

Student Progression Plan 2006-2007

Putnam County School District

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FOREWORD

The Florida School Laws, Chapter 1000-1013, contain the Florida Statutes which comprise “The Florida School Code”. The District School Board of Putnam County’s Program for Student Progression is supported by and based on these laws.

ENTRANCE REQUIREMENTS FOR PUTNAM COUNTY SCHOOLS

I. GENERAL REQUIREMENTS PRE K-12

- A. In order to be admitted to Florida schools, the parent(s) or legal guardian or student transferring from an out-of-state school must provide the following data within 30 school days of initiating enrollment:
1. Evidence of medical immunization against communicable diseases as required in Section 1003.22, Florida Statutes (actual records, a temporary certificate, or an exemption is required on the first day of entrance); and
 2. Evidence of date of birth in accordance with Section 1003.21, Florida Statutes; and
 3. Evidence of medical examination completed within the last twelve (12) months in accordance with Section 1003.22, Florida Statutes; and
 4. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school, and
 5. Official documentation that the parent(s) or guardian(s) is/are legal residents of the state of Florida.
 6. An official letter of transcript from proper school authority, which shows record of attendance, academic information, and grade placement of the student.
 7. Students eligible to receive services under the McKinney – Vento Act (REVISED NCLB 2002) are to be provided assistance according to PCDSB Policy 4.26.
- B. Evidence of legal guardianship/custody, when appropriate.
- C. For students transferring from another Florida school district, records from the previous district are required in order to assist in proper placement. These official records will include in the information listed above (Section A, 1-6).
- D. Grade Placement: The grade placement of students transferring from other countries, states, counties, private schools, or home education will be determined by the principal of the receiving school based on placement tests, age and previous school records. Grade placement of students transferring from home education will be determined by age, portfolio, annual evaluation, and other pertinent material furnished through the home education program.
- E. Alternative placement will be provided for students who have been retained 2 or more years.
- F. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

II. SPECIFIC REQUIREMENTS

A. PRE-KINDERGARTEN

To enter the Pre-kindergarten Early Intervention Program, a child must meet eligibility criteria as established by the Florida Partnership of School Readiness. Program eligibility and selection is based on meeting the following criteria: the child must be four years of age on or before September 1; meet the economic eligibility.

Priority is given to:

TANF (All Categories) Ages 0-13
Workforce Development Participants
Workforce Development Participants Diversion Program
TANF Refugee
Transitional Child Care Diversion (TCCD)
Transitional Child Care (TCC)
Transitional Child Care/Transitional Education (TCC/TED)
TANF Child Only
TANF Respite Child Care
TANF At-Risk (Relative Care Giver Program)

At-Risk (PS) Ages 0-13
Protective Services (PS)
Out of Home Placements

At-Risk of Future School Failure
Special Needs Ages 0-18

Working Poor (WP) Ages 0-5
School age with WP siblings in School Readiness Programs
Income Eligible Families
 With income below 100% of the federal poverty level
Income Eligible Families
 With income between 100% and 150% of the federal poverty
 level
Supplemental Security Income (SSI)
Migrants
Child Care Purchasing Pool (CCPP)
 With income below 200% of the federal poverty level
School Age
 With no siblings in School Readiness Programs

To enter the Pre-kindergarten Program for children with disabilities, a child from birth up to age five must be eligible for an Exceptional Student Education Program as defined by the Department of Special Education.

A. KINDERGARTEN – FIRST GRADE

1. To enter kindergarten a child must have attained 5 years of age on or before September before admitting a child to kindergarten, the principal shall require a birth certificate or other bona fide proof of date of birth as described in F.S. 1003.21. Other basic requirements for admittance are health examinations and immunization records as given in F. S. 1003.22 and F. S. 1003.22.
2. To enter first grade a student must have attained the age of 6 years on or before September 1 and must have been enrolled in a public school or have satisfactorily completed the requirements for kindergarten in a non-public school. Students

transferring from a non-public school must demonstrate satisfactory performance in reading readiness/language development and mathematics development for promotion to first grade (F.S. 1003.21).

3. For kindergarten and first grade students transferring in from out of state, the following State Board Rule (S.B.R. 6a-1.0985) applies:
 - a. Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in Section 1A.
 - b. Any student who transfers from an out-of-state non-public school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in Section 1A.

GENERAL CRITERIA FOR GRADES PRE-K – 12

I. CRITERIA FOR PROMOTION

A. GENERAL REQUIREMENTS

The district curriculum is designed to be concept and process-oriented, promote active involvement of students, emphasize students' thinking and reasoning abilities, provide a broad range of content, emphasize application to real-life experiences, incorporate applicable Florida Sunshine State Standards and meet the developmental needs of all students. Student promotion in the Putnam County School District is based upon an evaluation of each student's achievement in terms of appropriate instructional goals. Evaluation of student performance should reflect teacher judgment based on a variety of methods, e.g., classroom assignments/work, observation of performance, progress tests, district and state assessments, and other objective data. Promotion will not be determined solely on the basis of a single test/method, with the exception of third grade, but must follow current Florida Statutes.

Meeting the district requirement does not automatically result in promotion. The primary responsibility for determining and documenting each student's level of performance and ability to function academically, socially and emotionally at the next grade level is that of the student's teacher(s). The final decision in regard to appropriate placement is the responsibility of the school principal.

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

Promotion of non-English speaking students will be considered on an individual basis by a school-based committee with approval of the principal.

B. SPECIFIC REQUIREMENTS

Beginning with grade one, each student will be evaluated in reading, writing, and mathematics at each grade level within the first nine weeks or within nine weeks of entry into the Putnam County School District. Any student who does not meet the specific District Levels of Performance in reading, writing, mathematics and science (or does not meet the specific levels of performance on statewide assessments as determined by the Commissioner of Education/Secretary of Education) must be provided with remediation through the:

1. use of additional diagnostic assessments, determined by the District to identify the nature of the student's difficulty and areas of academic need; and
2. implementation of a Progress Monitoring Plan developed in consultation with a parent or guardian, that is designed to assist the student in meeting state and district expectations of proficiency; and
3. utilization of strategies to assist meeting student needs such as after school remediation, extended year activities, tutorial programs, Exceptional Education services, suspension of other curriculum.

If upon subsequent evaluation after remediation the deficiency has not been corrected, the

student may be retained. Any student who has not met minimum state expectations on state assessments must continue remedial instruction until the expectations are met.

Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten through grade 3, or through teacher observations, must be given intensive reading instruction immediately and it must be continued until the reading deficiency is remedied. If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the FCAT in reading for grade 3, the student must be retained. The principal will consider recommendations by the child study team when making a decision regarding the appropriate placement of the student.

The Sunshine State Standards are implemented by core curriculum objectives for each grade level course. Documentation of instruction of the Sunshine State Standards in the areas of language arts, mathematics, and science is required.

II. ADMISSION AND TRANSFER

A. RESPONSIBILITY OF THE PRINCIPAL

The principal shall develop procedures and regulations for admission, classification, promotion, or graduation of students from his/her school consistent with the Putnam County Student Progression Plan.

The principal shall assume administrative responsibility for all records and reports required regarding students and for the transfer of students within the school consistent with the Putnam County Student Progression Plan.

B. REQUIREMENTS FOR ORIGINAL ENTRY

1. Medical Examination

- a. A school entry medical examination shall be required of each student who is entitled to admittance to pre-kindergarten, kindergarten, or is entitled to any other initial entrance into a Florida public or nonpublic school. Evidence must be submitted by the student that a medical examination has been performed within twelve (12) months prior to initial school enrollment.
- b. Students may be exempt from the requirement of a medical examination upon written request of the parents stating objections to such examination on religious grounds.

2. Immunization

Any student who is entitled to admittance to pre-kindergarten, kindergarten, or any other initial entrance into a Florida public or nonpublic school, must present a certification of immunization for those communicable diseases for which immunization is required by the Division of Health including poliomyelitis, diphtheria, rubella, pertussis, tetanus, and mumps and any additional ones which might be required by the Department of Health.

Students entering 7th – 12th grade must show documentation they have started or completed the Hepatitis B series shots or they will not be allowed to attend school.

An exemption may be granted for the following:

- a. The parent objects in writing that the administration of immunizing agents conflicts with religious practices.
- b. A competent medical authority certifies in writing that the student should be exempt for medical reasons.
- c. The Department of Health certifies that the required immunization is unnecessary or hazardous.

A student enrolling or transferring from another state or county may be issued a temporary thirty (30) day exemption of immunization and/or medical examination in order to allow time for transfer of records. However, a follow-up must be done on each student in order to ensure compliance.

3. An immunization record must be maintained on file in each school for each student in grades PK-12. Students will be temporarily excluded from attendance until an immunization file with a DH680 that shows all immunizations are complete or are in process is made available to school authorities.(Rule 64D-3.011 Fl. Adm Code) The record shall be a part of the permanent record, which shall follow the student as he/she is promoted or transferred.
4. Evidence of Date of Birth

Before admitting a student to pre-kindergarten, kindergarten, or the first grade, the principal shall require evidence of date of birth as provided by law with acceptance being in the following order:

- a. Transcript of the student's birth record.
 - b. Transcript of certificate of baptism.
 - c. An insurance policy on the student's life in force for not less than two (2) years.
 - d. a bona fide contemporary Bible record of the student's birth, accompanied by an affidavit sworn to by the parent.
 - e. If none of the above can be produced, an affidavit of age sworn to by the parent and accompanied by a certificate of age signed by the public health officer or by a physician assigned by the District School Board may be accepted.
5. Students eligible to receive services under the McKinney – Vento Act (REVISED NCLB 2002) are to be provided assistance according to PCDSB Policy 4.26.

C. STUDENT ASSIGNMENT

1. All students residing in Putnam County and attending public schools in Putnam County will be assigned to appropriate schools by the District School Board. Form E-1 shall be used. Students attending the public schools of Putnam County, grades PK-12, must have a parent or legal guardian residing within the area of the school where the student

is enrolled. Students presently enrolled have been assigned by the District School Board, and all new students coming into the public schools will be assigned upon submission of the completed Form E-2, "Affidavit for Original Assignment." Application forms are available at outlying area school centers and the District School Board Office.

2. Students residing in a county other than Putnam may not attend Putnam County schools unless they obtain a written release from the county in which they reside; this must be presented to the Superintendent, except under the provisions of nonresident tuition law. Students who reside in Melrose may attend Putnam County schools due to the fact that the Putnam/Alachua County line runs through the town of Melrose. Permission to attend school in Putnam County will be contingent upon the student maintaining an acceptable standard of behavior and attending school regularly.
3. Upon receipt of a statement by a physician authorized to practice medicine which certifies that the health of a student is such that prolonged transportation to a school other than the nearest school to which he/she lives would result in an illness or the worsening of an existing illness, the District School Board shall have the authority to assign such student to the nearest appropriate school to which he/she lives.
4. After age sixteen (16) there is no upper age limit prescribed in Florida Statutes for enrollment of students. In making placement decisions, consideration will be given to the most appropriate placement for that student based on his/her age, credits earned, and other relevant factors (for example, discipline and attendance records). The district (rather than the school, student, or parents) is the entity that has the right under Florida Law to make the placement decision. The Principal will be involved in the decision making process, however, the final decision will be made by the district committee/District Instructional Staff Team.

D. ADMISSION TO KINDERGARTEN

Children who will have attained the required age as prescribed by Florida Statutes, Chapter 1003, shall be eligible for admission to kindergarten during that school year under rules and regulations prescribed by the Department of Education.

E. ADMISSION TO FIRST GRADE

Students who will have attained the required age and completed kindergarten as prescribed by Florida Statutes, Chapter 1003, shall be eligible for admission to public first grade during that school year under rules and regulations prescribed by the District School Board.

No student shall be admitted or promoted to first grade in any school unless he/she has been enrolled in a public school or satisfactorily completed the requirements of kindergarten in a nonpublic school which the District School Board accepts transfer of academic credit or he/she otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades.

F. EDUCATIONAL CAPACITIES

Each school's educational capacity will be determined prior to making student assignments. Educational capacities will be set for each school and will also be determined by grade level for each elementary and middle/junior high school in an effort to accommodate the maximum number of students. Educational capacities will be approved by the School Board and may only be changed through action of the School Board. Capacities will be reviewed periodically throughout the school year.

G. STUDENT ASSIGNMENT

The only students required to participate in the Controlled Choice school selection process are students who wish to attend a school other than their assigned school.

When the established educational capacity of the school has been met, only new students residing in that school's attendance zone will be assigned. Students with verifiable hardship situations will be considered on a case by case basis.

In the event that students cannot be placed at their choice school, their name will automatically be placed in an eligibility pool for possible reassignment to their choice school when space becomes available. Assignment preferences will be given in the following order: 1) students residing in the school zone; 2) students enrolled in the school, who reside in a different attendance zone; 3) siblings of children presently enrolled in the school; 4) children of school personnel; 5) hardship transfer requests; and 6) lottery. Students in the eligibility pool who decline an available seat shall have their name removed from the pool and their seat will be offered to another student.

Students residing in their home school attendance zone are permitted to attend the school in their zone to the highest grade offered. Students who are permitted to attend a school in an attendance zone other than where they reside may continue at that school as long as space is available on a year to year basis. Transfer students attending through Board approved hardship waivers are permitted to attend the new school of assignment during that school year of the waiver as long as space is available and that student maintains an acceptable standard of behavior and attends school regularly. Transfer students may continue to attend that school during the following year if space is available.

H. TRANSFER BASED UPON HARDSHIP

Parents may request a transfer of their child to another school based upon hardship conditions. Hardship conditions shall be considered by the Board on a case by case basis. Applications for hardship waivers shall be filed with the Student Services Office. The Student Services Office shall make a written recommendation to the Board on each request. Hardship waivers will not be rescinded on students who were present for both October and February FTE counts.

I. TRANSFER OF STUDENTS FROM PRIVATE SCHOOLS

1. Kindergarten students transferring from private schools shall meet the required age for admission as prescribed in Florida Statutes, Chapter 1003.21 and State Board of Education Rules, 6A-1.0985.
2. Students applying for admission to any grade 1-5 who did not meet the age

requirement for kindergarten admission to Florida public schools, Florida Statutes, Chapter 1003.22, will be placed in the grade level appropriate to normal progression.

J. TRANSFER OF STUDENT FROM ANOTHER STATE OR COUNTRY

Students who enter a Florida public school in the 11th or 12th grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. (F.S. 1003.433)

Students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. (F.S. 1003.433)

A transfer student must earn a 2.0 grade point average and pass the Grade 10 FCAT as required in Section 1008.22(3), Florida Statutes, or an alternate assessment as described in Section 1008.22(9), Florida Statutes, in order to receive a standard high school diploma. Students are required to take the grade 10 FCAT a total of 3 times without earning a passing score in order to use the scores on the alternative assessment. The SAT and ACT are approved alternate assessments to the grade 10 FCAT beginning in the 2003-04 school year. (F.S. 1003.433)

This Legislation requires that students who have met all requirements for the standard high school diploma except for earning passing scores on the Grade 10 FCAT or an approved alternate assessment by the end of 12th grade be provided the following learning opportunities:

- the opportunity to participate in an accelerated high school equivalency diploma preparation program during the summer
- on receipt of a certificate of completion, be allowed to take the Common Placement Test (CPT) and be admitted to remedial or credit courses at a state community college, as appropriate (CPT-Eligible Certificate of Completion)
- the opportunity to participate in an adult general education program for such time as needed to master English, reading, mathematics, or any other subject required for high school graduation (Students attending an adult general education program shall have the opportunity to take the Grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma.)
- if enrolled in an English for Speakers of Other Languages (ESOL) program for less than two school years and if meeting all requirements for the standard high school diploma except for passage of the Grade 10 FCAT or approved alternate assessment, the student may receive immersion English language instruction during the summer following their senior year. (Students receiving such instruction are eligible to take the Grade 10 FCAT or an approved alternate assessment and receive a standard high school diploma on passage of the Grade 10 FCAT or the alternate assessment.)

