2016-2017 Student Progression Plan

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SECTION I

FLORIDA STATUTE

I – FLORIDA STATUTE

Florida Statute 1008.25 requires each district school board to establish a comprehensive program for student progression. Each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science and mathematics. The district school board must report to the parent the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board.

Florida law also prohibits that a student be assigned to a grade level based solely on age or other factors that constitute social promotion.

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/FSA.

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 as specified in statute.

5. Any revisions to the district school board's policy on student retention and promotion from the prior year.

SECTION II

PREFACE

II – PREFACE

The Pasco County School's Student Progression Plan (SPP) is designed to support the District's vision of providing a world-class education that will prepare our students for college, career, and life. This vision places a focus on standards based, high impact instruction that is rooted in high expectations for all students.

The District is dedicated to the total and continuous development of each student. The professional staff of the school system is responsible for the development of administrative procedures to ensure the placement of individual students in the programs and in the level best suited to meet the individual student's academic needs, with consideration given to the student's social, emotional, and physical development.

The District will prescribe and adopt standards and policies to provide each student the opportunity to receive a complete education program, including language arts, mathematics, science, social studies, health, physical education, world languages and the arts as defined in the standards recognized by the Florida Department of Education.

The standards will emphasize integration and reinforcement of reading, writing, and mathematics skills across all subjects including career awareness, career exploration, and career and technical education.

Decisions regarding student promotion, retention, and special placement are primarily the responsibility of the individual school's professional staff. However, the final decision in regard to placement is the responsibility of the principal as stated in Statute. This plan and the procedures for their implementation are to clearly reflect that promotion in the District School Board of Pasco County public schools is based on student achievement.

The District is committed to the implementation of a Problem Solving/Response to Instruction-Intervention (MTSS) framework to align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. The District will provide high quality instruction and intervention matched to student needs and use data over time to make important educational decisions – including decisions regarding promotion, acceleration, retention and remediation.

The measures that are employed to implement the plan clearly reflect the multi-cultural composition of the community. A student must be provided placement that is appropriate for the student's level of English language proficiency. The acquisition of English language skills is the highest instructional priority for speakers of other languages. Instruction is presented in a mainstream setting through content areas and each student's cultural background as recognized and treated with integrity.

As part of the SPP, procedures are established to achieve parent understanding, cooperation, and acceptance of the student's promotion or placement within district and state regulations.

SECTION III

ELEMENTARY SCHOOL

(GRADES K-5)

POLICIES

III – A – ELEMENTARY CURRICULUM & INSTRUCTION

1. Introduction

The elementary section of the Pasco County Schools Student Progression Plan (SPP) is designed to support the District's vision of providing a world-class education that will prepare our students for college, career, and life. This vision places a focus on standards based, high impact instruction that is rooted in high expectations for all students.

The SPP was developed to ensure that all students meet high academic standards through a standards driven curriculum, rigorous and relevant instruction, and instruction that is focused on critical thinking and problem solving. The effectiveness of this instruction is evaluated through the District's comprehensive program for student progression. The program analyzes assessment data through a universal screening and continuous progress monitoring system to identify students that need more intensive instructional support in order to accelerate growth. These instructional interventions are implemented and the student responses to them are continuously monitored to determine the level of effectiveness. Areas addressed within the plan are focused on preparing students as global citizens and to graduate students to meet with success for the present and future economies.

Note: Though every effort is made to address the impact of State Statute and Federal mandates on DSBPC policies, it is possible that answers may not be found in this document. These omissions are not to be construed as the DSBPC granting permission for issues not covered in the Student Progression Plan. For clarification on these types of issues please contact the Director of the Office for Teaching and Learning.

2. Requirements For Curriculum, Instruction, and Assessment

The curriculum, instruction and assessment system of the District School Board of Pasco County is aligned with the Florida state education goals, performance standards, and the Next Generation Sunshine State Standards (NGSSS) and is transitioning into Florida Standards (FS). Each school will offer courses of study and instruction that reflect the current NGSSS or FS in K-12 English Language Arts, foreign languages, the fine and performing arts, mathematics, science, social studies, health and physical education. Instruction will address the skills and competencies that a student must master in order to graduate from high school [F.S. 1001.03,1003.428(5), and SBE 6A-1.09401 FAC].

It is the philosophy of the Just Read, Florida! office to use scientifically-based reading research (SBRR), including that found in the National Reading Panel Report (2001) and Preventing Reading Difficulties in Young Children (1998). Research shows that children benefit from reading instruction that includes an appropriate balance of explicit and systematic instruction in skills and strategies and opportunities to apply those skills and strategies in text. Schools must offer classroom instruction in reading in a dedicated, block of time of at least 90 minutes' duration. In addition to, or as an extension of the 90-minute reading block, the classroom teacher, special education teacher, or reading resource teacher will provide immediate intensive intervention (iii) to children as determined by progress monitoring and other forms of assessment.

a. Students are required to participate in 150 minutes each week of physical education in grades K-5 (F.S. 1003.455).

b. The physical education requirement shall be waived for a student in grades K-5 who meets one of the following criteria:

- the student is enrolled or required to enroll in a remedial course; or
- the student's parent indicates in writing to the school that:

- the student enrolls in another course from among those offered as options by the school district; or
- the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirements.

Each school will offer instruction for English Language Learners (ELLs) which complies with the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990 and with the District ELL Plan - which is both board approved by the District School Board of Pasco County and the Florida State Department of Education. No student will be denied appropriate use of his/her primary language [F.S. 1002.20(10) and 1003.56(1)(3)(5)]. Each student must participate in statewide assessment tests at designated grade levels, as required by F.S. 1008.25.

3. Required Program of Study

The required program of study for elementary grades in the Pasco County Schools reflects state and local requirements for elementary education and supports the Next Generation Sunshine State Standards (NGSSS) and (Florida Standards). The DSBPC approved curriculum for the Elementary Program describes the Graduate Outcomes, Social Development Standards, connections to State Required Instruction [F.S.1003.42], and standards for each area of study. The following areas of study are required for each grade K-5: the arts, mathematics, physical education and health, reading/language arts, science, and social studies.

Pasco County's Graduate Outcomes describe high school graduates as productive and responsible citizens who are college and career ready, critical thinkers, and effective communicators. All graduates of Pasco schools must have a firm grasp of knowledge and skills needed for success in postsecondary and workforce environments. The learning outcomes for the decades ahead build on skills and abilities in critical thinking, problem solving, creativity, communication and teamwork.

4. Student Rights For Instruction

All public education courses shall be available to all students without regard to race, ethnicity, national origin, gender, disability, or marital status; however, this is not intended to eliminate the provision of programs designed to meet the needs of English Language Learners (ELLs) or students with disabilities (F.S. 1002.20).

English for Speakers of Other Languages (ESOL) services are designed to meet the English language proficiency, academic, and social needs of ELLs as defined in the District ELL Plan - A Plan to Assure Comprehensible Instruction for ELLs.

Pursuant to Florida statute, students have the right to access and parents have the right to enroll their child in a virtual education instruction program.

Any student, who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against, may file a grievance according to the procedure established in Board Policy.

5. Placement

a. Kindergarten/First Year Primary Legal Requirements

Students must be five years of age on or before September 1st of the school year (F.S. 1003.21). Parents/Guardians must have adequate documentation of the following:

- evidence of date of birth

- official documentation that the parent(s)/guardian(s) are legal resident(s) of the school's attendance area
- evidence of immunization
- evidence of medical examination completed within the last twelve months

A student who turns five after September 1st may not receive a Florida Department of Education wavier to enter Kindergarten early.

A student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools, may be admitted if he or she meets the age requirements for the public schools in the state from which he is transferring, and if the transfer of the student's academic credit is acceptable under the rules of the school board. If a student is transferring from an **out-of-state public or nonpublic school**, the parents/guardians must provide the following documentation prior to enrollment:

- official documentation that the parent(s)/guardian(s) was a legal resident of the state in which the child was previously enrolled in school
- an official letter or transcript from the last school of enrollment which shows record of attendance, academic information, and grade placement for the student
- evidence of immunization
- evidence of medical examination completed within the last twelve months

Screening Activity for All New Kindergarten Enrollees
All school districts are required to administer the Florida Kindergarten Readiness Screener (FLKRS) to each kindergarten student in the district school system during the first 30 school days of the school year. The statewide kindergarten screening assesses the readiness of each student for kindergarten based upon the performance standards adopted by the Department of Education under F.S. 1002.67(1), for the Voluntary Pre-Kindergarten Program. Reading instruction/interventions are provided based upon the screening results and diagnostic assessment.

b. First Grade/Second Year Primary Legal Requirements (F.S. 1003.21)
Prior to placement in grade 1, students are required to meet **all** of the following conditions:

- be six years of age on or before September 1st of the school year
- have successfully completed a public or non-public school kindergarten program and turn six years of age before September 1 of the school year
- provide evidence of a report card reflective of the student's satisfactory completion of kindergarten, or letter by the principal or director of the school certifying the student's satisfactory completion of a kindergarten program

c. Transfers From Out-Of-State or Out-of-Country Schools
Any student who transfers from an out-of-state or out-of-country school must meet age requirements for admission to Florida public schools. Any student who does not meet such requirements must:

- have met age requirements for public schools within the state or country from which the student is transferring;
- have academic credit that is acceptable under the rules of the School Board; and
- provide required data as indicated below:
- official documentation that establishes the parent(s)/guardian(s) resided in the state/country in which the student was previously enrolled in school
- official school records which show attendance, academic information, and grade placement

- evidence of immunization
- evidence of date of birth
- evidence of medical examination completed within the last twelve months.

When a student transfers from another district, state, or country and there is evidence of multiple retentions and/or a drastic discrepancy between chronological age and grade level, the school should evaluate the appropriateness of the current grade placement. **Placement in the same grade as that recommended by the former school is not automatic.** A four (4) to six (6) week screening period will be allowed from the time of enrollment, in order to assist with placement adjustments. Serious consideration is to be given to screening results. The school may review all student educational records, confer with the parents/guardians, and use appropriate subject area tests when available to determine the appropriate educational placement.

Based on district educational guidelines related to promotion and retention, a principal may place a student in an appropriate grade level or educational setting.

d. Assistance to Transitioning Students from Military Families [F.S. 1003.05(03)]

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume the responsibility for transporting the student to that school.

e. Transfers From Home Education Programs K-5 and Private Schools

When a student who meets legal age requirements for enrollment in a Florida public school transfers from a Home Education program or private school, the principal is responsible for appropriate placement. Placement in the same grade as that recommended by the former school is not automatic. Initial placement should be based on a review of academic progress and achievement documented by the former school or program. Parents of former Home Education students are responsible for a portfolio of records and materials for review. The portfolio is to include a log of educational activities, titles or readings, and samples of any writing, worksheets, workbooks, or creative materials used or developed by the student [F.S. 1002.41 (b)(c)]. The portfolio shall be preserved by the parent for 2 years and shall be made available for inspection by the district (superintendent and staff) upon 15 days' written notice.

A four (4) to six (6) week screening period will be allowed from the time of enrollment, in order to assist with placement adjustments. Serious consideration is to be given to screening results. A placement decision may be made in consultation with the teacher(s), other appropriate staff, and parents/guardians. Until screening is completed, students who are five (5) or six (6) years old are temporarily placed according to the legal age requirements.

For Kindergarten – Fifth Grade: Screening activities will identify students' instructional needs and will assist schools in making grade level placements. Attention will be paid to:

- Academic performance
- concept development
- social emotional behavior
- health and physical development
- home language survey

f. Transfers From Florida Public K-8 Virtual School Programs

Students transferring from any district virtual school program as authorized by the State of Florida are to be placed in a manner similar to public school transfers from other Florida districts. The enrollment for elementary Pasco eSchool needs to occur during the published enrollment period (see District website).

g. Classroom Placement Multiple Birth Siblings (F.S. 1003.06)

Multiple birth siblings who are assigned to the same grade level and school may be placed in the same classroom or separate classrooms if a request is made by the parents in writing within five (5) days before the first day of each school year or five (5) days after the first day the student enrolls in the school if they transfer during the school year.

F. S. 1003.06(6) specifies that the provisions do not apply to the right or obligations of students with disabilities under F.S. 1003.57 or under the Individual's with Disabilities Education Act (IDEA), regarding the individual placement decisions of the school district, or the removal of students pursuant to disciplinary policies.

6. <u>Student Progression: Promotion, Promotion with Instructional Support, and Retention (F.S. 1008.25)</u>

Student progression in grades K-5 is determined by a variety of indicators, as defined by state standards and district expectations, which are aligned with the Next Generation Sunshine State Standards (NGSSS) and Florida Standards (FS). These expectations include specific levels of student performance on locally determined assessments, including universal screenings and ongoing progress monitoring, and results of statewide assessments Florida Standards Assessment (FSA), as defined by the Commissioner of Education [F.S. 1008.25(5)]. Promotion from one level to the next is based upon each student's progress toward the accomplishment of high standards that are both challenging and achievable. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information.

The final decision as to grade placement is the responsibility of the principal. The only exceptions are the Mandatory Grade 3 Retention and skipping a grade.

a. Promotion

1. State and District Identified Levels of Performance

The student's growth toward the accomplishment of state and district Identified minimum levels of performance in reading, writing, mathematics, and science shall be the primary consideration in promotion/retention decisions. Student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based instruction/interventions implemented with fidelity.

2. Students Supported with Intensive Instructional Support

For students previously identified as not meeting district/state determined minimum levels of performance, assessment data will be used to identify student's level of performance and rate of progress. Intensive interventions will be developed and the student's response to the intervention will be monitored in order to accelerate the students' rate of progress toward standards.

3. Grade Level Acceleration

1. In rare instances, students may be considered for grade level acceleration. Generally, students performing above grade level should have their instructional program tailored to meet their academic needs. If the principal and professional staff feels that sufficient

differentiation cannot be provided at the grade level to meet the needs of the student, grade acceleration may be recommended.

2. When a principal recommends placement of a student into a higher grade, which results in the student skipping a grade or part of a grade, prior approval must be granted from the Superintendent's staff.

4. English Language Learner (ELL)

ELLs will be graded on the general education standards, benchmarks, and course content requirements, however, the ELA, content and special area teachers will provide modified assignments, differentiation strategies, and instructional and assessment accommodations in order to provide comprehensible instruction at the learner's level of English acquisition and give the student the opportunity to learn content, even with limited English proficiency.

English Language Learners will not receive unsatisfactory or failing grades if ESOL strategies and accommodations appropriate to the English proficiency level of the student have not been implemented as required by the Florida Consent Decree. Additionally, ELLs will not receive unsatisfactory or failing grades based solely on lack of English language proficiency.

In order to provide comprehensible instruction and give ELLs access to content and the opportunity to learn, the ELA, content area, and elective teachers will provide differentiation strategies, assignment modifications, and instructional and assessment accommodations in accordance with the Florida Consent Decree.

Promotion or retention decisions may not be made for an individual ELL based on English language proficiency or solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process.

5. Exceptional Student Education (ESE) Pursuing Florida Standards High School Diploma

A decision to promote ESE students pursuing ~~a~~ Florida Standards will be based on the requirements as specified in the Student Progression Plan for basic education students with accommodations as identified in the student's Individual Education Plan (IEP).

6. Exceptional Student Education (ESE) Pursuing Florida Standards Access Points

The decision to promote ESE students pursuing Florida Standards Access Points will be based on classroom- based assessments, achievement measured by an alternate assessment, and progress in social development.

b. Promotion with Instructional Support

All students should be afforded every opportunity to meet achievement expectations. When students are not meeting district/state identified minimum levels of performance, assessment data will be used to identify student's level of performance and rate of progress. Intensive interventions will be developed and the student's response to the intervention will be monitored in order to accelerate the students' rate of progress toward standards. Any student whose overall performance suggests he/she would benefit from being officially placed in a higher grade without meeting district/state identified minimum levels of performance in reading, writing, mathematics, or science will be promoted with instructional support. All students promoted with instructional support will receive a Progress Monitoring Plan (PMP).

1. No Social Promotion

No student can be assigned to a grade level based solely on age or other factors that constitute

social promotion [F.S. 1008.25(6)].

2. Promotion Plus

This practice combines grade level promotion with research-based interventions and strategies to promote cognitive, academic, and social competence in all students. All students promoted with instructional support will receive a PMP.

c. Remediation

All students should be afforded every opportunity to meet achievement expectations. Students not meeting district/state identified minimum levels of performance must receive intensive instructional support in order to accelerate the students' rate of progress toward standards.

The areas of academic need and intervention strategies are identified through a problem-solving/response to instruction/intervention process. Multiple tiers of increasing intense instructional/intervention services are implemented to support student academic performance. Students needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

1. Progress Monitoring Plan (PMP) [F.S. 1008.25(4)(b)]

Any student who does not meet the district identified minimum levels of performance in reading, writing, mathematics, or science, or who does not meet the identified minimum levels of performance on statewide assessments (Florida Comprehensive Assessment (FCAT 2.0)/Florida_Standards Assessment (FSA) as defined by the Commissioner of Education), must be provided remediation. Students not meeting grade level expectations receive increasingly intense instructional/intervention services to support student academic performance. Students will receive a PMP that identifies instruction/intervention support through a problem-solving/response to instruction/intervention process. Multiple tiers of increasingly intense instructional /intervention services are implemented to support student academic proficiency.

Following diagnostic assessments to identify the nature of the student's difficulty and areas of academic need, a PMP shall be developed in consultation with a parent/guardian. The student's learning style and services currently being provided will be considered. This plan is designed to assist the student in meeting the expectations of performance and must include intensive remedial instruction in the areas of weakness as determined by screening, progress monitoring, and diagnostic assessments. The PMP must be a specific, detailed plan tailored to identify the individual assistant to be given to remedy a student's individual diagnosed deficiencies. In developing the PMP, the following process needs to be considered:

- analysis of relevant student data to determine and characterize areas of academic deficiency
- design of intensive instruction to address student needs
- provide opportunity for additional/practice and feedback
- teacher monitoring of student progress and analysis of the effectiveness of the core instruction, and intensive instructional strategies used thus far
- adjustment made to the plan based on student needs.

ELLs should be afforded the opportunity to acquire basic English language proficiency before inclusion in the school-wide PMP process. Typically, ELLs who have been in the ESOL program less than 2 years should not be included in the PMP process. ELLs who have been in the ESOL program more than 2 years should be included in the process just as a non-ELL student. An ELL committee is not required when assigning a PMP to an ELL.

The PMP handbook refers to the district identified minimum levels of performance in reading, writing, mathematics, and science and describes the details for developing a PMP. Student progression decisions consider the student's response to evidence-based instruction/interventions implemented with fidelity. Each student who does not meet minimum performance expectations for the statewide assessments in reading, writing, mathematics and science 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.

The Transition/Individual Educational Plan (T/IEP) can serve as the PMP for most Exceptional Student Education (ESE) students since the IEP includes the required elements of the PMP. The T/IEP must address intensive instructional and support services in the identified area(s) of deficiency. In the event the T/IEP does not address the area of deficiency, the T/IEP team needs to determine if the T/IEP should be revised or a separate PMP should be developed.

2. Reading Requirements

Instructional guidance in the area of reading is provided under the K-12 Comprehensive Research-Based Reading Plan. The K-12 Plan includes a curriculum decision making tree, that is to be used during the problem solving process when supporting students who are not meeting standards in reading. All students are screened initially for determining placement and making curriculum decisions. For students not meeting baseline criteria, diagnostic assessments will be used to develop interventions matched to student need and their progress will be continually monitored throughout the year.

3. 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; or
- students who fail to meet performance levels required for promotion consistent with the District's plan for student progression.

4. End-of-Year Decisions for Students Not Meeting Standards

Any student who does not meet the District identified minimum levels of performance in reading, writing, mathematics, or science or who does not meet the identified minimum levels of performance on statewide assessments must be provided remediation. Students not meeting grade level expectations receive increasingly intense instruction/intervention services implemented to support student academic performance. Students are matched to the instruction/intervention tier based on screening, progress monitoring, and diagnostic assessments.

At the conclusion of the school year, students' performance is compared to the District identified minimum levels of performance in reading, writing, mathematics, and science to determine whether or not they meet expectations. Determinations are made for placement for the following year. Based on the performance, there are three options for student placement:

- Option 1: Students that master grade level standards through acceleration before the beginning of the next school year will be promoted;

- Option 2: Students that have not mastered grade level standards through acceleration before the beginning of the next school year will be promoted with increased progress monitoring and continued intensive instructional interventions; or,
- Option 3: If retention is deemed appropriate, then the student must receive instruction that is different from the previous year's program and that takes into account the student's learning style and adjustment made to the plan based on student needs.

Parents/guardians of each student will be notified in writing annually of the progress of the student toward achieving the state and district identified minimum levels of performance in reading, writing, mathematics, science, and the student's results on each statewide assessment test. Student progression decisions consider the student's response to evidence-based instruction/interventions implemented with fidelity. When feasible, formal notification will be in a language or mode of communication understandable by the parents/guardians. The parents/guardians of students participating in the Virtual Instruction Program may be notified using electronic reporting.

5. Placements Not Addressed in the Student Progression Plan (SPP)
The Superintendent's staff must review any student placement that is not addressed or supported in the SPP.

d. Retention

The retention of a student is a very serious step. The following rules and guidelines have been established to assist school personnel in making retention decisions at the elementary level as indicated in the Promotion/Retention Manual.

The final decision as to grade placement is the responsibility of the principal. The only exceptions are the Mandatory Grade 3 Retention and skipping a grade.

1 **Academic Performance**
The student's growth toward meeting standards in reading, writing, mathematics, and science shall be the primary consideration in promotion/retention decisions. Retention decisions must be based on more than a single test score. There should be a preponderance of evidence that has been collected over time.

No student may be retained based solely on his/her level of English language proficiency. A formal retention recommendation regarding an ELL may be made through the action of the ELL committee.

2 **Additional Factors (Grades K, 1, 2, 4, or 5)**
Listed below are factors that need to be considered before making a decision to retain a student in grades K, 1, 2, 4, or 5. Any decision to retain should be based on a pattern of these factors and should be discussed with parents/guardians. After consideration by a school review committee, not retaining a student may be based on the following factors:

a. Exceptional Student Education (ESE)
Exceptional education students would benefit from additional individualized instructional strategies in lieu of retention.

b. English Language Learners
Retention is not recommended for ELLs who have been in US schools and/or the ESOL program less than one year and have not had the opportunity to develop basic social and academic English language skills. Any retention decision for an ELL who has been in U.S. Schools and/or the ESOL program less than 2 years requires review by the ESOL Program office prior to holding an ELL committee meeting. For this type of retention there must be

evidence that indicates there has been no progress in reading, writing and mathematics in English.

All other retention decisions (except those required by mandatory retention of grade 3 students) require a school-based ELL committee that includes the parent, administrator, guidance counselor and ESOL teacher (ELA teacher). The committee will consider and record in the ELL minutes annual English growth data as well as any interruptions in US schooling, cultural implications, the ESOL strategies and accommodations utilized, and any other relevant data or stakeholder input.

Promotion or retention decisions may not be made for an individual ELL based on English language proficiency or solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process.

English Language Learners will not receive unsatisfactory or failing grades if ESOL strategies and accommodations appropriate to the English proficiency level of the student have not been implemented as required by the Florida Consent Decree. Additionally, ELLs will not receive unsatisfactory or failing grades based solely on lack of English language proficiency. In order to provide comprehensible instruction and give ELLs access to content and the opportunity to learn, the ELA, content area, and elective teachers will provide differentiation strategies, assignment modifications, and instructional and assessment accommodations in accordance with the Florida Consent Decree.

c. Previous Retention(s)

Under most circumstances, a student may be retained in elementary school (grades K- 5) only once. However, in the case of mandatory grade 3 retention, a student may be retained in elementary school a second time if, after receiving the most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need, provided in addition to and aligned with Tiers 1 & 2 academic instruction and supports, the student continues to perform below the district identified minimum levels of performance and there is not justification for promotion with instructional support to the next grade.

According to research, students who are retained more than once are not likely to graduate from high school. An additional retention may not be as beneficial as an intensive intervention program as indicated in the Promotion/Retention Manual.

In the event a principal makes a recommendation to retain a student more than one time in grades K-5, after remediation, the student continues to perform below the district identified minimum levels of performance and there is not justification for promotion with instructional support to the next grade, it requires approval by the Superintendent's staff. For a student who has been retained two or more years, an appropriate alternative placement should be considered [F.S. 1008.25(2)(c)].

d. Parental/Guardian Support

Students may not benefit from retention if there is not parental/guardian support of educational decisions made by the school staff.

e. Traumatic Events: A traumatic event may occur in a student's life that may negatively affect his/her performance in school. Retention may have a negative impact on the student's performance for academic achievement.

3. Mandatory Grade 3 Retention [F.S. 1008.25]:

If a student's reading deficiency is not remediated by the end of grade 3 as demonstrated by scoring a Level 2 or higher on the statewide, standardized assessment (FSA ELA) required for grade 3, the student must be retained.

The final decision regarding retention is the responsibility of the principal. The only exceptions are the Mandatory Grade 3 Retention and skipping a grade.

A student may not be retained more than once in grade 3.

a. Grade 3 Good Cause Exemptions [F.S. 1008.25(6)]:

The student may be exempted from mandatory retention only based on the following good cause exemptions:

- limited English proficient students (ELLs) who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States;
- students with disabilities, whose individual educational plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;
- students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education;
- students who demonstrate, through a student portfolio, that they are performing at least at Level 2 on the statewide, standardized assessment (FSA ELA);
- students with disabilities who participate in the statewide, standardized assessment (FSA ELA) and who have an IEP or a Section 504 plan that reflects that the student has received intensive remediation in reading or English Language Arts for more than two years, but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2 or grade 3; or
- students who have received intensive remediation in reading intervention for two (2) or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The District School Board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.

b. Documentation for Good Cause Exceptions

Requests for good cause exemptions for students from the mandatory retention requirement must include:

- documentation submitted from the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. Documentation shall only consist of the existing PMP, IEP, if applicable, report card, or student portfolio; or
- a discussion with the teacher by the school principal to review the recommendation and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

Mandatory retention for reading deficiency is not applicable until after a student has completed grade 3.

c. Successful Progression for Students Promoted with Good Cause

Intensive reading instruction for students promoted must include an altered instructional day based upon a PMP that includes specialized diagnostic information and specific reading strategies for each student. The District school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing students as indicated in the K-12 Comprehensive Research-Based Reading Plan.

d. Mid-Year Promotion

Students retained in grade 3 may qualify for early promotion to grade 4 during the first nine weeks of the school year by demonstrating that they are able to read on grade level as evidenced by demonstration of mastery of the SSS/FS in reading equal to at least a Level 2 performance on FCAT/FSA ELA through portfolio documentation or alternative standardized assessment (SAT 10).

e. Successful Progression for Retained Third Grade Students Readers [F.S. 1008.25(7)]

Students retained under the provisions of mandatory [grade 3 retention] must be provided intensive interventions in reading to ameliorate [address] 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 the school district's summer reading camp, and 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.

Each school shall:

1. Conduct a review of student PMP 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. The review shall address additional support and services needed to remediate the identified areas of reading deficiency. The District shall require a student portfolio to be completed by each eligible student.

2. Provide third grade students who are retained under the provisions of mandatory grade 3 retention with intensive instructional services and supports to remediate the identified areas of reading deficiency including participation in the school district's summer reading camp, and a minimum of 90 minutes of daily uninterrupted scientifically researched-based reading instruction and which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension as well as other strategies prescribed by the school district, which may include, but are not limited to:

- Integration of science and social studies content within the 90-minute block
- Small group instruction
- Reduced teacher-student ratios
- More frequent progress monitoring
- Transition classes containing students in grades 3 and 4
- extended school day, week or year

3. Provide written notification to the parent of any student who is retained under the provision (mandatory grade 3 retention) that his or her child has not met the proficiency level required for promotion and the reason(s) the child is not eligible for a good cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. When feasible, formal notification will be in a language or mode of communication understandable by the parents/guardians.

4. Provide students who are retained under the provisions (mandatory grade 3 retention) with a high-performing teacher as determined by student performance data and satisfactory performance appraisals.

