

Agenda Item Number

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**Taylor County District School Board
Office of the Superintendent
Agenda Item for School Board Approval**

Date Submitted 07/02/2019 Board Meeting Date 07/23/2019

Date agenda item is due in the Superintendent's Office 07/12/2019

Person submitting the item: Sharon Hathcock-DOI

Name of document placed on agenda: Student Progression Plan 19-20

Summary description regarding this action item:

Please review and approve the Student Progression Plan for

the 2019-2020 school year.

APPROVED

SEP 03 2019

**By Taylor County
School Board**

Signatures Required

Yes ☐ No ☒

Reviewed by:

Director of Finance _____

The action described above is provided for and is consistent with relevant contract and grant provisions and the Board approved budget as amended.

Director of Personnel _____

The action described above is provided for and is consistent with the Board approved staffing plan and collective bargaining agreements.

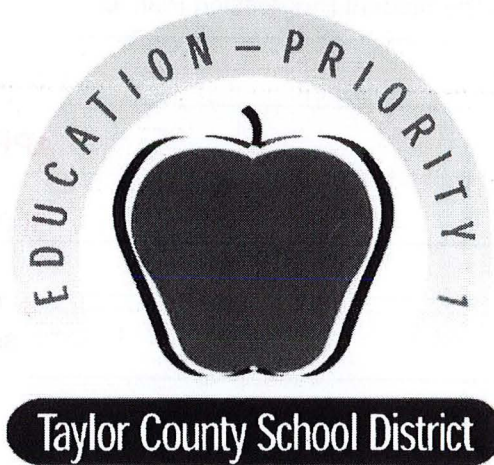
Director of Instruction Sharon Hathcock

The action described above is provided for and is consistent with relevant Federal programs and the Board approved School Improvement, Instructional and Curriculum Plans.

Superintendent _____

TCSB # 0607-3

Student Progression Plan 2019-2020



Danny Glover, Superintendent

School Board Members

Brenda Carlton
Deidra Dunnell
Bonnie Sue Agner
Danny Lundy
Jeannie Mathis

APPROVED

SEP 03 2019

By Taylor County
School Board

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MISSION STATEMENT:

The Taylor County School District is committed to providing a safe, supportive, unified environment that empowers students and educators to work collaboratively as successful life-long learners positively impacting our community.

VISION STATEMENT:

The students of Taylor County School District will receive a rigorous and relevant education that prepares them to be college and career ready.

OVERVIEW

The Student Progression Plan for the Taylor County School Board implements Board Policy, establishes procedures to be followed, and has been developed to provide the guidelines under which each student is to be given the maximum opportunity to succeed in school. This plan is designed to inform school personnel, parents, pupils, and other interested citizens of the Florida legislative and local school board student progression requirements.

It is intended that grade placement be made to serve the best interest of each student. Promotion, retention, or special assignment procedures contained in this plan propose to assure that each student will be placed in an instructional program designed so that the student can achieve academically and develop emotionally, socially, and physically.

This document contains the introduction, foreword, and seven (7) sections describing the student progression plan for Taylor County Schools. Section I describes the general procedures which are applicable to decisions made in regard to students of all grade levels. Section II describes the special considerations and specific standards required for promotion from each grade level for the elementary grades. Section III describes the special considerations and specific standards required for promotion for the middle school grades. Section IV describes the special considerations and specific standards required for promotion which are applicable to the high school level. Section V describes those areas dealing with requirements for adult students. Section VI describes the special considerations and specific standards for exceptional students. Section VII provides forms and sample forms used with student progression issues.

FOREWORD

The Florida State Legislature enacted the Educational Accountability Act of 1976, which requires that each school district in the state of Florida establish a comprehensive program for student progression.

State Statute 1008.25 on Student Progression mandates that:

1. Each district school board shall establish a comprehensive program for student progression which shall be based upon an evaluation of each pupil's performance, including how well he masters the Next Generation Sunshine State Standards and/or the Florida State Standards approved by the State Board in reading, writing, science and mathematics.
2. The district program for student progression shall be based upon local goals and objectives which are compatible with the State's plan for education and which supplement the Next Generation Sunshine State Standards and the Florida State Standards approved by the State Board of Education. Other pertinent factors considered by the teacher before recommending that a pupil progress from one grade to another shall be prescribed by the district school board in its rules.
3. The district's comprehensive program for student progression uses assessment data (universal screening and ongoing progress monitoring) to evaluate the effectiveness of instruction, identify students needing more intensive instruction support, and monitor the student's response to implemented instruction/interventions.

The Student Progression Plan has been developed to respond to the State's accountability legislation and to fulfill the requirements of School Board Policy.

SECTION I. GENERAL PROCEDURES FOR GRADES K- 12

SECTION I. GENERAL PROCEDURES FOR GRADES K-12

RESPONSIBILITY

District standards for promotion are established in this Student Progression Plan. Student promotion in the Taylor County School District is based upon an evaluation of each student's achievement in terms of appropriate instructional goals. Classroom teachers make a recommendation to the principal based upon the student's mastery of state and district skills and upon teacher judgment on the following: progress monitoring; standardized tests; assignments; daily work; general progress; Course Performance Standards; district proficiency levels and other objective data. The recommendation also should reflect the best professional judgment of the teachers regarding the student's ability to function academically, socially and, emotionally at the next grade level. Consideration may be given to other factors, such as general progress, attendance, sense of responsibility, mental and physical health, maturity, work habits and attitudes.

Final authority for student progression decisions rests with the school principal as long as it abides by state mandates in certain grade levels. The principal may decide to promote the student to the next grade, to retain the student in the same grade, or to make an administrative placement to the appropriate grade level. This decision shall be based on assessment of the student's ability. On rare occasions, the principal may double promote a student, allowing him/her to skip a grade, or may demote a student. These are special circumstances and are discussed under Options in each section.

The principal or his designee shall make the final decision regarding a student's class and/or teacher assignment. Consideration shall be given to the student's achievement and ability. Principals' progression decisions must also adhere to state and federal legislation.

REPORTING STUDENT PROGRESS

The district shall report to the parent the student's results on each statewide assessment test. The student's progress toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics shall be reported to the student and his/her parent or legal guardian each nine weeks via the report card. The evaluation of each student's overall progress shall be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. *FS 1008.25 (8) (a)*

The report card shall clearly depict and grade:

1. the student's academic performance in each class or course. This grade indicates the student's mastery of the Next Generation Sunshine State Standards/Florida State Standards and benchmarks at his/her assigned grade level and shall be based upon written papers, class participation, teacher observation, portfolio documentation, performance tasks, written and oral tests, and/or other academic performance criteria;
2. the student's conduct and behavior;
3. the student's attendance, including absences and tardies; and
4. the student's grade level performance (below, on, or above).

The student's final report card for a school year will contain a statement indicating end-of-the-year status regarding credit accrual, promotion, or non-promotion.

Grade Level Performance/Placement Definitions:

Students working **below grade level** are using materials at least one half year below their grade placement. The majority of instruction focuses on benchmarks from a lower grade level, and teachers should be able to communicate the grade level at which instruction is being provided. This designation is used only when a student's achievement level is too low to work toward accomplishment of grade-level appropriate standards and benchmarks. The school administrator must be involved in the decision to mark a student's instruction as 'below grade level'.

Students working **on grade level** are receiving instruction on grade-level appropriate standards using grade-level appropriate materials. The student may be receiving scaffolded support on various concepts, and some accommodations such as shorter assignments or more time on task may be in use.

Students working **above grade level are enrolled in advanced courses or curriculum** and should be provided enrichment activities/instruction to stimulate critical thinking, problem solving and communication skills.

REMEDIATION

Each elementary, middle school, and high school will provide remediation for students who are unable to meet the state student performance standards and local objectives. Exceptional Education, At Risk, and ELL (English Language Learners) students are to be included in the remediation process.

Remedial programs at all levels should also provide for the affective development of the student, particularly in regard to self-concept. More extensive explanations of remediation strategies are discussed in the elementary, middle and high school sections of this document.

TIMING OF PROMOTION/RETENTION

Most students will be retained, promoted, or administratively placed at the end of the regular school year and will report to the newly assigned levels in the fall. A student who has been retained may be reassigned during the next school year to the next higher grade if the principal determines that standards have been met or, at the high school level, if required credits have been earned. A student may also be placed back a grade level if (s)he has not previously been retained at that grade level and the principal determines that the child is not functioning effectively at the grade level assigned. Students retained in third grade for a reading deficiency may qualify for a mid-year promotion if specified criteria are met. (*See "Mid-Year Promotions" in Section II.*)

NOTIFICATION OF PARENTS

Parents or guardians and students are entitled to notification and full explanation of procedures and standards, as well as early involvement in a retention decision. Parents are informed of their student's progress through report cards, progress reports, conferences, letters and reports of group standardized achievement test data. Parents of a third grade student at risk may request the school to immediately begin collecting evidence for the portfolio.

Report cards must clearly reflect the student's level of achievement, as well as progress toward meeting the Next Generation Sunshine State Standards/Florida Standards. Parents should be able to assume that satisfactory grades in a regular program indicate that the student is achieving within an acceptable range for his grade-level placement and is making satisfactory progress toward mastery of the grade appropriate state standards. Any courses or programs which are remedial or designed for below-grade-level students must be clearly indicated to parents. It is also recommended that parents be notified when their children show significant improvement or exemplary achievement.

Progress Reports are to be sent to parents midway through each nine week period. At the end of each semester, the parent or guardian of each student in grades 9-12 who has a cumulative grade point average of less than 2.0 will be notified that the student is at risk of not meeting the graduation requirements. This notice will contain an explanation of district policies to assist the student in meeting the grade point requirement.

Parent conferences are a valuable avenue for reporting student achievement and progress, as well as for developing understanding and a cooperative approach to a student's educational program. If there is a possibility that a student might be retained at the elementary and middle school levels, the parents must be notified with a written academic alert and invited to a parent-teacher conference. Academic alerts will be sent to notify parents/guardians of students in danger of being retained the following year. For newly enrolled students, notification should be as soon as feasible. All parents notified of possible retention must be notified of the final decision at the end of the year. The school will keep a copy of all notification letters regarding possible retention.

Reports of student performance on tests administered in connection with the district and state assessment programs will be sent to parents with the final report card if test scores are available from the state at that time. Accompanying this parent report, there should be an explanation of the type of test scores presented.

According to FS 1002.2, parents of public school students may be accompanied by another adult of their choice at any meeting of school district personnel. At the conclusion of the meeting, the parents and the school district personnel attending shall sign a document stating whether any school district personnel have prohibited, discouraged or attempted to discourage the parents from inviting a person of their choice to the meeting.

Additional methods of notification are discussed more extensively in the elementary, middle and high school sections of this document.

CHOICE & STUDENT/PARENT RIGHTS

- Each school district must have a plan in place that allows parents to enroll their child in any school in the state, including a charter school that has not reached capacity. (Section 5; page 19; amends 1002.31, F.S.)
- Requires districts to outline and publish a process for parents to request a teacher change. (Section 19; page 93; creates s.1003.3101, F.S.)
- Authorizes parents of students assigned to an out-of-field teacher to request an in-field teacher, if an in-field teacher is available and the assignment does not exceed class-size limits. (Section 30; page 141; amends s 1012.42, F.S.)
- Revises requirements for the district notification to students of their right not to say the pledge. (Section 39; page 155; amends s 1003.44, F.S.)

GRADE PLACEMENT FOR TRANSFER STUDENTS

Any student who transfers from an out-of-state public or non-public school for admission to Florida public schools shall be admitted upon presentation of the data below:

1. An official letter or transcript from proper school authority which shows records of attendance, academic information, and grade placement of the student;
2. Evidence of immunization against communicable diseases as required in FS 1003.22;
3. Evidence of date of birth in accordance with FS 1003.21; and
4. Evidence of a medical examination completed within the last twelve (12) months in accordance with FS 1003.22.
5. Children and unaccompanied youth who are experiencing homelessness known to the Department of Education as defined in FS 39.0016 shall be given a temporary exemption for 30 days.

The grade placement of students transferring into the school shall be determined by the principal of the receiving school. Consideration should be given to the grade placement at the previous school, the credits which the student may have earned for promotion, the academic level and the social and emotional maturity which the student demonstrates on screening tests.

HOME EDUCATION

Students transferring into Taylor County School District from a non-accredited home education program must present an annual evaluation as defined in Section 1002.41, F.S.

Students transferring into the school district from a home education program will be placed using the following guidelines:

1. Demonstrate mastery of English Language Arts and Mathematics student progression standards as identified by the State of Florida as evidenced by district approved progress monitoring assessments.
2. Placement decisions will be made according to the student's satisfactory demonstration of previous school performance, scores on norm referenced tests and other pertinent information provided by the parent. A review committee, including the principal, can recommend grade placement based on a portfolio of work and a current Florida certified teacher recommendation. Grades from the first grading period will be reviewed to assess mastery of previous years' home school courses (70% or better). All entering students new to the Taylor County School District will be assessed within 20 school days. (See Section VII: K-8 Grade Placement Assistance Form)

Credit for all students transferring into the high school program from a home education program will be granted according to the following procedures:

1. Home education students seeking a Taylor High School diploma must be enrolled at Taylor High School for the entire second semester of their senior year. The process for determining credits and grade placement should begin by June 1 prior to the next school year. Credits will be validated only after the student is enrolled at Taylor High School and grades from the first grading period can be reviewed to assess mastery of previous years' home school courses (70% or better).
2. Students can submit a portfolio of work completed for courses equivalent to courses in the Florida Course Code Directory. Parents/guardians must provide a written recommendation of grade placement from a current Florida DOE certified teacher (include certificate number). A portfolio review committee will make recommendations to the principal to determine if the work submitted warrants putting the student in the recommended grade. Recommendations will be based on evidence of completion of state course performance standards for each course.
3. Credits will be validated after the first grading period; the student must maintain a 2.0 GPA or higher at the end of the first grading period on each course that could be considered sequential to validate the prior course. Student performance in grades 9 through 12 may be validated through the administration of a district

approved norm-referenced test to ensure appropriate grade placement and assignment of credits toward graduation.

4. Students will receive a “Pass” (P) grade for all validated home school courses submitted unless from an accredited institution. These grades will not factor into the grade point average.
5. Twenty-four credits in the areas specified by the Taylor County School Board and a 2.0 GPA (Option 1) or eighteen credits and the required GPA if the student qualifies (Option 2) are required for graduation. *(See Section IV. Special Considerations for High School Students).*
6. Students must pass the Reading and Math sections of the Florida required assessments or other accepted tests plus specified End of Course Exams and all other requirements to receive a standard high school diploma.
7. Home education students may participate in dual enrollment, career and technical dual enrollment, and early admission. Administrator permission must be given to enroll in classes at a district school site.
8. Home education students may not participate in graduation ceremonies at Taylor High School.

FLORIDA VIRTUAL SCHOOL

The school district contracts with approved Virtual School providers to provide a full, or part, time virtual programs in grades K-12 for students who qualify. All students enrolling in a virtual school must do so in conjunction with the Taylor County School District.

FLVS students that do not complete required virtual curriculum at the recommended rate will be placed on probation and must comply with the Taylor County School District Attendance Regulations outlined on the next page.

Parents re-enrolling students into the Taylor County School District must bring documentation of the student’s withdrawal from the virtual school before the student can re-enter the school district.

Students attending the District operated virtual school must meet the following guidelines:

1. Students who are retained virtually due to lack of performance will have to return to one of the district schools.
2. High school counselor will review and approve courses for the virtual school 9 – 12 graders.

3. Virtual students will have to meet state course requirements for graduation.

ACCELERATION OPTIONS

K-12 Students are offered as ACCEL options: whole-grade and mid-year promotion, subject-matter acceleration, virtual instruction in higher grade-level subjects, and the Credit Acceleration Program under s. 1003.4295, F.S.

Taylor County Schools may also offer options that include, but are not limited to, enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; and telescoping curriculum. Student performance criteria will be used to determine eligibility for accelerated curriculum options. Parents may also complete a Student Performance Contract to request participation.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

1. Available Options: Academically challenging curriculum or accelerated instruction will be available for eligible students in grades K-12. Each school will offer:

- a. Whole-grade and mid-year promotion
- b. Enrichment programs
- c. Subject-matter acceleration
- d. Virtual Instruction in higher grade level subjects
- e. Credit Acceleration Program (CAP) as specified in s. 1003.4295, F.S.
- f. Enriched science, technology, engineering and mathematics (STEM) coursework
- g. Rigorous industry certifications that are articulated to college credit and approved pursuant to ss. 1003.492 and 1008.44
- h. Work-related internships or apprenticeships

The Florida Department of Education's Bureau of Curriculum and Instruction website provides technical assistance related to student and course advising, student progression, and graduation requirements at <http://www.fl DOE.org/bii/>

2. Eligibility Options: The eligibility requirements for ACCEL Options include:

- a. demonstrate exceptionally high achievement in grades and daily performance;
- b. demonstrate mastery of all standards if a grade level is to be by-passed.
- c. score a Level 5 on the current Florida Standards Assessment in reading and math, for students in grades 3-6 or exhibit a similar score on an approved equivalent test;
- d. score a 90% or higher on a district approved standards based test or placement tests;
- e. been in attendance at school for 95% of the time for the previous year;
- f. have no Ns or Us in conduct for the previous year;
- g. recommendation by a core-curricula teacher;

h. kindergarten and first grade students must meet the age requirements set forth in 1003.21, F.S.

3. Parent Request for Participation in ACCEL Options

Requests by parents for ACCEL Options shall be referred to the school principal by July 15th. After receiving the request, the school principal shall confer with and review information from appropriate school personnel who are involved with the student, included but not limited to, the student's teacher(s), the principal, and the guidance counselor. If a student participates in an ACCEL option by parent request, a performance contract must be executed. If the ACCEL option chosen is assignment of a pupil to a higher grade, which results in the student skipping a grade or part of a grade, the student's cumulative guidance record and report card should indicate "Accelerated Placement in Grade ___", major reason(s) for the assignment, and the name of the principal who has the responsibility for final grade placement decisions.

STUDENT RECORDS

At any time that a decision is made to promote, retain, or administratively place a student, that decision shall be recorded in the student's cumulative record and copies of any correspondence with parents regarding these decisions shall be maintained.

ATTENDANCE REGULATIONS

The Legislature finds that poor academic performance is associated with nonattendance and that school districts must take an active role in promoting and enforcing attendance as a means of improving student performance. The Legislature finds that early intervention in school attendance is the most effective way of producing good attendance habits that will lead to improve student learning and achievement.

Attendance procedures shall be carried out in accordance with Taylor County School Board Rule 5.02, Florida Statute 1003.26, and the Code of Student Conduct and Attendance Policies.

1. According to FS 1003.26, any student between the ages of 6 and 16 is within compulsory school attendance age requiring regular school attendance. Parents of a child within the compulsory school attendance age shall be responsible for such child's attendance as required by FS 1003.26. It is understood that ALL students will be subject to the stipulations within this attendance policy. Attendance is required of all students for at least 180 days of instruction or the equivalent as provided by law, except for absences which are excused or as otherwise provided by law.
2. Attendance is defined as the actual presence of a student at school or away from school on a school day engaged in an educational activity that constitutes a part of the school-approved instructional pupil program.

Policies Governing K- 12 Attendance

Absence is defined as the nonattendance of a student on days that school is scheduled to be in session. Absences may be defined as excused or unexcused in accordance with local policy.

Excused Absences

In compliance with Florida School Laws, the Taylor County School Board recognizes excused absences as those resulting the following:

- Absence resulting from sickness, injury or other insurmountable conditions or participation in an approved academic program or class;*
- Participation in the observance of a religious holiday or in religious instruction;*
- Death in the immediate family of the student. (Immediate family is defined as parents, siblings, grandparents, aunts and uncles, and in some cases, other persons in the household);*
- Documented doctor or dentist appointments;*
- Pre-excused educational/field trip; and*
- Insurmountable weather conditions.*

Students who miss one (1) or more periods during the school day must, within three (3) school days, bring a note from a parent or guardian stating the reasons for that absence. Excused absences are described above.

Students returning to school after an excused absence shall have a time period equal to the number of days excused or a minimum of five (5) days, whichever is greater, to make up missed work. It is the student's responsibility to make arrangements with their teachers to complete missed work. If reasonable doubt exists regarding a sickness or injury, the principal is authorized to require a statement from an accepted medical authority. Failure to comply with this requirement shall result in the absence being unexcused.

If a student fails to bring a note within three (3) school days after being absent, or if the reason is not a valid one, the student will receive an unexcused absence for the days/classes missed and the following rules will be in effect.

- In grades K through 12, students will receive credit on work made up from an excused absence, and will receive at least ½ credit on completed work missed during the unexcused absence; and
- Students with unexcused absences and determined to be truant or skipping are subject to disciplinary action.

Make-up Work:

When a student returns to school after an ABSENCE, missed work must be made up within a time period equivalent to the number of days absent or a maximum of five days, whichever is greater.

- When a student DOES NOT complete make up work within the required length of time specified above, a grade of “F/0” shall be assigned for missed work or any unfinished portion thereof.
- If a make-up period of an ABSENCE extends through the end of a grading period, the student shall be given a mark of INCOMPLETE (I) on the report card. This “I” must be removed before the end of the next marking period, either with a passing or failing grade or the withdrawal of the student due to excessive absences.
- Incomplete work carried over into a new marking period must be made up within the period equivalent to the number of days of excused absence.
- Marks of incomplete (I) must be removed at the end of the next marking period by assigning a numerical grade score between 0 and 100.

Monitoring of Absences

As outlined in FS 1003.26, upon each unexcused absence, or absence for which the reason is unknown the school principal, or his or her designee, shall contact the student’s parent to determine the reason for the absence. If the absence is an excused absence, the school shall provide opportunities for the student to make up assigned work and not receive an academic penalty unless the work is not made up within a reasonable time.

During the nine- (9) weeks grading period the following actions will take place:

- On the third absence, the student’s school will make contact the parent.
- On the fifth absence, the student’s school will mail home a letter informing the parents of the five absences for the nine weeks and the consequences of such absences.

If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, the student’s primary teacher shall report to the school principal or his/her designee that the student may be exhibiting a pattern of nonattendance. As per F.S. 1003.26, habitually absent students will be referred to the Multi-Tiered System of Support Team and an attendance conference will be scheduled with the parents/guardians. Chronic absenteeism of 15 unexcused absences, or more, in a 90 day period shall result in referral to truancy court.

