

# **HAMILTON SCHOOL DISTRICT**

## **STUDENT PROGRESSION PLAN**

**2016-2017  
School Year**

Approved by Hamilton School Board on \_\_\_\_  
Amended on 10/12/2016

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## STUDENT PROGRESSION PLAN

The purpose of this plan is to establish standards for student progression and procedures for insuring 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 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.

Florida Statute 1008.25 provides:

1. Each district school board shall establish a comprehensive program for student progression, which shall be based upon an evaluation of each student's performance, including how well he masters the performance standards approved by the State Board.
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 State 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, he or she must receive remediation in accordance with the guidelines for an individual progress monitoring/Response to Intervention RtI 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.
4. Changed the name of this document from Pupil Progression to Student Progression Plan and requiring more stringent student performance for promotion and greater communication with parents regarding progress, including the publication of annual reports in the local newspaper.

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 district school based on the site's School Improvement Plan 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. The Student Progression Plan establishes procedures to achieve parent or guardian understanding, cooperation, and acceptance of the student's placement.

DRAFT

**PHASE I**  
**GENERAL PROCEDURES AND PROMOTION**  
**GUIDELINES FOR ALL STUDENTS K-12**

- A. In the Hamilton County Public Schools, decisions regarding student promotion and special placement are primarily the responsibility of professional staff members of the individual school. However, school principals shall review such recommendations with consideration for requirements within the Student Progression Plan.
- B. Student promotion is based on evaluation of each student's achievement in terms of appropriate instructional goals. Discussions shall be based on results of progress tests, classroom assignments, daily observations, standardized tests, state assessments, ability to function at the next grade or course level and other objective data. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
- C. It is the responsibility of teachers and appropriate support personnel to identify students who appear unable to make satisfactory progress toward district objectives and who fail to meet State Student Performance Standards. The School Board shall provide opportunities to assist school staff members in the implementation of research based reading activities to include various forms of professional development activities.
- D. Report card grades or notations must clearly reflect each student's level of achievement and parents will be notified when students are achieving below the expected level. Report cards for all elementary, middle, and high school students will be issued at the end of each grading period and will clearly depict and grade:
  - 1. The student's academic performance in each class or course in grades 1-12 based on examinations as well as written papers, class participation, and other academic performance criteria;
  - 2. The student's conduct and behavior; and
  - 3. The student's attendance, including absences and tardiness
  - 4. The student's final report card for the year shall contain a statement indicating end-of-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, promotion or non-promotion. Students shall not be exempt from academic performance requirements, such as final exams, based on practices or policies to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

- E. The Board recognizes the importance of a student grading system, which is clearly identified and meaningful to students, parents, and school personnel. Grades shall be assigned as follows:

Grade Definition	Grade Scale	Grade Point Value
<b>A</b> Outstanding Progress	90-100	4
<b>B</b> Above Average Progress	80-89	3
<b>C</b> Average Progress	70-79	2
<b>D</b> Lowest Acceptable Progress	60-69	1
<b>F</b> Failure	59 and below	0
<b>I</b> Incomplete		
<b>S</b> Satisfactory		
<b>N</b> Needs Improvement		
<b>U</b> Unsatisfactory		

For Kindergarten standards based report cards, the following codes shall be used:

- M** (the standard has been mastered by the student with 80% or above proficiency)
  - P** (the student is progressing on grade level toward mastering the standard by the end of the school year)
  - E** (the student is emerging on grade level toward mastering the standard but needs additional support in reaching mastery by the end of the school year)
  - N** (the student is not progressing on grade level toward mastering the standard by the end of the school year)
- F. 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.
- G. Students who do not meet the specific district levels of performance in reading, writing, science, and mathematics or who do not meet the specific levels of performance on statewide assessments as determined by the Commissioner of Education will be provided remediation through:
1. Additional diagnostic assessments determined by the district, to identify the nature of the student's difficulty and areas of academic need; and

2. Parents of exceptional students shall be regularly informed about their child's educational progress, as regularly as parents of nondisabled children are informed of their child's progress.
  3. Remedial and supplemental instruction resources will be allocated first to students who are deficient in reading by the end of grade 3 and second to students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression. Students not meeting grade level expectations receive increasingly intense instruction/intervention services implemented to support student academic proficiency. Students are matched to the instruction/intervention tier based on screening, progress monitoring, and diagnostic assessments.
- H. All students K-12 must participate in the statewide assessment tests as required by state law. Each student who does not meet specific levels of performance in reading, writing, science, and mathematics for each grade level according to the following student performance grade level guidelines, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. 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.
- I. Limited English Proficient (LEP) students who have not received ESOL services from a certified staff member or a staff member seeking ESOL certification for at least one year may not be retained in the student's current grade level.
- J. Student's not meeting grade level expectations receive increasingly intense instruction/intervention services to support student academic proficiency. Students will receive support that identifies instruction/intervention support through a problem-solving/response to instruction/intervention process. Multiple tiers of increasingly intense instruction/interventions services are implemented to support student academic proficiency. For a student with a deficiency in reading, the support shall identify the student's specific area of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary. The desired level of performance and the instructional and support services to be used with the student shall also be different from the previous year. These students will be monitored on a frequent basis to ensure progress is being made using the outlined interventions. Each support must include the provision of intensive remedial instruction in the areas of weakness. The support for each student must clearly identify the specific diagnosed academic needs to be remediated, the success-based intervention strategies to be used, identify a variety of remedial instruction to be provided, and identify the monitoring and reevaluation activities to be employed. Strategies to be used by the school to meet the individual needs of the student may include but not limited to summer school (when available), dropout prevention services,