5. In addition to required reading enhancement and acceleration strategies, 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 before and/or after school;
- a mentor or tutor

6. Establish a Reading Enhancement and Acceleration Development (READ) initiative. The focus of the READ initiative shall be 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 and to each K-3 student who is assessed exhibiting a reading deficiency. The READ initiative shall:

- be provided to all K-3 students at risk of retention as identified by the assessments, which measure 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 program or curriculum specifications:

    - assists students assessed as exhibiting 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; and
    - provides a curriculum in core academic subjects to assist the student in maintaining or meeting performance levels for the appropriate grade in all academic subjects.

7. Establish at each school, where applicable, an intensive acceleration class for retained grade 3 students who subsequently score at Level 1 on the required statewide, standardized assessment. The areas of academic need and intervention strategies are identified through a problem- solving/response to instruction/intervention process. The focus of the intensive acceleration class shall:

- be to increase a child's reading and Language Arts ~~grade~~ level at least two grade levels in one school year;
- be provided to student in grade 3 who scores at Level 1 on the statewide, standardized assessment (FSA ELA) and who was retained in grade 3 the prior year because of scoring at Level 1;
- 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 (Florida 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;
- include weekly progress monitoring measures to ensure progress is being made.

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

7. Extended School Year Services

Students are eligible for extended school year according to criteria specified in the Extended School Year Services General Guidelines.

8. Part-Time Students

a. Full-Time Requirement

The District does not authorize students to be enrolled on a part-time basis. Any exception must be justified on the basis of medical or personal hardship and must be approved by the Board.

b. Home Education Participation

Home Education students participating in an extracurricular activity may attend the specific course required for participation in the activity.

9. Full-Time Enrollment with Virtual Option

An eligible student may enroll in the district virtual instruction program for a portion of their scheduled day. Parents would need to inquire with the school administrator to determine appropriate placement, eligibility, and education learning plan. To receive part-time virtual instruction in kindergarten through grade 5 as an enrolled full-time student, a student must meet at least one of the eligibility criteria in F.S. 1002.455(2).

Parents/Families selecting full-time with virtual option for their child must meet the following requirements:

- Register during Pasco eSchool Open Enrollment as indicated on the District calendar.
- Attend a Learning Coach Training session prior to the student beginning the Full-Time Enrollment with Virtual Option.

- Designate a learning coach for the student. The learning coach will partner with both the traditional classroom teacher and virtual instructor to facilitate the learning experience of the student within the home setting.
- Assume responsibility for the daily transportation to and/or from the traditional school setting for scheduled classes. Assume responsibility for student during the times not scheduled for class on the traditional school campus.
- Adhere to the attendance procedures established by the school administrators. It is the responsibility of the student and the learning coach to adhere to those procedures. Failure to do so will result in the student's removal from the virtual option.

The final decision as to grade placement is the responsibility of the Principal of the brick and mortar setting.

10. Pasco eSchool [F.S. 1002.45 and 1002.415]

Online courses through Pasco eSchool will be offered to students.

a. Virtual Instruction [F.S. 1002.20]

The District shall provide eligible students within its boundaries the option of participating in a virtual instruction program. The program shall provide virtual instruction to full-time students enrolled in full-time virtual courses in kindergarten through grade 12, or part-time virtual courses in grades 6-12.

b. Eligibility Requirements [F.S. 1002.455(2)]

A student may enroll in a virtual instruction program provided by the school district in which he or she resides if the student meets at least one of the following conditions:

- The student spent the prior school year in attendance at a public school in the state and was enrolled and reported by the school district for funding during October and February for purposes of the Florida Education Finance Program surveys;
- The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to a permanent change of station order;
- The student was enrolled during the prior school year in a virtual instruction program under s. 1002.45, the K-8 Virtual School Program under s. 1002.415, or a full-time Florida Virtual School program under s. 1002.37 (8)(a);
- The student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year; or
- The student is eligible to enter kindergarten or first grade; or
- The student is eligible to enter grades 2 through 5 and is enrolled full-time in a school district virtual instruction program, virtual charter school, or the Florida Virtual School.

11. Home Education

A Home Education program is the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirement of F.S. 1002.01, 1002.41, 1003.01(13), and 1003.21(1).

Home Education programs must meet the following registration and compliance requirements (F.S. 1002.41):

- Parents must register Home Education students with the district school superintendent of the county in which the parents resides within 30 days of the establishment of the Home Education program.
- Parents must provide written notice of termination to the District School Board of Pasco County (DSBPC) within 30 days of the termination of a Home Education program.
- Parents must maintain a portfolio of records, educational activities and materials. Portfolios are to be preserved for two (2) years and shall be made available for the district school superintendent, or the district school superintendent's designee, upon 15 days' written notice.
- Parents shall provide for annual educational evaluations documenting that the student's educational progress is at a level commensurate with his or her ability.
- A Home Education program shall be excluded from meeting the requirements of a school day

III – B – GRADING

1. Reporting Student Progress

a. Explanation for Reporting Primary (K-2) Student Progress

All academic areas will be graded E- Excellent, S- Successful, N- Needs Assistance, U- Well Below Expectation or NA- Not Assessed at this time. Social growth/behavior, work habits and Motor Development will be graded S- Successful, N- Needs Assistance, U- Well Below Expectation or NA- Not Assessed at this Time. A plus or minus will not be added to any grade. The student's best interest will be served if individual growth is the basis for evaluation, rather than comparison with others. Teachers should adhere to the descriptors defined in *The Elementary Reporting Guide* when determining grades.

Each student's report card will also communicate the determination of whether or not the student is meeting yearly standards based on assessments. This determination is indicated for reading, writing, mathematics and science for grades 1-2. For kindergarten, the determination is indicated for reading only.

Students in Exceptional Education programs pursuing Florida Standards and Florida Standards Access Points at the independent level will receive a standard report card.

Students following the Florida Standards Access Points at the supported or participatory levels will receive a district- designed alternate report card with an S, N, U, N/A for K-2.

b. Explanation for Reporting Intermediate (Grades 3-5) Student Progress

Communications/literature, mathematics, science/health, and social studies will be graded A-Well Above Expectation, B- Above Expectation, C- Adequate Progress, D- Below Expectation, U- Well Below Expectation or NA- Not Assessed at this Time. Art, music, and physical education will be graded E-Excellent, S- Successful, N- Needs Assistance, U- Well Below Expectation or NA- Not Assessed at this Time. Social growth/behavior and work habits will be graded S- Successful, N- Needs Assistance, U-Well Below Expectation or NA- Not Assessed at this Time. A plus or minus will not be added to any grade. The pupil's best interest will be served if the individual's growth is the basis for evaluation, rather than comparison with others. Teachers should adhere to the descriptors defined in *A Teacher's Guide to the Elementary Reporting System* when determining grades.

Each student's report card will also communicate the determination of whether or not the student is meeting yearly standards based on assessments. This determination is indicated for reading, writing, mathematics and science.

Students in Exceptional Education programs pursuing Florida Standards and Florida Standards Access Points at the independent level will receive a standard report card.

Students following the Florida Standards Access Points at the supported or participatory levels will receive a district- designed alternate report card with an S, N, U, N/A for 3-5.

c. Explanation for Reporting Pasco eSchool Student Progress

Students enrolled in the Pasco eSchool will have their progress reported electronically. Grades will be reported for each course within the learning management system. Due to the nature of the virtual program, grades will not be reported in the area of social growth, behavior and work habits.

d. Recognition of Student Progress

Student progress is based on individual growth rather than comparison with others, therefore schools are encouraged to utilize appropriate options for recognizing students who have demonstrated progress.

e. Determining Final Grades

The process of grading begins at the onset of planning and delivery of instruction. Educators determine what students should know, understand and do, develop plans and select instructional strategies and assessment components. Educators determine the various weights of tasks, projects and assessments during the learning process to accurately evaluate student progress and provide meaningful communication to students and parents. Quarterly checks that assess progress toward meeting standards will be utilized as a component of each student's quarterly grade.

Students and parents/guardian are to be advised of the criteria for assigning grades on a report card and the standards for promotion at the beginning of the school year or upon enrollment and continuously during the year.

The final report card for a school year shall contain a statement indicating end-of-year status of performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion. For the purpose of automated reporting, reading and writing will constitute Integrated Language Arts. **The final grade in this area will be a combined assessment of the student's overall performance in these areas**.

f. Report Cards

Report cards are to provide students with attendance information, including absences and tardiness, and an objective assessment of their scholastic achievement, work habits, and social growth and behavior. All elementary schools with the exception of Pasco eSchool, shall use a standard report card appropriate for the school level. Only those curriculum areas listed shall be assessed. No other curriculum areas should be added. Students are to receive grades in all areas each report period if enrolled for 20 days or more. The student's academic performance in each course shall be based upon examinations as well as written papers, class participation, and other academic performance criteria. A school may request a waiver from the Assistant Superintendent for Curriculum and Instructional Services and the District School Board of Pasco County (DSBPC) to use a portfolio/conference reporting system in lieu of the standard report card. A school may also request a waiver for the use of the Kindergarten report card. Report cards are to be issued for all students four times a year. Students enrolled in Pasco eSchool shall have their grades reported electronically.

Every student will receive a mid-quarter progress report to indicate satisfactory progress and/or areas in need of improvement. However, parents/guardians must be notified any time the student is doing unsatisfactory work in any subject or may need retention in his/her grade level.

Students and parents/guardians are to be advised of the criteria for assigning grades on a report card and the standards for promotion at the beginning of the school year or upon enrollment and continuously during the year.

For students who transfer from one school to another inside the District, the original report card information will be maintained and continued by the receiving school. The receiving school's administration will be responsible for resolving any conflict in reporting.

If the principal of a school feels it is necessary to change a student's grade in any subject at the end of a quarter, the principal shall consult with the teacher who issued the original report card grade, give the reasons in writing for the necessary change to the teacher, and place a copy of the reasons in the student's cumulative folder. If a change of a grade is made, it shall be recorded as the principal's grade and not the teacher's grade. Students and their parents/guardians shall be notified of all such changes.

With the approval of the Assistant Superintendent for Curriculum and Instructional Services, the school staff may develop additional supplementary reporting instruments that may be used in conjunction with the standard report card.

Grades in work habits and social growth/behavior are to reflect the student's progress independent of academic achievement. Standards for reporting in these areas are to be explained to the students. Social growth/behavior implies the degree to which a student relates to others and to himself in socially acceptable ways.

A portfolio will be kept for each student. Information captured electronically on Pasco Star will serve as the student's portfolio. When a student is not meeting standards, a Progress Monitoring Portfolio is developed and maintained for the specific content area. A portfolio is a collection of student work that exhibits the student's efforts, progress, and achievements in all areas determined by the teacher according to district-defined requirements.

The academic progress for former English Language Learners (ELLs) will be officially reviewed in accordance with the DSBPC's report card schedule. See District ELL Plan and Appendices for guidelines on monitoring procedures for LF students (students formerly served ESOL now in a two (2) year monitoring period).

g. Parent Notification

Parents or guardians must be notified in writing at any time during a reporting period when it is apparent that the student is doing unsatisfactory work in any subject or may need retention in his/her grade level. Notification may include progress reports as well as letters, documented phone calls, emails, and parent/guardian conferences. When feasible, formal notification will be in a language or mode of communication understandable by the parents/guardians. Such notification shall also apply to social growth/behavior and work habits.

No student shall receive an unsatisfactory grade if parents/guardians have not been notified. The opportunity for a conference with the teacher or principal must be provided to the parent/guardian of any student who may be retained. School personnel should make every effort to gain parent understanding and cooperation regarding a student's grade placement; the final decision as to grade placement, in grades other than grade 3, is the responsibility of the principal. Decisions made by the principal must be in accordance with all policies listed within the Student Progression Plan.

h. District Level Assessments F.S. 1008.22

Starting in the 2014-2015 school year, for each course offered in the district a student assessment that measures mastery of the content is required. For any course whose content is not aligned with a statewide or other standardized assessment, the student will be expected to take a district level assessment(s). This results of this district level assessment will be used as additional evidence for a K-5 student's grade or progression. District developed quarterly checks will be utilized as a grade in the teacher's grade book for the quarter in which it is administered. Quarterly checks will serve as an additional measure to support formative decision-making regarding student progress toward meeting Standards.

III – C – Attendance

1. Attendance

School attendance is extremely important to success in school. Regular and consistent attendance is one of the most important factors in making good grades.

2. Pasco eSchool

Attendance procedures will be established by the school administrator. It is the responsibility of the student and the learning coach to adhere to those procedures. Failure to do so may result in dismissal from the virtual setting.

III – D – ELEMENTARY EXCEPTIONAL STUDENT EDUCATION

1. Promotion for Exceptional Students in Grades Pre-K-5

Promotion from one level to the next is based upon each student's progress toward the accomplishment of high standards that are both challenging and achievable. Time requirements for each subject area may be adjusted for an exceptional education student in order to meet the objectives of the student's Individual Educational Plan (IEP) or Individualized Family Service Plan (IFSP). A decision to promote ESE students pursuing a standard high school diploma will be based on the requirements as specified in the Student Progression Plan (SPP) for general education students with accommodations as identified in the T/IEP.

a. Services for Infants and Toddlers (Birth through Age 2)

Children, found eligible for Deaf/Hard of Hearing program, birth through two years of age, receive services provided by the District School Board of Pasco County (DSBPC) as decided by the IFSP.

b. Placement and Promotion of Pre-Kindergarten Exceptional Students

Pre-Kindergarten students who will be age five (5) on or before September 1st of the following school year will be considered for placement in kindergarten.

The IEP team will determine appropriate educational setting. The IEP team does not have the option to recommend retention in Pre-K. If the team feels there are extenuating circumstances that warrant maintaining a student in pre-kindergarten for an additional year, prior approval must be obtained from the Student Support Programs and Services Supervisor. The additional year in preschool will be for purposes of continued development, parents must receive written notification of the impact of the decision including the possibility of 3rd grade retention and decreased time for exceptional student education transition services post-graduation.

Pre-K ESE services are only available to pre-school aged students. Students will be placed in Kindergarten services based on age as defined in under enrollment (section lll.a.5). If Parents choose not to enroll their child in Kindergarten, ESE services are not available.

Promotion of Exceptional Students in Grades K-5

Florida Standards

1. A decision to promote ESE students pursuing Florida Standards will be based on the requirements as specified in the Student Progression Plan (SPP) for general education students with accommodations as identified in the T/IEP.

2. **Florida Standards Access Points**

The decision to promote ESE students following the Florida Standards Access Points will be based on classroom-based assessments, achievement measured by an alternate assessment, and progress in social development.

3. **ELL Services For Students With Disabilities**

ESE students who are English Language Learners (ELLs) must be served with English for Speakers of Other Languages (ESOL) strategies, modifications and accommodations, as well as, ESE modifications and accommodations listed in the T/IEP. It shall not be construed that services in ESOL and ESE are mutually exclusive. However, students may be evaluated following district procedures to determine if the student's exceptionality renders services afforded ELLs to be ineffective or to run counter to the goals of the T/IEP In such cases, the ELL committee must meet to make determinations as per the current District ELL Plan. When appropriate students are entitled to both ESOL and ESE services.

III – D – ELEMENTARY EXCEPTIONAL STUDENT EDUCATION

d. Reporting Student Progress

1. Report Cards

Students in Exceptional Education programs pursuing Florida Standards and Florida Standards Access Points at the independent level will receive a standard report card. Students pursuing the Florida Standards Access Points will receive the designation of N/A for meeting standards in reading, writing, mathematics and science.

Students pursuing Florida Standards Access Points at the supported or participatory levels will receive a district-designed alternate report card with an S, N, U, N/A for K-5.

Students at the pre-kindergarten level receive narrative report cards at the end of each semester, which reports the students' progress in developmental areas.

For Students in Exceptional Education programs through Pasco eSchool will receive grades electronically.

2. Reporting Progress

ESE students' progress toward annual IEP goals must be reported to parents/guardians quarterly.

Progress towards standards will be determined and reported on progress reports according to procedures for general education students as outlined in Section III B Grading of the SPP.

Parents/Guardians must be notified in writing at any time during a reporting period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. Notification may include progress reports as well as letters, documented phone calls, emails, and parent conferences. When feasible, formal notification will be in a language or mode of communication understandable by the parents/guardians. Such notification shall also apply to conduct. No student shall receive an unsatisfactory grade if parents/guardians have not been notified. The opportunity for a conference with the teacher or principal must be provided to the parent/guardian of any student who may be retained.

e. Parent/Guardian Notification of Diploma Options

Status with regard to mastery of the Florida Standards or the Florida Standards Access Points and should be discussed with parents/guardians at each IEP conference. There should be an explanation of the type of standards a student is attempting to master beginning in kindergarten. In order for a student to participate in instruction in the Florida Standards Access Points the parent must provide informed consent. The T/IEP team must complete the *Florida Department of Education Parental Consent Form/Prior Written Notice Instruction in the State Standards Access Points Curriculum and Florida Alternate Assessment Administration* Form.

SECTION IV

MIDDLE SCHOOL

(GRADES 6-8)

POLICIES

IV – A – MIDDLE SCHOOL CURRICULUM & INSTRUCTION

1. Introduction

The middle school section of the Student Progression Plan (SPP) for grades 6 through 8 students is designed to support the District's vision of providing a world-class education that will prepare our students for college, career, and life. This vision places a focus on standards based, high impact instruction that is rooted in high expectations for all students.

The SPP was developed to ensure that all students meet high academic standards through a standards driven curriculum, rigorous and relevant instruction, and instruction that is focused on critical thinking and problem solving. The effectiveness of this instruction is evaluated through the District's comprehensive program for student progression. The program analyzes assessment data through a universal screening and continuous progress monitoring system to identify students that need more intensive instructional support in order to accelerate growth. These instructional interventions are implemented and the student responses to them are continuously monitored to determine the level of effectiveness. Areas addressed within the plan are focused on preparing students as global citizens and to graduate students to meet with success in the present and future economies.

Note: Though every effort is made to address the impact of State Statute and Federal mandates on District School Board of Pasco County policies, it is possible that answers may not be found in this document. These omissions are not to be construed as the District School Board of Pasco County granting permission for issues not covered in the Student Progression Plan. For clarification on these types of issues, please contact the Director of the Office for Teaching and Learning.

2. Requirements for Curriculum, Instruction, and Assessment

The curriculum, instruction, and assessment system of the District School Board of Pasco County (DSBPC) is aligned with the Florida State education goals and performance standards and the Next Generation Sunshine State Standards (NGSSS), and the Florida Standards for English/Language Arts and Mathematics. Each school will offer courses of study and instruction that reflect the appropriate Florida Standards in K–12 language arts, reading, mathematics, science, social studies, fine and performing arts, physical education, health, and foreign languages. Instruction will address the skills and competencies that a student must master in order to graduate from high school [F.S. 1001.03, 1003.428(5), and SBE 6A- 1.09401 FAC].

a. Instruction

Instruction will be offered in each middle school that complies with Pasco's Vision: All Students Achieving Success in College, Career, and Life. Such instruction will be based on the District-adopted Success Plan, the NGSSS and the Florida Standards where appropriate.

b. Career and Education Planning

Instruction will be offered in each school which meets the requirements of the Career and Education Planning Program requirement (F.S. 1003.4156), including a broad orientation to career exploration. This plan will be initiated for each student and shall be reviewed and revised throughout high school.

c. English Language Learners (ELLs)

In accordance with State Board Education rules 6A-6.094 and 6A-6.0908 and the District's Limited English Proficient Plan (LEP Plan), ELLs shall have equal access to appropriate instructional programming, and to programs other than ESOL. ELL students must be given equal access to the general curriculum, Advanced Placement, honor courses, and any special programs regardless of their English language proficiency. The general education standards, benchmarks, and course content requirements will be the basis of their curriculum, however, the teacher will provide modified assignments, differentiation strategies, and instructional and assessment accommodations in order to provide comprehensible instruction at the learner's level of English acquisition. Instructional strategies and accommodations are required to ensure equal opportunity to master the general curriculum, content vocabulary, grade-level standards, and course content.

An ELL is afforded the appropriate use of his/her primary language in accordance with State Board of Education Rule 6A-6.0908.3 and Florida Statutes 1002.20(10) and 1003.56. No student shall be denied appropriate use of his/her primary language at school. ELLs in grades 6-8 shall be placed into academic classes based on age/grade appropriateness. Any exception of placement of a student that is not age/grade appropriate requires review by the ESOL Program office prior to a required school-based ELL committee meeting.

No student will be denied appropriate use of his/her primary language [F.S. 1002.20(10) and 1003.56].

d. Statewide Assessment

Each student must participate in statewide assessment tests at designated grade levels, as required by F.S. 1008.25(4). Middle grade students who are enrolled in Algebra I, Algebra II, Geometry or Biology I must take the appropriate statewide, standardized EOC assessment and shall not be required to take the corresponding subject and grade level statewide, standardized assessment.

Students at any level may earn credit through the Credit Acceleration Program (CAP) for Algebra I, Algebra II, Geometry, Biology I and US History by earning a passing grade on the corresponding State EOC assessment.

3. Public School Student Progression, Remedial Instruction, and Reporting Requirements (F.S. 1008.25)

Student progression in the middle grades is determined by a variety of indicators, as defined by state and district expectations. These expectations include specific levels of performance in reading, writing, science and mathematics for each level on locally determined assessments, including universal screenings and ongoing progress monitoring and results of statewide assessments.

a. Promotion (F. S. 1008.25)

Promotion from one level to the next is based upon each student's progress toward the accomplishment of high standards that are both challenging and achievable. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information and data sources.

In no case shall this decision be based on age or on the basis of social promotion. The student must have a Progress Monitoring Plan (PMP) developed that identifies the instructional and support services that will be provided.

b. Promotion Requirements

Middle school students are required to successfully complete three years each of language arts, mathematics, science, social studies including the successful completion of a civics course, as well as complete a career themed education planning course in order to be promoted to grade 9 (F.S 1003.4156). When a student fails a required course, recovery opportunities and resources will be available to students for remediation and demonstration of academic competency. Schools will have several options to provide recovery opportunities for students through direct instruction, self-paced remediation, and/or assessment. Recovery is considered complete when a student successfully demonstrates the course standards at a basic level. The recovery process is a focused opportunity for demonstration of the essential skills and knowledge that are needed to establish a basic foundation for "future learning."

In all cases requiring promotion recovery formal written parental notification is required with a copy to be filed in the student's cumulative record. Formal notification will be in a language or mode of communication understandable by non-English speaking parents.

c. Acceleration Options (HB 7059)

Acceleration options are available within each school. Acceleration options include, but are not limited to, mid-year, whole grade, subject matter acceleration, virtual instruction, and Credit Acceleration Program (CAP).

Contact the school for information related to student eligibility requirements. The assignment of a student to a higher grade which results in the student's skipping a grade or part of a grade should be based on evidence that the student will benefit from the instructional program at the advanced grade level. This decision should consider factors including academic skill levels, intellectual abilities, social maturity, conduct, attendance, motivation, and recommendation from student's teacher in core courses, and student's school counselor. The school principal (principals when two schools are involved) has the responsibility for making such an assignment. In all cases, a parent/student conference and consent are required along with approval from the Superintendent's staff. Each student's records, motivation.

School personnel should utilize available resources to achieve parent understanding and cooperation regarding a student's grade placement; the final decision as to grade placement, however, is the ultimate responsibility of the principal.

Parents are to be notified formally in writing that their child is being promoted to the next grade with instructional support. A copy of this notification should be placed in the student's record. Formal notification will be in a language or mode of communication understandable by non-English speaking parents.

Placement criteria have been established. Contact your school for more information.

1. Middle School Students Enrolled in High School Courses

A student below grade 9 who is enrolled in a course listed in the State Course Code Directory grades 9-12 section, shall receive high school graduation credit upon successful completion of the course or by earning a successful score on the State EOC assessment. That student shall be classified as a grade 9 student for that portion of the school day for which he/she is enrolled in the 9-12 course. Students who enroll in Algebra I, Geometry or Biology I **shall not be required** to be double tested with both the EOC assessment and the corresponding subject and grade level statewide, standardized assessment.

a. End-Of-Course (EOC) Assessment for Algebra 1 Honors

A student completing Algebra 1 Honors or an equivalent course must take the Algebra 1 EOC Assessment and 30% of the assessment will count towards the student's Final Year Grade. High school credit will be awarded if the student passes the course (regardless of the Algebra 1 EOC Assessment score), the course will count as one (1) of the three (3) mathematics courses required for promotion to high school and the course grade will be used as part of the high school grade point average (GPA). The student must pass the Algebra EOC Assessment in order to earn a high school Standard Diploma.

b. End-Of-Course (EOC) Assessment for Geometry/Biology I/Algebra II

A student completing a Geometry I/Biology I/Algebra II or an equivalent course must take the Geometry I/Biology I/Algebra II EOC Assessment and have 30% of the assessment count towards the student's Final Year End Grade. If the student passes the course (regardless of the Geometry I/Algebra II EOC Assessment score), the course will count as one (1) of the three (3) mathematics courses required for promotion to high school and the course grade will be used as part of the high school grade point average (GPA).

2. Acceleration Waiver Process

Parents have the right to request an advanced/accelerated course regardless of the recommended schedule. A waiver has been developed to document the school's recommendation and the parent request. A performance contract may be required. For further information, contact the school.

a. Promotion with Instructional Support

Any student whose overall performance suggests he/she would benefit from instruction at the next grade level based on factors outlined in this document may, upon recommendation of the principal, be promoted with instructional support provided the student meets the middle grades' promotion requirements for entry to high school. In all cases, the student's cumulative record must have "promoted with instructional support" written on it. In no case shall this decision be based on age or on the basis of social factors.

Students not meeting grade level expectations based on recent statewide assessments or teacher determination receive increasingly intense instruction/ intervention services to support student academic performance. Students will receive a PMP that identifies instruction/intervention support through a problem-solving/response to instruction/intervention process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic performance.

No student may be retained based solely on his/her level of English language proficiency [F.S.1008.25 (6)(a)]. Since it is the intent that the next grade offers intensive intervention, the student must have a PMP developed that addresses those intensive interventions and remediation strategies. If a student is retained, it must be within an intensive program that is different from the previous year's program and that takes into account the student's learning style.

In all cases, formal written parental notification is required with a copy to be filed in the student's cumulative record. Formal notification will be in a language or mode of communication understandable by non-English speaking parents.

The professional staff should evaluate any student who appears to be having difficulty meeting promotion requirements, to be certain that the student does not require exceptional student assignment.

b. Remediation

All students should be afforded every opportunity to meet achievement expectation. Students not meeting district/state identified minimum levels of performance must receive intensive instructional support in order to accelerate the students' rate of progress toward standards.

The areas of academic need and intervention strategies are identified through a problem-solving/response to instruction/intervention process. Multiple tiers of increasing instructional and instruction/intervention services are implemented to support student academic performance. Students needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

(1.) Progress Monitoring Plan (PMP) (F.S. 1008.25)

Any student who does not meet the district identified minimum levels of performance in reading, writing, mathematics, or science, or who does not meet the identified minimum levels of performance on statewide assessments (FCAT 2.0, or FSA EOC assessments – as defined by the Commissioner of Education), must be provided remediation. Students not meeting expectations receive increasingly intense instructional and instruction/intervention services to support student academic performance. Students will receive a PMP that identifies instruction/intervention support.

Following diagnostic assessments to identify the nature of the student's difficulty and areas of academic needs, a PMP shall be developed and reviewed annually in consultation with a parent/guardian. The student's learning style and services currently being provided will be considered. This plan is designed to assist the student in meeting the expectations of

performance and must include intensive remedial instruction. The PMP must identify the assistance given to remedy a student's individual diagnosed deficiencies.

In developing the PMP, the following process needs to be considered:

- analysis of relevant student data to determine and characterize areas of academic deficiency;
- design of intensive instruction to address student needs;
- provide opportunity for additional ~~/~~practice and feedback;
- teacher monitoring of student progress and analysis of the effectiveness of the core instruction, and intensive instructional strategies used thus far; and
- adjustment made to the plan based on student needs

ELLs should be afforded the opportunity to acquire basic English language proficiency before inclusion in the school-wide PMP process. Typically, ELLs who have been in the ESOL program less than 2 years should not be included in the PMP process. ELLs who have been in the ESOL program more than 2 years should be included in the process just as a non-ELL student. An ELL committee is not required when assigning a PMP to an ELL.