Exceptions to the Attendance Policy

1. Chronic or extended illness (must have a doctor’s verification). Students suffering chronic illnesses –i.e. Asthma, Diabetes, etc. must submit to the Principal at the beginning of the school year, a doctor’s verification of the condition.
2. A note from the hospital, and/or physician must verify hospitalization.
3. Death in the immediate family requiring extended absence. (Parents/guardian written verification needed.).
4. Court subpoena (copy of court paperwork for verification).

Additional Policies Governing Grades 9-12 Attendance

The Legislature finds that poor academic performance is associated with nonattendance and that school districts must take an active role in improving student performance (F.S. 1003.26). The Legislature further requires local school boards to implement policies for “enforcing school attendance for all students subject to the compulsory school age in the school district and supporting enforcement of school attendance by local law enforcement.” (F.S. 1003.26) Therefore, the Taylor County School Board will require the following:

1. Any tardy, more than 10 minutes late, will be marked as “absent” for that class and will count in the above policy.
2. Pursuant to Section 322.091, Florida Statutes, students between the ages of 14 to 18 who have had 15 unexcused absences within a 90 day period will be reported to the Department of Highway Safety and Motor Vehicles (DHSMV). Such action will result in the suspension of the student’s driver’s license. These students will also be referred for truancy.
3. Any student who does not meet attendance guidelines as a dual enrollment BBTC student will not receive high school credit.

HOSPITAL/HOMEBOUND GUIDELINES

The procedure to apply for Hospital/Homebound services begins with a parent/guardian getting a Hospital/Homebound referral from the appropriate school personnel (principal or designee), getting it signed by a licensed physician, and returning it to the school guidance department. The doctor should include his or her license number on the referral.

1. The Hospital/Homebound classes will be determined at the staffing, a meeting which includes a counselor, teachers, parents and the student (if possible). In most cases, a student’s Hospital/Homebound coursework will be limited to the core academic classes (English Language Arts, math, social studies and science classes).
2. Students will be placed on Hospital/Homebound if eligibility criteria are met according to Florida Statute. Services are only for students who will be out more than 15 consecutive days. Otherwise, makeup work will be coordinated through the school. A normal pregnancy does not constitute Hospital/Homebound services. A teen mother has up to six weeks of leave after giving birth, but this will not be considered Hospital/Homebound. The Teen Parenting liaison will coordinate getting makeup work for the student.
3. Hospital/Homebound students may not be working in paid or unpaid positions

Multi-tiered System of Supports (MTSS) The MTSS involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports. The MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students must be provided intensive explicit, systematic, and multisensory reading interventions” (F.S. 1001.215)

Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity (tiers). Three Tiers describe the level and intensity of the instruction/interventions provided across the continuum.

Tier 3 - Intensive Individualized Interventions and Supports

More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

Tier 2 - Targeted Supplemental Interventions and Supports

More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

Tier 1 - Core Universal Instruction and Supports

General academic and behavior instruction and support designed and differentiated for all students in all settings

The three tiers are not used to describe categories of students, timelines, procedures, or specific programs.

DROP-OUT PREVENTION PROGRAMS

Drop-Out Prevention programs may be provided when they are part of the school board approved Comprehensive Drop-Out Prevention Plan. Any eligible student may be assigned to a drop-out prevention program by the school administrator following the recommendation of the screening and placement committee. The screening and placement committee shall make recommendations for assignment according to student eligibility criteria identified in the Comprehensive Drop-Out Prevention Plan for each type of program, and according to guidelines established in State Board Rules. Before assigning a student to a drop-out prevention program, the principal shall notify in writing the student and her/his parent or guardian. The parent or guardian of a student shall be entitled to an administrative review of any actions related to the placement of the

student in the drop-out prevention program. All programs shall be positive rather than punitive in nature and shall constitute an intervention program for students who experience difficulty in the normal classroom environment. The emphasis of the program shall be placed on meeting individual needs, academic as well as behavioral, shall include personal counseling, and shall be directed toward improving the student's self-image.

REQUIRED INSTRUCTION

Florida K-20 Education System Function, Mission, and Goal:

“..ensures students are prepared to be civically engaged” (F.S. 1003.03)

1. Pledge of Allegiance - The Pledge of Allegiance to the flag shall be recited at the beginning of each school day. A moment of silence may also be provided (FS 1003.45). The student has the right not to participate in reciting the pledge (F.S. 1003.44).

2. Florida Standards, pursuant to 1003.41, F.S. Schools will provide appropriate instruction to assist students in the mastery of the Florida Standards for Reading and other Language Arts, Mathematics, the Next Generation Sunshine State Standards Science, Social Studies, Foreign Languages, The Arts and Health/Physical Education and the Next Generation Occupational Standards for Career and Technical Education. Florida Standards, the Next Generation Sunshine State Standards and the Next Generation Occupational Standards for Career and Technical Education will form the basis for curriculum, instruction and evaluation of student performance.

3. Constitution of the United States and Florida Government, pursuant to 1003.42 F.S. The history, meaning, significant, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides for structure of our government. The required one-half credit in American Government will include the study of the Constitution of the United States and Florida government, including study of the State Constitution, the three branches of the state government and municipal and county government.

4. African American History, pursuant to 1003.42 F.S. Instruction in the history of African Americans will include the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Such history will be presented in high school American History classes, eighth grade social studies and in other grades or classes where this content is already a part of the curriculum.

5. The Holocaust, pursuant to 1003.42 F.S. The history of the Holocaust and the systematic planned annihilation of European Jews by Nazi Germany during World War II will be taught in high school World History classes, in middle grades classes and other grades as designated by the district curriculum. Teaching of the Holocaust should lead to an investigation of human behavior, and understanding of the ramifications of prejudice,

racism, and stereotyping and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

6. United States History, pursuant to 1003.42 F.S. The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American History shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence. The pledge of allegiance shall be recited each day.

7. Other required instruction, pursuant to 1003.421 F.S. In appropriate classes throughout the K-12 curriculum, schools will teach the following: The history and content of the Declaration of the Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty and property (including its study and recitation at all grade levels during the state-designated week in September); the importance of the Federalist Papers in presenting the arguments in support of adopting our republican form of government; the history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government; flag education; including proper display and salute; the elements of civil government; the elementary principles of agriculture; effects of alcohol and narcotics upon the human mind and body; kindness to animals; the history of Florida; the conservation of natural resources; the study of Hispanic contribution to the United States; the study of women's contributions to the United States; and the nature and importance of free enterprise to the United State economy. Instruction in the sacrifices that veterans have made in serving our country and protecting democratic values worldwide will be provided. Such instruction must occur on or before Veteran's Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veteran when feasible.

8. Character Development and Law Education, pursuant to 1003.42 F.S. Instruction will concern the common duties and obligations necessary to ensure and promote an orderly, lawful, moral and civil society, thereby enhancing collective security and well-being. Obedience to the law, sobriety, honesty, truthfulness, the work ethic, financial self-support, respect for the family and marriage the need for children to have positive parental influences, the responsibility of both parents for the upbringing of their children and respect for authority must be included in the instruction, which will be a part of the curriculum in appropriate classes. A secular character-development program similar to Learning for Life, Character First or Character Counts stressing patience, attentiveness and initiative will be taught in the elementary schools. Character education will be incorporated within the appropriate courses in grades 6-12.

9. Comprehensive Health Education and Substance Abuse Prevention, pursuant to 1003.42 F.S. In appropriate classes in the K-12 curriculum, with teaching materials appropriate to the grade level and with values consistent with those of the community, instruction will include the following: nutrition education; substance abuse prevention that may include health, personal and economic consequences as well as decision making; resisting peer pressure, self-concept enhancement and identifying and dealing with situations posing a risk to one's health and possibly leading to abuse; the causes, transmission and prevention of HIV infection, AIDS and other sexually transmissible diseases; and reproductive health; consumer health; environmental health; interpersonal skills and parenting to reduce teenage pregnancy family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; teen dating violence; mental and emotional health; injury prevention and safety; personal health; and prevention and control of disease. Instructional materials and available for inspection by parents or guardians of the children engaged in such classes. Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

All students shall be provided physical education consisting of physical activities of at least moderate intensity, subject to the differing capabilities of students. Elementary students shall have 150 minutes of physical education activities per week to include at least 30 consecutive minutes of activity. Middle school students shall have one semester of physical education per year unless a waiver applies. High school students shall meet the 135 hour physical education graduation requirement of Personal Fitness and an elective physical education course or its equivalent pursuant to 1003.455 F.S.

10.English Language Learners (ELL)

Schools are to follow all procedures stated on the approved District ELL Plan for any educational decisions for ELL: placement, promotion, and retention. The ELL Committee, functioning in accordance with Rules 6A.0900 through 6A-6.92, F.A.C., and 19090 League of United Latin American Citizens et al. State Board of Education et al. Consent Decree will make the appropriate decisions regarding the proper placement of English Language Learners (ELL) in the school district. Students participating in ELL programs are individually assessed at the school to determine placement and progression. All decisions for English Language Learners (ELL) will be the responsibility of the ELL Committee and the School Level Placement Committee.

11.Disability History/Awareness

Florida Statutes, 1003.4205 requires school districts to designate the first two weeks of October each year as Disability Awareness and History weeks.

12. Medal of Honor Day Florida Statute 683.147 Establishes March 25 of each year as “Medal of Honor Day.” encourages public officials, schools, private organizations and all residents of the state to commemorate Medal of Honor Day and honor recipients of the Congressional Medal of Honor.

SPECIAL PROGRAMS:

Title I (Part A)

Title I is a federally funded program that provides supplemental resources to improve the teaching and learning of children in high-poverty schools to enable them to meet the same challenging academic content and performance standards that all children are expected to meet. Title I schools receive a Title I allocation and determine the utilization of their allocation in a manner that will best meet the needs of their individual school. Title I resources are linked with the overall state, school district and individual school reform efforts. Eligible schools are designated as school-wide programs where all children may benefit from the Title I resources. Title I programs are in Perry Primary School, Taylor County Elementary School, and Steinhatchee School.

SECTION II.
SPECIAL CONSIDERATIONS FOR
ELEMENTARY SCHOOL STUDENTS

SECTION II. SPECIAL CONSIDERATIONS FOR ELEMENTARY SCHOOL STUDENTS

STUDENT PROGRESSION – ELEMENTARY (K-5)

Student progression decisions are the responsibility of the school principal. The options available to the school principal are directly related to the student's academic achievement and the student's ability, academically, socially, and emotionally, to handle the rigor of the next grade. Teacher recommendation, which reflects teacher judgment concerning standardized test results, classroom performance, and documentation of student work are considered. Options for student progression at the elementary level (K-5) include:

1. **Promotion to the next grade –**
The student has met all of the requirements for promotion and demonstrates proficiency in English Language Arts, mathematics, and science. **Note: There are mandatory state requirements for promotion to 4th grade.**
2. **Retention at the same grade level-**
The student has not met all of the requirements for promotion and has not demonstrated proficiency in reading, writing, mathematics, and/or science. **Note: There are mandatory state requirements for retention in 3rd grade.**
3. **Promotion with Good Cause-**
Although a student may not have achieved all performance levels for regular promotion, conditions may exist that make retention more adverse to student progress than a promotion. Under such circumstances a student may be promoted with "Good Cause".

ADMISSION

In order to be **admitted to elementary schools in Florida**, a student must provide the following data:

1. Evidence of date of birth in accordance with FS 1003.21;
2. Evidence of immunization against communicable diseases as required by FS 1003.22;
Kindergarten through 5th graders must have:

- 4-5 doses of DTP or DtaP, and
- 3-4 doses of polio, and
- 1 dose of MMR and a second measles or MMR

Kindergarten through 4th graders must also have:

- Hepatitis B (3 dose series)

Kindergarten through 1st graders must also have:

- 1 dose of Varivax (chicken pox vaccine) or documentation of disease.

TAYLOR COUNTY POLICY DOES NOT GRANT A 30-DAY EXTENSION TO OBTAIN

REQUIRED IMMUNIZATIONS. All necessary documents must be presented for admission.

3. Evidence of a medical examination completed within the last twelve months in accordance with *FS 1003.22*; and
4. Evidence of residence of the child's custodial parent or legal guardian at an address within the attendance area of the school to which admission is requested **or** an approval from the school board for reassignment in accordance with Taylor County School Board Policy 2.21.

Kindergarten Admission

Children who will have attained the age of 5 years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year (*FS 1003.21*).

Any student who transfers from an out-of-state school and who meets the admission age requirement for that state, but who does not meet regular age requirements for admission to Florida public schools may be admitted if the transfer of the student's academic credit is acceptable under the rules of the school board. Prior to admission, the parent or guardian must also provide the data required in the 6A-6.024 FAC.

Florida Kindergarten Readiness Screener (STAR 360)

All school districts are required to administer the school readiness uniform screening implemented by the Department of Education to each kindergarten student in the district school system within 30 school days upon the student's entry into kindergarten.

First Grade Admission

Any child who is six (6) years old on or before September 1 may be admitted to first grade if the child has been enrolled in kindergarten in a public school or has satisfactorily completed the requirements for kindergarten in a nonpublic school. Students who have attended kindergarten in a non-accredited school shall meet the same requirements for entry as students in a home education program, as well as meet the age requirement.

Students who have satisfactorily completed kindergarten in states where the entry age to kindergarten is lower than that of the state of Florida will be admitted to first grade unless the principal determines the child is not able to function at that level due to academic, emotional, or social factors. (*FS 1003.21*)

Children who enter public school for the first time in first grade shall be administered a district grade level screening assessment adopted for use in first grade.

GRADING SCALE

Kindergarten will use a standards based report card.

The following grading scale will be used for core courses in grades 1-5:

<u>Grade</u>	<u>Percent</u>	<u>Definition</u>
A	90-100	Outstanding progress
B	80-89	On grade progress
C	70-79	Average progress
D	60-69	Lowest acceptable progress
F	0-59	Failure
I	0	Incomplete

The following grading scale will be used in special area classes (P.E. Art, Drama. Music) and conduct:

<u>Grade</u>	<u>Definition</u>
S	Outstanding Progress
N	Needs Improvement
U	Unsatisfactory
I	Incomplete

PROMOTION REQUIREMENTS

FS 1008.25 Public school student progression; remedial instruction; reporting requirements.

(1) INTENT - It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon satisfactory performance in English Language Art, social studies, science, and mathematics; that district school board policies facilitate student achievement; that each student and his or her parent be informed of that student's academic progress.

Several elements are to be considered in the promotion of students. Among these are mastery of academic content, social/emotional maturity, study habits and work skills. Any student who fails to meet the criteria for proficiency in English Language Arts, or math is eligible for remediation and may be retained. All students in the standard diploma curriculum are expected to participate in district and state testing. The district reading curriculum is based on the Next Generation Sunshine State Standards and/or Florida Standards and utilizes a researched-based basal text. The description of proficiency and requirements for regular promotion for each grade level are defined in the lists that follow.

Kindergarten to First Grade:

1. Student shows satisfactory progress in social and personal development as reflected by grades on the citizenship and work habits sections of the report card.
2. Student shall show satisfactory progress in English Language Arts and Mathematics, as evidenced by grades of 60% or above on the report card, and other district approved

assessments.

First Grade to Second Grade:

Student shall show satisfactory progress in English Language Arts and Mathematics, as evidenced by grades of 60% or above on the report card and other district approved assessments.

Second Grade to Third Grade:

Student shall show satisfactory progress in English Language Arts and Mathematics, as evidenced by grades of 60% or above on the report card and other district approved assessments.

Third Grade to Fourth Grade:

Florida law says that third graders who score at Level 1 in reading on the statewide Florida Standards Assessment-English Language Arts (FSA-ELA) must be retained (not promoted to fourth grade). However, children who demonstrate the required reading level through a state-approved alternative standardized reading test can be granted a good cause exemption and be promoted to fourth grade. TCES 3rd graders scoring a Level 1 on the FSA-ELA and unable to demonstrate the required reading level on the alternative standardized reading test will be given an opportunity to attend our Summer Reading Camp.

NOTE: If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained. FS 1008.25 (5) (b)

(See section on "Third Grade Progression Guidelines")

Fourth Grade to Fifth Grade:

4th grade students may be retained based on teacher/ administrator input, overall grades, and scores on the Florida Standards Assessment for English Language Arts and Math.

Fifth Grade to Sixth Grade:

5th grade students may be retained based on teacher/ administrator input, overall grades, and scores on the Florida Standards Assessment for English Language Arts and Math.

REMEDATION AND DIAGNOSTIC TESTING

FS 1008.25 (4) Assessment and Remediation

(a) Each student must participate in the statewide, standardized assessment tests required by FS.1008.22. Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, the statewide, standardized Mathematics assessment, or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

A student becomes eligible for remediation any time he/she fails to make adequate progress toward

mastery of the Next Generation Sunshine State Standards or Florida State Standards and/or needs additional help in order to meet the progression requirements for his/her assigned grade. A student who needs remediation is given diagnostic testing to determine the area of deficiency and to provide direction for classroom intervention. Available diagnostic tests include, but are not limited to:

- Diagnostic Assessment of Reading (DAR)
- STAR Math and/or Reading
- Go Math! Placement and Progress Monitoring Tests
- Write Score Gr. 1-5 Portfolio Entry
- Fountas & Pinnell Benchmark Assessments
- IReady

It is the responsibility of the receiving school to assess students new to Taylor County Public Schools within 20 school days. Universal Screenings and diagnostic assessment tools will be used to identify a student's area of academic need. Taylor County will only use a recognized scientific research based reading and/or math instrument. All instructional materials will be approved through the Director of Instruction's office to ensure only scientific based research materials are purchased and utilized in Taylor County schools.

GOOD CAUSE PROMOTION TO GRADES OTHER THAN FOURTH

(See "Good Cause Promotion to Grades Other Than Fourth" form in Section VII. Student Progression Forms.)

NOTE: There are mandated state requirements for promotion from 3rd grade to 4th grade. See Third Grade Progression Guidelines beginning on page 32.

Good cause for promotion to grades other than fourth may exist for students who fail to meet the specified requirements if documented evidence indicates that the student is meeting some performance levels for student progression and it is in the student's best interest to be promoted. Documented evidence includes student performance on district norm-referenced tests, state assessments, classroom tests, classroom assignments, ongoing progress monitoring, IEPs, report cards, alternative assessments, or student portfolios. Students served in Exceptional Student Education Programs whose IEPs and English Language Learner students whose ELL plans document that they are not required to meet the state or district levels of performance may also be exempt from required performance measures.

Any one of following criteria can be used to determine if a good cause promotion is warranted for progression to any elementary grade except fourth if the student:

1. is a limited English proficient student who has had less than two years of instruction in an English Language Learner (ELL) program.
2. is a student with disabilities, whose Individual Educational Plan (IEP) indicates that participation in a statewide assessment is not appropriate, consistent with the requirements of State Board of Education Rule.
3. is a student who demonstrates an acceptable level of performance on a norm-referenced

standardized reading assessment.

4. is a student who demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery of the Next Generation Sunshine State Standards or Florida State Standards in reading equal to at least a Level 2 performance on the state required assessment.
5. is a student with disabilities who participated in the required state assessment and who has an Individual Education Plan (IEP) or a Section 504 plan that reflects that he/she has had intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained.
6. is the recommendation of the Multi-Tiered System of Support Team that conditions exist which would cause this student to be more successful at the next grade and/or that retention would be more adverse than promotion.
7. is a student that has received intensive reading intervention for two or more years and was previously retained in Kindergarten, grade 1, grade 2 or grade 3 for a total of 2 years. SB 850, Section 22 also prohibits a student from being retained in grade 3 more than once.

Promotion for good cause shall be documented. The student shall have received intervention as determined by the school Multi-Tiered System of Support Team, and the student's progress shall have been monitored. The student's teacher shall submit the "Promotion for Good Cause" documentation to the principal and shall indicate that the promotion of the student is appropriate and is based upon the student's academic record. (*See "Good Cause Promotion to Grades Other Than Fourth" form in Section VII. Student Progression Forms*). The principal shall review and discuss the recommendation with the teacher and determine promotion or retention. If the principal determines that the student should be promoted, the principal shall make the recommendation in writing to the Superintendent. The Superintendent shall accept or reject the principal's recommendation in writing. The documentation form shall be placed in the student cumulative folder, and a copy shall be given to the Director of Instruction.

READING DEFICIENCY – INTENSIVE READING INSTRUCTION

Any student who exhibits a substantial deficiency in reading, based upon locally determined assessments or statewide assessments conducted in Kindergarten or grades 1, 2, or 3, will be given intensive reading instruction immediately following the identification of the reading deficiency. Such students shall have their reading proficiency reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive instruction. This provision includes grade 4 good cause promotion students. Intensive instruction will be continued until the reading deficiency is remediated. This intensive instruction will include a combination of the following characteristics:

- Diagnosis/prescription targeted to specific skill development
- Variety of opportunities for repetitions (repeated exposure)
- Smaller chunks of text or content
- Guided and independent practice
- Materials specific to intensive instruction

- Skill development and practice integrated into all activities
- Frequent progress monitoring
- Criterion-based evaluation of success
- Other interventions as specified by the Response to Intervention Plan

Reading Deficiency and Parental Notification

(See “Parental Notification for Students in K-3 with Reading Deficiencies” letter in Section VII. Student Progression Forms .)

Section 1008.25 (5) (c), Florida Statutes, provides that Section 1008.25(5)(a) – Florida Statutes provides that any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3 or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. (c)The parent of any student who exhibits a substantial deficiency in reading, as described above must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading;
2. A description of the current services that are provided to the child;
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency;
4. That if the child’s reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies for parents to use in helping their child succeed in reading proficiency;
6. That the required Florida Assessment(s) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion;
7. According to F.S. 1008.25, the district’s specific criteria and policies for mid-year promotion for third graders that have had mandatory retention(s). Mid-year promotion means promotion of a retained student during the year of retention once the student has demonstrated the ability to read at grade level. The latest a mid-year promotion can occur is at the beginning of the second semester during the year of retention.

In addition, each elementary school, upon identification of a K-3 student’s reading deficiency, shall consult with the parent regarding the ongoing progress of the student as required by the Response to Intervention plan.

If the student’s reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained.
F.S. 1008.25 (5)

Documentation of notification of reading deficiency to individual parents with a description and

explanation in terms understandable to the parent pursuant to FS 1002.20(11) shall be kept in the students' cumulative folders.

“READ” INITIATIVE FOR STUDENTS IN GRADES K - 3

F.S. 1008.25 ((7)(b)(7)) -- The “Reading Enhancement and Acceleration Development” (READ) Initiative shall be provided for K – 3 students identified as “At-risk” through the district adopted assessment that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension. 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 as exhibiting a reading deficiency.

