduation Requirements for Certain Exceptional Students) and determined by IEP Committee:

Academic Skills	3	Credits
Communication Skills	3	Credits
Personal Home Living Skills	2	Credits
Leisure and Recreation Skills	1	Credit
Community and Social Living Skills	1	Credit
Vocational/Electives	8	Credits
TOTAL =	18	Credits

The specific set of requirements applicable to the student shall be designated by the IEP Committee. Credit requirements in any subject area may be waived in order to allow more credits to be earned in any other subject area.

NOTE: Access courses can **only** be used for students with significant cognitive disabilities who are eligible for alternate assessment.

Performance Standard Requirements:

The *Next Generation Sunshine State Standards Access Points* went into effect for students with significant cognitive disabilities during the 2007-2008 school year. The Access Points consist of subject, strands, standards, benchmarks, sample performance objectives, correlation to Standards, and performance/ functional level.

The Standards are divided into four content areas:

- **Language Arts**
- **Mathematics**
- **Science**
- **Social Studies**

Within these content areas there are three performance/functional levels:

- **Independent Level**
- **Supported Level**
- **Participatory Level**

Determining the specific benchmarks within each strand and the functional level(s) applicable to a student shall be the responsibility of the IEP Committee.

Students who are not eligible for *Next Generation Sunshine State Standards Access Points* will master the Sunshine State Standards for Special Diploma and/or the standards for regular diploma. The Florida Course Descriptions for Grades 6-12, Exceptional Student Education, 1999, may be used if applicable.

OPTION II: SPECIAL DIPLOMA REQUIREMENTS

The following specific course/credit requirements must be met by any Intellectual Disabilities, Specific Learning Disabled, Emotional/Behavioral Disabilities, Deaf or Hard-of-Hearing, Other Health Impairment, Orthopedic Impairment, Traumatic Brain Injury, Language Impaired, Autism Spectrum Disorder or Dual Sensory Impaired student, and any other handicapping condition as stated by SBER 6A-1.0996 FAC.

ESE students seeking an Option II Special Diploma must meet the following requirements:

A minimum of 12 high school credits, types of courses to be decided upon by the IEP Committee.

In addition to course/credit requirements noted above, the following requirements must also be met, in lieu of Student Performance Standards mastery, by an exceptional student seeking a Special Diploma under Option II:

- The student must be at least 17 years of age at the time the Diploma is granted.
- The student must be satisfactorily employed full-time in the same community-based job for at least one semester during his/her senior year.

OR

The student must be placed in supported competitive employment for at least 12 hours per week and paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act for at least one semester during his/her senior year.

- The student has achieved all the annual goals and short-term objectives which were specified on the IEP related to the employment and community competencies.
- The student has mastered the employment and community competencies specified in a training plan. The training plan shall be developed and signed by the student, parent, teacher and employer prior to placement in employment and shall identify the following:
 - the expected employment and community competencies;
 - the criteria for determining and certifying mastery of the competencies;
 - the work schedule and the minimum number of hours to be worked per week;
 - a description of the supervision to be provided by school district staff.

TYPES OF DIPLOMAS

Certificate of Completion

According to statute, a student who has met all requirements for graduation with a standard diploma, except for passing the Statewide Assessment Program, shall be awarded a Certificate of Completion.

Special Certificate of Completion

The special certificate of completion is awarded to the exceptional student who meets the annual credit requirements as specified for a special diploma (Option I or II), but fails to master the specified state minimum student performance standards appropriate to the student's exceptionality or fails to display mastery of employment and community competencies (Option II).

SPECIAL CONSIDERATIONS

The awarding of a special diploma or certificate of completion to any eligible exceptional education student does not prevent a student with disabilities from pursuing a regular diploma. A student with disabilities may continue to pursue a regular diploma until his/her 22nd birthday.

NOTE: This includes the opportunity to participate in the general statewide assessments as well as courses to assist with skill acquisition necessary for the general statewide assessments. In this instance, an IEP/staffing committee would need to convene to determine eligibility for readmission (if a student had been dismissed) into ESE and/or to develop an IEP.

CLASSROOM, DISTRICT AND STATEWIDE ASSESSMENT ACCOMMODATIONS

Classroom and Formal Test Accommodations for Exceptional Students State Board Rule 6A-6.0312(d) authorizes all of the following procedures for classroom, district, and statewide test administration. Note that only accommodations approved by the Florida Department of Education is permissible on standardized assessments.

Teachers are to use appropriate testing accommodations, identified on the IEP, for an exceptional education student in all situations.

B. ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Participation Guidelines:

The Florida Alternate Assessment is an alternate achievement standards-based assessment designed specifically for students with significant cognitive disabilities. Individual Education Plan (IEP) teams are responsible for determining whether students with disabilities will participate in alternate assessment. The IEP team should consider the student’s present level of educational performance in reference to the *Next Generation Sunshine State Standards*. In order to facilitate informed and equitable decision making, IEP teams should answer each of the following questions when determining whether or not a student should participate in the Florida Alternate Assessment:

Questions to Guide the Decision-Making Process to Determine How a Student with Disabilities will Participate in the Statewide Assessment Program	YES	NO
1. Does the student have a significant cognitive disability?		
2. Is the student unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials?		
3. Is the student participating in a curriculum based on Sunshine State Standards Access Points for all academic areas?		
4. Does the student require extensive direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings?		

