

THE HAMILTON COUNTY SCHOOL DISTRICT



STUDENT PROGRESSION PLAN

2023-2024

Lee Wetherington-Zamora, Superintendent

APPROVED BY HAMILTON SCHOOL BOARD

ON

11/14/23

Lee Wetherington-Zamora
SUPERINTENDENT

Hamilton County School Board
5686 US Highway 129 South, Suite 1
Jasper, FL 32052

**Hamilton County is an Equal Opportunity School District
(Employer) using Affirmative Action Guidelines**

.....

The Hamilton County School District does not discriminate on the basis of race, color, religion, national origin, gender, age, disability or marital status in its education programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. Questions, complaints, or request for additional information regarding discrimination or harassment may be sent to:

Equity Coordinator for Hamilton County School District is:

**Patrick Howell
5686 US Highway 129 South, Suite 1
Jasper, FL 32052
(386) 792-7838**

.....

**SECTION 504 Coordinator for Hamilton County School District is:
Exceptional Student Education and Student Services**

**Ann Pinello
5686 US Highway 129 South, Suite 1
Jasper, FL 32052
(386) 792-7851**

Board Approved:

TABLE OF CONTENTS

Purpose of the Student Progression Plan	1-2
General Information	2
Attendance	3-4
Statewide Assessments	5
Response to Intervention (RtI)/Multi-Tier System of Supports (MTSS)	5-6
Virtual Education	6-7
Academically Challenging Curriculum to Enhance Learning (ACCEL)	7
Grading and Reporting Procedures	7-10
Annual Reports	10
Parent's Right to Know	10-11
Grievance Procedures	11-12
Grade Challenges	12
Educational Opportunity For Military Children	12
Home Education Program	13
ELEMENTARY SCHOOL SECTION	
Admission	14-18
Curriculum	18-22
Student Progression	23-25
MIDDLE SCHOOL SECTION	
Curriculum	26-27
Performance Standards	27-30
Transfer Grades	30-31
HIGH SCHOOL SECTION	
Curriculum	32
Graduation Requirements	33-37
Dual Enrollment	37-39
Graduation Honors	39-40
Extracurricular	40-41
EXCEPTIONAL STUDENT EDUCATION SECTION	
Introduction	42
Categorical Exceptional Student	42
Student Performance Goals and Objectives	42
Individual Educational Plan	43
Parental Consent Individual Education Plan	43
Extended School Year (ESY)	44-46
Transportation	46

Accommodations and Modifications	46
Statewide Assessments	46-49
Access Points for Students with Significant Cognitive Disabilities	49
Diploma Options	49-51
Summary of Performance	51
504 Plans	51-52
Procedures When Disciplining Students with Disabilities	52-53
Change of Placement Due to Disciplinary Removals	53-54
Exceptional Student Education for Students who are Gifted	55-56
VIRTUAL EDUCATION SECTION	
District Requirements for Virtual Instruction	57
Virtual Instruction Options	57
Full Time District Virtual Instruction Program Enrollment	58-59
Full Time/Part Time Virtual Education Enrollment	59-60
Home Education Enrollments in Virtual Education	60
VIP Participation in Home Zone School Activities	60
VIP Attendance Requirements	60-61
VIP Assessment and Accountability	61-62
Eligibility and Procedural Requirements for Acceleration Options	62
Accelerated High School Graduation	62
Grade Forgiveness	62
VIP Written Parent/Guardian Notification	62-63
Reporting Student Progress	63
ADULT EDUCATION SECTION	
General Guidelines	64
State of Florida High School Equivalency Diploma	64-65

PURPOSE OF THE STUDENT PROGRESSION PLAN

The purpose of this plan is to establish standards for student progression and procedures for ensuring the maximum achievement possible for each student. Maximum student progress is the result of cooperative action on the part of the school board, administration, teachers, students, parents and the community. The Student Progression Plan establishes procedures to achieve parent/guardian understanding, cooperation and acceptance of the student's placement.

The school board accepts responsibility for providing the resources to promote student attainment of the competencies needed for successful living in a complex society. It assigns to the instructional staff responsibility for developing a specific program for implementing the standards related to these competencies.

REMEDATION/RETENTION COMPLIANCE - F.S. 1008.25

1. Each district school board shall establish a comprehensive program for student progression from one grade to another based on student's mastery of the standards in specifically English Language Arts (ELA), mathematics, science, and social studies standards.
2. The district program for student progression shall be based upon local goals and objectives which are compatible with the state's plan for education and which supplement the performance standards approved by the State Board of Education.
3. Student promotion is based on evaluation of each student's achievement of the Florida Standards. Each year the district will review and establish standards for determining how well each student has mastered the performance standards approved by the State Board of Education and the district. Schools will provide frequent monitoring of the student's progress in meeting desired levels of performance. Each student's progression from one grade to another is based, in part, upon proficiency in reading, writing, science, and mathematics. If a student does not achieve the required level of performance, the student must receive remediation in accordance with the guidelines for an individual progress monitoring/Response to Intervention (RtI) Multi-Tier System of Supports (MTSS) plan or be retained with an intensive program that is different from the previous year's program and that takes into account the student's learning style. The school will review and determine an appropriate alternative placement for a student who has been retained two or more years. Parents must be informed of their students' progress in meeting academic standards.

All procedures listed in this Student Progression Plan are subject to change based on action of the Hamilton County School Board or school administration. Parents and students will be notified when such changes occur. Some individual procedures and policies in the Student Progression Plan may vary in application at an individual

school based on the site's School Improvement Plan as approved by the Hamilton County School Board.

District and state regulations place the responsibility for decisions regarding student placement including promotion, retention, and special placement with the school principal.

Each student's progression from one grade to another must be determined, in part, on proficiency with parent or guardian notification of the student's academic progress.

GENERAL INFORMATION

A student enrolled in any grade level K-12 shall enroll in a combination of instructional programs for at least one (1) FTE of funded instruction. Any exception shall be justified on the basis of medical or personal hardship and must be approved by the Superintendent or designee.

Students are eligible for participation in Hamilton County Virtual School or the Florida Virtual School (FLVS). Notification of the availability of access to enroll in courses through the FLVS will be given to all students.

ATTENDANCE

A. COMPULSORY ATTENDANCE

Florida Law (§ 1003.21, F.S.) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term. The parent/guardian is responsible for the student's attendance. A student who attains the age of 16 years during the school year is no longer subject to compulsory attendance beyond the date of which the student attains that age if the student files the required formal declaration of intent to terminate school enrollment with the school district and the declaration is signed by the parent. The declaration must acknowledge that leaving school will likely reduce the student's earning potential. The school district is required to notify the child's parent or legal guardian that the student has filed a declaration of intent to leave school.

Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance. The students may be dealt with a child in need of services under Chapter 984, Florida Statutes. In addition, the parent/guardian may be subject to criminal prosecution under Chapter 775, Florida Statutes.

B. EXCUSED STUDENT ABSENCES

Students must be in school unless the absence has been excused for one of the reasons listed below. It is the responsibility of each student's parent/guardian to explain the student's absence to the school in a manner satisfactory to the principal.

1. Sickness, injury, death in the immediate family or other insurmountable condition (up to three (3) absences for illness per semester with parental note).
2. Documented appointments with health care professionals.
3. Documented absences for religious instruction or religious holiday.
4. Absences due to participation in an academic class or program (school sponsored activities) approved by the principal.
5. Absences for court appearances. (copy of subpoena must be provided.)

For kindergarten through eighth grade only, absences due to other individual circumstances may be excused by the principal. All other absences are considered unexcused.

C. SUSPENDED STUDENTS

1. Out-of-school suspension absences will be recorded as unexcused, yet students will be allowed to make up work using the same process as an excused absence.
2. Students assigned to in-school suspension are not considered absent.

D. REQUIREMENTS FOR CREDIT EARNING COURSES (1003.436, F.S)

1. A student enrolled in a credit earning course must be in class(es) for a minimum of 135 hours unless the student has demonstrated mastery of the student performance standards and has adhered to the high school attendance policy and procedures. This mastery includes courses taken in summer school through performance based instruction, block scheduling, credit recovery program, or course modifications that combine courses.
2. When a student in grades 6-12 accumulates over 15 unexcused absences in a course within a semester, credit may be withheld. Parents will be notified when the student accumulates 5 unexcused absences in a semester. The report card will show current absences, first semester, and second semester absences. In a year-long course, if a student fails a semester because of attendance but passes the other semester, then the two semesters will be averaged to determine if credit for the course will be awarded for the entire year (highest awarded grade is 60).
3. If extended illnesses will be in excess of six weeks, parents must notify guidance in order to apply for homebound instruction.
4. Work students must be in attendance in order to receive work hours' credit for that day.

E. DRIVER LICENSE LAW (§ 322.091, F.S.)

1. In order to be eligible for driving privileges, a student must satisfy one of the following criteria:
 - a. be enrolled in school and satisfy the district's attendance policy
 - b. have a high school diploma or equivalent
 - c. be enrolled in a study course in preparation for GED and satisfy the attendance policy
 - d. be enrolled in other educational activities approved by the school board and satisfy the attendance policy
 - e. have received a hardship waiver.
2. Following notification that a minor fails to comply with attendance requirements, the Department of Highway Safety and Motor Vehicles (DHSMV) may not issue a driver's or learner's license to or must suspend the license of a minor.
3. The DHSMV must notify the minor and the minor's parent or guardian of the intent to suspend driving privileges.
4. Following the date of receipt of notification to suspend, the minor or a parent has 15 calendar days to provide proof of compliance.
5. The minor or parent or guardian has 15 calendar days to request a hardship waiver hearing before the public school principal. The hearing must be conducted within 30 calendar days of the request. If denied, the student may appeal to the school board for a waiver hearing. This hearing must be conducted 3 calendar days after receiving the request.
6. Each superintendent or designee MUST report the name, sex, date of birth, and social security number to the DHSMV.

STATEWIDE ASSESSMENTS

All students K-12 including adult education students seeking a standard high school diploma must participate in the statewide assessment tests as required by state law (§1008.22(3), F.S.). Each student who does not achieve a Level 3 or above on the statewide, standardized ELA 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 (§ 1008.25 (4), F.S.). The areas of academic need and intervention strategies are identified through a problem-solving/response to instruction/intervention process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency. Students needing remediation or intense instructional support will be matched to a strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments. The school district must report to the parent the student's results on each statewide assessment test.

RESPONSE TO INTERVENTION (RtI)/Multi-Tier System of Supports (MTSS)

Response to Intervention (RtI)/Multi-Tier System of Supports (MTSS) plan is the practice of providing instruction and intervention matched to student academic and behavioral needs using learning rate over time and level of performance. Response to Intervention is “data-based decision making” process which provides guidance for the allocation of resources and intensity of instruction/interventions needed to improve learning and/or behavior. It is a general education process with no one tier representing special education.

Response to Intervention (RtI)/Multi-Tier System of Supports (MTSS) plan is composed of three tiers:

Tier 1: Core Curriculum: *All students, including students who require curricular enhancements for acceleration.*

Tier 2: Strategic Interventions: *Students who need more support in addition to the core curriculum.*

Tier 3: Comprehensive & Intensive: *Students who need individualized interventions.*

An individual progress monitoring/RtI plan developed at the school in consultation with the parent is required for any student whose performance in reading, writing, science and/or mathematics is a Level 1 based on the most recent FAST scores. The individual progress monitoring/RtI plan is to include the following:

1. Indicators of the student's proficiency, which may include teacher assessments, norm-referenced data, statewide assessments, and diagnostic assessments.
2. Remediation options may include strategies within the regular class, tutorial support, home strategies, intensive courses, or other appropriate strategies.
3. If the student has been identified as having a deficiency in reading, the individual progress monitoring/RtI plan must identify the student's specific areas of deficiency in phonemic awareness, phonic, fluency, comprehension, and vocabulary. The desired levels of performance in the needed areas shall be identified and the instruction supports shall be included in the plan.

Students with individual plans (such as IEP's, ELL plans, or 504 plans) may have their remediation plan included in their existing individual plan. If a student's documented deficiency has not been successfully remediated, the student may be retained. If the minimum performance expectations are not met, remedial or supplemental instruction must be provided until expectations are met, the student graduates from high school, or the student is no longer subject to compulsory attendance.

VIRTUAL EDUCATION

As stipulated by the Florida K-20 Education Code, parents/guardians have the right to choose online (virtual) education options for their children (§ 1002.20 (6), F.S.). The School Board shall provide Hamilton County Schools' students with access to enroll in virtual courses and award credit for successful completion of such courses. The student's full-time school may not deny access to a student choosing enrollment in an online provider as long as the enrollment meets statutory requirements. Access may be available to students during the regular school day. Students may not be placed in the same course concurrently at a district school and a virtual school.

Hamilton Virtual Instructional Program: For students in grades K-5 in which students take courses virtually while remaining at home full time. All students in grades K -5 are eligible to enroll in this school. Students in this program are still considered full time public education students and must adhere to all state and local policies. Parents must contact the school district office to complete paperwork for enrollment of students into the school. The Hamilton Virtual Instructional Program follows the traditional district school calendar.

ACADEMICALLY CHALLENGING CURRICULUM to ENHANCE LEARNING (ACCEL)

ACCEL are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12 (§ 1002.3105, F.S.). Each school must offer the following ACCEL options: Whole-grade and mid-year promotion; subject-matter acceleration that may result in a student attending a different school, and virtual instruction in higher grade level subjects.

Principals must implement the district established ACCEL options and procedures for determining eligibility of a student which are in accordance with Florida Statute 1002.3105 and HCSD Policy. Any change a principal would like to consider must be approved by the Superintendent or designee.

