

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 either zoned for those schools in order to participate or among the 10% of the total candidates selected that are zoned at other schools. For more information, parents and students should contact those schools.

ASSESSMENT EXEMPTION

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

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

ATTENDANCE

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

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

- 3-Levels of scholarship awards – Florida Academic Scholars (FAS); Florida Medallion Scholars (FMS); Florida Gold Seal Vocational Scholars (GSV)
- For all 3 awards, the student must earn a Florida high school diploma and meet the requirements for the specific award. Each award has its own academic requirements, award amounts and funding length.

- A student may receive funding for only one award with the highest award earned being selected.
- Earn the 16 core credits
- Achieve the required Grade Point Average for the level received
- Achieve the required SAT, ACT or PERT test scores for the level received
- Perform a set number of community service hours based on the level received

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

CALCULATING GRADES AND GRADE POINT AVERAGE

Semester grades will be averaged by multiplying each quarter (9-weeks) numeric grade by 4.5, adding the semester exam, and dividing by 10. For semester courses, a final average of “60” and above equals ½ credit. Courses that have “End-of-Course” (EOC) exams will receive full credit at the conclusion and then have the GPA calculated. For athletic purposes, the semester grades will be calculated to determine eligibility status.

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

In calculating GPA for graduation and eligibility purposes, all courses taken must be used in determining the final GPA. This calculation includes all virtual courses taken. “WNC” and “WF” indicators in virtual courses are not counted in the GPA calculations. 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,” “Scholar,” or “Merit” diploma. All credit-earning courses taken in grades 7-12 and through virtual programs will count in the GPA calculations. 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. 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” category will count as “5.0” on the scale.

CLAY VIRTUAL ACADEMY

Clay Virtual Academy is a school choice option for K-12 full and part-time students who reside in Clay County. Public, private or homeschool students may take classes with CVA. Students taking CVA for fulltime enrollment outside of Clay County must be released from their county of residence. CVA offers fulltime/part-time enrollment as a franchise of FLVS, but also offers other fulltime programs through K12.com, Pasco County Virtual School, and FLVS (fulltime and classic). Students may opt to take 7th or 8th period courses through Clay Virtual Academy (a franchise of FLVS) or FLVS for acceleration, original credit or grade forgiveness. For more information please see your guidance counselor or cva.oneclay.net

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

~~Clay Virtual Academy is considered an option for Clay County students; Clay Virtual Academy is a school of choice and may not be able to accommodate all 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~~ **AdvancEd** 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 they are in good standing with the zoned school. 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 if they have completed 50% of their coursework at the zoned school and were not expelled from that school. Seniors and their parents will complete paperwork designating the school they wish to graduate from during enrollment at CVA.~~

Applications for CVA are accepted only during open enrollment periods listed on the CVA website, cva.oneclay.net . Applications are considered without regard to age, disability, race, national origin, religion, or gender. The application process is to ensure, as far as possible, that students will be successful in their academic work. Acceptance to CVA at any other time than an

open enrollment period is only under extenuating circumstances and requires administrative and guidance counselor approval. No students may enroll or exit after Survey 2 until semester.

CVA

“STUDENT CONTACT AND DROP POLICY”

Students are expected to follow a pace chart (secondary). If a student does not stay on pace, they are considered absent based on pace/scheduler. This can impact attendance and future enrollment in the school. Students **must stay on pace** to attend virtual school. If students do not maintain pace, working consecutively on required assignments, they will be withdrawn in the first 21 days of a course, or withdrawn failing if after 21 days. Even if a student is ahead of pace, weekly submission is required in each course. This is monitored closely by teachers and administration. If a student cannot independently succeed in the virtual setting, it is in the best interest of the student to attend a traditional school where daily monitoring and assistance in time management and task completion can occur.