The district superintendent shall be responsible for notifying all students of the consequence of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.

K. 6A-1.09941 STATE UNIFORM TRANSFER OF HIGH SCHOOL CREDITS

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools. The procedures shall be as follows:

1. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.
2. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.
3. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
 - a. Portfolio evaluation by the superintendent or designee;
 - b. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - c. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - d. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - e. Demonstrated proficiencies on the FCAT; or
 - f. Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(d) and (e) of this rule if required.

III. GRADING

A. ACHIEVEMENT AND SCHOLARSHIP GRADES

The appropriate adopted report card for kindergarten, elementary, middle, exceptional education and high school will be used as the official report of progress. Report cards will be distributed following the closing of the grading period and as designated on the current school calendar. Forms D-1 through D-6 shall be used.

Kindergarten achievement or scholarship grades will be:

E - Excellent	<input type="checkbox"/>	- not introduced
S - Performing successfully	<input type="checkbox"/> /	- introduced
N - Needs to try harder		
U - Unsatisfactory	<input checked="" type="checkbox"/>	- mastered

Elementary, middle, and high school achievement or scholarship grades will be based on the following scale:

	<u>Value</u>	<u>Definition</u>
A: 90-100	4	Outstanding Progress
B: 80-89	3	Above Average Progress
C: 70-79	2	Average Progress
D: 60-69	1	Lowest Acceptable Progress
F: 59	0	Failure
I: Incomplete		

For class ranking in high school, the district will exercise a weighted grading system

All high school credits attempted will be used to determine the cumulative grade point average for graduation requirements, unless the course has been retaken for grade forgiveness. Students will not be allowed to choose the best 24 credits to meet the cumulative grade point average for graduation requirements.

Elementary school achievement or scholarship grades may also include the following scale for Art, Music, and Physical Education.

E: Excellent	N: Needs Improvement
S: Satisfactory	U: Unsatisfactory

Process Writing will be emphasized in the language arts courses at the middle and high school levels. Scoring rubrics for high school Process Writing will be:

5-6: Above Expectation 3.5-4.5: At Expectation 1-3: Below Expectation

B. GRADE REDUCTION AS PUNISHMENT

A student's academic grade shall not be lowered as a disciplinary measure.

C. NO ACADEMIC EXEMPTIONS BASED ON ATTENDANCE

Schools will not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

D. PARENTAL NOTIFICATION -ACADEMIC PROGRESS FOR STUDENTS

IN GRADES K-12

Parents will be notified when a student is working at a skill level below that of his/her assigned grade placement on the regular periodic report of academic progress.

The school will report to the parent or legal guardian of each student the progress of the student toward achieving state and district proficiency in reading, writing, science and mathematics. The report must include the student's results on each statewide assessment test. The evaluation of each student's progress will be based upon the student's classroom work, observations, test, district and state assessments and other relevant information. (F.S. 1008.25(8)(a))

In addition to the previous notification requirements to the parents of a child with a reading deficiency, the school must also now inform the parent:

- FCAT is not the sole determiner of promotion
- Additional evaluations, portfolio reviews and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for grade promotion
- Criteria and policies for mid-year promotion (F.S. 1008.25(5)(c)6-7)

The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of: that deficiency; a description of the current services and proposed supplemental instructional services and supports; that if the reading deficiency is not remediated by the end of grade 3, the child will be retained unless he or she meets one of the good cause exemptions and strategies for parents to use in helping their child succeed in reading proficiency (F.S. 1008.25(5)(b))

Beginning with the 2004-05 school year, parents of students in all grades must be informed that: the FCAT is not the sole determiner of promotion, that additional evaluations, portfolio reviews and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for grade promotion, and of the district's specific criteria and policies for mid-year promotion. (F.S.1008.25(5)(c)6-7)

District school boards shall allocate remedial and supplemental instruction resources to students in the following priority:

- a. Students who are deficient in reading by the end of grade 3.
- b. Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression.

E. ASSESSMENT

Each student must participate in the statewide assessment tests. Each student who does not meet specific levels of performance in reading, writing, science, and mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and academic needs.

The statewide kindergarten screening must be administered to each kindergarten student in the school district within the first 30 school days of each school year. The statewide kindergarten

screening assesses the readiness of each student for kindergarten based upon the performance standards adopted by the DOE under S.1002.67(1), F.S., for the Voluntary Prekindergarten program.

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements.

Students must have their reading proficiency reassessed by locally determined assessments or teacher observations at the beginning of the grade following the intensive instruction and address that intensive instruction shall be continued until reading deficiency is remediated. The intensive instruction will include the following characteristics:

- Diagnosis/Prescription targeted to specific skill development;
- Variety of opportunities for repetitions [repeated exposure];
- Smaller chunks of text or content;
- Guided and independent practice;
- Skill development and practice integrated into all activities
- Frequent monitoring; and
- Criterion-based evaluation of success.

A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- A federally required student plan, such as an individual education plan;
- A schoolwide system of progress monitoring for all students; or
- An individualized progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by S. 1011.62(8),F.S., shall include instructional and support services to be provided to meet the desired levels of performance. District school boards may require low performing students to attend remediation programs held before or after regular school hours or during summer if transportation is provided.

If upon subsequent evaluation the documented deficiency has not been remediated, the student may be retained. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

F. REPORT CARDS

The report card will reflect:

- the student's academic performance or course in grades 1-12 based upon

examinations as well as written papers, class participation, and other academic performance criteria

- the student's conduct and behavior
- the student's attendance, including absences and tardiness.

The final report card for the school year shall contain a statement indicating end-of-the-year status or performance or non-performance at grade level, acceptable or unacceptable behavior or attendance and promotion or non-promotion.

IV. DISTRICT COURSE OF STUDY

A. COURSE OF STUDY

Only courses of study annually identified in the State Course Code Directory may be offered. The Curriculum Frameworks, which include the Sunshine State Standards, provide broad concepts and ideas for the organization of curriculum and instruction. In addition, course descriptions have been developed for grades 6-8 and 9-12.

B. CURRICULUM FRAMEWORKS

Curriculum Frameworks and Grade Level Expectations (GLE) issued by the State Department of Education shall establish the general framework for the courses of study to be followed in the schools of Putnam County. These frameworks and GLE's will include the Sunshine State Standards, which serve as benchmarks to student achievement.

C. OUT-OF-CLASS INSTRUCTIONAL ACTIVITY

A school day for any group of students is that portion of the day in which school is actually in session and shall comprise not less than five (5) net hours, excluding intermissions, for all grades above the third; not less than four (4) net hours for the first three grades; and not less than three (3) net hours for kindergarten or pre-kindergarten students with disabilities, or the equivalent as calculated on a weekly basis. Hours spent in all non-instructional activities as defined by State Board of Education Rules are excluded. If a student is out of class in attendance at an instructional activity, the student must meet the following criteria (F.S.1011.61):

1. All school work missed in each course in which the student is enrolled must be made up. Work may be made up by teacher assignments, homework, teacher-made tests, and teacher observation.
2. The instructional activity out of class must be related to an approved course in which the student is enrolled.
3. The instructional activity out of class must relate to instructional outcomes of at least one of the courses in which the student is enrolled.
4. Students have the responsibility after an excused absence to request the make-up assignment from their teachers within three (3) school days.

D. REQUIRED INSTRUCTION (F.S. 1003.42)

The following areas of instruction are required:

1. The content of the Declaration of Independence and how it forms the philosophical foundation of our government.
2. The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
3. The essentials of the United States Constitution and how it provides the structure of our government.
4. Flag education, including proper flag display and flag salute.
5. The elements of civil government shall include the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
6. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
7. The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.
8. The elementary principles of agriculture.
9. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
10. Kindness to animals.
11. The history of the State.
12. The conservation of natural resources.
13. Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal health; prevention and control of disease; and substance use and abuse.
14. Such additional materials, subjects, courses, or fields in such grades as are

prescribed by law or by rules of the commissioner and the school board in fulfilling the requirements of law.

15. The study of Hispanic contributions to the United States.
16. The study of women's contributions to the United States.
17. Character Development Program
18. Veterans have made sacrifices in serving our country and protecting democratic values worldwide. Instruction must occur on or before Veterans Day and Memorial Day.

E. BIOLOGICAL EXPERIMENTS ON LIVING SUBJECTS

Any biological experimentation in grades K-12 must be in compliance with Florida Statutes, Chapter 1003.47.

F. WAIVER OF INSTRUCTION IN HEALTH EDUCATION

A waiver of instruction in health education without penalty shall be provided to a student whose parents present a signed statement that the teaching of a specific area of instruction in health education conflicts with their religious beliefs.

Any child whose parent presents to the school principal a signed statement that the teaching of disease, its symptoms, development, and treatment, and the viewing of pictures or motion pictures that teach about disease, conflict with the religious teachings of the child's religious affiliation, is exempt from such instruction; and a child so exempted may not be penalized by reason of the exemption.

A student shall be excused from AIDS and/or reproductive health instruction upon the parent making written request to the school principal. (F.S. 1003.42(3))

G. PHYSICAL EDUCATION

The Putnam County School Board recognizes the importance of physical fitness and encourages healthy lifestyles for all students in grades Pre-K to 12. Physical education programs shall be made available to all students. These programs shall include physical activities of at least a moderate intensity level, and for duration sufficient to provide a significant health benefit to students, subject to the different capabilities of students.

Grades K-5

All students shall participate a minimum of two days a week and a minimum thirty minutes a session.

Grades 6-8

Physical Education is offered 5 days a week at the middle school for all students.

Grades 9 -12

A variety of Physical Education courses is available for all high school students. All high school students meet mandated state requirements for Physical Education.

Exemption from Physical Education

A student may be excused from physical education for the following reasons:

1. *Medical*

The student must provide the school with a statement from a physician that participating in physical education would be harmful to his/her health.

2. *Religious*

The student must provide the school with a statement from his/her minister that participating in or dressing for physical education is against the religious beliefs of the student.

H. SUMMER PROGRAM

Summer programs shall be consistent with State Board of Education Rules and local School Board policy.

I. EARLY INTERVENTION PROGRAM PREKINDERGARTEN

Pre-kindergarten provides a developmentally appropriate curriculum for preschool students (3 and 4 year olds).

Pre-kindergarten students attend a full-day, 180-day program and advance to kindergarten at the end of the school year, if they turn 5 years of age by September 1.

ELEMENTARY SCHOOLS KINDERGARTEN - GRADE 5

A. STANDARDS FOR PROMOTION - KINDERGARTEN

1. Students must have been enrolled in a public school kindergarten or completed a private school kindergarten before consideration for promotion to first grade.
2. Students must demonstrate 80% mastery of Sunshine State Standards in language arts

- and math to be considered satisfactorily completing kindergarten.
3. Parents' permission is not required for retention; however, documentation of parent notification prior to retention is required.
 4. Any student requiring additional academic instruction may be assigned to repeat kindergarten.

B. STANDARDS FOR PROMOTION - GRADES 1 - 5

Student promotion or retention for grades 1-5 will be based on pupil progress in reading, writing, math and science, satisfactory performance on the FCAT (Level II or higher), FCAT Writing (3.5 or higher) and 45th percentile or higher on the Norm Referenced Test.

Minimum promotion criteria include:

1. Satisfactory achievement of proper instructional objectives as outlined in the Florida Sunshine State Standards (FSSS)/Grade Level Expectations (GLE's) for reading, writing, math, and science as evidenced by a passing grade using the district grading system, classroom work, observations, tests, district-selected assessment tests, the state assessment test (FCAT) and other relevant information.
2. Reading is the number one priority for promotion/retention. Retention decisions must be based on more than a single test for grades K-2 and 4-5.
3. Students in grade 3 must score at level 2 or higher on FCAT or **MUST** be retained or promoted for good cause.

Students working below grade level in reading, will have this reported in the comment code section and receive a grade in the reporting area.

At the discretion of the principal, a student who does not meet the minimum promotion criteria can be recommended to a Progress Monitoring Plan Committee to be exempted from retention for good cause.

Each student's progress is to be considered individually by a committee composed of the classroom teacher, Principal or Assistant Principal, other staff as needed, and the parent(s). When it is determined that the student is to be retained in the current grade level, the principal makes the final decision regarding retention or mandatory retention at grade 3.

C. ASSESSMENT FOR GRADES K-5

Each elementary school must regularly assess the reading ability of each K-3 student (F.S. 1002.20(11)). Schools must provide frequent monitoring of the student's progress in meeting the desired levels of performance (F.S. 1008.25(4)(a)-(c))

The statewide kindergarten screening must be administered to each kindergarten student in the school district within the first 30 school days of each school year. The statewide kindergarten screening assesses the readiness of each student for kindergarten based upon the performance standards adopted by the DOE under S.1002.67(1), F.S., for the Voluntary Prekindergarten program.

Each student must participate in the statewide assessment tests. Each student who does not meet

specific levels of performance in reading, writing, science, and mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and academic needs. F.S. 1008.25(4)(a)

Assessment will be accomplished by classroom work, observations, tests, district-selected assessment tests, and other relevant information and standardized and/or teacher-made tests for each subject area. Evaluation of classroom performance is the responsibility of the classroom teacher.

D. PARENTAL NOTIFICATION - PROGRESS REPORTS

Progress reports **MUST** be issued to all students at the midpoint of each grading period for additional communication with parents.

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

(F.S. 1008.25(8)(a))

The parent of any K-3 student who exhibits a reading deficiency must be immediately notified of the student's deficiency with a description, understandable to the parent, of the exact nature of the difficulty. The parent must be consulted in the development of a detailed Progress Monitoring Plan. The parent must be informed that the student will be given intensive reading instruction until the deficiency is corrected. (F.S. 1002.20 (11))

Beginning with the 2004-05 school year, each school must provide written notification to the parent of any third grade retained student: that the child has not met the proficiency level required for promotion; the reasons the child is not eligible for a good cause exemption; and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. (F.S. 1008.25(7)(b)3E)

Beginning with the 2004-05 school year, parents of students in all grades must be informed that: the FCAT is not the sole determiner of promotion, that additional evaluations, portfolio reviews and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for grade promotion, and of the district's specific criteria and policies for mid-year promotion. (F.S. 1008.25(5) (c) 6-7)

Beginning with the 2001-2002 school year, each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

1. The provisions of this section relating to public school student progression and The district school board's policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT.
3. By grade, the number and percentage of all students retained in grades 3 through 10.

4. Information on the total number of students who were promoted for good cause, by each category of good cause.
5. Any revisions to the district school board's policy on student retention and promotion from the prior year.

E. REMEDICATION

A student will be afforded every opportunity to meet achievement expectations. The law now states that students not meeting specific levels of performance "must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account the student's learning style." The Department of Education has determined that three options are available:

1. Remediate before the beginning of the next school year and promote;
2. Promote and remediate during the following school year with more intensive intervention and remediation strategies specified in an Progress Monitoring Plan, which is documented and implemented; or
3. Retain and remediate in a different program that is different from the previous year's program and that take into account the student's learning style.

For *each* student with identified and diagnosed deficiencies, the school must develop, in consultation with the student's parent, and *must implement* a Progress Monitoring Plan to assist the student in meeting state and district expectations for proficiency.

Beginning with the 2002-2003 school year, if the student, *at any grade*, has been identified as having a deficiency in reading, the Progress Monitoring Plan must identify the following:

1. the student's specific areas of deficiency in:
 - phonemic awareness
 - phonics
 - fluency
 - comprehension
 - vocabulary
2. the desired levels of performance in these areas
3. the instructional and support services to be provided to help the student achieve the desired levels of performance.