The READ Initiative in Taylor County includes the use of a state-identified comprehensive core reading program (CCRP) that has been reviewed by the Florida Center for Reading Research and meets the following minimum 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 the regular school hours (in addition to regular reading instruction)
- Provides initial and ongoing analysis of each student's reading progress
- Is implemented during the regular school hours (in addition to regular reading instruction)
- Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

THIRD GRADE PROGRESSION GUIDELINES

Good Cause Promotions To Fourth Grade

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Although a student may not have achieved all performance levels for regular promotion, conditions may exist such that retention would be more adverse for the student than promotion. Under these circumstances a student may be promoted with “good cause” from third to fourth grade. (*See “Good Cause Promotions to Fourth Grade” form in Section VII. Student Progression Forms.*)

The school district may only exempt students in grade 3 who demonstrate a continued deficiency in reading, as evidenced by performance on the required state assessments, from mandatory retention if they meet the good cause exemptions that are specified in *FS 1008.25*. Good cause exemptions in this case are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English Language Learner (ELL) program.

2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.

NOTE: The alternative standardized assessment to be used is the grade 3 reading portion of the SAT 10 or STAR 360 50%. The acceptable level of performance on the alternative assessments for grade 3 for the 2017-18 school year is to promote a student using the SAT 10 as an alternative assessment for good cause exemption, the grade 3 student scoring a Level 1 on the Reading state assessment must score at or above the 45th percentile on the 3rd Grade Reading portion. There must be at least 30 days between alternate assessment administrations. The SAT 10 and STAR 360 is administered at the end of the Third Grade Summer Reading Camp.

4. Students who demonstrate, through successful completion of the state provided student portfolio samples, that the student is reading on grade level as evidenced by demonstration of mastery of the Next Generation Sunshine State Standards or Florida Standards in reading equal to at least a Level 2 performance on the required state assessment that show mastery of 70% or more.
5. Students with disabilities who participate in the required state assessment and who have an Individual Education Plan (IEP) or a Section 504 plan that reflects that the student has received intensive remediation in reading, but still demonstrate a deficiency in reading and were previously retained in kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received intensive remediation in reading for 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. Intensive reading instruction for students so promoted shall include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student.

Requests for good cause exemptions for students from the mandatory retention in third grade requirement shall include the following:

1. Documentation submitted from the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student's academic record. Documentation shall only consist of existing progress monitoring information, Individual Educational Plan (IEP) if applicable, report card, test scores, or student portfolio; and
2. Discussion with the teacher by the school principal to review the recommendation and make the determination if the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal shall 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. The documentation form shall be

placed in the student cumulative folder, and a copy shall be given to the Director of Instruction.

Summer Reading Camp

Third grade students who score below Level 2 on the Florida Standards Reading Assessment are offered the opportunity to attend the Summer Reading Camp. Depending on available room, the camp may be offered to other 3rd Grade students on an as-needed basis. This camp is held at one of the district schools and transportation is provided. The student is not guaranteed that he/she will be able to attend the camp at his/her home school.

Summer Reading Camp is an intensive reading remediation course designed to meet the needs of students who do not score above Level 1 on the reading portion of the state assessment. Students are provided the opportunity to demonstrate proficiency on the state-provided portfolio. At the conclusion of the Summer Camp program, students will be given the Stanford Achievement Test 10 (SAT10) to determine academic growth.

If a third grade student who scores Level 1 on the Florida assessment does not attend the Summer Reading Camp, the school shall give evidence of parental notification of the student's need to attend Summer Reading Camp and document the reason for nonattendance. The student shall be retained unless the student meets one of the good cause exemptions and is determined eligible for promotion for good cause.

Mid-Year Promotions For Retained Third Graders

(See "Mid-Year Promotion to Fourth Grade" letter in Section VI. Student Progression Forms)

Mid-year promotion is defined as promotion of a retained student during the year of retention once the student has demonstrated the ability to read at grade level. The latest a mid-year promotion can be considered is the beginning of the second semester of the school year. Mid-year promotion is only applicable to a 3rd grade student who meets **all** of the following criteria:

1. was retained as a result of a reading deficiency, but is working on grade level or above in mathematics;
2. has participated in intensive remediation for reading;
3. did not qualify for a Good Cause promotion;
4. demonstrates through portfolio or standardized assessment that he/she has attained a proficient (successful and independent, reading at or above grade level) level of reading as defined in the Student Progression Plan;
5. demonstrates the proficiency required to score at Level 3 on the grade 3 FSA English Language Arts as determined by the State Board of Education as documented in a student portfolio, and/or an average or above average score on a norm-referenced assessment; and
6. demonstrates achievement that provides a reasonable expectation that the student's progress is sufficient to master appropriate 4th Grade level reading skills.

A student who meets the above criteria for mid-year promotion is recommended for such by his/her

teacher to the principal. The final decision for any promotion rests with the principal. Upon mid-year promotion, the appropriate notation is made in the district management information system and the student is placed so that he/she can work at the new grade level. The student will take the Florida Standards Assessment for the new grade level assigned during statewide spring testing.

Notice To Parents Of Third Grade Students Who Are Retained

(See “Parental Notification for Retained Third Grade Students” letter in Section VII. Student Progression Forms.)

Written notice will be given to the parent or legal guardian of any third grade student who is retained. This notice must comply with FS 1002.20(15) and will:

- State that the child has not met the proficiency level required for promotion;
- Include the reasons that the child is not eligible for a good cause exemption;
- Include a description of proposed interventions and support that will be provided to the child to remediate the identified areas of reading deficiency *(See “Services to Third Grade Students who are Retained” – in the following section);*
- Be preceded by the notification of the student’s reading deficiency as identified earlier in the school year;
- Inform the parent of the availability of a Summer Reading Camp if the retention occurs at the end of the regular school year.

Services to Third Grade Students Who Are Retained

Students who are retained in third grade will be provided intensive interventions in reading to improve the student’s specific reading deficiency as identified by a valid and reliable diagnostic assessment. Such interventions will include:

- Effective instructional practices
- Opportunity to participate in the district’s summer reading camp
- Appropriate teaching methodologies necessary to assist those students in becoming successful readers
- Appropriate intensive materials

F.S. 1008.25 (7) Third grade students who score at Level 1 on FSA English Language Arts and who do not meet the criteria for any of the good cause exemptions will be provided the following:

- A review by the school Response to Intervention Team to address additional supports and services needed to remediate the identified area(s) of reading deficiency. This should occur during the first part of the school year;
- Provision of a minimum of 90 minutes of daily, uninterrupted, scientifically-based reading instruction and other strategies; which may include, but are not limited to:
 - Small group instruction
 - Reduced teacher-student ratios
 - More frequent progress monitoring

- Tutoring or mentoring
- Summer Reading Camp
- Transition classes containing 3rd and 4th grade students
- Provision of one of the following:
 - Supplemental tutoring in scientifically research based reading services including tutoring before and/or after school. NOTE: This option does not require the district to pay for private tutors. Trained volunteers or school staff may be used.
 - A mentor or tutor with specialized reading training
- The opportunity to have a portfolio for good cause promotion. This portfolio shall contain evidence of mastery of benchmarks (as outlined under Good Cause Promotion to Fourth Grade, pages 18-19) as well as other information to inform parents and teachers of the student's proficiency, such as results of diagnostics and progress monitoring.
- In addition, retained third grade students should be provided a high-performing teacher as determined by student performance data and the teacher's above-satisfactory performance appraisals.

Students In Third Grade with 2 Cumulative Retentions (Intensive Acceleration Class)

Students with two retentions, cumulative, in third grade shall be assigned to an intensive acceleration class. *FS 1008.25 (7)*. This class shall:

- Be provided to any third grader scoring Level 1 on FSA English Language Arts who has a previous retention;
- Be reduced in size;
- Provide uninterrupted daily reading instruction for the majority of student contact time, and incorporate opportunities to master the fourth grade Sunshine State Standards in other core subject areas;
- Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement in one school year;
- Provide intensive language and vocabulary instruction using a scientifically research-based program;
- Include weekly progress monitoring measures to ensure progress;
- Administer the district adopted English Language Arts assessment;
- Report to the Department of Education the progress of these students at the end of the first semester.
- Provide a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains while continuing to remediate the areas of reading deficiency.
- The district shall report to the State Board of Education, as requested, on the specific intensive reading intervention and supports implemented at the school district level.

Acceleration Options for Elementary Students

Public school students in grades K through 5 may be eligible for instruction acceleration courses based upon the criteria outlined in F.S. 1002.3105, Academically Challenging Curriculum to Enhance Learning (ACCEL) options.

District Timeline for Student Progression and Multi-Tiered Problem Solving Activities (Elementary)

Time Period	Activity	Tier/Audience	Responsibility
August	Review student data at the school, classroom, and individual level 1 st Administration of STAR Reading Fill out and mail home letter for <i>“Parental Notification for Retained Third Grade Students</i> if not already done. Place copy in cumulative folder for documentation. Includes development of PMPs and transition of MTSS students from previous year	Tier 1 All students/teachers	School administration, Classroom Teachers, Instructional Coaches
August/September	STAR Kindergarten students must be assessed with the FLKRS instruments prior to the 31 st day of school. Review Fountas & Pinnell and STAR data to plan for	Tier 1 All students	Classroom Teachers. Instructional Coaches
September	Note students on “Early Warning List” <ul style="list-style-type: none"> Retained students Levels 1/2 - Florida State Assessment Lowest Quartile Students with failing grades at midterm Previous year’s Tier 2 or Tier 3 students Students reading below grade level Students below the 50th percentile on district progress monitoring assessment *Parents of students in grades 3 through 5 scoring below a level 3 on the FSA ELA will be notified of Reading scholarship options.	All students	Classroom Teachers; School Administration; Instructional Coaches
	MTSS process begins	Tiers 2 and 3;	School Administration
October – December	2 nd schoolwide progress monitoring Send home the <i>“Parental Notification for Students in K-3 with Reading Deficiencies”</i> with the first report card for students in grades 1-3 who demonstrate a reading deficiency (1002.20 (11) FS). Put copy in cumulative folder for documentation. MTSS problem solving continues; Progress monitor students Documented remediation using research-based materials takes place for those students as identified by the MTSS Team process (detailed in the Response to Intervention	Tiers 2 and 3	Classroom Teachers; MTSS Team
December/January	3 rd schoolwide progress monitoring Review “Early Warning List”. A student should be referred to the school MTSS Team at any time it appears that a student is not making adequate progress on grade level.	Tier 1 and 2 All students	Classroom Teachers; Instructional Coaches

Time Period	Activity	Tier/Audience	Responsibility
January - March	MTSS continues; Progress monitor students Students in danger of retention must be referred to MTSS. Grade K: <i>Notice of Reading Deficiency</i> goes home with 2 nd 9 weeks report card. Academic Alerts go home with 2nd 9 weeks report cards. This means that MTSS should have already occurred for these students.	Tiers 2 and 3	Classroom Teachers; MTSS Team
End of March (60 days prior to end of school)	Deadline for convening an MTSS review on a student.	Tier 3	MTSS Team
March/April		All students	Classroom Teachers; Instructional Coaches
April	4 th schoolwide progress monitoring MTSS Follow-ups and Wrap Ups. Initial MTSS meetings	Tiers 2 and 3	Classroom Teachers; MTSS Team
May	Review student data (grades and progress monitoring) for final promotion/retention decisions. Send home Summer Camp information for third grade students who qualify for Summer Reading Camp. Send copies of Good Cause Promotion Letters to the Director of Instruction. Maintain originals in cumulative folders. Note students who are in the MTSS Team process and plan for transition of these students and their MTSS information to new teachers at the beginning of the next school year.	All Students	Classroom Teachers

*Chart includes provision for Mathematics Remediation as outlined in F.S. 1003.4156(1) and F.S. 1003.428(2)(b)

SECTION III.
SPECIAL CONSIDERATIONS FOR
MIDDLE SCHOOL STUDENTS

SECTION III. SPECIAL CONSIDERATIONS FOR MIDDLE SCHOOL STUDENTS

ADMISSION AND PLACEMENT

In order to be admitted to Taylor County Middle School, a student must provide the following data if it is not already in the Taylor County database:

1. Evidence of date of birth in accordance with *FS 1003.21*.
2. Evidence of immunization against communicable diseases as required by *FS 1003.22*.

All students must comply with entry-level requirements:

- 4-5 doses of DTP or DtaP, and
 - 3-4 doses of polio, and
 - 1 dose of MMR and a second measles or MMR
- 7th and 8th grade students must also have:
- Td (tetanus-diphtheria) booster (given within the past 5 years), and
 - second or third dose of Hepatitis B series

All necessary documents must be presented for admission.

(Please refer to homeless policy/ unaccompanied youth)

(See grade placement for transfer students.)

TAYLOR COUNTY POLICY DOES NOT GRANT A 30-DAY EXTENSION TO OBTAIN REQUIRED IMMUNIZATIONS WHEN NEEDED.

3. Evidence of a medical examination completed within the last twelve months in accordance with *FS 1003.22*.
4. Evidence of residence of the student's custodial parent or legal guardian at an address within the attendance area of the school to which admission is requested or an approval from the school board for reassignment in accordance with Taylor County School Board Policy 2.21.
5. Evidence of promotion to the appropriate grade level based on previous school records and/or placement tests.
6. **The following guidelines govern the enrollment of students into the middle grades of Taylor County, Florida:**
 - a. Any child who has been promoted or assigned to grades 6, 7 or 8 will be admitted to middle school.
 - b. Students who have been expelled or recommended for expulsion in another school
The Superintendent has the authority to assign a student to alternative educational placement when such placement has been made or recommended in another school district

FLORIDA COURSE DESCRIPTIONS AND STANDARDS

In accordance with 6A-1.09401 SBR, the Next Generation Sunshine/Florida State Standards shall be the basis for the curriculum and instruction in grades 6 - 8. These benchmarked standards provide a broad curriculum base and describe what students should know and be able to do in grades 6-8 in the subjects of language arts, math, science, social studies, art, health/physical education, and foreign language will be included in the middle school curriculum. Appropriate instruction and assessment of mastery will be provided to assist students in the achievement of these standards. (1008.25(2)(a), Florida Statutes)

Florida Course Descriptions for Grades 6 - 12, Basic and Adult Education which provides the essential content and course requirements for courses listed in the *Course Code Directory and Personnel Assignments for Florida Schools* will form the basis of instruction for each course. In order to successfully complete a course, a student must master these Course Descriptions and obtain a passing grade for the course. Methods for assessing mastery of these standards can be by observation, classroom work, homework assignments, and examinations, including mandated state EOC assessments. Certification of mastery of these standards will be a passing score in the course. The grading scale is as follows:

SECONDARY GRADING -- MIDDLE SCHOOL

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

The annual course grade will be determined by the average of the nine-week grades. Students must have a minimum of a 60 average to pass the course. This includes reading, language arts, math, science and social studies. In addition,

- Mastery of 70% of the Florida State Standards and grade level expectations will be attained by students functioning on grade level and maintaining a 60 average in each course.
- Middle school students enrolled in courses for high school credit shall be graded in accordance with the provisions of high school section of this plan.(1003.43(1)(k) Florida Statutes)
- The yearly GPA is determined by averaging the final grade for each class. The final grade for each class is determined by multiplying the quality point value of the final class grade (A=4, B=3, C=2, D=1, F=0) times the length of the course

(Full year = 1.0; Semester = .5; Quarter = .25). All students must have a 2.0 GPA to be promoted to the next grade.

- Remediation and elective courses for middle school students will have numeric grades in these courses that will impact their GPA.
- The report card will clearly depict and grade: a student's academic performance in each class or course in grades 6 through 8 based on examinations as well as written papers, class participation, and other academic performance criteria; a student's conduct and behavior; and a student's attendance, including absences and tardiness (1003.33(1) Florida Statutes) The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion. Schools shall not exempt any student from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. ((1003.33.(2) Florida Statutes)

GENERAL REQUIREMENTS FOR GRADES 6-8

The following courses or subjects shall be required in grades 6-8:

1. Three courses in mathematics, middle school level or higher. At least 1 high school level math course must be offered
– (Advanced Math is offered to eligible 7th grade students, and Algebra I is offered to eligible students entering 8th grade).
2. Three courses in language arts, which shall include experiences in reading, writing, and speaking.
3. Three courses in science, which shall include instruction in life science, earth/space science and physical science.
4. Three courses in social studies/civics, which shall include the study of United States history and government, world geography, Florida history and world history. Students will take a Civics EOC as part of the required state assessment.
5. Computer literacy skills.
6. One semester per year of physical education unless a waiver applies.
 - (a) remedial classes for deficient areas which may be scheduled in place of the P.E. elective.
 - (b) The P.E. requirement may be waived when one of the following is true:
 - The student is required to take remedial coursework.
 - The student requests and qualifies for band.

- The student is participating in physical activities beyond the school day which meet or exceed the requirement.
7. A series of unified arts experiences shall be provided for student development which may include, but not be limited to, the following: art, music, foreign languages, and technology education. Such experiences shall be regularly scheduled as possible in grades 6 through 8 when funds are available.
 8. Comprehensive health education which includes substance abuse prevention, acquired immune deficiency syndrome and communicable disease prevention, human growth and development, human sexuality and pregnancy prevention, and personal health and hygiene, and shall also provide for instruction, where appropriate, that abstinence from sexual activity outside of marriage is the expected standard for all school age children; and abstinence from sexual activity is a certain way to avoid pregnancy, sexual transmission of acquired immune deficiency syndrome, and other communicable diseases which are transmitted sexually.

HIGH SCHOOL CREDIT

Credit earned by an eighth grader in a course designated in the *Course Code Directory* as grade 9-12 may be used to satisfy high school graduation requirements.

Note: The grade for 8th grade students taking Algebra I will be part of their high school transcript. The SBE Forgiveness Policy applies to this course credit.

Grade Forgiveness – (Section 1003.428(5)F.S.) Forgiveness policies for required courses shall be limited to replacing a grade of “D” or “F,” or the equivalent of a grade of “D” or “F,” with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F,” or the equivalent of a grade of “D” or “F,” with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in another course. The only exception to these 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” or the equivalent of a grade of “C,” “D,” or “F.” In such case, the district forgiveness policy must allow the replacement of the grade with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s GPA. 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.

FLORIDA VIRTUAL SCHOOL (FLVS)

Florida law allows students to enroll in courses available through the Florida Virtual School and the school district shall award credit for successful completion of such courses. Students may access FLVS courses before, during, or after the school day as pre-approved by the Principal or designee and pre-arranged with the parent/guardian.

MIDDLE SCHOOL REQUIREMENTS FOR PROMOTION

Levels of Proficiency

The following requirements have been identified for promotion at each grade level:

1. In order to pass a course in grades 6 - 8, a student must earn a grade of 60 or higher and show mastery of 70% of the standards for the course (Curriculum Frameworks/Course Code Descriptions and Grade Level Expectations) as determined by teacher assessment utilizing a combination of any of the methods listed in this plan.
2. Any student in grades 6 – 8 must pass English language arts and mathematics and two of the other core courses (social studies, science.)
3. Satisfactory completion of a year-long course in the Middle School will be determined by averaging the two semester grades.
4. No student may be assigned to a grade based solely on age or other factors that constitute social promotion.
5. The Student Progression Plan will follow the guidelines of the District K-12 Comprehensive Reading Plan as approved by the Florida Department of Education.
6. Special considerations for Students with Disabilities who are in Exceptional Education Programs can be found in Section VI of the Student Progression Plan.

Additional Retention Considerations

Retention decisions shall be made by a committee made up of the principal/designee, the child's teacher, the guidance counselor and a teacher from the next grade level.

The following criteria may be considered when a student is considered for retention:

- The student has not demonstrated satisfactory performance of the Grade Level Expectation/Florida State Standards/NGSS in the district's core curriculum for English language arts, mathematics, science and social studies;
- The student does not meet state performance levels on Florida assessments; and
- The student is not making adequate progress.

PLACEMENT FOR A GOOD CAUSE

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Any student who has not met the district criteria for promotion may be exempted from retention due to “good cause.” A record review will be conducted for target students. Following the review by the Good Cause Committee, parents will be notified of the placement of their child by the Good Cause Committee. Placement for good cause may be based on one or more of the following:

1. Classroom performance as evidenced by a student portfolio or a report card indicates the ability to apply grade level skills, and/or scored at a Level 2 or above on the Florida Standards English Language Arts and Math tests.
2. The student demonstrated an acceptable level of performance on an alternative standardized assessment approved by the State Board of Education.
3. The student was classified as Limited English Proficient (LEP) for two or more years as recommended by the LEP committee.
4. The student experienced a recent traumatic experience that impacted his/her academic performance.
5. Promotion for Good Cause is to facilitate a placement to an alternative setting..

REMEDIATION

Students who do not meet the district levels of performance in reading, writing, mathematics or science or who do not meet the specific levels of performance on statewide assessments may be provided remediation or be retained. Various assessments will be used to identify the nature of the student's difficulty and areas of academic need. The district/school Response to Intervention Plan and the District Reading Plan will guide instructional decisions. The professional judgment of school personnel will also be a part of determining if students need remediation in instances where there is insufficient or inconsistent data to support or deny the need for remediation. This evaluation of progress must be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information, as provided in FS 1008.25. If a student is retained, it must be in a program different from the previous year's program.

The Department of Education has determined that the following options for remediation and retention are available:

- remediate before the beginning of the next school year and promote;
- promote and remediate during the following year with more intensive intervention and remediation strategies;
- retain and remediate in a different program.

MIDDLE GRADES INTENSIVE READING

During the school year students will be placed in an intensive reading class or a reading class with interventions based on the most reliable and relevant student data. Ongoing Progress Monitoring data is reviewed throughout the school year. Placement of readers in either an intensive reading course or a reading class with interventions in which reading strategies are delivered shall be determined by diagnosis of reading needs and shall align with the requirements of the K-12 Comprehensive District Reading Plan.

EXCEPTIONS

Individual student exceptions (under highly unusual circumstances) can be made to the Middle School Education Plan. These exceptions will be made only with the approval of the Response to Intervention Team, the Principal, and the Superintendent.

Alternate Educational Placements

The Taylor County School District has an obligation to provide instructional programs and environment which enable students to progress faster and achieve higher scholastic levels. Different students have different educational goals and learning styles, thus establishing differing educational needs. To provide for these differences, the Taylor County School Board hereby authorizes and instructs the Superintendent to plan for and establish alternative educational schools and programs, in accordance with Florida Statutes and State Board of Education Rules, which provide for the needs of the differing school populations.

The district offers three alternative educational options provided jointly through partnership with Taylor County Middle School, Taylor County High School and Big Bend Technical College, to serve students whose needs are best met in an alternative educational setting as identified by the Early Warning System. Placement as in compliance with Florida Statutes regulating any drop-out prevention program.