The Transition/Individual Educational Plan (T/IEP) replaces the PMP for all Exceptional Student Education (ESE) students since the T/IEP includes the required elements of the PMP. The T/IEP must address intensive instructional and support services in the identified area(s) of deficiency. In the event the T/IEP does not address the area of deficiency, the T/IEP team needs to determine if the IEP should be revised or a separate PMP should be developed.

The PMP Handbook outlines the district identified minimum levels of performance in reading, writing, mathematics, and science and describes the details for developing a PMP for an individual student.

If the documented deficiency has not been remediated according to the PMP, 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.

(2.) End-of-Year Decisions for Students Not Meeting Standards

Any student who does not meet the District identified minimum levels of performance in reading, writing, mathematics, or science or who does not meet the identified minimum levels of performance on statewide assessments must be provided remediation. Students not meeting expectations receive increasingly intense instruction/intervention services implemented to support student academic performance. Students are matched to the instruction/intervention tier based on screening, progress monitoring, and diagnostic assessments. At the conclusion of the school year, students' performance compared to the District identified minimum levels of performance in reading, writing, mathematics, and science to determine whether or not they meet expectations.

Parents/guardians of each student will be notified in writing annually of the progress of the student toward achieving the state and district identified minimum levels of performance in reading, writing, mathematic, and science and the student's results on each statewide assessment test. Student progression decisions consider the student's response to evidence- based instruction/interventions implemented with fidelity.

When feasible, formal notification will be in a language or mode of communication understandable by the parents/guardians. The parents/guardians of students participating in the Virtual Instruction Program may be notified using electronic reporting.

c. Reading Requirements [F.S. 1003.4156(5)(b)]

ELLs may be enrolled in the Developmental Language Arts through ESOL elective course in place of the yearlong reading course. See FLDOE memorandum K-12: 2005-82 – *Enrollment of Limited Proficient Students in Required Intensive Reading Courses*.

d. Retention Guidelines

The retention of a student is a very serious step. The following rules and guidelines have been established to assist school personnel in making retention decisions at the middle school level.

The student's growth toward the accomplishment of district-identified minimum levels of performance in reading, writing, mathematics, and science shall be a primary consideration in promotion/retention decisions. Retention decisions must be based on more than a single test score.

Listed below are factors that need to be considered before making a decision to retain a student. Any decision to retain should be based on a pattern of these factors and should be discussed with parents/guardians. After consideration by a review committee, the following factors may be reasons for not retaining a student:

Exceptional Student Education (ESE): Exceptional education students may not benefit from retention as much as they would benefit from additional individualized instructional strategies.

English Language Learners

Retention is not recommended for ELLs who have been in US schools and/or the ESOL program less than one year and have not had the opportunity to develop basic social and academic English language skills. Any retention decision for an ELL who has been in U.S. Schools and/or the ESOL program less than 2 years requires review by the ESOL Program office prior to holding an ELL committee meeting. For this type of retention there must be evidence that indicates there has been no progress in reading, writing and mathematics in English.

All other retention decisions (except those required by mandatory retention of grade 3 students) require a school-based ELL committee that includes the parent, administrator, guidance counselor and ESOL teacher (ELA teacher). The committee will consider and record in the ELL minutes annual English growth data as well as any interruptions in US schooling, cultural implications, the ESOL strategies and accommodations utilized, and any other relevant data or stakeholder input.

Retention decisions may not be made for an individual ELL based on English language proficiency or solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process.

English Language Learners will not receive unsatisfactory or failing grades if ESOL strategies and accommodations appropriate to the English proficiency level of the student have not been implemented as required by the Florida Consent Decree. Additionally, ELLs

will not receive unsatisfactory or failing grades based solely on lack of English language proficiency. In order to provide comprehensible instruction and give ELLs access to content and the opportunity to learn, the ELA, content area, and elective teachers will provide differentiation strategies, assignment modifications, and instructional and assessment accommodations in accordance with the Florida Consent Decree.

Previous Retentions: According to research, students who are retained two or more times are not likely to graduate from high school. An additional retention may not be as beneficial as an intensive intervention program. The Superintendent's staff must grant approval when a principal wishes to retain a student more than one time in grades 6-8. For a student who has been retained two or more years, an appropriate alternative placement should be considered [F.S. 1008.25(2)(c)].

Parental/Guardian Support: A student may not benefit from retention if there is not parental/guardian support of educational decisions made by the school staff.

Grade Level: Research suggests that retention in an early grade may be a viable option.

Age: No student may be assigned to a grade level based solely on age.

Traumatic Events: An unusual event may occur in a student's life that may negatively affect his/her performance in school. Retention may add to the trauma in that student's life.

Parents must be provided written notification if their child is being retained.

Parents/guardians of each student will be notified in writing annually of the progress of the student toward achieving the District identified minimum levels of performance in reading, writing, mathematics, and science and the student's results on each statewide assessment test. Evaluation of each student's progress will be based upon the student's classroom work, observations, tests, District and State Assessments and other relevant information.

Parents must be notified when, during a reporting period, it is apparent that the student is failing or in danger of failing. In addition to report cards and progress reports, notifications may include letters, documented telephone calls, emails, and/or parent conferences. Every effort will be made to provide communication in the child's/parent's home language. No student shall receive an unsatisfactory conduct grade if parents have not been notified. The opportunity for a conference with the teacher or principal must be provided to the parent of any student who may be retained.

No student may be retained based solely on his/her level of English language proficiency. A formal retention recommendation regarding an English Language Learner (ELL) must be made through the action of an ELL committee. It shall be the ELL committee's responsibility to ascertain that the comprehensive English for Speakers of Other Languages (ESOL) strategies, modifications and accommodations have been consistently applied during classroom instruction and assessment in all courses.

Under most circumstances, a student may be retained only once in middle school (grades 6-8); however, on the recommendation of the principal and with the approval of the Superintendent's staff, a student may be retained a second time in grades 6-8 if, after remediation, the student continues to perform below the district identified minimum levels of performance, and there is not good cause for promotion to the next grade.

3. Support Programs

a. Student Support and Assistance Plan Program (SSAP)

The SSAP program is based on the underlying concept that all children can learn and that environments conducive to learning can stimulate student success. By allowing students to be in regular classrooms, the students are able to experience true team interaction. Students receive direct instruction under the supervision of classroom teachers. The graduation enhancement teacher will function as a case manager who provides ancillary services.

Specific Student Eligibility Criteria

Students identified as off track or highly off track in grades 6 through 8 may be served in the secondary school SSAP. To be eligible, a student must be identified as unmotivated/disinterested or unsuccessful. This may be manifested by one or more of the following:

1. Grade Point Average (current or cumulative) below 2.0 in basic skills areas.
2. Failing two or more subject areas within one school year.
3. History of one or more retentions.
4. More than 10% absentee rate, record of truancy, or frequent tardies.
5. Does not meet the state or district proficiency levels in reading, mathematics, science or writing.

b. Promotion Recovery Alternative Program (8.5 Students)

The Promotion Recovery Alternative Program is designed for 8th grade students who did not meet criteria for promotion to 9th grade due to failing grades and were recommended for retention. These students work on recovery of skills to complete 8th grade promotion requirements.

Students are placed in their program based on individual course needs. Students must complete the exit criteria in order to return to their zoned high school. This transition may occur at the end of each semester and/or at the end of each school year if the student is on track for high school graduation based on credits and GPA.

The referring middle school principal or designee initiates the process by completing the Alternative Schools Referral Form and contacting parents to provide them with a full explanation of the 8th Grade Promotion Recovery Alternative Program. Should the decision be agreed upon to place a student at the designated Alternative School, a registration appointment is arranged at the Alternative School and enrollment paperwork must completed by the parent or guardian. Referrals generally occur at the beginning or end of the school year including ESY, but may occur at any time, especially in cases of transfer students.

The Student Support Programs and Services team at the Alternative School (School Counselor, Social Worker, Behavior Specialist) meets with the student and parents to begin the intake process, which includes educational and personal needs assessment. For ESE students, the IEP team is convened to consider student needs and make revisions to the IEP, as appropriate.

Student schedules are based on individual student needs for promotion recovery. The recovery classes are offered on campus through an integrated technology curriculum/eLab setting. The eLab setting is overseen by the Graduation Enhancement Resource Teacher, who offers support and additional blended instruction, as needed. The remainder of the student's schedule is dedicated to completing high school course requirements in face-to- face classes.

Students must complete the exit criteria below in order to be promoted and to return to their zoned high school:

- maintain regular attendance

- must recover all middle school courses

4. Placement

An AdvancED/NCA CASI or AdvancED/SACS CASI accredited school shall accept and classify transfer courses earned or grade placement from schools that are accredited by a recognized national, regional or state accrediting agency without further validation based on the school's policies and procedures governing such offerings.

a. Out-of-State or Out-of-County

Any student who transfers from an out-of-state or out-of-country school will be placed in a grade or course determined by the principal and school counselor of the receiving school. Procedures for acceptance of transfer work and courses for students entering District middle grades 6, 7, and 8 from out-of-state or out-of-country shall be as follows:

1. 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, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.

2. Validation of courses 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 be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.

Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal, and parent:

3.

a. Portfolio evaluation by the superintendent or designee;
b. Demonstrated performance in courses taken at other public or private accredited schools;
c. Demonstrated proficiencies on nationally-normed standardized subject assessments;
d. Demonstrated proficiencies on the FCAT 2.0 or FSA
e. Written review of the criteria utilized for a given subject provided by the former school.
f. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(c) and (d) of this rule if required.

b. Home Education and Private School Students

When a student transfers from a Home Education program or private school, the principal of the receiving school is responsible for making an appropriate placement of the student. **Placement in the same grade as that recommended by the former program is not automatic.** Initial placement should be based on a review of academic progress and achievement documented by the former school or program. Parents of former Home Education students are responsible for presenting a portfolio of records and materials for review. The portfolio is to include a log of educational activities, titles of readings, and samples of any writings, worksheets, workbooks, or creative materials used or developed by the student [F.S. 1002.41(b)(c)].

A four (4) to six (6) week screening period will be allowed from the time of enrollment, in order to assist with placement adjustments. An administrative placement decision may be made in consultation with the teacher(s), other appropriate staff, and parents/guardians. Serious consideration is to be given to screening results.

Students entering a Pasco District middle school from a Home Education program shall be granted course credits according to the type of documentation maintained and presented by the parent. Documentation may include a combination of official and unofficial transcripts from accredited or non-accredited schools, and/or a parent generated portfolio.

c. Transfers from Florida Public K-8 Virtual School Programs

Students transferring from any district virtual school program as authorized by the State of Florida are to be placed in a manner similar to public school transfers from other Florida districts. The enrollment for elementary Pasco eSchool needs to occur during the published enrollment period (see District website).

d. Assistance to Transitioning Students from Military Families [F.S. 1003.05(03)]

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume the responsibility for transporting the student to that school.

e. Multiple Births [F.S. 1003.06]

Multiple birth siblings who are assigned to the same grade level and school may be placed in the same classroom or separate classrooms if a request is made by the parents in writing within five (5) days before the first day of each school year or five (5) days after the first day the student enrolls in the school if they transfer during the school year.

F.S. 1003.06(6) specifies that the provisions do not apply to the right or obligations of students with disabilities under F.S.1003.57 or under the Individual's with Disabilities Education Act (IDEA), regarding the individual placement decisions of the school district, or the removal of students pursuant to disciplinary policies.

In instances where a student's placement in a particular class or program is in the best interest of the student, but is not allowed by Student Progression Plan (SPP) policies, the principal may request an exception from the Superintendent's staff/designee. If such exception is approved, it shall be so documented in the student's cumulative student record.

5. <u>Student Rights for Instruction [F.S. 1000.05 and 1002.20]</u>

All public education courses shall be available to all students without regard to race, national origin, gender, disability, or marital status; however, this is not intended to eliminate the provision of programs designed to meet the needs of English Language Learners (ELLs) or exceptional students.

The English for Speakers of Other Languages (ESOL) services are designed to meet the English language proficiency, academic, and social needs of ELLs as defined in the District ELL Plan – A Plan to Assure Comprehensible Instruction for ELLs. No student will be denied appropriate use of his/her primary language.

Pursuant to Florida statute, students have the right to access and parents have the right to enroll their child in a virtual education instruction program.

Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against, may file a grievance according to the procedure established in Board policy.

6. Extended School Year Services

Students are eligible for extended school year according to criteria specified in the *Extended School Year Services Guidelines.*

7. General Requirements for Middle Grade Promotion [F.S. 1003.4156]

The student must successfully complete:

English	3 courses	Emphasizing literature, composition, and technical text
Mathematics	3 courses	
Social Studies	3 courses	Including the study of state and federal government and civics* education
Science	3 courses	
Career & Education Themed Planning Course	1 course	To be completed in grades 6-8

*Students enrolled in a civics course must sit for the State End of Course (EOC) assessment. The results of the assessment must comprise 30% of a student's Civics Final Year End Grade.

8. Required Program of Study

a. Required Academic Courses

Grade 6 Mathematics, Language Arts, Science, Social Studies,
Grade 7 Mathematics, Language Arts, Science, and Social Studies
Grade 8 Mathematics, Language Arts, Science, and Social Studies

Reading will be offered at each grade level either as a course or by integrating within the core curriculum. Intensive Reading, Intensive Mathematics, and Intensive Basic Skills are designed to help meet the needs of identified students in the areas of reading, writing, mathematics, and science.

The course sequence for Pasco County social studies curriculum is as follows: Grade 6 World History, Grade 7 Civics, Grade 8 U.S. History

Advanced courses in language arts, science and social studies are offered at middle schools. For more information regarding eligibility, contact the school counselor.

b. Elective and Other Courses

Students in grades 6-8 will be required to take one semester of physical education as well as one semester of a student selected elective.

c. Physical education may be waived for students for the following criteria:

- The student is enrolled or required to enroll in a remedial course;
- The parent requests that the student enroll in another elective course offered by the school if available at that grade level; or
- The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

d. All students will receive 12 hours of instruction in health education and substance abuse prevention in grades 7 and 8 through physical education and science.

e. Accommodations may be provided in career, technical, and basic education courses for Exceptional Student Education (ESE) students. The type of accommodation will be included on the students' Transition Individual Educational Plan (T/IEP) or Educational Plan (EP). See ESE section.

f. Principals may grant exceptions for ESE students (based on their T/IEP or EP), for Graduation Enhancement students, and for students in need of monitoring.

g. Students may enroll in the Level I high school course of the same world language in grade 8. This will result in the student receiving one high school credit in world language upon successful completion of the course in grade 8. Students must then enroll in Level II in grade 9.

h. Credit for Courses Below Grade 9
A course designated in the Course Code Directory as grade 9 through 12, which is taken below grade 9, may be used to satisfy high school graduation requirements or Florida Bright Futures Scholarship Program.

i. An 8th grade student who transfers into a district school, during the **first semester**, from out-of-country, out-of –state, a private school or a home education program who cannot document successful completion of a Civics course must be immediately enrolled in Civics and participate in the Civics EOC assessment.

An 8th grade student who transfers into a district school, after the beginning of the **second semester,** from out-of-country, out-of-state, a private school or a home education program is not required to meet the Civics education requirement for promotion **if** the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of Civics education.

9. Part-Time Students

a. Part-Time Requirement
All Pasco District secondary students must be enrolled on a full-time basis, which is defined as being enrolled in six (6) courses per semester, unless granted an exception by the School Board. A part-time student is any student not enrolled full-time.

Charter school, private school and other non-public full-time schools must have a formal agreement with the school district for students to attend a district school on a part-time basis. This agreement must include a description of services to be provided by the School District and must be approved by the School Board.

Home Education students may apply to attend a district school on a part-time basis (defined as up to three (3) course periods) with admission consideration restricted to the student's zoned school or by following School Board policy to attend outside the zoned attendance area. The home school is the primary provider of the student's education. The part-time student is not eligible for district recognition programs, graduation ceremonies, class ranking, honor roll, etc.

b. Extra-Curricular Activities
Students enrolled in Home Education and virtual programs who participate in extracurricular and co-curricular activities may attend the specific course required in their zoned school. All students are subject to established criteria for participation.

1. <u>Reporting Student Progress</u>

Parents or Guardians must be notified in writing at any time during a reporting period when it is apparent that the student is failing or in danger of failing in any subject or may need retention in his/her grade level. Notifications may

include report cards, progress reports, letters, documented telephone calls, emails and/or parent conferences. Written response or reply by parent/guardian must be documented in order for email notification to be sufficient. Without documented email response, other notification must occur. When feasible, formal notification will be in a language or mode of communication understandable by the parents/guardians. Such notification shall also apply to social growth/behavior and work habits.

No student shall receive an unsatisfactory grade if parents/guardians have not been notified. The opportunity for a conference with the teacher or principal must be provided to the parent/guardian of any student who may be retained.

a. Standard Report Card Requirement (F.S. 1003.33)

All schools shall use a standard report card appropriate for the school level, elementary, middle, or high school, as a primary means of reporting student progress. When feasible, notification will be in the language or mode of communication understandable by the parents/guardians. Pasco eSchool shall report student grades and progress electronically.

b. Supplemental Reporting Instruments

Teachers should post electronic assignment scores in a timely manner. Some projects or assignments may take longer to complete and grade, therefore may not be updated as quickly as other assignments.

With the approval of the Superintendent (or his designee), schools may develop additional or supplementary reporting instruments that may be used in conjunction with the standard report card.

c. Report Card Distribution Schedule

Report cards are to be issued for all students, K-12, four times a year. Progress reports will be issued mid-quarter. Updates on progress will be offered at the close of extended school year services.

2. <u>Grades and Grading</u>

a. Grading System, Scale, and Criteria

Each teacher shall establish and submit to the principal a written description of grading system and grading criteria at the beginning of each course. Students and parents are to be advised of these criteria, district wide standards, and state requirements for promotion and graduation. These criteria may include performance on classroom assessments, daily assignments, homework, projects, research, and participation.

The following scale will be used to determine report grades for each quarter (F.S. 1003.437):
A=90-100, B=80-89, C=70-79, D=60-69, F=0-59, I= Incomplete

To determine semester and yearly grades, quarter numerical grades will be averaged.

A quarter or semester grade of F may be averaged with a higher numerical value, not to exceed 59, when circumstances concerning the educational welfare of the student warrant it in the professional judgment of the teacher. The principal shall have the right to review the decision and change the decision as stated in this section.

b. Starting in the 2014-2015 school year, for each course offered in the district, a student assessment that measures mastery of the content is required. Results of the 2014-2015 District Level Assessments administration will be used as baseline date. Results will not impact student course grades nor be used for teacher evaluation. Beginning in 2016-2017, for any course with content that is not aligned with a statewide or other standardized assessment, the student will be expected to take a District End of Course Assessment that will account for 10% of the student's total grade in the course. District Finals will be entered into the grade book as reported by the assessment platform without manipulation (i.e. curving).

IV – B- MIDDLE SCHOOL GRADING

Quarterly checks that assess progress toward meeting standards will be utilized as a component of each student's quarterly grade.

c. Grading Scale in Courses NOT Assessed with a State of Florida EOC Assessment

Aligned Assessment	Course Length	Computing SEM 1 AVG	Computing SEM 2 AVG	Computing Final Letter Grade
No District Final	Yearlong	QTR 1 percentage grade x 50% + QTR 2 percentage grade x 50%	QTR 3 percentage grade x 50% + QTR 4 percentage grade x 50%	SEM 1 percentage grade x 50% + SEM 2 percentage grade x 50%
No District Final	Semester	QTR 1 percentage grade x 50% + QTR 2 percentage grade x 50%	QTR 3 percentage grade x 50% + QTR 4 percentage grade x 50%	N/A
District Final	Yearlong	QTR 1 percentage grade x 50% + QTR 2 percentage grade x 50%	QTR 3 percentage grade x 50% + QTR 4 percentage grade x 50%	SEM 1 percentage grade x 45% + SEM 2 percentage grade x 45% + District Final x 10%
District Final	Semester	QTR 1 percentage grade x 50% + QTR 2 percentage grade x 50%	QTR 3 percentage grade x 50% + QTR 4 percentage grade x 50%	QTR 1 percentage grade x 45% + QTR 2 percentage grade x 45% + District Final x 10%
				QTR 3 percentage grade x 45% + QTR 4 percentage grade x 45% + District Final x 10%

The State of Florida requires students who enroll in Civics to sit for the EOC assessment. For students enrolled in civics, the grade from the EOC assessment will count for 30% of a student's final grade. The subject area grade for students required to take an EOC assessment will be computed in the manner outlined below.

IV – B- MIDDLE SCHOOL GRADING

Grading calculation for Civics Course assessed with a State of Florida EOC Assessment counting for 30% of their final course grade

Course Length	Computing SEM 1 AVG	Computing SEM 2 AVG	Computing Final Year Letter Grade
Yearlong	QTR 1 percentage grade x 50% + QTR 2 percentage grade x 50%	QTR 3 percentage grade x 50% + QTR 4 percentage grade x 50%	SEM 1 percentage grade x 35% + SEM 2 percentage grade x 35% + EOC x 30%

d. Grade Point Averages (GPA)

A cumulative GPA is not documented for middle school courses. The following policy is used for the purpose of identifying honor roll participants and data review in our Early Warning System. However, middle school students will earn a cumulative GPA for any and all high schools' courses in which they earn a grade. The GPA will become part of their high school records.

1. Computation of an Unweighted GPA

The unweighted GPA is used to meet the high school graduation GPA requirement. To properly compute an unweighted GPA, the following formula is used:

GPA = 4 (# of A grades)
+ 3 (# of B grades)
+ 2 (# of C grades)
+ 1 (# of D grades)
+ 0 (# of F grades)
÷ Total Number of Semester Grades (Must be a minimum of six courses to qualify for Honor Roll

2. Computation of a Weighted GPA

High school honors courses will earn quality points as follows for each 1 credit earned:
A = 4.5
B = 3.5
C = 2.5
D = 1.5
F = 0

College Board Advanced Placement courses receive quality points a follows for each 1 credit earned:
A = 5
B = 4
C = 3
D = 2
F = 0

If a yearlong course is passed, and one of the semester grades is an F, then the final grade will be doubled for GPA calculations. This applies to all grade point average calculations included in this section.

e. Report Card Grades and Attendance Reporting [F.S. 1003.33]

Report card grades are to provide the student and/or the student's parents with an objective evaluation of the student's scholastic achievement, conduct, attendance, and tardies.

The final report card for a school year shall contain a statement indicating acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

Each report card will provide information on grade level status for all language arts, mathematics and science courses. If a student has not been enrolled in a program for sufficient time for the teacher to evaluate the student's performance, an appropriate notation should be made on the report card.

f. Grades in Conduct

Grades in conduct are to reflect the student's progress independent of academic achievement. Standards for grading in these areas are to be explained to the students. Conduct implies the degree to which a student relates to others, to himself, and to the environment in socially acceptable ways. Students are to receive grades in all courses in which they are enrolled in a secondary school. No student shall receive an unsatisfactory conduct grade if parents have not been notified.

g. Changing a Grade

If the principal of a school feels it is necessary to change a student's grades in any subject at the end of a quarter, the principal shall consult with the teacher who issued the original grade, give the reasons in writing for the necessary change to the teacher, and place a copy of the reasons in the student's cumulative folder. If a change in grade is made, it shall be recorded as the principal's grade and not the teacher's grade. Students and their parents shall be notified of all such changes.

h. Incomplete Grade [F.S. 1003.437(6)]

Students must satisfy course requirements within ten days of the last day of the previous grading period in order for the grade to be changed. Incomplete grades of "I" have a grade point average of zero and equal zero percent. The principal may extend the time requirement for extreme hardships.

i. Grading ELLs

ELLs will be graded on the general education standards, benchmarks, and course content requirements, however, the instructor will provide modified assignments, differentiation strategies, and instructional and assessment accommodations in order to provide comprehensible instruction at the learner's level of English acquisition and give the student the opportunity to learn content, even with limited English proficiency.

English Language Learners will not receive unsatisfactory or failing grades if ESOL strategies and accommodations appropriate to the English proficiency level of the student have not been implemented as required by the Florida Consent Decree. Additionally, ELLs will not receive unsatisfactory or failing grades based solely on lack of English language proficiency. In order to provide comprehensible instruction and give ELLs access to content and the opportunity to learn, the ELA, content area, and elective teachers will provide differentiation strategies, assignment modifications, and instructional and assessment accommodations in accordance with the Florida Consent Decree.

3. <u>Honor Roll Student Selection</u>

IV – B- MIDDLE SCHOOL GRADING

School Quarter Honor Roll Recognition

Schools may recognize students each quarter for academic achievement in a manner that is based on school-specified criteria. Dual Enrollment, Pasco eSchool and FLVS do not earn quarter grades, and are therefore not eligible for inclusion in the determination of honor roll status for quarter grading periods. Quarter Honor Roll Recognitions will not be awarded to students who earn a quarter grade of D or F in any of their courses.

Schools will award honor status each semester to students who qualify for one of the following honor roll designations:

Straight "A" Honor Roll: Awarded to students who have an "A" in all of the courses completed during the semester, with grades documented in the DSBPC's student record system. Students must have a minimum of six grades to be eligible.

"A/B" Honor Roll: Awarded to students who have an "A" or a "B" in all of the courses completed during the semester, with grades documented in the DSBPC's student record system. Students must have a minimum of six grades to be eligible.

Honor Roll: Awarded to students with a semester grade point average (GPA) of 3.2000 or higher, based on grades documented in the DSBPC's student record system. The averaging of grades must come from a minimum of six semester courses. Students cannot have earned a grade of D or F in any of their semester courses to be eligible.

IV – C - MIDDLE SCHOOL ATTENDANCE

1. No Academic Exceptions Based on Attendance [F.S. 1003.33(2)]

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.

2. Perfect Attendance

School attendance is extremely important to success in school. Regular attendance is one of the most important factors in making good grades. It is also an important quality for success in the job market. Each school may officially recognize students who achieve perfect attendance.

3. Withdrawal After Age 16

Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The school district must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. The student's school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board.

4. Assignment Within District The Superintendent or designee may assign or reassign students on a case-by-case basis to schools or programs other than that designated by the attendance area (zoned school) when such an exception is necessary to promote the health, safety or welfare of the student, other students or staff.

5. Part-Time Enrollment

Charter school, private school and other non-public full-time schools must have a formal agreement with the school district for students to attend a district school on a part-time basis. This agreement must include a description of services to be provided by the School District and must be approved by the School District.

Home Education students may apply to attend a district school on a part-time basis (defined as up to three (3) course periods) with admission consideration restricted to the student's zoned school or by following School Board policy to attend outside the zoned attendance area. The home school is the primary provider of the student's education. The part-time student is not eligible for district recognition programs, graduation ceremonies, class ranking, honor roll, or attend classes at multiple brick and mortar campuses.

IV – D - MIDDLE SCHOOL ALTERNATIVE CURRICULUM OPTIONS

1. Home Education

A Home Education program is the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirement of F.S. 1002.01, 1002.41, 1003.01(13), and 1003.21(1).

Home Education programs must meet the following registration and compliance requirements (F.S. 1002.41):

a. Parents must register Home Education students with the District School Board of Pasco County (DSBPC) within 30 days of the establishment of the Home Education program.

b. Parents must provide written notice of termination to the DSBPC within 30 days of the termination of a Home Education program.

c. Parents must maintain a portfolio of records, educational activities and materials. Completion of online courses may be used as portfolio documents. Portfolios are to be preserved for two (2) years and shall be made available for the district school superintendent, or the district school superintendent's designee, upon 15 days' written notice.

d. Parents shall provide for annual educational evaluations documenting that the student's educational progress is at a level commensurate with his or her ability.

e. A Home Education program shall be excluded from meeting the requirements of a school day.