Schools must also provide for frequent monitoring of the student's progress.

- Students who score at achievement Level 1 on the Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards tests in reading and mathematics in grades 3-10 will be required to receive remediation or be retained, as determined by the district Student Progression Plan.
- Students who score lower than 3.5 on the FCAT Writing test at grades 4, 8, and 10 will be required to receive remediation through a Progress Monitoring Plan (PMP) or be retained.

Any student who exhibits a substantial deficiency in reading, based upon locally determined or

statewide assessments conducted in kindergarten through grade 3, or through teacher observations, must be given intensive reading instruction immediately and it must be continued until the reading deficiency is remedied. If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the FCAT in reading for grade 3, the student must be retained.

However, a student who has a reading deficiency identified in grades 1-3 and who has received remediation in grade 3 but fails to meet expected performance levels on the grade 3 state assessments in reading (both the FCAT SSS and state norm-referenced tests) must be retained, unless the school board exempts the student from mandatory retention for good cause. The law clearly intends that students be able to read before moving beyond grade 3.

The district school board shall assist schools and teachers to implement reading activities and strategies that research has shown to be successful in improving reading among low performing readers.

F. GOOD CAUSE

The Putnam County School Board has developed the following guidelines for principals to follow in determining "good cause" to exempt a student from mandatory retention, as stated in legislation (High Quality Education):

Good Cause exemptions are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in English for Speakers of Other Languages program.
2. Students with disabilities whose individual education plan (IEP) indicates that participation in the statewide assessment program is not appropriate.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education (45th percentile on NRT or SAT 10).
4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT.
5. Students with disabilities who participate in the FCAT and who have an IEP or a Section 504 plan that reflects that the student has received the intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2 or grade 3.
6. Students who have received the intensive remediation in reading for 2 or more years but still demonstrate deficiency in reading and who were previously retained in K-3 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day based on a Progress Monitoring Plan (PMP) that includes specialized diagnostic information and specific reading strategies for each student.

Requests for good cause exemptions from the mandatory retention requirement must include documentation submitted by the teacher to the school principal. The principal must review and discuss such recommendation with the teacher and make the determination as to whether the

student should be promoted, the principal must make the recommendation in writing to the district school superintendent. The superintendent shall accept or reject the school principal's recommendation in writing.

G. READING ENHANCEMENT AND ACCELERATION DEVELOPMENT (READ) INITIATIVE.

The focus is to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to: grade 3 students who failed to meet standards for promotion to grade 4; each K-3 student who is assessed as exhibiting a reading deficiency.

The READ Initiative must: be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension; be provided during regular school hours in addition to the regular reading instruction; provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum the following specifications: assists students with a reading deficiency in developing the ability to read at grade level; provides skill development in phonemic awareness, phonics, fluency, vocabulary and comprehension; provides scientifically based and reliable assessment; provides initial and ongoing analysis of each student's reading progress; is implemented during regular school hours. The READ Initiative must also provide a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects. (F.S. 1008.25(7)(b)7

H. SUCCESSFUL PROGRESSION OF RETAINED THIRD-GRADE READERS

Retained students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment.

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

Beginning with the 2004-05 school year, each district must: conduct a review of student Progress Monitoring Plan for all third grade students who did not score above Level 1 on the reading FCAT and did not meet the criteria for one of the good cause exemptions; the review must address additional supports and services needed to remediate the identified areas of reading deficiency. The district must: complete a student portfolio for each student, provide students who are retained with intensive instructional services and supports to remediate identified areas of reading deficiency, including: a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district, which may include, but are not limited to: small group instruction, reduced teacher-student ratios, more frequent progress monitoring, tutoring or mentoring, transition classes containing third and fourth grade students, extended school day, week or year, and summer reading camps.

Students who are retained in third grade must be provided with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals. In addition to required reading enhancement and acceleration strategies, the district must provide

parents of students to be retained with at least one of the following instructional options: supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring and/or after school, a “Read at Home” plan outlined in a parental contract including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading, a mentor or tutor with specialized reading training.

Each district must establish at each school, where applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score at Level 1 on FCAT reading. The focus of the Intensive Acceleration Class is to increase a child’s reading level at least 2 grade levels in 1 school year. (Note: Applicable schools are those with retained grade 3 students who subsequently score at Level 1 on FCAT reading. Through this class, a retained third grader could be promoted from third grade to fifth grade).

The Intensive Acceleration Class must: be provided to any student in grade 3 who scores at Level 1 on the reading FCAT and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading FCAT; have a reduced teacher-student ratio (must be lower than other third grade classes); provide uninterrupted reading instruction for the majority of student contact time each day; incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas, use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year; provide intensive language and vocabulary instruction using a scientifically research-based program (may include use of a speech language therapist).

Include weekly progress monitoring measures to ensure progress is being made (progress monitoring can be informal classroom assessments).

Schools must report to the Department of Education, in the manner described by the department, the progress of students in the class at the end of the first semester. This includes reporting DIBELS data via Progress Monitoring Reporting Network [PMRN].

The district must provide a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting must specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

I. MID-YEAR PROMOTION FOR RETAINED THIRD GRADERS

Districts must implement a policy for the mid-year promotion of any retained student who can demonstrate that he or she is a successful and independent reader at or above grade level and is ready to be promoted to grade 4 (promotion may take place at any time during the year of retention once the student has demonstrated ability to read at grade level).

To promote a student mid-year using a student portfolio, there must be evidence of the student’s mastery of third grade Sunshine State Standard Benchmarks for Language Arts and beginning

mastery of the benchmarks for fourth grade. The student portfolio must meet the following requirements:

- Be selected by the student's teacher
- Be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom
- Include evidence of mastery of the benchmarks assessed by the grade 3 Reading FCAT
- Include evidence of beginning mastery of grade 4 benchmarks that are assessed by the grade 4 reading FCAT. This includes multiple choice, short response, and extended response items and passages that are approximately 50% literary text and 50% information text and that are between 100 and 900 words with an average of 375 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading program or teacher-prepared assessments that are aligned with the Sunshine State Standards. For each benchmark, there must be two examples of mastery as demonstrated by a grade of "C" or better.
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

To promote a student mid-year using a locally – selected standardized assessment, there must be evidence that the student scored at or above grade level in reading comprehension as demonstrated by standard scores or percentiles, consistent with the month of promotion. Refer to K-12 Memorandum 2006-90, "Third Grade Progression," July 7, 2006, available online from the Department's Web site, under the category Student Progression, at <http://www.firm.edu/doe/commhome/sig/studentprogression.htm>.

Reevaluating any student retained may include: subsequent assessments; alternative assessments; portfolio reviews, in accordance with rules of the State Board of Education.

Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT. State Board of Education standards will provide a reasonable expectation that the student's progress is sufficient to master appropriate fourth grade level reading skills.

J. OTHER PERTINENT FACTORS REGARDING PROMOTION

1. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
2. Students working below grade level in reading will have this reported in the comment code section and receive a grade in the reporting area.
3. Double promotions are permitted only when parent, teacher, principal and director agree. Such an agreement must be in writing and shall be filed in the student's permanent record.
4. During the second semester, the school will notify the parent(s), in writing or by conference, of possible retention if the child continues to progress at the current rate.
5. Parents of students who are being considered for retention will be invited to a

conference with school personnel.

6. A final notification of retention will be forwarded to the parent(s) prior to the end of the school year.
7. Progress Monitoring Plans will not be written for Exceptional Education students in self-contained classes. Exceptional Education students in resource room classes will have Progress Monitoring Plan if they are failing a course/class not covered in their Individual Education Plan.

K. PROCEDURE FOR REVIEW OF PROMOTION OR RETENTION

The parent or guardian who desires a review of any promotion or retention must contact the principal at his/her child's school within thirty (30) days of the end of the term and a review will be scheduled. At the review, the parent or guardian may present any factual information related to the promotion or retention and may review all records and information relating to the individual case. A decision, in writing, will be provided to the parent or guardian within fifteen (15) days following the review conference.

The parent or guardian may appeal the decision of the principal to the District Staff. The parent or guardian must contact the principal at his/her child's school within ten (10) days of the receipt of the decision and request a final review. Such review will be scheduled for appeal with the Area Director and Assistant Superintendent for Curriculum and Instruction.

MIDDLE SCHOOLS GRADES 6 - 8

A. STANDARDS FOR PROMOTION

Students in grades 6, 7, or 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements of this section.

Students must attain the district or state level of performance for pupil progression on designated district or state assessment in reading, writing, mathematics, and science. Students not meeting this criteria must receive remediation or be retained. District assessment will include classroom work, observations, tests, district selected assessment tests, and other relevant information.

Beginning with the 2004-05 school year, parents of students in all grades must be informed that: the FCAT is not the sole determiner of promotion, that additional evaluations, portfolio reviews and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for grade promotion. (F.S. 1008.25(5) (c))

In order for a student to be promoted to the next grade level within the middle school, all students must pass five (5) of the six (6) courses and have at least a 2.0 GPA, and must pass Language Arts, Math, Science, and if a student is enrolled in an intensive reading course, he/she must pass that course.

1. Attendance – Students will be allowed no more than twenty (20) absences per year. This may be superseded only by a physician’s letter.
2. S.R.I. score will be used on a sliding scale.
6th grade 800-1050
7th grade 850-1100
8th grade 900-1150
3. FCAT Writes score of 3.5
4. FCAT score must be at least a Level two (2), and the student must have a G.P.A. of 2.0.

If a middle school student reaches the age of sixteen (16), he/she may enroll in the Foundations program (Middle and High School Principals’ approval and appropriate TABE Reading score required) at their designated high school or may enroll in an adult education program. The Principal and his/her designated committee may also determine to keep the student enrolled at the middle school to work on the skills needed for the student to be successful in high school.

All retentions will be reviewed and final decisions made by the principal and a committee of teachers.

Beginning with students entering grade 6 in the 2006-2007 school year, promotion from a school composed of middle grades 6, 7, and 8 requires that the student must successfully complete academic courses as follows:

- Three middle school or higher courses in English. These courses shall emphasize

literature, composition, and technical text.

- Three middle school or higher course in mathematics. Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.
- Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education.
- Three middle school or higher courses in science.
- One course in career and education planning to be completed in 7th or 8th grade. This course may be taught by any member of the instructional staff; must include career exploration using CHOICES for the 21st Century or a comparable cost-effective program; must include educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet Web site <http://www.FACTS.org>; and shall result in the completion of a personalized academic and career plan. Each student's plan must be signed by the student's guidance counselor or academic advisor and the student's parent. By January 1, 2007, the Department of Education shall develop course frameworks and professional materials for the career and education planning course to be implemented as a stand-alone course or integrated into another course or courses.
- Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities.

Beginning with the 2006-2007 school year, each district school board shall provide each student in grades 6-9 and their parents with information concerning the three year and four-year high school graduation options listed in S. 1003.429(1), F.S., including the respective curriculum requirements for those options, so that the students and their parents may select the program that best fits their needs. The information shall include a timeframe for achieving each graduation option.

B. REMEDIATION AND RETENTION

District schools boards shall assist schools and teachers to implement research-based reading activities and strategies that have been shown to be successful in teaching reading to low-performing students.

1. The school in which the student is enrolled must develop, in consultation with the student's parent or legal guardian, and implement a Progress Monitoring Plan designed to assist the student in meeting state and district expectations and proficiency. Each plan must include the provision for intensive remedial instruction in areas of weakness. Additional diagnostic assessments may be used to determine the nature of the student's difficulty and areas of academic need. If a student's documented deficiency has not been remediated, the student may be retained. If the minimum performance expectations are not met, remedial or supplemental instruction must be provided until expectations are met, the student graduates from high school, or is not subject to compulsory school attendance. (F.S. 1008.25(4)).
2. Middle school students who meet district course requirements but have not met the minimum levels of FCAT performance in reading; writing, science or mathematics will be provided remediation in those skills and/or may be retained. Retention decisions must be based on more than a single test score.

The minimum levels of performance for middle school students are:

Reading Level II FCAT Student Performance Scores or FCAT norm-referenced assessment score of 26% or above

Math Level II FCAT Student Performance Scores or FCAT norm-referenced assessment score of 26% or above

Science Level II FCAT Student Performance Scores or FCAT Norm-reference assessment score of 26% or above

Writing 3.5 or above on FCAT Writing

3. The Department of Education has determined that three options are available for students not achieving standards for promotion:
 - a. Remediate before the beginning of the next school year and promote;
 - b. Promote and remediate during the following school year with more intensive intervention and remediation strategies specified in a revised Progress Monitoring Plan, which is documented and implemented; or
 - c. Retain and remediate in a different program that is different from the previous year's program and that takes into account the student's learning.

For *each* student with identified and diagnosed deficiencies, the school must develop, in consultation with the student's parent, and *must implement* an Progress Monitoring Plan to assist the student in meeting state and district expectations for proficiency.

Beginning with the 2002-2003 school year, if the student, *at any grade*, has been identified as having a deficiency in reading, the Progress Monitoring Plan must identify the following:

1. the student's specific areas of deficiency in:
 - phonemic awareness
 - phonics
 - fluency
 - comprehension
 - vocabulary
2. the desired levels of performance in these areas
3. the instructional and support services to be provided to help the student achieve the desired levels of performance.

Schools must also provide for frequent monitoring of the student's progress.

1. Students who score at achievement Level 1 on the Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards tests in reading and mathematics in grades 3-10 will be required to receive remediation through an Progress Monitoring Plan (PMP) or be retained, as determined by the district Student Progression Plan.

2. Students who score lower than 3.5 on the FCAT Writing test at grades 4, 8, and 10 will be required to receive remediation through a PMP or be retained.
3. For each year in which a student scores at Level 1 on the FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by S.1011.62(8),F.S.
4. For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

C. OTHER PERTINENT FACTORS REGARDING PROMOTION OR RETENTION

1. During the second semester, the school will notify the parent(s), in writing or by conference, of possible retention if the child continues to progress at the current rate.
2. The Putnam County School Board has developed the following guidelines for principals to follow in determining "good cause" to exempt a student from mandatory retention, as stated in legislation (High Quality Education):

Good cause exemptions are limited to the following:

- a. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program.
- b. Students with disabilities whose individual education plan (IEP) indicates that participation in the statewide assessment program is not appropriate.
- c. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State board of Education.
- d. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT.
- e. Students with disabilities who participate in the FCAT and who have an IEP or a Section 504 plan that reflects that the student has received the intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading.
- f. Students who have received the intensive remediation in reading for 2 or more years but still demonstrate deficiency in reading and who were previously retained for a total of 2 years. Intensive reading instruction for students promoted must include an altered instructional day based on an AIP that includes specialized diagnostic information and specific reading strategies for each student.

3. The level of English proficiency for students determined to be Limited English Proficient (LEP) shall not be a determining factor in making promotion and retention decisions.

D. PARENTAL NOTIFICATION/PROGRESS NOTICES

Progress notices are required at the mid point of each grading period. An annual written report must be provided to the parent of each student on the student’s progress toward achieving proficiency in reading, writing, science, and mathematics, including results on each statewide assessment test, classroom work, observations, tests, district assessments, and other relevant information (F.S. 1008.25(8)).

E. INSTRUCTIONAL PROGRAM

General Courses Required for Grades 6, 7, and 8:

Minimum Basic Skills

Three (3) Years in Mathematics (At least one high school level mathematics course for which students may earn high school credit must be offered.)

Three (3) Years in Language Arts (to include emphasis in reading and the writing process)

Three (3) Years in Science

Three (3) Years in Social Studies

One (1) course in career and education planning

Other experiences to be selected from

Art, Music, Foreign Languages, Physical Education, Career and Technical Education, Computer Literacy, Critical Thinking Skills, and other electives.