The following criteria will be used to determine placement for students who need an alternate setting:

- Behind cohort group in earned credits.
- Cumulative GPA below 2.0
- Student has previously been homebound / homeschooled.
- Recommended for placement in lieu of expulsion (Note: See TSCB Policy Manual 5.10 Zero Tolerance for School).
- Recommended for administrative placement.

Parents shall be notified in writing of their child's placement in any dropout prevention/alternative education program and any action related to such placement. School administration has final determination of appropriate placement for every student.

Statutory authority: 1001.41, 1001.43, 1003.42, 1003.53 F.S.

Taylor Accelerated School (TAS)

- A. Students participating in the TAS Program must be in 6th-12th grades.
- B. TAS Program Attendance – TAS students will follow the Taylor County School Board Attendance Policy for grades 6th-12th.
- C. TAS Program Discipline Procedures - TAS students are governed under the Taylor County School Board approved discipline matrix.

Pathway to return TCHS or TCMS

- 1) Students who are academically placed in the TAS Program, must be enrolled for a minimum of one year. Students' academic progress will be evaluated at the end of the first and second semester. Students who are behaviorally placed in the TAS program must meet all required expectations for the given placement days.
- 2) Any transfer of school location will require a conference with involved parties.
- 3) Placement decisions for students with disabilities must be determined by the IEP Team.
- 4) The following criteria must be met:
 - The student must acquire and maintain at least a 2.5 cumulative GPA
 - The student must have earned enough core credits to be on-level with their graduation cohort group
 - The student must maintain a satisfactory behavioral record as exhibited by no referrals resulting in out of school suspension for the last nine weeks.
 - The student must have no more than five (5) absences for the last nine weeks
 - Students must not have any failing core course grades for the last nine week grading period.
 - Approval by principal at TCHS or TCMS.

Note: A student being promoted to the next grade, must meet all TAS Program exit criteria in order to return to TCHS or TCMS (traditional school). Re-entry to TCHS or TCMS is possible only after successful completion of Exit Criteria at the TAS Program.

SECTION IV.
SPECIAL CONSIDERATIONS FOR
HIGH SCHOOL STUDENTS

SECTION IV. SPECIAL CONSIDERATION FOR HIGH SCHOOL STUDENTS

FLORIDA COURSE DESCRIPTIONS AND STATE STANDARDS

Florida Course Descriptions for Grades 6 - 12, Basic and Adult Education which provides the essential content and course requirements for courses listed in the *Course Code Directory and Personnel Assignments for Florida Schools* will form the basis of instruction for each course. In order to successfully complete a course, a student must master these curriculum frameworks and obtain a passing grade for the course. In order to successfully complete a course, a student must master these performance standards and obtain a passing grade for the course. Methods for assessing mastery of these standards can be by observation, classroom work, homework assignments, and examinations, including mandated state EOC assessments. Certification of mastery of these standards will be a passing score in the course.

The grading scale is as follows:

<u>Grade</u>	<u>Percent</u>	<u>Grade Point Value</u>	<u>Definitions</u>
A	90-100	4.0	Outstanding Progress
B	80-89	3.0	Above Average Progress
C	70-79	2.0	Average Progress
D	69-60	1.0	Lowest Acceptable Progress
F	0-59	0	Failure
I			Incomplete

HOURLY CREDIT REQUIREMENTS

One (1) full credit for high school graduation is defined as a minimum of 135 hours (FS 1003.436) of instruction in a designated course which contains Student Performance Standards, or the equivalent of six (6) semester hours of college credit. The hourly requirement for one-half ($\frac{1}{2}$) credit is defined as one-half ($\frac{1}{2}$) the requirement of a full credit.

Courses will be defined as one (1) year, one (1) credit course, and as one (1) semester, one-half ($\frac{1}{2}$) credit course.

A student enrolled in a full year course will receive one-half credit if the student successfully completes either the first or second half of the course but fails the other half and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course will receive full credit if the student successfully completes either the first or second half of the course but fails to successfully complete the other half and the averaging of the grades in each half results in a passing grade within the same year (August 1 to August 1). Instructional time is defined to include time spent in the classroom, time spent in activities related to affective development and/or motivation, orientation and testing of students and other activities related to educational goals including, but not limited to, cultural and/or educational programs or trips and enrichment or accelerated instructional activities.

Students will not be awarded any credit in courses for which there is an End of Course Exam until results of the EOC Exams are received, as these scores are weighed at 30% of the final grade.

Late or Delayed Enrollment of Students:

After the 12th day in a semester, a student who has not enrolled at Taylor County High School, or those enrolling after twenty (20) days from the first day of any school year, and who have not attended school elsewhere in the State of Florida or another state or jurisdiction during the school year of enrollment, may be recommended for placement in an online program.

State Mandated End of Course Exams

All students must take a written or performance based end of course exam in the following courses: Algebra I, Geometry, Biology, and U.S. History.

CREDIT EARNED THROUGH OTHER PROGRAMS

Students currently enrolled at Taylor High School may earn additional credit for promotion or for graduation beyond those credits obtainable during Summer School according to the following guidelines:

1. Signed prior approval of the Principal or designee must be granted.
2. Students may not be enrolled in a course in another program in the same semester of that course in which they are currently enrolled at Taylor County High School.
3. Students desiring to earn course credit through other programs or other special summer

programs sponsored by colleges and universities must apply for and receive School Board approval prior to enrolling in the program. Verification must be provided by such programs prior to enrollment that the course work includes state and district curriculum frameworks and Florida Standards. Credit shall be awarded to the student upon verification of the student's successful completion of the course.

4. Florida law allows students to enroll in courses available through the Florida Virtual School and the school district shall award credit for successful completion of such courses. Students may access FLVS courses before, during, or after the school day as pre-approved by the Superintendent or designee and pre-arranged with the parent/guardian. Students may enroll in FLVS for acceleration, enrichment, or forgiveness of a "D" or "F" in a course in addition to their scheduled seven courses or in addition to summer school courses.
5. Home Education FLVS students will not receive a Taylor County diploma nor participate in graduation ceremonies.
6. Transcripts will also be required for credits earned through approved dual enrolled postsecondary courses

TRANSFER OF CREDITS

Credit for all students transferring into the high school program will be accepted if credit is earned in an accredited public school, an accredited private school, an accredited military school, an accredited correspondence school, or a home education program under the conditions set forth in the section on "Home Education Guidelines."

GRADES FOR ENTERING STUDENTS ENROLLED IN FEWER THAN SIX COURSES

1. If a student enters school within the first nine weeks of a semester, the withdrawal grades for the courses taken will be given to the teachers to combine with their grades. If the student has been enrolled in fewer than six courses and has not been in the new course or does not have grades to use in the new course, the student may be enrolled in a study hall or online program.
2. If a student enters school during the second nine weeks of a semester, the student will not receive credit for the semester for the additional courses added to the schedule. This will not count against the grade point average, but be recorded as "NG" (no grade).

HOME EDUCATION GUIDELINES

Homeschooled students **without transfer credits from an accredited source** may receive credit for coursework and a high school diploma under the following guidelines (F.A.C. 6A-1.09941):

1. Homeschooled students seeking a Taylor County High School diploma must be enrolled at Taylor County High School for their entire second semester of their senior year. The process for determining credits and grade placement should begin by June 1 prior to the next school year. Credits will be validated only after the student is enrolled at Taylor County High School and grades from the first grading period can be reviewed to assess mastery of the previous years' home school courses (70% or better).

2. Students can be required to submit a portfolio of work completed for courses equivalent to courses in the Florida Course Code Directory. Parents/guardians can provide a written recommendation of grade placement from a current Florida DOE certified teacher (include certificate number). A portfolio review committee will make recommendations to the principal to determine if the work submitted warrants putting the student in the recommended grade. Recommendations will be based on evidence of completion of state course performance standards for each course.
3. Credits will be validated after the first grading period; the student must maintain a 2.0 GPA or higher at the end of the first grading period in each sequential required course in order to validate the previous course.
4. Students will receive a “Pass” (P) grade for all validated home school courses submitted unless from an accredited institution. These will not factor into the grade point average.
5. Twenty-four credits in the areas specified by the Taylor County School Board and a 2.0 GPA.
6. Students must pass both the English language arts and math sections of the specified state Florida State Assessments or other accepted tests plus specified End of Course Exams in order to receive a standard high school diploma unless otherwise specified under *Section VI, Special Considerations for Exceptional Students*.
7. Homeschooling credits earned through an accredited institution will be accepted and treated as transfer grades. Official transcripts from the accredited institution must be submitted to Taylor High School in order to receive credit.
8. Homeschooled students must be enrolled full-time in Taylor High School the entire second semester of their junior year and the entire first semester of their senior year in order to be eligible for Valedictorian or Salutatorian. The majority of the grades for four years must be numeric.
9. If a homeschooled student is approved to take a course at Taylor High School, he/she must attend that class full-time and is held to the Taylor County Attendance Policy. The student is only to be on campus for that class period or periods.
10. A homeschooled student may participate in extra-curricular activities and is required to attend the class for an activity if that is part of the requirement to participate (i.e. Band).
11. Homeschooled students will not receive a Taylor County diploma nor be allowed to participate in Taylor High School graduation ceremonies. They may attend the Taylor Technical graduation ceremony if they pass the GED in Taylor.

TAYLOR COUNTY VIRTUAL SCHOOL FULL TIME

1. Taylor County contracts with Florida Virtual School Full Time (FLVSFT) to offer a virtual school as part of the Taylor County School District for grades K-12.

2. Taylor County FLVSFT is a full class schedule for 180 days that approximately aligns with the Taylor County School District calendar.
3. Students are considered fully enrolled in this school (7001) and may participate only in Taylor County School District activities.
 4. High school graduates of Taylor County's FLVSFT may participate in the GED
 5. graduation ceremony at Taylor Technical Institute.
5. Registration for Taylor County's FLVSFT is online at FLVS.net through approximately the first two weeks of school. Parents are notified online if students qualify for this program.

GRADE FORGIVENESS PROCEDURES

The following criteria will be used for grade forgiveness. Any course grade not replaced according to these guidelines must be included in the calculation of the cumulative grade point average required for graduation.

Required Courses:

1. Only a final grade of "D" or "F" can be forgiven. (Exception: A high school credit course taken in grades 6-8 may be retaken if the student made a "C", "D", or "F" in the course.) The higher of the two grades will be used and the lower grade forgiven.
2. A Level 2 course may forgive a Level 3 course of the same course title only (i.e. a subsequent grade in Geometry can forgive a "D" or an "F" in Geometry Honors, but not in Trigonometry). No Honors or Advanced Placement weighted bonus points will be awarded for a non-weighted replacement class3339999
3. English I, II, III and IV, or their equivalents, must be passed in order to graduate;
4. A Level 1 course may not forgive a Level 2 or a Level 3 course (i.e. Pre-Algebra does not forgive Geometry);

Elective Courses:

A grade of "D" or "F" in an elective course may be forgiven by earning a passing grade in another elective course when a grade of C or better is earned. For example, a subsequent grade in Sociology may forgive a grade of "D" or "F" in Psychology, or a subsequent grade in Art 3D Comp I may forgive a grade of "D" or "F" in Music Appreciation.

Taylor County Credit Recovery Grade Forgiveness

1. A student may not use credit recovery or any other grade forgiveness for a semester grade if the final yearlong grade is “C” or higher for that class.
2. Once a credit recovery course is passed (inclusive of the EOC score) a credit will be awarded but grade forgiveness of a “D” or “F” will only apply if a grade of “C” or better is earned in the credit recovery course.

Other Means of Grade Forgiveness

Final grades of “D” or “F” may be forgiven through another accredited means such as Florida Virtual School. Students must provide official transcripts.

PROMOTION REQUIREMENTS - 24 CREDIT STANDARD DIPLOMA (OPTION D)

NINTH GRADE TO TENTH GRADE

- A minimum of five (5) credits earned in Grade 9. Including an English credit and a Math credit earned during their official graduation cohort year.

TENTH GRADE TO ELEVENTH GRADE

- A minimum of eleven (11) total credits earned in Grades 9 and 10, including 2 English and 2 math credits.

ELEVENTH GRADE TO TWELFTH GRADE

- A minimum of eighteen (18) total credits earned in Grades 9 through 11 of which at least nine (9) fulfill course requirements. At least three (3) credits must be earned in English, three (3) math and a 2.0 cumulative grade point average.

NOTE: Upon completion of all promotion requirements, students who are behind their graduating class and are enrolled in an Alternative Education Program may be promoted at the end of the first semester of the school year if they have completed the necessary credit recovery coursework and it is academically in the best interest of the student.

MAXIMUM AGE FOR HIGH SCHOOL STUDENTS

High school students pursuing a standard high school diploma must be able to graduate from Taylor High School prior to their 20th birthday. Permission for non-ESE students to attend high school to pursue a standard high school diploma after their 20th birthday will be made on an individual basis by the high school principal.

GRADUATION REQUIREMENTS- 24 CREDIT STANDARD DIPLOMA

Twenty-four (24) credits earned in Grades 9-12 as specified in the Student Progression Plan, satisfactory performance on the 10th Grade Florida State Assessment (FSA ELA, and a 2.0 cumulative grade point average are required for graduation. When a student retakes a course and earns a higher grade for that course, the higher grade will be used in computing the cumulative grade point average. A student may only retake a course in which he/she earned a yearlong grade of D or F. **All courses taken (24 credits and beyond) are used in the grade point average calculation. No courses may be dropped in the GPA calculation except due to grade forgiveness.**

Standard Diploma Requirements Include:

1. - 4 Credits English Language Arts (ELA)

- ELA I, II III, IV
- ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement

2. - 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. - 3 Credits Science

- One of which must be Biology I, two of which must be equally rigorous science courses. (Agriscience Foundations 1 and Health Science Anatomy & Physiology are 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)

4. - 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

5. - 1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts (Eligible CTE Courses)*

* Eligible courses can be found at <http://www.fldoe.org/articulation/CCD/files/PACourses1415.pdf>

6. - 1 Credit Physical Education*

- To include the integration of health
- *Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <http://www.fldoe.org/articulation/CCD/default.asp>.

7. - 8 Elective Credits

8. -One course must be an Online Course

9. Students must earn a 2.0 grade point average on a 4.0 scale.

Students Entering Grade Nine in the 2014-2015 School Year and Forward

Academic Advisement Flyer—What Students and Parents Need to Know

Frequently Asked Questions

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)
- 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 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses **must participate** in the EOC assessments, which constitute 30 percent of the final course grade:*

- Algebra 1
- Geometry
- Biology 1
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

What is the CAP?

The CAP 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 1
- Geometry
- Biology 1
- U.S. History

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 section 1003.4282(3)(a)-(e), Florida Statutes [F.S.]).

24-Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4. • ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.
4 Credits Mathematics
<ul style="list-style-type: none"> • One of which must be Algebra 1 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 1 and Geometry). • An identified rigorous computer science course with a related industry certification may substitute for up to one mathematics credit (except for Algebra 1 or higher-level mathematics).
3 Credits Science
<ul style="list-style-type: none"> • One of which must be Biology 1, two of which must be equally rigorous science courses. • Two of the three required course credits must have a laboratory component. • Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology 1). • An identified rigorous computer science course with a related industry certification may substitute for up to one science credit (except for Biology 1 or higher-level science).
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
8 Elective Credits
1 Online Course
<ul style="list-style-type: none"> • Students must meet the state assessment requirements (see Frequently Asked Questions). • Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years.

* Eligible courses are specified in the [Florida Course Code Directory](#).

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

- Earn 1 credit in Algebra 2
- Pass the Geometry 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 an AP, IB, AICE or a dual enrollment course

*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course and the student earns the minimum score to earn college credit on the respective AP, IB or AICE assessment.

Merit Diploma Designation

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

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 education (CTE) course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- 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 0.5 credit via paid employment.

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit the [Office of Student Financial Assistance](#) website.

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 the [Florida Bright Futures Scholarship Program](#) website.

State University System (SUS)

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 (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per [Board of Governors Regulation \(BOG\) 6.008](#)
- 16 credits of approved college preparatory academic courses per [BOG Regulation 6.002](#)
 - 4 English (3 with substantial writing)
 - 4 Mathematics (Algebra 1 level and above)
 - 3 Natural Science (2 with substantial lab)
 - 3 Social Science
 - 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

[State University System of Florida](#)

The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable, stackable, workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who have earned a standard high school diploma, an equivalent diploma or have successfully earned college credit.

[Florida College System](#)

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or 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.

[Secondary Career and Technical Education Directors](#)



SCHOLAR DESIGNATION

According to FS 1003.4285, students may earn a scholar designation upon graduation if they satisfy the following requirements:

1. English Language Arts (ELA): Student must pass 10th grade assessment.
2. Mathematic: Earn one credit in Algebra II and one credit in statistics or an equally rigorous math.
3. Science: Pass the statewide, standardized Biology I EOC assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics.
4. Social Studies: Pass the statewide, standardized, U.S. History EOC assessment.
5. Foreign Language: Earn two credits in the same foreign language.
6. Electives: Earn at least one credit in an Advanced Placement International Baccalaureate, Advance International Certificate of Education or dual enrollment course.

MERIT DESIGNATION

In addition to the other basic graduation requirements in s. 1003.428 and s. 1003.4282 in order to earn a merit designation, the student must earn one or more industry certification from the list established under s. 1003.492, Florida Statutes. (Note: This is not in addition to the requirements of the Scholar Designation.)

NOTE – A student can earn both the Scholar and the Merit Designation.

FLORIDA SEAL OF BILITERACY

High school graduates who attain a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English, which is signified on a high school graduate's diploma and transcript as either a Gold Seal of Biliteracy or a Silver Seal of Biliteracy (F.S. 1003.432)

FOREIGN EXCHANGE STUDENTS

A foreign exchange student may be considered an eleventh grader and may not graduate from Taylor High School with a standard diploma, or certificate of completion, and therefore may not participate in Graduation Ceremonies. Foreign exchange programs must produce a Certificate of Acceptance from the Council on Standards for International Educational Travel (CSIET) in order to be considered. Prior approval must be given by the principal or designee for admittance of a foreign exchange student.

GENERAL EDUCATION DEVELOPMENT (GED®) DIPLOMA

Any student who has previously earned a GED® Diploma is not eligible to enter Taylor High School and earn a standard high school diploma.

WEIGHTED GRADE POINT AVERAGE

The final class rank will be determined by adding bonus points to the grades of students taking advanced courses. These bonus points will be added to the numeric points given for numerical grades. This sum is known as the weighted numeric average. The numeric average is then used for class rank for Taylor County School District only for the purpose of naming valedictorian and salutatorian. Weighting for Florida Bright Futures Scholarships, other scholarships, and college admissions is done by those entities according to their criteria.

Ten (10) bonus points for a full year course and five (5) bonus points for a semester course will be added to the grades achieved in honors courses (all level 3 courses), including dual enrollment, early admissions college courses, and advanced placement courses.

Grades that are received that only have a letter grade will be given the following numerical value: A = 95, B = 85, C = 75, D = 65, F = 59

VALEDICTORIAN and SALUTATORIAN

The cumulative weighted numeric averages of seniors are ranked at the end of the second semester of the student's senior year. The top senior becomes Valedictorian, and the second senior becomes Salutatorian. In order to be Valedictorian, Salutatorian or a member of the Honor Court, a student must have been in full time attendance at Taylor High School for the entire second semester of their junior year and the entire first semester of their senior year, and must have earned all credits required for graduation with a standard diploma by the end of the regular school year, not counting summer school. Numeric grade calculations must be available for the majority of the credits.

Graduation honors will also be awarded according to unweighted grade point averages as follows:

Cum Laude: 90 - 93

Magna Cum Laude: 94 - 98

Summa Cum Laude: 99

PARTICIPATION IN GRADUATION CEREMONIES

All requirements for a standard diploma must be met by the end of the regular school term in order to participate in Graduation Ceremonies. A student may participate in these ceremonies one time only in his/her high school career. Students with IEPs may return to school until the end of the semester in which they turn 22. Students who graduate from Taylor School District's Florida Virtual School Full Time (FLVSFT) may participate in GED® graduation ceremonies at Big Bend Technical College.

EXAMS

All students will be required to take semester exams. The percentage that the exam counts toward a final grade shall be uniform throughout the school and shall be thirty percent (30%) of the final grade. *Please see Section VI for End of Course Assessment Waiver information for students with disabilities.*

HEALTH EDUCATION

A minimum of fifteen (15) hours of instruction in health education, alcohol, tobacco and other substance abuse prevention will be presented to all students.

Instruction in the causes, transmission, and prevention of HIV infection, AIDS, and other sexually transmittable diseases will be presented as a part of the required Personal Fitness course. Any student whose parents make written request to the school principal shall be exempted from instruction on sexually transmitted diseases. Other assignments can be substituted. Teen dating violence education is also included.

ADVANCED PLACEMENT COURSES/EXAMS

Advanced Placement (AP) courses are offered by specially trained teachers on the high school campuses through the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course may be awarded by the enrolling institute to students who score a minimum of 3 on a 5- point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees.

- Taking no more than three (3) AP courses per school year is recommended. A parent conference with the Principal or designee may be required for students requesting more than three AP courses per school year.

DUAL ENROLLMENT - ACADEMIC

As needed, the county of Taylor will enter into an annual inter-institutional agreement with North Florida Community College specifying responsibilities of each institution in providing for advanced instruction for pupils enrolled in high school. Any student who is accepted by a post-secondary school approved by the Southern Association of Colleges and Schools (requirements may vary with each institution) may request the School Board to approve dual enrollment. Dual Enrollment Courses:

- Must be approved in advance by the principal or his designee, including drop and adds.
- Must be in a pre-determined course of study only.
- May not be courses offered at Taylor High School.
- One period will be deducted for a travel period totaling the student at six periods instead of seven. The exception is college courses offered at Taylor High School.
- Students may not withdraw from Dual Enrollment courses after the first two weeks of that class. Withdrawal must be approved by the principal or designee.
- Students who earn a “D” or lower in a dual enrollment course will not be approved for the following semester.

DUAL ENROLLMENT – CAREER/TECHNICAL

Students who have a cumulative GPA of 2.0 may dual enroll in Big Bend Technical College. The student's parents must complete and sign permission forms required by Taylor High School and Big Bend Technical College. Any student who enrolls in a dual enrollment class must complete the entire year of the class unless he/she withdraws from school.

Students in most CTE courses have the opportunity to earn 1 or more industry certifications. Many programs are also articulated with schools within the Florida College System so that students may receive credit toward AA/AAS postsecondary degrees.

Dual Enrollment students are enrolled students in postsecondary courses while still in high school. Students that graduate high school before completing their career and technical education program may re-enroll in BBTC as a postsecondary student. Students choosing this option must pay the postsecondary tuition and fees for the remaining portion of the program and purchase the necessary tools, textbooks and supplies.