2. Pasco eSchool

Online courses through Pasco eSchool will be offered to students.

a. The District shall provide eligible students within its boundaries the option of participating in a virtual instruction program. The program shall provide virtual instruction to full-time students enrolled in full-time virtual courses in kindergarten through grade 12 or part-time virtual courses in grades 6-12.

b. Eligibility Requirements [F.S. 1002.415(5)]
A student may enroll in a virtual instruction program provided by the school district in which he or she resides if the student meets at least one of the following conditions:

- The student has spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the Florida Education Finance Program surveys.
- The student is a dependent child of a member of the U.S. Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders.
- The student was enrolled during the prior school year in a school district virtual instruction program or a K-8 Virtual School Program under this section.

c. Pasco eSchool courses shall be available to students during the normal school day and through the extended year program [F.S. 1001.42(23)]. It is the parent's and student's right to participate in a school district virtual instruction program.

d. A student may not enroll in the same course, same semester curriculum at the same time.

e. Students taking a full day of instruction (6 courses) through Pasco eSchool may choose one of the following:
1. Student will be reassigned to a cost center (7004) as their school of enrollment.

2. Students will remain enrolled at their zoned school with administrator approval.

f. Full time eSchool students must register with the Pasco eSchool office and attend face to face orientation. Full time eSchool students are allowed to participate in activities at their zoned school.

3. Florida Virtual School (FLVS)

a. Credits
A student may earn credits offered through the FLVS each year.

b. Courses
FLVS courses shall be available to students during or after the normal school day and through summer school enrollment [F.S. 1001.42(23)]. A student may not enroll in the same course, same semester curriculum at the same time. Students may not drop a course after the drop/add deadline in order to enroll in an online course with FLVS.

c. Enrollment Approval Requirements
Students requesting to take a course offered by FLVS must have counselor and parent approval [F.S. 1002.20(6)].

d. Acceleration
Students intending to accelerate graduation by using the FLVS courses must have a written plan that is approved by administration and parents, and outlines the projected course plan for high school. The plan will identify projected courses taken within and outside of the regular attendance requirements, timelines, and location for accessing the internet.

e. Summer Session Enrollment
Students may enroll in FLVS courses during the summer, as available.

IV – D - MIDDLE SCHOOL EXCEPTIONAL STUDENT EDUCATION

1. Promotion of Exceptional Students in Grades 6-8

a. Florida Standards

Exceptional Student Education (ESE) students pursuing the Florida Standards will be considered for promotion based on the promotion requirements specified in the Student Progression Plan for basic education students with accommodations as identified in the Transition Individual Educational Plan (T/IEP).

b. Florida Standards Access Points

Florida Standards Access Points are included in ESE courses. Passing courses in which modified standards are included is sufficient documentation of mastery of standards.

Consideration for promotion of ESE students who are pursuing Florida Standards Access Points will be made on the basis of classroom performance, standardized testing or an alternate assessment, and social development.

2. ELL Services for Students with Disabilities

ESE students who are English Language Learners (ELLs) must be served with English for Speakers of Other Languages (ESOL) strategies, modifications and accommodations, as well as, ESE modifications and accommodations listed in the T/IEP. It shall not be construed that services in ESOL and ESE are mutually exclusive. However, students may be evaluated following district procedures to determine if the student's exceptionality renders services afforded ELLs to be ineffective or to run counter to the goals of the T/IEP interferes with the student's ability to benefit from ESOL services. In such cases, the ELL committee must meet to make determinations as per the current District ELL Plan. When appropriate students are entitled to both ESOL and ESE services.

3. Middle School Course Requirements for Exceptional Students

All middle school exceptional students will be required to pass the same general areas of academic or career and technical disciplines as basic education students, except as specified in their Transition Individual Educational Plans (T/IEP). The level of achievement for these courses will conform to each exceptional student's T/IEP. Basic, Exceptional Student Education (ESE) or career and technical education courses may be used to meet these requirements.

Course length or time requirements for each area (academic, career/technical, elective) for middle school ESE students may be adjusted if specified and documented in the T/IEP.

Students who are eligible for homebound instruction may be given the option to take fewer courses due to their medical/mental condition if specified and documented in the T/IEP. Online courses may not have course lengths adjusted.

ESE academic courses (7800000 courses) have special Florida Standards Access Points embedded in them. By their nature they are not content equivalent to basic education courses and parents must be made aware of this whenever a student is recommended for placement in one or more of these ESE academic courses.

Regular standards academic courses may be provided by an ESE teacher who is highly qualified for social studies, mathematics, language arts and science if these courses are identified with the same course number and title as the basic education course, and the same performance standards and content are taught. Accommodations should be provided for exceptional students as specified in the T/IEP.

Students ages fourteen and older need to be provided with instruction or information in the area of self-determination to assist the students to be able to actively and effectively participate in T/IEP meetings and self-advocate, if appropriate (SBR 6A-6.03028).

4. <u>Reporting Student Progress</u>

a. Report Cards and Grading

Students in Exceptional Education Programs pursuing Florida Standards and Florida Standards Access Points will receive a standard report card. Students enrolled in courses through Pasco eSchool shall have their progress reported electronically.

b. Progress Reports

Parents or guardians must be notified in writing at any time during a reporting period when it is apparent that the student is failing or in danger of failing in any subject or may need retention in his/her grade level. Notifications may include report cards, progress reports, letters, documented telephone calls, emails and/or parent conferences. When feasible, formal notification will be in a language or mode of communication understandable by the parents/guardians. Such notification shall also apply to social growth/behavior and work habits.

Parents will receive a report on the progress of the ESE student toward achieving Transition Individual Educational Plan (T/IEP) goals at least quarterly. This is in addition to academic progress reports as noted in IDEA 97-300.347(a)7(ii) and SBR 6A-6.03028(7)(g).

5. <u>Student Rights/Parent Notification</u>

Status with regard to mastery of Florida Standards or Florida Standards Access Points should be discussed with parents at each Transition Individual Educational Plan (T/IEP) review/revision conference. Additionally, graduation options should be discussed with parents at these conferences, to include an explanation of the following:

- type of standards the student is attempting to master

In order for a student to participate in instruction in the Florida Standards Access Points the parent must provide informed consent. The T/IEP team must complete the *Florida Department of Education Parental Consent Form/Prior Written Notice Instruction in the State Standards Access Points Curriculum and Florida Alternate Assessment Administration* Form.

The parents of each exceptional student shall be notified of the graduation options available at the T/IEP meeting prior to age 14.

SECTION V

HIGH SCHOOL

(GRADES 9-12)

POLICIES

V – A – HIGH SCHOOL CURRICULUM & INSTRUCTION

1. Introduction

The high school section of the Student Progression Plan (SPP) for grades 9-12 students is designed to support the District's vision of providing a world-class education that will prepare our students for college, career, and life. This vision places a focus on standards based, high impact instruction that is rooted in high expectations for all students.

The SPP was developed to ensure that all students meet high academic standards through a standards-based curriculum, rigorous and relevant instruction, and instruction that is focused on critical thinking and problem solving. Areas addressed within the plan are focused on preparing students as global citizens and to graduate students to meet with success in the present and future economies.

Note: Though every effort is made to address the impact of State Statute and Federal mandates on DSBPC policies, it is possible that answers may not be found in this document. These omissions are not to be construed as the DSBPC granting permission for issues not covered in the Student Progression Plan. For clarification on these types of issues please contact the Director of the Office for Teaching and Learning.

2. Course Credit (F.S. 1003.436 and 1007.271)

One full credit for high school graduation is defined as a minimum of 135 hours of bona fide instruction in a designated course that contains student performance standards, or the equivalent of six semester hours of college credit. Credit Acceleration Program (CAP) under s.1003.4295(3) by earning a passing score on the End of Course Assessment. Specific Dual Enrollment courses result in a full-year credit. Students enrolled in virtual school courses are issued credit by demonstrating mastery of course objectives.

Course Titles on Transcripts
A course title on a student schedule and transcript means that the student is receiving regular, planned instruction by a teacher following the course content. The teacher is setting the pace, providing assignments, assessments and tests. GPA weight is dependent upon the course.

A course title may appear on a student transcript without a corresponding entry on the student schedule if a student earns a passing score on the state End of Course exam. The course will not carry a final grade and will not impact the grade point average.

3. Courses Excluded from Credit Awarding [F.S. 1003.43(7)]

No high school student may be granted credit toward high school graduation for enrollment in the following courses or programs:

- more than a total of nine (9) elective credits in remedial programs;
- more than three (3) credits in practical arts family and consumer science courses;
- more than one (1) credit in exploratory career and education courses designed as initial exposure to a broad range of occupations; or
- any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment must be included in the student's Transition Individual Educational Plan (TIEP) or a student performance plan, such as a Progress Monitoring Plan (PMP) and signed by the principal, the guidance counselor, and the parent, or the student if the student is 18 years of age or older.

4. Courses and Programs

The following courses and programs are recognized by Pasco County Schools as approved programs for granting course credit:

- (DSBPC) approved courses and programs
- Other accredited educational institutions, in accordance with section V-A(15)
- State of Florida End of Course exams (EOC)

5. Credit Earning [F.S. 1003.436(2)]

a. In awarding credit for high school graduation, a one-half (.5) credit earned system shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half (.5) credit if the student successfully completes either the first half or second half of a full-year course, but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. Grading for full-year courses is further explained in section V-B(1). Credit will also be earned by passing identified of Florida EOC exams as defined by requirements of graduation cohort group. Some Dual Enrollment semester courses will carry a full high school credit. See Dual Enrollment Agreement.

b. A student may earn credit for Algebra I without passing the EOC exam, but a passing score is required in order to graduate.

c. The State of Florida allows students to earn credit with a passing score on the following state EOC exams: Algebra I, Algebra II, Geometry, United States History and Biology I. Students transferring from outside the state of Florida may be awarded credit in an EOC course if they meet requirements found in section V-A.15(b).

d. Students may earn high school credit in courses required for high school graduation by earning a score of 3, 4, or 5 on a College Board Advanced Placement (AP) examination or a College Level Examination Program (CLEP) examination in a state approved course of study. If a student attains such score on an AP examination or CLEP examination, the school district will award course credit to the student without requiring the student to be enrolled in or to complete the course. Courses eligible for CLEP examinations have been listed by course title and the applicable subject codes in the 2016-17 Florida Course Code Directory.

6. Determination of Mastery of Student Performance Standards

Student performance standards are measured on a regular and continuous basis. Such measurements may be made through the use of teacher observations, classroom assignments, and traditional and alternative forms of assessment. It is not the intent of the District School Board of Pasco County (DSBPC) to measure student performance standards solely through the use of a single method or instrument (e.g., County/District end-of- course assessments, Advanced Placement exam score). However, the state of Florida has authorized a mechanism by which students may earn course credit, in specifically identified courses, through the passing of state EOC exams. See section V-B(2)(F) or F.S. 1003.4295.

A student demonstrates mastery of student performance standards for a district-approved course when through teacher observations, classroom assignments, and traditional and alternative forms of assessment, it has been determined that a student has attained a passing score for the course. This score (minimum of 60 percent) and the procedures to be used to determine semester and yearly averages are in accordance with the procedures as outlined in the Student Progression Plan.

In the determination of mastery of student performance standards for high school credit, it is the intent of the DSBPC to utilize student performance standards which are clear and precise statements of what the learner is expected to do by the end of a prescribed learning period; reflective of the essential knowledge, skills, concepts, or behaviors contained in the district-approved course descriptions; and clearly communicated to all learners at the beginning of a course or unit of instruction.

a. Credits for English Language Learners (ELLs)

In accordance with State Board Education rules 6A-6.094 and 6A-6.0908 and the District's Limited English Proficient Plan (LEP Plan), ELLs shall have equal access to appropriate instructional programming, and to programs other than ESOL. ELL students must be given equal access to the general curriculum, Advanced Placement, honor courses, and any special programs regardless of their English language proficiency. The general education standards, benchmarks, and course content requirements will be the basis of their curriculum, however, the teacher will provide modified assignments, differentiation strategies, and instructional and assessment accommodations in order to provide comprehensible instruction at the learner's level of English acquisition. Instructional strategies and accommodations are required to ensure equal opportunity to master the general curriculum, content vocabulary, grade-level standards, and course content.

Credit shall be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily. ELLs shall be given elective credit for basic ESOL courses (e.g., Developmental Language Arts through ESOL, ESOL Listening and Speaking, ESOL Reading and Writing, ESOL combined skills courses).

b. Variety of Instructional Techniques and Instructional Media

A variety of instructional techniques and instructional media consistent with the needs of individuals or student groups should be utilized. In particular, varied instructional strategies, special communications equipment, or modification of methods of evaluation may be used to accommodate those students with disabilities and students in alternative education programs who are working on basic program or career and technical education program student performance standards.

7. <u>Drop/Add Procedures for Continuing Students</u>

a. Timeline to Drop Semester Courses

A student may request to drop a semester course and add a yearlong course within five (5) school days after first quarter report cards are issued. A student may request to drop a semester course and add a semester course within five (5) school days after first quarter or third quarter progress reports are issued.

At the start of the second semester, schools may enroll Junior/Senior level students, who are in the semester long course of Reading for College Success, into a yearlong Intensive Reading course.

b. Timeline to Drop Full-Year Courses

A student may drop a yearlong course and add a yearlong course within 5 school days after first quarter report cards are issued.

Principals may approve dropping a yearlong course at midyear and adding a semester course within 5 school days after the third quarter progress report.

c. Timeline for Dropping Dual Enrollment Courses

While Pasco-Hernando State College (PHSC), or any other post-secondary institution, may have institutional drop/add withdrawal procedures and timelines, all Pasco County students need to maintain full-time student status.

d. Timeline for Florida Virtual School (FLVS) Courses

While FLVS may have institutional drop/add procedures and timelines, all district students must carry a course load of six (6) active courses. While students await placement and activation in their FLVS courses, they must remain enrolled full-time

1. **Dropping a Brick and Mortar Course and Adding a FLVS Course**
   Students cannot be prevented from enrolling in courses through FLVS, however, proper advisement about the consequences of doing so should occur. Students should remain enrolled in the brick and mortar course until they become activated in the FLVS course. Students may drop a brick and mortar course and enroll in an FLVS course within five days of when first quarter report cards are issued.

2. **Dropping a FLVS course and adding a Brick and Mortar Course**
   A student may enter a year- long brick and mortar course after dropping a FLVS course up to five (5) days after the first quarter report cards are issued. A student may request a schedule change into a FLVS course at the semester break. FLVS drop/withdraw grade and credit guidelines still apply.

If a student is dropped from an FLVS course, the student may enter a course with Pasco eSchool or on their school campus at the beginning of the following semester, if space permits. The Florida Virtual "CF" (Complete Failing) code~~s~~ will be treated as a grade of F on the student transcript. If a student withdraws from a virtual course and receives a WF (Withdrawn/Failing) or a WP (Withdrawn/Passing) code, then the student earns no grade for the time spent in the course and no credit will be issued.

e. Timeline for Adding and Dropping Pasco eSchool Courses

While the Pasco eSchool may have institutional drop/add procedures and timelines, all full-time district students must carry a course load of six (6) active courses and must comply with the timelines designated for continuing students.

While students await acceptance to Pasco eSchool courses, they must maintain an enrollment that meets full-time status.

f. Timeline for Exiting Online Courses

Students who are exited from an online course during the drop/add dates may add the same course at their school site or be transferred to FLVS.

g. Assignment of Grade

When a student adds a course and a first quarter grade has already been assigned, that grade will be carried forward. If a grade of incomplete ("I") was earned in quarter one, then at the end of the second quarter, the "incomplete" grade will be changed to be equal to the second quarter grade. This policy may also be applied to a similar scenario occurring in the 3rd and 4th quarter. In a drop/add situation, the receiving teacher assigns the grade. The teacher of the dropped course will not assign a grade.

h. Record of Changes

Courses that are dropped may not appear on report cards; however, the student information system (TERMS) will retain all drop/add changes. Semester grades, even for dropped courses will appear on the transcript.

i. Exceptions

Exceptions may exist for student<u>s</u> with disabilities, transfer students, and students who are exited as withdrawn from Florida Virtual School (FLVS), Pasco eSchool, and Dual Enrollment courses. Superintendent's staff approval is required for these exceptions.

8. Extended School Year Services

Extended School Year eligibility is to be based on the District School Board of Pasco County's *Extended School Year Services General Guidelines.*

9. Beginning of the School Year Grade Classification

a. For students entering 9th grade in 2013-2014 or prior.

Students will be classified at the beginning of each school year using all grades and credits earned by the first day of school that apply to their graduation plan. The grade classification will be as follows:

24-Credit/4-Year Program

Freshman (Fewer than 5 credits)
Sophomore (5 credits)
Junior (11 credits)
Senior (17 credits and a 2.0000 cumulative unweighted GPA)

18-Credit/3-Year Program

Freshman (Fewer than 6 credits)
Sophomore (6 credits)
Junior (12 credits)

Each student is to be provided information on his/her credit standing each year. The cumulative unweighted GPA will be carried to the 5th decimal place and rounded to the 4th decimal place.

b. For students entering 9th grade in 2014-2015 and after.

Students will be classified at the beginning of each school year based on the number of years from the time they first enter a 9th grade cohort. In this way, students in one cohort will progress as a group until the year they graduate.

First year - Freshman (grade 9)
Second year - Sophomore (grade 10)
Third year - Junior (grade 11)
Fourth year - Senior (grade 12)

c. Senior status for students following the 18-Credit Option

For students that accelerate and plan to graduate early, they will remain in their grade level until they enroll in the last semester of class(es) needed to graduate based on graduation requirements. By doing this, students may be promoted to 12th grade at any time throughout the year once the credits needed to graduate match their currently enrolled credits. For example, if at the start of the second semester a student remains enrolled in yearlong classes, and those classes will be the last needed to meet graduation requirements, the student will be considered a senior. Or, if a student is taking classes through a virtual school and enrolls in November in the last class, or set of classes needed to meet graduation requirements, they would be classified a senior at that time.

In most cases students graduating in three years will be classified as a senior at the beginning of the second semester of their third year. In most cases, students graduating in December of their third year will be classified as seniors at the beginning of the first semester of that school year. Students may participate in senior activities prior to being promoted to senior status at the discretion of the Principal.

10. Mid-Year Grade Reclassification Based on Semester Grades - for students entering 9th grade in 2013-2014 or prior.

Requests for promotion during a school year must be submitted to the principal and be accompanied by an acceleration plan (1002.3105). Mid-year promotion will occur for retained students who have met the credit and applicable grade point average (GPA) requirements with their cohort group using all grades and credits earned by the end of semester one and/or received by the District's grade posting date (the date semester one report cards are issued) that apply to their graduation plan. Students may only be considered for promotion at the end of a semester.

Sophomore, junior, and senior students may be reclassified as follows:

24-Credit/4-Year Program
Sophomore (6 credits)
Junior (12 credits)
Senior (21 credits and a 2.0000 cumulative unweighted GPA)

18-Credit/3-Year Program
Sophomore (9 credits)
Senior - Students enrolled in the last semester class(es) needed to graduate based on course credit. By doing this, students may be promoted to 12th grade at any time throughout the year once the credits needed to graduate match their currently enrolled credits. For example, if a student enrolls in a virtual class in November, and that class will be the last class needed to meet graduation requirements, they will be classified as a senior at that time. Students must also have a 2.0 or higher GPA.

Students may participate in senior activities prior to being promoted to senior status at the discretion of the Principal.

The cumulative unweighted GPA will be carried to the 5th decimal place and rounded to the 4th decimal place.

11. Reading (F.S. 1003.428)

Students who score at Level 1 or level 2 on FSA English Language Arts Assessment should be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.

English Language Learners (ELLs) may be enrolled in the Developmental Language Arts course through an English for Speakers of Other Languages (ESOL) elective course in place of a yearlong reading course. Any member of the 2010-2011, 2011-2012 or 2012-2013 9th grade cohort who scores at Level 1 or Level 2 on FCAT Reading~~,~~ but whose previous three years of FCAT Reading scores were Level 3 or higher, may be granted a one-year exemption from the reading remediation requirement. Level 1 and level 2 students who have earned a concordant score for the FCAT will not be required to be enrolled into reading courses. The Superintendent or designee must approve any exceptions. Members of the 2013-2014 and beyond 9th grade cohorts are not eligible for a one-year exemption from the reading remediation requirement. For students pursuing a special diploma (applicable to cohorts before 2014-2015 only) at the independent level, see section V - F - Exceptional Student Education

V – A – HIGH SCHOOL CURRICULUM & INSTRUCTION

12. Requirements for Curriculum, Instruction, and Assessment (F.S. 1003.42)

The curriculum, instruction, and assessment system of the District is aligned with the Florida State Education Goals and Standards, the Next Generation Sunshine State Standards (NGSSS), and the Florida Standards for English/Language Arts and Mathematics. Each school will offer courses of study and instruction that reflect the current standards in world languages, the fine arts, K-12 mathematics, science, language arts, social studies, health and physical education, and Access Points for Special Diploma. Instruction addresses the skills and competencies that a student must master in order to graduate from high school.

a. Instruction

Instruction will be offered in each high school that complies with Pasco's Vision: Success for All Students in College, Career, and Life. Success Plan, the NGSSS, and the FS where appropriate.

Instruction will be offered in each school that meets the requirements of the Career and Academic Planner Program including a career interest inventory and a broad orientation to career clusters to assist students in focusing on academic and career goals and post-secondary planning. Instruction will include the use of The Florida Virtual Campus.

All students will receive information on the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at post-secondary educational institutions [F.S. 1003.433(4)].

b. English Language Learners (ELLs)

In accordance with State Board Education rules 6A-6.094 and 6A-6.0908 and the District's Limited English Proficient Plan (LEP Plan), ELLs shall have equal access to appropriate instructional programming, and to programs other than ESOL. ELL students must be given equal access to the general curriculum, Advanced Placement, honor courses, and any special programs regardless of their English language proficiency. The general education standards, benchmarks, and course content requirements will be the basis of their curriculum, however, the teacher will provide modified assignments, differentiation strategies, and instructional and assessment accommodations in order to provide comprehensible instruction at the learner's level of English acquisition. Instructional strategies and accommodations are required to ensure equal opportunity to master the general curriculum, content vocabulary, grade-level standards, and course content.

An ELL is afforded the appropriate use of his/her primary language in accordance with State Board of Education Rule 6A-6.0908.3 and Florida Statutes 1002.20(10) and 1003.56. No student shall be denied appropriate use of his/her primary language at school.

c. Statewide Assessment

Each student must participate in statewide assessment tests at designated grade levels/courses as required by F.S. 1008.22 and 1008.34.

13. Public School Student Progression, Remedial Instruction, and Reporting Requirements (F.S. 1008.25)

a. Promotion

Student promotion in grades K-12 is based on results of locally determined assessments, and where appropriate, statewide assessments.

The time required to complete high school will depend upon successful completion of required state and district credits, testing requirements and grade point average.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

b. Promotion with Instructional Support

Any student who has been retained at the middle school may be promoted with instructional support during the next school year to the high school if the middle school and high school principals determine that the student will benefit from instruction at the high school level, provided the student has met the requirements outlined in Florida Statute 1003.4156. In all cases the student's cumulative record must have "promoted with instructional support" written on it. In no case shall this decision be based on age or on the basis of social factors.

If a student appears to be having difficulty meeting promotion requirements, the professional staff should do an evaluation to be certain that the student does not require an exceptional student assignment.

c. Middle School Promotion to High School During the School Year (F.S. 1008.25)

The assignment of a student to a higher grade which results in the student's skipping a grade or part of a grade should be based on evidence that the student will benefit from the instructional program at the advanced grade level. This decision should consider factors including academic skill levels, intellectual abilities, social maturity, and motivation. The school principal (principals when two schools are involved) has the responsibility for making such an assignment. In all cases a parental/student conference and consent are required each student's records, motivation and parental support must be looked at to make this decision. A promotion during the school year may be considered if the student has met middle school promotion requirements.

Parents are to be notified formally in writing that their child is being promoted to the next grade with instructional support. A copy of this notification should be placed in the student's records. Formal notification will be in a language or mode of communication understandable by non-English speaking parents.

d. Remediation

All students should be afforded every opportunity to meet achievement expectations. Students not meeting district/state identified minimum levels of performance must receive intensive instructional support in order to accelerate the student's rate of progress toward standards.

The areas of academic need and intervention strategies are identified through a Multi-tiered System of Support (MTSS) process. Multiple tiers of increasing intense instructional and instruction/intervention services are implemented to support student academic performance. Students needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

e. Progress Monitoring Plan (PMP) [F.S. 1008.25(4)(b)]

Any student who does not meet the District identified minimum levels of performance in reading, writing, mathematics, or science or who does not meet the identified minimum levels of performance on statewide assessments (EOC/FCAT – as defined by the Commissioner of Education), must be provided remediation. Students not meeting expectations receive instructional and instruction/intervention services to support student academic performance. Students will receive a PMP that identifies instruction/intervention support.

Following diagnostic assessments to identify the nature of the student's difficulty and areas of academic need, a PMP shall be developed in consultation with a parent/guardian, or the student if 18 years of age. The student's learning style and services currently being provided will be

considered. This plan is designed to assist the student in meeting the expectations of performance and must include intensive remedial instruction in the areas of weakness.

In developing the PMP, the following process should be considered:

- analysis of relevant student data to determine and characterize areas of academic deficiency;
- design of intensive instruction to address student needs;
- provide opportunity for additional practice and feedback;
- teacher monitoring of student progress and analysis of the effectiveness of the intensive instructional strategies used thus far; and
- adjustment made to the plan based on student needs.

ELLs should be afforded the opportunity to acquire basic English language proficiency before inclusion in the school-wide PMP process. Typically, ELLs who have been in the ESOL program less than 2 years should not be included in the PMP process. ELLs who have been in the ESOL program more than 2 years should be included in the process just as a non-ELL student. An ELL committee is not required when assigning a PMP to an ELL.

The Transition Individual Educational Plan (TIEP) replaces the PMP for most Exceptional Student Education (ESE) students since the TIEP includes the required elements of the PMP. The TIEP must address intensive instructional and support services in the identified area(s) of deficiency.

f. Placement

Any student transferring from another state or private school will be placed in a grade determined by the principal (or designee) of the receiving school.

g. Middle School Student Enrolled in High School Courses

A student below grade 9 who is enrolled in a course listed in the State Course Code Directory grades 9-12 section, shall receive high school graduation credit upon successful completion of the course. In the case of Algebra, I a high school course with a state EOC exam requirement, the state EOC exam assessment must be passed in order to earn a Standard Diploma. That student shall be classified as a grade 9 student for that portion of the school day for which he/she is enrolled in the 9- 12 course.

h. Multiple Births (F.S. 1003.06)

Multiple birth siblings who are assigned to the same grade level and school may be placed in the same classroom or separate classrooms if a request is made by the parents in writing within five (5) days before the first day of each school year or five (5) days after the first day the students enroll in the school if they transfer during the school year.

F. S. 1003.06(6) specifies that the provisions do not apply to the right or obligations of students with disabilities under F.S. 1003.57 or under the Individual's with Disabilities Education Act (IDEA), regarding the individual placement decisions of the school district, or the removal of students pursuant to disciplinary policies.

In instances where a student's placement in a particular class or program is in the best interest of the student but is not allowed by Student Progression Plan (SPP) policies, the principal may request a waiver from the Superintendent's staff. If the waiver is approved, it shall be so documented in the student's cumulative student record.

i. Reporting Requirements

Parents or guardians of each student will be notified in writing annually of the progress of the student toward achieving the District identified minimum levels of performance in reading, writing, mathematics, and science and the student's results on each statewide assessment.

Evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments and other relevant information.

Parents must be notified when, during a reporting period, it is apparent that the student is failing or in danger of failing. In addition to report cards and progress reports, notifications may include letters, documented telephone calls, emails, the electronic grade book, or parent conferences. Every effort will be made to provide communication in the child's/parent's home language. No student shall receive an unsatisfactory conduct grade if parents have not been notified. The opportunity for a conference with the teacher or principal must be provided to the parent of any student who may be retained.