F. HIGH SCHOOL COURSES TAKEN IN GRADE 7 AND 8

To meet student needs, high school credit courses may be taught at a lower level. The 9-12 course number shall be entered on the student’s permanent record.

The courses listed below were approved and may be offered at the middle school level for high school credit beginning with the 1999-00 school year:

<u>Course #</u>	<u>Title</u>	<u>Credit</u>
0500500	Personal, Career, and School Development Skills	1.0
0500370	Voluntary Public Service	0.5
1200310	Algebra I	1.0
1200320	Algebra I Honors	1.0
1206310	Geometry	1.0
2000320	Biology I Honors	1.0
1501300	Personal Fitness	.5
8100120	Introduction to Agriscience	.5
8100210	Exploration of Agriscience	.5
8100110	Orientation to Agriscience	.5
8200320	Keyboarding and Business Skills	.5

8200330	Computer and Business Skills	.5
8500130	Life Choices	.5
8500230	Personal Development	.5
8500240	Teen Challenges	.5
8600010	Introduction to Technology	.5
8600020	Exploration of Technology	.5
9100110	Orientation To Career and Technical Occupations	.5

Conditions:

Eighth grade students starting with the 2000-2001 school year will have these credits calculated in their high school cumulative GPA.

A course taken below the ninth grade may be used to satisfy high school graduation requirements and Florida Bright Futures Scholarship requirements.

Students earning credit through such high school courses may simultaneously be credited with meeting the requirements designated in the district Student Progression Plan as required for promotion from the appropriate pre-ninth grade course. Beginning with July 2000; seventh and eighth grade students who had previously taken these courses for credit were grand-fathered in and will be given the option of whether or not to include this credit in calculating their cumulative grade point average (GPA) prior to their seventh semester in high school.

Middle school students participating in The Florida Virtual School courses must have the approval of the school principal and Director of Middle School Education. Approval will be granted on an individual student basis.

HIGH SCHOOLS 9-12

A. STANDARDS FOR PROMOTION

Students must attain the district or state level of performance for pupil progression on designated district or state assessment in reading, writing, mathematics, and science. Students not meeting these criteria must receive remediation or be retained. District assessment will include classroom work, observations, tests, district selected assessment tests, and other relevant information.

1. The minimum levels of assessment performance for high school students are:

Reading Level II FCAT Student Performance Scores or FCAT norm-referenced assessment score of 26 % or above

Math Level II FCAT Student Performance Scores or FCAT norm-referenced assessment score of 26 % or above

Science Level II FCAT Student Performance Scores or FCAT norm-referenced assessment score of 26% or above

Writing 3.5 or above on FCAT Writing

2. Ninth grade students must successfully complete five (5) credits of secondary school work to be classified as a sophomore; tenth grade students must successfully complete eleven (11) credits of secondary school work to be classified as a junior; eleventh grade students must successfully complete seventeen (17) credits of secondary school work to be classified as a senior.

3. Promotion

to 10th
5 credits

to 11th
11 credits

to 12th Grade
17 credits

Graduation
24 credits + 2.0 GPA
+ pass the FCAT, or
18 credits + 3.0 + pass
the FCAT

Students enrolled in GED Exit Program are classified as 12th grade regardless of credits earned.

Students shall maintain a 2.0 cumulative grade point average on a 4.0 scale, or its equivalent, in courses required by the state for graduation in order to graduate. It shall be referred to as the Graduation GPA and should not be confused with the Ranking GPA.

B. OTHER PERTINENT FACTORS FOR PROMOTION

Sunshine State Standards must be mastered in the appropriate areas before credit is awarded. Courses include all District School Board approved subjects.

The level of English proficiency for students determined to be Limited English Proficient (LEP) shall not be a determining factor in making promotion and retention decisions.

C. PARENTAL NOTIFICATION/PROGRESS NOTICES

Progress notices are required at the mid point of each grading period.

An annual written report must be provided to the parent of each student on the student's progress toward achieving proficiency in reading, writing, science, and mathematics, including results on each statewide assessment test, classroom work, observations, tests, district assessments, and other relevant information. [F.S. 1008.25(a)]

Beginning with the 2004-05 school year, parents of students in all grades must be informed that: the FCAT is not the sole determiner of promotion, that additional evaluations, portfolio reviews and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for grade promotion. [F.S. 1008.25(5)]

Beginning with the 2006-2007 school year, each district school board shall provide each student in grades 6-9 and their parents with information concerning the three year and four-year high school graduation options listed in S. 1003.429(1), F.S., including the respective curriculum requirements for those options, so that the students and their parents may select the program that best fits their needs. The information shall include a timeframe for achieving each graduation option.

At the beginning of each school year parents of students in or entering high school must be notified of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses.

If at the end of grade 10, a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the parent of the following:

- The requirements that the student is not currently meeting
- The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements
- The right of the student to change to the four-year program set forth in S. 1003.43, F.S.

D. REMEDICATION

District school boards shall assist schools and teachers to implement research-based reading activities and strategies that have been shown to be successful in teaching reading to low-performing students.

1. The school in which the student is enrolled must develop, in consultation with the student's parent or legal guardian, and implement a Progress Monitoring Plan (PMP) designed to assist the student in meeting state and district expectations and proficiency. Each plan must include the provision for intensive remedial instruction in areas of weakness. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the academic improvement plan, the student may be retained. Retained students must be placed in an intensive program that is different from the previous year's program and that takes into account the student's learning style. Additional diagnostic assessments may be used to determine the nature of the student's difficulty and areas of academic need.

2. If remediation involves earning an additional credit, it may be accomplished through an approved summer school program, correspondence courses, an approved distance learning program, and/or the adult high school program. Remedial or compensatory courses taken in grades 9-12 may only be counted as elective credit.
3. The Department of Education has determined that three options are available for students not achieving standards for promotion:
 - a. Remediate before the beginning of the next school year and promote;
 - b. Promote and remediate during the following school year with more intensive intervention and remediation strategies specified in a revised Academic Improvement Plan, which is documented and implemented; or
 - c. Retain and remediate in a different program.

For each student with identified and diagnosed deficiencies, the school must develop, in consultation with the student's parent, and must implement a Progress Monitoring Plan (PMP) to assist the student in meeting state and district expectations for proficiency. Each student who does not meet minimum performance expectations defined by the Commissioner for the statewide assessment tests in reading, writing, science and mathematics must continue to be provided with remedial or supplemental instruction until expectations are met or the student graduates or is not subject to compulsory attendance.

Beginning with the 2002-2003 school year, if the student, at any grade, has been identified as having a deficiency in reading, the Progress Monitoring Plan (PMP) must identify the following:

1. the student's specific areas of deficiency in
 - phonemic awareness
 - phonics
 - fluency
 - comprehension
 - vocabulary
2. the desired levels of performance in these areas
3. the instructional and support services to be provided to help the student achieve the desired levels of performance.
4. Schools must also provide for frequent monitoring of the student's progress.
 - Students who score at achievement Level 1 on the Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards tests in reading and mathematics in grades 3-10 will be required to receive remediation through a Progress Monitoring Plan or be retained, as determined by the District Student Progression Plan.
 - Students who score lower than 3.5 on the FCAT Writing test at grades 4, 8, and 10 will be required to receive remediation through a Progress Monitoring Plan or be retained.

E. DEFINITION OF CREDIT F.S. 1003.436

One full credit for high school graduation is defined as a minimum of 135 hours of instruction; one-half credit for high school graduation is defined as a minimum of 68 hours of instruction.

Performance-based criteria are in place for awarding credit to those students who progress through course standards in less than the 135 hours.

A student may be awarded credit for less than 135 hours of instruction if he or she has demonstrated mastery of the course requirements and Sunshine State Standards. (See Appendix)

Procedures are in place to amend a school master schedule for additional time of instruction for students who may need the additional time to meet course requirements.

Remedial instruction provided during high school may not be in lieu of English and mathematics credits for graduation. (F.S. 1008.25(4)(a)-(c))

A student is required to be engaged in an approved program during the number of instructional periods offered at the school of attendance. In the event the student has attended four years starting at the ninth grade and needs additional credit for graduation, the student may be scheduled only for those courses (number of periods) needed for graduation.

The school district maintains a one-half credit earned system that includes courses provided on a full year basis. One-half credit shall be awarded if the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half.

A full credit shall be awarded if the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half of the course and the averaging of the grade in each half would result in a passing grade. The student shall successfully follow additional school board policies, such as class attendance, homework, participation, and other indicators of performance.

High school courses or programs excluded from credit awarding - No student may be granted credit toward high school graduation for enrollment in the following programs or courses: More than a total of 9 elective credits in remedial programs; more than one credit in exploratory career and technical education courses; more than three credits in practical arts, family and consumer sciences. Any level one course unless the student's assessment indicates a more rigorous course would be inappropriate, in which case, a written assessment of the need must be included in the individual educational plan or student performance plan and signed by the principal, guidance counselor, and the parent or legal guardian if the student is not 18 years old or older.

E. GRADE FORGIVENESS

A student may repeat a course for grade forgiveness. Upon passing the course, the lower grade may be removed from the calculation of the grade point average (GPA).

Beginning in the 2000-2001 school year with ninth grade students and each year thereafter, forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F" or their equivalent with a grade of "C" or higher or its equivalent earned subsequently in the same or

comparable course.

Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F" or the equivalent with a grade of "C" or higher or its equivalent earned subsequently in another course. Any course grade not replaced according to a district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

F. PROCEDURES FOR PLANNING FOR ADVANCED INSTRUCTION IN COOPERATION WITH POST SECONDARY INSTITUTIONS

1. Procedure:

- a. Each high school principal will identify needs for advanced instruction, consistent with Florida Statutes, Chapter 1007.271 and 1007.272, and based on a minimum of fifteen (15) students. A recommendation will then be made to the secondary school director, normally during March for Term I and October for Term II.
- b. The secondary school director will serve as liaison with the Dean of Academic Affairs in planning for implementation. Consideration will be given to number of students, availability of instructor, facilities, and equipment.

2. Fees:

Students wishing to participate in a dual enrollment planned course of instruction will not pay regular fees, as per the current college catalog, nor purchase textbooks.

3. Credits:

High school credit of one-half (1/2) credit per each semester/trimester course satisfactorily completed will be awarded after grade reports from the college have been received. Grades earned will be validated as college credit upon receipt of a high school transcript at the college verifying high school graduation. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment that satisfy the requirements of the district's interinstitutional articulation agreement according to S. 1003.235, F.S., and that equal one full credit of the equivalent high school course identified in S. 1007.271(6), F.S.

G. DUAL ENROLLMENT AND FULL-TIME EARLY ADMISSION TO A COLLEGE OR TECHNICAL CENTER

The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in post-secondary course creditable toward a career and technical certificate, applied technology diploma, or an associate or baccalaureate degree. Students may take during

school hours, after school hours, and during the summer term. Students must have an unweighted GPA of 3.0 for academic college credit courses and 2.0 for vocational certificate or and associate or baccalaureate degree. (See Appendix)

An eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida private secondary school which is in compliance with S. 1002.42(2), F.S., and conducts a secondary curriculum pursuant to S. 1002.43, F.S. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollments.

Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and shall not be used to enroll students in isolated career courses.

The district school board shall inform all secondary school students of dual enrollment as an educational option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. District school boards must annually assess the demand for dual enrollment and other advanced courses, and the district school board shall consider the strategies and programs to meet that demand and include access to dual enrollment on the high school campus whenever possible. Alternative grade calculation or weighting of systems that discriminate against dual enrollment courses are prohibited.

Beginning with students entering grade 9 in the 2006-2007 school year, school districts and community colleges must weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advanced International Certificate of education courses when grade point averages are calculated.

The delineation of courses and programs available to students eligible to participate in dual enrollment must include a plan for the community college to provide guidance services to participating students on the selection of courses in the dual enrollment program. The process of community college guidance should make maximum use of the automated advisement system for community colleges. The plan must assure that each dual enrollment student is encouraged to identify a postsecondary education objective with which to guide the course selection. At a minimum, each student's plan should include a list of courses that will result in an Applied Technology Diploma, an Associate in Science degree, or an Associate in Arts degree. If the student identifies a baccalaureate degree as the objective, the plan must include courses that will meet the general education requirements and any prerequisite requirements for entrance into a selected baccalaureate degree program.

Articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. This shall include but not be limited to dual enrollment, early admission, Advanced Placement, credit by examination, and the International Baccalaureate (IB) Program, and the Advanced International certificate of Education Program. Credit earned through the Florida Virtual School shall provide additional opportunities for early graduation and

acceleration.

The superintendent of schools and president of the community college shall establish an articulation committee to develop a comprehensive interinstitutional articulation agreement for the school district. The district interinstitutional articulation must be completed prior to fall registration each year.

Home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination. F.S. 1007.27 and 1007.271.

Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirement of S. 1002.41, F.S.

To qualify for dual enrollment the student must:

- Demonstrate readiness for college-level coursework if the student is to be enrolled in college courses
- Demonstrate readiness for career-level coursework if the student is to be enrolled in career courses
- Indicate that in addition to the common placement examination, student qualifications for enrollment in college credit dual enrollment courses must include a 3.0 unweighted GPA, and student qualifications for enrollment in career certificate dual enrollment courses must include a 2.0 unweighted grade point average.

1. Academic

- a. Articulated Acceleration, F.S. 1007.27 and 1007.272, will serve as an early admissions policy for the Putnam County District Schools.
- b. Students participating in the early admissions to a college program must agree to participate in the district's achievement testing program as a condition of approval by the District School Board.
- c. Credit will be given for courses taken and successfully completed as early admission students at a Florida public college or as advanced placement courses taught in conjunction with a Florida public college.
- d. Advanced placement is the enrollment of an eligible secondary student in an Advance Placement course offered by the College Board. Post secondary credit for an AP course shall be awarded to students who score a minimum of the 3 on a 5-point scale on the corresponding AP exam. The school district, community college and state university may conduct advanced placement instruction within dual enrollment courses. No student shall be funded through both a dual enrollment and advanced placement program. The school board shall utilize the funding formula that more closely approximates the cost of the course.
- e. Post secondary credit for a joint dual enrollment and advanced placement course shall be awarded as either dual enrollment or advance placement credit, based on student preference.

- f. Credit by examination – shall be the program through which post secondary credit is earned based on the receipt of a specified minimum score of nationally standardized general or subject area examinations. Minimum scores required for an award of credit are stated in the statewide articulation agreement.

2. Technical

The letter of agreement defines the major role of each agency under the Inter-Agency Articulation Agreement as it relates specifically to dual-enrollment career and technical education programs offered by St. Johns River Community College (SJRCC) in School District of Putnam County (SDPC) secondary schools.

This agreement includes the following components:

Item (a)

This articulation agreement supersedes prior agreement between SDPC and SJRCC.

Item (b)

All post secondary job preparation programs offered by SJRCC, which are contained within the Department of Education Course Code Directory, shall be eligible for the dual enrollment of students under the provision of this agreement.

Item (c)

To be eligible to enroll in programs of this dual enrollment agreement, secondary students from SDPC may enroll during school hours, after school hours, and during the summer term. Secondary students' enrollment pursuant to this agreement shall be eligible for career education program academic course substitution not to exceed two credits in each of the non-elective subject areas of English, mathematics or science. The credit(s) substituted for English, mathematics or science of SDPC earned through the career education job preparatory program of SJRCC shall be on a curriculum equivalency basis as provided for in the State Course Code Directory. A career education program/course which has been used to substitute in one subject area may not be used to substitute for any other subject area.