Criteria for Dual Enrollment at BBTC - Students must:

- have a 2.0 unweighted GPA or higher
- Be at least 18 years of age for Patient Care Technician or Nursing Assistant.
(Note: age requirements are due to state licensure requirements)
- intend to complete the career technical education program even if it extends beyond the student's high school graduation date.

To earn high school elective credit while dual enrolled, students must earn a passing grade in the enrolled CTE course. Grades earned in dual enrolled CTE courses earn weighted honors credit. Students who earn a "D" or lower in a dual enrolled CTE course will not be approved for the following semester but may petition to reapply in the future.

Dual enrolled students who miss more than 10 days in a nine weeks will be removed from the program at the end of the respective semester. Students may appeal the withdrawal with good cause.

Alternate Educational Placements

The Taylor County School District has an obligation to provide instructional programs and environment which enable students to progress faster and achieve higher scholastic levels. Different students have different educational goals and learning styles, thus establishing differing educational needs. To provide for these differences, the Taylor County School Board hereby authorizes and instructs the Superintendent to plan for and establish alternative educational schools and programs, in accordance with Florida Statutes and State Board of Education Rules, which provide for the needs of the differing school populations.

The district offers three alternative educational options provided jointly through partnership with Taylor County Middle School, Taylor County High School and Big Bend Technical College, to serve students

whose needs are best met in an alternative educational setting as identified by the Early Warning System. Placement as in compliance with Florida Statutes regulating any drop-out prevention program.

The following criteria will be used to determine placement for students who need an alternate setting:

- Behind cohort group in earned credits.
- Cumulative GPA below 2.0
- Student has previously been homebound / homeschooled.
- Recommended for placement in lieu of expulsion (Note: See TSCB Policy Manual 5.10 Zero Tolerance for School).
- Recommended for administrative placement.

Parents shall be notified in writing of their child's placement in any dropout prevention/alternative education program and any action related to such placement. School administration has final determination of appropriate placement for every student.

Statutory authority: 1001.41, 1001.43, 1003.42, 1003.53 F.S.

Taylor Accelerated School (TAS)

- A. Students participating in the TAS Program must be in 6th-12th grades.
- B. TAS Program Attendance – TAS students will follow the Taylor County School Board Attendance Policy for grades 6th-12th.
- C. TAS Program Discipline Procedures - TAS students are governed under the Taylor County School Board approved discipline matrix.

Pathway to return TCHS or TCMS

- I. Students who are academically placed in the TAS Program, must be enrolled for a minimum of one year. Students' academic progress will be evaluated at the end of the first and second semester. Students who are behaviorally placed in the TAS program must meet all required expectations for the given placement days.
- II. Any transfer of school location will require a conference with involved parties.
- III. Placement decisions for students with disabilities must be determined by the IEP Team.
- IV. The following criteria must be met:
 - The student must acquire and maintain at least a 2.5 cumulative GPA
 - The student must have earned enough core credits to be on-level with their graduation cohort group
 - The student must maintain a satisfactory behavioral record as exhibited by no referrals resulting in out of school suspension for the last nine weeks.
 - The student must have no more than five (5) absences for the last nine weeks

- Students must not have any failing core course grades for the last nine week grading period.
- Approval by principal at TCHS or TCMS.

Note: A student being promoted to the next grade, must meet all TAS Program exit criteria in order to return to TCHS or TCMS (traditional school). Re-entry to TCHS or TCMS is possible only after successful completion of Exit Criteria at the TAS Program.

Florida Virtual School

Florida Virtual School (FLVS) is an internet based high school that offers regular, honors, and AP coursework based on the Next Generation and Florida State Standards for credit. Students may take these courses during and/or after school hours. FLVS has detailed instructions on how to register for courses at <http://flvs.net>.

- Seniors taking FLVS must have the FLVS grades into Taylor County High School Guidance Office five school days before the Seniors' last day of school.
- Students who withdraw from a class at Taylor County High School in order to pursue that class on FLVS will not be able to re-enroll in that class until the beginning of the next semester. A TCHS student who withdraws from a TCHS class after the 12th day of class for any reason other than medical will receive a withdrawal "F."
- The district weights the grades in courses for purposes of class ranking only if the course is offered at Taylor County High School.
- Students who withdraw from a class in Florida Virtual School and enroll in an equivalent high school course must do so within the first 12 days of the TCHS class.

Bright Futures Scholarship Program

Bright Futures Eligibility Chart

Refer to the Bright Futures Handbook for complete Bright Futures eligibility criteria at <http://www.FloridaStudentFinancialAid.org/SSFAID/bf/bfmain.htm>

Locate your high school graduation year in Column A to determine the requirements and conditions for your Bright Futures award.

Bright Futures Initial Eligibility (Columns A-D) and Scholarship Award Information (Columns E-I) by High School Graduation Year								
FAS = Florida Academic Scholars				FMS = Florida Medallion Scholars			GSV = Gold Seal Vocational Scholars	
A	B	C	D	E	F	G	H	I
Initial Eligibility			Scholarship Award Information					
Student's High School Graduation Year ¹	Required SAT/ACT Score to Earn FAS Award ²	Required SAT/ACT Score to Earn FMS Award ³	Service Hour Requirements	Number of FAS/FMS Hours of Funding Available ^{3,4}	Number of GSV Hours of Funding Available	Number of Years to Reinstate an Initial Award ⁶	Number of Years of Funding Available ⁶	Restoration Opportunity
2013-2014 and after	1290 SAT / 29 ACT	1170 SAT / 26 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSATV's; 60 credits hours in ATD's.	Within 2 years of high school graduation.	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only
2012-2013	1280 SAT / 28 ACT	1020 SAT / 22 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSATV's; 60 credits hours in ATD's.	Within 2 years of high school graduation.	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only
2011-2012	1270 SAT / 28 ACT	980 SAT / 21 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSATV's; 60 credits hours in ATD's.	Within 2 years of high school graduation.	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only
2010-2011	1270 SAT / 28 ACT	970 SAT / 20 ACT	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	100% of program of study	100% of program of study up to 90 credit hours	Within 2 years of high school graduation.	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only
2009-2010	1270 SAT / 28 ACT	970 SAT / 20 ACT	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	100% of program of study	100% of program of study up to 90 credit hours	Within 2 years of high school graduation.	Up to 2 years from high school graduation	For insufficient GPA in 1 st year of funding only
2008-2009 and before	1270 SAT / 28 ACT	970 SAT / 20 ACT	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	110% of program of study	110% of program of study up to 90 credit hours	Within 2 years of high school graduation.	Up to 2 years from high school graduation	For insufficient GPA and insufficient hours

¹ High school graduation year = the year in which the student graduated from high school. For example, a student who graduated between September 1, 2013 and August 31, 2014 graduated in the 2013-2014 academic year.

² Home educated students who are unable to document a college-preparatory curriculum and wish to earn an FMS award, must earn a 1070 SAT or 23 ACT; and as of 2013-14 must earn a 1220 SAT or 27 ACT.

³ Extended hours of funding are available to FAS and FMS recipients in a single program of study requiring more than 120 hours.

⁴ FAS & FMS scholars completing a baccalaureate degree in 2010-11 or later within 7 semesters (or equivalent hours) or fewer, may receive 1 term of graduate funding, up to 15 semester hours, paid at the undergraduate rate.

⁵ Exception to the maximum number of years to begin receiving funding is made for students who are active military.

⁶ For students graduating high school in 2010-11 and thereafter, if annual renewal requirements were not met due to a verifiable illness or other documented emergency (as reported by the postsecondary institution), an exception of one academic year to the renewal timeframe may be granted if a course of study is not completed after five academic years.

Florida Financial Aid Application (FFAA)

Students must APPLY for the scholarship by submitting the Florida Financial Aid Application (FFAA) beginning December 1 of their senior year and by no later than August 31 after high school graduation. If a student does not apply for the scholarship by the deadline, a student cannot receive the scholarship! All eligibility requirements must be met by high school graduation, but scores of ACT®/SAT®/P.E.R.T. tests taken through June 30 are accepted for evaluation purposes.

After submitting the FFAA, the student is responsible for tracking application and award status online and keeping the Office of Student Financial Assistance (OSFA) informed of any demographic or institutional changes.

The Bright Futures Scholarship will renew automatically each year (up to the scholarship limit) if the student maintains the required GPA and earns the required credit hours.

General Requirements

- Be a Florida resident and a U.S. citizen or eligible noncitizen, as determined by the student's postsecondary institution.
- Complete the Florida Financial Aid Application (FFAA) no later than August 31 after high school graduation.
- Earn a standard Florida high school diploma or its equivalent from a Florida public high school or a registered Florida Department of Education private high school.
- Not have been found guilty of, or pled nolo contendere to, a felony charge, unless the student has been granted clemency by the Governor and Cabinet sitting as the Executive Office of Clemency.
- Be accepted by and enroll in a degree or certificate program at an eligible Florida public or independent postsecondary institution.
- Be enrolled for at least 6 non-remedial semester credit hours (or the equivalent in quarter or clock hours) per term.
- If not funded in the academic year immediately following high school graduation, apply within two years of high school graduation to have your award reinstated.

Florida Academic Scholars (FAS)

Florida Medallion Scholars (FMS)

Florida high school students who wish to qualify for the Florida Academic Scholars (FAS) award or the Florida Medallion Scholars (FMS) award must meet the following initial eligibility requirements:

- Graduate high school from a Florida public high school with a Florida Standard Diploma (high school graduation requirements), graduate from a registered Florida Department of Education private high school, earn a GED, complete a Home Education program, or graduate from a non-Florida high school (OOS);
- Complete the required high school coursework;
- Achieve the required minimum high school grade point average (GPA);
- Achieve the required minimum score on either the ACT® or SAT® college entrance exam; and;
- Complete the required number of service hours.

Type	16 High School Course Credits	High School Weighted GPA	College Entrance Exams (ACT/SAT)	Service Hours
FAS	4-English <i>(three must include substantial writing)</i> 4-Mathematics <i>(at or above the Algebra I level)</i>	3.50	29/1290	100 hours
FMS	3-Natural Science <i>(two must have substantial laboratory)</i> 3-Social Science 2-World Language <i>(sequential, in some language)</i>	3.00	26/1170	75 hours

Florida Gold Seal Scholarship

The Florida Gold Seal Vocational Scholars (GSV) can only be used to fund a career education or certificate program. Florida high school students who wish to qualify for the Florida Gold Seal Vocational Scholars (GSV) award must meet the following initial eligibility requirements:

Type	High School Weighted GPA	CTE Requirements	Funding Available	Service Hours	College Entrance Exams
GSV	<u>3.0</u>	Complete 3 courses in a CTE Program & have a 3.5 CPA in CTE courses.	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV's; 60 credits hours in ATD's	30 hours	ACT English – 17 Reading –19 Math – 19 SAT Reading – 440 Math – 440 PERT Reading – 106 Writing – 103 Math - 114

Florida Gold Seal CAPE Scholarship

The Florida Gold Seal Cape Scholarship (GSC) can be used toward an applied technology diploma, career certificate program or a technical degree program (associate of applied science degree or associate of science degree). Unlike the GSV award, a recipient of a GSC award who completes a technical degree program may also receive additional funding to cover up to 60 credit hours toward an eligible Bachelor of Science degree or a bachelor of applied science degree program. Florida high school students who wish to qualify for the Florida Gold Seal Cape Scholarship (GSC) award must meet the following initial eligibility requirements:

Type	High School Weighted GPA	Requirements	Funding Available	Service Hours	College Entrance Exams
GSV	<u>3.0</u>	Earn a minimum of 5 postsecondary credit hours through CAPE industry certifications that articulate for college credit	Until a student has earned an eligible associate degree, Gold Seal CAPE (GSC) scholarships may only be used at postsecondary institutions that offer an applied technology diploma, technical degree education program (associate in applied science or associate in science), or a career certificate program. Upon completion of an eligible associate degree program, a GSC Scholar may also receive an award for a maximum of 60 credit hours toward an eligible baccalaureate degree.	30 hours	

High School Course Credits

For both scholarships, the required coursework aligns with the State University System admission requirements. The world language requirement can be met by demonstrating proficiencies based on scores on Credit-By-Exam Equivalencies or other university approved means. Otherwise, the high school transcript must include a world language “completer” course to show that the world language requirement has been met. Please refer to the Comprehensive Course Table for specific information on which courses

count toward State University System admission requirements.

High School GPA

Evaluation for Bright Futures includes an unrounded weighted high school GPA (calculated to two decimal places) in the 16 college-preparatory credits. The following courses are weighted .25 per semester course or .50 per year course in the calculation of the GPA: Advanced Placement (AP), Pre-International Baccalaureate (Pre-IB), International Baccalaureate (IB), Honors, PreAdvanced International Certificate of Education (Pre-AICE), Advanced International Certificate of Education (AICE) or academic Dual Enrollment. For example, whereas an 'A' equals 4 quality points for an un-weighted course, an 'A' would equal 4.5 quality points for a weighted course.

If necessary, students may use two additional credits from courses in the above academic areas, or from AP, IB, or AICE fine arts courses to raise their GPA.

College Entrance Exams

The College Board introduced a new entrance exam (Redesigned SAT®) beginning March 2016.

- The ACT® composite score is the average of the best scores across the four subject area sections from any test sitting: English, Math, Reading and Science. Composite scores ending in 0.50 will be rounded up to the next whole number.
- The SAT® (SAT administered prior to March 2016) combined score is the sum of the best Critical Reading and Math scores from any test sitting of this version of the 'Old' SAT®.
- The Redesigned SAT® (SAT administered beginning March 2016) combined score is the sum of the best Evidence-based Reading and Writing and the Math from any test sitting of this version of the 'New' SAT®.
- The ACT®/SAT® exams may be taken an unlimited number of times through June 30 of the student's graduation year (or through January 31 for mid-year graduates).
- Request test scores be sent to one of Florida's 12 state universities, Florida state colleges (public community colleges), or public high schools when registering for the ACT®/SAT® so that test scores will be sent to the Florida Department of Education (FDOE) repository.

Service Hours

Students must complete volunteer service hours during high school and by high school graduation. Service hours may include, but are not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours must be documented in writing, and signed by the student, the student's parent or guardian, and a representative of the organization. Each public school district and private school establishes approved activities and the process for documentation of service hours.

Other ways to qualify

Students who have demonstrated academic merit through a recognition program may be eligible for Bright Futures without having to meet one or more of the requirements. Note: Both AICE and IB Diplomas must be earned prior to high school graduation (August 31). Please refer to the table below for how to qualify based on one of the merit recognition programs.

Merit Recognition Program	College Entrance Exams (ACT/SAT)	Service Hours	Bright Futures Award
National Merit/ National Achievement Finalists and Scholars		100 hours	FAS
		75 hours	FMS
National Hispanic Scholars		100 hours	FAS
		75 hours	FMS
Advanced International Certificate of Education (AICE)- Diploma		100 hours	FAS
		75 hours	FMS
International Baccalaureate (IB)- Diploma ¹			FAS
AICE- Curriculum	29/1290	100 hours	FAS
	26/1170	75 hours	FMS
International Baccalaureate (IB)- Curriculum ¹	29/1290		FAS
	26/1170		FMS

¹ Students meet the service hour requirement through the IB curriculum.

AICE Curriculum

Complete a minimum of 12 AICE credits* identified by the University of Cambridge International Examinations (CIE) in three academic areas as follows:

- Two credits from Group 1 – Mathematics and Sciences
- Two credits from Group 2 – Languages
- Two credits from Group 3 – Arts and Humanities
- Six additional credits in any combination from the above three Groups, or from Group 4 (Global Perspectives).

*Students earn one credit by completing one AICE full credit course and another credit for taking the corresponding AICE examination.

IB Curriculum

- Complete a minimum of 10 credits identified by the International Baccalaureate Organization
 - Two credits each in three of the following areas and one credit each in the remaining three areas: Language Arts, World Language, Social Studies, Science, Mathematics and Arts/Electives. (Each of these credits must be an IB or AP course. Pre-IB courses do not meet IB curriculum requirements.)
 - One credit in Theory of Knowledge
- Complete the Creativity, Action, Service (CAS) requirement
- Complete an extended essay.

Gold Seal Vocational Scholars (GSV)

The Florida Gold Seal Vocational Scholars (GSV) can only be used to fund a career education or certificate program. Florida high school students who wish to qualify for the Florida Gold Seal Vocational Scholars (GSV) award must meet the following initial eligibility requirements:

- Meet the General Eligibility requirements for Bright Futures;
- Achieve the required weighted minimum 3.0 GPA in the non-elective high school courses;
- Take at least 3 full credits in a single Career and Technical Education program;
- Achieve the required minimum 3.5 unweighted GPA in the career education courses;
- Achieve the required minimum score on the ACT®, SAT®, or Florida Postsecondary Education Readiness Test (P.E.R.T.) exams (see table below); and
- Complete 30 service hours.

For other ways to qualify for Bright Futures and for more information, visit <http://www.floridastudentfinancialaid.org/ssfad/bf>. For other financial aid information, visit the Office of Student Financial Assistance at <http://www.FloridaStudentFinancialAid.org>.

STANDARDIZED TESTING REQUIREMENTS

Students enrolled in grades 3–10 will participate in FSA ELA assessments.

- All students will participate in ELA Reading.
- Students enrolled in grades 4–10 will participate in ELA Writing.
- Students who did not pass the Grade 10 ELA assessment in spring 2015 will participate in the ELA Retake.

Students enrolled in grades 3–8 will participate in FSA Mathematics assessments.

- In accordance with Section 1008.22(3)(b)1, Florida Statutes, middle grades students will not be tested on both FSA Mathematics and a mathematics EOC assessment. Students enrolled in Algebra 1, Geometry, or Algebra 2 will take the corresponding EOC assessment, not the grade o Paper-based versions (regular print, large print, one-item-per-page and braille) of computer-based tests
- (CBT) are provided for students with disabilities who cannot access assessments on the computer, as specified in their Individual Educational Plans (IEPs) or Section 504 plans.
- CBT accommodations (e.g., text-to-speech) are available for students whose IEPs indicate these accommodations.

ELA Writing

- The ELA Writing test consists of one text-based constructed-response item (students read a variety of texts and respond to a prompt).
- Grades 4-10 ELA Writing tests are administered in one 120-minute session.
- The ELA Writing Retake is one 120-minute session, but students may use up to half the length of a typical school day to complete the test.

- All students (PBT and CBT) are provided with a one-page planning sheet to plan their writing. A sample of the Writing Planning Sheet is available on the FSA portal.

ELA Reading and Mathematics

- ELA Reading and Mathematics assessments contain 56-66 items.
- Six to 10 of the items on each assessment are field test items and are NOT used to calculate student scores.
- More information, including the number of items range for each assessment, can be found in the Test Design Summary located on the FSA portal.
- FSA ELA and Mathematics Sessions are administered over two days. Test session lengths are as follows:

ELA Reading

- Grades 3-5 – Two 80-minute sessions
 - Grades 6-8 – Two 85-minute sessions
 - Grades 9-10 – Two 90-minute sessions
- The ELA Reading Retake is two 90-minute sessions, but students may use up to half the length of a typical school day to complete each session.

ELA Mathematics

- Grades 3-5 – Two 80-minute sessions
 - Grades 6-8 – Three 60-minute sessions*
- * Schools are required to administer Session 1 on day one and Sessions 2 and 3 on day two.
- Four-page CBT Work Folders are provided for each mathematics session. A sample of the work folder is available on the FSA portal.
- Two-page CBT Worksheets are provided for each reading session for note-taking. A sample of the worksheet is available on the FSA portal.
- For ELA Reading tests, student will respond to items associated with a listening passage. Students must have headphones or earbuds to access the passage.
- A scientific calculator is provided as part of the CBT platform for Sessions 2 and 3 only of grades 7 and 8 FSA Mathematics. The calculator is available for practice on the FSA portal level mathematics assessment.

REMEDICATION

Students who do not meet the district levels of performance in English Language Arts, writing, mathematics and science or who do not meet the specific levels of performance on statewide assessments will receive intensive remediation in a number of ways. Various assessments will be used to identify the nature of the student's difficulty and areas of academic need. Standard diploma general population students whose assessment indicates a need for remediation may be placed in a remediation of basic skills class which counts as an elective credit. Instruction will be given in English language arts, mathematics and science in accordance with the Florida State Standards. Teachers will maintain a plan for monitoring ongoing progress in reading and math that considers standardized

test scores, teacher assessments and diagnostic testing. Skills also are reinforced in the regular English, mathematics, and science classes. Exceptional Education students are remediated through their intensive regular curriculum that is modified to accommodate these students' needs. General population students who do not pass the 10th grade Florida Assessments in ELA and Math may be placed in a remedial class to work on mastering the mathematics and communication competencies as needed. The professional judgment of school personnel will also be a part of determining if students need remediation in instances where there is insufficient or inconsistent data to support or deny the need for remediation.

REPORTING STUDENT PROGRESS

The progress of each student toward achieving state and district requirements will be reported to each student and their parents or legal guardian each nine weeks (report cards).

The report card will clearly depict and grade:

1. The student's academic performance in each class or course must be based upon written papers, class participation, teacher observation, portfolio documentation, written and oral tests and/or other academic performance criteria.
2. The student's conduct and behavior.
3. The student's attendance, including absences and tardies.

A plan for progress monitoring will be implemented for students not making adequate progress toward the achievement of proficiency in reading or mathematics (see separate document District Response to Intervention Plan available through schools).

At the end of each semester, the parent or legal guardian of each student who has a cumulative GPA of less than 0.5 above the cumulative GPA required for graduation (2.0) shall be notified that the student is at risk of not meeting graduation requirements. Each student and his/her parent or guardian will receive a written report of the student's results on each statewide assessment test when the scores are available from the state.

SECTION V.
SPECIAL CONSIDERATIONS FOR
ADULT AND POSTSECONDARY
CAREER AND TECHNICAL
EDUCATION

SECTION V. ADULT AND POSTSECONDARY CAREER AND TECHNICAL EDUCATION

POSTSECONDARY CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

POSTSECONDARY CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

BBTC offers fourteen (14) Postsecondary CTE programs that prepare students for successful and rewarding careers in high skilled, high demand occupations. BBTC provides a strong educational foundation by integrating academics, critical thinking, and technological skills in a hands-on curriculum.

Each CTE program has a prescribed number of hours that must be met for completion. Industry certifications earned through BBTC's postsecondary career and technical education programs and courses are an important component of the curriculum.