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

COLLEGE READY TEST SCORES

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

CORRESPONDENCE COURSES

Credit by “correspondence courses” shall not be accepted unless transferred in as part of an official transcript from another accredited school or district. Credit used for this type of course through a state or regionally accredited school is required to be accepted at face value. Acceptable 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 courses in grades 7 and 8. (Please see the section entitled “Physical Education” to obtain more information on the P.E. waiver.) The courses mentioned above are offered at various levels with the school making recommendations on the placement of the student. Unless students receive the P.E. waiver, they will have P.E. and an elective during the school day. Students may choose from a Career and Technical Education course, art and music 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. The 7th grade Civics course has an EOC attached to the course counting for 30% of the students’ final grade. In addition, the student must pass the course in order to eventually be promoted to the 9th grade.

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

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

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. Students must be enrolled at the school hosting the NJROTC unit.~~

Additional Examples of course substitution scenarios for Physical Education and Fine Arts are:

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

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 K-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. The requirement and eligibility process to participate in the CAP program are:

- The EOC will be administered only at the times established by the state assessment calendar;
- The score necessary to earn the credit will be determined by the state;
- Only credit (no grade) will be earned by meeting the passing score on the EOC;
- The parent/student must notify the school in writing at least 30 days prior to the test their desire to participate in the CAP process;
- Students/parents must supply evidence that they are prepared to sit for the EOC or that there is reasonable justification for the request. This evidence includes, but is not limited to, previous FCAT/FSA scores, assessment, and grades earned in recent EOC associated courses;
- Obtain the Principals approval to take the EOC;
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and approved by the school officials.

DUAL ENROLLMENT/EARLY ADMISSION/ADVANCED PLACEMENT IB/AICE

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

END-OF-COURSE (EOC) Exams

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

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

- The student transcript documents passing three Social Studies courses.

- Or two yearlong courses in Social Studies that include coverage of Civics education.

Students may take an EOC during the regular administration of the test in order to receive credit for the course once the state establishes the passing score(s). This can occur even without being enrolled in or completing the entire course (see information on CAP). Students in grades K-12 are eligible under the CAP. Home education students will not take the EOC unless the student's parent chooses to use the EOC for the annual evaluation required by the school district as specified in section 1002.41 Florida Statutes. Home School parents should consult with Clay Virtual Academy about EOC's. Students enrolled in Florida Virtual must take all required EOC's.

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

The transfer student is required to take:

- The Algebra 1 EOC assessment if the student is entering grade 9 ~~in 2011-12 or thereafter~~ and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in Algebra 1 or on the high school statewide assessment in mathematics required by the state from which the student transferred for purposes of satisfying the requirements of the Elementary and Secondary Education Act. After taking the Algebra I EOC at least one time, the student can satisfy the Algebra I EOC graduation requirement by achieving a score of "97" on the PERT.
- The Biology and U.S. History EOC's – for "Scholar" diploma students only – if the student entered grade 9 in 2013-14 or thereafter and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in that course.

~~Florida 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/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. Private school students who transfer into a Florida public school, however, must achieve a passing score on the Algebra 1 EOC at some point and the Biology and U.S. History EOC if seeking a "Scholar" diploma. Students will have several opportunities to take these assessments. The School District will distribute information about the EOC's and graduation requirements to the private schools on a yearly basis. Public school students attending private schools through the use of a school choice scholarship, such as the McKay Scholarship, may take the EOC assessments.

Students enrolled in accelerated courses (AP, IB, AICE, DE) leading to college credit are not

required to participate in the EOC assessment. However, to meet the Scholar Diploma requirement in Biology and US History, all AP, AICE, and IB students must pass their respective tests or the EOC assessment.

ENGLISH LANGUAGE LEARNERS (ELL) 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 Clay Virtual Academy (a franchise of FLVS) or FLVS for acceleration, original credit or grade forgiveness. 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,” “Scholar,” “Merit,” “Special Diploma”, and “Certificate of Completion” shall be eligible to participate in graduation exercises, unless the District or local school rules dealing with discipline or rules relative to graduation exercise participation are violated. Any violation is subject to review by the school principal for

determination of outcome. Students who fail to meet the minimum credits as prescribed by the School District of Clay County, even though they have passed the state assessments, shall not participate in graduation exercises and shall not receive a “Certificate of Completion.” Students eligible for a “Certificate of Completion” shall participate in graduations exercises. It is also District and State policy that eligible students are:

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

During all phases of graduation exercises, including rehearsals, Baccalaureate and commencement, students participating will not be differentiated as to diploma or “Certificate of Completion” except as noted in programs used during scheduled exercises. Any reference made relative to the certification of students exiting high school during graduation exercises shall be limited to certification of the entire class. An example of working or a statement that would be acceptable for use in the exercises would be, *“Seniors of the class of ____are now certified as graduates or have completed their high school course of study as prescribed by the School District of Clay County and the State of Florida.”*

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

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

In 2013, Legislature amended laws related to the high school graduation requirements. Students enrolling in the 2013-14 Ninth-grade cohort have several diploma and graduation options. They are:

- **Four-year, 24-credit “Standard,” “Scholar,” and “Merit” diplomas.** See the ~~“2013-14 9th-Grade Graduation Requirement/Diploma Options”~~ chart for specific details;
- **18-credit ACCEL program** in which the student must meet the same core requirements as the four-year 24-credit diploma track, but does not have to obtain the P.E. credit; complete only 3 elective credits; and is exempt from the online course requirement. ~~Please see the “2013-14 9th-Grade Graduation Requirement” chart for specific details;~~
- **International Baccalaureate (IB) diploma** ~~(see above);~~
- **Advanced International Certificate of Education (AICE) diploma** ~~(see above).~~

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

A few points to remember when choosing a graduation option:

- Students selecting the IB program are committed to a four-year program. Should a student decide to exit the program prior to completion, they will be placed in the 24-credit option and must meet all requirements for that option;
- A student selecting the 18-credit ACCEL program must attend high school as a full-time student for 3 years. These students are still eligible for Florida Bright Futures Scholarships and qualify for acceleration programs (e.g.: AP, Dual Enrollment, etc.) if all criteria is met; 3-year students can participate in the National Merit Scholarship Program if they take the PSAT/NMSQAT; Students who choose the 3-year option and complete all of the requirements, including passage of the FCAT 2.0 Reading/~~FSA~~, must graduate at the end of the 3 years. Athletic eligibility will be impacted; students who choose the 3-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 “3” or higher on the Grade 10 FCAT Writing assessment; do not pass the Grade 10 FCAT 2.0 Reading assessment; or do not meet the 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 who plan to apply to an out-of-state or private in-state college or university and who are interested in the 18 credit ACCEL option should contact those institutions as early as possible for specific admissions requirements;
- ~~Beginning with 9th graders in the 2011-12 cohort,~~ Student must complete an online course to meet the graduation requirement (unless otherwise specified). Students in the IB, AICE, or 18 credit ACCEL programs are exempt from this graduation requirement. If an IB, AICE, or 18 credit ACCEL student withdraws or is removed from the program, they must fulfill this requirement.

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

- **“Standard” diploma**

- 4 credits in Language Arts with major concentration in composition, reading for information and literature; MUST PASS FCAT/FSA Reading;
- 4 credits in Math – two of which must be Algebra 1 (MUST PASS EOC and have exam count as 30% of course grade) and Geometry (MUST TAKE EOC for 30%); two credits may be substituted with allowable industry certification that lead to college credit.
- 3 credits in Science – one of which must be Biology (EOC is 30% of course grade). Two of the 3 credits must have lab components. One (1) credit may be substituted with allowable industry certification that leads to college credit.
- 3 credits in Social Science – EOC in US History which accounts for 30% of the course grade; 1 credit in World History; ½ credit in Economics; ½ credit in American Government;
- 1 credit in Fine or Performing Arts or a specified Practical Arts course;
- 1 credit in Physical Education;
- 8 credits in electives – elective courses are selected by the student in order to pursue a complete educational program and to meet eligibility requirements. Some students will be required to take certain electives based on assessment scores;
- 1 course from the above list must be an online course. This can be either a ½ or 1 credit course. The online course requirement may not apply to a student who has an IEP which indicates that an online course would be inappropriate, OR to a student who is enrolled in a Florida high school and has less than 1 academic year remaining;
- 24 credits may be earned through equivalent, applied, or integrated or career education courses, including work-related internships;
- Students must receive a passing score on the Grade 10 FCAT 2.0/FSA Reading assessment. The student may also satisfy these requirements by receiving a concordant score on a standardized test (ACT, SAT);
- The student must have a cumulative GPA of 2.0 or higher on a 4.0 scale.