parent tutorial programs, contracted academic services, exceptional education services, modified curriculum, reading instruction, after school instruction and other extended day services, tutoring, mentoring, class size reduction, extended school year, and intensive skills development programs. The school board may require low performing students to attend remediation programs held before or after regular school hours or during summer if transportation is provided. Remedial instruction provided during high school may not be in lieu of English and mathematics required for graduation. Upon subsequent evaluation if a student's documented deficiency has not been remediated in accordance with the academic improvement plan, the student may be retained. If the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science and mathematics are not met, ongoing remedial or supplemental instruction will be provided until expectations are met, the student graduates from high school, or is not subject to compulsory school attendance. The district school board shall assist schools and teachers to implement research based reading activities that have been shown to be successful in teaching reading to low performing students.

- K. All grades shall stress a program of language arts, mathematics, science, social studies, the arts, health and physical education skills with an emphasis on State Student Performance Standards in reading, writing, science, and mathematics. Provisions are made for all students to participate fully in classroom instruction and extracurricular activities. No student will be denied participation because of age, sex, race, handicap, religion, national origin, or for any other reason not related to his or her individual capabilities.
- L. 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. Students may be exempt from this provision with approval of the Superintendent or their designee if it is in the best interest of the student's educational program.
- M. Students shall be enrolled on a full time basis. Any exception shall be justified on the basis of medical or personal hardship and must be approved by the Superintendent or their designee.
- N. The Superintendent shall be responsible for preparation and annual updating of plans and procedures to implement an instructional program, which promotes mastery of State Student Performance Standards in language arts, mathematics, science, social studies, the arts, health and physical education, and foreign language. The Student Progression Plan will provide assurance that all students within the Hamilton County Public Schools who have not demonstrated proficiency of performance standards in reading, writing, science, and mathematics shall receive appropriate instruction and that all students who receive a diploma shall have met and or exceed all the requirements mandated by the state of Florida and by the School Board. Proficiency and promotion shall be demonstrated by being promoted to the next grade upon recommendation of the placement committee, by passing the course in which standards are included, or by meeting course requirements



for graduation. Teachers are responsible for assessing proficiency as part of the regular course teaching activities.

1. Students will be provided access to enroll in courses available through the Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during or after the normal school day and through summer school enrollment.
- O. Student progress from one grade to another is partially based on proficiency in reading, writing, 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.
- P. The district school board must annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science and mathematics, including the student's results on each statewide assessment test. The evaluation of each student's progress must be based on the student's classroom work, observations, test, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in a format adopted by the school board.
- Q. The Hamilton School District is committed to the implementation of the Multi System of Support (MTSS) framework including Response to Intervention (RtI) and Positive Behavior Supports (PBS), to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. The district will provide high quality instruction/intervention matched to student needs and use learning rate and level of performance to inform instructional decisions – including decisions regarding promotion, acceleration, retention, and remediation. Response to Instruction/Intervention is “data-based decision making” process applied to education. A four-step problem-solving method and the systematic use of data- at the district, school, grade, class, and individual level-will guide decisions about the allocation of resources and intensity of instruction/interventions needed to improve learning and/or behavior. Response to Intervention RtI is the practice of providing instruction and intervention matched to all student academic and behavioral needs using learning rate and over time and level of performance. Response to Intervention RtI uses a collaborative problem solving approach to make important educational decisions for all students in all tiers. It is a general education process and no one tier represents special education. Response to Intervention RtI 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 and Intensive: Students who need individualized interventions.

R. Individual Progress Monitoring/Response to Intervention Plan RtI

An individual progress monitoring/RtI 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 1 based on the most recent FSA 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 are to be identified and the instructional supports to be provided are to also be listed 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.