Parents, teachers, guidance counselors, or administration may request a referral to determine eligibility for acceleration. Parent permission is required. If a student qualifies for acceleration, a performance contract must be developed by the parent and the principal or designee which outlines compliance and participation requirements. If the student fails to meet the criteria set in the contract, the student will be returned to the previous grade placement.

ACCEL for grades 9-12 are provided through virtual courses, AP courses, Dual Enrollment options for eligible students, Three Year Graduation Options and Credit Acceleration Program (CAP). CAP allows a secondary student to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment, an Advanced Placement Examination, or a College Level Examination Program (CLEP) (§ 1003.4295, F.S.)

GRADING AND REPORTING PROCEDURES

Schools will use district-adopted report cards to report grades at nine-week intervals. Grades shall be supported by records which indicate how the teacher arrived at the evaluation. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. The Hamilton County School Board has established 60% as its standard for mastery of a course.

A. REPORTING STUDENT PROGRESS

Report cards for all elementary, middle, and high school students will be issued at the end of each grading period:

1. the student's academic performance in each class or course in grades 1-12 is based on examinations as well as written papers, class participation, and other academic performance criteria
2. the student's conduct
3. the student's attendance, including absences and tardiness
4. the student's final report card for the year shall denote promotion or non-promotion. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

Additionally, these reports shall serve as notification to the parent or guardian of each student in grades 9-12 who has a cumulative grade point average (GPA) of less than 0.5 above the cumulative GPA required for graduation that the student is at risk of not meeting the requirements for graduation. Parents shall contact the school for a conference in the event of unsatisfactory grades. Standards based report cards aligned to the Florida Standards will be used in grades Kindergarten to report to parents student progress toward meeting end of year mastery of each benchmark and standard.

Progress reports will be issued at mid-term of each grading period.

Parents shall be notified in writing at least by the beginning of the final grading period if it is apparent that the student may be retained. The opportunity for a conference with the teacher(s) or principal must be provided the parents of any child who may be retained.

Student progress from one grade to another is partially based on proficiency in ELA, science, and mathematics. 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.

Before a student graduates from high school, the school shall assess the student's preparation to enter the workforce and provide the student and the student's parent with the results of the assessment. The Florida Assessment of Student Thinking (FAST) serves as the assessment to meet this requirement.

The final decision concerning placement of students rests with the principal. The decision regarding retention or promotion of a student must be made at the end of the school year. Parents may appeal the decision through appropriate communication channels by contacting the office of the superintendent.

B.GRADING SYSTEM

The Board recognizes the importance of a student grading system, which is easily adaptable to individual styles of teaching and the individual character of certain classes. It must also be clearly identified and meaningful to students, parents, and school personnel. Grades shall be assigned as follows:

1. The following scales makes up for 100% of the final grade:

	Summative and Formative Assessments	Teacher Determined Criteria
Reading	70%	30%
History	70%	30%
English	70%	30%
Math	70%	30%
Science	70%	30%

Progress monitoring exams (nine weeks and semester assessments) are summative for the standards taught up to that point in the year. Conversion chart may be used for rigorous standards' based assessments to determine the numeric grade for students.

2. These tests should be developed in Otus or other core instructional platforms as feasible. Students must be allowed to retake assessments to earn a passing grade without penalty.
3. **There must be a minimum of 1 grade per week entered in Skyward in any category. This is to ensure that students and parents are kept aware of student progress throughout the nine weeks.**
4. When there is a student who receives a score of 50 or less on a nine weeks or semester grade, a plan for improvement **MUST** be developed and monitored. This process is to be followed at each 9 week reporting period. This plan is to be developed by the teacher along with support from the appropriate instructional coach or designee.

STUDENT GRADES

The recording of student grades is a precise process. Teachers are to record the actual numeric grade earned by a student for assignments and assessments. If the student's final grading period average is below 50, the final grade will be adjusted by Skyward to 50. A comment will be included on the report card to indicate that the grade has been adjusted due to district policy. An exception to this policy will be made for students enrolled in the OJT Cooperative Education Program in which the student shall receive the actual grade earned in the course without an adjustment in Skyward. Teachers must adhere to school policy guidelines and

time lines. In every case, a recorded grade must be considered part of a student's permanent record and must be treated with care and respect.

The grading scale is as follows:

A 90 – 100

B 80 - 89

C 70 - 79

D 60 - 69

F 59 or below

******Passing score is 60 and above

No other grade code is to be used if work is incomplete. Record current average for marking period and submit a grade change form when work has been completed.

If a student scores a level 3, 4, or 5 in a course with an accompanying FAST or EOC assessment, the student will receive a minimum grade of 70 for the course. If the student's grade is below 70 for the final grade in a course, the grade will be replaced with a score of 70 and the student will receive credit for the course. If the student's grade is above 70, the student will receive that grade.

ANNUAL REPORTS

Each year the district will provide a written report, in a district adopted format, to parents detailing their child's progress towards achieving the state and district expectations for proficiency in reading, writing, science, and mathematics, including the child's results on each statewide assessment, as appropriate (§ 1008.25(9), F.S.). The evaluation of each student's progress must be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information.

Each district school board must annually publish on the district website the following information on the prior school year (§ 1008.25(10), F.S.):

1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment.
3. By grade, the number and percentage of all students retained in kindergarten through grade 10.
4. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in § 1008.25(6) b, F.S.
5. Any revisions to the district school board's policies and procedures on student retention and promotion from the prior year.

PARENT'S RIGHT TO KNOW

Parents of a child attending a school receiving Title I funds have the right to request information on the qualifications of assigned teachers and paraprofessionals. The information which may be requested is:

- whether or not the teacher has met the certification requirements of the state.
- whether or not the teacher is teaching under an emergency or other provisional status.
- the bachelor's degree major of the teacher and any other graduate certification or degree held by the teacher in the field or discipline for the certificate or degree.
- whether or not the child receives service from a paraprofessional and, if so, the paraprofessional's qualifications.

Requests for this information are to be made in writing to the principal. The principal will provide the requested information within 10 working days.

GRIEVANCE PROCEDURES FOR STUDENTS AND PARENTS/GUARDIANS

A. STUDENT RIGHT AND RESPONSIBILITY

- Students have a right to present a complaint regarding unfair treatment.
- Students have a responsibility to learn and follow procedures for filing complaints.

Grievance procedures are used to handle serious problems when students believe there has been a violation of the code of Student Conduct, including due process. A student grievance may be pursued in order through three levels except when there is a clearly defined procedure other than as described below:

B. GRIEVANCE LEVELS

1. **Level I - Informal Discussion:** The student or parent/guardian should discuss the grievance with the person responsible for what the student or parent/guardian believes to be unfair treatment under the Code of Student Conduct. The discussion should occur within five (5) school days of the time of the alleged unfair treatment. No grievance will be processed until after such informal discussion. For allegations of discrimination or harassment, the school principal is the first point of contact and the administrative assistant is the second point of contact. If further assistance is needed, the equity coordinator should be contacted. For discrimination or harassment complaints, there is a sixty (60) day time limit for the initial reporting of the incident. Once reported, the district will conduct an investigation and complete the case within twenty (20) days.
2. **Level II - School Principal:** If the grievance has not been resolved at the informal level, the parent/guardian and/or student may submit a written Student Grievance to the principal within five (5) school days of the Level I discussion. The principal will have five (5) school days after receipt of the grievance in which to hold a conference and give a written decision.

3. Level III - Superintendent's Office: If the grievance has not been resolved at Level II, the parent/guardian and/or student may, within five (5) school days after receipt of the principal's decision, submit a written Student Grievance Form to the Superintendent's Office and the Superintendent or designee who will review the grievance, and will respond in writing within ten (10) school days after receipt of the grievance form.

GRADE CHALLENGES

A grade may be challenged only on the grounds that the teacher failed to follow school board policies in effect at the time the grade was given. Grade challenges must be submitted to the principal within five (5) days of issuance of the report card for the reporting period in which the grade was given.

The classroom teacher has the initial and primary authority to assess and report the student's classroom performance as the teacher observes it to be. If the grade is challenged, it can be changed only after being appealed to a committee consisting of the guidance counselor, administrator/designee, and a teacher exclusive of the teacher giving the grade. Upon the recommendation of this committee, the principal may or may not approve the grade change. The decision of the principal may be appealed by the student or the teacher to the superintendent's office within five (5) school days for district office review. The decision of the Superintendent or designee is final.

EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

Educational Transfer and Opportunity for Military Children (§ 1000.36, 1003.05, F.S.)

The Hamilton County School District will comply with the Interstate Educational Opportunity for Military Children which removes barriers to educational success imposed on children of military families.

The school district will:

1. facilitate the timely enrollment and placement of children of military families ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school district or variations in entrance or age requirements.
2. accept a permanent change of station order as proof of residency.
3. facilitate the qualification and eligibility for enrollment, educational programs, and participation in extracurricular academic, athletic, and social activities.
4. facilitate the on-time graduation of children of military families.
5. promote flexibility and cooperation between the educational system, parents, and the student in order to achieve educational success for the student.
6. give first preference for admission to special academic programs even if the program is offered through a public school other than the school to

which the student would generally be assigned and maintaining enrollment in the program if the student's parent is transferred during the school year.

HOME EDUCATION PROGRAM

Students of compulsory school attendance age who wish to enter or re-enter a public school from a home education program will be screened by the local school to determine the most appropriate grade level placement. Criteria to be considered may include age and maturity, standardized achievement test results, previous records in public and private schools and evidence from the student's portfolio of work and achievements while in home education. The local school will be responsible for determining grade level placement and promotion decisions. Placement of the student will not be based solely on the recommendation of the home educator. The placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work, portfolio, evaluations and/or test results.

Home education students must register their intent to participate in interscholastic extra-curricular activities prior to participation (§ 1006.15, F.S.). Registration for any interscholastic extra-curricular activity is handled at the high school.

ELEMENTARY SCHOOL SECTION

ADMISSION

A. INITIAL ADMISSION

PRE-Kindergarten (PRE-K) Exceptional Student Education (ESE) ELIGIBLE

Any child shall be eligible for admission to Pre-K ESE at the time the child turns three (3) years of age and meets state criteria for an ESE program.

VOLUNTARY/EARLY INTERVENTION PRE-K

Any child shall be reviewed for admission to Voluntary Pre-K if the child meets state criteria and has attained the age of four (4) on or before September 1 of the school year.

KINDERGARTEN

Any child shall be eligible for admission to kindergarten if the child has attained the age of five (5) years on or before September 1 of the school year (§ 1003.21 (1)(a)2, F.S.).

A parent or guardian shall present the information below for all initial enrollees. All information must be submitted before the child can enter school. NO waivers of time can be given for initial entry!

a. Proof of age evidenced by one of the following:

- 1) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births.
- 2) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent.
- 3) An insurance policy on the child's life which has been in force for at least two years.
- 4) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent.
- 5) A passport or certificate of arrival in the United States showing the age of the child.
- 6) A transcript of record of age shown in the child's school record of at least four years prior to application, stating the date of birth;

OR

- 7) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school

physician, or if neither of these shall be available in the county by a licensed practicing physician designated by the school board, which certificate shall state that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.

- b. Immunization Record
Medical evidence of immunization for hepatitis B, poliomyelitis, diphtheria, mumps, rubeola, rubella, pertussis, tetanus, varicella and such other communicable diseases as may be required by the division of health.
 - 1) Any child may be granted exemption from the immunization requirements whose parent or guardian objects in writing because such conflicts with religious tenets or practices or where a competent medical authority certifies that the child should be excused from the required immunizations for medical reasons.
 - 2) The immunization shall not be required if the division of health determines that the immunization is unnecessary or hazardous.
- c. Record of physical examination within the last 12 months of the beginning school date.
- d. Copy of social security card. The school district may request but not require social security numbers. The purpose of collecting the social security number is for Federal and State reporting only. (§ 1008.386, F.S)
- e. Proof of residency
 - 1) utility bill (showing address)
 - 2) rental/mortgage agreement with address
 - 3) property tax record
 - 4) notarized affidavit
 - 5) a permanent change of station order for military families

All transfer students must present proof of age, immunization record, a record of physical examination, proof of residency and social security card as outlined for initial enrollee students. (See A.1. Initial Enrollee)

- a. An in-state transfer student previously enrolled in a school in the state of Florida shall present the above information or have it verified from the sending school. If verified, a 30-day waiver can be given.
- b. A transfer student previously enrolled in a school outside the state of Florida shall present the above information or have it verified from the sending school. If verified, a 30-day waiver can be given. If not verified, no waivers can be given for birth certificate or immunizations.

B. CONTROLLED OPEN ENROLLMENT PROCEDURES

It is understood that all educational programs, activities, and opportunities offered by public educational institutions must be made available without discrimination on the basis of race, ethnicity, national origin, gender, disability, or status, in accordance with the provision of §1000.05, F.S. A Controlled Open Enrollment contract is utilized to provide an educational opportunity for students who wish to transfer, pursuant to §1002.31, F.S.

It is clearly understood that the student will be withdrawn from school and returned to the home school if ANY of the following conditions and responsibilities are violated as determined by the administration of the school.

1. Regular class attendance: The student agrees to attend class on time every day except when the absence is verified through a written excuse from the parent/guardian. School administration may require official third-party documentation such as a doctor's note for excessive absenteeism and/or tardiness.
2. Maintenance of passing grades: The student must maintain passing grades in order to remain in compliance.
3. Student Code of Conduct: The student agrees to follow all classroom, school, and district rules and policies and understands that a referral to the administration for a rule or policy violation may VOID this contract.
4. Transportation: parent/guardians are required to provide transportation to and from school.