Item (d)

Student screening and monitoring prior to a subsequent enrollment will be accomplished as follows:

- 1) The required Test for Adult Basic Education (TABE) will be administrated by SJRCC in accordance with the procedures to be developed in conjunction with SDPC.
- 2) Discipline problems will be referred to the principal of the appropriate secondary school.
- 3) Progress reports will be sent to the appropriate secondary school at grading intervals as established by that site.
- 4) Instructors of dual enrollment programs housed at the secondary schools

shall follow all applicable rules, regulations, bell schedules and calendars of the secondary site. This will include background checks. In addition, dual enrollment instructors must attend SJRCC faculty orientation and graduation.

Item (e)

To ensure the quality of the educational experiences received by students enrolled under this agreement, and in order to facilitate a communication link between the schools involved, the Dean of Business and Technical Programs and the Director of Career and Technical Education will oversee the dual enrollment.

Item (f)

The SDPC and SJRCC will assume the following responsibilities related to the cost of operating the dual enrollment programs:

- 1) SDPC shall assume the responsibility for providing any textbooks or workbooks required for students in the dual enrollment programs. SDPC maintains ownership of these materials and may at its discretion purchase the materials independently or reimburse SJRCC for such materials.
- 2) The students will be responsible for providing consumable instructional supplies. The students are exempt from payment of registration, matriculation, or laboratory fees.
- 3) SJRCC will provide for instructional personnel, as available, and specialized instructional supplies.
- 4) SDPC agrees to utilize the 103 F.T.E. program funds received from the dually enrolled students for the purchase of required equipment housed at the secondary schools facilities and shall maintain ownership of said equipment.
- 5) Any unique, unusual, or unanticipated costs associated with, or arising from the provision of educational services to the students enrolled pursuant to this agreement that are addressed in Items 1-3 above shall be based on mutual consent.
- 6) SJRCC shall be financially responsible for qualified substitutes when the regular classroom teachers for the dual enrollment classes are absent. These substitutes shall be chosen from the secondary site's list of approved substitutes. These substitutes shall be compensated from the SDPC dual enrollment earnings in F.T.E. Program 103. SJRCC shall reimburse the SDPC for any funds spent on substitutes. This reimbursement shall be paid at the end of each school semester. In the event of an extended absence, the substitute must be approved by the College's Board of Trustees.

Item (g)

Transportation is the responsibility of the SDPC and will be controlled by district

policies.

Item (h)

Superintendent of Schools shall be responsible for incorporating, either directly, or by reference, this dual enrollment agreement within district's Student Progression Plan.

Item (i)

Courses and programs may be added to or deleted from the agreement at any time providing they are mutually approved by the superintendent of schools and the community college president prior to incorporation into the agreement.

H. DUAL ENROLLMENT – FIRST COAST TECHNICAL INSTITUTE

1. All post secondary job preparatory programs offered by the receiving institution, which are contained within the Department of Education Course Code Directory, shall be eligible for the dual enrollment of students under the provisions of this agreement (except those programs that are regulated by state licensing, and regulatory agencies which preclude enrollment of these students because of age or high school graduation requirements).
2. To be eligible to enroll in programs of this dual enrollment agreement, secondary students of the sending district must:
 - a. Be enrolled in Grades 11-12 (other grade levels by exception and recommendation of the sending district's guidance and administrative staff),
 - b. Have an unweighted GPA of 2.0
 - c. Be a student in good standing (not disruptive or under expulsion/suspension, etc.), and
 - d. Pass the TABE Test of Adult Basic Education Skills Test as required by State Board of Education Rules.
 - e. For each credit earned, a student must meet all competencies within the enrollment period. Mastery of competencies will be reflected on vocational skills charts provided by the receiving institution.
 - f. The dually enrolled secondary school student must agree to sign and abide by the provisions contained within the receiving institution's instructional program student contract, the student handbook, and other rules that are established for the operation of the school program of the receiving institution.
3. Student screening and monitoring prior to and subsequent to enrollment will be accomplished as follows:
 - a. The required TABE Test will be administered by the receiving institution in accordance with procedures to be developed in conjunction with the sending district.
 - b. The dual enrollment programs offered by the receiving institution are not compulsory and each student enrolled under this program will be treated as a mature individual; therefore, few disciplinary problems are expected. In instances where a

student refuses to follow the rules and regulations established by the receiving institution, where the student does not respond to counseling, where any dually enrolled student's conduct seriously effects the receiving institution's program in a negative way, and where attempts at correction fail to bring about the proper adjustment, the principal of the receiving institution will refer the dually enrolled student to the principal of the appropriate school in the sending district.

- c. Progress reports for students enrolled under this dual enrollment agreement will be sent to the appropriate school of the sending district by the receiving institution. Appropriate intervals for the forwarding of these progress reports are to be determined by the Articulation Committee established.
- d. All other conditions outlined in the current First Coast Technical Institute - Putnam County School District Dual Enrollment Inter-Institutional Articulation Agreement, along with any future changes in the agreement that is mutually approved by the receiving and sending districts, shall apply.

I. AUDITING A COURSE

A student may be allowed to audit a course based on the following procedures:

- 1. Students will be approved to audit a course on a space-available basis.
- 2. Students taking a course for credit will take priority over a student seeking to audit a course.
- 3. Students auditing courses must attend class on a regular basis.
- 4. No credit will be granted nor will homework and tests be required.
- 5. These students will be counted as full-time students for FTE purposes, as per Florida Statutes.

J. REQUIRED GRADE POINT AVERAGE

For students entering the ninth grade in 2000-2001 and thereafter, required GPA must be based on all courses taken, except courses forgiven under state and district forgiveness policies. The parent or guardian of each student in grades 9-12 who has a cumulative grade point average of less than 2.5 shall be notified in writing at the end of each semester that the student is at risk of not meeting the requirements for graduation. The notice shall contain an explanation of the policies the district has in place to meet the GPA requirement.

Procedures for assisting students to achieve the GPA may include:

- Academic Recovery
- Adult High School
- GED EXIT Option
- Summer School
- Grade Forgiveness
- Extended Day Services
- Parental Tutoring

Contracted academic services
Remediation
Exceptional Student Education Services
Suspension of Curriculum other than reading, writing, mathematics, and science. No student's graduation status or academic progress may be negatively impacted by the suspension of curriculum.
Approved distance learning program – Florida Virtual School
Peer Tutoring

K. FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

In order to qualify as a Florida Bright Futures Scholarship recipient, a student must complete the current minimum requirements as prescribed by the State Board of Education Rules and Florida Statutes.

The Bright Futures Scholarship Program is the umbrella program for all state funded scholarships based on academic achievement of high school students. This program restructures two previous programs – the Florida Undergraduate Scholars and the Gold Seal Vocational Endorsement Scholarship, now the Florida Academic Scholars and the Florida Gold Seal Vocational Scholars awards, and adds a third award - the Florida Medallion Scholars award. Each of the three scholarship awards within the Bright Futures Program has specific criteria that must be met. However, to be eligible for an initial award from any of the three types of scholarships, a student must:

1. Complete a Bright Futures Scholarship Program Student Authorization Form by spring graduation. Students need to go on line and complete the application form (FFAA), which is the Florida Financial Aid Application.
2. Be a Florida resident.
3. Earn a Florida standard high school diploma or its equivalent.
4. Be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution.
5. Enroll in a postsecondary education institution in Florida for at least six semester credit hours or the equivalent.
6. Not have been found guilty of, or pled no contest to, a felony charge.
7. Use the award within three years of graduation.

L. FLORIDA VIRTUAL SCHOOL

1. The district school board shall provide students with access to enroll in courses available through the Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during or after the normal school day, and through summer school enrollment.

2. Students may participate in the Florida Virtual School for a maximum of two courses at one time. Enrollment requires the signature of the student's parents and high school counselor and/or principal.
3. To be accepted for credit, the course shall not duplicate a course where credit has already been received by the student except on a forgiveness basis. Grade forgiveness policies apply only to courses where a grade of D or F was earned.
4. Students taking courses from The Florida Virtual School outside the regular school day have the option to drop without penalty at anytime. If students take these courses during the regular school day and drop the course during the first 28 days of being activated into The Florida Virtual School, there will be no penalty. Requests to drop the course after the 28 day grace period will result in a failing grade being issued by The Florida Virtual School which will be calculated into the student's cumulative grade point average (GPA).

M. CORRESPONDENCE STUDY FOR CREDIT OR PROMOTION

To be accepted for credit or promotion, correspondence study, or distance learning, a course shall be approved in advance by the principal, or designee, in writing and taken under the direction of an accredited institution. Only those courses contained in the Florida Department of Education Course Code Directory and designed to cover matching curriculum frameworks and student performance standards will be accepted.

N. HONORS GRADUATE DETERMINATION

Graduation ranking GPA will be determined at the end of the first semester (90 days) of a student's senior year. Honor graduate status will be determined based on final GPA. Students not meeting the first semester criteria will be eligible if their final cumulative weighted GPA qualifies them for eligibility.

For purposes of determining the GPA (Grade Point Average) for honor graduates, salutatorian, and valedictorian-weighted grade point averages for all high school courses attempted for credit will be used in calculating the GPA.

Criteria for approving weighted courses for calculating grade point averages:

The school district and community college must weight college-level dual enrollment course the same as honors and advance placement courses when weighted grade point averages are calculated for class ranking purposes. The course yields college credit and is listed on the College Dual Enrollment Articulation Agreement. F.S. 1007.271 and 1007.272.

O. VALEDICTORIAN AND SALUTATORIAN AWARDS

The valedictorian will be the senior who has the highest cumulative weighted grade point average at the end of first semester (90) days of their senior year. The salutatorian will be the senior who has the second highest cumulative weighted grade point average at the end of first semester (90)

days of their senior year.

Beginning with the 2005-06 9th grade class, and each year thereafter, the classification for valedictorian and salutatorian, described above, will no longer be used.

Students will be recognized as Summa Cum Laude (4.00 and up), Magna Cum Laude (3.75 – 3.999), and Cum Laude (3.5 – 3.7499). This will be calculated at the end of the 7th semester. All Advanced Placement, Dual Enrollment, and Honors classes will be weighted on a 5 point System. An aggregate (complete listing) of students by rank will not be distributed for any purpose. For college admissions, scholarships, financial aide, etc., a percentile ranking will be used (Top 3%, 5%, etc.). Grade Point Averages (GPA) of all students in programs to earn a regular high school diploma will be used for calculation.

P. GRADUATION

To participate in graduation exercises, the students must (1) meet all qualifications for the appropriate diploma or certificate as defined in the Student Progression Plan, and (2) exhibit acceptable behavior and dress, as determined by the principal, before and during the graduation exercises so as not to detract from the decorum of the occasion.

The number of English, math, science, social science, foreign language, and elective credits within the three-year standard college preparatory program aligns with the minimum state university admissions standards listed in current law. High school counselors must continue to encourage students interested in pursuing university studies to take the designated courses within these categories regardless of whether students choose the three or four-year graduation option.

Credit for high school graduation may be earned for volunteer activities and non-academic activities that have been approved by the state board of education. A maximum of one-half credit in social studies and one-half credit elective may be earned for student completion of non-paid voluntary community or school service work. Students must complete a minimum of 75 hours of documented service in either category. F.S. 1003.43 (School Principals are responsible for approving specific volunteer activities.)

Prior to each student's graduation from high school, the school shall assess the student's preparation to enter the workforce and provide the student and the student's parent or guardian with the results of such assessment. F.S. 1006.02.

(See Course Code Directory for current year to determine course numbers, which meet graduation requirements, qualifications, and restrictions.)

Participation in an interscholastic sport at the freshman, junior varsity, or varsity level and pass the written examination developed by the Florida Department of Education for a full season satisfies the one-half credit requirement in physical education. Section 1003.43, 1998 Florida Statutes, requires 24 credits for graduation, including nine elective credits.

Q. GRADUATION OPTION SELECTION PARENT AND STUDENT RESPONSIBILITY

Selection of one of the graduation options listed in S. 1003.429(1), F.S. must be completed by the

student prior to the end of grade 9 and is exclusively up to the student and parent, subject to the requirements in S. 1003.429(2), F.S. The district shall establish policies for extending this deadline to the end of a student's first semester of grade 10 for a student who entered a Florida public school after grade 9 upon transfer from a private school or another state or who was prevented from choosing a graduation option due to illness during grade 9. If the student and parent fail to select a graduation option, the student shall be considered to have selected the 24 general requirements for high school graduation as specified in S.1003.429(1)(a), F.S.

R. REVISED HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS FOR INCOMING STUDENTS ENTERING IN 2007-2008

High school graduation options, beginning with students entering their first year of high school in the 2007-2008 school year, graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admissions. The 24 credits may be earned through applied, integrated, and combined courses approved by the Department of Education and shall be distributed as follows:

1. CORE CURRICULUM CREDITS (2007-2008)

The 24 credits may be earned through applied, integrated, and combined courses approved by the Department of Education shall be distributed as follows:

16 Core Curriculum Credits:

- Four credits in English, with major concentration in composition, reading for information, and literature.
- Four credits in mathematics, one of which must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course. The district encourages setting specific goals to increase enrollments in, and successful completion of, geometry and Algebra II.
- Three credits in science, two of which must have a laboratory component.
- Three credits in social studies as follows: one credit in American history; one credit in world history; one-half credit in economics; and one-half credit in American government.
- One credit in the fine arts.
- One credit in physical education to include integration of health.

2. MAJORS, MINORS OR ELECTIVES (2007-2008)

Eight credits in majors, minors, or electives:

- Four credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the students as part of the education plan required by S. 1003.4156, F.S. Students may revise major areas of interest each year as part of annual course registration processes and should update their education plan to reflect such revisions. Annually by October 1, the district school board shall approve major areas of interest and submit the list of majors to the Commissioner of Education for approval. Each major area of interest shall be deemed approved unless specifically rejected by the commissioner within sixty days. Upon approval, each district's major areas of interest shall be available for use by all school districts and shall be posted on the Department's website at <http://www.fldoe.org>.
- Four credits in elective courses selected by the student as part of the education plan required by S. 1003.4156, F.S. These credits may be combined to allow for a second major area of interest, a minor area of interest, elective courses, intensive reading or mathematic intervention courses or credit recovery courses as described in S. 1003.428(2)(b)1, F.S.
- Minor areas of interest are composed of three credits selected by the student as part of the education plan required by S. 1003.4156, F.S., and approved by the district school board.
- Elective courses are selected by the student in order to pursue a complete education program as described in S. 1001.41(3), F. S. and to meet eligibility requirements for scholarships.
- For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by S. 1001.62(8), F.S.
- For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the department for inclusion in the Course Code Directory.
- Credit recovery courses shall be offered so that students can simultaneously earn an elective credit and a recovered credit.

S. DIPLOMA TYPES AND REQUIREMENTS

STANDARD HIGH SCHOOL DIPLOMA - 24 CREDITS

Physical Education – Or	
- Participate in the interscholastic sports option**	
- Participate in one semester with a grade of C or better in marching band***	½ Credit
Personal Fitness - OR	½ Credit
participate in the interscholastic sports option **	
Electives	8½ Credits
or	
--If participating in the interscholastic sports or band option	9 or 9 1/2
Credits	
<hr/>	
TOTAL	24 Credits

STANDARD HIGH SCHOOL DIPLOMA - ESE FCAT WAIVER

Same requirements as the 24 credit standard diploma with FCAT waiver. (See Appendix)

ACCELERATED HIGH SCHOOL GRADUATION PROGRAM SELECTION
REQUIREMENTS 2006-2007

In 2006-2007 and thereafter for students who choose a three-year accelerated program, that prior to selecting an accelerated graduation program described in S. 1003.429(1)(b) or (1)(c), F.S., a student and the student’s parent must meet with designated school personnel to receive an explanation of the relative requirement, advantages, and disadvantages of each program option, and the school must also receive written consent from the student’s parent.