General Attendance Provisions for Adult Education and Postsecondary CTE Programs

Attendance is an important key to success in the job world. Business and industry can function only when their employees are working. The same is true of the classroom. Attendance policies are intended to promote realistic experiences and good attendance habits. Attendance policies may be more stringent in some programs. There are minimum requirements for all programs.

Mandatory First Day Attendance: Students not present for their first day of class as shown as the entry date on their registration form, may be dropped from their program. Students dropped will be placed on the program waiting list.

NOTE: Attendance policies for secondary students are established by the Taylor County School Board.

ADULT GENERAL EDUCATION

Students may graduate from the Taylor County Adult Education Program with a State of Florida High School General Education Diploma (GED®).

A. Philosophy

The adult general education program shall be developed and periodically adjusted on the basis of systematic and continuing study of the community and its people, seeking primarily to serve the general educational needs of adults as individuals, parents, family members and citizens. All students will take an approved basic skills assessment test within 2 weeks of enrollment.

B. Definitions

An adult student is one who is beyond the compulsory school age and who has legally left the elementary or secondary school system.

C. Programs - General Overview

GED® Adult Basic Education, Levels 0-8.9

The purpose of this program is to offer basic literacy and functional skills education for adults who are performing below the 9th grade level. The program of studies includes reading, language arts, mathematics and employability skills.

Mastery of basic skills is based on student performance at the eighth grade level (8.9) as determined by pre and post-testing on the Test of Adult Basic Education (TABE), an assessment instrument, approved by the State of Florida, for adult students.

General Education Development Test (GED®)

The GED® is a national test that permits a person to receive a high school diploma upon successfully passing an examination. The diploma issued, by the Florida Department of Education, is the State of Florida High School Diploma. The GED® is a battery of four tests that measure general educational development. The four tests cover the areas of reading and language, social studies, science and mathematics. To take the test, a person must be eighteen years of age or older at the time of application unless issued a waiver by the Superintendent.

The Adult General Education (AGE) program at Big Bend Technical College is required to follow the performance-based funding guidelines outlined by the Florida Department of Education (FDOE). Performance-based funding is an accountability system with a built-in incentive structure that encourages progress toward certain established goals and performance objectives with periodic measurements of progress.

AGE programs and courses of academic instruction are identified by a course number and summarized for evaluation of learning gains by Literacy Completion Points (LCPs). These LCPs are designated by letters corresponding to specific grade-level equivalencies. Attainment of the prescribed academic or workforce readiness skills qualifies the participant for further basic or career/technical education, and/or employment as denoted by an LCP.

Each LCP represents a learning gain of one Educational Functional Level (EFL) made by an adult student. EFLs were developed by the National Reporting System (NRS) which is required for states that receive federal funds through the Workforce Investment Act.

In order to progress through the adult program, LCPs a student must complete the performance standards listed in the FDOE Adult Education Program Course Standards, website: <http://www.fl DOE.org/academics/career-adult-edu/adult-edu/>. Progress from level to level is measured using a standardized test for all federally funded programs. The following methods, approved in State Board of Education Rule 6A-6.014, may be used to document progress for Adult Basic Education (ABE), and English for Speakers of Other Languages (ESOL). All course completion documentation must be maintained for five years for audit purposes

- Criterion and/or norm referenced pre, post, and progress tests listed in State Board of Education Rule 6A-6.014, and 6A-10.040, may be used to show progress and/or completion of an LCP.

- Progress reports are based on the FDOE Program Courses Standards for each LCP. Progress through LCPs can be documented by progress reports. Course Descriptions for FDOE Adult Education Program Course Standards can be found at <http://www.fl DOE.org/academics/career-adult-edu/adult-edu/>

General Education Development (GED®) preparation students' progress through LCPs by passing the subtests of the official GED® test. Applied Academics for Adult Education (AAAE) students' progress through LCPs by attaining the basic skills requirement of their respective career/technical program as measured by one of the four approved tests in State Board of Education Rule 6A-10.040, unless exempted.

General Education Development (GED®) Preparation

General Education Development course of instruction prepares students for academic and personal success through obtaining the necessary skills required to pass the Official GED® test and earn a State of Florida High School Diploma. This program strives to motivate students not only to obtain the diploma, but also to utilize the acquired skills in the workforce and to achieve career and job placement success.

General Education Development (GED®) Test

The GED® Test provides adults with an opportunity to earn a high school diploma that will enable them to obtain employment or advancement enroll in higher education or technical training or fulfill a lifelong goal. Adults who successfully pass the GED® Test in Florida are awarded a State of Florida High School Diploma. Further program directives can be found in the *Technical Assistance Paper for General Education Development* at: <http://www.fldoe.org/workforce/technicalassistancepapers.asp>.

D. Rule 6A-6.021 F.A.C. allows students who are 16 or 17 years of age to take the GED® test before their cohort if they have extenuating circumstances. Under-Age GED® candidates who are not enrolled in school and are under eighteen shall meet the following criteria:

1. Candidate (with parent endorsement, if candidate is unmarried) will write a letter stating reason(s) for applying to take the GED®.
2. Candidate will deliver the letter to the BBTC Student Services Director and receive counseling regarding available options and limitations of the GED®.
3. The BBTC Student Services Director will complete an under-age GED® approval form for the candidate to enroll in the BBTC Adult Education program.
4. The Superintendent may authorize the BBTC Director to approve or disapprove the request by the candidate.

E. Under-age persons, sixteen or seventeen years of age, may take the GED® Test only if they enroll in a GED® class and score at least 149 on each sub-test of the official practice test before taking the Official GED® Test.

1. Violation of the student code of conduct or classroom rules as defined in BBTC's Student Catalog/Handbook will result in the termination of GED® services to the student. Final disposition will rest in the hands of BBTC's Director.
2. Persons who have graduated from an accredited high school, or have been awarded a high school equivalency credential, or have earned scores sufficient to qualify for a high school equivalency credential, are not eligible to take the GED® test.

Applied Academics for Adult Education (AAAE)

Applied Academics for Adult Education (AAAE) is an adult education program through which adults attain academic and workforce readiness skills at the functional literacy level or higher that are needed to pursue a certificate in a career and technical education program.

AAAE is based upon the assessed needs of the student and the academic and employability requirements of Florida's Postsecondary Adult Vocational (PSAV) Education Programs. AAAE should incorporate applied academics and CTE related materials that are relevant for the student. Instruction may include a variety of differentiated instructional strategies including individualized tutorial services, cooperative learning, problem-solving, and small-group settings. Any student who does not possess the minimal level of basic skills for a career/technical program should be referred to AAAE for a structured program of basic skills instruction.

Adult Education Attendance Policy

Students who miss six consecutive days of class will be withdrawn from their respective program. Students may re-enter if they return within a 30-day window. Students exceeding the 30 day window may only re-enroll one time during any given semester. Pursuant to Section 322.091, Florida Statutes, students between the ages of 16 and 18 who are withdrawn from Adult Ed will be reported to the Department of Highway Safety and Motor Vehicles (DHSMV). Such action may result in the suspension of the student's driver's license.

Postsecondary CTE Attendance Policy

Attendance Policy (Excluding Veterans)

The CTE Attendance Policy is monitored by nine week grading periods. The following policies apply to postsecondary students:

- Students are required to maintain 85% attendance in accordance with the school's Satisfactory Academic Progress (SAP) policy (unless the program requirements are higher).
- Financial Aid and Veteran's benefits will be terminated if a student is withdrawn.
- Suspensions will be counted as absences.
- There will be no "excused" or "unexcused" absences except for Administratively Excused Absences.
- Absences for pre-approved school-related activities or active military duty will not be counted as part of the allowed days (documentation will be required). It will be

the responsibility of the student to complete classroom and/or clinical training that is missed due to absences.

- Dual enrolled students who accumulate 10 or more absences in nine weeks will be dropped from their CTE program and returned to his/her high school at the end of the nine weeks. Students being returned to his/her high school for attendance may appeal to the BBTC administration.
- Upon being withdrawn from class for absences, it is the student's responsibility to contact the Student Services Office by the end of the next school day after being withdrawn, if the student wishes to appeal. A date will be scheduled for the student to meet with the Attendance Appeals Committee. The student must provide all documentation explaining the absences. If the student fails to schedule an appeal, he/she will be dropped from the program and withdrawn from school (refer to Program Readmission Policy). Students will not be permitted to have more than one Attendance Appeals Committee meeting per school year. An absence after the appeal meeting that occurs during that same nine week grading period will constitute the student being dropped from their program.

Adult PSAV students who are absent more than 15% of the total program hours per nine weeks will be withdrawn. Students will be marked be absent on a full day basis: 6 hrs./day for all programs other than Practical Nursing which is 7hrs./day, PCT and Massage Therapy which is 4hrs./day and Night Welding which is 3hrs and 15 minutes./day or on an hour-to-hour basis (ex: student clocks out to attend a doctor's appointment and leaves two hours early - 2 hours will be docked from the student's attendance record.)

Tardies will be calculated on a 15 minute cycle: Students tardy 1-15 minutes will be docked 15 minutes, 16-30 minutes will be docked 30 minutes, 31-45 minutes tardy will be docked 45 minutes and 46-60 minutes will be docked 1 hour.

Documentation for attendance appeals:

- For a hospital stay: a statement from the doctor and/or hospital indicating the date of the admission and the date of dismissal is required.
- For court appearance: a subpoena or a letter from the attorney representing the student.
- For death in the immediate family: an obituary, a funeral program, or newspaper article about the deceased.

Administratively Excused Absences

Most typically a student will be given an Administratively Excused Absence when a student

is withdrawn from a program and is awaiting their appeal to the attendance committee. BBTC's Director is the only school administrator with the authority to authorize an Administratively Excused Absence. This absence will not count towards the student's attendance; however, because Pell disbursement is calculated using student's actual attendance, it will postpone the student's next Pell award by those same hours the student was excused.

Administratively Excused Absences and Leave of Absence will affect a student's financial aid status. Pell disbursement is calculated on days present. An attendance appeals meeting in no way guarantees re-admittance into a program. Other determining factors include quality/quantity of class work, teacher observations, classroom participation, disciplinary referrals, and other school/class related data.

Administratively Withdrawal

Adult students may be withdrawn immediately by the administration for the following reasons:

- Discipline referral, and/or
- Behavior or act that endangers students, staff and/or faculty or other inappropriate actions as determined by the administration
- Unsatisfactory progress
- Drug and/or alcohol abuse
- Attendance issues
- Cheating

In calculating absences for withdrawal purposes, excessive absences in any one period of instruction will constitute withdrawal from all classes.

Absences for pre-approved school-related activities or active military duty will not be counted as part of the allowed absences (Documentation may be required). It will be the responsibility of the student to complete classroom and/or clinical training that is missed due to absences.

Tardies/Early Dismissals

1. Students entering class after the designated start time will be marked tardy.
2. Students entering class 15 minutes or more tardy are considered absent for that morning, afternoon, or evening session.
3. Students who leave class prior to dismissal without prior instructor approval will be removed from the program. The student may not reapply for admission for one academic year and only with the approval of the administration.

Program Re-Admission Policy

If a student is withdrawn from a program the student must sit out one academic year before returning to attend a program at Big Bend Technical College.

If a student is withdrawn from a program and has been receiving Federal Title IV (PELL Grant) funds, the student must sit out one academic year before returning to school. Additionally, if the student is not required to return Federal funds upon returning to school the student must re-enter the same program that the student was dropped or was withdrawn from and satisfy the deficit in hours of instruction in which the student received Federal funds to attend. A satisfactory Student Progress Report must be received by BBTC's Financial Aid Administrator from the instructor after these deficit hours have been attended before Title IV funded can be reinstituted.

Secondary Dual Enrolled Students

- 1) It is the responsibility of the *secondary student* to notify their instructor if they will be absent from class for any reason.
- 2) High school student attendance will be reported to the home school in which the student is enrolled. High school students shall comply with their home school attendance policy.

Veteran's Attendance Policies

Most programs at BBTC are approved for veteran's training. Questions regarding eligibility should be directed to the Veteran's Approval Agency of Florida. Persons who are eligible may also contact BBTC's Financial Aid Administrator.

Satisfactory Progress

A veteran will be considered progressing satisfactorily as long as he/she continues to achieve and complete the student performance standards for the program he/she is enrolled; veterans have to adhere to their respective attendance policy described below. A progress report showing completion of specific skills of the course and an alphabetical evaluation (A-Excellent, B-Above average, C-Average, D-Below Average, F-Failing) of the level of completion is recorded on the veteran's course outline and the instructor files a copy of the outline. Information reflecting prior training and showing grades and credits earned for the training is secured upon initial enrollment of the veteran and maintained in the veteran's permanent record. This information will be available to the veteran, VA, and other schools and agencies upon request.

Unsatisfactory Progress

A veteran will be considered making unsatisfactory progress if he or she receives an evaluation of "D" or "F". If this occurs, the veteran will be given an opportunity for counseling with the instructor and with the Student Services Office to correct the deficiencies. Unsatisfactory progress status must be corrected within a six-week period. If unsatisfactory progress continues after counseling and the specified time, the VA will be

notified and the veteran's benefits will be terminated.

Reinstatement

A Veteran student must maintain a 2.0 minimum GPA or "C" on each evaluation. One evaluation period with less than a 2.0 grade point average or "C" will place the student on academic probation. If the GPA is below 2.0 or "C" at the end of the probation period, VA benefits will be terminated. Upon completion of the program a certificate of completion is given to the student.

Veteran's Attendance Policy

Veterans may not exceed three (3) days non-exempt absences for any calendar month. Veterans who exceed three (3) non-exempt absences for any month during a calendar month will be immediately terminated for VA benefits.

NOTE: Hours that are missed from class will be calculated into days.

Grading System

Big Bend Technical College will follow the same grading policy as the high school, mandated by statute. *As per District directive, please note that a grade of 80 is being used as our "on grade level" benchmark.*

1. No deviation from the grading system will be allowed except with the approval of the Superintendent when some other type of reporting is deemed more appropriate for a particular program (example: Profoundly Mentally Handicapped, etc.) Deviation from the grading system for an individual student is not herein meant to be implied.
2. The numerical equivalent for the letter grade will be recorded on the report card.
3. Students/Parents have a right to a formal grade appeal process by contacting the Director or his/her designee in writing within 10 days after award of grade for each marking period. To receive student information, if student is 18 years or older, parents must be given written approval on FERPA form.
4. A student must attend school regularly in accordance with school board policy and state statute. Academic grades should reflect the student's achievement in learning. In no case shall a disciplinary penalty be exacted in terms of a diminished academic grade; however, this shall not be interpreted to mean that a student who misses an excessive number of days as defined by district policy cannot receive a lowered grade or that an unexcused absence will not result in a student's earning a lower grade due to work missed. The evaluation of deportment shall be recorded and reported separately from the academic grades.

5. Grades once recorded, other than an “Incomplete,” will not be changed without approval of the Director.
6. Mastery of student performance standards in a course shall be determined by the student’s earning a passing grade in the course.

SECTION VI.
SPECIAL CONSIDERATIONS FOR
EXCEPTIONAL STUDENT EDUCATION

SECTION VI

SPECIAL CONSIDERATIONS FOR EXCEPTIONAL STUDENT EDUCATION

STUDENT PROGRESSION REQUIREMENTS FOR STUDENTS WITH DISABILITIES ENROLLED IN EXCEPTIONAL STUDENT EDUCATION PROGRAMS

All students shall be afforded the opportunity to meet all requirements to qualify for a standard diploma. Nothing provided for in this document shall be construed to limit or restrict the right of a student with disabilities solely to a certificate of completion.

A school district shall use the term “inclusion” to mean that a student is receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academics, electives or special areas within the school community. A student with a disability is a valued member of the classroom and school community. The teachers and administrators of Taylor County Schools support universal education and have knowledge and support available to enable them to effectively teach all children. Inclusion also indicates that student is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student’s needs based on current research. *Subsection (1) of section 1003.4, Florida Statutes*. Placement in an Exceptional Student Education (ESE) program is in accordance with *Section 1003.01(3) (a) F.S., Rule 6A-6.0331, F.A.C.* and adherence to specific eligibility criteria reflected in the document *Taylor County Exceptional Student Education Policies and Procedures (SP&P)*.

Programs are provided for the following exceptionalities:

- Autism Spectrum Disorder (ASD)
- Intellectual Disability (IND)
- Orthopedically Impaired
- Speech Impaired
- Language Impaired
- Deaf/Hard of Hearing
- Visually Impaired
- Emotional Behavioral Disorder (EBD)
- Specific Learning Disabled
- Gifted
- Hospital/Homebound
- Dual-Sensory Impaired
- Traumatic Brain Injury
- Developmentally Delayed
- Established Conditions
- Other Health Impaired

INSTRUCTION

Instruction will be provided to prepare students with disabilities to demonstrate proficiency in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation, in accordance with IDEA (Individual with Disabilities Education Act) and its implementing regulations. Instruction principles include:

- Ensuring that all children who have disabilities are afforded a free and appropriate public education that emphasizes special education and relates services to meet their unique needs and prepare them for further education, employment, and independent living;
- Ensuring that the rights of children who have disabilities and their parents are protected; and
- Assessing and ensuring the effectiveness of efforts to education children who have disabilities. (*FS 1003.571*)

In addition to the services agreed to in a student's individual plan, the district school superintendent shall fully inform the parent of a student having a physical or developmental disability of all available services that are appropriate for the student's disability. The superintendent shall provide the student's parent with a summary of the student's rights. *FS 1003.57 4(e)*

In providing for the education of exceptional students, the district school superintendent, principals, and teachers shall utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate. To the extent appropriate, students with disabilities, including those students in public or private institutions or other facilities, shall be educated with students who are not disabled. Segregation of exceptional students shall occur only if the nature or severity of the exceptionality is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. *FS 1003.57 4(d)*

COOPERATIVE PROGRAMS FOR EXCEPTIONAL EDUCATION STUDENTS

Programs are provided in Leon County through a cooperative agreement for some students with Intellectual Disabilities (IND) for whom the IEP Team has determined cannot be adequately served in a district program. These students will follow the Leon County Student Progression Plan and graduation criteria.

The Department of Education shall adopt separate parental consent forms that school districts must use for placing the student in an exceptional student education center. In accordance with *34 C.F.R.s. 300.503*, the form shall be provided to the parent in the parent's native language, as defined in *34 C.F.S.s. 300.29*, and include the following: A statement that the parent is a participant of the individual education plan team (IEP Team) and has the right to consent or refuse. The statement shall include information that the refusal of parental consent means that the school district may not proceed with the actions described without a school district due process hearing in accordance with *34 C.F.R.ss.300.507 and 300.508*.

STUDENT PERFORMANCE STANDARDS

1. Students with disabilities are to be included in classes with nondisabled peers to the maximum extent possible. The provisions for instruction in either the standard or modified curriculum is dependent upon decisions made by the IEP team. Any student with disabilities pursuing a Scholar or Merit high school diploma must meet the state student performance standards outlined for those diploma options.

2. Students with Disabilities will receive instruction in the Next Generation Sunshine State Standards or Core Curriculum unless the IEP Team determines that the student is:

- One for whom the Next Generation Sunshine State Standards/Florida Standards or Core Curriculum even with all allowable accommodations and appropriate supports, are not appropriate;
- The Access Points for the Next Generation Sunshine State Standards/Florida Standards and Modified Core Curriculum are appropriate;
- Is one for who growth and achievement cannot be adequately assessed by the Florida Standards or EOC assessments, and;
- The student is a student determined to be one with a significant cognitive disability.

3. Students enrolled in exceptional education programs due to placement in the Hospital/Homebound Instructional Program will be instructed in the standards determined by the IEP Team to be appropriate and will be assessed accordingly. Unless otherwise determined eligible for a modified curriculum, a student in the hospital/homebound instructional program should be expected to attain a designated scholar or merit high school diploma.

STATE AND DISTRICT-WIDE ASSESSMENT FOR STUDENTS WITH DISABILITIES

PARTICIPATION

All efforts are made to meet or exceed Florida's State Performance Plan target of 98% participation of students with disabilities in the statewide assessment of Reading and Math.

Each student with a disability has the opportunity to participate in the Florida Standards Assessment Test, End of Course Exams or any annually administered county-wide Norm-Referenced Test (NRT), with allowable accommodations, unless exemption from the standard curriculum and assessment is determined appropriate by the individual educational plan (IEP) Team, parental permission is secured and the decision is recorded on the student's annual IEP.

EXEMPTION

CHILD WITH MEDICAL COMPLEXITY.—In addition to the exemption option provided for under *s.1008.22*, effective July 1, 2014, a child with a medical complexity may be exempt from

participating in statewide, standardized assessments, including the Florida Alternate Assessment (FAA), pursuant to the provisions of this subsection.

(a)Definition of child with medical complexity.—A child with a medical complexity means a child who, based upon medical documentation from a physician licensed under chapter 458 or chapter 459 is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living; and lacks the capacity to take or perform on an assessment.

(b)Exemption options.—If the parent consents in writing, and the IEP team determines that the child should not be assessed based upon medical documentation that the child meets the definition of a child with medical complexity, then the parent may choose one of the following three assessment exemption options.

1. One-year exemption approved by the district school superintendent. If the superintendent is provided written documentation of parental consent and appropriate medical documentation to support the IEP team’s determination that the child is a child with medical complexity, then the superintendent may approve a one-year exemption from all statewide, standardized assessments, including the FAA. The superintendent shall report annually to the district school board and the Commissioner of Education the number of students who are identified as a child with medical complexity who are not participating in the assessment program.

2. One- to three-year exemption approved by the Commissioner of Education. If the commissioner is provided written documentation of parental consent; district school superintendent approval; the IEP team’s determination that the child is a child with medical complexity based upon appropriate medical documentation; and all medical documentation, then the commissioner may exempt the child from all statewide, standardized assessments, including the FAA, for up to 3 years. The State Board of Education shall adopt rules to administer this subparagraph which must expedite the process by which exemptions are reviewed and approved and which demonstrate the utmost compassion and consideration for meeting the parent’s and child’s needs.

3. Permanent exemption approved by the Commissioner of Education. If the commissioner is provided written documentation of parental consent; district school superintendent approval of a permanent exemption; the IEP team’s determination that the child is a child with medical complexity based upon appropriate medical documentation and that a permanent exemption is appropriate; and all medical documentation, then the commissioner may approve a permanent exemption from all statewide, standardized assessments, including the FAA. The State Board of Education shall adopt rules to administer this subparagraph which must expedite the process by which exemptions are reviewed and approved and which demonstrate the utmost compassion and consideration for meeting the parent’s and child’s needs.