S. Reporting Procedures

1. The district will report annually to the parents or guardians of each student the student's progress toward achieving state and district expectations for proficiency in reading, writing, and mathematics and the student's results on each statewide assessment test. Beginning with the 2002-2003 school year, the parent of any student who exhibits a substantial deficiency in reading will be notified in writing that his or her child has been identified as having a substantial deficiency in reading. The notice will also include the proposed supplemental instructional services and supports and the current services being used with the student. A description of the proposed supplemental instructional services that will be provided to the child that are designated to remediate the area of reading deficiency will also be included. The parent notice will include a notice that if the student's deficiency is not remediated by the end of grade 3, the child will be retained unless he or she meets one of the good cause exemptions. Parents will be sent a list of strategies to use in helping their child reach reading proficiency and

that the Florida Standards Assessment (FSA) is not the sole determiner of promotion. Additional evaluations, assessments, and portfolio review may be used to determine if the student is reading at or above grade level. A copy of the districts mid-year promotion policy including specific criteria will also be included in this notice.

2. Progress reports will be issued at mid-term of each grading period. Grade reports will be issued at the end of the grading period for each subject on a student's schedule. These will serve as notice of student performance in each subject area. 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. These notices shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement. 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.
3. 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 FSA can serve as the assessment to meet this requirement.
4. 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.
5. Parents will be informed at the mid-point of each nine (9) weeks grading period concerning the academic progress of the student in each subject area. Progress reporting must be provided to the parent in writing in a format adopted by the district school board.
6. 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.
7. The district school board must report to the parent the student's results on each statewide assessment test.
8. The district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

- a. The provisions of this section related to public school student progression and the district school boards policies and procedures on student retention and promotion;
- b. By grade, the number and percentage of all students in grades 3 through 10 performing at levels 1 and 2 on the reading portion of the FSA;
- c. By grade, the number and percentage of all students retained in grades 3 through 10;
- d. Information on the total number of students who were promoted for good cause, by each category, of good cause as specified in state law;
- e. Any revisions to the district school board's policy on student retention and promotion from the prior year.

T. Attendance

Florida law states that children who are six (6) by February 1st must attend school regularly until their 18th birthday, unless they are eligible for exemption or have been expelled by the School Board. The parent/guardian is responsible for the student's attendance.

A student who has 15 unexcused absences within 90 calendar days is a habitual truant under state law. The student may be dealt with as a child in need of services under Chapter 39, Florida Statutes. In addition, the parent/guardian may be subject to criminal prosecution under Chapter 232, Florida Statutes.

A student between the age of 16 and 18 may file a formal declaration of intent to terminate school enrollment and will then not be subject to compulsory school attendance. This declaration must be signed by the student and the parent/guardian.

**Excused 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. Reasons for excused absences include:

1. Sickness, injury, death in the immediate family, or some 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. Participation in an academic class or school-sponsored activity approved by the principal.

5. Court appearances (copy of subpoena required).

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

High school students who exceed a certain number of absences may be unable to receive credit. Please check with the administration of the high school for specific information.

U. ACCEL (Academically Challenging Curriculum to Enhance Learning) –

ACCEL are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in grades K – 12 in the state of Florida. Each school is required to offer, at a minimum, specific ACCEL options which may include whole grade or midyear promotion, subject-matter acceleration that may result in a student attending a different school, virtual instruction in higher grade level subjects, or options that are appropriate for the student to successfully complete an academically challenging curriculum. Parents, teachers, guidance counselors, or administration may request a referral to determine eligibility of a student to participate in ACCEL options. School Principals and the School District will work together to develop eligibility requirements using the considerations contained in the state statute (FS 1002.3105) requiring this program. If a student participates in an ACCEL option based on a parent request, a performance contract must be developed by the student, parent, and the principal to require compliance in areas such as minimum student attendance requirements, minimum student conduct requirements, and requirements to participate in activities related to the ACCEL option selected. A performance contract is not required if the student's participation in the ACCEL option is initiated by the principal but the student's parent must be notified of the placement. A student's principal should be contacted for more information on the ACCEL options available to Hamilton School District students.

V. Virtual Education K – 12 –

As stipulated by the Florida K – 20 Education Code, parents or guardians have the right to choose online (virtual) education options for their children (1002.20 (6), FS). 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. There are several online options available to Hamilton County public school students including but not limited to:



- a. Hamilton Virtual Instructional Program (7023): 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.
- b. Hamilton Virtual Franchise (7004): For students in grades 6 – 12 in which students take courses virtually while remaining at home full time. All students in grades 6 -12 are eligible to enroll in this school. Students in this program are 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. Students who complete their diploma requirements and are enrolled in the Hamilton Virtual Franchise will receive a diploma from the Hamilton Virtual Franchise and not Hamilton County High School. Graduation recognition opportunities will be decided by School Board action.