It is important to note that Controlled Enrollment Applications will be processed in the order in which they are received. A lottery will be instituted if a grade reaches 90% capacity based on student requests. For an application to be considered, a records request should be submitted via the school data clerk, and the appropriate enrollment documentation will be sent to the district office for review.

C. ADMISSION TO GRADES 1-5

1. Original Entry Students

Any child shall be admitted to the first grade that has attained, or will attain, the age of six years on or before September 1 of the school year and has satisfactorily completed kindergarten in a public or nonpublic school from which the district school board accepts academic credit. All original entry students into the public school system should provide the following:

- a. an official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student;
- b. evidence of immunization against communicable diseases as required in § 1003.22, F.S;

- c. evidence of date of birth in accordance with § 1003.21, F.S;
- d. evidence of a medical examination completed within the last 12 months in accordance with § 1003.22(1), F.S. (This must be provided within 30 days of enrollment, or the child shall be excluded from school until the requirement is met.);
- e. Social security card. The school district may request, but not require, social security numbers.
- f. Proof of residency
 - 1) utility bill (showing address)
 - 2) rental/mortgage agreement with address
 - 3) property tax record
 - 4) notarized affidavit
 - 5) a permanent change of station order for military families

2. Transfer Students

All transfer students must present proof of age, immunization record, a record of physical examination, and social security card as outlined for original entry students. (See C.1. "Original Entry Students"). An in-state transfer student previously enrolled in a school in the State of Florida shall present the above information or have it verified from the sending school. If verified, a 30-day waiver can be given. In addition:

- a. The student should present a report card from the school of last attendance. In the absence of a report card or progress report, the student shall be temporarily assigned by the principal to the grade deemed to be proper until a copy of the official record is received or proper grade placement is otherwise determined.
- b. A transfer student previously enrolled in a school outside the state of Florida shall present the above information or have it verified from the sending school. If verified, a 30-day waiver can be given. If not verified, no waivers can be given for birth certificate or immunizations.
- c. Any student previously enrolled in a public school outside the state of Florida who seeks admission to school within the district shall be admitted under the same age requirements established in the state in which the student resided prior to moving to Hamilton County, except as otherwise provided in these regulations.
- d. A student who is under age for placement in Grades 2 through 5 requires applicable testing, a recommendation from the student's teacher and the principal, and a conference with the parent or guardian; wherever possible, testing shall precede actual enrollment.
- e. A student entering a district school from a private or non-public school will be assigned to a grade based on placement tests, age and previous school records. Academic performance of the student

after initial placement will also be used to determine if additional assignment of the student to a different grade level is necessary to meet the current academic ability of the student.

- f. The grade placement of any transfer student is the sole responsibility of the principal.

THE CURRICULUM

A. CURRICULUM

1. The program of instruction is designed to ensure that students meet the Florida State Board of Education adopted standards and course descriptions.
2. Instruction will be appropriate to grade level expectations of the Florida Standards. Appropriate assessments will be used. Any student considered deficient in the skills and/or standards will receive intervention. This may be determined by teacher observation and judgment, informal and formal assessments, and/or student grades.

B. GENERAL COURSE REQUIREMENTS

1. Students in PRE-K through the Third Grade shall be enrolled in a program designed to meet their individual needs and develop their maximum potential. For students in the Voluntary PRE-K through Second Grade, the coordinated screening and progress monitoring system must be administered at least three times each school year with the first administration occurring no later than the first 30 instructional days after a student's enrollment or the start of the program year or school year, the second administration occurring midyear, and the third administration occurring within the last 30 days of the program or school year. § 1008.25(8), (b) 1 F.S.
2. Students in grades K through 5 shall be provided a program which provides for the regularly scheduled study of:
 - a. English/Language Arts (ELA)
 - b. Mathematics
 - c. Science
 - d. Social Studies to include units in the Holocaust, flag education and African-American history, Asian American and Pacific Islander history, Florida History; Conservation of Natural Resources; American History; Free Enterprise, Consumer and Economic Education
 - e. Computer literacy
 - f. Art (pending available funding)
 - g. Music (pending available funding)
 - h. Comprehensive health education that includes, but is not limited to community health; consumer health; environmental health; family life; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. (§ 1003.42(2), F.S.)

- i. Physical Education which is designed to stress physical fitness and encourage healthy active lifestyles. The program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide significant health benefit to students, subject to the differing abilities of students. Instruction shall be aligned to the Florida State Standards and shall include instruction to improve motor skills, promote positive social skill development and encourage cognitive as well as physical development. Participation shall be required for all students in Kindergarten through Grade Five for a minimum of 150 minutes week (§ 1003.455, F.S) so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes per day. In addition, at least 100 minutes of supervised, safe and structured free-play recess will provided each week for students in Kindergarten through Grade Five so that there are at least 20 consecutive minutes of free-play recess per day. (§ 1003.455, F.S) A waiver of the Physical Education requirement may be initiated by the parent or the school for students who need additional instructional time in areas of academic weakness.
- j. Critical thinking skills and other related skills shall be taught in context of the subjects of mathematics, science, language arts, reading and social studies.

C. REMEDIATION/INTERVENTION

1. The district has developed specific levels of performance English/Language Arts (ELA), mathematics and science, for each grade level, including the levels of performance on statewide assessments as defined by the Florida State Board of Education. The students identified with a deficiency must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.
2. The individual student will be provided with intensive remedial instruction in the areas of weakness through one or more of the following activities:
 - a. implementation of programs or grade level configuration as prescribed by the principal and school staff
 - b. summer school course work
 - c. extended day services
 - d. parent/volunteer tutorial program
 - e. contracted academic services
 - f. Exceptional Education Student services
 - g. suspension of curriculum other than reading, writing and mathematics or any subject area included in statewide testing.
3. If a student's reading deficiency is not remediated by the end of Grade Three (3), as demonstrated by scoring the equivalency of Level 2 or higher on the Grade 3 reading portion of the Florida Assessment of Student Thinking (FAST)

Test, the student *must* be retained, unless exempted from mandatory retention for good cause. Students who are retained and students needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring and diagnostic assessments.

4. Any student who has not met minimum state requirements on state assessments must continue remedial instruction until state expectations are met and documented.
5. Students in grades Kindergarten through Grade Three who exhibits substantial deficiency in reading, based upon locally determined or statewide assessments must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed through district or school-based progress monitoring by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied. (§ 1008.25 (5) (a), F.S.)
6. The parent of any student in Grades K-3 who exhibits a substantial deficiency in reading or the characteristics of dyslexia must be notified in writing of the following §1008.25 (5) (d), F.S.:
 - a. The child has been identified as having a substantial deficiency in reading;
 - b. A description of the current services that are provided to the child;
 - c. A description of the proposed supplemental instructional services and supports that will be provided to the child and are designed to remediate the identified area of reading deficiency;
 - d. That if the child's reading deficiency is not remediated by the end of Grade 3, the child must be retained unless the child is exempt from mandatory retention for Good Cause
 - e. Strategies for parents to use in helping their children succeed in reading proficiency;
 - f. That statewide standardized ELA assessment is not the sole determiner of promotion and that additional evaluations, assessments, and a portfolio review may be used to determine if the student is reading at or above grade level;
 - g. The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of academic standards. A parent of a student in Grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
 - h. Students previously retained in Grade 3 may be considered for mid-year promotion. Mid-year promotion means promotion of a retained

student at any time during the year of retention once the student demonstrates ability to read at grade level.

- i. Third grade students who are retained will be provided intensive interventions in reading to correct the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions will include: effective instructional practices, participation in the summer reading camp, and appropriate teaching methodologies. (§ 1008.25 (8) F.S.)
- k. Retained third grade students will be provided with intensive instructional services and supports to remediate the identified area of reading deficiency including a minimum of 90 minutes of daily, uninterrupted, scientific research-based reading instruction and other strategies, which may include, but are not limited to: small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing 3rd and 4th grade students, extended school day, week, or year; and/or summer reading camp.
(§ 1008.25 (8), F.S.)

- 7. The parent of any K-4 student who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia pursuant to § 1008.25(11), F.S. shall be immediately notified of the student's deficiency and shall be consulted in the development of a plan, as described in § 1008.25(4) (b) F.S.
 - a. Immediately following the identification of the mathematics deficiency, be provided systematic and explicit mathematics instruction to address the specific deficiencies through either:
 - b. Daily targeted small group mathematics intervention based on student need; or
 - c. Supplemental, evidence-based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or a trained tutor.
 - d. The performance of a student receiving mathematics

Instruction must be monitored and instruction must be adjusted based on the student's need. A school may not wait until an evaluation conducted pursuant to § 1003.57 F.S. is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under Chapter 490 which demonstrates that the student has been diagnosed with dyscalculia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional. The mathematics proficiency of a student receiving additional mathematics supports must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized Mathematics assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in Kindergarten through Grade 4 has a substantial deficiency in mathematics.

D. EARLY WARNING SYSTEM (§ 1001.42(18) (b), F.S.)

1. A school that includes Kindergarten through Fifth Grade shall implement an early warning system to identify students who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:

- a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- b. One or more suspensions, whether in school or out of school.
- c. Course failure in ELA or Mathematics.
- d. A Level 1 score on the statewide, standardized assessments in ELA or Mathematics.
- e. For students in Kindergarten through Grade 3, a substantial reading deficiency under § 1008.25(5) (a) or, for students in Kindergarten through Grade 4, a substantial mathematics deficiency under § 1008.25(6) (a).

2. A school district may identify additional early warning indicators for use in a school's early warning system.

3. When a student exhibits two or more early warning indicators, the team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program at the direction of a school-based, multidisciplinary team. The team may include a school psychologist. Data and information relating to a student's early warning indicators must be used to inform any intervention strategies provided to the student. (§ 1001.42(18) (b), F.S.)

STUDENT PROGRESSION

A. PROMOTION/RETENTION

1. Promotion standards for Kindergarten through Grade Two (2) shall include mastery of the current state approved standards at a level for successful entry to the next grade level as determined by the student's teacher and principal. Promotion standards for Grade Three (3) through Grade Five (5) shall include passing grades in subjects to include reading/language arts and mathematics. The reading/language arts requirement shall be determined by an average of all reading and language arts courses taken by the student. The final decision on promotion or retention of a student is the responsibility of the Principal based on the review of all relevant information.
2. No student may spend more than six (6) years in grades K-3. Any student who has been retained for two or more years shall receive an appropriate alternative placement for the purpose of offering an accelerated curriculum and alternate learning strategies.

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

B. SPECIFIC REQUIREMENTS REGARDING GRADE 3

1. A parent of a student in Grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio. (§ 1008.25 (5) (d), F.S.)
2. The district shall provide written notification to the parent of any Third Grade student who is retained that the child has not met requirements for promotion and the reasons the child is not eligible for good cause exemption. The notification will include a description of proposed interventions and supports that will be provided to the child. (§ 1008.25 (5) (4) F.S.)
3. The school district will conduct a review of all retained Third Grade students who did not score above a Level 1 on the statewide standardized English Language Arts assessment and did not meet one of the good cause exemptions, and shall address supports and services needed to remediate the deficiency.
4. The district will provide retained Third Grade students with:
 - a. teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation (§ 1008.25 (7) (b) 3, F.S.).
5. The district will establish an intensive reading acceleration course for any student retained in Grade 3 who was previously retained in Kindergarten, Grade 1, or Grade 2. The intensive reading acceleration course must provide the following: uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the Grade 4 state academic standards in other core subject areas through content-rich texts; small group instruction; reduced teacher-student ratios; the use of explicit, systematic, and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year; and a read-at-home plan. (§ 1008.25 (7) (b) 4, F.S.)
6. The district provides for the mid-year promotion of any retained Third Grade student who can demonstrate independent reading at or above grade level and ready to be promoted to Grade Four. Reevaluating any retained Third Grade student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading (§ 1008.25 (7) (b) 2, F.S.) Students promoted during the school year after November 1 must demonstrate proficiency level in reading equivalent to the level necessary for the beginning of grade four. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade four level reading skills. To promote a student mid-year using a locally selected standardized assessment, there

must be evidence that the student scored at or above grade level in reading comprehension as demonstrated by standard scores or percentiles consistent with the month of promotion. Evidence of mastery includes: successful completion of portfolio elements (to be used in conjunction with other indicators of the student's reading level) or satisfactory performance on a locally-selected standardized assessment.

C. GOOD CAUSE

The school district may exempt students in Grade Three (3) who demonstrate a continued deficiency in reading from mandatory retention for good cause. If a student does not meet the requirements for promotion, but has already been retained the maximum number of times or has individual circumstances indicating that retention would not be in the student's best interest, the student may be considered for grade assignment for "Good Cause" on an individual basis. (§ 1008.25 (6), F.S.) Good Cause exemptions are limited to the following for Third Grade students:

1. ELL students who have had less than two (2) years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate and is consistent with the requirements of State Board of Education Rule.
3. Students who demonstrate an acceptable level of performance on an alternative standardized Reading or English Language Arts assessment approved by the State Board of Education.
4. Students who demonstrate, through a student portfolio, performance of at least a Level 2 on the statewide standardized English Language Arts assessment.
5. Students with disabilities who participate in the statewide standardized English Language Arts assessment and who have an IEP or a § 504 plan that reflects the student has received intensive instruction in reading for more than two (2) years 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 the intensive remediation in reading for two (2) or more years but still demonstrate a deficiency in reading and who were previously retained in Kindergarten, Grade 1, Grade 2 or Grade 3 for a total of two (2) years. A student may not be retained more than once in Grade 3. (§ 1008.25(6)5, F.S.)
7. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student.