For students who chose a three-year graduation program in the 2004-2005 or 2005-2006 school year prior to selecting an accelerated graduation program described in S. 1003.429(1)(b) or (1)(c), F.S., the following requirements were required to be met:

- Designated school personnel shall meet with the student and the student’s parent to give an explanation of the elective requirements, advantages, and disadvantages of each graduation option.
- The student shall submit to the high school principal and guidance counselor a signed parental consent to enter the 3-year accelerated graduation program.
- The student shall have achieved at least an FCAT reading achievement level of 3, an FCAT mathematics achievement level of 3, and FCAT writing score of 3 on the most recent assessments taken by the student.

The district school board may not establish requirements for accelerated three-year high school graduation options in excess of the requirement in S. 1003.429 (1)(b) ,F.S., three-year standard college preparatory program, and in S. 1003.429, F.S., three-year career preparatory program.

Students pursuing accelerated three-year high school graduation options, college, or career preparatory programs specified in S. 1003.429(1)(b) or (1)(c), F.S., are required to:

- Earn passing scores on the FCAT as defined in S. 1008.22(3)(c), F.S., or scores on standardized tests that are concordant with passing scores on the FCAT as defined in S. 1008.22(9), F.S.
- Achieve a cumulative weighted grade point average of 3.5 on a 4.0 scale (for students entering ninth grade in 2006-2007) or its equivalent in the courses required for the college preparatory accelerated three-year high school graduation option specified in S. 1003.429(1)(b), F.S.; or
- Achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale or its equivalent in the courses required for the career preparatory accelerated three-year high school graduation option stated in S. 1003.429(1)(c), F.S.
- Receive a weighted or unweighted grade that earns at least 3.0 points or its equivalent to earn course credit toward the 18 credits required for the college preparatory accelerated three-year program stated in S. 1003.429(1)(c), F.S.
- Receive a weighted or unweighted grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the 18 credits required for the career preparatory accelerated three-year high school graduation option stated in S. 1003.429(1)(c), F.S. Weighted grades referred to in S. 1003.429(6)(b)-(d), F.S., shall be applied to those courses specifically listed or identified by the department as rigorous pursuant to S.1009.531(3), F.S., or weighted by the district school board for class ranking purposes.

A student who selected one of the accelerated three-year graduation options shall automatically move to the four-year program stated in S. 1003.43, F.S., if the student:

- Exercises his or her right to change to the four-year program
- Fails to earn five credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10
- Does not achieve a score of 3 or higher on the grade 10 FCAT Writing Assessment
- By the end of grade 11 does not meet the requirement of S. 1003.429(1) and (6), F.S.

A student who meets all requirements prescribed in S. 1003.429(1) and (6)., shall be awarded a standard diploma in a form prescribed by the State Board of Education.

STANDARD HIGH SCHOOL DIPLOMA ACCELERATED 18 CREDITS COLLEGE OPTION

Beginning with the 2004 - 2005 school year, students who enter the ninth grade may select one of three high school graduation programs. Any student who selected an accelerated graduation program before July 1, 2004, may continue that program, and all statutory requirements that were applicable when the student made the program choice shall remain applicable to the student as long as he or she continues that program. The bill required students to select one of the graduation options by the end of ninth grade and establishes a cumulative weighted grade point average of 3.0 on a 4.0 scale, or its equivalent, in the courses required for graduation for both three-year graduation programs. Failure to maintain a cumulative weighted grade point average of 3.5 will result in the student reverting back to the 24-credit plan.

All 18 credits required for the three-year college preparatory program, including three electives, must satisfy the course distribution requirements for state university admissions.

For students who choose this option in the 2006-2007 school year and thereafter, at least 6 of the 18 credits required for completion of this program must be received in classes that are in the International Baccalaureate Program, the Advanced Placement Program, dual enrollment, Advanced International Certificate of Education, or specifically listed or identified by the Department of Education as rigorous pursuant to S.1009.531(3)

The student shall have earned a minimum of eighteen (18) units in grades 9-12 (and high school credits earned in eighth grade) which must include the following:

English (to include emphasis in writing, composition and literature.)	4 Credits
Mathematics (to include Algebra I or above)	3 Credits
Science (Two of which must have a lab component) (Agriscience Foundations 1 can count as one of the science credits.)	3 Credits
Social Studies: 1 Credit in American History 1 Credit in World History (including a comparative study of the history, doctrines, and objectives of all major political systems) 1/2 Credit in Economics (including a comparative study of the history, doctrines, and objectives of all major economic systems) 1/2 Credit in American Government (to include a study of the Constitution of the US, study of Florida government including the State Constitution, the three branches of government, and municipal and county government.)	3 Credits
Foreign Language - Same Language both years. (American Sign Language counts as a foreign language.) If the student is a native speaker of or can otherwise demonstrate competency in a language other than English, the student may replace the language requirement with two credits in other academic courses; and three credits in electives.	2 Credits
Electives	3 Credits

At least 6 of the 18 credits required for this program must be received in classes that are honors; dual enrollment; advanced placement; International Baccalaureate; Advanced International Certificate of Education; specifically listed or identified by the Department of Education as rigorous pursuant to section 1009.53(3), Florida Statutes; or weighed by the district school board for class ranking purposes

TOTAL 18 Credits

STANDARD HIGH SCHOOL DIPLOMA ACCELERATED 18 CREDITS CAREER OPTION

The student shall have earned a minimum of eighteen (18) units in grades 9-12 (and high school credits earned in eighth grade) which must include the following:

English (to include emphasis in writing, composition and literature.)	4 Credits
Mathematics (to include Algebra I)	3 Credits
Science (Two of which must have a lab component) (Agriscience Foundations 1 can count as one of the science credits.)	3 Credits
Social Studies:	3 Credits
1 Credit in American History	
1 Credit in World History (including a comparative study of the history, doctrines, and objectives of all major political systems)	
1/2 Credit in Economics (including a comparative study of the history, doctrines, and objectives of all major economic systems)	
1/2 Credit in American Government (to include a study of the Constitution of the US, study of Florida government including the State Constitution, the three branches of government, and municipal and county government.)	
Vocational/ Career Education	3 Credits
3 credits in a single vocational or career education program, 3 credits in career and technical certificate dual enrollment, or 5 credits in vocational or career technical courses	
Electives – unless 5 credits are earned as referenced above	2 Credits

TOTAL 18 Credits

BRIGHT FUTURES AND ACCELERATED OPTIONS

The three-year graduation options may be used to meet the requirement for a student to Earn a standard Florida high school diploma in order to be eligible for a Florida Bright Futures Scholarship. You may visit the Bright Futures website for specific details at www.MyFloridaEducation.com/brfuture and select “First -Time Applicants” and click on “What are the Academic Requirements?”

SUBSTITUTIONS (students in grades 9-12 prior to 2007- 08 school year)

The 1999 Legislature amended Section 1003.43, Florida Statutes, to increase the credit

requirement for physical education (PE) from one-half to one credit and to state that the school board may not require that the one credit in physical education be taken during the ninth grade year. This 1999 legislation specified that participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement if the student makes a "C" or better on a competency test on personal fitness developed by the Florida Department of Education. The amended language also reduced the number of elective credits from nine to eight and one-half credits. These requirements are effective July 1, 1999.

***Completion of one semester with a grade of C or better in a marching band class or in physical activity class that requires participation in marching band activities as in extracurricular activity shall satisfy a 1/2 credit requirement in physical education. This one-half credit MAY NOT be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual educational plan or 504 plan. This substitution is effective July 1, 2002.

Two credits of ROTC (Leadership I and II) are required to cover the content of Life Management Skills. Students who have earned the two ROTC credits have met the Life Management Skills high school graduation requirement; however they do not earn a credit in the Life Management Skills course.

In addition, a student taking any ROTC class with drill as a major component, as specified in the state course description, including these two leadership courses would ALSO cover the content for 0.5 credit in physical education (not Personal Fitness) required for high school graduation. In other words, a student earning credit for two ROTC classes, Leadership I and II, would meet the graduation requirement for Life Management Skills and one-half of the physical education graduation requirement. However, the student would not earn any credits for the Life Management Skills course or the physical education course.

Summary:

1. A student may meet the LMS credit graduation requirement by earning credits in ROTC I and II.
2. A student may meet half (.5) of the 1 credit PE requirement (not including personal fitness) by earning a C or better in an ROTC course in which drill is listed as a substantial component in the state course description.
3. A student who completes ROTC I and II, with a C or better in at least one of the courses, can use these two courses to meet both the LMS and the PE graduation requirement.

The career education course substitutions to fulfill graduation requirements shall follow the procedures listed below:

1. Any 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, three credits in mathematics, and three credits in science. The credit substituted for English, mathematics or science earned through the career education job preparatory program shall be on a curriculum equivalency basis. (Course Code Directory pg. 12).
2. Career education course substitutions shall not exceed two (2) credits in each subject area.

In addition, a program which has been used to substitute in one subject area may not be used to substitute for any other subject area.

3. A student who completes a job preparatory program and substitutes part of that program for Business Mathematics I, Business Mathematics II, Pre-Algebra, Business English I, Business English II, or Anatomy and Physiology may not take any of these courses and receive additional credit. Job preparatory programs which have been identified as being the equivalent of Business English I (#1001440), Business English II (#1001450), Business Mathematics I (#1205380), Business Mathematics II (#1205390), Pre-Algebra (#1200300), and Anatomy and Physiology (#2000350) are listed below.

JOB PREPARATORY SUBSTITUTIONS

LEVEL NUMBER	SUBJECT AREA	PROGRAM COURSE	PROGRAM
2	Business English I (1001440)	Administrative Assistant: Business Systems and Technology, Administrative Office Technology 1, and Business Software Applications.	8212000
2	Business English I (100440) and/or Business English II (1001450)	Administrative Assistant Business Systems and Technology, Administrative Office Technology 1 and Business Software Applications.	8212200
1	Business Mathematics (1205540)	Administrative Assistant: Business Systems and Technology Administrative Office Technology 1 Business Software Applications. Accounting Operations: Business Systems and Technology 1 + 2 and Accounting Applications 1	8212200 8203300
2	Anatomy & Physiology (2000350)	Allied Health Assisting	8417130

A student who completes a job preparatory program and substitutes part of that program for Business Mathematics, Business English I, Business English II, Biology Technology, or Anatomy and Physiology may not take any of these courses and receive additional units.

In an effort to raise academic standards, Level I courses will only be offered to students on a limited basis. High schools choosing to offer Level I courses must request a waiver of policy from the School Board. Students who use a Level I course for substitution must have a written assessment of need included in their student performance plan.

NOTE: IN SUBSEQUENT YEARS, THE BOARD’S POLICY REGARDING CAREER EDUCATION COURSE SUBSTITUTIONS TO FULFILL GRADUATION REQUIREMENTS WILL BE DIRECTLY CORRELATED TO THE CONDITIONS OUTLINED IN THE

CURRENT COURSE CODE DIRECTORY.

DISTRICT STANDARDS FOR PERFORMANCE-BASED DIPLOMA

GED Exit - (Standard Diploma) - available at Crescent City High School, Interlachen High School, and Palatka High School.

The student must first score a 7.0 TABE Reading level to enter the program. The student must also score a 9.0 to take the GED Exam. Additionally the student must:

- a. Successfully pass the FCAT, SAT, or, ACT.
- b. Successfully pass the General Educational Development (GED) Test.
- c. Be certified by career and technical education teacher(s) that he/she possesses the proficiency for employment in a specific career and technical education area of work and has completed a minimum of three credits in a specific job prep program. This will include credits earned in a dual enrollment technical program.
- d. Meet the age appropriate requirement - students cannot graduate prior to 13 years from the time they normally would have enrolled in kindergarten.

Students enrolled in the GED Exit program are classified as 12th grade regardless of credits earned.

HIGH SCHOOL EQUIVALENCY DIPLOMA (GED Diploma)

According to School Board Policies and state law, a candidate must be 18 years of age to take the General Educational Development (GED) Examination. Persons meeting the following qualifications may sit for the GED exam. All applicants must:

1. Reside in Florida at time of application.
2. Possess state required identification (Social Security Card or photo identification issued by the Florida Driver's License Bureau).
3. Not hold a high school diploma.
4. Pay the appropriate GED Exam application fee.
5. Complete the state approved application form during publicized application period for each GED exam.
6. Be of age 18 at the time of application.

In extraordinary cases, students 16 years of age may take the test if they meet the above requirements 1-5, as outlined for adults 18 or older and meet any one (1) of the additional following criteria:

- if they are a parent
- if they are an inmate
- if they suffer emotional, physical, disciplinary, or other exceptional circumstances,

as determined by the Superintendent of Schools or his designee

In order for a student 16 through 18 years of age to be recommended for GED testing four (4) conditions must be satisfied:

1. The student must live in Putnam County; if not living in Putnam County his/her high school must request the testing.
2. The student must be recommended by the teacher or appropriate adult education staff.
3. The student must take a GED predictor test.
4. The student must provide a letter signed by the superintendent verifying that he/she meets hardship requirements.

GED fee schedule will follow the guidelines as outlined by Florida State Board of Education Rule 6A-6.021(3).

GED Testing will be administered and testing dates will be established by St. Johns River Community College. All requests for testing must be submitted to the Director-of Student Services for recommendations to the Superintendent.

Any student 16 years of age or older may enroll in and attend any ABE/GED class, provided he/she has officially withdrawn from his/her last attended elementary, middle-or high school.

ADULT HIGH SCHOOL STANDARD HIGH SCHOOL DIPLOMA OPTION
(GED/ FCAT REQUIREMENTS)

According to School Board Policies and state law, candidates who are 16-18 years of age must meet all GED requirements as stated in Section S. (Under circumstances deemed appropriate by both the principal of the home school of the student and the Supervisor of the Adult Education, a candidate 15 years of age may be granted admission into the Adult Education Program. Written explanation of these circumstances stating that Adult Education is a more appropriate placement for the student must be presented by the student's principal to the Supervisor of Adult Education.) Students must also meet the following additional guidelines:

1. Student must have either withdrawn or transferred from a high school to the Putnam County School District's Adult Education Program.
2. The Superintendent or his designee must approve students who are 16-18 years old to enter the program.
3. Successful completers of the program will pass the GED and both sections of the FCAT, or SAT or ACT.

Program funding is provided through the Workforce Development Education Fund (WDEF) not through a K-12 FEFP program.

A Putnam County High School standard high school diploma will be issued to successful completers of the

program.

Credits are not earned or applied toward a standard high school diploma.

ADULT HIGH SCHOOL STANDARD HIGH SCHOOL DIPLOMA CREDIT PROGRAM

According to School Board Policy and state law (1004.93 F.S.,) students may complete their requirements for earning a Standard High School Diploma through the district's Adult High School. The credit requirements for earning a Standard High School Diploma through this program are as follows: (Number in parentheses reference numbered sections below)

- 4 - English (1) (6)
- 3 - Math, to include Algebra I or above (6) (2007-2008 4 credits of math are required)
- 3 - Science (6) (7) Lab Component may be waived
- 1 - World History (2)
- 1 - American History (2)
- 1 - American Government/Economics (2)
- 1/2 - Life Management Skills a (Not required of students entering grade 9 in 2007-2008)
- 0 - Physical Education (3)
- 1/2 - Practical Arts (5) (8)
- 1/2 - Performing Arts (4) (8) (1 full credit required of students entering grade 9 in 2007-2008)
- 9-1/2 Electives

Passing the FCAT (Reading and Math)
2.0 Overall G.P.A.

A maximum of two elective credits may be awarded for successful military experience. The military experience must be validated by evidence of an honorable discharge.