**PHASE II**  
**PRE-K AND ELEMENTARY EDUCATION, PK-5**

**I. ADMISSION**

A. Admission to Pre-K Handicapped, Voluntary Pre-K, Pre-K Early Intervention and Kindergarten

1. Initial Enrollee

a. PRE-K HANDICAPPED

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

b. VOLUNTARY 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.

c. PRE-K EARLY INTERVENTION

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

d. KINDERGARTEN

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. (F.S. 1003.21)

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 Bible 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. Information concerning current required immunizations and specific disease information can be found in the Hamilton School District Parent Guide found on the school district website.

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.

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

- d. Copy of social security card. School district shall request but not require social security numbers. The purpose of collecting the social security number is for Federal and State reporting only (Section 1008.386, F.S)
- e. Proof of residency (2 items from list below required)
  - 1. utility bill (showing address)
  - 2. rental statement (agreement) with address, home lease agreement, mortgage document, property tax record
  - 3. notarized affidavit
  - 4. current voter's registration
  - 5. current government benefits statement (Medicare, disability, food stamps, or DCF correspondence)

Note: Driver's license, personal bill, or auto registration may only be used upon approval of the Superintendent or designee

## 2. Transfer Students

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 unless the student had been identified as homeless or migrant.

## 3. Kindergarten Readiness Screen

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

B. 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 Section 1003.22, F.S.;
- c. Evidence of date of birth in accordance with Section 1003.21, F.S.;
- d. Evidence of a medical examination completed within the last 12 months in accordance with Section 1003.22, 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. School district shall request, but not require, social security numbers. The purpose of collecting the social security number is for Federal and State reporting only (Section 1008.386, F.S). A copy of the uses by the School District of a student's social security number will be provided to parents on an annual basis with a notice sent home via backpack with students and with a posting on the school district website.
- f. Proof of residency (2 items from list below required)
  1. utility bill (showing address)
  2. rental statement (agreement) with address, home lease agreement, mortgage document, property tax record
  3. notarized affidavit
  4. current voter's registration
  5. current government benefits statement (Medicare, disability, food stamps, or DCF correspondence)

Note: Driver's license, personal bill, or auto registration may only be used upon approval of the Superintendent or designee

## 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 B.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 his 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 unless the student is identified as homeless or migrant.
- 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. The placement of a student who is under age in Grades 2 through 5 will be made only after enrollment followed by testing and 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.

## **II. GENERAL COURSE REQUIREMENTS FOR PREKINDERGARTEN THROUGH GRADE 5**

- A. Students enrolled in the prekindergarten program shall be engaged in a developmentally appropriate program of active learning. Each student's progress will be individually assessed through teacher observation.
- B. Students in kindergarten and grades 1-3 shall be enrolled in a program designed to meet their individual needs and develop their maximum potential. The statewide kindergarten screening must be administered to each kindergarten student within the first thirty (30) days of each school year. The statewide kindergarten screening assesses the readiness of each student for kindergarten based upon the performance standards adopted by the DOE under S. 1002.67(1), F.S., for the Voluntary Prekindergarten Program. Basic programs in the following areas of learning shall be provided to these students: language arts, mathematics, art (pending available funding), music (pending available funding), physical education, science, social studies, computer literacy, and health education.
- C. Students in grades 4 and 5 shall be provided a program which provides for the regularly scheduled study of:
  - 1. Language Arts to include reading, English, creative writing, spelling, and handwriting
  - 2. Mathematics
  - 3. Science
  - 4. Social Studies to include units in the Holocaust, flag education, and African-American history
  - 5. Computer literacy
  - 6. Art (Pending available funding)
  - 7. Music (Pending available funding)
  - 8. Each district school board may provide instruction in acquired immune deficiency syndrome education as a specific area of health education. Such instruction may include, but is not limited to, the known modes of transmission, signs and symptoms, risk factors associated with acquired immune deficiency syndrome, and means used to control the spread of acquired immune deficiency syndrome. The instruction shall be appropriate for the grade and age of the student and shall reflect current



theory, knowledge, and practice regarding acquired immune deficiency syndrome and its prevention. 1003.42(1) F.S

9. Physical Education Program: The physical education program is designed to stress physical fitness and encourage healthy, active lifestyles. The physical education program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of students. Instruction shall be aligned with 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. A waiver of the Physical Education requirement may be initiated by the parent or school for students who need additional instructional time in areas of academic weakness.
10. Critical thinking skills and other related skills shall be taught in the context of the subjects of mathematics, science, language arts, reading, and social studies.