No student may be retained based solely on his/her level of English language proficiency. A formal retention recommendation regarding an English Language Learner (ELL) must be made through the action of an ELL (formerly known as LEP) committee. It shall be the ELL committee's responsibility to ascertain that the comprehensive English for Speakers of Other Languages (ESOL) strategies, modifications and accommodations have been consistently applied during classroom instruction and assessment in all courses.

j. Graduation Grade Point Average (GPA) Requirement

School personnel will identify those students at each grade level in grades 9 through 12 who have attained a cumulative grade point average at or below the minimum grade point average required for graduation pursuant to F.S. 1003.4282(6)(a).

At the end of each semester, the parent/guardian of each student in grades 9, 10, 11, and 12 who has a cumulative grade point average of less than 2.5000 shall be notified that the student is at risk of not meeting the requirements for graduation. The notice shall contain an explanation of the policies the district school board has put in place to assist the student in meeting the grade point average requirement.

14. Student Rights for Instruction

All public education courses shall be available to all students without regard to age, race, ethnicity, religion, national origin, gender, disability, handicapping condition, pregnancy, parenthood, or marital status, political beliefs, social and family background, or for any other reason not related to his/her individual capabilities; however, this is not intended to eliminate the provision of programs designed to meet the needs of English Language Learners (ELLs) or exceptional education students with disabilities (F.S. 1002.20).

In accordance with State Board Education rules 6A-6.094 and 6A-6.0908 and the District's Limited English Proficient Plan (LEP Plan), ELLs shall have equal access to appropriate instructional programming, and to programs other than ESOL. ELL students must be given equal access to the general curriculum, Advanced Placement, honor courses, and any special programs regardless of their English language proficiency. The general education standards, benchmarks, and course content requirements will be the basis of their curriculum, however, the instructor will provide modified assignments, differentiation strategies, and instructional and assessment accommodations in order to provide comprehensible instruction at the learner's level of English acquisition. Instructional strategies and accommodations are required to ensure equal opportunity to master the general curriculum and grade-level standards.

Pursuant to Florida statute, students have the right to access and parents have the right to enroll their student in a virtual education program.

Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against, may file a grievance according to the procedure established in Board policy 5710.

15. Transfer Students (F.S. 1003.433 and SBE 6A-1.09941)

a. Credit Transfer

When students transfer into Pasco high schools from another district, country or private school, an official transcript will be obtained and credits for graduation will be approved by the principal (or designee).

The principal (or designee) may evaluate transferred credits to the advantage of the student in cases where other schools award fractional credits not compatible with local course credit standards.

The District grade weighting system will apply to all courses identified by the District School Board of Pasco County. See section VII - A - Charts & Graphs, Weighting of Courses.

b. Accredited Schools

Credit from other recognized national, regional or state accredited schools will be automatically approved.

c. Non-accredited Schools

Credits from non-accredited schools, as well as foreign schools, will be evaluated on the basis of comparability to local courses in terms of course length and content; in some cases, communication with the previous school will be necessary, and a translation of transcripts required. Students transferring from another country shall receive English credit (Language Arts) for primary language study. English as it appears on a foreign transcript will be reflected as world language credit. Students transferring into a public school from a non-accredited school must be placed at the appropriate sequential course level. Performance at a minimum grade point average of 2.0000 in the placement validates the student's prior performance in that subject area. For example, a grade 11 transfer student may validate his English 1 and 2 credits taken at the sending school with a 2.0000 in English 3 at the receiving school. Students who do not meet a 2.0000, or choose not to continue to the next sequential level in a particular subject area (i.e., world languages), must have their credits validated using an approved alternative validation procedure listed in SBE 64-1.09941(3).

d. Home Education Students

Students entering a District School Board of Pasco County (DSBPC) high school from a Home Education program shall be granted credits according to the type of documentation maintained and presented by the parent. Documentation may include a combination of official and unofficial transcripts from accredited or non-accredited schools, and/or a parent generated portfolio.

Credits and grades submitted on an official transcript from an accredited educational program shall be accepted at face value. Credits and grades submitted on an official transcript from a non-accredited educational program shall be validated by the end of the first grading period. Credits (not grades) submitted on an unofficial transcript or via a Home Education portfolio shall be validated by the end of the first grading period.

Alternative validation procedures shall be used when students do not demonstrate satisfactory performance during the first grading period. Validation procedures and

alternative validation procedures for Home Education students are the same as those used for students transferring from another district, state, country or private school.

e. Transfer of High School Credit [F.S. 1003.25(3) and SBR 6A-1.09941]

Procedures for acceptance of transfer work and credit for students entering District high schools 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 2.0000 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 (also applies to out of country transfers and unaccompanied youth without school records/transcripts). 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:

- Portfolio evaluation by the superintendent or designee;
- Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- Demonstrated performance in courses taken through Dual Enrollment or at other public or private accredited schools;
- Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- Demonstrated proficiencies on the FCAT and/or state End of Course Assessment; or
- 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.

f. Requirements for Graduation for Out-of-State and Out-of-Country Transfer Students

Students who enter a Florida public school in grades 11 or 12 from out-of-state or from out of the country shall not be required to spend additional time in a Florida public high school in order to meet the Florida high school course requirements if the student has met all requirements of the school district, state or country from which he/she is transferring.

Florida course requirements shall not be retroactive for a transfer student provided that the student has been promoted to grades 11 or 12 and has met all requirements of the school district, state, or country from which he/she is transferring. To receive a standard high school diploma, a transfer student must earn an unweighted 2.0000 grade point average on a 4.0000 scale for all courses taken in District or on all courses taken in grades 9-12, whichever is to the benefit of the student, and pass the Grade 10 ELA assessment required in F.S. 1008.22(3) or an alternative assessment as described in F.S. 1008.22(9).

If a student's transcript indicates credit in high school reading or ELA II or III, the student must take and pass the grade 10 ELA assessment or earn a concordant score in order to earn a Standard Diploma.

If a student transfers from out of country, out of state, a private school or a home education program and the student's transcript shows credit in Algebra I, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed the statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C s.6301.

g. Assistance to Transitioning Students from Military Families [F.S. 1003.05(03)]

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume the responsibility for transporting the student to that school.

V – B– HIGH SCHOOL GRADING

1. Grade Point Averages (GPA)

a. Computation of an Unweighted GPA (F.S. 1003.437)

The unweighted GPA is used to meet the high school graduation GPA requirement. To properly compute an unweighted GPA, the following formula is used:

GPA	=	4 (# of A grades)
	+	3 (# of B grades)
	+	2 (# of C grades)
	+	1 (# of D grades)
	+	0 (# of F grades)
	÷	Total Number of Semester Grades

b. Computation of a Weighted GPA

Honors, identified Pre-International Baccalaureate, Cambridge Pre-AICE and District School Board of Pasco County identified courses as specified in Procedures: Charts & Graphs – Weighted Course Chart, receive quality points as follows:

A	=	4.5
B	=	3.5
C	=	2.5
D	=	1.5
F	=	0

Advanced Placement, International Baccalaureate, Cambridge AICE and Dual Enrollment courses receive quality points as follows:

A	=	5
B	=	4
C	=	3
D	=	2
F	=	0

If a yearlong course is passed, and one of the semester grades is an F, then the final grade will be doubled for GPA calculations. This applies to all grade point average calculations included in this section.

c. Course Weights (F.S. 1007.271)

Dual Enrollment courses will be weighted as specified in the Procedures section of this document. All calculations are carried to the 5th decimal place and rounded to the 4th decimal place. Pass/fail grades are not calculated in the GPA calculation. This applies to all grade point average calculations included in this section.

d. Criteria for Participation in Interscholastic Activities

Interscholastic extracurricular activities are those organized student activities between, among or within schools that are carried on outside the curriculum or regular course of study in school. These activities may involve displays of talent that include, but are not limited to, sports, speech, debate, and fine arts interscholastic competitions or festivals and career and technical student organization activities [F.S. 1006.15(2)].

V – B– HIGH SCHOOL GRADING

To be eligible to participate in interscholastic extracurricular student activities, a student must maintain an unweighted cumulative grade point average of 2.0000 or above on a 4.0000 scale, or its equivalent, in the courses required by F.S. 1006.15(3)(a). GPAs are recalculated at the end of each semester.

A student must maintain satisfactory conduct and, if a student is arrested and charged or is found to have committed a felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon established and published school board policy.

e. Class Rank Local GPA for Standard Diploma Students in the 2010-2011, 2011-2012, 2012-2013, 2013-2014 9th grade cohort

The class rank, a weighted cumulative GPA, will be calculated on the last day of February for all students classified as seniors.

The class rank GPA:

- Includes semester grades earned in all courses taken during the regular school day (including replacement grades). All courses taken in a brick and mortar school must be included in the class rank GPA calculation. Students enrolled in more than six (6) courses per semester must declare upon enrollment which courses, taken outside of the brick and mortar school, will be part of their full-time schedule and thus count as part of the class rank GPA.

  Transfer students' grades include those earned within the required school day (including replacement grades) and are included in the calculation of the class rank GPA.

- Excludes courses taken prior to grade 9, or in approved summer programs, in approved college/university programs, or in adult education. These grades will be a part of the transcript, but will not be calculated in the class rank grade point average.

- Courses taken through any program for the purpose of grade replacement/forgiveness, according to the District School Board policy, will be included in the class rank GPA.

- Will be carried out to the 5th decimal place and rounded to the 4th decimal place.

f. Class Rank Local GPA for Standard Diploma Students excluding the 2010-2011,2011-2012, 2012- 2013, 2013-2014 9th grade cohort.

Beginning in the 2014-2015 school year, all semester grades for courses completed for high school credit while enrolled in grades 6-12 will count in the Class Rank GPA. However, students in the, 2011-2012, 2012-2013 and 2013-2014 ninth grade cohorts will continue to follow section V – B, 1 (e).

- Courses taken outside of the six period day and/or courses taken throughout the summer by a qualified 9th grade cohort member will be included in the class rank GPA.
- Courses taken for high school credit in grades 6-12 during the 2014-2015 school year and thereafter will be included in the Class Rank GPA.
- Courses taken for high school credit in grades K-8, prior to 2014-2015 school year, will not be included in the Class Rank GPA.
- HS Courses taken as a K-5 student will not be included in the class rank GPA.
- Students in 9th grade cohorts prior to 2014-2015 will not be impacted by this change and will continue to follow class rank GPA procedures for their cohort.
- A course is considered completed when semester grades are posted on student academic history.

g. Graduation GPA

The achievement of a cumulative unweighted grade point average of 2.0000 on a 4.0000 scale is calculated for all courses taken for high school credit, unless replaced according to grade forgiveness policy.

h. Grade Replacement and Forgiveness

The GPA computation will be based on all courses taken by the student unless the grade has been forgiven by retake. Semester grades will be averaged for the GPA calculations. Any grade, C or higher, for a course repeated for credit (regular school, virtual school, ESY, or adult education) will replace the former grade in GPA calculation; however, all course outcomes will still be documented in the cumulative record and automated system. Grade forgiveness for all required courses will be limited to replacing a semester grade of D or F with a semester grade of C or higher earned subsequently in the same or comparable course. Grade forgiveness for elective courses shall be limited to replacing a semester grade of D or F with a semester grade of C or higher earned subsequently by retaking the same or comparable course or another course. In addition, all courses taken must be included in the GPA calculation unless the grade has been forgiven by retake [F.S. 1003.4282(5).

The only exception to these grade replacement and forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of C, D, or F, which are eligible for grade forgiveness [F.S. 1003.428(4)(d)].

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation [F.S. 1003.428(4)(d)]. All grades will be documented in the cumulative record. Only in very rare instances are students with grave extenuating circumstances able to retake a Dual Enrollment course a second time for grade replacement (see V-B-2. p).

2. <u>Grades and Grading</u>

a. Grading Criteria Provided at the Beginning of the Grading Period

Students will be advised of the grading criteria employed in the school and in each course at the beginning of the grading period. Students and parents are also to be advised of district-wide standards for promotion and graduation as applied to the student's grade placement.

b. State of Florida End-of-Course (EOC) Assessment (for detailed information based on 9th grade cohort, please see section V-D, 8)

1. The State of Florida offers EOC assessments in Algebra I, Algebra II, Geometry, United States History, Biology I to any student who requests to sit for the exam. Students are not required to be enrolled or have been enrolled in a state EOC course in order to participate in the assessment. Students who earn a passing score will be awarded credit.
2. The State of Florida requires students who enroll in Algebra I, Algebra II, Geometry, United States History, or Biology I to sit for the EOC assessment. For certain 9th grade cohorts, the grade from the EOC assessment will count for 30% of a student's final grade. The final grade from a state EOC course will be used in class rank GPA calculations. The subject area grade for students required to take an EOC assessment will be computed in the manner outlined below.

c. District Level Assessments F. S. 1008.22

For each course offered in the district, a student assessment that measures mastery of the content is required. Beginning in 2016-2017, for any course aligned to a District Final (not aligned with a statewide assessment, other standardized assessment, or principal approved assessment), the student will be expected to take a District Final, which will account for 10% of the student's final semester or yearlong letter grade in the course. District Final results will be entered into the grade book as reported

by the assessment platform without manipulation (i.e. curving). If a student is enrolled in a semester length course, it is recommended that they only be required to take a District Final for that course if they have been enrolled in the course for at least one quarter. If a student is enrolled in a yearlong course, it is recommended that a student only be required to take a District Final for the course if they have been enrolled in the course for at least one semester. If a student does not meet the required length of enrollment in a course to take a District Final, it is up to the discretion of the teacher and administration of the school to determine what alternative will be given in lieu of the District Final for the course. Quarterly checks that assess progress toward meeting standards will be utilized as a component of each student's quarterly grade.

d. Grading Scale

The following scale will be used to determine report card grades for each quarter (F.S. 1003.437):

Grade	Percent Range	Definition
A	90 – 100	Outstanding Progress
B	80 - 89	Above Average Progress
C	70 - 79	Average Progress
D	60 - 69	Lowest Acceptable Progress
F	0 - 59	Failure

(1.) Grading Scale in Courses NOT Assessed with a State of Florida EOC Assessment

Aligned Assessment	**Course Length**	**Computing SEM 1 AVG**	**Computing SEM 2 AVG**	**Computing Final Letter Grade***
No district final	Yearlong	QTR 1 percentage grade x 50% + QTR 2 percentage grade x 50%	QTR 3 percentage grade x 50% + QTR 4 percentage grade x 50%	SEM 1 percentage grade x 50% + SEM 2 percentage grade x 50%
No district final	Semester	QTR 1 percentage grade x 50% + QTR 2 percentage grade x 50%	QTR 3 percentage grade x 50% + QTR 4 percentage grade x 50%	N/A
District Final	Yearlong	QTR 1 percentage grade x 50% + QTR 2 percentage grade x 50%	QTR 3 percentage grade x 50% + QTR 4 percentage grade x 50%	SEM 1 percentage grade x 45% + SEM 2 percentage grade x 45% + District Final x 10%
District Final	Semester	QTR 1 percentage grade x 50% + QTR 2 percentage grade x 50%	QTR 3 percentage grade x 50% + QTR 4 percentage grade x 50%	QTR 1 percentage grade x 45% + QTR 2 percentage grade x 45% + District Final x 10% **OR** QTR 3 percentage grade x 45% + QTR 4 percentage grade x 45% + District Final x 10%

(2.) Grading calculation for identified 9th grade cohorts in Courses Assessed with a State of Florida EOC Assessment counting for 30% of their final course grade

Course Length	Computing SEM 1 AVG	Computing SEM 2 AVG	Teacher End of Year AVG	Computing Final Year Letter Grade*
Yearlong	QTR 1 percentage grade x 50% + QTR 2 percentage grade x 50%	QTR 3 percentage grade x 50% + QTR 4 percentage grade x 50%	SEM 1 percentage grade x 50% + SEM 2 percentage grade x 50%	SEM 1 percentage grade x 35% + SEM 2 percentage grade x 35% + EOC x 30%

Averaging Grades

A quarter or semester grade of an F may be averaged with a higher numerical value, not to exceed 59, when circumstances concerning the educational welfare of the student are warranted. The principal will make the final decision regarding grade changes.

For transfer students, if a percentage grade is not available after good faith effort and the only available grade is a letter grade, the following matrix will be used in order to assign a percentage grade.

A= 100%
B= 89%
C= 79%
D= 69%
F= 59%

The purposes of giving the assessments are to provide instruction and experience in preparing for and taking comprehensive, cumulative assessments; to prepare students for post-secondary college course work; and to serve as a validation of mastery of the course content.

The design of the semester assessments should provide an overview of the major course content and facilitate connections within and among key concepts and processes of the course work and is not limited to any one method.

Weighted courses requiring a state end of course (EOC) assessment, beyond the field test year, are exempt from administering a Second Semester assessment. See chart c (2).

e. Failing a Semester of a Full-Year Course - Receiving One-Half Credit [F.S. 1003.426(2)]

A student enrolled in a full-year course shall receive one-half (.5) credit if the student successfully completes the first half 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 grades obtained in each half would not result in a passing grade for the year. Students having failed the first semester of a full-year course are encouraged to seek additional academic assistance through Extended Day, Extended School Year, Adult Education, and other available credit recovery programs.

f. Failing a Semester of a Full-Year Course - Receiving Full Credit [F.S. 1003.426(2)]

A student enrolled in a full-year course shall receive a full credit 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 grades obtained in each half would result in a passing grade. In the event that credit is awarded in the form of a year-long grade, the original semester grades will be excluded from the GPA calculation. The year-long grade will then be used in the GPA calculation.

g. Report Card Grades and Attendance Reporting [F.S. 1003.33(1)]

Report cards are to provide the student and/or the student's parents with an objective evaluation of the student's scholastic achievement, conduct, attendance, and tardies. Pasco eSchool shall report student grades and progress electronically using the learning management system for each online course. In addition, semester grades will be entered into the district student information system to facilitate communication with families and local schools. No grades for Pasco eSchool courses will be reported at the conclusion of the first and third quarter grading periods.

h. Marks in Conduct

Marks in conduct on the report card are to reflect the student's progress independent of academic achievement. Standards for grading in these areas are to be explained to the students.

i. Physical Education

The grading for all high school physical education courses, excluding virtual courses, will be based upon the following areas:

- Application of Fitness Concepts
- Application of Movement Concepts
- Application of Personal and Social Responsibilities
- Application of Cognitive Skills

l. Grades for all Courses

Students are to receive grades in all courses in which they are enrolled.

m. Changing a Grade

If the principal of a school feels it is necessary to change a student's grade in any subject at the end of a quarter, the principal shall consult with the teacher who issued the original grade, give the reasons in writing for the necessary change to the teacher, and place a copy of the reasons in the student's cumulative folder. If a change in grade is made, it shall be recorded as the principal's grade and not the teacher's grade. Students and their parents shall be notified of all such changes.

n. Incomplete Grade [F.S. 1003.437(6)]

Students must satisfy course requirements within ten days of the last day of the previous grading period in order for the grade to be changed. Incomplete grades of "I" have a grade point average of zero and equal zero percent. The principal may extend the time requirement for extreme hardships.

o. Adult Education Grade Replacement

When a high school student enrolls in an adult education course to replace a D or F one-half (.5) credit grade for a yearlong course, the adult education numerical grade for the one-half (.5) credit earned in adult education will be averaged with the numerical grade earned in the high school class.
If the two numerical grades average 60 or higher, the student will receive a passing grade. Only courses with the same course code number may be averaged for a year-long grade. In the case of credit in a regular course being average with an honors course, the resulting year-long grade will be assigned to the regular course code number.

p. Dual Enrollment Grade Replacement at PHSC

In very rare instances, a student with grave extenuating circumstances may request, via their guidance counselor, permission to repeat a previously attempted course. Full documentation for the extenuating circumstances must be included with the student's written request. If approved by the high school, this request packet will then be sent to the Assistant Dean of Student Development/Counselor at the appropriate campus for PHCC review and final decision. The Assistant Dean of Student Development/Counselor will then review it according to College guidelines regarding extenuating circumstances. If the repeat attempt is approved through this process, grade forgiveness will occur and the grade from the second attempt will be used when calculating the student's cumulative GPA.

q. Grade Level Status [F.S. 1003.33(1)]

Each report card must include the student's performance or nonperformance at his or her grade level.

r. Grading ELLs

ELLs will be graded on the general education standards, benchmarks, and course content requirements, however, the instructor will provide modified assignments, differentiation strategies, and instructional and assessment accommodations in order to provide comprehensible instruction at the learner's level of English acquisition and give the student the opportunity to learn content even with limited English proficiency.

English Language Learners will not receive unsatisfactory or failing grades if ESOL strategies and accommodations appropriate to the English proficiency level of the student have not been implemented as required by the Florida Consent Decree. Additionally, ELLs will not receive unsatisfactory or failing grades based solely on lack of English language proficiency. In order to provide comprehensible instruction and give ELLs access to content and the opportunity to learn, the ELA, content area, and elective teachers will provide differentiation strategies, assignment modifications, and instructional and assessment accommodations in accordance with the Florida Consent Decree.

3. <u>Student Recognition for Honor Roll Status</u>

a. Honor Roll Student Selection

1. School Quarter Honor Roll Recognition

Schools may recognize students each quarter for academic achievement in a manner that is based on school-specified criteria. Dual Enrollment, Pasco eSchool and FLVS do not earn quarter grades, and are therefore not eligible for inclusion in the determination of honor roll status for quarter grading periods. Quarter Honor Roll Recognitions should not be awarded to students who earn a quarter grade of D or F in any of their courses.

2. School Semester Honor Roll Determination

Students must have at least six (6) grades posted to be eligible for the semester honor roll designation.

All grades posted for the semester will be used in the honor roll calculation. Students taking one or more online courses through Pasco eSchool shall be eligible for honor roll recognition at the conclusion of each semester. Students enrolled in one or more courses through Pasco eSchool, FLVS or dual enrollment may be eligible for honor roll recognition provided that grades are received and entered into TERMS by the deadline set forth for brick and mortar classes. Honor roll status is based on grades reported and entered into TERMS in a specific semester at the time of the calculation.

3. Superintendent Honor Roll Determination

A Superintendent Honor Roll designation will be awarded near the end of the year to

students who meet the following criteria:

- The student earns all 'A' grades in each academic quarter/semester
- The student must have a documented grade in at least 6 courses or 3 credits for each quarter/semester
- Virtual classes must be completed by the end of each semester to qualify.
- Transfer grades from other districts do not qualify.
- Charter and Home School students are not included.

b. Levels of Honor Roll

Schools will award honor status each semester to students who qualify for one of the following three levels of honor roll designations. Calculations will be carried to the 5th decimal place and rounded to the 4th decimal place.

- Straight A Honor Roll: Awarded to students who have an "A" in all of the courses completed during the semester, with grades documented in the DSBPC's student record system. Students must have a minimum of six grades to be eligible.

- A/B Honor Roll: Awarded to students who have an "A" or a "B" in all of the courses completed during the semester, with grades documented in the DSBPC's student record system. Students must have a minimum of six grades to be eligible.

- Honor Roll: Awarded to students with a semester weighted GPA at or above 3.2000 based on grades documented in the DSBPC's student record system. The averaging of grades must come from a minimum of six semester courses. Students cannot have earned a grade of D or F in any of their semester courses to be eligible.

4. <u>Reporting Student Progress</u>

a. Parent Notification

Parents/guardians must be notified in writing at any time during a reporting period when it is apparent that the student is failing or in danger of failing. Notification may include report cards, progress reports, letters, documented telephone calls, emails, the electronic grade book, or parent conferences. When feasible, formal notification will be in a language or mode of communication understandable by the parents/guardians.

No student shall receive an unsatisfactory conduct grade if parents/guardians have not been notified. The opportunity for a conference with the teacher or principal must be provided to the parent of any student who may be retained.

Retention is not recommended for ELLs who have been in US schools and/or the ESOL program less than one year and have not had the opportunity to develop basic social and academic English language skills. Any retention decision for an ELL who has been in U.S. Schools and/or the ESOL program less than 2 years requires review by the ESOL Program office prior to holding an ELL committee meeting. For this type of retention there must be evidence that indicates there has been no progress in reading, writing and mathematics in English.

All other retention decisions require a school-based ELL committee that includes the parent, administrator, guidance counselor and ESOL teacher (ELA teacher). The committee will consider and record in the ELL minutes annual English growth data as well as any interruptions in US schooling, cultural implications, the ESOL strategies and accommodations utilized, and any other relevant data or stakeholder input.

Retention decisions may not be made for an individual ELL based on English language proficiency or solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process.

English Language Learners will not receive unsatisfactory or failing grades if ESOL strategies and accommodations appropriate to the English proficiency level of the student have not been implemented as required by the Florida Consent Decree. Additionally, ELLs will not receive unsatisfactory or failing grades based solely on lack of English language proficiency. In order to provide comprehensible instruction and give ELLs access to content and the opportunity to learn, the ELA, content area, and elective teachers will provide differentiation strategies, assignment modifications, and instructional and assessment accommodations in accordance with the Florida Consent Decree.

The report cards are to provide the student or parent/guardian with an objective evaluation of the student's scholastic achievement, conduct, attendance, and tardies. Marks in conduct on the report card are to reflect the student's progress, independent of academic achievement. Standards for grading in these areas are to be explained to students.

The following institutions shall report grades for students enrolled in their courses: Pasco eSchool, Florida Virtual School (FLVS), and Dual Enrollment. Grades for Dual Enrollment and FLVS courses will not appear on the report card. Semester grades for Pasco eSchool courses will appear on the report cards issued at the conclusion of each semester. Students enrolled in online courses shall have their grades and progress reported electronically.

b. Supplemental Reporting Instruments

With the approval of the superintendent, or designee, schools may develop additional or supplementary reporting instruments, which may be used in conjunction with the standard report card.

Teachers should post electronic assignment scores in a timely manner. Some projects or assignments may take longer to complete and grade, therefore may not be updated as quickly as other assignments.

c. Report Card Distribution Schedule

Grades are reported to parents/students grades K-12, via progress reports and report cards, four (4) to eight (8) times per school year.

V – C– HIGH SCHOOL ATTENDANCE

1. Instruction Requirement for Credit Earning (F.S. 1003.436)

A student must receive a minimum of 135 hours of instruction (120 hours if on block schedule) and have completed all course requirements as specified in the Student Progression Plan (SPP) and the approved course description before credit may be earned for the course. However, any student who has not been in attendance for 135 hours may be awarded credit if the student has demonstrated mastery of the course student performance standards. One-half (.5) credit courses will use one-half (.5) of the hours as specified for a one (1) credit course.

All high school students enrolled in the Pasco District school system are obligated to attend courses regularly and punctually and to satisfy all course requirements. Participation in classroom activities is an important part of the credit earned in any course.

2. Excused Absences

a. Determining Excused Absences (F.S. 1003.24)

Schools shall require written explanations or personal communication from parents when students are absent. This should occur within three (3) school days upon the student's return to school. All other absences from school shall be considered unexcused and shall be dealt with according to the Code of Student Conduct. Failure to provide requested documentation will result in unexcused absences. In the case of excessive absences, upon request of the principal a parent will provide documentation (e.g., doctor's statement) of a student's absence.

b. Demonstration of Mastery for Students with Excused Absences

Students who have an excused absence(s) from instructional time will be provided the opportunity to demonstrate mastery of student performance standards using either the same or an equivalent method as provided during the missed instructional time.

c. Make-Up Work for Excused Absences and Timeline

Excused absences guarantee students the right to make up work assigned on the day(s) of absence at full credit. The student is responsible for asking the teacher for assignments and make-up tests within two (2) course meetings with the teacher. The teacher shall specify a reasonable period of time for completion of make-up work. In no case shall the time be less than one (1) full calendar day for each day missed. Work due to be turned in on the day of the excused absence will be turned in upon return and given full credit. Unexcused absences may impact the credit earned on assignments. The principal shall have the authority to modify these conditions with a confirmed hardship.

d. Detention/In-School Suspension (ISS) [F.S. 1003.01(5)(b)]

Students who served in Detention/ISS will be entitled to complete make-up work while in Detention/ISS at full credit.

e. Out of School Suspension (OSS) [F.S. 1003.01(5)(a)]

Students who served OSS will be entitled to complete make-up work while on OSS at full credit. It is the student's responsibility to contact his or her teacher for missed assignments while on OSS.

3. No Academic Exceptions Based on Attendance [F.S. 1003.33(2)]

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.