- (1) English I through IV fills the language arts requirements, which by state mandate, give major concentration to composition and literature. ESOL I-IV also satisfy the Language Arts requirement.
- (2) Social Studies requirements must include one year of American history, one year of world history, one semester of American government, and one semester of economics.
- (3) The Florida legislature has waived the required one credit in physical education for adults. This credit has been transferred to the electives column.
- (4) Fine arts may include any art, dance, drama, or music courses, which require manual dexterity. Passive courses in appreciation/theory/history do not meet this requirement.
- (5) Practical Arts credit may be earned from any career and technical education/technical courses for which high school credit is given. (Not required for students who enter 9th grade in 2007 – 2008)
- (6) Completion of ALL the courses within a certain job preparatory career and technical education/technical program as described by the Florida Department of Education will

allow for the substitution of required credits in language arts, mathematics and science. However, credits obtained in this manner may not exceed more than two credits in each subject area. In addition, a program which has been used to substitute in one subject area may not be used to substitute for any other subject area. Exception to these admission policies may be made by the Director of Student Services. (Four credits are required for students who enter the 9th grade in 2007-2008)

- (7) Adult education students waive Science laboratory requirements because laboratory facilities are unavailable or inadequate to accommodate use.
- (8) The requirement for fine arts and practical arts may be satisfied by earning 1.0 credit in either area in lieu of earning .5 credit in each area. (One credit in performing arts is required for students who enter the 9th grade in 2007-2008)

Program funding is provided through the Workforce Development Education Fund (WDEF) not through a K-12 FEFP program.

A Putnam County High School standard high school diploma will be issued to successful completers of the program starting with the 1998-99 school year.

Credits are earned or applied toward a standard high school diploma. Students entering the Adult High School Credit Program will have previous high school transcripts evaluated by the adult education supervisor or designee prior to enrollment. The Adult Education Supervisor will then make recommendations for program placement based on previous credits, assessment results, and student goals.

A student who has previously been awarded a Certificate of Completion in lieu of a regular high school diploma by virtue of failure to pass the statewide competency test may be awarded a regular high school diploma upon retaking and passing the FCAT.

To receive credit in any course, students must demonstrate mastery of the intended outcomes and Sunshine State Standards and benchmarks designated for that course. Credit is awarded upon attainment of a satisfactory score on a standardized semester examination(s), regardless of time spent in class. The satisfactory completion of each course results in .5 credit for a semester course and 1.0 credit for a full-year course. The grading scale will be prescribed by state statute; A = Excellent, 90-100; B = Good, 80-89; C = Average, 70-79; D = Poor, 60-69; and F = Failing, 0-59.

Credits transferred from an accredited school in other school systems shall be evaluated in terms of the requirements of the school system where such credit was earned.

CO-ENROLLED PROGRAM

Provisions have been made within the Adult High School Credit Program to assist high school students who are in jeopardy of not graduating due to credit or G.P.A. deficiency. A student who is enrolled in high school (9-12) may enter the Co-Enrollee Program by submitting an Adult Education application signed by the high school principal and student recommendation form signed by the high school counselor to the adult education supervisor. High school students are expected to fulfill the same course and grade requirements, as those required of regular adult credit students. (See Grade Forgiveness on Page 12)

ESE DIPLOMA OPTIONS (Special Diploma)

ESE students (full-time or part-time) have several diploma options available. See Exceptional Student Education Diploma Options Section. See ESE Diploma Options.

CERTIFICATE OF COMPLETION

Students who have successfully completed all the credit requirements for graduation but have not passed the FCAT and/or achieved a 2.0 grade point average are eligible for a certificate of completion (F.S. 1003.43).

CPT – CERTIFICATE OF COMPLETION

The CPT Certificate of Completion is available to all students who meet all requirements to graduate with a standard diploma via the 24-credit traditional high school graduation program (18 credit student are not eligible) except earning passing scores on Grade 10 FCAT.

Students should be encouraged to request that a copy of their high school transcripts be sent to the community college they plan to attend. College admissions officers may also request a letter from the high school to verify that the student meets the CPT-eligible requirements.

DIPLOMA REQUIREMENTS

1. To receive a standard diploma, a student must:
 - a. Successfully complete district standards.
 - b. Successfully meet student performance standards.
 - c. Successfully pass the FCAT, ACT, or SAT
OR
Successfully complete the GED Exit Option
OR
Successfully complete the Adult High School Standard High School Diploma Option. (See High School 9-12, Section T)
2. To receive a High School Equivalency Diploma (GED), a student must:
 - a. Successfully complete the district standards. (See High School 9-12, Section R and S)
3. Workforce Diploma – Florida Gold Seal Endorsement – Attach a Florida Gold Seal Endorsement to a standard diploma as award differentiated diploma to those exceeding minimums.
4. To receive a special diploma, an ESE student in a resource room or self-contained program must fulfill one of the following options:

- a. Option I - the special diploma which is attained by earning 20 credits and maintaining a 2.0 grade point average or higher. Passing the Florida Comprehensive Achievement Test (FCAT) or a standardized test that is concordant is not required.
 - b. Option II, Work Experience Diploma - Master employment competencies in Job Preparation Courses, be successfully employed for 90 hours, earn 12 credits, maintain a 2.0 grade point average, be 17 years of age at graduation time and master IEP goals. Graduate with or after Kindergarten cohorts, not before. *See ESE Diploma Options.
 - c. Option III, Primarily Supported/Primary Participatory- Sunshine State Standards for Special Diploma, 24 credits, IEP documentation.
 - d. Option IV – Employment – 4 credits, IEP documentation, Training/Graduation Plan documentation, one semester full-time paid employment, minimum 32 hours per week, student must be approved by District Diploma Committee.
5. To receive a certificate of completion, a student must:
- a. Successfully complete district credit requirements.
 - b. Have failed to meet one or both of the following criterion:
 - 1) Successful completion of the Florida Comprehensive Assessment Test (FCAT).
 - 2) Attainment of a 2.0 GPA in courses required for graduation.

Students who have successfully completed all the credit requirements for graduation but have not passed the FCAT and/or achieved a 2.0 grade point average are eligible for a certificate of completion (F.S. 232.246 (9)).

THE FIFTH YEAR HIGH SCHOOL STUDENT

Any student who is unable to complete the necessary requirements of Putnam County and the State of Florida in the mastery of the performance standards and the FCAT may remain in the secondary school for one (1) additional year. Exceptions to this-policy may be made by the school principal. The student may attend on either a full-time or part-time basis and receive special instruction designed to remedy his/her deficiencies.

Students may also transfer to the Adult Education program to complete their academic requirements for graduation.

EXCEPTIONAL STUDENT EDUCATION DIPLOMA OPTIONS

As a part of the middle school to high school transition process prior to entering the freshman year in high school, students and parents will be invited and encouraged to participate in a diploma options conference. At this time diploma options and requirements will be explained to the parent and student. The parent and student will be required to choose one of the following options at that time.

NOTE: Movement between options are explained at the conclusion of this section.

A. STANDARD DIPLOMA

The requirements of ss 1003.429, Accelerated high school graduation options, are applicable to students with disabilities working towards a standard diploma.

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

Requirements:

- + Master Sunshine State Standards
- + Obtain Cumulative grade point average of at least 2.0 for graduation
- + Pass the Florida Comprehensive Assessment Test (FCAT) or a standardized test that is concordant with passing scores on the FCAT for students entering 9th grade 1999-00 or later
- + Obtain 24 credits as described under standard diploma requirements
(NOTE: Algebra I or Level I courses must be passed, if a student performance plan states that a current IEP identifies this course as best meeting the student's needs.)

Basic, career and technical education, and career and technical education courses shall be accommodated to assure exceptional students the opportunity to meet requirements for their diploma.

FCAT Waiver for 12th graders

Based on Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES), our district assures that it provides instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. A student with disabilities may receive a standard high school diploma without passing all or parts of the FCAT, if the following conditions are met:

First, the student has to have a current IEP, and the FCAT must be listed as the graduation test. Secondly, the student must have received 24 credits/courses, met the 2.00 GPA requirement, and also had taken the FCAT once in grades 10 and 11, not receiving a passing score, and the student achieved any other district criteria. It is strongly encouraged that students have participated in district sponsored remediation programs, prior to granting a waiver.

Through a formal IEP meeting (not reevaluation review), the IEP team is required to determine and document on the DOE prescribed form, "2002-2003 waiver of FCAT Graduation requirement for Students with Disabilities," that the FCAT cannot accurately measure the student's abilities, taking into account all allowable accommodations.

In addition, the Superintendent/designee shall review the IEP team decision and sign-off on all cases where the FCAT is waived.

Factors the IEP team would consider may include but not be limited to:

- Were classroom accommodations different than the FCAT accommodations for the student?
- Was the student in the proper course?
- Did the student take regular sunshine state standards and are the student's grades and classroom performance reflective of mastering the SSS?
- What has been the student's past performance on FCAT?
- Did the student take other standardized tests such as ACT or SAT?

The parent shall be notified of the IEP team decision, by way of copy of the sample Notice, provided by

DOE.

All applicable due process procedures apply, since the parent can challenge an IEP decision through a due process hearing.

B. ACCOMMODATIONS FOR EXCEPTIONAL STUDENTS

1. Putnam County School District shall provide accommodations in courses to assure exceptional students the opportunity to meet the graduation requirements for a standard or special diploma.
2. Accommodations in basic courses shall not include modifications to the benchmarks from the Sunshine State Standards or Florida course descriptions. Modified Occupational Completion Points guidelines will be used when providing accommodations in career and technical education courses. Refer to Modified Occupational Completions point's manual. Any accommodations to courses or Standardized testing procedures must be stated on the student's IEP. Each of the student's teachers will have knowledge of and access to the student's IEP.
3. Accommodations provided in basic, career and technical education, or career and technical education courses may include any of the following:
 - a. The instructional time may be increased or decreased.
 - b. Instructional methodology may be varied.
 - c. Special communications systems may be used by the teacher or the student.
 - d. Accommodations to classroom and district test administration procedures and other evaluation procedures may be utilized as specified in State Board Rules to accommodate the student's handicap.
 - e. Modified Occupational Completion points will be utilized as appropriate.
4. When providing accommodations in basic course, the school district shall use one of the following strategies:
 - a. Assignment of the exceptional student to an exceptional education class for instruction in the basic course with the same benchmarks Sunshine State Standards or Florida course descriptions as those required of non-exceptional students in the district pupil progression plan.
 - b. Assignment of the exceptional student to a basic education class for instruction with accommodations to meet the student's needs.

The district shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's individual education plan.

5. Accommodations for students taking district and state assessments are authorized for

certain exceptional students. These accommodations must be documented on an appropriately executed IEP, and based on the individual needs of the student(s) being evaluated. Standardized test accommodations will be as specified in the test publisher's manual.

C. STATEWIDE ASSESSMENT

State rules provide the basis for accommodations in Florida's statewide assessment system for students with disabilities. In addition, the test administrator's manual for each statewide assessment provides a listing of allowable accommodations that can be used for students with disabilities. Such accommodations include:

- (a) Presentation: The student may be administered any statewide assessment through the following presentation formats:
- 1) Regular print versions of the test may be enlarged through mechanical or electronic means.
 - 2) The district test coordinator may request large print versions.
 - 3) Braille versions may be requested for students who use Braille materials. Some test items may be altered in format for Braille versions of the test authorized by the Department. Test items that have no application for the Braille reader will be deleted as authorized by the Department. Student performance standards that cannot be assessed in the Braille format will be deleted from the requirements of s.299.57.F.S.
 - 4) Signed or oral presentation may be provided for all directions and items other than reading items. Reading items must be read by the students through visual or tactile means.
 - 5) The student may use means to maintain or enhance visual attention to test items.
 - 6) Presentation formats not covered by this rule may be requested through the Department of Education and will be provided, as appropriate, upon approval from the Commissioner of Education.
 - 7) Responding. The student may use varied methods to respond to the test, including written, signed, and verbal response. Written responses may include the use of mechanical and electronic devices. A test administrator or proctor may transcribe student responses to the format required by the test. Transcribed responses must accurately reflect the response of the student, without addition or edification by the test administrator or proctor.
 - a) Scheduling. The student may be administered a test during several brief sessions, allowing frequent breaks during the testing sessions, within specifications of the test administration manual. Students may be provided additional time for the administration of the test.
 - b) Setting. The student may be administered a test individual or in a small group setting, and may be provided with adaptive or special furniture, lighting, or acoustics.
 - c) Assistive devices. The student may use the following assistive devices typically used in classroom instruction.
 - 1) If the purpose of the assessment requires complex computation, calculators may be used as authorized in the test administration manual. A calculator may not be used on assessments of basic computation as specified in the test administration manual.
 - 2) Visual magnification and auditory amplification devices may be used. For students with

visual impairments, an abacus may be used.

- 3) Technology may be used without accessing spelling or grammar checking applications for writing assessments and without using speech output programs for reading items assessed. Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of testing is not violated. Implementation of assistive devices must assure that test responses are the independent work of the student. Unusual circumstances of accommodations through assistive devices must be approved by the Department of Education before use.
- 8) If an exceptional student needs modifications to the benchmarks for Sunshine State Standards, the Sunshine State Standards or basic course descriptions, then Florida courses for Exceptional Student Education shall be used.

D. SPECIAL DIPLOMA OPTIONS

Special Diploma Options are provided for students whose needs cannot be met through a standard diploma. Students who have met eligibility for educable mentally handicapped, trainable mentally handicapped, hearing impaired, specific learning disabled, emotionally handicapped, severely emotionally handicapped, other health impaired, visually impaired, or profoundly mentally handicapped may receive a special diploma. The Special Diploma requirements are pursuant to Section 1003.38 Florida Statutes and Rule 6A-1.0996, FAC.

SPECIAL DIPLOMA OPTION I

- + Obtain cumulative grade point average of 2.0 or higher for graduation.
- + Obtain certain level of performance as specified on the Individual Education Plan.
- + Passing of the FCAT is not required.
- + Earn 20 credits.
(2 English, 2 Math, 2 Social Studies, 2 Science, 1/2 Life Management, and 11-1/2 electives)
 - a) demonstration of proficiency at the independent, supported, or participatory level prescribed in Rule 6A.1.09401 (f) (h) as determined through the IEP process
 - b) completion of the courses listed under SPECIAL DIPLOMA OPTIONS
 - c) mastery of the Sunshine State Standards will be determined through successful completion of courses that address the benchmarks identified as appropriate for the student's level of performance, i.e., independent, supported, or participatory.

The general expectation of state and district assessment systems is that all students participate in assessment for accountability purposes. However, a student's disability and characteristics may be such that assessment programs may not be appropriate for that individual student. The decision to exclude a student from district and/or state assessment must be made at the IEP meeting and reflected on the IEP. The decision should be made based on whether the student is pursuing a standard diploma and past

performance. If exemption or exclusion is the decision, the rationale should be included on the IEP, and decisions revisited annually. Exemption may be permitted only when the following criteria are met:

1. The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving Sunshine State Standards even with appropriate and allowable accommodations; and
2. The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure and vocational activities; and
3. The student's inability to complete the required coursework is not due to excessive or extended absences or the result of social, cultural, or economic differences; and
4. For high school age students, the student's inability to complete the standard diploma program even with allowable course accommodations and adaptations.

If a student does not participate in the statewide assessment, the district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation. If modifications are made in the student's instruction to provide accommodations that would not be permitted on the statewide assessment tests, the district must notify the student's parent of the implications of such instructional modifications that would not be permitted on the statewide assessments and must acknowledge in writing that he or she understands the implication of such accommodations.

SPECIAL DIPLOMA OPTION II – WORK EXPERIENCE

This option may be appropriate for Exceptional Students who would benefit from a competency based, individually designed, community-based job preparatory program.