### **III. PROMOTION CRITERIA FOR KINDERGARTEN THROUGH GRADE 5**

- A. Promotion of students is based upon an evaluation of each student's progress as determined by classroom work, observations, tests, district and state assessments, and other relevant information. The classroom teacher(s) will recommend promotion or retention of students, subject to review and approval of the principal. Criteria for promotion are as follows:
  1. Progress toward mastery of performance standards approved by the State Board of Education for reading, writing, and mathematics.
  2. Minimum achievement rate of 60% on district established performance standards in reading, writing, and mathematics for each grade level, including levels of performance on statewide assessments.
  3. Students who do not meet the specific district levels of performance in reading, writing, and mathematics or who do not meet the specific level of performance on statewide assessments as determined by the Commissioner of Education will be provided remediation through additional diagnostic assessments, determined by the district, to identify the nature of the student's difficulty and areas of academic need.
  4. 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 student services
  - g. Suspension of curriculum other than reading, writing, and mathematics or any subject area included in statewide testing
5. Any student who has not met minimum state requirements on state assessments must continue remedial instruction until state expectations are met and documented.
6. Students in grades K-3 will be regularly assessed for reading proficiency using the reading comprehension scores on a district approved standardized test or statewide assessment. If any K-3 student exhibits a reading deficiency, the parent shall be immediately notified of the student's deficiency with a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading; and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected. The parent notification must also include the notice that his or her child has a substantial deficiency in reading, a description of the specific services that are provided to the child, a description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency, that if the child's reading deficiency is not remediated by the end of grade 3 the child must be retained unless exempt from mandatory retention for good cause, and strategies for parents to use in helping their child succeed in reading proficiency. The student must be given intensive reading instruction immediately following the identification of the reading proficiency. The student's reading proficiency will be reassessed at the beginning of the grade following the intensive reading instruction using a local assessment or teacher observation. The student will continue to be assessed and given intensive reading instruction until the reading deficiency is remedied.

7. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring the equivalency of level 2 or higher on the grade 3 reading portion of the Florida Standards Assessment Test (FSA), 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.
8. The school district may exempt students in grade 3 who demonstrate a continued deficiency in reading from mandatory retention only for good cause. Requests for good cause exemptions for students from the mandatory retention requirement shall be made consistent with the following procedure. Documentation shall be submitted from the student's teacher to the school principal that indicates that 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 individual education plan, if applicable, report card, or student portfolio. The principal shall review and discuss the recommendation with the teacher 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 district school superintendent. The superintendent shall accept or reject the principal's recommendation in writing. The good cause exemptions are now specified in state statute and are limited to the following:
  - a. English language learners (ELLs)/limited English proficient students who have had less than two years of instruction in English for Speakers of Other Languages program.
  - b. students with disabilities, whose individual educational plan (IEP) indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rule.
  - c. students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education
  - d. students who demonstrate, through a student portfolio, that he/she is performing at least a Level 2 on the Florida Standards Assessment (FSA).
  - e. students with disabilities who participate in FSA and who have an individual educational plan or a Section 504 plan that reflects that

they have received intensive remediation in reading for more than two years but still demonstrate a deficiency in reading and were previously retained in grades K, 1, 2, or 3.

- f. Third-grade students who have received intensive remediation in reading for two or more years but still have deficiency in reading and were previously retained in K, grade 1, or grade 2 for a total of two years. A student may not be retained more than once in grade 3. If promoted under this exemption, intensive reading instruction must include specialized diagnostic information and specific reading strategies.
- g. The school district shall provide written notification to the parent of any third grade student who is retained that his or her child has not met requirement for promotion and the reasons the child is not eligible for a good cause exemption. The notification must comply with the provisions of s. 1002.20(14) and must include a description of a proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.
- h. The district shall establish a Reading Enhancement and Acceleration Development (READ) Initiative in order to prevent retention and to offer intensive accelerated reading instruction to grade 3 or grade 3+ students who failed to meet standards for promotion to grade 4, and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative shall: Be provided to all K-3 students at risk of retention as identified by an assessment system that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension; be provided during regular school hours in addition to the regular reading instruction; and use a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications: Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level, provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension, provides scientifically based and reliable assessment, provides initial and ongoing analysis of each student's reading progress, is implemented during regular school hours, and provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.
- i. Third grade students who are retained must be provided intensive interventions in reading to ameliorate the specific reading

deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include: effective instructional practices; participation in the district's summer reading camp; and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

- j. The school district shall conduct a review of all retained third grade students who did not score above Level 1 on the FSA Reading and did not meet one of the good cause exemptions, and shall address additional supports and services needed to remediate the deficiency. 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(7) F.S.
- k. Retained third grade students must 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, scientifically 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 3<sup>rd</sup> and 4<sup>th</sup> grade students; extended school day, week, or year; and/or summer reading camps.
- l. A policy for the mid year promotion of any retained third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and is ready for promotion to grade 4 shall be established. 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 mastery of reading skills consistent with the month of promotion to fourth grade as presented in the scope and sequence of the school district's core reading program. To promote a student mid-year using a student portfolio, there must be evidence of the student's mastery of third grade Florida State Standards for language arts and beginning mastery of the benchmarks for fourth grade. 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. Districts shall provide retained third grade students a

high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.