Grade Three

Requests for Good Cause exemptions from the mandatory Third Grade retention requirement must include documentation submitted by the teacher to the school principal that indicates the promotion of the student is appropriate

and is based upon the student's academic record. In order to minimize paperwork requirements such documentation shall consist only of the existing progress monitoring plan, Individual Education Plan (IEP), if applicable, report card, or student portfolio. The principal shall review and discuss the recommendation with the teacher to make the determination as to whether the student should be retained or promoted. If the school principal determines that the student should be promoted, the principal shall make such recommendation in writing to the Superintendent. The Superintendent shall accept or reject the principals' recommendation in writing.

All Other Grades:

Requests for Good Cause exemptions for all other grades must include documentation submitted by the teacher to the Superintendent. This exemption may include provisions for ESE, ESOL, prior retention, or other good cause.

MIDDLE SCHOOL SECTION

A. CURRICULUM

The curriculum is determined by the laws of the State of Florida, the accreditation standards of Cognia, the needs of students as determined by curriculum studies and surveys, and continuous evaluation of the effectiveness of the curriculum of schools in meeting the needs of all students.

B. GENERAL COURSE REQUIREMENTS (§1003.4156, F.S.)

Students in grades 6, 7 & 8 shall receive instruction as follows:

1. Three middle grades or higher courses in mathematics
2. Three middle grades or higher courses in English/Language Arts
3. Three middle grades or higher courses in science which shall include a comprehensive study in general, physical, life and earth science to be taught in equal increments of each over a three year period.
4. Three middle grades or higher courses in social studies shall include the study of Civics, World History and World Geography, as well as unit studies in the Holocaust, African-American history, Asian American and Pacific Islander history and flag education.
5. One course in career and education planning which must use, when available, Florida's online career planning and work-based learning coordination system. The course must teach each student how to access and update the plan and encourage the student to access and update the plan at least annually.
(§1003.4156, F.S.)
6. Computer literacy, critical thinking skills and other related skills shall be taught in the context of the academic subjects specified in items 1-4 listed above.
7. Physical education will be offered for one semester. All grade 6, 7 and grade 8 students will be expected to participate in physical education activities to meet state standards and program outcomes. Physical education teachers will work cooperatively with parents, physicians, guidance counselors and administrators to design/adapt physical activities to meet the needs of all students.
(§1003.455, F.S.)
8. Comprehensive health education to include alcohol, substance abuse prevention and HIV/AIDS prevention will be provided through Physical Education and Health Department personnel. (§1003.42 (2) n, F.S.)
9. Students in grades 6, 7 & 8 shall be provided experiences which may be selected from, but not limited to, the following: art, music, world languages, health, computer literacy, technology education, and career and technical education (CTE).

10. Instruction related to child trafficking prevention and awareness; youth mental health awareness and assistance, including suicide prevention; and youth substance abuse and abuse health education; and mental and emotional health education. (§1003.42(2) (n), F.S and State Board Rule 6A-1.094121)

C.HIGH SCHOOL CREDIT COURSES

When a sufficient number of middle school students have successfully completed the final available middle school course of a subject area and have met the requirements for entrance to a high school course, the principal at the site may determine that such a course will be taught with the approval of the Superintendent or Superintendent's designee.

1. High school credit in middle school will be awarded for Algebra I and Geometry or other courses approved by the Superintendent or designee. Students must take and pass the EOC in order to be awarded high school credit for these courses.
2. Students will be screened to determine readiness for Algebra I in middle school using an appropriate assessment and district-set criteria. Seventh grade students who score a Level 3 or above on the Florida Assessment of Student Thinking (FAST) Mathematics assessment will be scheduled for Algebra I during the student's eighth grade year.
3. High school credit courses will apply to the student's promotion requirements in middle school.

PERFORMANCE STANDARDS

Student Performance Standards in Florida are defined as the Next Generation State Standards and the Benchmarks for Excellent Student Thinking (BEST). Instruction is appropriate to expectations for the grade level of the student. Appropriate assessments will be used. The Hamilton County School Board has established 70% as its standard for mastery for all courses. Teacher observation, classroom assignments, examinations or other appropriate (specified) method may be used to assess student mastery of a course (State Board Rule 6A-1.09401 F.A.C)

A. RESPONSE TO INTERVENTION (RtI)/MULTI-TIER SYSTEM OF SUPPORTS (MTSS)

An individual progress monitoring/Response to Intervention (RtI)/Multi-Tier System of Supports (MTSS) plan, developed at the school where the student is enrolled, in consultation with the parent, is required for any student whose performance in reading, writing, science, and/or mathematics is a Level I on the Florida Assessment for Standards Thinking (FAST). An individual progress monitoring/Response to Intervention (RtI)/Multi-Tier System of Supports (MTSS) plan is to include the following:

1. Indicators of the student's proficiency which may include teacher assessments, norm-referenced data, statewide assessments, and diagnostic assessments.

2. Remediation options which may include strategies within the regular class, tutorial support, home strategies, intensive courses or other appropriate strategies.
3. If the student has been identified as having a deficiency in reading, the individual progress monitoring/Response to Intervention (RtI) plan must identify:
 - a. the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary
 - b. the desired levels of performance in this area
 - c. the instructional and support services to be provided.

Students with individual plans (such as IEP's, ELL Plans, 504 Plans) may have their remediation plan (A Progress Monitoring Plan) included in their existing individual plan.

B. EARLY WARNING SYSTEM (§ 1001.42(18) (b), F.S.)

1. A school that includes any of grades 6, 7, or 8 shall implement an early warning system to identify students in grades 6, 7, and 8 who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:
 - a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
 - b. One or more suspensions, whether in school or out of school.
 - c. Course failure in English/Language Arts or mathematics.
 - d. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
2. A school district may identify additional early warning indicators for use in a school's early warning system.
3. When a student exhibits two or more early warning indicators, the team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program at the direction of a school-based, multidisciplinary team. The team may include a school psychologist. Data and information relating to a student's early warning indicators must be used to inform any intervention strategies provided to the student. (§ 1001.42(18) (b), F.S.)

C. STATEWIDE ASSESSMENTS

Each student must participate in the statewide assessment tests at the designated grade level, except as otherwise prescribed by the Commissioner of Education. Each student who does not meet specific levels of performance in English/Language Arts, science and mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and academic needs.

D. REMEDATION/RETENTION COMPLIANCE (§ 1008.25, F.S.)

Each student's progression from one grade to another must be determined, in part, based on proficiency; and each student and his or her parent or guardian must be informed of the student's academic progress in these areas.

Students who do not meet specific district levels of performance in reading, writing, and mathematics or who do not meet the specific levels of performance on statewide assessments must be provided remediation through:

- additional diagnostic assessments, determined by each school, to identify the nature of the student's difficulty and areas of academic need,

And

- implementation of an individual progress monitoring/Response to Intervention (RtI) Multi-Tier System of Supports (MTSS) plan developed in consultation with a parent or guardian that is designated to assist the student in meeting state and district expectations of proficiency. Each school has a plan to accomplish these mandates.

E. END OF COURSE EXAMS

1. Middle grades students enrolled in Algebra I must take the Algebra I EOC assessment and pass the course to earn high school Algebra I credit. A middle grades student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade. If the Algebra I EOC is not passed but the student receives a passing grade in the course, the course will meet one of the mathematics requirements for middle grades promotion and high school credit is awarded.
2. Middle grades students enrolled in high school Geometry must take the EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course. If the Geometry EOC is not passed but the student receives a passing grade in the course, the course will meet one of the mathematics requirements for middle grades promotion and high school credit is awarded.
3. Middle grade students must successfully complete a civics education course, and take the Civics EOC assessment. The Civics EOC will count as 30 percent of the student's final course grade.
A middle grades student who transfers into the state's public school system from out-of-country, out-of-state, a private school or a home education program after the beginning of the second term of eighth grade is not required to meet the Civics education requirement for promotion if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of Civics education. If this is not the case, the student must be immediately enrolled in Civics, participate in the Civics EOC and the results of the EOC must constitute 30 percent of the course grade. (§ 1003.4156(1) (c F.S.)

F. PROMOTION FROM GRADE 8 TO GRADE 9 (§ 1003.4156, F.S.)

In order to be promoted to high school a student must successfully complete (pass with a 60% or above) academic courses as follows:

1. Three middle school or higher courses in English/Language Arts (ELA)
2. Three middle school or higher courses in mathematics.
3. Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education.
4. Three middle school or higher courses in science.
5. One course in career and education planning.
6. Beginning with the 2015-2016 school year, in order to be promoted to the 9th grade, a student must participate in the Civics End of Course Exam unless state approved qualifying circumstances allow otherwise.
7. If a student scores Level 1 or up to mid-Level 2 on the statewide, ELA assessment, then the following year the student must enroll in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.
8. If a student scores Level 1 or up to mid-Level 2 on the statewide, standardized mathematics assessment, then the following year the student must receive remediation, which may be integrated into the student's required mathematics courses.
9. Students who do not meet promotion requirements may be provided the opportunity to participate in an alternative instructional program. The program provides intensive academic assistance through the use of a prescriptive curriculum, increased parental involvement and increased personal accountability. This program will take into consideration:
 - the individual student's academic needs
 - the student's attendance
 - the student's performance on district administered assessment instruments.
10. Mid-year promotion will be permitted within the middle grade levels upon review of the student's school records to include state assessment results and attainment of satisfactory grades in courses needed for promotion to 9th grade.
11. Refer to the Exceptional Student Education Section for students with disabilities.

TRANSFER GRADES

State Board Rule 6A-1.09941 establishes uniform procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country. The procedures shall be as follows:

A. EARNED GRADES

Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period.

B. VALIDATION OF COURSES

Validation of courses shall be based on performance in classes at the receiving school. A student transferring shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have course validated using the Alternative Validation Procedure.

C. ALTERNATIVE VALIDATION PROCEDURE

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

1. portfolio evaluation by the Superintendent or designee;
2. demonstrated performance in courses taken at other public or private accredited schools;
3. demonstrated proficiencies on nationally-normed standardized subject area, assessments;
4. demonstrated proficiencies on a statewide, standardized assessment; or
5. written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments.

HIGH SCHOOL SECTION

The curriculum is determined by the laws of the State of Florida, the accreditation standards of Cognia the needs of students as determined by curriculum studies and surveys, and continuous evaluation of the effectiveness of the curriculum of schools in meeting the needs of all students.

A. District Performance Standards

The Hamilton County School Board has adopted frameworks and student performance standards for all courses in Grades 9-12, Basic and Adult, including exceptional student education and career/technical education. The HSCD has established 70% as its standard for mastery of a course.

B. State Requirements

Instruction related Holocaust, to child trafficking prevention and awareness; youth mental health awareness and assistance, including suicide prevention; and youth substance abuse and abuse health education; and mental and emotional health education. (§1003.42(2) (n), F.S and State Board Rule 6A-1.09412)

C. Courses and Credits

One full credit for high school graduation is defined as a minimum of 135 hours of instruction per year in a designated course which contains student performance standards or the equivalent of six (6) semester hours of college credit.

D. Age

No student twenty (20) years of age or older may be allowed to enroll or re-enroll as a student in the Hamilton County School District. (Exception: a student with a disability with an active IEP will be regulated by existing laws and regulations.) A student already enrolled in the HSCD who turns twenty (20) years of age during the semester will be permitted to finish the semester in which s/he is enrolled. However, once the semester is complete, the student will be involuntarily withdrawn and recommended to the Adult Education Program.

E. Discipline

The principal and/or designee may deny enrollment based on previous discipline history. The principal and/or designee will review the reasons for return given by the student and family. If the student is allowed to enroll, final recommendation is to be based on the following: 1) the student is on track to graduate on time and has a probable chance of graduating within the academic year 2) an agreement between the school and student concerning attendance, behavior and academic and school performance is agreed upon. If the principal does not agree to the conditions or the student does not meet the criteria, the school has the option to

enroll the student in the Alternative School if available, or recommend the Adult Education Program.

GRADUATION REQUIREMENT

A. STUDENTS ENTERING GRADE NINE

1. Students must successfully complete one of the following diplomas:
 - 24 – credit standard diploma
 - 18 – credit Career and Technical (CTE) Graduation Pathway option
 - 18 – credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
 - Advanced International Certificate of Education (AICE) Curriculum
 - International Baccalaureate (IB) Diploma Curriculum
2. Students must meet state assessment requirements.
 - a. Students must pass the following statewide assessments:
 - Grade 10 ELA (or concordant score)
 - Algebra I end of course (EOC) or a comparative score
 - b. Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:
 - Algebra I
 - Biology I
 - Geometry
 - U.S. History
3. In order to receive a high school diploma from the Hamilton County School District, a student must participate and receive an applicable score in each state-mandated End of Course Exam, unless state approved qualifying circumstances allow otherwise.
4. A student who completes all the 24 credit program requirements for a standard diploma may graduate in fewer than eight semesters.
5. The distinction between the 18 credit ACCEL option and the 24 credit Option is as follows:
 - 3 elective credits instead of 8
 - Physical Education is not required
 - All other graduation requirements for a 24 – credit standard diploma must be met (§ 1003.4282(3) (a)-(h), F.S.)

24 – Credit Standard Diploma

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

4 Credits Mathematics

- One of which must be Algebra I and one of which must be Geometry
- Two math credits may be earned by successfully completing Algebra I through two full-year courses
- Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
- An identified rigorous computer science course with a related industry certification may substitute for up to one mathematics credit (except Algebra I and Geometry)

3 Credits Science

- One of which must be Biology I, two of which must be equally rigorous science courses.
- Two of the three required credits must have a laboratory component.
- An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)
- An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)

3 Credits Social Studies

1 credit in World History
1 credit in U.S. History
0.5 credit in U.S. Government
0.5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*

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/2022-2023-course-directory.shtml>.