Requirements:

- + Master the employment and community requirements in the training plan developed by student, Employer, School Coordinator (teacher).
- + Master the annual goals and short-term objectives on the Individual Education Plan (IEP).
- + Passing of the FCAT is not required.
- + Master identified employment and community competencies in the three job prep courses (Career Preparation, Career Experiences, Career Placement).
- + Be successfully employed in a community based job at minimum wage for that position for a minimum of one semester (On-The-Job Training = 90 hours, 1/2 credit).
- + Earn minimum of twelve (12) credits.
1 Math, 1 English, 1/2 Life Management, and 2.5 credits in job preparation courses: Career Preparation, Career Experiences, and Career Placement. The other 6-1/2 credits earned as electives. Career and technical education courses are highly recommended.
- + Be at least 17 at the time of graduation. No student may graduate before his/her class. This is the

class year the student enrolled in kindergarten.

SPECIAL DIPLOMA OPTION III

Sunshine State Standards for Special Diploma

24 credits

Curriculum Bases Assessment (CBA)

IEP documentation

Supported levels 9-12

Supported Employment

- 1-3 credits Career Preparation, Career Experience, Career Placement
- Minimum 16 supported credits to include:
 - Academic Skills for Functional Living
 - Communication Skills for Functional Living
 - Personal & Home Skills for Functional Living
 - Leisure & Recreation Skills for Functional Living
 - Community & Social Skills for Functional Living

Participatory Levels 9-12

- Minimum 16 participatory credits to include:
 - Cognitive & Linguistic Skills
 - Life Sustaining & Environmental Interaction Skills
 - Leisure/Recreation Skills for Improvement of Quality of Life
 - Developmental-Functional Motor & Sensory Skills

SPECIAL DIPLOMA OPTION IV – EMPLOYMENT

- 4 Credits
- IEP documentation
- Training/Graduation Plan documentation
- One semester full-time paid employment, minimum 32 hours a week
- Student must be approved by District Special Diploma Committee

NOTE: Prior to selecting Special Diploma Option IV, student must be 17 years of age and must have completed 4 credits in regular academic, Technical/Career, or ESE classes.

Exceptions may be made by District Special Diploma Committee.

SPECIAL CERTIFICATE OF COMPLETION

This option may be appropriate for Exceptional students who are in Supported or Participatory ESE programs. They must complete ESE Performance Standards if graduating in year 2002; complete Sunshine State Standards for Special Diploma; complete 24 credits; be at least 17 at time of graduation; IEP documentation. Any exceptional student who is unable to meet minimum graduation requirements may be

awarded a special certificate of completion.

ENNOBLES provisions for transition to post-secondary education allow for the following to take place for students with disabilities:

A student who has been awarded a special diploma or a certificate of a completion is eligible to enroll in certificate career education programs, and a student with a documented disability may be eligible for reasonable substitutions as prescribed in ss 1007.264 and 1007.265.

In addition, any student with a disability, except for those who have mental handicaps, shall be eligible for reasonable substitutions for any admissions requirements, when documentation is provided that the person's failure to meet the admissions criteria is due to the disability.

Any student with a disability, except for those who have mental handicaps, shall be eligible for reasonable substitutions for graduation, for admission into a program of study, or for entry into the upper division, where documentation is provided that the person's failure to meet the admissions criteria is related to the disability, and where failure to meet the graduation requirements or program admission requirements does not constitute a fundamental alteration in the nature of the program.

A student may take the half credit life management course in any grade nine through twelve.

D. MOVEMENT BETWEEN DIPLOMA OPTIONS

1. Standard Diploma to any Special Diploma Option

- A. Documentation of student's performance level based upon the requirements for a Standard Diploma.
- B. Conference with ESE teacher, parent, student, and others as appropriate to discuss options and merits of each diploma, with new IEP written if a change is made.
- C. Diploma Option (13n) signed by student and parent

2. Special Diploma to Standard Diploma Option

- A. Documentation of student's performance level
- B. Conference with ESE teacher, parent, student, and others as appropriate to review Standard Diploma requirements, and to discuss all ramifications of change, including credit, and GPA requirements, and possible change in graduation date, with new IEP written if change is made
- C. Parent and student informed that ESE courses will be credited as electives and additional academic courses must be taken to meet graduation requirements
- D. Student and parent Informed that FCAT must be taken and passed to graduate
- E. Diploma Option (13n) signed by student and parent

3. Movement between Special Diploma Options

- A. Documentation of student's performance level
- B. Conference with ESE teacher, parent, student, and others as appropriate to review requirements for all types of Special Diplomas and to discuss ramifications and justifications for each, with IEP review
- C. Referral to District Special Diploma Committee for Option 4 approval (or exceptions for Option 2)

D. Diploma Option (13n) signed by student and parent

When student/parent elect Special Diploma Option 2 or 4 and sign the form (13n), the procedure to establish appropriate grade designation follows:

- A. ESE Department Chair or Counselor verify that requirements are met or scheduled for this Option, and that the student is not scheduled to graduate before his/her cohort group (class year the student entered kindergarten)
- B. ESE Department Chair or Counselor indicates verification by initialing and dating Diploma Option Form (13n), then copies the form to give to the Date Entry Clerk at school.
- C. Data Entry Clerk changes grade designation as follows:
 - Age 15 Appropriate grade designation as earned
 - Age 16 WD code W01, Reenter code R01, as Gd. 11
 - Age 17 or older WD code W01, Reenter code R01, as Gd 12

ALL ESE COURSES ARE MULTIPLE CREDIT COURSES. EXCEPTIONS MAY BE MADE BY DISTRICT SPECIAL DIPLOMA COMMITTEE ON ALL DIPLOMAS.

APPENDIX

Appendix

I. Public School Student Progression; Remedial Instruction; Reporting Requirements

The school district's student progression plan is required by S.1008.25. F.S., and reflects the statutory intent that each student's progression from one grade to another be determined by criteria that reflect the student's proficiency in the *Sunshine State Standards* and established specific levels of proficiency in reading, writing, science, and mathematics. The SPP is a contract delineating what a student must know and be able to do to be promoted and what the district will do to help the students meet the requirements for promotion.

The purpose of the SPP might be described as the Board Rules and Administrative Procedures required to implement state legislative and local school board student progression requirements in order to present to school personnel, parents, students, and other interested citizens.

It is the responsibility of the school board and district administration to provide students with effective instructional and remedial programs that monitor progress,

promote continuous achievement, make provisions for individual differences; of students to assume responsibility for learning, being at school and in class, and to engage instruction; of parents for their children's attendance and for promoting an interest in learning and ensuring their children's proper conduct while at school; of the principal for required records and reports; of teachers for providing effective instruction and remediation and documenting instruction in and students' mastery of the Sunshine State Standards.

The SPP accomplishes the following:

- Indicates that student progression from one grade to another is partially based on proficiency in reading, writing, science, and mathematics
- Reflects district policies that facilitate student achievement of proficiency.
- Contains policies to inform each student and his/her parent of academic progress.

II. Comprehensive Program for Student Progression

The SPP addresses policies establishing a comprehensive program for student progression. This statutory statement iterates that the SPP has not only the requirements to be met by students but also the district program for ensuring student progression, both through initial and remedial instruction and through other support services.

The SPP is a comprehensive program for student progression established by the district school board and includes:

- Standards for evaluating student performance and how well a student master the performance standards (Sunshine State Standards)
- Levels of performance for remediation and promotion in reading, writing, science, and mathematics for each grade as established by district policy.
- Established requirements for remediation and promotion in grades where there is no FCAT.
- Intensive programs for students who have been retained which are different from the program received by the student the prior year and which takes into account the student's learning style.

III. Retention: Alternative Placement

The SPP specifies that for students who have been retained two or more times there are required alternative placements that have been determined by the district. The intent is to separate significantly overage children from the younger children in the class and to intensify the intervention for students who are clearly not responding to what has been done before.

IV. Resource Allocation

The allocation of remedial and supplemental instruction resources for students shall occur in the following priority:

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

V. Diagnostic Assessments

The intent of the SPP is that the next step after identifying those students not meeting proficiency levels and in need of remediation be a process established by the district to determine the specific problems that are causing the student to not meet proficiency levels so that remediation may be targeted specifically on areas of need and not be wasted on areas that are not causing difficulty.

Each student must participate in statewide assessment tests at designated grade levels, as required by S. 1008.22, F.S. Each student who does not meet district-specific levels of performance for student progression in reading, writing, science, and mathematics for each grade level, or who scores below Level 3 in reading or math, must be provided with additional diagnostic assessment to determine the nature of the student's difficulty and areas of academic need.

The SPP specifies that the intent of remediation is that interventions continue for as long as it takes the student to meet expectations. If upon subsequent evaluation the document deficiency has not been remediate, the student may be retained. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

VI. Progress Monitoring Plan

The SPP specifies that each school must develop a progress monitoring plan (PMP) for each student who is not meeting proficiency levels for promotion in each grade in any and each of the areas of reading, writing, science, and mathematics. The SPP states the requirement to consult the parent and establishes what constitutes consultation, how it must be documented and what is done if the parent refuses to cooperate in remediation. The responsibility to remediate students who are not meeting proficiency levels for promotion is the district's and it is the district and school that are held accountable for correcting the student's deficiencies. A parent refusing to cooperate in remediation does not relieve the district and school of responsibility to remediate the student.

School personnel must use all available resources to achieve parent understanding of and cooperation with the progress monitoring plan requirements. The PMP is a specific and detailed prescription for remediating the student's deficiencies that addresses:

- The student's performance data that identified the student as needing remediation
- Data on the diagnosis of the student's specific problems
- A specific action plan to remedy the deficiencies.

The action plan to remedy the deficiencies identifies specific scientifically validated remedial instructional strategies, including the identification of who will be providing the instruction and the frequency of progress monitoring in order to determine if the intervention is successful or needs to be revised.

The SPP accomplishes the following:

- Provides that the school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a progress monitoring plan.
- A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork.
- A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:
 - A federally required student plan, such as the individual education plan
 - A schoolwide system of progress monitoring for all students
 - An individualized progress monitoring plan

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by S. 1011.62(8), F.S., shall include instructional and support services to be provided to meet the desired levels of performance. The district may require low performing students to attend remediation program held before or after regular school hours or during the summer if transportation is provided.

VII. Elementary Reading Deficiency and Intensive Reading Instruction

Intervention must begin as soon as a deficiency is identified. Any student who exhibits a substantial deficiency in reading, based on locally determined or statewide assessments conducted in kindergarten or grades 1, 2, or 3 must be given intensive reading instruction immediately following the identification of the reading deficiency.

VIII. Mandatory Retention

The SPP clearly specifies that beginning with the 2002 – 2003 school year, if the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or above on the statewide assessment test in reading for grade 3, the student must be retained.

IX. Parent Notification

The SPP provides information about when and how the parent will be notified and how the

notification will be documented.

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

- That his or her child has been identified as having a substantial deficiency in reading.
- A description of the current services that are provided to the child.
- A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
- That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless her or she is exempt from mandatory retention for good cause.
- Strategies for parents to use in helping their child succeed in reading proficiency.
- That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion and that the additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
- The district's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

X. Successful Progression of Retained Readers

The SPP plan includes a description of additional support and services to remediate students' deficiencies , as well as a description of the contents of a student's portfolio.

Beginning with the 2004-2005 school year, the district will conduct a review of student progress monitoring plans for all students who did not score above Level 1 on the reading portion of the FCAT and did not meet the criteria for one of the good cause exemptions outlined in S. 1008.25 (6)(b) , F.S. The review shall address additional supports and services needed to remediate the identified area of reading deficiency. The school district shall require a student portfolio to be completed for each such student.

The plan details provisions for students who are retained in grade 3 due to reading deficiency as evidenced by not scoring Level 2 or above on the reading portion of the grade 3 FCAT, S. 1008.25(5)(b), F.S., with intensive instructional services and supports to remediate the identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and the other strategies prescribed by the school district, which may include but are not limited to:

- Small group instruction
- Reduced student-teacher ratios

- More frequent progress monitoring
- Tutoring or mentoring
- Transition classes containing 3rd and 4th grade students
- Extended school day, week, or year
- Summer reading camps

The plan provides a policy for mid-year promotion of any student retained in grade 3 due to a reading deficiency as evidenced by not scoring Level 2 or above on the reading portion of the grade 3 FCAT (S.1008.25(5)(b), F.S.), who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4.

Tools that may be used in reevaluating any student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 or above on the grade 3 FCAT, as determined by the State Board of Education.

Provide students who are retained under S. 1008.25(5)(b) , F.S., with a high performing teacher as determined by student performance data and above-satisfactory performance appraisals. **A first year teacher cannot fill this role.**

Other supplemental tutoring/interventions include:

- Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school.
- A “Read at Home” plan outline in a parental contract, including participating in “Families Building Better Readers Workshop” and regular parent-guided home reading.
- A mentor or tutor with specialized reading training

XI. K-3 Read Initiative

The SPP includes a description of the Reading Enhancement and Accelerated Development (READ) Initiative and states that it is:

- Provided to all K-3 students at risk of retention as identified by the statewide system used in Reading First
- Provided during regular school hours in addition to the regular reading instruction
- Uses a proven state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets at minimum the following specifications:
 - a. Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level.

- b. Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension
- c. Provides scientifically based and reliable assessment
- d. Provides initial and ongoing analysis of each student's reading progress
- e. Is implemented during regular school hours
- f. Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

XII. Intensive Acceleration Class for Third Graders

At each school, where applicable, an intensive acceleration class for retained grade 3 students who subsequently score at Level 1 on the reading portion of the FCAT will be established. The focus of the intensive acceleration class shall be to increase a child's reading level at least two grade levels in one school year.

The class will be provided to any student in grade 3 who scores at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion of the FCAT.

The class will:

- Have a reduced teacher-student ratio
- Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas.
- Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.

Student Progression Plan
District School Board of Putnam County
David Buckles, Superintendent

School Board Members

John Milton, District 1
Tom Townsend, District 2
Lisa Parsons, District 3
C.L. Overturf, Jr., District 4
Joann Barber, District 5

Adopted: September 22, 1986
Amended on the following dates:

November 10, 1986	September 24, 2001
September 14, 1987	August 12, 2002
January 25, 1988	August 25, 2003
February 27, 1989	September 13, 2004
May 22, 1989	September 13, 2005
June 26, 1989	November 14, 2005
January 8, 1990	November 7, 2006
November 12, 1990	
August 26, 1991	
December 9, 1991	
March 8, 1993	
May 24, 1993	
November 14, 1994	
October 23, 1995	
January 8, 1996	
September 23, 1996	
December 12, 1996	
October 13, 1997	
November 23, 1998	
May 24, 1999	
March 27, 2000	
October 9, 2000	
July 3, 2001	

**The dual enrollment policy at SJRCC
For minimum satisfactory placement test scores**

Limits students to twelve (12) hours of college credits until they have met the following minimum English **and** math scores:

	<u>Composition</u>	<u>Math</u>
ACT	17 (English)	19
SAT	440 (Writing)	440
CPT	83 (Sentence Skills)	72

COLLEGE COURSE STANDARDS

Composition I – ENC 1101 and II ENC 1102

	<u>Composition</u>	<u>Reading</u> (Comp. II)
ACT	17 (English)	18 (Rdg)
SAT	440 (Writing)	440 (VCR)
CPT	83 (Sentence Skills)	83 (Rdg)

Humanities – Prerequisite Composition I (grade C or higher)

	<u>Reading</u>
ACT	18
SAT	440
CPT	83

Intermediate Algebra – MAT 1033 - Math Only (does not meet the general education math requirement- counts as elective only.

	<u>Math</u>
ACT	19
SAT	440
CPT	72

College Algebra – MAC1105

Mathematics for Liberal Arts – MGF – 1106 and MGF 1107

Elementary Statistics – STA 2023

	<u>Math</u>
ACT	21
SAT	450
CPT	85