#### Mid Year Promotion of Retained Third Graders

A student who is retained in third grade due to a reading deficiency, as required by Florida Statute 1008.25 (5) (b), may be promoted prior to the end of the first semester if he or she can demonstrate that:

1. He or she is a successful and independent reader as demonstrated by reading at or above grade level,
2. Has progressed sufficiently to master appropriate fourth grade reading skills, and
3. Has met all other requirements outlined in the district student progression plan.

Standards that provide a reasonable expectation that the student has met requirements of subparagraphs A-C of this policy include the mastery of reading skills, consistent with the month of promotion to fourth grade, as presented in the scope and sequence of the district's core reading program. Evidence of mastery includes the following:

1. Successful completion of portfolio elements (to be used in conjunction with other indicators of the student's reading level), or
2. Satisfactory performance on a locally-selected standardized assessment.

m. The school district shall, in addition to required reading enhancement and accelerated strategies, provide parents of a student to be retained at least one of the following instructional options: supplemental tutoring in research-based reading services; supplemental tutoring in scientifically research based reading services in addition to the regular reading block, a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading; and/or a mentor or tutor with specialized reading training.

n. The district shall establish at each applicable school an Intensive Acceleration Class (IAC) provided to any student in grade 3 who



- a. Retained third grade students who have received intensive instructional services but are still not ready for grade promotion must be offered the option of being placed in a transitional instructional setting. Such a setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.
  - b. Student progression decisions consider the student's response to evidence-based instruction/interventions implemented with fidelity.
9. A student in grades other than the third grade may be exempted from retention by the Superintendent for good cause based on a recommendation from the student's principal. This exemption may include provisions for ESE, ESOL, prior retention, or other good cause.
10. 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.
11. The school district shall report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level. The Commissioner of Education shall annually prescribe the required components of requested reports.
12. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

- B. 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 a 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.

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**PHASE III**  
**MIDDLE GRADES EDUCATION, 6 - 8**

**I. GENERAL COURSE REQUIREMENTS FOR GRADES 6 – 8**

- A. Students in grades 6, 7, and 8 shall receive instruction as follows:
1. Three years in mathematics
  2. Three years in language arts which shall be defined to include experiences in reading, English, creative writing, spelling, and handwriting
  3. Three years 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 years in social studies shall include the study of Civics, World History, and World Geography, as well as units of study in the Holocaust, African-American history and flag education.
  5. Computer literacy, critical thinking skills, and other related skills shall be taught in the context of the academic subjects specified in subparagraphs 1-4 of this section. A semester course in career education must be successfully completed by a student in grades 6, 7 or 8.

The middle grades career and education planning course must include the following:

- Be Internet-based, easy to use and customizable to each student;
- Include research-based assessments to assist students in determining educational career options and goals;
- Result in a completed personalized academic and career plan for the student;
- Emphasize the importance of entrepreneurship skills;
- Emphasize technology or the application of technology in career fields; and

- Include information from the Department of Economic Opportunity's economic security report as described in s. 445.07, F.S.
- 6. Physical education: Physical education will be offered for one semester with health offered the other semester. Any variation from this plan requires the approval from the Superintendent of Schools. All grade 7 and 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.
- 7. A minimum of thirty (30) instructional hours at each grade level in comprehensive health education to include alcohol, substance abuse prevention, and HIV/AIDS prevention.
- B. High School Credit Courses in Middle Schools. 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 HS credit for these courses.
  - 2. Students will be screened to determine readiness for Algebra in middle school using an appropriate assessment and district-set criteria. Seventh grade students who score a level 3 or above on the FSA 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.
- C. Students in grades 6, 7, and 8 shall be provided experiences which may be selected from, but not limited to, the following: art, music, foreign languages, exploratory vocational education, computer literacy, technology education, and health.
- D. Courses of study for grades K-8 in the subjects of language arts, mathematics, social studies, science, foreign language and computer literacy shall promote

mastery of the currently adopted state standards and curriculum frameworks developed by the Florida Department of Education.

## **II. STATE AND DISTRICT PERFORMANCE STANDARDS**

- A. Each student must participate in the statewide assessment tests at the designated level, except as otherwise prescribed by the Commissioner of Education. Each student who does not meet specific levels of performance in reading, writing, science, and mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and academic needs.
- B. The purpose of the Middle School Reform Act is to provide added focus and rigor to academics in the middle grades, so that students promoted from the eighth grade will be ready for success in high school.
- C. 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 may be provided remediation through:

- 1. additional diagnostic assessments, determined by each school, to identify the nature of the student's difficulty and areas of academic need, and
- 2. implementation of an individual progress monitoring/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.

- D. As of September 2016 Florida Statutes 1003.4156(1)(a)3 and 1008.22(3)(c)2.b changed to reflect that there is no longer a requirement for students to obtain a passing score on the Civics EOD to be promoted to the 9<sup>th</sup> grade. However, the Civics EOC will count as 30 percent of the student's final course grade.