- **“Scholar” diploma** – same as above except for the following additions:

- ~~MUST PASS 11th grade ELA assessment (beginning with the 2014-2015 9th cohort)~~
- Math – MUST PASS Algebra II EOC and take Statistics (or equally rigorous course) or higher, and MUST PASS Geometry EOC (beginning with the 2014-2015 9th cohort) ;
- Science – MUST PASS the Biology EOC or AP, AICE, or IB exam; must take Chemistry or Physics or a course that is equally rigorous to Chemistry or Physics;
- Social Sciences – MUST PASS the US History EOC or AP, AICE, or IB exam;
- MUST earn at least 2 credits in a Foreign Language;
- Must earn one AP, IB, AICE, or Dual Enrollment course credit.

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

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

~~Below is a summary of the~~ **International Baccalaureate (IB) Diploma:**

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

~~Below is a summary of the~~ **Advanced International Certificate of Education (AICE) Diploma:**

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.

~~Below is a summary of the~~ **ACCEL (18-credit) program** (students will receive one of the 3 standard diploma types):

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

Any student in grades 6-12 scoring a level 1 or 2 on FCAT 2.0/FSA Reading must be screened using district-selected assessments. Students who pass the screeners may be placed in a content area classroom with a NG CAR-PD trained teacher in order to fulfill their reading remediation requirement. Those students who do not pass the screeners must be placed in an intensive reading class. **Note: A schools' ability to utilize the NG CAR-PD option is dependent upon the availability of teachers trained at each grade level and content area.**

Due to the blended model of instruction in secondary intensive reading classes (on-line and off-line learning), successful completion of a year-long intensive reading course satisfies the on-line course requirement for students. If a 9-12 grade student passes the FCAT 2.0 re-take or earns a concordant score, (s)he must remain in the intensive reading course for the full year in order to satisfy the on-line course requirement. If a student has already met the on-line course requirement outside of the intensive reading course and passes the FCAT 2.0 or ACT in the fall,

the student may exit intensive reading at the semester break.

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

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

~~ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. *For the majority of students, in class differentiation provides the learning opportunities needed for advanced students to be challenged.* The school must carefully consider the effect of ACCEL options, especially mid-year and full year promotion, on the student's future social, emotional and academic performance.~~

Acceleration Options:

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

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

Subject Matter Acceleration—A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** High school courses taken in middle grade schools will be used to satisfy middle school promotion criteria once the student is enrolled in high school. The grades will become part of the high school academic record, including failing grades, and may impact future promotion. Student schedules must reflect