7 1/2 Elective Credits

1/2 Personal Financial Literacy

(students entering grade 9 in 2023-2024)

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

Career and Technical (CTE) Graduation Pathway Option

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

4 Credits Mathematics

- One of which must be Algebra I and one of which must be Geometry
- Two math credits may be earned by successfully completing Algebra I through two full-year courses
- Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
- An identified rigorous computer science course with a related industry certification may substitute for up to one mathematics credit (except Algebra I and Geometry)

3 Credits Science

- One of which must be Biology I, two of which must be equally rigorous science courses.
- Two of the three required credits must have a laboratory component.
- An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)
- An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

2 Credits Career & Technical Education

- Must result in program completion and industry certification

2 Credits Work Based Learning Programs

- May be substituted with up to two credits of electives including one-half of financial literacy

Physical Education is not required

Fine and Performing Arts, Speech and Debate or Practical Arts is not required

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

Scholar Diploma Designation

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

- Earn 1 credit in Algebra II or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous course
- Pass the Biology I EOC*
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.

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

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

Industry Merit Diploma Designation

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

Students may earn one or more designations on their standard high school diploma.

Bright Futures

Bright Futures Scholarship information rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

Financial Aid

The Office of Student Financial Assistance State Programs administer a variety of postsecondary educational state-funded grants and scholarships.

<http://www.floridastudentfinancialaid.org/>.

State University System

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

- High school graduation with a standard diploma, a minimum of a 2.5 GPA
- Admission scores meeting minimum college-ready scores per Board of Governors Regulation (BOG) 6.008
- 16 Credits of approved college preparatory academic courses
 - 4 English (3 with substantial writing)
 - 4 Mathematics (Algebra I level and above)
 - 3 Natural Science (2 with substantial lab)
 - 3 Social Science
 - 2 World Language (sequential, in the same language)
- 2 Approved electives
<http://www.flbog.edu/forstudents/planning>

The Florida College System

The 28 colleges of the Florida College System 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, inequivalent diploma or have successfully earned college credit

<http://www.fldoe.org/schools/higher-ed/fl-college-system/>

Career and Technical Centers

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

B. STANDARD DIPLOMA

A regular standard diploma will be awarded if the student has earned the twenty-four (24) or eighteen (18) credits required for graduation in Grades 9-12 and have passed the required Florida Assessment Test, and achieved the required grade point average (§ 1003.4282, F.S.).

1. A student may earn a Scholar designation if the student meets specific criteria set forth in F.S. 1003.4285.
2. A student may earn a Merit designation if the student meets specific criteria set forth in § 1003.4285, F.S.

C. CERTIFICATE OF COMPLETION

A school district may award a certificate of completion to a student when the student earns the required 24 credits or the required 18 credits under the ACCEL option (§ 1002.3105(5), F.S.) but fails to:

- pass the assessments required under § 1008.22(3), F.S.; or
- achieve a 2.0 GPA.

D. HONORARY DIPLOMA/CERTIFICATE OF COMPLETION

In the event of the death of a member of the high school senior class, the high school principal is authorized to award an honorary diploma or certificate of completion posthumously to said senior's family. The awarding of an honorary diploma or certificate of completion under these conditions may be accomplished during the regular graduation exercises or any time thereafter. In order for an honorary diploma to be awarded posthumously, the following conditions must have been met:

- The senior must have passed the required state assessment test.
- The senior must have been maintaining a passing grade in locally required courses for graduation.

In order for a certificate of completion to be awarded posthumously, the senior must have been maintaining a passing grade in all locally required courses for graduation.

E. COURSE SUBSTITUTIONS

1. Physical Education course may be substituted with one of the following:
 - a. Participation in an interscholastic sport for two full seasons will satisfy the one-credit physical education requirement.
 - b. Completion of one semester with a grade of "C" or better in a marching band class, physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class will satisfy one-half credit in physical education or one-half credit in performing arts.

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

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

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

- 2. Online course substitutions may be one of the following:
 - a. The student's completion of a course in which the student earned a nationally recognized Industry Certification in information technology that is identified on the CAPE Industry Certification Funding List. (§ 1008.44, F.S.)
 - b. The student's passage of the information technology certification examination pursuant to § 1008.44, F.S., without enrollment in or completion of the corresponding course or courses. (§ 1003.4282(4), F.S.)
 - c. An online course taken in grade 6, grade 7, or grade 8 fulfills the requirements of this subsection. The requirement is met through an online course offered by the Florida Virtual School, a virtual education provider approved by the State Board of Education, a high school, or an online dual enrollment course. A student who is enrolled in a full-time or part-time virtual instruction program under § 1002.45, F.S. meets the requirement. (§ 1003.4282, F.S.)

3. Career & Technical Education (CTE)

Up to two (2) mathematics credits (MA) and one (1) equally rigorous science (EQ) credit toward high school graduation for a student receiving a passing score on an industry certification examination. Only one substitution per industry certification attained is allowed. (§ 1003.4282, F.S.)

F REMEDIATION

Students who score at Level 1 or Level 2 on FAST English/Language Arts (ELA) assessments, may, if offered, enroll in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery the following year.

For each year in which a student scores at Level 1 or Level 2 on the state mathematics assessment, the student may receive remediation the following year. Remediation may occur through applied, integrated, or combined courses.

G. GRADE FORGIVENESS

Students who have made a grade of "D" or "F" in a required course may replace the grade with a grade of "C" or higher earned subsequently in the same or

comparable course. Students who have made a grade of "D" or "F" in an elective course must replace the grade with a grade of "C" or higher earned subsequently by retaking the same or comparable course or another course. Credit recovery programs may be used for this purpose. The only exception to this forgiveness policy shall be made for a student in the middle grades who takes any course for high school credit and earns a grade of "C", "D", or "F". In such cases, the policy will allow the replacement of the grade with a grade of "C" or above earned subsequently in the same or comparable course. (§ 1003.4282, F.S.) In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. **Any course grade not replaced according to this policy must be included in the calculation of the cumulative grade point average required for graduation.**

H. TRANSFER CREDITS (§ 1003.25(3), F.S. and State Board Rule 6A-1.09941)

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

Students must be provided at least ninety calendar (90) days from the date of transfer to prepare for assessments outlined in the above policy, if required.

4. If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade. (§1003.4282 F.S)
5. If the student's transcript indicates credit in high school reading or ELA II or III, the student must take and pass the Grade 10 ELA assessment or earn a concordant score in order to earn a standard diploma.

I. PROMOTION

Promotion/reclassifications will be permitted only at the end of the regular school year or at the end of summer school, except for procedures related to juniors, certain sophomores, and students enrolled in the dropout prevention program, credit recovery program and students enrolled in exceptional education programs.

Students in grade 9 will be promoted to grade10 at the end of the school year. Students in grade10 will be promoted to grade 11 at the end of the school year. Students who enter grade 11 will be promoted to grade 12 only if they have earned seventeen credits and have earned a 2.0 grade point average.

Students accessing the 18 credit option will have access to Senior activities as a Junior if they have earned a11 credits and have a GPA of 2.0, subject to approval of the high school principal.

DUAL ENROLLMENT

The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career and technical certificate or an associate or baccalaureate degree. Enrollment in courses is stipulated in the articulation agreement with the corresponding post-secondary institution. An eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida private secondary school, which is in compliance with state statute. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollments. Students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. Vocational-preparatory instruction, college-preparatory instruction, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for the inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

A. REQUIREMENTS

1. Student qualifications to be enrolled in dual enrollment courses include:
 - a. the demonstration of a readiness for college-level coursework if the student is enrolled in college courses;
 - b. readiness for career-level coursework if the student is to be enrolled in career courses;
 - c. common placement examination scores necessary for enrollment in dual enrollment courses;
 - d. the student must have a 3.0 unweighted GPA for college credit and a 2.0 unweighted GPA for career certificate dual enrollment courses.
2. All students making application for dual enrollment/early admission programs must have prior approval of the principal or his/her designee.
3. A student must clear college courses for dual enrollment credit in advance with the Hamilton County High School guidance department chairperson. Prerequisite courses in English and mathematics may be required.
4. The dual articulation agreement may not include language to limit the number of courses that a student may enroll in at the postsecondary institution.
(§1007.271 F.S)

B. DISTRICT POLICIES

Academic Dual Enrollment

Three credit (or equivalent) postsecondary courses taken through academic dual enrollment that are not listed on the yearly Dual Enrollment Course-High School Subject Area Equivalency List provide by the FLDOE shall be awarded at least 0.5 high school credits either as an elective or subject area credit as designated in the local dual enrollment articulation agreement. Postsecondary courses that are offered for fewer than three credits may earn less than 0.5 high school credit.
(§1007.271 F.S)

Career Dual Enrollment

The inclusion of career and technical education course on this list does not guarantee that they are all appropriate for career dual enrollment. Institutions must determine which of these or any other career courses meet the statutory requirements for career dual enrollment in §1007.27 F.S. Under these provisions, the course must lead to an industry certification approved by the Department as specified in §1008.44 F.S. Career dual enrollment includes courses offered through career certificate (clock hour) programs and career associate degree programs (e.g., Associate of Science). For college credit programs, postsecondary courses taken through dual enrollment for three credits or higher that are part of a postsecondary career/technical program of study (College Credit Certificate, Applied Technology Diploma, Associate in Applied Science, Associate of Science) shall be awarded at least 0.5 elective

credits toward high school graduation. For Career Certificate clock hour courses taken through dual enrollment, the following methodology must be used for the awarding of high school credits: **0.5 high school credit for each 75 hours in the course rounded down to the nearest 0.5 credits**

High school students receiving instruction in dual enrollment may not be charged registration, matriculation, or tuition fees by the university or college. The course number and title used by the postsecondary institution to schedule the student must be reported by the district to the Department of Education in the Course Data Survey.

All Hamilton County High School rules, policies, and procedures are in effect for courses taken in the dual enrollment program.

A student is required to exit campus at times when he/she is not in an assigned class at Hamilton County High School unless prior agreement is made with the principal or his/her designee.

GRADUATION HONORS

A. WEIGHTED COURSES

World languages, pre-calculus, and calculus courses will receive a weighted evaluation for the grade point average to determine class rank. Weighted classes will be given one additional quality point if the course is passed (A - 5 points, B - 4 points, C - 3 points, and D - 2 points). Advanced Placement and dual enrollment courses will receive 2 additional quality points if the course is passed.

B. CLASS RANK

Honor graduates will be chosen for class rank on a four, five or six (weighted classes) quality point scale from all courses taken in grades 9-12 and high school course credits earned in grades 6, 7 and 8. **Beginning with the 2018-2019, rank will be calculated after the seventh semester.** Honor graduates will be announced at honor night. The Talented 20 designations will be given to those students whose cumulative GPA ranks in the top twenty percent of qualified students.

B. VALEDICTORIAN AND SALUTATORIAN

A Valedictorian and salutatorian will be identified by the highest and second highest weighted grade point average. To qualify for either of these two honors, a student must be enrolled at Hamilton County High School in the senior class for the entire year beginning the first day of school

C. SUMMA AND MAGNA CUM LAUDE

For a student to be considered for the summa cum laude and magna cum laude honors, he/she must take the academic courses to be considered for the Florida Scholars' awards. These include the following:

1. Four (4) English/Language Arts
2. Four (4) Mathematics (Algebra I and above)
3. Three (3) Natural Science (2 with substantial lab)
4. Three (3) Social Science
5. Two (2) World Languages (in same language)

Students must also earn the minimum score on each subsection of the PERT, ACT, or SAT. Minimum scores are:

PERT College Readiness Scores

Writing - 103

Reading - 106

Math-114 (Intermediate Algebra); 123 (College Algebra); 150 (Calculus 1)

ACT College Readiness Scores

Writing/English - 17

Reading - 19

SAT College Readiness Scores

Writing/English - 25

Students who do not meet the requirements to be considered for summa cum laude or magna cum laude honors will be recognized as cum laude graduates.

The following scale will be used to designate honor graduates:

Summa Cum Laude	4.0 GPA and above
Magna Cum Laude	3.75 - 3.999 GPA
Cum Laude	3.50 - 3.749 GPA

Grade point averages will be calculated by the MIS system in use by the Hamilton School District to four (4) decimal places with no rounding.

EXTRACURRICULAR

The term “extracurricular” means any school-authorized or education-related activity occurring during or outside the regular instructional school day.

A. AUTHORIZED TIME

At the discretion of the secondary principal, the 15 hours, which is the difference between the 150 full credit definition and the 135 hour minimum requirement, may be used for non-instructional extracurricular activities. These may include, but not limited to, such activities as pep rallies, non-academic activities, special events, etc., that are approved by the Secondary principal.

Should make-up work be required, students shall comply with the school's procedures for making up missed work.

B. INTERSCHOLASTIC EXTRACURRICULAR ACTIVITIES

To be eligible to participate in interscholastic extracurricular student activities, a student must maintain a cumulative grade point average of 2.0 on a 4.0 unweighted scale through the end of the previous semester as required by §1006.15, F.S. For sixth, seventh, and eighth grade students, a participant must have been regularly promoted from the previous grade, carry a normal class load, do satisfactory classroom work and maintain a satisfactory conduct record.

All students who participate in interscholastic extracurricular activities must maintain satisfactory conduct, and, if a student is convicted of, or found to have committed a felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon established school board policy. Students must meet such other requirements for participation as may be established by the school district and the Florida High School Activities Association (FHSA).

Exceptional Student Education

INTRODUCTION

This section applies only to those students who have met the state criteria and are found eligible for an Exceptional Student Education program, and who have an active Individual Education Plan. Placement into an Exceptional Student program is in accordance with Florida State Statutes 1003.01, 1003.57 and 1003.571, State Board of Education Rule 6A-6.03411 and local rules and procedures as reflected in the Program and Procedures document for Exceptional Students in Hamilton County.