V – C– HIGH SCHOOL ATTENDANCE

4. Part-Time Students

a. Full-Time Enrollment Requirement for District Students

All District secondary students must be enrolled on a full-time basis, unless they meet the requirements for part time enrollment listed below.

b. Part-Time Requirement

A part-time student is any student not enrolled full-time.

1. Principals may permit students defined by the District School Board of Pasco County as 13th year students/5th year Seniors enroll part-time for one additional year with no School Board or District office approval required. These students may take FCAT prep courses or additional courses to meet the 2.0000 GPA requirement. These students will be limited to enrollment in courses needed to meet their specific graduation requirements

2. Charter school, private school and other non-public full-time schools must have a formal agreement with the school district for students to attend a district school on a part-time basis. This agreement must include a description of services to be provided by the School District and must be approved by the School District.

3. Home Education students may apply to attend a district school on a part-time basis (defined as up to three (3) course periods) with admission consideration restricted to the student's zoned school or by following School Board policy to attend outside the zoned attendance area. The home school is the primary provider of the student's education. The part-time student is not eligible for district recognition programs, graduation ceremonies, class ranking, honor roll, etc.

4. Transition Education program students who are 18-22 years old may attend part-time or full-time.

5. Students who complete an on line course prior to the end of the semester will not be required to enroll in an additional course in order to maintain full-time status.

6. All students are expected to maintain full-time status during their senior year of enrollment, regardless of the number of credits the student has earned toward graduation. Full-time status is defined as six (6) courses. Senior students are not eligible for part-time enrollment unless prior approval has been granted by the Superintendent or designee.

All other students who desire to enroll on a part time basis must have approval from the Superintendent or designee.

5. Perfect Attendance

School attendance is extremely important to success in school. Regular attendance is one of the most important factors in making good grades. It is also an important quality for success in the job market. Each school may officially recognize students who achieve perfect attendance.

6. Withdrawal After Age 16

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board. Public school students who have attained the age of

16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The school district must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. The student's guidance counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

7. <u>Student Re-Enrollment: Board Policy</u>

The Superintendent shall have the authority to assign a student age 16 or above who has previously been withdrawn from school to adult education or an alternative educational program prior to returning to a regular high school. This assignment shall be based on the joint recommendation of the high school principal and a district level committee (directors of Student Support Programs & Services, and the Supervisor for Graduation Enhancement Program or designee). Factors to be considered include age of student, credits earned, discipline history, current attitude, and available transportation. Upon successful participation in the alternative placement, the student shall be eligible to return to the regular high school. Students who choose to attend voluntary programs at one of the education centers may transfer back to their zoned school at the semester to continue a traditional education program provided that the student is on track to graduate. Students who choose to attend a voluntary program at one of the education centers will be considered a student of their zoned school for the purpose of senior activities and will be allowed to attend those activities provided they meet the same eligibility requirements as any other senior student.

V – D– HIGH SCHOOL GRADUATION INFORMATION

1. Accelerated Graduation Options (F.S. 1003.429)

Articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a diploma or increase the depth of study available for a particular subject. A student may choose to graduate in less than eight (8) semesters through either the 24 or 18 credit options.

As set forth in state law, students in grades 6-12 will be provided with information describing graduation options, including the respective curriculum requirements for each option annually. A student, with parental consent, may select one of the graduation options at any time during grades 9-12. If the student is eighteen (18) years of age or older, the student may select the accelerated high school graduation option with or without the written consent of his/her parent.

Acceleration Plan
This plan must specify the student's proposed program of study for each semester with the anticipated graduation date. A copy must be filed in the student's cumulative record with the student's Senior Graduation Agreement. Additional credits for acceleration may be earned through Dual Enrollment, Advanced Placement, Cambridge, AICE, Credit Acceleration Program (CAP), Pasco eSchool, Florida Virtual School courses or other recognized accredited programs. (See section V-A-4).

2. Career and Technical Education (CTE) Course Substitutions to Fulfill Graduation Requirements

a. Job Preparatory Program Substitutions:

Any student in grades 9-12 who enrolls in, and satisfactorily completes, a selected job preparatory program may substitute credit for a portion of the required four (4) credits in English, four (4) credits in mathematics, and three (3) credits in science. The credit substituted for English, mathematics, or science earned through the career and technical education job preparatory program shall be on a curriculum equivalency basis. Career and technical course substitutions shall not exceed two (2) credits in each subject area. In addition, a program that has been used to substitute in one subject area may not be used to substitute for any other subject area. Job preparatory programs that can be used for CTE course substitutions are listed on a chart in the Procedural section of the document. See section VII - A - Charts & Graphs, Table for CTE Course Substitution.

b. Industry Certification Course Substitutions (F.S. 1003.4282)

Beginning with students entering grade 9 in the 2013-2014 school year, upon successful attainment of a qualifying industry certification, students would be eligible for substitution credit in mathematics and/or science. Industry Certifications that lead to college credit may substitute up to 2 math credits but NOT for Algebra 1 or Geometry. Industry Certifications that lead to college credit may substitute up to 1 Science credit but NOT for Biology 1. One qualifying industry certification attainment equates to one substitution credit. A student would need to earn three distinct industry certifications to earn the maximum three substitution credits.

Career and technical education courses may be modified for students with disabilities [SBE 6A-6.0312(2)]. Modifications to basic course shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards, which a student must master to earn credit must be specified on the student's TIEP. Modified career and technical education courses may be used to meet the requirements of a standard diploma.

3. High School Credit Earned Prior to entering Grade 9

A course designated in the Course Code Directory as grade 9 through 12, which is taken prior to entering grade 9, may be used to satisfy high school graduation requirements or Florida Bright Futures Scholarship Program.

These courses will not be included in the Class Rank GPA and will be flagged "L9" in TERMS for all members of the 2010- 2011, 2011-2012, 2012-2013and 2013-2014 ~~1~~9th grade cohort. Grades for high school credit earned prior to grade 9 in the 2014-2015 9th grade cohort and beyond will count toward a student's cumulative GPA.

4. Recognition and Designation for Standard Diploma Students

Graduating standard diploma students will receive Cum Laude status and recognition, as determined by the weighted Class Rank GPA based on the following levels of achievement:

Cum Laude 3.2000 - 3.7999
Magna Cum Laude 3.8000 - 4.1999
Summa Cum Laude 4.2000+

All calculations will be calculated to the 5th decimal place and rounded to 4th decimal place at the end of the 7th semester (or its equivalent for 18-Credit/3-Year students).

Graduation Ceremonies
Cum Laude students will be recognized upon graduation. The following methods may be used: cords, medallions, diploma seals, highlighting the names in the program, and/or permitting representative *Summa Cum Laude* candidates to deliver speeches. Recognition of honor societies is optional.

Valedictorian and Salutatorian for Standard Diploma Students
(Including 24-Credit/4-Year and 18-Credit/3-Year programs)

a. Membership Requirement in Graduation Class for Valedictorian and Salutatorian
Membership in a graduation class will be determined by the selection of a diploma option and progress toward the diploma option. In order to be considered for valedictorian or salutatorian:

A standard diploma student must be enrolled in the same Pasco County high school during each of the last four semesters prior to graduation,

and

24-Credit Diploma Option students must have been a member of the graduating class in the same school for each of the four semesters prior to graduation,

or

18-Credit Diploma Option students must have been a member of the graduating class in the same school for each of the four semesters prior to graduation, have been working from an acceleration plan and be on track for graduation.

b. Valedictorian
The valedictorian will be that student who meets the membership requirements as identified above and has the highest weighted grade point average (GPA) for courses approved by the District School Board of Pasco County or credit based on Class Rank GPA. See section V- B (1).

Full-time Dual Enrollment students and students on school approved Acceleration Plans will be eligible for this recognition if they are included in the class rank and meet the membership requirements.

In calculating the valedictorian for the graduating class, the student with the highest weighted GPA after seven semesters will be the valedictorian. In the event that a 3-Year graduation plan student has the

same or higher weighted GPA as the 4-Year graduation plan student, the student(s) will be classified as co-valedictorian(s).

c. Salutatorian

The salutatorian will be that student who meets the membership requirements as identified in section V-D(14)(a) and has the second highest weighted grade point average (GPA) for courses approved by the District School Board for credit based on Class Rank GPA. See section V-B(1).

Full-time Dual Enrollment students and students on school-approved Acceleration Plans will be eligible for this recognition if they are included in the class rank and meet the membership requirements.

In calculating the salutatorian for the graduating class, the second highest weighted GPA after 7 semesters will be the salutatorian. In the event that a 3-Year graduation plan student has the same or higher weighted GPA as the 4-Year graduation plan student, the students will be classified as co-salutatorians.

d. Tied Ranks

In the event of tied ranks for valedictorian and/or salutatorian, the principal shall award co-valedictorian and/or co-salutatorian positions.

e. Weighted Class Rank GPA

Refer to section V-B(1).

f. IB and AICE Valedictorian and Salutatorian

The International Baccalaureate and Cambridge AICE programs will designate its own valedictorian and salutatorian based on the Class Rank GPA, of its members whose membership in the IB and AICE program meet the criteria outlined in section V-D(4)(a) Membership Requirement.

The Class Rank for the IB and AICE will be a district-wide class rank based on the total senior graduating class for the school district of Pasco County using the ranking criteria in section V- B(1).

5. <u>Diploma and Certificate of Completion Options</u>

a. Standard Diploma (F.S. 1003.4282)

To earn a standard diploma, students must earn the state and district prescribed credits required for graduation, including those requiring State of Florida EOC exams. Students must pass the required Reading/ELA and Math tests as defined by their 9th grade cohort graduation plan. In addition, students must achieve a cumulative grade point average of 2.0000 on a 4.0000 scale. Refer to section V-D-8 for specifics regarding graduation requirements for each graduation cohort. Students may earn a Standard Diploma with a Scholar and/or Merit designation by meeting additional requirements also outlined in section V-D, 8.

1. Online Requirement

   The following options will be offered in order for students to satisfy the state mandated online course requirement (s.1002.45).:

   (a) Completion of an online course offered by the Florida Virtual School, a virtual provider approved by the State Board of Education, a high school, or an online dual enrollment course.

   (b) Completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the CAPE Industry Certification Funding list, or the passage of the information technology certification exam without enrollment in or completion of the corresponding course.

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

A school or district cannot require a student to take the online course outside of the school day or in addition to a student's courses for a given semester.

b. **Cambridge AICE Diploma**

Students who maintain a 2.0000 or higher unweighted cumulative GPA, meet all the State of Florida's assessment requirements, earn 24 credits under the following graduation plan, **and** complete specific AICE curriculum coursework including a successful score on AICE exams, are eligible to earn an AICE Diploma in addition to Florida's Standard Diploma.

AICE Graduation Plan:
Eight Elective credits
Four English credits
Four Mathematics credits
Three Science credits
Three Social Science credits
Two World Languages credits

AICE Diploma requirements **do not** include the following Standard Diploma credit requirements:

- Online Course
- Economics with Financial Literacy
- U.S. Government
- Fine Arts
- Health Opportunities through Physical Education (HOPE)

An AICE Diploma satisfies the requirements of a Standard Diploma (contact school counselors at Pasco High School for AICE curriculum details).

Students who exit the Cambridge program must meet all state of Florida graduation requirements in order to earn a Standard Diploma.

Students who attend a Cambridge school through the School Choice process must enroll at their zoned high school if they are exited from the Cambridge program. Students may be exited for a variety of reasons including lack of academic performance. Exited students may still apply to attend a high school other than their zoned school through the School Choice process.

AICE students may earn the Standard Diploma with a Scholar and/or Merit designation by meeting additional requirements as outlined in section V-D,8.

c. **International Baccalaureate Diploma**

Students who successfully complete the IB curriculum including all requirements of the IB Core*, maintain a 2.0000 unweighted cumulative GPA, meet all the IB and State of Florida's assessment requirements and earn 24-credits under the following graduation plan requirements are eligible to earn an IB Diploma in addition to Florida's Standard Diploma.

IB Graduation Plan:**

- Two Pre-IB elective credits (as determined by the school's course plan)
- One IB elective credit
- One IB Theory of Knowledge credit
- Four English credits
- Four Mathematics credits (plus the Algebra I credit prior to 9th grade)
- Four Science credits
- Four Social Science credits
- Four World Language credits

*The IB Core includes the following:

- Creativity-Action-Service
- Extended Essay
- Theory of Knowledge (as noted above)

**Courses and course sequence are those determined under the school's authorization with the International Baccalaureate Organization and taken face-to-face on the school campus.

IB Diploma requirements **do not** include the following Standard Diploma credit requirements:

- One online course
- Economics with Financial Literacy
- U.S. Government
- One Fine Arts credit
- Health Opportunities through Physical Education (HOPE)

An IB Diploma satisfies the requirements of a Standard Diploma (contact school counselors at Gulf/Land O Lakes High Schools for curriculum details.)

Students who exit the IB program must meet all state of Florida graduation requirements in order to earn a Standard Diploma.

Students who attend an IB school through the School Choice process must enroll at their zoned high school if they are exited from the IB program. Students may be exited for a variety of reasons including lack of academic performance. Exited students may still apply to attend a high school other than their zoned school through the School Choice process.

IB students may earn the Standard Diploma with a Scholar and/or Merit designation by meeting additional requirements as outlined in section V-D,8.

b. College Placement Test Eligible Certificate of Completion [F.S. 1003.433(2)(b)]

Students who meet all requirements for a standard high school diploma except earning a passing score on state required assessments will be allowed, upon receipt of a *Certificate of Completion*, to take a standardized assessment approved by the Florida Department of Education and be admitted to remedial or credit courses at a state community college. The transcript will reflect the designation "College Placement Test Eligible."

c. Certificate of Completion

Students may earn a Certificate of Completion if, after earning the state and district prescribed credits, they have not attained the required GPA and/or not passed the FCAT (or upon transition to Florida Assessments, ELA Assessments), or state approved alternative assessments.

Students who earn a Certificate of Completion may return as a 13th year student to meet the required GPA and/or pass the required state assessments.

d. Special Diploma and Special Certificate of Completion (applicable to cohorts before 2014-2015 only)

Refer to Exceptional Student Education (ESE) section for requirements for a Special Diploma and requirements for a Special Certificate of Completion.

e. State of Florida High School Diploma (GED)

The State of Florida High School Diploma (GED) is a voluntary option through Adult Education for students who would have been seniors based on their cohort class, or that are age appropriate, or under unusual circumstances. Students 16 years and older may opt to transfer from high school and enroll in Adult Education in order to earn the State of Florida High School Diploma (GED).

f. English Language Learners (ELLs) who by the end of grade 12 fail to pass the Grade 10 FCAT (or upon transition to Florida Assessments, ELA Assessments), or EOC shall be provided appropriate programming as 13th year students.

6. Graduation Ceremonies

a. Requirements for Participation

Students must satisfy state and district graduation requirements prior to the senior notification deadline set forth in the district Student/Teacher calendar in order to participate in graduation ceremonies. Students who have met all program requirements for an Exceptional Student Education (ESE) Special Diploma are eligible to participate in regular high school graduation ceremonies.

1. Students pursuing the 18 or 24 credit option who meet all graduation requirements with the exception of the 10th grade FSA ELA, and or the Algebra 1 EOC, may participate in regular high school or adult education graduation ceremonies.

2. Students pursuing the 18 or 24 credit option who do not meet minimum GPA requirements for graduation are not eligible to participate in regular high school or adult education graduation ceremonies.

3. Special Certificate of Completion, and 13th year students are not considered to be graduates and are not eligible to participate in graduation ceremonies. However, when 13th year students have met all graduation requirements they are considered graduates and may participate in subsequent adult or regular home high school graduation ceremonies. See section VII - A - Charts & Graphs, Graduation Ceremony Options.

4. Students pursuing the 18 or 24 credit option who meet all graduation requirements with the exception of the 10th grade FSA ELA, and or the Algebra 1 EOC, may participate in regular high school or adult education graduation ceremonies.

b. Calendar Requirement for Graduation Information

For graduation purposes, the following will be included in the district or school calendar each year: deadline for make-up work, deadline date to inform students who will graduate, and early dismissal dates for seniors for graduation practice.

7. Graduation Plan

A written graduation plan will be completed and discussed with each potential graduate during the first quarter of the year they plan to graduate. A potential graduate is defined as a student, in the current graduation cohort, with 16 credits who is able to complete ALL graduation requirements PRIOR to the beginning of the next school year. Students that plan to graduate earlier than their standard 4-year graduation date must complete an Acceleration Plan prior to the new graduation date.

V – D– HIGH SCHOOL GRADUATION INFORMATION

8. Graduation Program Option Requirements for Students Entering Grade 9

Students Entering Grade Nine in the 2016-2017 School Year
Academic Advisement Flyer–What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

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- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) and the results constitute thirty percent of the final course grade* or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade*. These assessments are in the following subjects:

- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes an advanced placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II

What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)
▪ ELA I, II, III, IV ▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.
4 Credits Mathematics
▪ One of which must be Algebra I and one of which must be Geometry. ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).
3 Credits Science
▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I). ▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts†
1 Credit Physical Education†
To include the integration of health
† Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/ccd.
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

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V – D– HIGH SCHOOL GRADUATION INFORMATION

What are the requirements for standard diploma designations?

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must

- Earn 1 credit in Algebra II (must pass EOC);
- Pass the Geometry EOC;
- Earn 1 credit in statistics or an equally rigorous mathematics course;
- Pass the Biology I EOC;
- Earn 1 credit in chemistry or physics;
- Earn 1 credit in a course equally rigorous to chemistry or physics;
- Pass the U.S. History EOC;
- Earn 2 credits in the same world language; and
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.

A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student

- Takes the respective AP, IB or AICE assessment; and
- Earns the minimum score to earn college credit.

Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more industry certifications from the list established (per section 1003.492, Statutes [F.S.]).

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit http://www.floridastudentfinancialaid.org/SSFAD/bf/.

What are the public postsecondary options?

State University System

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:

- High school graduation with a standard diploma
- Admission test scores
- 16 Credits of approved college preparatory academic courses
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra I level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language)
- 2 Approved electives

http://www.flbog.edu/forstudents/planning

The Florida College System

The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.

http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml

Career and Technical Centers

Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

Career and Technical Directors

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit http://www.floridastudentfinancialaid.org/.

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Students Entering Grade Nine in the 2015-2016 School Year
Academic Advisement Flyer–What Students and Parents Need to Know

What are the diploma options?

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What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) and the results constitute thirty percent of the final course grade* or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade*. These assessments are in the following subjects:

- Biology I
- Geometry
- U.S. History
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V – D– HIGH SCHOOL GRADUATION INFORMATION

What are the requirements for standard diploma designations?

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must

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- Pass the Biology I EOC;
- Earn 1 credit in chemistry or physics;
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Students Entering Grade Nine in the 2014-2015 School Year
Academic Advisement Flyer–What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

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Students must pass the following statewide assessments:

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Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

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V – D– HIGH SCHOOL GRADUATION INFORMATION

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Students Entering Grade Nine in the 2013-2014 School Year

Academic Advisement Flyer–What Students and Parents Need to Know

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3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts†
1 Credit Physical Education†
To include the integration of health
† Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/ccd.
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

FLORIDA DEPARTMENT OF EDUCATION
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Revised April 2016

V – D– HIGH SCHOOL GRADUATION INFORMATION

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Students Entering Grade Nine in the 2012-2013 School Year
What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements*?

Students must pass the following statewide assessments:

- Grade 10 reading (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) if Algebra I is taken after 2010–2011 or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments:

- Algebra I (if enrolled after 2010-2011)
- Biology I (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012) and performance on the EOC constitutes 30 percent of the final course grade

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II

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What are the requirements for the 24-credit standard diploma?

4 Credits English Language Arts (ELA)
4 Credits Mathematics
▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
▪ One of which must be Biology I, two of which must have a laboratory component ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts
Eligible courses are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp.
1 Credit Physical Education
To include the integration of health
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

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Beginning in the 2013-2014 school year, students who meet the following ACCEL qualifications may graduate with a Standard Diploma. In order for students to take advantage of this option, schools must have a graduation plan on file approved by the student's guardian (Students who are 18 years of age may approve their own graduation plan).

- Earn three elective credits
- Physical education is not required
- Online course is not required
- All other 9th grade graduation requirements for a 24-credit standard diploma must be met (per F.S. 1003.4282(3)(a)-(e))
    - Members of the 2010-2011 9th grade cohort must also earn a passing score on the Algebra 1 EOC.

9. <u>Designation Options</u>

a. Scholar Designation: For students entering grade 9 in the 2010-2011, 2011-2012, 2012-2013 and 2013 - 2014 school years, in addition to meeting the 24 credit standard high school diploma requirements a student may earn the designation of Scholar by meeting the following requirements:

- Earn 1 credit in Algebra II and pass the Algebra II EOC
- Earn 1 credit in statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn 1 credit in chemistry or physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC
- Earn 2 credits in the same world language
- Earn at least 1 credit in Advanced Placement (AP), IB, AICE or a dual enrollment course.
- A student enrolled in an AP, IB or AICE Biology course who takes the respective Biology assessment and earns the minimum score necessary to earn college credit meets the requirement without having to take the Biology I EOC assessment
- A student enrolled in an AP, IB or AICE course that includes U.S. History topics who takes the respective assessment and earns the minimum score necessary to earn college credit meets the requirement without having to take the U.S. History EOC assessment

For students entering grade 9 in the 2014-2015 school year in addition to meeting the 24 credit standard high school diploma requirements a student may earn the designation of Scholar by meeting the following requirements:

- Earn 1 credit in Algebra II and pass the Algebra II EOC
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology I EOC
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC
- Earn 2 credits in the same World Language
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course
- A student enrolled in an AP, IB or AICE Biology course who takes the respective Biology assessment and earns the minimum score necessary to earn college credit meets the requirement without having to take the Biology I EOC assessment

- A student enrolled in an AP, IB or AICE course that includes U.S. History topics who takes the respective assessment and earn the minimum score necessary to earn college credit meets the requirement without having to take the U.S. History EOC assessment
*Students receiving EOC waivers are not eligible for Scholar Designation

b. Merit Designation: In addition to meeting the 24 credit standard high school diploma requirements a student may earn the designation of Merit by meeting the following requirement:

- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).

c. Florida Seal of Biliteracy

The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English. Beginning with the 2016-2017 school year, the Gold SEAL of Biliteracy or Silver Seal of Biliteracy must be awarded to a high school student who has earned a standard diploma and has met the following requirements:

- Has earned four foreign language course credits in the same foreign language with a cumulative 3.0 grade GPA on a 4.0 scale
- Has achieved a qualifying score on a foreign language assessment; or
- Has satisfied alternative requirements as determined by the State Board of Education pursuant to subsection (8).

Subsection (8) allows students to demonstrate a high level of competency with a corresponding passing score on an IB exam, an AP exam, an SAT subject test, and Advanced Certificate of Education exam in the foreign language, or met or has met alternative requirements that may demonstrate competency in the foreign language.

A student may be awarded course credits that are not enrolled in a foreign language course or who did not complete the course but have demonstrated proficiency based on performance on an approved assessment.

10. Additional Graduation Information

a. 24-Credit/4-Year Standard Diploma

1. **World Language:** Students who intend to pursue a 4-Year college/university education must complete a minimum of two sequential years of the same world language in high school.

2. **Course substitution options for a student to satisfy the physical education and fine arts credit requirements.**
    1. Participation in an interscholastic sport for two full seasons will satisfy the one credit physical education requirement if the student passes a personal fitness competency test with a score of "C" or better.
        - A personal fitness test developed by the Florida Department of Education must be used.
    2. Completion of one semester with a grade of "C" or better in a marching band class, physical activity class that requires participation in marching band activities as an extracurricular activity or in a dance class will satisfy one-half credit in a physical education activity course or one-half credit in performing arts.

- This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.

3. Completion of two years in a Reserve Officer Training Corps class (including a significant component of drills) will satisfy the one credit requirement in physical and the one credit requirement in performing arts.

- This credit may not be used to satisfy the personal fitness requirement or the requirement in performing arts.

3. Voluntary Service Credit: Students may earn a maximum of one-half (.5) credit as a social studies elective and one-half (.5) credit non-categorical elective (Voluntary Public Service 0500370) for completion of non-paid voluntary community or school service work. Students who choose to enroll in these courses must complete a minimum of 75 hours of service in either category.

4. Graduation GPA: All courses must be included in the unweighted GPA calculation unless the grade has been forgiven or replaced. Semester grades will be averaged for the unweighted GPA calculation [F.S. 1003.4282 (5).

5. GPA Calculation: If a yearlong course is passed, and one of the semester grades is an F, then the final grade will be doubled for GPA calculations.

6. **Concordant Scores by Graduation Year:** Exceptions to the new requirements may depend upon the status of the student

Assessment	**Reading**			**Mathematics**	**Algebra 1**
	2009-2010	2010-11 to 2015-16	2016-17 to Present	2009-10 and earlier	2011-12 to Present
*FSA (Gr10)	N/A	349† / 350*	350	N/A	N/A
FCAT (Gr10)	N/A	N/A	N/A	1889	N/A
FCAT 2.0 (Gr10)	241	245	245	N/A	N/A
SAT	420	430 / 24‡	24‡	340	N/A
ACT	18	19	19	15	N/A
Algebra EOC (NGSSS)	N/A	N/A	N/A	N/A	399
*Algebra EOC (FSA)	N/A	N/A	N/A	N/A	489† / 497*
PERT	N/A	N/A	N/A	N/A	97

† Students participating in an FSA Grade 10 ELA administration or Algebra EOC administration prior to the State Board of Education adoption of achievement level cut scores are eligible for an alternate passing score of **349 (for Gr10 ELA)**, which corresponds to the passing score of 245 on the Grade 10 FCAT 2.0 Reading assessment and **489 (for FSA Alg 1 EOC),** which corresponds to the passing score of 399 on the NGSSS Alg 1 EOC. This group of students will continue to be eligible for the alternate passing score for all future FSA Grade 10 ELA or FSA Alg 1 EOC administrations in which they participate.

* State Board Approved Grade 10 FSA ELA and FSA Algebra 1 EOC Cut score

‡ As of March 2016 the old SAT Reading concordant score of 430 is concordant to a 24 on the new Reading subtest; a student who scored a 24 on the new SAT reading test may use this score to satisfy the FCAT 2.0 Grade 10 Reading assessment requirement, as well as the FSA Grade 10 ELA assessment requirement.

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NOTE: PERT scores may only be used to meet the Algebra 1 EOC graduation requirement. PERT may NOT be used to earn course credit or to CAP.

a. Selecting a Graduation Option

Prior to selecting a program, the following requirements must be met:

- A student and the student's parent must meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option, and the student must also receive the written consent of the student's parent.

- Beginning with the 2011-2012 school year, students in grades 6-12 will be provided with information describing the 3-year and 4-year graduation options, including the respective curriculum requirements for each option annually. A student, with parental consent, may complete selection of one of the graduation options at any time during grades 9-12. If the student is eighteen (18) years of age or older, the student may select the accelerated high school graduation option with or without the written consent of his/her parent.

11. Honorary Diplomas

A principal may recommend a student to the School Board to be awarded an honorary high school diploma. In order to be considered, a student must have been enrolled at the high school and it is not feasible for the student to complete all graduation requirements, yet the principal believes that the student has made significant contributions to the school and student body. The diploma will be awarded the year the student's 9th grade cohort graduates. A student receiving an honorary diploma may participate in the graduation ceremonies.

12. Level 1 Courses and Graduation Credit

No student may be granted credit toward high school graduation for enrollment in any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's Transition Individual Educational Plan (TIEP), or in a Progress Monitoring Plan (PMP). If the parent refuses placement of the student in a Level 1 course, the parent will sign a waiver of the placement, and the student will be placed in a Level 2 course. Documentation of the waiver will be maintained in the student's cumulative file, and the parent will receive documentation of the recommendation for placement and the waiver of placement. See section VII - A - Charts & Graphs, Graduation Plan - Special Diploma.

Individual Educational Plan (IEP) procedures will be followed for exceptional education students.