TEST ACCOMMODATIONS

Accommodations identified for testing situations are those identified in the test manual and regularly used by the student in the classroom and outlined on the student's IEP. *A parent must provide signed consent for a student to receive instructional accommodations not permitted on statewide assessments and acknowledge, in writing, the implications of such accommodations.* No Florida Standards Test or EOC accommodations may be made that will jeopardize the test's validity. Allowable and appropriate accommodations which will demonstrate the student's abilities on the Florida Standards Test rather than reflect the student's impaired sensory, manual, speaking, or psychological process skills are included in the test administration manual. Allowable accommodations may include, but are not limited to:

1. Flexible Scheduling

A test may be administered to a student during several brief sessions, but consideration must be given to specific breaking points mentioned in the administration manual. However, all testing must be completed by the deadline specified for that particular test.

2. Flexible Setting

A test may be administered to a student individually and/or in a small group setting rather than in an auditorium setting.

3. Flexible Responding

The student may mark answers in a test booklet, type the answers by machine, or indicate the selected answers to a test proctor. The proctor may then transcribe the student's responses onto a machine-scorable answer sheet. This accommodation must be on student's IEP and done on a regular basis in the classroom throughout the year.

4. Assistive Devices

The student may use a magnifying device, a pointer, a non-calibrated rule or template, or other similar devices to assist in maintaining visual attention to the test booklet. An abacus and a Braille writer may be used. Use of electronic calculators, including talking calculators, is prohibited.

5. Presentation

The student may be tested by one or more of the following three methods specifically developed by the Department of Education of the State of Florida.

a. Visual Reading - The student may be tested with materials which are enlarged print or may be tested with regular print materials enlarged through mechanical or electronic means. Enlarged materials shall be provided only for students who meet the eligibility criteria for visually impaired programs.

b. Tactile Reading - The student may be tested with materials which have been transformed to Braille code or tested by using devices which permit optical to tactile transformations. Test items which have no application for the non-sighted person will be deleted from the tactile forms authorized or provided by the department and shall be deleted from the requirements of 1008.22, F.S.

c. Auditory or Sign Language Presentation - The test administrator may sign, provide oral interpretation, or read to the student the following portions of the test: all mathematics items, all writing items, all oral reading items, and all directions. The reading items shall be read by the student using visual or tactile means.

d. Paper/pencil test in lieu of computer based assessment.

In no case shall the accommodations authorized above be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

For a complete understanding of allowable accommodations, please reference the following DOE publication: <http://www.fldoe.org/ese/pdf/accomm-educator.pdf>

Students who are identified solely as gifted are not eligible for state assessment accommodations.

WAIVER OF FLORIDA ASSESSMENTS GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES

The ENNOBLES Act provides, at section *1003.43(11)(b)*, *Florida Statutes (F.S.)*, for the waiver of the Florida Standards Assessment Test/FCAT for graduation with a standard diploma **for certain students with disabilities who have met all other requirements for graduation with a standard diploma**, except a passing score on the Florida Standards Assessment/FCAT. In order for the Florida Assessment/FCAT graduation requirement to be waived, the individual educational plan (IEP) team must meet during the student's senior year to determine whether or not the Florida Assessment/FCAT can accurately measure the student's abilities, taking into consideration allowable accommodations. "Senior year" refers to the first time that a student has enough credits to be classified as a senior, and to those students with disabilities who have elected to remain enrolled in order to seek a standard diploma.

To be considered for a waiver from the Florida Assessments graduation requirement, the student must:

- **be identified as a student with a disability as defined in section *1007.02(02)*, *F.S.*;**
- **have an individual educational plan (IEP);**
- **be a senior and a student with disabilities who remains enrolled seeking a standard diploma for who the Florida Assessment English/Language Arts/FSA is the graduation requirement;**
- **have demonstrated mastery of the Grade 10 ELA/FSA Standards;**
- **have taken the Grade 10 FSA/Florida ELA with appropriate allowable accommodations as least once; students may be encouraged to participate each time the test is offered.**

- **have participated in intensive remediation for ELA/FSA Reading; and**
- **be progressing towards meeting the state's 18 or 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.**

Students who are pursuing a diploma with a scholar designation who meet all qualifications for the diploma may be eligible for waiver of the 11th Grade ELA statewide assessment, if they have successfully demonstrated mastery of the grade 11 ELA standards, have taken the 11th grade ELA assessment with appropriate accommodations and have been identified as a student with a disability as defined in section 1007.02(02), F.S.

Beginning with students entering grade 9 in 2014-15 school year, any waiver of the statewide, standardized assessment requirements by the IEP team, pursuant to s.1008.22(3)(c), must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in s.1003.572.

Independent reviewers may include appropriately licensed behavior analysts, speech-language pathologists, occupational therapists, physical therapists, psychologists and clinical social workers.

Any time that a student is expected to participate in a statewide, standardized assessment, the parent(s) and the student may be informed during IEP meetings of the criteria to be considered for a waiver of the results and allowable testing accommodations.

At that time the parent(s) and students are initially made aware of the possibility of a waiver of statewide, standardized assessment results, an emphasis should be placed on ensuring that the student and parent(s) understand the following information:

- The IEP team must have evidence that indicates the student's performance on a statewide, standardized assessment was not an accurate measure of the student's abilities, taking into account all allowable accommodations.
- For students not meeting the criteria and not found eligible for a waiver of the statewide, standardized assessment results, the school will continue to provide remediation, opportunities to retake an assessment, and appropriate instruction and intervention needed by the student. These efforts and any accommodations will be specified on the student's IEP.
- In accordance with s. 1008.22(3)(a)(b), F.S., students who have not earned a passing score on a statewide, standardized assessment needed to earn a standard high school diploma, have the opportunity to earn a passing score on a retake of a statewide, standardized assessment, a concordant score on a standardized test (e.g. SAT or ACT), or a comparative score for the Algebra I EOC assessment.

END OF COURSE (EOC) ASSESSMENT WAIVER FOR STUDENTS WITH DISABILITIES

A student with a disability, as defined in s. 1007.02(2), F.S., for whom the IEP team determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into

consideration all allowable accommodations, shall have the EOC assessment results waived for the purpose of determining the student's course grade, completing the requirements for middle grades promotion, and receiving credit as required in paragraph (4)(a). *Section 1003.428(8)(b)(2) F.S.*

To be considered for an EOC assessment results waiver, the student must meet all the following criteria:

1. Be identified as a student with a disability as defined in s. 1007.02(02), *F.S.*
2. Have an active IEP
3. Have taken the EOC assessment with appropriate allowable accommodations at least once
4. Have demonstrated, as determined by the IEP team, achievement of the course standards

Each EOC course has a document with outlined benchmarks for documenting the date of student mastery to facilitate team determination of achievement of the course standards. An EOC waiver may be considered for any EOC assessment (course credit or 30% of the course grade.) An EOC waiver consideration/determination must be completed within 30 calendar days of district receipt of the EOC results. Results of the consideration/determination are to be documented in the student's IEP file as team meeting/conference notes as well as maintained in the student's cumulative record and on the high school transcript. Subsequent IEPs should document the results of the EOC waiver determination.

FLORIDA ALTERNATE ASSESSMENT (FAA) FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Students with significant cognitive disabilities, for whom the Florida Standards/EOC assessments, even with allowable accommodations, are not appropriate, may be eligible to participate in the statewide assessment program through the FAA. Aligned to the state standards, the FAA provides a standardized measure of student academic performance on the State Standards Access Points/Florida Standards Connectors.

Determination of eligibility to participate in the FAA is made by the IEP team of the student, which includes the parent, and is recorded on the student's IEP based on the following criteria:

- The student has been identified as having a significant cognitive disability that adversely effects academic and adaptive functioning in the educational setting;
- The student is unable to master the grade-level general state content standards even with appropriate and allowable accommodations, assistive technology or accessible instructional materials;
- The student is participating in a curriculum based on the state standards access points/Florida Standards connectors for all academic areas; and
- The student requires direct instruction in academics based on access points/Florida Standards connectors in order to acquire, generalize, and transfer skills across settings.

The Department of Education shall adopt separate parental consent forms that school districts must use to administer to the student an alternate assessment pursuant to *s. 1008.22* and provide instruction in the state standards access points/Florida Standards modified curriculum.

In accordance with *34 C.F.R. s. 300.503*, the form shall be provided to the parent in the parent's native language, as defined in *34 C.F.R. s. 300.29*, and include a statement that the parent is a participant of the individual education plan team (IEP Team) and has the right to consent or refuse. *Ch. 2013-236 LAWS OF FLORIDA Ch. 2013-236*. The statement shall include information that the refusal of parental consent means that the school district may not proceed with the actions described without a school district due process hearing in accordance with *34 C.F.R. ss. 300.507 and 300.508*.

Florida Alternative Assessment Waiver for Students with Disabilities

Section 1008.22(3)(c)2., F.S., states that students with disabilities can be eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade or a standard diploma. This includes the Florida Standards Assessment, all end-of-course assessments and the Florida Alternative Assessment.

A student is eligible for a waiver, as long as the IEP team determines the student meets the criteria for waiving the results of the Florida Alternative Assessment documented by the development of a graduation portfolio of quantifiable evidence of achievement. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCPs (modified occupational completion points), work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

Beginning with students entering grade 9 in 2014-15 school year, any waiver of the statewide, standardized assessment requirements by the IEP team, pursuant to *s.1008.22(3)(c)*, must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in *s.1003.572*.

Independent reviewers may include appropriately licensed behavior analysts, speech-language pathologists, occupational therapists, physical therapists, psychologists and clinical social workers.

STUDENT PROGRESSION REQUIREMENTS IN GRADES K-5

GRADING AND REPORTING STUDENT PROGRESS IN GRADES K-5

Academic grades must reflect the student's academic progress, based on on-going relevant progress monitoring. The grade must provide both students and parents with a clear indication of academic performance. Grades in all subjects are to be based upon the student's degree of mastery of the instructional objectives for the subject. The grade must not be based upon the student's effort and conduct.

Academic Grades for Student with Disabilities Receiving Instruction in Regular State Student Performance Standards:

1. Grades earned by students with disabilities shall be based upon the student's demonstrated proficiency in mastering the Sunshine State/Florida Standards for subjects in which the student is enrolled. Students with disabilities shall earn grades that reflect the same criteria as outlined for the regular education program.
2. If a student with disability is enrolled in a subject taught by a non-ESE teacher, and progress monitoring data indicates that the student is unable to master the subject content, the assigned instructor is to request a team meeting to discuss what additional supports and services are required for the student to attain mastery of course content, focusing on maintaining content instruction in the least restrictive environment. If the results of the team meeting indicate the need for the development of a new IEP, the assigned ESE Specialist will schedule that meeting within 20 school days.

Academic Grades for Students in Grades With Disabilities in Grades K-5 Receiving Instruction in Next Generation Sunshine State Standards Access Points/Florida Standards Connectors for Students:

1. Academic grades shall be based upon the level of proficiency demonstrated in mastering the Next Generation Sunshine State Standards Access Points/Florida Standards Connectors for all students.
2. A brief explanation of the use of each grade follows:

S - Satisfactory Progress

N - Needs Improvement

U – Unsatisfactory Progress
3. The individual student progress report issued at the same time as the report card reflects a description of progress toward attainment of annual goals and objectives outlined on the IEP. The combination of the report card and the IEP progress report provides clarity on student progress.

PROMOTION AND RETENTION IN GRADES K-5

Students With Disabilities Receiving Instruction Based on Florida Standards Curriculum:

Students with disabilities who are receiving instruction based on Florida Standards based curriculum are promoted based upon the same promotion criteria as that for nondisabled students (with allowable accommodations as determined by the IEP team) and are included in the Good Cause Clause for promotion in special circumstances. Nothing about the IEP or the IEP process circumvents the student progression plan for students pursuing core curriculum expectations.

Students With Disabilities Receiving Instruction Based on Next Generation Sunshine State Standards Access Points/Florida Standards Connectors:

Elementary students who are receiving instruction in the NG Sunshine State Standards Access Points/Florida Standards Connectors shall be promoted throughout elementary grades based upon consideration of the following factors:

- chronological age
- grades earned in all content areas on the student schedule
- demonstrated mastery of the access points as appropriate to the student's grade level
- The exceptional student education teacher and school principal, or designee, shall consider all of the above factors when determining whether promotion or retention is appropriate.

STUDENT PROGRESSION REQUIREMENTS IN GRADES 6-12

GRADING AND REPORTING STUDENT PROGRESS IN THE MIDDLE AND SECONDARY SCHOOL (GRADES 6-12)

A. Enrollment in Courses

Students with disabilities in grades 6, 7, and 8 who are receiving instruction in the Next Generation Sunshine State/Florida Standards must be enrolled in standard education courses and/or in those exceptional student education courses that parallel the standard program requirements and meet content requirements that will prepare the student for successful participation in coursework to obtain a Merit or Scholar standard diploma. The students are to be graded according to the criteria established in the student progression plan for standard education courses, with allowable accommodations as determined by the IEP team. Nothing about the IEP or the IEP process circumvents the student progression plan for students pursuing core curriculum expectations.

Students with disabilities in grades 6, 7, and 8 who are receiving instruction in the Next Generation Sunshine State Standards Access Points/Florida Standards Connectors shall be promoted or retained based upon the following factors:

- chronological age
- grades earned in all subjects
- demonstrated mastery of the access points as appropriate to the student's grade level
- The exceptional student education teacher, ESE Specialist, and school principal, or designee, shall consider all of the above factors when determining if retention is appropriate.

B. Access to Postsecondary Education and Meaningful Careers Act

Parents and students are to become partners with school personnel in career exploration and educational decision-making. Clear academic course expectations that emphasize rigorous and relevant coursework shall be made available to all students by allowing both student and parent choice.

Post-secondary students must self-declare ESE and meet with their guidance counselor to discuss modifications.

Upon entering Grade 9, students with disabilities (*S.1007.02 F.S.*) and their parents shall have developed, during the middle grades, a 4- to 5-year academic and career plan based on postsecondary and career goals (*S.1007.21 F.S.*). The destinations shall accommodate the needs of students served in exceptional education programs to the extent appropriate for individual students. Students and their parents shall choose among:

- Four-year university, community college plus university, or military academy degree;
- Two –year postsecondary degree;
- Postsecondary career certificate;
- Immediate employment or entry-level military;
- A combination of the above

A path leading to each of the above destinations shall include:

- A path of core courses leading to the destination;
- A recommended group of electives, which shall help define the path;
- Provisions for a school staff member or community volunteer to act as “academic advocate” if parental or guardian involvement is lacking;
- Possible administration of the common placement test to high school students having chosen one of the four above destinations with the results of that test used to target additional instruction in reading, writing, and mathematics prior to graduation;
- Support of Tech Prep sequential programs of study that include a technical component and a minimum of a postsecondary certificate or 2-year degree;
- Business community support of real-world internships and apprenticeships;
- All students shall receive maximum encouragement and support for participation in service learning opportunities;

- Limit of fundamental courses for graduation credit to only those for whom assessment indicates a more rigorous course of student would be inappropriate, with these courses counting as electives only;
- Provide a staff member to help coordinate the use of student achievement strategies to assist students in succeeding in their coursework;
- Provide strategies to eliminate reading, writing, and mathematics deficiencies of secondary students; and
- Alternate career and academic destinations should be considered along with the ability to shift priorities and change goals if needed.

C. Academic Grades for Students with Disabilities Enrolled in Standard Education and/or Career and Technical Education Courses

1. Standard Education Courses

Students with disabilities enrolled in basic and/or career and technical education courses, whether instructed by a regular, CTE, or ESE teacher, must master the standards established for the course as adopted by the district in order to receive credit for the course.

Letter grades received for these courses shall be based upon grading guidelines established for standard education as outlined in the Student Progression Plan. The determination of the specific grade a student receives must be based upon attainment of mastery of identified benchmarks, evidenced by carefully documented on-going progress monitoring.

2. Career & Technical Education Courses

All students have access to vocational education courses. For students with disabilities in a job preparatory program, one or more pre-established occupational completion points may be pursued. *Rule 6A-6.0312 FAC*, Course Modifications for Exceptional Students, may be used in developing modifications to pre-existing Occupational Completion Points. These modifications are developed as a part of the Transition Individual Education Plan (IEP) process.

Modified Occupational Completion Points (MOCPs) are selected sets of student performance standards that fall between established occupational completion points as identified in vocational job preparatory course descriptions. These selected standards guide the student in completing a modified program and developing marketable skills. For clarification and additional information, please refer to the website:

<http://www.fldoe.org/workforce/programs/ss5.asp>

Each student's IEP must identify the CAPE Digital Tool certificates and CAPE industry certifications that the student seeks to attain before high school graduation. (*s.1003.4203, F.S.*)

(1) Each district school board, in consultation with the district school superintendent, shall make available digital materials for students in prekindergarten through grade 12 in order to enable students to attain digital skills. The digital materials may be integrated into subject area

curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications, subject to available funding.

(2) Beginning with the 2013-2014 school year, each district school board, in consultation with the district school superintendent, shall make available digital and instructional materials, including software applications, to students with disabilities who are in prekindergarten through grade 12.

(3) Accommodations in instruction are allowable for both content and vocational courses. Any accommodation to be provided is based on individual needs of the student and should be outlined in the individual education plan or 504 plan.

D. Academic Grades for Students with Disabilities Enrolled in Exceptional Student Education Courses.

Exceptional students in grades 6-12 enrolled in exceptional student education courses must master the standards established for the course as adopted by the district in order to receive credit for the course. Letter grades received for these courses shall be based upon the criteria indicated in the Student Progression Plan. Nothing about the IEP or the IEP process circumvents the student progression plan for students pursuing core curriculum expectations.

If a student with disability is enrolled in a subject taught by a non-ESE teacher, and progress monitoring data indicates that the student is unable to master the subject content, the assigned instructor is to request an IEP team meeting to discuss what additional supports and services are required for the student to attain mastery of course content, focusing on maintaining content instruction in the least restrictive environment.

E. Procedures for Reporting Unsatisfactory Progress

Teachers are encouraged to communicate with parents at any time during a grading period when the teachers feel, in their professional judgment, that such communication may be beneficial to the student. At the midterm of any nine weeks, if a student is failing a course, it is highly recommended that the teacher contact the parent and schedule a team meeting to discuss specific strategies that will facilitate the student passing the course.

According to research from the National Center for Prevention of High School Dropout, closely monitoring student performance and attendance during the ninth grade year is critical for successful high school completion. To this end, for students who are in the ninth grade, a team conference should be scheduled after the first 20 days of school if the student is (a) failing English or Math coursework or (b) if the student has been absent more than 2 days or (c) if the student demonstrates a combination of failing and absenteeism. At this team conference, specific strategies should be developed to assist the student in passing the coursework and/or increasing attendance. Detailed progress monitoring and follow-up conferences should be outlined. If additional IEP goals and objectives are required or additional support services are needed to help insure success, a subsequent IEP team meeting should be scheduled.

F. Strategies for Meeting Standard Diploma Requirements

Students whose IEPs and transition goals have identified that they are working on standard (Scholar or Merit) diploma options, must meet the established diploma requirements. If the student experiences challenges addressing those requirements within the parameters outlined by the existing IEP, any member of the IEP team, including the parent or the student (required member if age 14 or older), should request the team to reconvene and adjust the IEP accordingly.

PROMOTION AND RETENTION AT THE SECONDARY AND MIDDLE SCHOOL LEVEL (GRADES 6-12)

Students with disabilities who are receiving instruction in regular state student performance standards shall be promoted based upon the requirements as outlined in the Student Progression Plan. No aspect of the IEP or the IEP process circumvents the pupil progression plan with regard to progression or course requirements. Students with disabilities who are receiving instruction in access points/Florida Standards connectors are promoted based upon meeting proficiency level on the appropriate access points.

The time required to complete the secondary program (grades 9-12) will depend upon the time necessary for the student with disabilities to earn the required number of credits for the selected diploma option and to demonstrate mastery of the required regular or access points/Florida Standards connectors. Promotion is based upon the student's ability to earn the required number of credits for each grade level. Students may be served until their twenty-second (22) birthday, or upon graduation with a regular diploma.

TRANSITION PROVISIONS *(1003.5716, F.S.)*

Transition to postsecondary education and career opportunities.—All students with disabilities who are 3 years of age to 21 years of age have the right to a free, appropriate public education. As used in this section, the term “IEP” means individual education plan.

(1) To ensure quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities, an IEP team shall begin the process of, and develop an IEP for, identifying the need for transition services before the student with a disability attains the age of 14 years in order for his or her postsecondary goals and career goals to be identified and in place when he or she attains the age of 16 years. This process must include, but is not limited to:

(a) Consideration of the student’s need for instruction in the area of self-determination and self-advocacy to assist the student’s active and effective participation in an IEP meeting; and

(b) Preparation for the student to graduate from high school with a standard high school diploma pursuant to s. 1003.4282 with a Scholar designation unless the parent chooses a Merit designation.

(2) Beginning not later than the first IEP to be in effect when the student attains the age of 16, or younger if determined appropriate by the parent and the IEP team, the IEP must include the following statements that must be updated annually:

(a) A statement of intent to pursue a standard high school diploma and a Scholar or Merit designation, pursuant to s. 1003.4285, as determined by the parent.

(b) A statement of intent to receive a standard high school diploma before the student attains the age of 22 and a description of how the student will fully meet the requirements in s. 1003.428 or s. 1003.4282, as applicable, including, but not limited to, a portfolio pursuant to s.1003.4282(11)(b) which meets the criteria specified in State Board of Education rule. The IEP must also specify the outcomes and additional benefits expected by the parent and the IEP team at the time of the student's graduation.

(c) A statement of appropriate measurable long-term postsecondary education and career goals based upon age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills and the transition services, including courses of study needed to assist the student in reaching those goals.

(3) Any change in the IEP for the goals specified in subsection (2) must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572.

(4) If a participating agency responsible for transition services, other than the school district, fails to provide the transition services described in the IEP, the school district shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student that are specified in the IEP. However, this does not relieve any participating agency of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

GRADUATION REQUIREMENTS

A student with disabilities may exit high school with one of the following diplomas:

Standard Diploma (Merit or Scholar)
Certificate of Completion

Subsequent IEP meetings should address the academic performance of the student in relation to the diploma option selected. Changes in the diploma option must be noted on the IEP and signed permission from the parents must be obtained, unless the student has attained the age of majority.

The Department of Education shall adopt separate parental consent forms that school districts must use to pursuant to obtaining permission related to change of diploma option and accompanying instructional curriculum (*s. 1008.22*) In accordance with *34 C.F.R. s. 300.503*, the form shall be provided to the parent in the parent's native language, as defined in *34 C.F.R. s. 300.29*, and include a statement that the parent is a participant of the individual education plan team (IEP Team) and has the right to consent or refuse. *Ch. 2013-236 LAWS OF FLORIDA Ch. 2013-236*. The statement shall include information that the refusal of parental consent means that the school district may not proceed with the actions described without a school district due process hearing in accordance with *34 C.F.R. ss. 300.507 and 300.508*.