CATEGORICAL EXCEPTIONAL STUDENT EDUCATION PROGRAMS (6A-6.03011-6A- 6.03027, F.A.C.)

Intellectual Disability
Homebound/Hospitalized
Visually Impaired
Developmentally Delayed, Ages 3-9
Specific Learning Disability
Physical Therapy
Deaf or Hard of Hearing
Speech Impaired
Emotional/Behavioral Disability
Language Impaired
Dual-Sensory Impaired
Gifted
Occupational Therapy
Autism Spectrum Disorder
Physically Impaired, With Orthopedic Impairments
Physically Impaired, With Other Health Impairments
Physically Impaired, With Traumatic Brain Injury

STUDENT PERFORMANCE GOALS AND OBJECTIVES

To the maximum extent possible, the instructional objectives in basic skills and content areas indicated for students in basic programs shall be used as a reference in formulating the goals and objectives for exceptional students.

The annual goals and objectives for exceptional students are stated in the Individualized Education Plan (IEP) for each student. Each year, an IEP review conference is held, parents are invited and encouraged to attend. The purpose of this conference is to review progress monitoring, student achievement, and to formulate goals and objectives for the following year. The IEP may be reviewed more frequently at parent and/or teacher request. The district shall provide for an appropriate program of special instruction, facilities, and services for exceptional students as prescribed by the State Board of

INDIVIDUAL EDUCATION PLAN

Each student identified as an exceptional education student and placed in a program shall have an Individual Educational Plan (IEP) which is reviewed and updated at least annually and must be in effect at the beginning of each school year for each eligible student with a disability.

SPECIAL EDUCATION SERVICES AND SUPPORTS

Special designed instruction means adapting the content, methodology, or delivery of instruction to address the unique needs that results from the student's disability. This instruction is designed to ensure the student has access to the general curriculum. The services and supports included in the IEP are what the individual student needs to attain annual goals and be involved and make progress in the general curriculum in the least restricted environment.

RELATED SERVICE PROCEDURES

Related services are services the student needs to benefit from special education services. Students identified as having a related service of Occupational Therapy, Physical Therapy, Language Therapy, and/or Orientation and Mobility must receive either direct services, consultation services or discontinue.

- a. Direct Services – actively working with students (ex. weekly physical therapy, individual language therapy, small group occupational therapy, interpreting services).
- b. Consultation services

EDUCATIONAL DECISIONS AT AGE 18 (§1003.5716, F.S.)

At least 1 year before the student reaches the age of majority, provision of information and instruction to the student and his or her parent on self-determination and the legal rights and responsibilities regarding the educational decisions that transfer to the student upon attaining the age of 18. The information must include how the student may provide informed consent to allow his or her parent to continue to participate in educational decisions, including:

1. Informed consent to grant permission to access 62 confidential records protected under the Family Educational 63 Rights and Privacy Act (FERPA) as provided in §1002.22, F.S.
2. Powers of attorney as provided in chapter 709.
3. Guardian advocacy as provided in §393.12 F.S.
4. Guardianship as provided in chapter 744.

PARENTAL CONSENT- INDIVIDUAL EDUCATION PLAN - §1003.5715 F.S.

The parent is a participant of the individual education plan team (IEP Team) and has the right to consent or refuse consent to items specified in the IEP. The statement shall

include information that the refusal of parental consent means that the school district may not proceed with the actions discussed with the IEP Team without a school district due process hearing in accordance with 34 C.F.R. ss. 300.507 and 300.508

EXTENDED SCHOOL YEAR (ESY)

ESY refers to special education and related services beyond the normal calendar year for students with disabilities. ESY is a set of activities designed to assure the maintenance of previously learned skills that would be significantly jeopardized if the student did not receive ESY services.

The determination of whether a student with a disability needs ESY services is determined by the IEP team and based on data provided by the student teacher and/or therapist. The primary criteria in determining a student's need for ESY services are the likelihood of significant or substantial regression of previously learned critical life skills from the current IEP during a break in service, and limited or delayed recoupment of these skills after services resume. Regression/recoupment measures are an integral part of the determination of the need for ESY services, although they are not the only measures.

The IEP committee determines whether or not there is a likelihood that critical life skills learned by the student during the current school year will be significantly jeopardized (e.g., substantial or significant regression will occur) without ESY services. ESY services are determined annually at the annual IEP review for each student or through an interim IEP review in the late winter/early spring.

Looking at regression and recoupment over a break in education, (e.g., winter break, spring break, or summer break) would be appropriate. Parent and teacher reports are integral to accurately assess a student's need for ESY. They are necessary to form a complete picture of the student's level of functioning and to supply information such as regression and recoupment history, current instructional strategies, maintenance strategies, and recent academic, motoric, behavioral, and medical status.

The determination of ESY cannot be based on a formula. Formulas lack the individualization to ensure that students with disabilities have appropriate educational planning to accommodate their unique needs.

ESY services are determined by the IEP team on an individual basis and are intended to minimize or prevent significant or substantial regression. The provision of ESY services to a student with a disability is not automatic year after year. Therefore, it is reasonable for ESY services to concentrate on areas at risk. As always, the needs of the student dictate the services to be provided, rather than any available services dictating what is provided to the student. The special education services, frequency, and duration of ESY services are indicated by the IEP committee. Several options that may

be considered for the delivery of identified instructional or related services. These include but are not limited to:

- Home packets: If the IEP committee agrees that the needed services can be delivered through an individualized home packet for the student, the packet is developed at the school and provided to the parent.
- Periodic student contact: Perhaps 3-4 times during the summer to prevent regression.
- On-the-Job Support.
- School-based programs that the student attends for a specific number of hours each week.

Standards for Determining ESY

All students with disabilities must be considered for ESY. The determination of the need for ESY services is made based on data indicating the potential or documented evidence of significant or substantial regression. This determination should not be made before the end of the first marking period, but must be made no later than the first week of April whenever possible. If the determination cannot be made at an IEP meeting the conference notes on the IEP form should indicate it will be addressed at an interim IEP meeting in the spring. There are two options to be considered:

Option 1: Student Is Not Recommended for ESY. Based on available data, the IEP team agrees that it is not likely that the student will experience significant or substantial regression or that any other factors indicate a need for ESY services. Documentation must be provided using formal and informal assessment data to support professional judgment.

Option 2: Student Is Recommended for ESY. Based on available data, the IEP team agrees that it is likely that the student will experience significant or substantial regression or that other factors document a need for ESY services. Documentation must be provided using formal and informal assessment data to support the IEP team's determination of the need for ESY services. Explanations to parents should include:

- specific annual goals in which the student experiences or may experience significant or substantial regression or other factors considered in this decision and methods used to make this determination (e.g., supporting data and other factors).
- services to address those already learned critical life skills. It should be made clear that these are the only areas in which the student will receive ESY services. Explain that services are focused on the areas identified. While the least restrictive environments are always part of the discussion, the school district is not required to create new programs as a means of providing ESY services to students with disabilities in integrated settings if the school district does not provide services for non-disabled students during the ESY duration dates.

If the IEP team recommends ESY services, the following must be completed at the IEP meeting:

1. ESY services and related services indicated in the IEP
2. If special transportation is needed during ESY, it must be indicated under the ESY section of the IEP. In addition, a transportation request form must be completed and faxed to the transportation department.
3. Complete the Hamilton County Schools Exceptional Student Education Indicators form for Extended School Year Services which is located in the ESE Teacher Manual.

A copy of all data to support the need for ESY services, the transportation request form, and a copy of the IEP must be attached to the Hamilton County Schools Exceptional Student Education Indicators for Extended School Year Services form and given to the staffing specialist at the conclusion of the meeting.

TRANSPORTATION

Special Transportation is based on an IEP team decision and entitles a student to transportation regardless of the distance the student lives from the school the student attends or the distance from the nearest bus stop. This does not guarantee the student "Door to Door" service. To be eligible for special transportation the student must have an active Individual Educational Plan in place.

ACCOMMODATIONS AND MODIFICATIONS

Most exceptional education students can achieve the Florida Standards. Effective accommodations must be in place to support the involvement of students with disabilities in basic and vocational courses.

CLASSROOM ACCOMMODATIONS

Classroom accommodations are changes that are made in how the student accesses information and demonstrates performance. The use of an accommodation does not change the standards, the instructional level or the content and provides the student with the opportunity to demonstrate his/her skills and knowledge.

MODIFICATIONS

Modifications are changes in what a student is expected to learn and may include changes to content, requirements, and expected level of mastery. The use of modifications changes the standard, the instructional level or the content to be learned by the student.

STATEWIDE ASSESSMENTS

ASSESSMENT ACCOMMODATIONS

Assessment accommodations are defined as adjustments to the presentation of the statewide standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide standardized assessment to include the amount of time for administration, settings for the administration of a statewide standardized assessment, and/or the use of assistive technology/devices to facilitate the student's participation in a statewide standardized assessment.

FAST/EOC WAIVER

§ 1008.22 and 1003.4282, F.S., provide for the waiver of the FAST/EOC assessment results 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 FAST/EOC. For the FAST/EOC graduation requirement to be waived, the IEP team must meet to determine whether or not the FAST/EOC can accurately measure the student's abilities, taking into consideration allowable accommodations.

UNIQUE ACCOMMODATIONS/SPECIAL EXEMPTION FROM STATEWIDE ASSESSMENTS

If a student is provided with instructional accommodations in the classroom that are not allowed as accommodations for statewide, standardized assessments, the district must inform the parent in writing and provide the parent with information regarding the impact on the student's ability to meet expected performance levels. A parent must provide signed consent for a student to receive classroom instructional accommodations that would not be available or permitted on a statewide, standardized assessment and acknowledge in writing that he or she understands the implications of such instructional accommodations. 6A-1.0943 (3) (c) b. §1008.22(3) (d) F.S.

EXEMPTION FROM PARTICIPATION IN STATEWIDE ASSESSMENTS

In accordance with Rule 6A-1.0943, F.A.C., *Statewide Assessment for Students with Disabilities*, students with disabilities who have an IEP may be eligible for consideration for a special exemption from the FAST/FSA/EOC statewide standardized end-of-course assessment, or an alternate assessment pursuant to § 1008.22, F.S.

ALTERNATE ASSESSMENT

The decision for a student with a significant cognitive disability to participate in the statewide alternate assessment is made by the individual educational plan (IEP) team and recorded on the IEP in accordance with 6A-1.0943, F.A.C. In order to participate in assessment on Alternate Academic Achievement Standards the following criteria must be met:

1. Meets the definition as having a most significant cognitive disability as defined in paragraph (1)(f) of this rule, or in the extraordinary circumstance when a global, full-scale intelligent quotient score is unattainable, satisfies the school district-determined procedure that had been approved by the Florida Department of Education under paragraph (5)(e) of this rule.
2. The student requires modifications to the general education curriculum standards – even after direct instruction, a variety of accommodations and assistive technology have been attempted as documented in the student's Individual Educational Plan.
3. Provisions for parental consent per Rule 6A-6.03311, F.A.C., have been followed.
4. Enrollment in appropriate and aligned courses for two consecutive full-time

- equivalent reporting periods before the assessment.
5. The student is receiving support through systematic, explicit and interactive small-group instruction focused on foundational skills.
 6. The student is receiving specially designed instruction per the requirements of this rule.
 7. Unless the student is a transfer student, the student must have been:
 - Available and present for grade-level general education curriculum standards instruction for at least 70 percent of the school year before the assessment;
 - Instructed by a certified teacher for at least 80 percent of the school year before the assessment.

The assessment instrument used to measure the student's global level of cognitive functioning was selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities, and distractibility).

Students are not eligible for Alternate Academic Achievement standards assessment if any of the following are present per Florida Rule 6A-1.0943, F.A.C.:

1. The student does not meet the definition as having a most significant cognitive disability as defined by Rule 6A-1.0943, F.A.C., or by the submitted and approved school district-determined procedure as documented in a current individual educational plan.
2. The student is identified only as a student eligible for services as a student who is deaf or hard of hearing or has a visual impairment, a dual sensory impairment, an emotional or behavioral disability, a language impairment, a speech impairment, or an orthopedic impairment.
3. The student scored a level 2 or above on a previous statewide, general education curriculum standardized assessment administered pursuant to § 1008.22(3), Florida Statutes, unless there is medical documentation that the student experienced a traumatic brain injury or other health-related complication subsequent to the administration of that assessment that led to the student having the most significantly below-average global cognitive impairment.

FLORIDA ALTERNATE STANDARDS ASSESSMENT (FSAA)

The Florida Standards Assessment (FSAA) program consists of two pathways for assessing students with significant cognitive disabilities who require instruction and assessment on Access Points.

- FSAA – Performance Task, developed for students for whom participation in the general statewide assessment is not appropriate, even with accommodations.

- FSAA – Datafolio developed to support students with the most significant cognitive disabilities who do not have an identified formal mode of communication and may be working at preacademic levels.

Both an Individual Educational Plan (IEP) team recommendation and parent consent are required for participation in the FSAA program (Performance Task and Datafolio) which includes the following assessments:

- Florida Standards – Access Points: grades 3 – 10 ELA, grades 3 – 8 Mathematics and Algebra I and Geometry EOC assessments
- Florida Standards – Access Points grade 10 ELA and Algebra I makeups (fall only)
- NGSSS – Access Points: grades 5 and 8 Science; and Biology I, Civics and U.S. History EOC assessments.

More information is available at the Florida Standards Alternate Assessment web page on the DOE website.

ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Florida Standards Access Points are available for students with significant disabilities. The access point standards are expectations for students with significant cognitive disabilities to access the general education curriculum. Embedded in the Florida Standards, access points reflect the core intent of the standards with reduced levels of complexity. The three levels of complexity include participatory, supported, and independent, with the participatory level being the least complex.

DIPLOMA OPTIONS

Students must complete one of the following diploma options as outlined in § 1003.4282, F.S.:

1. 24-credit standard diploma
2. 24-credit standard diploma for students with disabilities participating in the Florida Alternate Assessment with instruction in the access points meeting graduation requirements specified per §1003.4282, F.S. and 6A-1.09963(3).
3. 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
4. 18-credit Career and Technical Education Graduation Pathway Option
5. Advanced International Certificate of Education (AICE) curriculum
6. International Baccalaureate (IB) Diploma curriculum

Students must pass the following statewide assessments:

1. Grade 10 ELA (or ACT/SAT concordant score)
2. Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Standard Diploma Access

4 Credits English Language Arts (ELA)
<ul style="list-style-type: none"> Access English I, II III, IV
4 Credits Mathematics
<ul style="list-style-type: none"> Access Algebra 1a Access Algebra 1b Access Geometry Access Liberal Arts Math Access Algebra 2
3 Credits Science
<ul style="list-style-type: none"> Access Biology I Access Chemistry Access Earth Space Science Access Physical Science Access Integrated Science
3 Credits Social Studies
<ul style="list-style-type: none"> Access World History Access US History Access United States Government Access Economics with Financial Literacy
1 credit Fine and Performing Arts
1 Credit Physical Education*
8 Elective Credits
Students must earn a 2.0 grade point average on a 4.0 scale.
* Eligible courses are specified in the Florida Course Code Directory.

Standard Diploma Mastery of Academic and Employment Competencies

For students with a disability for whom the IEP team has determined that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate his or her skills §1003.4282(9) F.S.:

1. Documented completion of the minimum high school graduation requirements, including the number of course credits prescribed by the rules of the State Board of Education.
2. Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team.
3. Documented successful employment for the number of hours per week specified in the student transition plan, for the equivalent of one semester, and payment of a minimum wage in compliance with the requirements of the Federal Fair Labor Standards Act.
4. Documented mastery of the academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team, the employer, and the teacher. The transition plan must be developed and signed by the student, parent, teacher, and employer before placement in employment and must identify the following:
 - a. The expected academic and employment competencies, industry certifications, and occupational completion points;
 - b. The criteria for determining and certifying mastery of the competencies;

- c. The work schedule and the minimum number of hours to be worked per week; and
- d. A description of the supervision to be provided by the school district.

Deferral of receipt of a Standard Diploma § 1003.4282, F.S.

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. Any student considering a deferment must:

1. Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age 21; and
2. Is enrolled in accelerated college credit instruction pursuant to § 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-student, internship, or pre-apprenticeship program.

School District must provide notice of this option in writing by January 30th of the year the student is expected to meet graduation requirements. Students must make their decision to defer receipt of their standard diploma by May 15th. "Failure to defer receipt of standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education".

Students who choose to defer their diploma are eligible to participate in all graduating activities including but not limited to: Baccalaureate, graduation, grad night, etc. The student is allowed to return to school until the age of 22. The student has the option to request to receive the diploma before the age of 22 is obtained- upon receipt of the diploma, the student is not eligible to attend school.

SUMMARY OF PERFORMANCE

A Summary of Performance (SOP) is required for students with disabilities and should be completed in the student's 12th grade year no later than the end of the 3rd 9 weeks. The SOP packets are to be completed by a face-to-face interview between the ESE teacher (the student's case manager) and the student. The SOP includes a summary of the student's academic and functional performance, copies of evaluations, assessments, current IEP and other relevant reports, and recommendations on how to assist the student in meeting postsecondary goals.

The process of developing the SOP may begin as soon as the IEP team addresses transition planning. The results of the transition assessments and the development of the measurable postsecondary goals and the determination of needed transition services are key components in the SOP.

The information included in the SOP is especially important for students who will need to request accommodations in postsecondary education or the workplace. This

information is also used when students apply for services from agencies that serve adults, such as Vocational Rehabilitation.

An original SOP will be filed in the school ESE file and copies of the SOP will be provided to the Student Services Office and the student.

504 PLANS

A periodic review of every 504 plan will be conducted annually by the guidance counselor or principal designee. If the student remains eligible, the team should focus on the student's changing needs related to the effects of factors.

Reevaluations are required before any significant change in placement occurs, such as expulsion, a pattern of serial suspensions that exceed 10 days in a school year, and significant change in the delivery of educational accommodations or services specified in the 504 plan.

This reevaluation would consist of a review of the accommodation plan and current data on performance that may include classroom grades, behavioral needs, parent and teacher input and assessment information. Reevaluation under 504 does not require a comprehensive evaluation. The 504 team determines if additional information is required. Additionally, it is best practice to review the student's accommodation plan at critical transition times, such as when a student transfers from one school to another, from elementary to middle school, and from middle to high school.

PROCEDURES WHEN DISCIPLINING STUDENTS WITH DISABILITIES

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

To the extent that they also take such action for children without disabilities, school personnel may, for not more than 10 school days in a row, remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting (which must be determined by the student's IEP team), another setting, or suspension. School personnel may also impose additional removals of the student of not more than 10 school days in a row in that same school year for separate incidents of misconduct; as long as those removals do not constitute a change of placement (see Change of Placement Because of Disciplinary Removals for the definition, below).

Additional authority, if the behavior that violated the student code of conduct was not a manifestation of the student's disability (see Manifestation determination, below) and the disciplinary change of placement would exceed 10 school days in a row, school personnel may apply the disciplinary procedures to that student with a disability in the same manner and for the same duration as it would to students without disabilities,

except that the school must provide services to that student as described below under *Services*. The student's IEP team determines the interim alternative educational setting for such services.

Services: The services that must be provided to a student with a disability who has been removed from the student's current placement may be provided in an interim alternative educational setting. A school district is only required to provide services to a student with a disability who has been removed from his or her current placement for 10 school days or less in that school year if it provides services to a student without disabilities who has been similarly removed.

A student with a disability who is removed from the student's current placement for more than 10 (ten) school days must:

1. Continue to receive educational services, to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and
2. Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a student with a disability has been removed from his or her current placement for 10 school days in that same school year, and if the current removal is for 10 school days in a row or less and if the removal is not a change of placement then school personnel, in consultation with the student's special education teacher(s), determine the extent to which services are needed to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

If the removal is a change of placement, the student's IEP team determines the appropriate services to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

CHANGE OF PLACEMENT DUE TO DISCIPLINARY REMOVALS

A removal of a student with a disability from the student's current educational placement is a change of placement if:

1. The removal is for more than 10 school days in a row; or
2. The student has been subjected to a series of removals that constitute a pattern because:
 - a. the series of removals total more than 10 school days in a school year;
 - b. the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals;
 - c. of additional factors such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another;

- d. whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the school district and, if challenged, is subject to review through due process and judicial proceedings.

Manifestation Determination

Within 10 school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct (except for a removal that is for 10 school days in a row or less and not a change of placement), the school district, the parent, and relevant members of the IEP team (as determined by the parent and the school district) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
2. If the conduct in question was the direct result of the school district's failure to implement the student's IEP.

If the school district, the parent, and relevant members of the student's IEP team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the student's disability. If the school district, the parent, and relevant members of the student's IEP team determine that the conduct in question was the direct result of the school district's failure to implement the IEP, the school district must take immediate action to remedy those deficiencies.

Manifestation Determination

1. If the school district, the parent, and relevant members of the IEP team determine that the conduct was a manifestation of the student's disability, the IEP team must either: Conduct a functional behavioral assessment, unless the school district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the student; or
2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading *Special circumstances*, the school district must return the student to the placement from which the student was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

Special circumstances (§1003.57 (1) (h) F.S.)

Whether or not the behavior was a manifestation of the student's disability, school personnel may remove a student to an interim alternative educational setting (determined by the student's IEP team) for up to 45 school days, if the student:

1. Carries a weapon to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the Department of Education or a school district;
2. Knowingly has or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the Department of Education or a school district; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the Department of Education or a school district.

A student with a disability who is removed from the student's current placement for more than 10 out-of-school suspension days must continue to receive educational services. The student will be allowed to make up missing classwork with no penalty.

EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WHO ARE GIFTED**Eligibility Criteria**

A student is eligible for special instructional programs for the gifted from kindergarten through Grade 12 if the student meets the criteria below:

1. The student demonstrates:
 - a. The need for a special program.
 - b. A majority of the characteristics of gifted students according to a standard scale or checklist.
 - c. Superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence.

Student Evaluation

1. The minimum evaluations for determining eligibility address the following:
 - a. Need for a special instructional program
 - b. Characteristics of the gifted
 - c. Intellectual development
 - d. May include those evaluation procedures specified in an approved district plan to increase the participation of students from underrepresented groups in programs for the gifted

Enrichment Program for Students Found Eligible for Gifted

Students in grades kindergarten through 8th grade who meets eligibility criteria for gifted, may participate in the enrichment program, through a consultative model. This model involves face-to-face or virtual meetings by the teacher of the gifted with the eligible student's teacher once a month. The teacher of the gifted provides enrichment activities and/or projects to the classroom teacher for the student to do at the classroom teacher's discretion. The students participate in iii time daily and are grouped by their ability. Students in grades 9-12 have the option to discontinue services through an Educational Plan in which the High School would meet the student's needs through honor courses, Advanced Placement (AP), Dual Enrollment Courses, Advanced International Certificate of Education (AICE), and/or International Baccalaureate (IB) courses. Parents and students may choose to continue the gifted program and consultation services will be provided to the student's teachers.

Temporary Break in Service

The team developing the Educational Plan (EP) may determine that a student's needs may currently be appropriately met through other academic options. The parent or student may indicate that they do not desire service for a period of time. Should the decision be made to waive the services offered on the current educational plan, the student may resume service at any time.

Twice Exceptionality

An educational plan is used when a student is only identified as a student who is gifted (rule 6A-6.03019, F.A.C.). An individual educational plan must be used for students who have a disability and are gifted. (Rule 6A-6.03028(3), F.A.C.).

Virtual Education

DISTRICT REQUIREMENTS FOR VIRTUAL INSTRUCTION

The District may offer a full-time or part-time program of core courses for students in grades 9 through 12 enrolled in dropout prevention; academic intervention; Department of Juvenile Justice (DJJ); or community colleges in order to meet class size requirements.

A student who is enrolled in a full-time or part-time Virtual Instruction Program under § 1002.45, F.S., meets this requirement. This requirement does not apply to a student who has an individual education plan under § 1003.57, F.S., which indicates that an online course would be inappropriate or to an out-of-state transfer student who is enrolled in a Florida high school and has 1 academic year or less remaining in high school (§ 1003.4282 (4), F. S.).

Students must receive scores of proficiency on the previous year's state mandated assessments. Similarly, continuation in the program requires proficiency on the following year's state mandated assessments.

VIRTUAL INSTRUCTION OPTIONS

As defined in § 1002.45, F. S., a virtual instruction program (VIP) is a "program of instruction provided in an interactive learning environment created through technology in which students are separated from their teachers by time or space or both."

Pursuant to §. 1002.20 (6) (a), F. S., §. 1002.45 (1) (b)1, F. S. and Hamilton School Board policy, the District shall provide enrolled students within its boundaries the following options for participation part-time or full-time in virtual instruction, kindergarten through grade 12:

1. Through courses delivered in the traditional school setting by instructional staff providing direct instruction through either virtual instruction or by blending traditional and online instruction.
2. Through enrollment in MyDistrict Virtual School or Florida Virtual School.
3. Through enrollment with Virtual Instruction Providers approved by the Florida Department of Education (FLDOE).
4. Through enrollment in an online course offered by any other Florida school district
5. Through participation in the District-operated part-time or full-time VIPs organized under § 1002.45(1), F. S.

FULL TIME DISTRICT VIRTUAL INSTRUCTION DISTRICT ENROLLMENT

EVIDENCE OF RESIDENCE WITHIN A SCHOOL DISTRICT

The residence of a student is defined as the primary residence of the student's parent/guardian or of either parent when custody is mutually agreed upon and shared. Proof of residence must be provided at initial enrollment.

EVIDENCE OF BIRTH DATE

A parent or guardian shall present the information below for all initial enrollees. All information must be submitted before the child can enter school. NO waivers of time can be given for initial entry! Proof of age evidenced by one of the following:

1. A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births.
2. A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent.
3. An insurance policy on the child's life which has been in force for at least two years.
4. A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent.
5. A passport or certificate of arrival in the United States showing the age of the child.
6. A transcript of record of age shown in the child's school record of at least four years prior to application, stating the date of birth;

OR

7. If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these are available in the county, by a licensed practicing physician designated by the school board, which certificate shall state that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.

Note: A homeless child, as defined by § 1003.01(12), F. S., shall be given temporary exemption from this requirement for 30 school days.

KINDERGARTEN AGE REQUIREMENT

Any child shall be eligible for admission to kindergarten if the child has attained or will attain the age of five (5) years on or before September 1 of the school year. (§ 1003.21, F.S.)

FIRST GRADE AGE REQUIREMENT

Any child shall be admitted to the first grade that has attained, or will attain, the age of six years on or before September 1 of the school year and has satisfactorily completed kindergarten in a public or nonpublic school from which the district school board accepts academic credit.

EVIDENCE OF IMMUNIZATION

Medical evidence of immunization for hepatitis B, poliomyelitis, diphtheria, mumps, rubeola, rubella, pertussis, tetanus, varicella and such other communicable diseases as may be required by the division of health.