13. Meeting the Graduation Grade Point Average Requirement

In order for students to meet the graduation grade point average of 2.0000 (unweighted), a student may grade replace or credit recover according to DSBPC policies. See section V-B(1)(g).

V – D– HIGH SCHOOL GRADUATION INFORMATION

1. Adult Education Courses

a. Purpose

High school students who are concurrently enrolled in the adult education secondary program may earn credits with counselor and administrator or designee approval that may be applied to requirements for graduation from a District High School. Courses may be taken for purposes of credit recovery, acceleration, remediation, or grade forgiveness.

b. State of Florida High School Diploma (GED) and Early Admission to Adult Education

Please refer to the Adult Education section, VI(1) and VI(4).

2. Advanced Placement (AP) [F.S. 1007.27(6)]

The College Board administers the AP Program. A post-secondary institution may award post-secondary credit for an AP course to students who score a minimum of three (3) with a maximum of five (5) on the corresponding AP examination. Students enrolled in AP courses shall be exempt from the payment of any fees for administration of the examination. Students enrolled in AP courses are required to take the AP exam. If a student chooses to take an AP exam without taking the corresponding AP course, he/she is responsible for the fee.

3. International Baccalaureate (IB) [F.S. 1007.27(7)]

The International Baccalaureate Organization administers the IB program. A post-secondary institution may award post-secondary credit for success in an IB course. Students enrolled in IB courses shall be exempt from the payment of any fees for administration of the examination. Students enrolled in IB courses are required to take the IB exam. Students attending an IB school through school choice fall under the school choice guidelines which state that if a student withdraws from a course of study that was the basis for enrollment at the school of choice they must return to their zoned school.

4. Cambridge Advanced International Certificate of Education (AICE) Diploma program AICE [F.S. 1007.27(8)]

The Cambridge AICE program is administered by Cambridge University. A post-secondary institution may award post-secondary credit for success in an AICE course. Students enrolled in AICE courses shall be exempt from the payment of any fees for administration of the examination. Students enrolled in AICE courses are required to take the AICE exam. Students attending an AICE school through school choice fall under the school choice guidelines which state that if a student withdraws from a course of study that was the basis for enrollment at the school of choice they must return to their zoned school.

5 Correspondence Course Credits

Students seeking to earn high school credit for correspondence courses must follow the pre-approval process beginning with submission of the request to their principal or designee. The courses must parallel the State Course Code Directory, Curriculum Frameworks, and Performance Standards. The exception to these guidelines shall be applied to a migrant student who may earn a total of four high school credits through PASS/FL (Portable Assisted Study Sequence/Florida) semi-independent correspondence course program.

6. Credit by Examination

a. Pasco-Hernando State College (PHSC) (F.S. 1007.27)

Post-secondary credit may be earned based on the receipt of a specified minimum score on nationally standardized general or subject area examination. Minimum scores required for an award of credit are stated in the statewide articulation agreement.

e. Cost

The examination will be administered at no charge or fee to a senior of a District School Board of Pasco County (DSBPC) student.

2. Credit Award

College credit for successfully completing each credit-by-examination will be awarded when the student receiving the credit has completed twelve (12) credit hours at PHSC.

b. Credit Acceleration Program (F.S. 1003.4295)

A school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance as defined in F.S. 1008.22(3)(c)5, on the corresponding statewide, standardized end-of-course assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end-of-course assessment during the regular administration of the assessment.

7. Career and Technical Education Programs

Purpose

Career and Technical Education programs under the Division of Workforce Education is responsible for developing educational programs that will prepare individuals for the occupations that are important to Florida's economic development. With partners from education, business and industry, and trade associations, this initiative will align workforce education programs with skill requirements for the local and global economy.

High school career and technical programs are designed to provide exposure to occupational opportunities and job specific skills and employability skills.

8. Career Academies (F.S. 1003.491)

a. A career and professional academy is a research-based program that integrates a rigorous academic curriculum with an industry-specific curriculum aligned directly to priority workforce needs established by the regional workforce board. Career and professional academies shall be offered by public schools and school districts. Students completing career and professional academy programs must receive a standard high school diploma, the highest available industry certification, and opportunities to earn post-secondary credit if the academy partners with a post-secondary institution approved to operate in the state.

Career and professional academies must provide a rigorous standards-based academic curriculum integrated with a career curriculum. The curriculum must take into consideration multiple styles of student learning; promote learning by doing through application and adaptation; maximize relevance of the subject matter; enhance each student's capacity to excel; and include an emphasis on work habits and work ethics.

b. Career Academies will be offered to a limited cohort of students working with business partners and local community partners to provide an integrated approach within a rigorous and relevant curriculum focused on research-based best instructional practices. In addition, the District will offer a Certified Career Academy that offers the highest level of industry certification recognized by the state.

9. Graduation Enhancement (Dropout Prevention) Program (GEP)

The GEP is comprised of a series of educational support programs, including credit recovery, specifically designed to address the academic needs of at-risk students identified as off-track for graduation. Graduation requirements for students in graduation enhancement programs are identical to the requirements for other students in grades 9-12, except as described below. These programs are currently implemented in all of the District's middle and high schools and two educational centers. Formal GEPs include:

a. Student Support and Assistance Plan Program (SSAP)

The SSAP program is based on the underlying concept that all children can learn and that environments conducive to learning can stimulate student success. By allowing students to be in regular classrooms, the students are able to experience true team interaction. Students receive direct instruction under the supervision of classroom teachers. The graduation enhancement teacher will function as a case manager who provides ancillary services.

1. Specific Student Eligibility Criteria

Students identified as off track or highly off track in grades 9 through 12 may be served in the secondary school SSAP. To be eligible, a student must be identified as unmotivated/disinterested or unsuccessful. This may be manifested by one or more of the following:

- Grade point average (current or cumulative) below 2.0 in basic skill areas.
- Failing two or more subject areas within one school year.
- History of one or more retentions.
- More than 10% absentee rate, record of truancy, or frequent tardies.
- Does not meet the state or district proficiency levels in reading, mathematics, science, or writing.

b. Cohort Credit Recovery Program (CCRP)

The CCRP is designed for students identified as off track or highly off track, whose kindergarten cohort is currently in grade 12. When space is available, schools may combine credit recovery and Cohort Credit Recovery opportunities on a part-time basis to maximize the impact of the program. Therefore, students whose kindergarten cohort is currently in grade 11 may participate in this program if there is space available.

1. Admissions

- Student must have failed the courses in which he or she is seeking a Credit Replacement. Admission may also be considered for students moving in from out-of-state with credit deficiencies, with approval from a school administrator.
- Student will complete a Cohort Credit Recovery application.
- Student and parent must sign Cohort Credit Recovery Agreement.
- School officials will conduct conferences with eligible student and parents.

2. Instruction Time

Sessions may be held in designated eLabs during regular school hours, Extended Day Programs and Extended School Year (if available); however, special arrangements can be made to access the eLab before or after school with the approval of the school administrator.

All courses offered through the Credit Recovery Program will be delivered virtually via district-approved courseware, which may include but are not limited to Credit Recovery private vendor, Pasco eSchool or FLVS. Access to courseware will be provided at the school's designated eLab.

3. NCAA

The credits earned through the cohort credit recovery program will count towards completion of high school graduation requirements. However, college-bound student athletes must take the non-prescriptive/full credit recovery course to fulfill NCAA Division I requirements. These students must not opt-out of module work and must complete all course assignments. We encourage students and parents to contact NCAA Division I and Division II for additional information.

4. Academic Coaching Component

Students will receive direct support from the Graduation Enhancement Teacher (SSAP Program). The Graduation Enhancement Teacher will monitor students' academic performance and attendance; communicate with parents; and assist students with post-academic or secondary placement plans.

c. Support Our Students (SOS) Program

The SOS Program at James Irvin Education Center has been developed in response to the increasing number of secondary students who are not experiencing academic success in the traditional school setting and/or who have been school dropouts. Most of the SOS students have fallen behind because of absenteeism or failing grades. The majority have given up and left the traditional school setting.

Admission to the SOS Program will be based on eligibility criteria. Students targeted as off track in grades 9-12 and can best be served at an alternative educational site may be served by the SOS classes.

d. Teenage Parent Program

Pasco's Teen Parent Program provides a voluntary educational program and childcare for students who are pregnant or are parents. Students participate in courses for credit toward a high school diploma including advanced courses, as well as courses and activities in childcare, parenting, and pre and postnatal health. Teen fathers may choose to participate in Teen Parent Programs child development in the daycare setting. This Graduation Enhancement and Academic Intervention Program is supported by basic FTE and Supplemental Academic Instruction funds.

Teen Parent Program is designed to serve students from grades seven through twelve. Students in grade six and lower may be deemed eligible for the Teen Parent Program, but will require case-by-case consideration. Because of the special circumstances surrounding such young students, a meeting will be held with school administrators, parents, student services team (counselor, social worker, nurse), graduation enhancement teacher, and program supervisor to determine appropriate educational alternative and services. Local agencies that offer support services to teen parents and their families will be invited as appropriate

There are three options for teen parents:

Option 1 – Intended for those students interested in attending campuses that provide Teen Parent Program (Cyesis Centers).

Option 2 – Intended for those students interested in accessing education through Pasco eSchool.

Option 3 – Intended for those students interested in remaining at their neighborhood school.

Note: Childcare will be provided on campuses with Cyesis Centers during its normal operating hours. Daycare services are not offered through the Cyesis Centers as funding only covers Cyesis enrolled students.

e. Harry Schwettman (HSEC) and James Irvin (JIEC) Education Centers

The Irvin and Schwettman Education Centers are educational programs provided by the district to provide a positive, intensive behavior change program staffed with a full-time Student Services Support team that targets teaching coping and survival skills and assists students in developing a positive attitude toward learning, the school environment, school staff, and their peers.

The centers offer an integrated academic program, as well as computer-assisted skills remediation and community experience component to assist students who have fallen behind to accelerate their progress toward completion of a standard high school diploma.

Students in the Irvin and Schwettman Education Centers will acquire the behavior and academic skills necessary to return successfully to their home school or enter an adult education program to work toward a State of Florida High School diploma.

Profile of Students Enrolled at HSEC and JIEC:

- Behavior: Students who have demonstrated a pattern of problematic behavior that has not improved with a continuum of positive intervention strategies. Placements may occur after consultation with the Director of Student Services or the Director of Exceptional Education or the Supervisor of Graduation Enhancement Program.

- Eighth Grade Recovery Program: Grade 8 students who did not meet the criteria for promotion to grade 9 due to failing grades and were recommended for retention. These students work on course recovery to meet middle school promotion requirements and also take high school classes for credit. Students placed for course recovery may only participate in extracurricular activities at their grade level if they meet eligibility requirements.

- Credit Recovery: At risk high school students with credit deficiencies who need to complete high school credit requirements in a graduation enhancement setting.

- Department of Juvenile Justice (DJJ) Transition Students: Students transitioning back from DJJ commitment programs. These students may be assigned based on a review of their individual program needs through our transition coordinator.

- Students entering from Out-Of-County Alternative Programs: New students entering from out-of-county alternative programs. These students are assigned based on a review of their individual program needs through our transition coordinator, Director of the office for Student Support Programs and Services, Division for Student Services or designee.

f. Department of Juvenile Justice (DJJ) Programs

DJJ programs are provided at the Pasco Regional Juvenile Detention Center, Central Pasco Girls Academy, and PACE for Girls - Pasco. Adjudicated students participate in courses in order to maintain their educational status until they have been released from the facility and are ready to reenter a school in their community. Qualifying students will have the opportunity to earn a State of Florida High School Diploma through the GED Exit Option prior to release with any associated fees waived. Students committed to DJJ facilities will participate in all required statewide assessment testing. Educational programs operate on a 12-month basis, 240 days yearly with no more than ten days of those days being used for teacher planning. PACE operates a 230-day calendar.

10. Dual Enrollment (F.S. 1007.22, 1007.24, 1007.25, 1007.271, and 1007.272)

Dual Enrollment is defined as the enrollment of an eligible secondary student in a post-secondary course creditable toward a high school completion and a career and technical certificate or an associate or baccalaureate degree [F.S. 1007.271(1)]. Technical Credit 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 certification from a complete career-preparatory program but shall not be used to enroll students in isolated career courses [F.S. 1007.271(4)]. Students may enroll in courses that earn up to sixteen (16) college credits per Fall/Spring term, seven (7) college credits per summer term.

Note: A DE Science course requiring a lab may be counted as one course. Any exceptions must be approved by the District School Board of Pasco County and Pasco-Hernando State College (PHSC). Students may take Dual Enrollment courses during school hours, after school hours and during the summer term (F.S. 1007.271). Only students with a junior or senior status are able to enroll in courses offered on a PHSC campus. Students must take Dual Enrollment courses offered on their high school campus before enrolling in a like course offered at PHSC. Students enrolled in Dual Enrollment are exempt from the payment of registration, matriculation and laboratory fees. Students are expected to adhere to all deadlines, procedures, and Dual Enrollment requirements as specified in the *District School Board of Pasco County and Pasco-Hernando State College (PHSC) Dual Enrollment Agreement for College-Level Instruction for High School Students* [F.S. 1007.271(2)].

a. Criteria for Identifying Qualified Students

For academic Dual Enrollment courses, students must have a cumulative 3.0000 unweighted high school grade point average, must have completed the first semester of grade 9, and meet the minimum placement scores on the PERT, ACT, SAT or a combination of these entry-level placement tests which will demonstrate readiness for college level work (F.S. 1007.271(3) and AS.B. 6A-10.0315). If the PERT must be retaken to qualify for Dual Enrollment status, students are responsible for the fee.

For academic Dual Enrollment courses, a Career Academy student must have a cumulative unweighted high school grade point average of 2.5000 and must have completed the first semester of grade 9 or higher and meet the minimum placement scores on the PERT, ACT, SAT or a combination of these entry-level placement tests which will demonstrate readiness for college level work [F.S. 1007.271(3) S.B. 6A-10.0315].

For technical certificates and any student enrolling in Dual Enrollment career-level coursework must have a minimum of a cumulative unweighted high school grade point average of 2.0000 or higher and must also have completed the first semester of grade 9. Students must demonstrate readiness for career- level coursework by taking the Test of Adult Basic Education (TABE) within the first six weeks of the course and meeting any additional requirements as specified per PHCC technical certificate programs in the PHCC catalog.

b. Criteria for Identifying Qualified Teachers

The high school principal or authorized designee will recommend qualified personnel to teach Dual Enrollment courses held on the high school campus, with approval from the appropriate academic dean from PHCC. To qualify as an instructor for academic credit courses, refer to the PHCC Faculty Credentials and Qualification Manual.

11. Full-Time Dual Enrollment

Full-time Dual Enrollment allows eligible secondary students to enroll full-time in a post-secondary institution that has an approved Dual Enrollment contractual agreement with the DSBPC in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. These students are not required to secure Superintendent or School Board approval, and are not withdrawn from Pasco District Schools. These students are eligible for valedictorian, salutatorian and *cum laude* recognition.

In all cases a student must meet all state and district course and graduation requirements. Students must also meet the full-time student status at the college level.

Full-time Dual Enrollment students must take the equivalent of three (3) high school credits per semester and must meet the full-time student status at the college level (12 hours per semester).

Add language for Collegiate High School

12. Home Education

A Home Education program is the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirement of F.S. 1002.01, 1002.41, 1003.01(13), and 1003.21(1).

a. Home Education programs must meet the following registration and compliance requirements:

1. Parents must register Home Education students with the District School Board of Pasco County (DSBPC) within 30 days of the establishment of the Home Education program.

2. Parents must provide written notice of termination to the DSBPC within 30 days of the termination of a Home Education program.

3. Parents must maintain a portfolio of records, educational activities and materials. Portfolios are to be preserved for two (2) years and shall be made available for the district school superintendent, or the district school superintendent's designee, upon 15 days' written notice. A four to six weeks screening period will be allowed from the time of enrollment in order assist with placement adjustments.

4. Parents shall provide for annual educational evaluations documenting that the student's educational progress is at a level commensurate with his or her ability.

5. A Home Education program shall be excluded from meeting the requirements of a school day.

b. Extra-Curricular Activities

Home Education students may participate in DSBPC interscholastic extra-curricular student activities at their zoned school. Students must meet the requirements of the Florida High School Activities Association (FHSAA) and the Florida School Music Association (FSMA) for participation.

c. FLVS Full-Time Enrollment

Students electing to enroll in FLVS Full Time School (6 courses per semester) will be withdrawn from the district. Student electing to enroll in the FLVS part time (or "classic") program for a full class schedule of 6 courses will be required to register with the District as a Home Education student.

d. Part-Time Enrollment

Home Education students at the secondary level may enroll as a part-time student at their zoned school or by following School Board policy to attend a school outside the zoned area. Part-time enrollment at a zoned school is defined as up to three (3) course periods. Enrollment is contingent on space availability.

Student schedule and arrival and departure times on campus are subject to the principal's approval. Part-time Home Education students are not eligible to graduate with a district diploma.

Home Education students may take additional coursework through Pasco eSchool to meet their educational goals. It is the parent/student's responsibility to be aware of applicable policies for student athletic participation.

e. Home Education students are not eligible for class rankings, honor roll status or graduation from a DSBPC high school.

f. Transfer of Home Education Credits (SBE 6A.1.09941)
Home Education students who transfer into a DSBPC high school as a full-time DSBPC student shall be granted credits as follows:

1. Official Transcript from an Accredited Academic Program
Credits and grades are to be accepted at face value when submitted on an official transcript from an accredited academic program such as an accredited correspondence course, Florida Virtual School or an accredited learning center.

2. Official Transcript from a Non-accredited Academic Program
Credits and grades submitted on an official transcript from a non-accredited academic program shall be validated by placement in the "appropriate" sequential course level with satisfactory performance (2.0000 GPA) during the first quarter grading period in which the student is enrolled. Upon validation, credits and grades are to be accepted at face value by the end of the first grading period.

3. Unofficial Transcript or Home Education Portfolio Documentation
Credits submitted on an unofficial transcript or in a Home Education portfolio shall be validated by placement in the "appropriate" sequential course level with satisfactory performance (2.0000 GPA) during the first quarter grading period in which the student is enrolled. Upon validation, credit(s) only (not grades) are to be granted.

4. Alternative Methods of Validation
If a student does not meet the scholastic performance standard of a 2.0000 GPA at the end of the first quarter grading period in which the student is enrolled, alternative validation procedures specified by State Board of Education (SBE) rule shall be used to validate credit. The validation procedures that will be used are to be determined by the teacher, principal, and parent. The alternative validation procedures are:

- portfolio evaluation by the school principal or designee;
- written recommendation by a Florida Certified teacher, selected by the parent and approved by the principal;
- demonstrated performance in courses taken through Dual Enrollment or other public or private accredited schools;
- demonstrated performance on a nationally-normed standardized subject area assessments;
- demonstrated performance on the FCAT and/or State End-of-Course Assessment; or
- written review of the criteria utilized for a given subject provided by the former school.

Students shall have at least ninety (90) days to prepare for nationally-normed standardized subject area assessments or the FSA.

Credits must be validated within the first ninety (90) days of the student's enrollment in a DSBPC school unless validation is being completed through standardized subject area assessments or the FCAT. Credits must be validated through standardized assessments or the FSA by the end of the school year.

If the student's performance in the classroom during the first grading period does not indicate that the student has the necessary educational foundation to be successful in the course, the school, parent, and teacher may reconsider whether the student was placed at the "appropriate" sequential level.

5. Requirements for Graduation

Home Education students transferring to the DSBPC must earn a minimum of six (6) credits in district schools during their last full academic year prior to graduation and pass the appropriate state test required for graduation in order to receive a diploma from the District.

6. Home Education Summer Coursework

Students who wish to receive high school credit for Home Education coursework taken over the summer must do the following:

- submit a plan to the principal, which identifies the course name, description and objectives, instructional materials and/or instructional activities and methods of student performance evaluation;
- withdraw from high school;
- enroll as a Home Education student in the office for Student Support Programs and Services, Division for Student Services at the DSBPC; and
- at the conclusion of the summer, re-enroll in high school and submit a portfolio of information for review by the principal.

13. <u>Marchman Technical College (MTC) Admission Criteria</u>

MTEC offers one (1) and two (2) year career and technical education training programs for the purpose of obtaining gainful employment or pursuing post-secondary training in a specific career field.

a. Criteria

Admission will be based upon program grade point average (GPA), credit status, attendance, discipline record, and career goals of the student.

b. Grade Eligibility

Preference will be given to juniors and seniors. Sophomores and freshmen may be eligible on a space- available basis and if age is appropriate to ensure placement upon program completion.

c. Selection Process

The final selection of eligible students for Marchman will be made by a committee of <u>MTC</u> staff and one representative of the home school. East side schools will coordinate selection through the career and technical teacher and a school-based administrator of the receiving school and a school-based administrator of the sending school.

14. <u>High School Articulation Agreement for Career Technical Education (CTE) & JROTC</u>

Students electing to enroll in a CTE or JROTC program from a Pasco high school other than their zoned school must attend that school for the entire day. A bus may be available to transport students in the morning and in the afternoon to and from the school of choice via a satellite bus stop at the zoned school.

Transportation may be available for students on the east side and on the west side of the county. Students electing to attend a CTE program/Academy from one side of the county to another must receive District approval and provide their own transportation. Students will be permitted to drive to the school of choice upon approval of the Principal. Students electing to attend another school must complete and submit a School Choice application.

Criteria for admission will be based upon program GPA, credit status, attendance, discipline record and career goals. Preference will be given to grade 11 and 12 students.

15. Pasco eSchool (PVIP)

Online courses through Pasco eSchool will be offered to students.

a. The District shall provide eligible students within its boundaries the option of participating in a virtual instruction program. The program shall provide virtual instruction to full-time students enrolled in full-time virtual courses in kindergarten through grade 12 or part-time virtual courses in grades K-12 [F.S. 1002.415(5)].

b. Pasco eSchool courses shall be available to students during the normal school day and through the extended year program, as funding permits [F.S. 1001.42(23)]. It is the parent's and student's right to participate in a school district virtual instruction program.

c. Credits

A student may earn credits offered through the Pasco eSchool each year. Grades for Pasco eSchool courses completed in accordance with the district's academic calendar will be included in the determination of student recognition programs, including semester honor roll.

d. Courses

Pasco eSchool courses shall be available to students during or after the normal school day and through summer school enrollment [F.S. 1001.42(23)]. A student may not enroll in the same course, same semester curriculum at the same time. Students must follow the drop/add policies found in section V-A-7. Pasco eSchool course requests that are assigned the statuses Course Requested(CR), Course Request Complete (CRC), Classroom Assigned (CA), Course Request Incomplete (CRI), Withdrawn, passing (WP), Withdrawn, failing (WF), Withdrawn, No Grade (W), and Not Activated (NAc) do not count as active courses for the purpose of establishing full-time enrollment status. Additionally, any virtual course activated prior to July 1 cannot be counted in the course schedule for the school year beginning on July 1 – even if the course remains active. Students who complete a virtual course in less than a semester will not be required to enroll in an additional course to meet full-time status, as long as they complete a minimum of three (3) credits per semester. Courses should begin after December first in order to be counted as part of the second semester six period day.

e. Enrollment Approval Requirements

Students requesting to take a course offered by Pasco eSchool must have counselor and parent approval [F.S. 1002.20(6)].

f. Acceleration

Students intending to accelerate graduation by using the Pasco eSchool courses must have a written plan that is approved by parents, and outlines the projected course plan for high school. The plan will identify projected courses taken within and outside of the regular attendance requirements, timelines, and location for accessing the internet.

g. Summer Session Enrollment

Students may enroll in Pasco eSchool courses during the summer, as available. Any virtual course activated prior to July 1 cannot be counted in the course schedule for the school year beginning on July 1 – even if the course remains active.

16. Florida Virtual School (FLVS)

a. Credits

A student may earn credits offered through the FLVS each year. Grades for FLVS courses will not be included in the determination of student recognition programs, including honor roll.

b. Courses

FLVS courses shall be available to students during or after the normal school day and through summer school enrollment [F.S. 1001.42(23)]. A student may not enroll in the same course, same semester curriculum at the same time. Students must follow the drop/add policies found in section V- A-7. Florida Virtual School course requests that are assigned the statuses Course Requested (CR), Course Request Complete (CRC), Classroom Assigned (CA), Course Request Incomplete (CRI), Withdrawn, No Grade (WNG), and Not Activated (NA) Withdrawn, Passing (WP), Withdrawn, Failing (WF), Withdrawn, No Grade (W), and Not Activated (NAc) do not count as active courses for the purpose of establishing full-time enrollment status. Additionally, any virtual course activated prior to July 1 cannot be counted in the course schedule for the school year beginning on July 1 – even if the course remains active. Students who complete a virtual course in less than a semester will not be required to enroll in an additional course to meet full-time status, as long as they complete a minimum of three (3) credits per semester. Courses should begin after December first in order to be counted as part of the second semester six period day.

c. Enrollment Approval Requirements

Students requesting to take a course offered by FLVS must have counselor and parent approval [F.S. 1002.20(6)].

d. Acceleration

Students intending to accelerate graduation by using the FLVS courses must have a written plan that is approved by parents, and outlines the projected course plan for high school. The plan will identify projected courses taken within and outside of the regular attendance requirements, timelines, and location for accessing the internet.

e. Summer Session Enrollment

Students may enroll in FLVS courses during the summer, as available. Any virtual course activated prior to July 1 cannot be counted in the course schedule for the school year beginning on July 1 – even if the course remains active.

f. FLVS Full-Time Enrollment

Students electing to enroll in FLVS Full Time School (6 courses per semester) will be withdrawn from the district. Student electing to enroll in the FLVS part time (or "classic") program for a full class schedule of 6 courses will be required to register with the District as a Home Education student.

V – E – HIGH SCHOOL ALTERNATIVE CURRICULUM OPTIONS

1. <u>Curriculum and Instruction</u>

a. Drop/Add Procedures for Exceptional Student Education (ESE) Students

Exceptions to the district drop/add procedures timeline can be made based on the individual student needs if approved by the principal or designee. When a student transfers from a basic education course to a Florida Standards Access Points course, the grade does not necessarily equate to the same grade due to the differences in the course expectations and performance standards. Consequently, it is the responsibility of the ESE teacher to assign a letter grade based on demonstrated mastery of Florida Standards Access Points course performance standards for work completed before and after the course change.

b. Exceptional Student Education (ESE) Student Rights/Parent Notification

Status with regard to mastery of standards should be discussed with parents at each TIEP review/revision meeting. Additionally, graduation options and implications should be discussed with parents/guardians and students at these meetings. See section VII - A - Charts & Graphs, ESE Graduation Reference Chart.

The parents/guardians of each exceptional student and the student shall be notified of the graduation options available at the TIEP meeting prior to age 14.

An *Informed Notice of a Change in Placement for ESE Students Graduating with a Standard Diploma* or *Aging Out of Eligibility for Services* must be issued to the student and parent prior to graduation when a student is eligible to graduate with a standard diploma or at the end of the school year when a student reaches 22 years of age. Semester graduation applies to students in the 2014-2015 9th grade cohort and beyond.

An *Informed Notice of a Change in Placement for ESE Students Graduating with a Special Diploma* or *Exiting with a Certificate of Completion or Special Certificate of Completion* must be issued to the student and parent prior to graduation when a student meets the requirements of a special diploma, certificate of completion, or special certificate of completion prior to age 22 and indicates that he/she is NOT continuing educational services. (Applicable to cohorts before the 2014-2015 9th grade cohort.

c. **Graduation Deferment 6A-1.09963(4)(a)**

Upon award of a standard high school diploma the ESE student is no longer eligible to receive public education or special education services. The decision to accept or defer the standard high school diploma must be made by the TIEP team during the school year in which the student is expected to meet all requirements. TIEP teams may elect to defer the receipt of the standard diploma under certain conditions:

1. The student's TIEP prescribes special education, transition planning, transition services or related services through age 21
   AND
2. The student is enrolled in accelerated college credit, industry certification courses that lead to college credit, a collegiate high school, courses necessary for Scholar designation, or structured work-study, internship or pre-apprenticeship program.

The TIEP team must agree that the student requesting to defer receipt of the standard diploma needs continuation of ESE services to support transition to post-school outcomes.