TYPES OF DIPLOMAS

- Standard Diploma (Merit or Scholar)
1. Eligibility - All students with disabilities may be given the opportunity to meet the requirements for a standard diploma. If a student with disabilities is seeking a standard diploma, it must be indicated on the current IEP.
 2. Requirements - The standard diploma will be awarded to any student who has satisfactorily completed the high school program and has met all local and state requirements for graduation. The standard diploma will be awarded to students who have:
 - successfully completed the required credits for grades 9-12 as outlined in the Student Progression Plan, Section IV
 - attained a cumulative grade point average of 2.0 on a 4.0 scale for required courses for graduation;
 - taken the 10th grade Reading assessment. A student with a disability, as defined in *s. 1007.02(2)*, for whom the individual education plan (IEP) committee determines that the statewide assessment cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the statewide assessment requirement waived for the purpose of receiving a standard high school diploma;
 - taken courses and passed the required EOC assessments. A student with a disability, as defined in *s. 1007.02(2)*, for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit.

DEFERENTIAL OF RECEIPT OF A STANDARD DIPLOMA

A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements found at Section 1003.4282(11)(c), F.S and stated below.

- Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age twenty-one (21); and
 - Is enrolled in accelerated college credit instruction pursuant to s. 1007.27, F.S., industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.

The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent, or the student over the age of eighteen (18) for whom rights have transferred in accordance with subsection 6A-6.03311(8), F.A.C., must sign a separate document stating the decision.

The IEP team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services, and describe to the parent and the student all services and program options available to students who defer. This description must be done in writing.

School districts must inform the parent and the student, in writing by January 30 of the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education (FAPE). This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral.

ADDITIONAL GRADUATION INFORMATION FOR STUDENTS with DISABILITIES

- **Change in Diploma Option**

Effective July 1, 2015, all students with disabilities will select either a standard diploma or a certificate of completion. This change does not affect students with a current IEP option for a special diploma in grades 10-12.

For students who take the Florida Alternative Assessment, standard diploma options include:

- A combination of course substitutions, assessments, industry certifications, or occupational completion points (OCP's) that meet criteria of State Board rule.
- A portfolio of quantifiable evidence documenting mastery of academic standards through "rigorous metrics" established in rule. May include documentation of work, internship, community service, postsecondary credit.

Students with disabilities in grades 9-12 who request a change from a standard diploma status to a certificate of completion status, must do so no less than 15 school days prior to the last calendar day of the official school year. Credit toward a certificate of completion for courses taken in regular education will be given in accordance with SBR 61-1.09401.

Any change in high school graduation options must be approved by the parent; subject to independent review.

Students who meet standard high school diploma requirements may defer the receipt of the diploma if:

- The IEP plan includes special education, transition planning, transition services or related services through age 21.
- The student is enrolled in specific courses.

Waiver of statewide standardized assessment results by the IEP team must be approved by the parent and is subject to independent review

Students with disabilities may use select industry certifications for some course substitutions, as well as additional substitutions for PE credit.
(s.1003.4282, F.S.)

- **School Responsibilities**

The school shall make provisions for each student to take regular education, vocational, and exceptional student courses as appropriate for meeting the minimum number of course credits for a certificate of completion. Students with disabilities earning credits in standard courses may count these credits toward the certificate of completion credit requirements as prescribed in their program of study, provided that promotional requirements are met for that course.

PARENTAL INPUT AND MEETINGS

Meetings with School District Personnel.

Parents of public school students may be accompanied by another adult of their choice at any meeting with school district personnel. School district personnel may not object to the attendance of such adult or discourage or attempt to discourage, through any action, statement, or other means, parents from inviting another person of their choice to attend any meeting. Such prohibited actions include, but are not limited to, attempted or actual coercion or harassment of parents or students or retaliation or threats of consequences to parents or students.

1. Such meetings include, but are not limited to, those related to:
 - a. the eligibility for exceptional student education or related services; the development of an individual family support plan (IFSP);
 - b. the development of an individual education plan (IEP);

- c. the development of a 504 accommodation plan issued under s. 504 of the Rehabilitation Act of 1973;
- d. the transition of a student from early intervention services to other services;
- e. the development of postsecondary goals for a student and the transition services needed to reach those goals; and
- f. other issues that may affect a student's educational environment, discipline, or placement.

2. The parents and school district personnel attending the meeting shall sign a document at the meeting's conclusion which states whether any school district personnel have prohibited, discouraged, or attempted to discourage the parents from inviting a person of their choice to the meeting. *Paragraph (a) of subsection (21) of section 1002.20, Florida Statutes*

Evaluation of Exceptional Student Education Services

Once every 3 years, each school district and school shall complete a Best Practices in Inclusive Education (BPIE) assessment with a Florida Inclusion Network facilitator and include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the school district's exceptional student education policies and procedures. BPIE is an internal assessment process designed to facilitate the analysis, implementation, and improvement of inclusive educational practices at the district and school team levels.

SECTION VII.

STUDENT PROGRESSION FORMS

Taylor County Schools

(Insert)

Principal

318 North Clark St.

Perry, FL 32347

850-838-2500

August, 2019

Dear Parent,

According to Florida Statute, schools must notify parents in writing if their child is deficient in Reading. Based on data, from the previous school year, and/or the first STAR assessment for this year, your child, _____, is considered to be below grade level in Reading as shown by:

_____ FSA scores of Level 1 or 2 in English Language Assessments

_____ STAR assessment results at Level 1 or 2

The following is a list of ways that we will be helping your child achieve success:

- Progress monitoring frequently
- Small group and individual assistance in the area of concern
- Florida State Standards curriculum
- Research based intervention programs that may include computer based instruction
- After School Tutoring (during the second semester)

Listed below are ways that you can assist your child:

- Provide reading practice each night for 20 minutes
- Attend Parent Conferences and stay in touch with the teacher
- Encourage effort
- Ask the teacher for ways to help
- Helping our child study spelling words and math facts
- Have your child at school every day unless he/she is sick.
- Have a place and time to do homework

Students experience more success when the parents and teachers work together. If you have questions, please call at (INSERT PHONE #).

Sincerely,

(INSERT NAME)

Please sign, date and return this letter to school. Thanks!

Parent signature

Date

School Letterhead

**Parental Notification for Retained Third Grade Students
[Florida Statute 1008.25(7)(b)3]**

Date: _____ School: _____
Child: _____

Dear Parent or Guardian:

Florida's goal is that every student read at or above grade level. If a student is not learning at the rate that he or she should, the school district must give additional tests to find out how to assist the student. Teachers must pay special attention to how well each child is learning to read in kindergarten through third grade. If a teacher is concerned that a child has a reading problem, the student will be tested to see the seriousness of the problem. The school must provide additional help to all students who are behind in learning to read.

The student must continue to receive additional support and assistance until he or she is able to read on grade level. If the student's reading problem is not corrected by the end of the third grade, as demonstrated by scoring at Level 2 or higher in reading on the grade 3 state reading assessment, the student must be retained in the third grade.

This is to notify you that your child has not met the reading level required for promotion and has not met the requirements for one of the good cause exemptions, as provided by Florida law. Each decision about a child's promotion or retention is based on several things, including the student's performance on the state reading assessment, additional evaluations, portfolio reviews, and certain alternative assessments, including those during 3rd Grade Summer Reading Camp. Your child is being retained to give him or her more time to learn to read before he or she must meet the more difficult reading demands of the fourth grade and beyond.

Ask your child's teacher about additional services to help your child.

Sincerely,

Principal

**RECOMMENDATION FOR PROMOTION
FOR GOOD CAUSE TO FOURTH GRADE**

_____ did not meet all required state or district performance measures for his/her grade but is recommended for promotion to the fourth grade for the _____ school year with documentation for good cause as indicated below:

_____ is an English Language Learner (ELL) student who has had less than two years of instruction in an English for Speakers of Other Languages program.

_____ is a student with disabilities, whose individual educational plan (IEP) indicates that participation in a statewide assessment is not appropriate, consistent with the requirements of State Board of Education Rule.

_____ is a student who demonstrates an acceptable level of performance of 45% or higher on the SAT 10 or 51% or higher on the SAT 9 reading assessment approved by the State Board of Education.

_____ is a student who demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on state reading assessment.

_____ is a student with disabilities who participated in state reading assessment and who had an individual education plan or a Section 504 plan that reflects that he/she had intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained in grades K, 1, 2, or 3.

_____ is a third-grade student who has received intensive remediation in reading for two or more years but still has deficiency in reading and was previously retained in K, grade 1, grade 2, or grade 3 for a total of two years. If promoted under this exemption, intensive reading instruction must include an altered instructional day based on an individualized plan that includes specialized diagnostic information and specific reading strategies.

The promotion of this student is appropriate and is based on the student's academic record.

TEACHER

DATE

<i>I have reviewed and discussed this recommendation with the teacher and _____ approve or _____ disapprove promotion for good cause.</i>

PRINCIPAL

DATE

ACCEPTED ☐ REJECTED ☐

SUPERINTENDENT

DATE

**RECOMMENDATION FOR PROMOTION
FOR GOOD CAUSE TO ALL GRADES OTHER THAN FOURTH**
Circle Grade Recommended: 1 2 3 5 6

_____ did not meet all required state or district performance measures for his/her grade but is recommended for promotion to the _____ grade for the _____ school year with documentation for good cause as indicated below.

- _____ is an English Language Learner (ELL) student who has had less than two years of instruction in an English for Speaker of Other Languages (ESOL) program.
- _____ is a student with disabilities, whose individual educational plan (IEP) indicates that participation in a statewide assessment is not appropriate, consistent with the requirements of State Board of Education Rule.
- _____ is a student who demonstrates an acceptable level of performance on a norm-referenced standardized reading assessment.
- _____ Is a student who demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the Florida State Reading Assessment.
- _____ is a student with disabilities who participated in Florida State Reading Assessment and who has an individual education plan or a Section 504 plan that reflects that he/she has had intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained.
- _____ it is the recommendation of the Intervention Support Team that conditions exist which would cause this student to be more successful at the next grade and/or that retention would be more adverse than promotion.

The promotion of this student is appropriate and is based on the student's academic record.

TEACHER

DATE

<i>I have reviewed and discussed this recommendation with the teacher and _____ approve _____ disapprove promotion for good cause.</i>
--

PRINCIPAL

DATE

ACCEPTED ☐ REJECTED ☐

SUPERINTENDENT

DATE

School Letterhead

Third Grade Summer Reading Camp Invitation Letter

May,

Dear Parents or Guardians of _____:

Third grade STATE ASSESSMENT scores are in, and your child's teacher will be contacting you to discuss them. According to Florida State Statute 1008.25, third grade students cannot receive a regular promotion to fourth grade if they score a Level 1 on STATE ASSESSMENT Reading. In order to provide additional help in the area of reading, the Taylor County School District is providing a third grade Summer Reading Camp. We recommend that your child attend Summer Reading Camp based on his/her reading score and the following criteria:

_____ Your child scored a Level 1 on the Florida State Reading Assessment and would need to score 51% or higher on SAT 9, the standardized test administered at the end of Summer Reading Camp or meet portfolio requirements, which require reading on grade level to receive a Good Cause Promotion to fourth grade. If he/she does not attend summer Reading Camp and score a 51% on SAT 9 or higher or meet the portfolio requirements, he/she will be retained. **Note: We will administer the SAT10 on _____ to provide an additional opportunity for your child to attain the required score for a Good Cause Promotion.** Your child will still be eligible to attend Summer Reading Camp.

_____ Your child is an English Language Learner (ELL) student who has had less than two years of instruction in English for Speakers of Other Languages program. He/she will receive a Good Cause Promotion but would benefit from attending Summer Reading Camp.

_____ Your child scored a Level 1 on the Florida State Reading Assessment but has already been retained twice in grades K, 1, 2, or 3 and has received intensive remediation in reading for two years. He/she will receive a Good Cause Promotion to fourth grade but would benefit from attending Summer Reading Camp.

_____ Your child scored a Level 1 on the Florida State Reading Assessment but is a student with disabilities whose Individual Education Plan (IEP) reflects that he/she has had intensive remediation in reading and was previously retained in grades K, 1, 2, or 3. He/she will receive a Good Cause Promotion but would benefit from attending Summer Reading Camp.

In order to plan for your child and to provide the best possible experience, we need to know if he/she will attend Summer Reading Camp. Please complete the second page of this letter and return it to your child's teacher by _____. If you have questions or concerns, contact me or your child's teacher. Thank you in advance for the opportunity to help improve your child's reading skills.

Sincerely,

Principal

School Letterhead

Mid-Year Promotion to Fourth Grade

Date:

Dear _____: (name of parent/guardian)

Congratulations! Your child, _____, has successfully completed all the requirements for mid-year promotion to fourth grade as noted below.

_____ was retained as a result of a reading deficiency, but is working on grade level or above in mathematics;

_____ has participated in intensive remediation for reading;

_____ did not qualify for a Good Cause promotion;

_____ demonstrates through portfolio or standardized assessment that he/she has attained a proficient (successful and independent, reading at or above grade level) level of reading as defined in the Student Progression Plan;

_____ demonstrates the proficiency required to score at Level 3 on the grade 3 Florida State Reading Assessment as determined by the State Board of Education as documented in a student portfolio, and/or an average or above average score on a norm-referenced reading assessment; and

_____ demonstrates achievement that provides a reasonable expectation that the student's progress is sufficient to master appropriate 4th Grade level reading skills.

Your child is now a fourth-grade student and will be required to meet the proficiency levels for fourth grade.

This is a great achievement, and we offer our congratulations to _____. We hope this fourth-grade year is a successful one.

Sincerely,

Principal

EARLY ADMISSION
Student/Parent Agreement

The purpose of this agreement is to insure that parents and students are aware of the regulations involving student participation in an early admissions program.

The following is provided and should be discussed with the senior counselor and Assistant Principal of Curriculum prior to granting approval for this full-time college program. It is for the entire senior year. The application process starts early in second semester of the junior year.

Students applying for Early Admission must meet the following requirements and be willing to adhere to the following rules:

1. Fulfillment of the Taylor County School District requirements through the 11th grade.
2. 3.0 GPA (unweighted) at the end of the 11th grade year (for NFCC).
3.8 GPA (unweighted) at the end of the 11th grade year (for FSU and FAMU).
3. Recommendation of a guidance counselor.
4. Approval of the Assistant Principal of Curriculum.

Students wishing to attend classes off campus and their parents must agree to the following conditions:

1. Student must receive prior approval before registering for any classes from the Assistant Principal of Curriculum. This approval must be obtained for each semester of classes. The student must bring a copy of his/her grades to the Assistant Principal of Curriculum at the end of the college Fall semester. At this time the courses for the second semester will be checked for approval. If the student registers for classes that are not approved the student will have to withdraw from the classes during the drop/add period. At the end of the second semester students must immediately bring the grades to the guidance department so that the student may be part of the graduation ceremony.
2. Student must take two semesters of English classes, one semester of economics and one semester of American Government. If the student tests out of ENC1101, the student must take ENC1102 or its equivalent and an approved English/Humanities class. If the student tests out of ENC1101 and ENC1102 or its equivalent, the student must take two semesters of an approved English/Humanities class.
3. Student is to take a minimum of 12 credit hours of classes each semester. Any additional hours must be pre-approved by the Assistant Principal of Curriculum.
4. A student receiving any grades of C or lower will be denied approval for the second semester and enrolled full-time in Taylor High School for second semester.

GRADUATION

1. Students may participate in graduation if permission to do so has been requested and granted in writing.
2. Responsibility concerning senior graduation exercises and related activities including dates of practice, ordering of invitations, senior pictures etc. is left to the student.
3. Students are eligible for valedictorian, salutatorian, and honor court.

I have read and understand the above agreement concerning early admissions at Taylor High School. I agree to adhere to the rules and regulations of the Early Admissions Program.

Student Signature _____

Date _____

Parent Signature _____

Date _____

TAYLOR COUNTY SCHOOL BOARD

STUDENT PROGRESSION GRADE PLACEMENT FORM FOR K-8

School: _____ Date _____

Student: _____ Grade _____

A review of school records including standardized tests and daily work for _____

has been reviewed to determine appropriate placement for the _____ school year. In addition, the criteria for promotion as outlined in the Student Progression Plan has been reviewed.

The committee is in agreement that the following placement is in the best interest of the student and that all other alternatives have been exhausted and would be ineffective at this time.

Placement

Retained in Grade _____

Placed for Good Cause in Grade _____

Reason for Placement _____

Summer School _____

Other _____

Staffing Committee:

_____ Date _____

Principal/Designee

_____ Date _____

Guidance Counselor/Student Services

_____ Date _____

Teacher(s)

_____ Date _____

Parent/Guardian

___ Parent came to meeting ___ Parent contacted by phone ___ Mailed copy to parent (If parent is unable to attend the meeting contact by phone may be made with documentation. Copy should be mailed if parent does not attend the meeting.) TCSB 0304-29

Taylor County School District Acceleration Policy

OPPORTUNITIES FOR ADVANCED STUDENTS

Students who are ready for advanced academic challenges will find a number of opportunities in Taylor County for accelerated learning.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

1. **Available Options:** Academically challenging curriculum or accelerated instruction will be available for eligible students in grades K-12. Each school will offer:

- a. whole grade and midyear promotion;
- b. subject-matter acceleration; and
- c. virtual instruction in higher grade level subjects.

2. **Eligibility Options:** The eligibility requirements for ACCEL Options include:

- a. demonstrate exceptionally high achievement in grades and daily performance;
- b. demonstrate mastery of all standards if a grade level is to be by-passed.
- c. score a Level 5 on FCAT in reading and math, for students in grades 3-6 or exhibit a similar score on an approved equivalent test;
- d. score a 90% or higher on a district approved standards based test or placement tests;
- e. been in attendance at school for 95% of the time for the previous year;
- f. have no Ns or Us in conduct for the previous year;
- g. recommendation by a core-curricula teacher;
- h. kindergarten and first grade students must meet the age requirements set forth in s. 1003.21, F.S.

3. Parent Request for Participation in ACCEL Options

Requests by parents for ACCEL Options shall be referred to the school principal by July 15th. After receiving the request, the school principal shall confer with and review information from appropriate school personnel who are involved with the student, included but not limited to, the student's teacher(s), the principal, and the guidance counselor. If a student participates in an ACCEL option by parent request, a performance contract must be executed. If the ACCEL option chosen is assignment of a pupil to a higher grade, which results in the student skipping a grade or part of a grade, the student's cumulative guidance record and report card should indicate "Accelerated Placement in Grade____", major reason(s) for the assignment, and the name of the principal who has the responsibility for final grade placement decisions.

4. Credit Acceleration Program (CAP)

Students in middle and high school may participate in CAP. Students who are not enrolled in courses with EOC assessments may take the EOC assessment. If the student passes the EOC assessment, they will earn high school credit for the course, but are not required to take the course. A student must have a Level 5 on FCAT 2.0 Mathematics to be eligible to take the Algebra 1 EOC or Geometry EOC for the CAP. A student must have a Level 5 on FCAT Science to be eligible to take the Biology 1 EOC. Any student who requests to take an EOC for CAP, must make that request by the end of the first semester.

5. Exit Procedures

1. If the requirements and demands of the acceleration program cause the student adjustment problems, the following action steps will be taken:
 - a. The teacher will review the student's progress at the end of each nine weeks and determine the areas of difficulty.
 - b. A notice will be sent to those students in the accelerated program whose average in the accelerated course falls below 85, their attendance falls below 95%, and/or the student earns an N or a U in conduct.
 - c. A decision relevant to the student's continued involvement in the program will be made by the ACCEL Committee.
2. Students will be withdrawn from the accelerated courses:
 - a. If the individual does not maintain an 85 average in the ACCEL course, their attendance falls below 95%, and/or the student earns an N or a U in conduct.
 - b. With parental permission.
3. Students who are withdrawn from accelerated courses prior to the third nine weeks will be entered into a non-accelerated class without penalty. The student's grade will be transferred to a regular course.
4. All final exit decisions will be reviewed and approved by the ACCEL Committee.

6. Participation in Subsequent Years

To continue in the accelerated program in the next grade, the student must have met the following minimum standards.

1. Academic average of at least 85% in each of the marking periods with an overall average of 85% in the previous accelerated class, average daily attendance of at least 95%, and conduct grades of S or higher.
2. A demonstration of a capacity for self-direction in successful completion of individual assignments.
3. Positive work habits as demonstrated by attitude and regular participation in class.

Taylor County School District
ACCEL COMMITMENT CONTRACT

Each student opting for acceleration will be asked to sign a contract outlining his or her commitment to the program prior to the start of the course. The contract will also be signed by the student's parents/guardian, the department chairperson, and the school principal.

Grade recently completed _____ Grade level requested for next school year _____

I, _____, agree to enter into an accelerated program in the following subject(s) beginning on _____, _____:

Subject Area	Course Title	ACCEL Grade Level
English / Reading		
Math		
Science		
History		
Other		

_____ (Initial) The program has been fully explained to me, and I understand that:

- A. I will be placed in an accelerated course and be expected to maintain an 85 average in that course.
- B. I will be in attendance 95% each nine weeks
- C. I must maintain at least Satisfactory Conduct
- D. I may exit or be dropped from this program as described in the exit procedure section of the policy.

Signed: _____ Date _____

Student

_____ Date _____

Parent

_____ Date _____

Teacher

_____ Date _____

Guidance Counselor

_____ Date _____

Principal

Changes to 18-19 SPP from 17-18 SPP

1. Updated reading deficient letter on p.106-submitted by Marion McCray
2. Removed from page 101 per Alicia Poole

“For any student with a disability when the IEP team determines that mastery of academic and employment competencies is the most appropriate pathway.

 - Completion of minimum requirements including course credits prescribed in State Board rule.
 - Achievement of all annual goals and competencies for academic and employment competencies, industry certification, or OCP’s in the student’s transition plan; must be verified by IEP team.
 - Successful employment for 1 semester and payment of minimum wage.

The student’s transition plan must stipulate academic and employment competencies, industry certification, OCP’s. Student, parent, teacher, and employer must sign the plan. “

3. Removed term ESE guidance counselor on p.94 per Alicia Poole
4. Added Medal of Honor Day under required instruction
5. Added information about the Gold Seal Cape Scholarship submitted by Jodi Tillman
6. Changed number of CTE programs offered at BBTC from 11 to 13 submitted by Jodi Tillman
7. P. 79 add cheating under causes for Administratively Withdrawal