1. Any child may be granted exemption from the immunization requirements whose parent or guardian objects in writing because such conflicts with his religious tenets or practices or where a competent medical authority certifies that the child should be excused from the required immunizations for medical reasons.
2. The immunization shall not be required if the division of health determines that the immunization is unnecessary or hazardous.

EVIDENCE OF A MEDICAL EXAMINATION

Record of physical examination within the last 12 months of the beginning school date.

SCHOOL OF ENROLLMENT

School of Enrollment is the school in which a student is officially enrolled in at least majority of courses during the current school year. Enrollment begins on the first day the student attends school for educational purposes and is placed in the appropriate class(es) and/or program. School of enrollment is designated as the primary school for participation in athletic programs, commencement exercises and other extracurricular activities.

FULL TIME/PART TIME VIRTUAL EDUCATION ENROLLMENT

MyDistrict Virtual School (MDVS) and Florida Virtual School (FLVS) courses shall be available to students during or after the normal school day and through summer school enrollment (§ 1001.42(23), F. S.).

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

Students may move between a virtual or brick-and mortar classroom in a yearlong course after the end of the first semester, providing the student continues to meet the requirements for full-time enrollment. MyDistrict Virtual School and Florida Virtual School course requests that are assigned the statuses Course Requested (CR), Course Request Complete (CRC), Classroom Assigned (CA), Course Request Incomplete (CRI), Withdrawn, and Not Activated (NA) do not count as active courses for the purpose of establishing full-time enrollment. Additionally, any virtual course activated prior to July 1 cannot be counted in the course schedule for the school year beginning on July 1 – even if the course remains active. Students who have previously been unsuccessful in a virtual school course (F or WF) will need to meet with their school counselor before the course request is approved.

Students requesting to take a virtual course (s) offered by MDVS or FLVS must have a school counselor or District Virtual School Coordinator and parent/caregiver approval.

Students taking a course outside of the school day must maintain a "C" average throughout the Grace Period of 28 days for MDVS and 15 days for FLVS in order to remain enrolled in the course. Students who do not complete at least 20% (MDVS) or 10% (FLVS) of the course and have a below average "D" or "F" will be withdrawn from the course (W).

COMPLETION OF RESTRICTIONS

1. Students have until June 28th, 2024 to complete a MyDistrict Virtual School course if they were enrolled and working in the course during either Survey 2, October 9 - 13, 2023 or Survey 3 February 5 - 9, 2024.
2. Students that begin a MyDistrict Virtual School course after Survey 3 February 5 - 9, 2024 must finish the segment of the course by the last day of school.
3. Students may remain enrolled beyond the last day of school if the course is needed for credit recovery, with approval by the appropriate administrator.
4. Students may remain enrolled beyond the amendment of the final enrollment survey (4) to complete a course needed for graduation, with approval by the appropriate administrator.
5. Students must maintain a minimum GPA to take an AP or additional course beyond the 6 period (300 minute) day.

HOME EDUCATION ENROLLMENT IN VIRTUAL EDUCATION

Home education students shall be allowed to enroll in any MyDistrict Virtual School or Florida Virtual School courses (§ 1002.45, F. S.). Home education students must have and District "Intent to Homeschool Form" completed and on file at the School District.

VIP PARTICIPATION IN HOME ZONE SCHOOL ACTIVITIES

Virtual instruction program students shall be allowed to participate in middle and high school extra-curricular and interscholastic extracurricular athletic activities at their home zone schools and may take courses associated with those activities, provided the students meet the same requirements as public school students. Virtual instruction program students who participate in activities at their home zone schools are subject to the same rules and regulations as full-time students.

VIP ATTENDANCE REQUIREMENTS

The school district will require student compliance with the compulsory attendance requirements of §1003.21 and will verify student attendance as required by §1002.45 (5) (a), F. S.

Regular attendance in virtual courses provides students the opportunity to master required skills at each grade level. Each public K-12 virtual student must remain in attendance throughout the school year, unless excused by the school for illness or other good cause, and must comply fully with the school's code of conduct.

Students in virtual courses are given a pacing guide to complete their on-line lessons and assessments. Students should stay within the pace of the expectations. If students are not logging into their virtual courses and completing assignments each week, they are considered absent or truant from school. Excess unexcused absences will result in the student being removed from the Virtual Instruction Program and will need to go back to their brick and mortar school, register for the district's Home Education Program, or report other means in which the student will attend school. Full or part time students taking a virtual course that do not follow attendance requirements could be withdrawn from the program with a "W" Withdraw, "WP" Withdraw Passing, or "WF" Withdraw Failing depending on their grade at time of withdrawal.

PARENT RESPONSIBILITY

Students in an elementary (K-5) virtual instruction program should have a parent/legal guardian or a designated learning coach preparing daily assignments, materials and monitoring the student's day to day progress. The parent/legal guardian or a designated learning coach of students in middle and high school virtual instruction program should also be monitoring students work and progress on a regular basis. Parents/legal guardians are responsible for making sure the student has access to a computer and to internet service each school day.

DISTRICT RESPONSIBILITY

The principal or designee is responsible for monitoring the virtual instruction program student to ensure compliance with the Student Progression Plan. The Superintendent shall establish procedures and guidelines for district-wide monitoring of compliance with provisions of this policy, subject to State Statute, the rules of the State Board of Education and/or the Hamilton School Board.

Parents/Legal guardians of students falling behind two weeks or more in pace may be contacted for a conference to discuss the student's continued enrollment in the VIP or withdrawal.

VIP ASSESSMENT AND ACCOUNTABILITY

Pursuant to § 1002.45 (3), F. S., in all VIPs provided by Hamilton, curriculum and content will be aligned to state standards under §1003.41, F. S. The virtual instruction will be “designed to enable students to gain proficiency in each course.” Course credits will be awarded for successful completion of virtual courses. For courses requiring a statewide, standardized end-of-course (EOC) exams, credit will be awarded pursuant to district policy.

VIP students are required to participate in state mandated tests, such as F.A.S.T. and EOCs. If the student does not take these required tests, then they will not be able to remain in the VIP with the school district for the following school year.

ELIGIBILITY AND PROCEDURAL REQUIREMENTS FOR ACCELERATION OPTIONS

Acceleration options provide academically challenging curriculum or accelerated instruction to eligible public school students in grades K-12. Virtual instruction in higher grade level subjects could meet this option. (§ 1003.4295, F. S.)

Students in 4th and 5th grade that earned a Level 4 or 5 in ELA or Math on the prior year statewide assessment are eligible to take accelerated courses using virtual school. Options may vary slightly by school and include advancing to the next grade level for some coursework in a face-to-face setting or through virtual school.

As stipulated in § 1002.45 (7)(a), F. S., all VIP students (part-time and full-time) will take the state assessment tests, including required EOC exams, and the district will provide access to testing facilities.

ACCELERATED HIGH SCHOOL GRADUATION

Students shall be advised of courses through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, early admission, and career academy courses, and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction.

GRADE FORGIVENESS

Students who have made a grade of "D" or "F" in a required course may replace the grade with a grade of "C" or higher earned subsequently in the same or comparable course. Students who have made a grade of "D" or "F" in an elective course must replace the grade with a grade of "C" or higher earned subsequently by retaking the same or comparable course or another course. Credit recovery programs may be used for this purpose. The only exception to this forgiveness policy shall be made for a student in the middle grades who takes any course for high school credit and earns a grade of "C", "D", or "F". In such cases, the policy will allow the replacement of the grade with a grade of "C"

or above earned subsequently in the same or comparable course. (§ 1003.4282(5), F.S.) In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. **Any course grade not replaced according to this policy must be included in the calculation of the cumulative grade point average required for graduation.**

VIP WRITTEN PARENT/GUARDIAN NOTIFICATION

The District must provide parents/guardians with timely written notification of a least one (1) open enrollment period for full-time students that consists of 90 days or more and ends 30 days before the first day of the school year.

The VIP written notification will be distributed annually during the prior school year's third grading period to notify parents prior to the open enrollment period

REPORTING STUDENT PROGRESS

Report cards shall be issued to students in grades K-5 each semester to inform parents of the child's progress. Grades on report cards must clearly reflect the student's level of achievement in mastery of the virtual courses. The final report card for the school year will indicate the following designations: Promoted / Retained

Parents/Legal Guardians of students in grades 6-12 shall be able to log into their student's virtual instruction program to view current progress and completion grades. The district will obtain the completion grades and place them on the student's transcripts.

Percent Value Point Value Definition

- A = 90 - 100%, 4, Outstanding
- B = 80 - 89%, 3, Above Average
- C = 70 - 79%, 2, Average
- D = 60 - 69%, 1, Below Average
- F = 0 - 59%, 0, Incomplete

ADULT EDUCATION

GENERAL GUIDELINES

The primary goal of Hamilton County's adult education program is to reduce illiteracy and under-education among adults in Hamilton County. Basic educational skills are considered requisite to effective citizenship and productive employment.

The Hamilton County School Board's Code of Student Conduct applies to students enrolled in the Adult Education Program.

A. ELIGIBLE STUDENTS

Persons age 16 years or older who are legally separated from the regular school public school program are eligible for adult education.

B. EXPELLED STUDENTS

Students who have been expelled from the regular school program in any school district cannot enter the adult education program during the period of expulsion without permission from the Hamilton County School Board.

C. FEES

Matriculation or tuition fees on current state statute shall be charged for GED preparatory instruction for those eligible students who do not have a high school diploma or its equivalent or who have a high school diploma but their academic skills are at or below the eighth grade level.

D. PROGRAM REQUIREMENTS

In order for a student to be enrolled in the Adult Education Program, the student must meet all of the following requirements:

1. Provide a valid copy of Social Security Card (§ 1008.386 F.S.)
2. Provide a copy of the Withdrawal Form from last secondary school attended if under the age of 18.
3. Complete the Hamilton County Registration Form prior to entrance testing.
4. Take entrance exams (locator and TABE Test).
5. Complete 12 hours of instruction.
6. Upon completion of steps 1-5 above, pay \$45 tuition fee per one semester.
7. Students who have not met all the requirements above at the end of the 12 hours of instruction will not be allowed continue receiving class instruction.

E. DRIVER LICENSE LAW

All district policies relating to the Driver License law as in current State statutes are in effect.

STATE OF FLORIDA HIGH SCHOOL EQUIVALENCY DIPLOMA

The State of Florida High School Diploma is awarded in accordance with State Board of Education Administrative Rule 6A-6.0201 and Florida Statute 1004.93.

A. AGE REQUIREMENTS

Any candidate for a high school equivalency diploma shall be at least eighteen (18) years of age on the date of examination, except that, in extraordinary circumstances as determined by the superintendent or designee, said candidate may take the examination after reaching the age of sixteen (16).

B. EXTRAORDINARY CIRCUMSTANCES

The following extraordinary circumstances are required before a justification is approved for students under 18 years of age:

1. Candidate shall be attending classes (not K-12 program) or reside in the district
2. when the examination is administered, unless permission is granted by the Superintendent in the candidate's district of residence
3. Need for full-time employment due to serious illness or death of a family member who provided economic support
4. Marriage
5. Pregnancy
6. Immediate need for high school diploma for exceptional employment or academic opportunity
7. Military service
8. A sixteen (16) or seventeen (17) year old who has been counseled along with the parents/guardian and still refuses to attend regular high school and withdraws may be permitted to take the GED test, provided he/she enrolls in the Adult Education Program and takes the GED Review and High School Review Courses. Final approval for sixteen (16) or seventeen (17) year olds to take the test shall be made by the Superintendent or his designee.

C. GED TESTING

1. The GED test shall be administered two to four times, based on demand, each school year if the district is an approved testing site. Students will be given information concerning area testing sites to include dates and times for testing.
2. A student who has reached the age of 16 cannot be required to take any course before taking the examination unless the student fails to achieve a passing score on the GED practice test (§ 1003.435 (4)(b) F.S.) as established by State Board of Education rule.
3. A candidate who fails to attain the minimum scores on the initial GED test may retake the test at any subsequent testing session. After the second testing, a candidate shall be eligible to retake the tests at any subsequent session if an overall minimum standard score is achieved as set by the GED

Testing Program. A candidate who fails to meet the minimum standard score shall not be eligible to retake the tests for a period of six (6) months.

D. SUCCESSFUL COMPLETION

Upon successful completion of the requirements for, and subsequent awarding of the Florida High School Equivalency Diploma, graduates will not be eligible to return to school seeking a regular high school diploma.

Superintendent's Office Use

Approved for Agenda
Initials: _____
Date: _____

Item # 115
Scanned _____

**HAMILTON SCHOOL BOARD
AGENDA REQUEST FORM**

School/Department: Superintendent Board Meeting Date: 11-14-23

Reason for Submittal: ☐ Presentation ☒ Regular/Action
☐ Consent ☐ Information

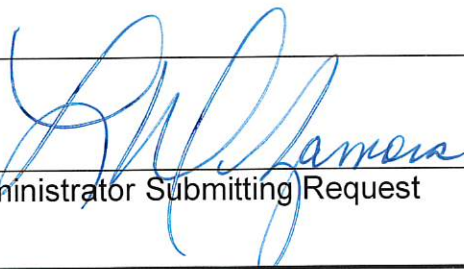
Item:

23-24 Student Progression Plan

Summary:

Approval sought for SPP

Comments:



Administrator Submitting Request

11-02-23
Date

Instructions

Submit the following items no later than the appropriate due date as reflected on the board meeting schedule:

1. Agenda Request Form (HCS 3016) – one original.
2. Supporting documentation (contract, grant application, trip request, etc.) – one original* and one copy. *Note: if you need more than one original signature, submit the appropriate number of additional original documents.