By January 30th of the year in which the student is expected to meet graduation requirements, the school district must inform parents and students in writing that failure to defer receipt of the standard high school diploma will release the school district from the obligation to provide a free and appropriate public education (FAPE).

Students who chose to defer the receipt of the diploma will participate in graduation ceremonies with their graduating class. If a student elects to defer, the diploma will be provided at the next scheduled issuance of diplomas after the student completes his/her ESE deferment program.

d. <u>Transition Education Program</u> - Free Appropriate Public Education Through Age 22

Exceptional students who have not earned a standard diploma or have deferred receipt of the standard diploma remain eligible for educational services through the end of the semester in which he/she reach 22 years of age beginning with the 2014-2015 9th grade cohort. [Title 34, CFR section 300.101(a)]. This includes students receiving a certificate of completion, special diploma, a special certificate of completion or a State of Florida high school diploma earned by passing the test of General Educational Development (GED test) [Title 34, CFR section, 300.102(a)(3)(IV)]. ESE students participating in the FAPE 22 program can be co-enrolled in a credit seeking adult education program in order to earn a standard high school diploma awarded by the home high school. The educational and transition needs of these students will be identified in the TIEP.

These students are to be enrolled in grade 12 as additional school year students for FEFP purposes. Students in a FAPE 22 program may attend full-time or part-time.

Students who turn 22 years old prior to the first date of school attendance for the school year are not eligible for continued K-12 educational services.

e. Grade Classification for ESE Students

High school ESE students will be assigned to grades 9, 10, 11 and 12 according to the requirements prescribed for basic education students as specified in the Student Progression Plan.

f. One Credit Scheduling Option

A yearlong ESE course may be scheduled as a one-half (.5) credit semester course based on student need.

a. Self-Determination Instruction

Students ages fourteen and older need to be provided with instruction or information in the area of self-determination to assist the student to be able to actively and effectively participate in TIEP meetings and self-advocate if appropriate (SBE 6A-6.03028).

g. English Language Learners (ELL~~s~~)services for students with disabilities

Exceptional Student Education (ESE) students who are ELLs must be served with English for Speakers of Other Languages (ESOL) strategies, modifications and accommodations as well as ESE modifications and accommodations listed in the T/IEP~~.~~ An ELL committee may convene to determine if the student's exceptionality interferes with the student's ability to benefit from ESOL services. In such cases, the ELL committee must meet to make determinations as per the current District ELL Plan. When appropriate, students are entitled to both ESOL and ESE services.

h. Statewide Assessment

All ESE students must participate in grade level required statewide assessments. The decision regarding in which assessment the student will participate is made by the TIEP team.

2. <u>Diploma and Certificate Options</u>

a. Standard Diploma Criteria

- All Exceptional Student Education (ESE) students must meet the district course and credit requirements for a standard diploma. ESE Special Skills courses may be used as electives.
- ESE students must meet the statewide assessment (unless student meets criteria for waiver) and GPA requirements as specified for a standard diploma. Instruction, as specified in the TIEP, is provided to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation [F.S. 1003.4282(10).
- Accommodations may be provided for exceptional students as specified in the Transition Individual Educational Plan (TIEP). Requirements for academic or basic high school courses may not be modified (cannot change curriculum frameworks or student standards) for students with disabilities if the courses are to be used to meet the graduation requirements for a standard diploma [SBE 6A-6.0312(1)].
- Career and technical education courses may be modified for students with disabilities [SBE 6A-6.0312(2)]. Modifications to basic course shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards, which a student must master to earn credit must be specified on the student's TIEP. Modified career and technical education courses may be used to meet the requirements of a standard diploma.

b. Waiver of Statewide, Standardized Assessment Requirements

The Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act, addresses access to post-secondary education and meaningful careers for students with disabilities [F.S. 1007.02].

For the purposes of this act, the term "student with disability" means any student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to dyslexia, dyscalculia, or developmental aphasia.

The ENNOBLES Act also provides for the waiver of the requirement for graduation with a standard diploma for certain students with disabilities as defined in F.S. 1007.02(2) who have met all other requirements for graduation with a standard diploma, except a passing score on the statewide standardized assessment [F.S. 1003.43 (10)].

In order to be considered for the waiver from the statewide, standardized assessment graduation requirement, the student must:

- The student must be identified as a student with a disability as defined in S.1007.02.FS

- The term "student with a disability" means a student who is documented as having an intellectual disability, hearing impairment, a speech or language impairment, a visual impairment, an emotional or behavioral impairment, autism spectrum disorder. A traumatic brain injury, or specific learning disability including but not limited to, dyslexia, dyscalculia, or developmental aphasia.
- The student must have an individual educational plan (IEP).
- The student must have taken the statewide standardized assessment with appropriate allowable accommodations at least once.
- In accordance with S.1008.22(3)C.2. F.S., the IEP team must make a determination of whether a statewide standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities.
- have participated in remediation for FCAT Reading and/or Mathematics; if passing scores were not earned [F.S.1008.22(3)(c)4].

If there is sufficient evidence that the student has mastered the applicable standards and the TIEP team determines that the FCAT is not an accurate measure of the student's ability, the statewide standardized assessment requirement may be waived for either the reading portion, the mathematics portion, or both portions of the test, and the student may graduate with a standard diploma. See section VII - A - Charts & Graphs, Diplomas & Certificates of Completion.

A statewide standardized assessment waiver may be used for both the traditional 24-Credit graduation program and the 18-Credit/3-Year options.

c. Florida Standards Access Points Assessment Waivers

Students following Florida Standards Access Points course work whose performance on the Florida Alternate Assessment is below a level 4 (scale of 1-9) may have results of the assessments waived. A graduation portfolio of quantifiable evidence of achievement must be developed. The portfolio must include:

1. Listing of courses the student has taken
2. Grades received
3. Student work samples
4. Materials that demonstrate growth, improvement, and mastery of required course standards

Multi-media portfolios that contain electronic evidence of progress are permissible.

d. Special Diploma Criteria (F.S. 1003.438) - Option I (Applicable to cohorts before the 2014-2015 9th grade cohort)

ESE students prior to the 2014-2015 cohort other than Speech only, visually impaired only, or Gifted only, may be eligible for a Special Diploma. These ESE students must meet district credit requirements as outlined below. Students may use basic, Career and Technical Education (CTE) or ESE courses to meet these requirements. Florida Standards Access Points for students with significant cognitive disabilities are included in required ESE courses. Passing courses in which the standards are included will be sufficient documentation of mastery of Florida Standards Access Points. The GPA requirement will be the same as that required for a standard diploma.

V – F – HIGH SCHOOL EXCEPTIONAL STUDENT EDUCATION

Special Diploma Option 1 Course and Credit Requirements Chart

Course Requirements	Access Courses	Notes
Language Arts	4	See notes 1, 8
Mathematics	3	See note 2
Science	2	See note 3
Social Studies	2	See note 4
Career and Technical Education or ESE Job Preparation Courses	0 - 4	See notes 5, 6, 9
Electives	9 - 13	May include Adaptive PE, Preparation for Post School/Adult Living, Self- Determination Skills, Social Personal Skills, Unique Skills, or additional modified CTE courses
Total Credits	24	See note 7

Notes for Special Diploma Option 1 and Credit Requirements Chart

1. Career Placement or a job preparatory course can be substituted for the fourth language arts credit. A minimum of three (3) language arts credits must be earned. Reading courses may be used to meet language arts requirements.
2. Career Placement or a job preparatory course can be substituted for the third mathematics credit. A minimum of two (2) mathematics credits must be earned.
3. Career Placement or a job preparatory course may be substituted for the second science credit. A minimum of one (1) science credit must be earned.
4. Career Placement or a job preparatory course can be substituted for the second social studies credit. A minimum of one (1) social studies credit must be earned.
5. Career Preparation may be taken anytime during grades 9-12 and repeated, as needed, for credit. This course must be taken before or concurrently with the first Career Placement course. However, it is also recommended that this course be taken concurrently with future Career Placement courses. Courses such as Work Experience, DCT or Practical Arts Education can be substituted for Career Preparation.
6. If the student changes from a standard to a special diploma during the senior year, the Career Preparation, Career & Technical Education, Job Preparation, Career Placement requirements may be waived.
7. The course and credit requirements for a special diploma are determined by the complexity level of NGSSS Access Points.
8. CTE, ESE job preparation courses, and elective courses should be determined on an individual basis as determined by the student's level of access to the curriculum.

e. Certificate of Completion Criteria

Exceptional students may receive a certificate of completion if they meet the requirements listed under High School Certificate of Completion in the Student Progression Plan.

f. Special Certificate of Completion Criteria (F.S. 1003.438)(Applicable to cohorts before the 2014-2015 9th grade cohort)

ESE students prior to the 2014-2015 cohort other than Speech only, Visually Impaired only, and Gifted only, may receive a Special Certificate of Completion if they meet district

course and credit requirements for a special diploma, but have a grade point average that is less than the required grade point average for a special diploma.

g. Graduation Plan – Special Diploma (Option 1) Applicable to cohorts before the 2014-2015 9th grade cohort)

During the first quarter of the senior year, a graduation plan is completed for all high school ESE students who are pursuing a special diploma at the independent level and have obtained the required number of credits and required GPA needed to be officially classified as a senior at the beginning of the senior year or who have the capability of completing these credits prior to the graduation ceremony.

3. Grading

a. Report Cards and Grading

Students in Exceptional Education programs pursuing Florida Standards and Florida Standards Access Points will receive a standard report card.

Pasco eSchool shall report student grades and progress electronically using the learning management system for each online course. In addition, semester grades will be entered into the district student information system to facilitate communication with families and local schools. No grades for Pasco eSchool courses will be reported at the conclusion of the first and third quarter grading periods.

For students receiving standard report cards, grades will be determined according to procedures for basic education students as outlined in the Student Progression Plan (SPP).

b. Progress Reports

Parents and students must be notified when, during a reporting period, it is apparent that the student is failing or in danger of failing. In addition to report cards and progress reports, notifications may include letters, documented telephone calls, emails, information pasted electronically and/or parent conferences. Every effort will be made to provide communication in the child's/parent's home language. Students enrolled in a virtual instruction program on a full-time basis will receive monthly progress reports on student academic progress. The progress reports may not be directly linked for T/IEP goals. Parents and students will be informed of this difference in progress reporting prior to enrollment in the virtual program as a school choice option

Parents will receive a report on the progress of the Exceptional Student Education (ESE) student toward achieving Transition Individual Education Plan (TIEP) goals at least quarterly. This is in addition to academic progress reports Title 34, CFR 300.320(a)(3)(ii) and SBE 6A-6-03028(3)(h)(7).

4. Speech, Physical Therapy, and Occupational Therapy Programs

Speech, physical therapy and occupational therapy are pullout programs designed to reinforce or enhance a student's ability to profit from instruction. Attendance in these programs will not affect the 135-hour minimum course instruction requirements for basic, Career and Technical Education (CTE) or Exceptional Student Education (ESE) courses.

SECTION VI

ADULT EDUCATION

POLICIES

VI – ADULT EDUCATION

1. Adult Standard Diploma

a. Adult High

The Adult High School (AHS) program enables an adult no longer enrolled in public education to complete the required courses and state assessments to earn an Adult High School diploma. Course requirements are in accordance with standards established by the state.

Adult General Education programs are authorized by Section 1004.01, F.S., and Section 1004.93, F.S. The State of Florida Adult High School Course Curriculum Frameworks, as established by Section 1004.92, F.S., provide a minimum set of standards to be used by all facilitators delivering AHS education. AHS education includes both AHS diploma programs and co-enrollment courses of study. Students in these programs must meet all state and local requirements for graduation.

*All *Florida Statutes in their entirety can be found at* www.leg.state.fl.us.

ENROLLMENT CRITERIA

Criteria for enrolling into an AHS program states that the student:

1. Does not possess a high school or state-approved diploma

2. Is 16 years of age or older except where provided elsewhere in law

3. Is officially withdrawn from an elementary or secondary program

To obtain a standard adult high school diploma, a student must earn the required 24 credits or the Academically Challenging Curriculum to Enhance Learning (ACCEL) option of 18 credits and successfully complete all state required assessments (Florida Comprehensive Assessment Test, or a recognized concordant score as specified in Section 1008.27 (22), F.S., or a recognized comparative score as specified in section 1008.22 (8), F.S.and/or End of Course Assessments). A cumulative GPA of 2.0 on a 4.0 scale is required for all adult education students.

The ACCEL option allows the student to earn a high school diploma by completing 18 credits, of which are 14 core courses and 4 electives. The online-course requirement does not apply to the 18 credit option

AHS follows the same course requirements and state assessments as those required in the K-12 system. as per sections 1003.4282 (24 credit option) and 1002.3105 (ACCEL option), F.S. However, there are some exceptions.

• In order to earn a credit in any course in which an EOC assessment is required, AHS students must pass the EOC assessment before the credit can be documented on the official transcript.

• Students that enter an AHS are not required to take the EOC for Algebra 1 if credit for this course was earned and documented on their transcript prior to 2010 – 2011.

• Students that enter an AHS are not required to take the EOC for Biology 1 and/or Geometry, if credit for these courses were earned and documented on their transcripts prior 2011-2012.

VI – ADULT EDUCATION

• The adult education system is not subject to certain college readiness accountability requirements related to the K-12 system, (Section 1008.30 F.S., Rule 6A-10.0315, F.A.C.).

All students taking U.S. History beginning 2012-2013 must take the U.S. History EOC assessment regardless of cohort year.

• Other exceptions are included in Section 1003.4282), F.S.

Determining Graduation Requirements for Adult Education High School Students

To determine graduation requirements, including course requirements and state assessments, for students who are not enrolled in the K-12 educational system, and enroll in AHS, the following shall apply:

1. Students entering AHS, and whose 9th grade cohort has not graduated, must meet the graduation requirements based on the year that the student entered the 9th grade. Florida's state graduation requirements are outlined in the following charts.

2. Use these charts to determine graduation requirements for those students enrolling in AHS whose cohort has not graduated.

3. • Students Entering Ninth Grade - 2010-2011 School Year

4. • Students Entering Ninth Grade - 2011-2012 School Year

5. • Students Entering Ninth Grade - 2012-2013 School Year

6. • Students Entering Ninth Grade - 2013-2014 School Year

7. (2) Students entering adult high school after their 9th grade cohort has graduated, or who are not a part of a 9th grade cohort, must meet the current 12th grade cohort graduation requirements that are in effect for the year they enter AHS. For students whose cohort has graduated, the chart below outlines the graduation requirements:

*Note: Charts to be updated pending legislative changes.

b. Credit Completion Timelines Adult students must successfully complete all current courses by the last day of the adult calendar within the semester (including summer term) of enrollment and receive a passing grade to earn credit toward the Adult Standard High School Diploma.

Adult online courses are open entry/open exit and credit will be awarded upon successful completion of all course requirements/competencies and passing an appropriately proctored final examination.

c. Grade Point Average (GPA) Requirements

Students must have a cumulative GPA of 2.0000 on a 4.0000 scale in all courses counted for graduation:

A = 90-100 = 4.0000

B = 80-89 = 3.0000

C = 70-79 = 2.0000

D = 60-69 = 1.0000

F = 0- 59 = 0.0000

d. Florida Statewide Assessments

Passing scores for the FCAT and acceptable concordant scores for the ACT and SAT, and EOC's where required, are listed at ***http://fcat.fldoe.org/pdf/fcatpass.pdf.*** Section 1008.24, F.S., does not impose any requirements regarding the number of attempts, if any, on FCAT, before a concordant score may be applied. If a student enrols in AHS and his or her 9th grade cohort has graduated, his/her graduation requirements will be determined by the passing scores in effect for the current graduating class.

For students entering 9th grade in the 2010-11 school year and thereafter, the passing score assessments required for high school graduation or for course credit is the minimum scale score in Achievement Level three (3). Students entering 9th grade in the 2010-11 school year, and thereafter must pass the 10th grade, FCAT 2.0 (or upon transition to Florida Assessments, ELA Assessments), Reading for graduation purposes.

Students must pass the EOC assessments listed in Table 3 to earn high school credit for each course. Table 3 provides the school year when these requirements begin for students entering 9th grade and for middle schools' students enrolled in these courses.

*Note: Charts to be updated pending legislative changes.

Specific information and tables on FCAT scores, concordant scores, and EOC requirements can be found at http://fcat.fldoe.org/pdf/fcatpass.pdf.

Students with disabilities who have withdrawn and enrolled in adult general education are not eligible for an FCAT/FSA or EOC waiver. Since AHS students have officially withdrawn from secondary school and are not served in Exceptional Student Education (ESE), they are not eligible for an FCAT/FSA waiver.

However, if the adult high school student with a disability has not yet reached age 22, the student has the option of re-enrolling in school and requesting an eligibility staffing for ESE.

2. Adult Certificate of Completion [F.S. 1003.4282(6) (b)]

An adult high school student who does not pass the FCAT (or upon transition to Florida Assessments, ELA Assessments), but fulfils all other graduation requirements will be awarded a Certificate of Completion. This Certificate may also be used to verify attendance for a stated period of time in an adult program. The Certificate of Completion may be replaced with a standard high school diploma when the adult student passes all state-required assessments for the appropriate graduation year.

3. State of Florida High School Diploma (GED) Eligibility for Testing (F.S. 1003.435)

a. Candidates 18 Years of Age or Older

Candidates 18 years of age or older are encouraged to participate in academic and career planning before taking the GED test.

Candidates must complete an application at an approved school center and pay the required test fee. A Florida driver's license or Florida identification card, or approved Federal identification are required as part of the application process.

Because GED application/testing procedures are scheduled to change effective 1/1/2014, candidates should contact the local adult education site for details on required residency and testing fees.

b. Candidates 16 or 17 Years of Age with Extraordinary Circumstances

Candidates 16 or 17 years of age who are Pasco County residents and have withdrawn from regular high school may be given permission to take the GED test under extraordinary circumstances.

The candidate must complete a career planning conference with the adult education guidance counselor and/or administrator with the parent/guardian in attendance. Career planning shall include, but not be limited to:

The candidate is encouraged to enroll in the GED preparation course and take the TABE and GED Official Practice Test. Once the student demonstrates mastery at an acceptable level 165 or higher per subject test, the student and parent/guardian will submit GED Testing request letters to the adult counselor. Once all requirements are met, the teacher will recommend official GED testing.

The student's letter shall state the extraordinary circumstances that exist preventing him/her from attending regular high school or an adult education center for credit completion and include a specific career plan. The student's signature shall be affixed to the letter.

The parent/guardian letter shall include a statement concurring with the student's request. The parent/guardian's signature shall be affixed to the letter.

Upon completion of these requirements, the early GED request will be reviewed and submitted by the adult counselor to the adult education principal.

The Committee for GED Testing Approval, composed of the adult education administrator, Director of the Office for Career and Technical Education and the Director of the Office for Student Support Programs and Services. If the Committee for GED Testing Approval approves the request, the student will be allowed to register to take the GED following all appropriate application procedures.

c. Candidates 16 or 17 Years of Age Enrolled in the Under-Age GED Completion Program

Candidates at least 16 years of age who are withdrawn from regular high school and have exhausted all educational alternatives available within the school system may be given permission to enroll in the Under-Age GED Completion Program. The candidate must be a Pasco County resident at the time of the request.

The candidate must attend a program orientation session or complete a program eligibility conference with the adult education counselor, program teacher, adult education administrator assigned to the high school where the program is located, and the parent/guardian. The conference shall cover, but not be limited to the following:

- Reviewing the educational and/or career plans of the candidate.
- Assessing the academic and elective course history and achievement of the candidate.
- Discussing alternative Pasco County educational options with the candidate when appropriate.
- Assessing the interest and aptitudes of the candidate in relation to his/her educational and career plans.

The candidate must demonstrate reading and mathematical abilities as determined by the appropriate scores from the TABE or other appropriate standardized test. The candidate must demonstrate at least a grade 9 reading and mathematical level to be placed directly into the program. The candidate with less than a grade 9 mathematical level must be approved by the program administrator prior to admission to the Under-Age GED Completion Program. The candidate with both reading and mathematic scores below grade 9 will be referred to Adult Basic Education (ABE) courses for appropriate reading instruction.

The student shall complete all program requirements, including appropriate adult courses. The student must follow the Pasco County Code of Student Conduct and sign a program behavior agreement.

The student will be allowed to take the official GED "practice test" under standard testing conditions, after they complete the minimum 225 hours' attendance requirement and instruction and practice have been provided. Once the student demonstrates mastery at an acceptable level (165 or higher

per subject test) and has adhered to attendance policies will the teacher will recommend the "official" GED test. The student must, as well, meet all district requirements for students under the age of eighteen requesting GED testing, as outlined in the current Student Progression Plan, prior to registering and paying for the GED test.

Remediation is provided if the student fails any section of the GED exam. The program is designed for a student who can complete the curriculum and pass the GED, therefore graduating, within a semester's time. Any student requiring a longer instructional period should be referred to alternative adult education courses.

The student will be considered a program completer and high school graduate upon successful completion of all sections of the GED test and will be awarded a State of Florida High School Diploma.

4. Early Entrance to Adult Education (Non Co-Enrolled)

Assignment of students under 16 years of age to an Adult Education Program will be made in certain cases, when it is determined that a student's needs are not being met in the regular secondary education program. Prior to such a decision, every effort should be made by the secondary school to provide appropriate services and programs for the student. Documentation of such efforts will be required.

Application by a student for early admission to Adult Education will consist of a letter written by the student and his/her parent(s)/guardian(s) requesting such an assignment. The letters will be given to the school social worker that will schedule a meeting at the adult education center. The purpose of this meeting will be to discuss the appropriateness of an adult education placement and shall include the student, parent/guardian, social worker and adult education personnel. The school social worker will present the letters and a report summarizing the student's educational history and needs to the in-school staffing committee. The committee will make a recommendation to a district-level committee consisting of at least the following persons:

- Director of the Office for Career and Technical Education
- Secondary School Principal or Designee
- Adult Education Administrator
- Director of the Office for Student Support Services

Members of the district-level committee will make the final recommendation on the appropriateness of the placement request. If approved, the student must be officially withdrawn from the K-12 program in order to be enrolled in adult education.

5. Concurrently Enrolled Students [F.S. 1004.02(6)]

a. Purpose

A co-enrolled student is one who is currently enrolled in a high school program, and is taking high school core credit courses through adult education. Appropriate documentation, as specified by the institution, shall be obtained prior to enrollment. The 2012 legislature amended Section 1011.80 (10), F.S., for the adult high school co-enrollment program for 2012-13.

K-12 students may be enrolled in the Co-enrollment Program offered through district and college workforce education; however, students may only be reported for funding under the following circumstances:

- Only permitted for periods approved by current Florida legislation
- Students are limited to two courses for the 2012-2013 Fiscal Year
- Enrollment is limited to core curricula courses for credit recovery or dropout prevention
- No pattern of excessive absenteeism or habitual truancy, or a history of disruptive behavior

Habitual truant means a student who has 15 unexcused absences within 90-calendar days, as per Section 1003.01, (8) F.S. Each district school board shall establish an attendance policy as per Section 1003.24, (4) F.S. Students enrolled in the Co-enrollment Program are exempt from the payment of the block tuition for adult education programs.

Co-enrollment Programs are state funded only as allocated by the Florida Legislature, and no federal Adult Education and Family Literacy Act (AEFLA) funds may be used to support instruction and/or any activity, supplies or resources used in the delivery of the courses. Enrollments and completions may not be included in NRS reporting or AEFLA grant targets performance estimates.

Co-enrolled students entering a course after July 1, 2011, are limited to the core courses required for high school graduation as approved by the current Florida legislation. The course list is available at http://www.fldoe.org/workforce/dwdframe/ad_frame.asp.

It is suggested that a co-enrolled form signed by the host school counselor, the principal, the student, and the student's parent(s) or guardian be presented at the time of registration. **Co-enrolled students are not required to take a state-approved assessment before taking academic classes in adult education.**

Collaboration between the high school guidance counselor, parents, and the adult high school representative can serve as a primary factor in recruitment and retention of students in both programs and ensure credits are properly attributed to the students' home school.

b. Credit Completion Timelines

Concurrently enrolled students must successfully complete all requirements of the course by the last student day of the adult school calendar within the term of enrollment and receive a passing grade to earn credit through Adult Education. Concurrently enrolled students who enroll in an adult summer

term must successfully complete all coursework by the end of the adult summer term to receive credit. Students enrolled in high school courses through Adult Education must successfully complete all coursework and attend class for a minimum of 50 clock hours for one-half (.5) credit. Clock hours will be determined by the Adult Education Principal or designee.

c. Learning Opportunities for High School Students to Meet High School Graduation Requirements [F.S. 1003.433(2)(c)]

High School students who have met all requirements for the standard high school diploma except for passage of the Grade 10 FCAT or an alternative assessment by the end of grade 12 will be provided with the following learning opportunities:

- Participation in an accelerated GED program during the summer.
- Participation in an adult general education program in order to master English, reading, mathematics or any other subject required for high school graduation with an exemption from tuition and fees.

A student 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.

6. Basic Skill Requirements for Post-Secondary Career and Preparatory Instruction Certificate Programs (F.S. 1004.91)

Students who are enrolled in a post-secondary career and preparatory instruction certificate program of 450 hours or more shall be administered the TABE (Test of Adult Basic Education) within the first six weeks after admission into the program. Students who do not achieve the minimum level of basic skills required for their programs will not be awarded a career and technical education certificate. Students with disabilities must be administered the TABE test and provided remediation, if needed. Students with disabilities with appropriate documentation in their Adult Individual Educational Plan (AIEP), who demonstrate mastery of the Student Performance Standards for the Adult Career and Technical Education Program, will be exempted from the Basic Skills Requirement.

7. Tuition and Out-of-State Fees

As of July 1, 2011, all adult education programs will be required to charge the following tuition and out-of-state fees, per Section 1009.22, F.S. Students who enrolled prior to that date and have remained continuously enrolled are not required to have a residency determination for tuition purposes; however, they are required to pay the standard block tuition rate.

Tuition for students who have resided in Florida for twelve (12) months or more:

- $30.00 block tuition rate for each term in a program year (July 1 - June 30)

Tuition plus fees for students who have not resided in Florida for twelve (12) months or more:

- Tuition plus an out-of-state fee
- $90.00 per term
- Total tuition plus out-of-state fee: $120.00 per term

8. Accountability and Reporting

For each student enrolled in adult secondary courses, including co-enrolled and traditional AHS courses, a student permanent folder should be created and maintained for at least five years or the length of time required, according to the identified retention schedule of your agency and/or the State of Florida. Specific documents such as records, files, documents, or other materials directly related to the student, as mandated by the State of Florida, Bureau of Archives, and Record Management.

Adult education programs can earn a Literacy Completion Point (LCP) when the AHS student has successfully demonstrated mastery of the curriculum framework competencies needed to earn a half-credit in an academic discipline.

Students who are solely enrolled in a district "Adult High School Program", must be reported under the adult education program number **9900010** for the adult education course(s), and the standard high school course number from the Course Code Directory found at http://www.fldoe.org/articulation/CCD/. College adult education programs reporting AHS students should use the number 1532010202.

The instruction should be consistent with the secondary course descriptions. The course descriptions define content standards for all subject area and grades K-12. Students who are co-enrolled must be reported under the program "Adult High School for Co-Enrolled Students" using the program number **9900099** and must report the appropriate course number. The credit from the adult education course(s) can be transferred to the 9-12 secondary programs for a particular course of instruction for the co-enrolled student.

9. Program of Instruction

A program of instruction for both traditional and co-enrolled AHS students shall be based on the State of Florida adult education frameworks, the Next Generation Sunshine State Standards and the Florida Standards. Instructional methodologies may include, but are not limited to, traditional lecture instruction, competency and performance-based adult education, distance learning and computer-assisted instruction.

Course numbers and titles must be taken from the *Course Code Directory (CCD).* The state assigns and recognizes only the first seven digits of the course number. The eighth digit is used by the district for purposes of tracking and reporting data. The state maintains course descriptions for each course listed in the CCD. Students are expected to demonstrate mastery of these standards in order to receive credit for each course