~~courses taken.~~

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

Graduation Requirements/Diploma Options

Subject Area	Graduation Requirements of 24-Credit "STANDARD" Diploma	Graduation Requirements of 24-Credit "SCHOLAR" Diploma	Graduation Requirements of 24-Credit "MERIT" Diploma
English	4 credits in Language Arts <i>MUST PASS</i> 10 th grade FCAT 2.0/FSA Reading assessment	4 credits in Language Arts <i>MUST PASS</i> 10 th grade FCAT/FSA Reading assessment <i>MUST PASS</i> 11th grade FSA-ELA assessment (beginning w/2014-2015 9th grade class)	4 credits in Language Arts <i>MUST PASS</i> 10 th grade FCAT 2.0/FSA Reading assessment
Mathematics	4 credits: 1 credit must be Algebra I (<i>MUST PASS</i> EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade) 2 additional courses - 2 credits may be substituted with allowable industry certification courses that lead to college credit.	4 credits: 1 credit must be Algebra I (<i>MUST PASS</i> EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade; <i>MUST PASS</i> EOC beginning with 2014-2015 9 th grade class) 1 credit in Algebra II (<i>MUST PASS</i> EOC beginning with 2014-2015 9 th grade class) 1 credit in Statistics or equally rigorous course.	4 credits: 1 credit must be Algebra I (<i>MUST PASS</i> EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade) 2 additional courses - 2 credits may be substituted with allowable industry certification courses that lead to college credit.
Science	3 credits: 1 credit in Biology 1 (EOC 30% of grade) 2 credits in equally rigorous course, 2 of 3 credits must have lab. One credit may be substituted with allowable industry certification leading to college credit.	3 credits: 1 credit in Biology 1 (<i>MUST PASS</i> EOC) 1 credit in Chemistry or Physics 1 credit in equally rigorous course	3 credits: 1 credit in Biology 1 (EOC 30% of grade) 2 credits in equally rigorous course, 2 of 3 credits must have lab. One credit may be substituted with allowable industry certification leading to college credit.
Social Studies	3 credits: 1 credit in World History 1 credit in US History (EOC 30% of grade) ½ credit in Government ½ credit in Economics with Financial Literacy	3 credits: 1 credit in World History 1 credit in US History (<i>MUST PASS</i> EOC) ½ credit in Government ½ credit in Economics with Financial Literacy	3 credits: 1 credit in World History 1 credit in US History (EOC 30% of grade) ½ credit in Government ½ credit in Economics with Financial Literacy
World Language	Not required for high school graduation, but required for admission into state universities.	2 credits in the same language or demonstrated proficiency in a second language.	Not required for high school graduation, but required for admission into state universities.
Fine and Performing Arts, Speech and Debate, or Practical Art	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)
Physical Education	1 credit in Physical Education to include the integration of health.	1 credit in Physical Education to include the integration of health.	1 credit in Physical Education to include the integration of health.
Electives	8 credits	Must earn 1 AP, IB, AICE, or Dual Enrollment credit	8 credits
On-line Course Requirement	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).
Total	24 credits*	24 credits	24 credits*
Industry Certification Requirements	None required	None required	Must attain one or more industry certifications.
Grade Point Average (GPA) Requirement	Cumulative GPA of 2.0 on a 4.0 scale		
State Assessment Requirements	Students <i>MUST PASS</i> : <ul style="list-style-type: none"> • Grade 10 FCAT/FSA (or ACT/SAT concordant score) • Algebra I EOC (or a comparative score on the PERT) 		
Special Note: *For the Standard Diploma and Merit Diploma the 24 credits may be earned through equivalent, applied, or integrated or career education courses including work-related internships.			

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

All transfer work from a home education program other than Clay Virtual Academy or FLVS or 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 a time during a grading period when it is apparent that the student may fail or is doing "Unsatisfactory" work in any course or grade assignment. It is imperative that contact take place to allow for an opportunity to use intervention strategies to correct deficiencies in academic areas. An acknowledgement of such notification should be obtained, if possible.

INTERSCHOLASTIC PARTICIPATION

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

- Have a cumulative 2.0 GPA on a 4.0 scale. Students who fall below the 2.0 requirement will remain ineligible for the next entire semester;
- The student must be in good standing with the school based on school and District policies.

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

LEVEL 1 COURSES

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

~~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

~~For~~ Students ~~entering the 9th grade in 2011-12 and thereafter, one course~~ must be take an online course in order to meet the graduation requirements. Students can take this course between grades 6-12 as long as the credit falls within the 24 required credits towards the graduation. This requirement ~~shall~~ can be met through an online course offered by the Clay Virtual Academy, an online Dual Enrollment offering, Florida Virtual School, or an approved district offering. A student who successfully completes the course either through a full-time or part-time virtual program satisfies this requirement. Courses may be core courses or considered electives. The online course requirement possibly may not apply to a student who has an IEP which indicates that an online course would be inappropriate OR to a student who is enrolled in a Florida high school and has less than 1 academic year remaining. Students in IB, AICE, the 18-credit ACCEL program or on special diploma do not have to meet this requirement. Students can satisfy this requirement by taking a course during school hours or after school hours. Other criteria involving this graduation requirement are:

- The student must successfully complete and pass the course;
- The course can be ½ credit or 1 full credit;
- For the online waiver, please consult with your child’s Administration or guidance department.;