A middle school student must pass the Algebra I End Of Course (EOC) assessment in order to earn high school credit for the course. If the Algebra 1 EOC is not passed but the student receives a passing grade in the course, the course will meet one of mathematics requirements for middle grades promotion.

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

1. Three middle school or higher courses in English. These courses shall emphasize literature, composition and technical text.
2. Three middle school or higher courses in mathematics. Middle school students must be offered at least one high-school-level mathematics course for which students may earn high school credit.
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 to be completed during the 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> grade. The course must include educational planning using My Career Shines to develop an electronic personalized academic and career plan.

**Refer to the Exceptional Student Education Section for students with disabilities.**

For each year in which a student scores at Level 1 on FSA Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs.

For each year in which a student scores at Level 1 or Level 2 on FSA Mathematics, the student may receive remediation the following year, which may be integrated into the student's required mathematics course.

Students who do not meet promotion requirements will be provided the opportunity to participate in the development of an Academic Instructional Plan (AIP). The plan provides academic assistance through the use of the AIP:

1. the individual student's academic needs
2. the student's attendance
3. the student's performance on district administered assessment instruments.
4. the parental involvement

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 the 9<sup>th</sup> grade.

- F. The Florida Board of Education has adopted Florida State Standards in Language Arts, Math, Science, Social Studies, the Arts, Health, Physical Education and



Foreign Languages. Instruction is appropriate to expectations for the grade level of the student. Appropriate assessments will be used. The Hamilton County School Board has established 60% 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.

- G. An individual progress monitoring/Response to Intervention (RtI) 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 FSA. An individual progress monitoring/Response to Intervention 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/MTSS 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 included in their existing individual plan.

## PHASE IV

### HIGH SCHOOL EDUCATION, 9 – 12

#### **I. REQUIREMENTS FOR GRADUATION FROM HIGH SCHOOL**

- A. No student may be issued a regular diploma who has not met the requirements for graduation as herein prescribed.
1. 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 or existing Exceptional Education student will be regulated by existing laws and regulations.) A student already enrolled in the Hamilton County School District may turn twenty (20) years of age during the semester and will be allowed 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.

Exception: A student that turns twenty years of age in the fall semester and is scheduled to graduate the following spring semester may continue provided the student is in good standing (grades/discipline/attendance) and on track to graduate that spring.

2. 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, the principal will make the final recommendation based on the following requirements: 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, community instruction, or recommend the Adult Education Program.

3. For graduation requirements please refer to the link listed below:

[www.fldoe.org/academ/mics/graduation-requirements](http://www.fldoe.org/academ/mics/graduation-requirements)

## Students Entering Grade Nine in the 2013-2014 School Year

### Academic Advisement Flyer—What Students and Parents Need to Know

#### What are the diploma options?

Students must successfully complete one of the following diploma options:

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

#### What are the state assessment requirements?

Students must pass the following statewide assessments:

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

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

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

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

#### What is the credit acceleration program (CAP)?

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

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

#### What are the graduation requirements for students with disabilities?

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

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

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

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>▪ ELA I, II, III, IV</li> <li>▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.</li> </ul>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I and one of which must be Geometry.</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must be equally rigorous science courses.</li> <li>▪ Two of the three required credits must have a laboratory component.</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).</li> <li>▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts<sup>1</sup></b>
<b>1 Credit Physical Education<sup>1</sup></b>
To include the integration of health
<sup>1</sup> Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <a href="http://www.fdoe.org/policy/articulation/ccd">http://www.fdoe.org/policy/articulation/ccd</a> .
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale.



Revised April 2016

**What are the requirements for standard diploma designations?**

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> <li>▪ Earn 1 credit in Algebra II;</li> <li>▪ Earn 1 credit in statistics or an equally rigorous mathematics course;</li> <li>▪ Pass the Biology I EOC;</li> <li>▪ Earn 1 credit in chemistry or physics;</li> <li>▪ Earn 1 credit in a course equally rigorous to chemistry or physics;</li> <li>▪ Pass the U.S. History EOC;</li> <li>▪ Earn 2 credits in the same world language; and</li> <li>▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>▪ Takes the respective AP, IB or AICE assessment; and</li> <li>▪ Earns the minimum score to earn college credit.</li> </ul>
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**Where is information on financial aid located?**

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Revised April 2016

## Students Entering Grade Nine in the 2014-2015 School Year Academic Advisement Flyer-What Students and Parents Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
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### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
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Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade\*. These assessments are in the following subjects:

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

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

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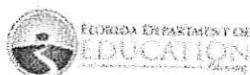
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- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

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

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>▪ ELA I, II, III, IV</li> <li>▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.</li> </ul>
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<b>8 Elective Credits</b>
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Revised April 2016



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Revised April 2016



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Students must pass the following statewide assessments:

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

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

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<ul style="list-style-type: none"> <li>▪ ELA I, II, III, IV</li> <li>▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.</li> </ul>
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Revised April 2016

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Revised April 2016

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### What are the diploma options?