If the IEP team determines that all four of the questions accurately characterize a student’s current educational situation, then the Florida Alternate Assessment should be used to provide a meaningful evaluation of the student’s current academic achievement. If “yes” is not indicated in all four areas, then the student should participate in the general statewide assessments with or without accommodations.

ELECTIVE CREDITS

For a Special Diploma, students may earn any number of elective credits for remedial course work in an appropriate ESE course.

REPORT CARDS

Students in Kindergarten – Second grade with significant cognitive disabilities and working on the Participatory or Supported Level *Access Points* will be evaluated with a modified report card.

All other students will be evaluated with the standard grade level report card.

PROMOTION

Credit and Promotional Requirements, outlined under Promotion and Placement in Senior High School (Basic Education), do not apply to students seeking a Special Diploma. The student's IEP Committee will provide input regarding the student's promotion. Promotion is based upon the student's ability to earn the required number of credits for each grade level.

- | | |
|--|---|
| 1. Special Diploma Option I | 18 credits are the minimum number required to graduate |
| <ul style="list-style-type: none">• 5 credits to be promoted to 10th grade• 10 credits to be promoted to 11th grade• 14 credits to be promoted to 12th grade• 18 credits to graduate | <ul style="list-style-type: none">- No specific grade point average- No specific grade point average- No specific grade point average- No specific grade point average |

All other requirements for Special Diploma Option I must also be met as delineated in the Pupil Progression Plan

- | | |
|--|---|
| 2. Special Diploma Option II | 12 credits are the minimum number required to graduate |
| <ul style="list-style-type: none">• 3 credits to be promoted to 10th grade• 6 credits to be promoted to 11th grade• 9 credits to be promoted to 12th grade• 12 credits to graduate | <ul style="list-style-type: none">- No specific grade point average- No specific grade point average- No specific grade point average- No specific grade point average |

All other requirements for a Special Diploma Option II must also be met

Caution should be used when determining when a student should be promoted to the 12th grade. The IEP Committee should make the final decision as to when a student should be formally recognized as a Senior, and participate in Senior activities and graduation.

ADULT EDUCATION

ADULT EDUCATION

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GRADUATION REQUIREMENTS FOR THE ADULT HIGH SCHOOL CREDIT PROGRAM

ADULT HIGH SCHOOL DIPLOMA

Adult High School Eligibility Requirements

- He/she must be withdrawn from a secondary institution and beyond compulsory school age;
- He/she must meet with a Clay County Adult Education advisor before they are enrolled. An official transcript should be available at this time so that a review of past academic history can be conducted;
- Due to limited course offerings, it is recommended that an eligible Adult High School student must have previously attained 20 credits. The balance of credits (24 is required for graduation) may be completed through the Adult High school program;
- Classes will be available 1 day per week unless otherwise noted. Please inquire about the location of the classes from the Adult Education office. Students are allowed to work outside of the classroom in order to expedite completion of the program. However, all testing or assessments must be done in the lab setting at the Adult Education location;
- A fee of \$45.00 per semester is required on the date of registration for all students.
- Please check with the Adult Education office on times and locations of classes.
- Office hours and phone number: 904-272-8170
 - 7:30 a.m.-8:00 p.m. Monday-Thursday
 - 7:30 a.m.-3:00 p.m. Friday

Graduation Requirements

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

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

EXPLANATION OF EACH SUBJECT AREA:

1. **Language Arts (4)**
These courses fulfill the required four credits. These required courses should have the word English in the course title. (ENGLISH I, II, III, IV). The major emphasis will be centered on Literature and Composition.
2. **Mathematics (4)**
Students must pass Algebra I, its equivalent, or a higher math in order to meet the math requirement.
3. ***Science (3)**
No specific course requirements apply. Physical Science and Biology, however, is highly recommended.
4. **Social Studies (3)**
The Social Studies requirement include 1 credit in American History, 1 credit in World History, ½ credit in Economics, and ½ credit in American Government.
5. ****Fine Arts (1/2)**
The ½ credit may be accepted for Adult Education students. These courses include Drama, Music and Dance in which manual dexterity is required.
6. ****Practical Arts (1/2)**
Courses in the Practical Arts may be accepted. Please refer to the Practical Arts Course Guide.
7. **Life Management Skills (1/2)**
A ½ credit in Life Management Skills is no longer required; however, if a student has received a passing grade in this course it will be accepted.
8. **Electives (9)**
Credit in elective areas fluctuates yearly to accommodate the total credits to be earned.

Special Note:

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

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

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

CO-ENROLLED PROGRAM

Recent legislation has created some changes in the **“Co-Enrolled Program”** (students who are currently enrolled in a Clay County high school and taking a class with the Adult Education program for CREDIT RECOVERY). The following policy is in effect for the 2012-13 year:

- Students are allowed to enroll and take 2 courses in the co-enrolled program. The student will be able to take the full semester or only a half semester if they so desire;
- Only the core courses that count towards a high school diploma can be offered through adult education;
- Only students that have earned an “F” may be eligible to recover that credit and take a co-enrolled class. The only exception would be for a senior for graduating purposes. The principal of the home school must request this to the Adult Education Director;
- There is no tuition fee for co-enrolled students.