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)

~~During the 2011 Legislative Session, the Postsecondary Education Readiness Test (P.E.R.T.) was authorized as a placement assessment. The P.E.R.T. was established as the primary assessment of proficiency in reading, writing and mathematics that must be administered for course placement prior to the completion of initial registration to “first time in college degree seeking students and students who have not met college level competency either through the completion of developmental education requirements in the Florida College System or have not been awarded credit for college level coursework in the area of deficiency. Enrollment in college preparatory instruction in the area of deficiency is required if the student earns a score less than the established college-ready cut score. The following are the approved college-ready cut scores for the P.E.R.T.:~~

- ~~• Reading ——— 106~~
- ~~• Writing ——— 103~~
- ~~• Mathematics ——— 114~~

- ~~• Students who do not meet the cut score must be enrolled in the appropriate college preparatory course during their senior year. College-ready scores achieved while in high school remain active for two years and must be recognized by the Florida College System for course placement.~~

- ~~• Students who achieve a 97 or higher on the PERT Mathematics section will have met the Algebra I EOC graduation requirement. The student, however, will not be considered college-ready.~~

PHYSICAL EDUCATION

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

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

PROMOTION AND RETENTION

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

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

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

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

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

Upon subsequent evaluation, if the documented deficiency has not been, 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.

PROMOTION AND PLACEMENT OF JUNIOR HIGH STUDENTS

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

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

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

- **3 courses in English**
- **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/FSA 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/FSA 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 or in a CAR-PD. (For further details, please refer to the "district K-12 Reading Plan" which can be found on the District's website www.clayschools.net.)

Any student in grades 6-12 scoring a level 1 or 2 on FCAT 2.0/FSA Reading must be screened using district-selected assessments. Students who pass the screeners may be placed in a content area classroom with a NG CAR-PD trained teacher in order to fulfill their reading remediation requirement. Those students who do not pass the screeners must be placed in an intensive reading class. **Note: A schools' ability to utilize the NG CAR-PD option is dependent upon the availability of teachers trained at each grade level and content area.**

Math: Students who score at achievement "Level 1" on FSA in math in grades 7-8, will be required to receive remediation in a remedial math course. For those students in grades 7-8 who have not taken the FSA, 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 Algebra I EOC 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 “W” will be issued. After the grade period, a grade of “WF” (withdraw fail, 55F) will be issued to their school transcripts.

Students from outside Clay County may enroll in CVA full or part time online programs. One successful academic year with CVA as determined by the principal may open enrollment to other Clay County Schools with low enrollment.

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. [High](#)

School Students may earn up to two full-credits during the summer regardless of the vehicle(s) used to acquire that credit.

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

TERMINATION OF SCHOOL PLACEMENT AT AGE 16

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

The following steps must also be taken:

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

TRANSFERRING STUDENT

Students transferring from one school to another shall have the grade assigned by the departing school and by the receiving school if registered there for 15 or more days. If a student is transferring to a school in another district at a time near the end of the school year and the school they are transferring to, has already completed the school year, it will be the responsibility of our "sending school" to use good judgment for the benefit of the student involved. Usually no more than 20 school days should apply. The student's grades should be closed out and credit posted. Virtual students taking FLVS content courses receive grades of "WF" or "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/credits requirements IF the student has met all course/credit requirements of the school district, state, or country from which he or she is transferring. In addition to credit requirements to receive a standard high school diploma, a transfer student must earn a 2.0 GPA, pass the Algebra I EOC OR have passed an equivalent Algebra I EOC from the transferring state or county, pass the 10th Grade FCAT 2.0/FSA OR receive the concordant scores on the SAT or ACT identified by the Department of Education. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.
- Transfer Credit Policies and Guidelines: The "State Uniform Transfer of High School Credits Rule" states that credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. The rule does not require that the

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

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

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

1. Portfolio evaluation by the Superintendent or designee;
2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
3. Demonstrated performance in courses taken through dual Enrollment or at other private schools;
4. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
5. Demonstrated proficiencies on the FCAT 2.0/FSA;
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.