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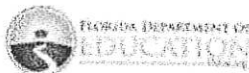
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Revised April 2016

B. Additional Graduation Requirements:

1. Successful completion of academic credit or curriculum requirements of Florida Statutes including:

- a. Earning passing scores on the statewide ELA or Reading Assessment as defined by state statute or on a standardized test that are concordant with passing scores on the statewide ELA or Reading assessments;

Earn a passing score on the statewide Algebra 1 End-of-Course or a comparative score on the Postsecondary Education Readiness Test (PERT)

- b. Completion of all other applicable requirements prescribed by the district school board as specified in Florida statute;

- c. Achievement of a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent in the courses required in this section:

- Indicates that a student who meets all requirements prescribed in the above section shall be awarded a standard diploma in a form prescribed by the school board as prescribed by the State Board of Education.

- d. Senate Bill 4 passed by the Florida Legislature added additional requirements for 9<sup>th</sup> grade cohorts to meet for graduation purposes.

Requirements for graduation based on school year student enters 9<sup>th</sup> grade.

- C. Graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education certificate. Students will be advised of their eligibility requirements for state scholarship programs and postsecondary admissions. The 24 credits may be earned through applied, integrated, and combined courses approved by the Department of Education and shall be distributed as follows:

1. Sixteen (16) core curriculum credits to include:

a. English - four credits

English courses must include major concentration in composition, reading for information, and literature. Also, see sections *Grades PreK to 12 Education Course Substitutions*, *Career and Technical Education Course Substitutions*, and *Postsecondary Readiness Courses* in the Course Code Directory (<http://www.fldoe.org/articulation/ccd/>).

b. Mathematics - four credits

One of which must be Algebra 1. The Algebra 1 EOC assessment performance will constitute 30 percent of the student's final course grade.

One of which must be Geometry. The Geometry 1 EOC assessment performance will constitute 30 percent of the student's final course grade.

c. Science - three credits

Two of the science credits must include a laboratory component. Also, see *Grades PreK to 12 Education Course Substitutions* and *Career and Technical Education Course Substitutions* in the CCD.

a. One of the four credits in science must be Biology 1 or a series of courses equivalent to Biology 1 as approved by the SBE.

b. Biology 1 EOC Assessment performance will constitute 30 percent of the student's final course grade, if enrolled.

d. Social Studies - three credits

1. one credit in United States History. Students enrolled in US History must take an End of Course (EOC) exam, which will count as 30% of the final grade in the class.



2. one credit in World History
  3. one-half credit in Economics
  4. one-half credit in United States Government
- e. Fine Arts or Performing Arts, Speech and Debate, or a Practical Arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination - one credit

All courses listed in the CCD under Art, Dance, Drama/Theatre and Music meet the Fine Arts or Performing Arts requirement. Courses that satisfy the Practical Arts course requirement are designated with the "PA" subject code in the CCD.

- f. Physical Education - one credit

Physical Education must include integration of health.

**Districts Choosing the Personal Fitness/Physical Education Activity Elective :**

Participation in an interscholastic sport at the junior or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of C or better. District school boards may not require students to complete the one credit in physical education during the 9th grade year. Please refer to the Physical Education High School Course Waiver Options in the CCD.

OR

Completion of one semester with a grade of C or better in a marching band class, in a physical activity class that requires participation in marching band activities as extracurricular activity or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan. Completion of two years in a Junior Reserve Officer Training Corps class, a significant component of which is drills, shall 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.

OR

Two years in an JROTC class (#1500450 and #1500460) waives the .5 credit physical education activity elective AND the full one-credit performing arts requirement (also #1500480). The student must still take the .5 credit Personal Fitness class to complete the requirement.

**Districts Choosing Health Opportunities through Physical Education (HOPE):**

Two seasons of an interscholastic sport at the junior varsity or varsity level AND a grade of "C" or better on the Personal Fitness competency test waives the full one-credit physical education requirement.

OR

Two years in an JROTC class (Year 1 waiver #1500450, Year 2 waiver #1500460) satisfies the full one credit physical education requirement AND the full one-credit performing arts requirement (also #1500480).

g. Electives-8 credits

- D. Beginning with the 2013-2014 ninth grade cohort, students who scored at Level 1 or Level 2 on FCAT Reading 2.0/FSA, or when implemented 9th, 10th, or 11th grade statewide, standardized English Language Arts 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. High school students in the ninth-grade cohorts for 2011-12 or 2012-13 who scored at Level 1 on the FCAT Reading 2.0/FSA must enroll in and complete an intensive reading class the following year.

Students who score at Level 2 may be placed in an intensive reading class or a content area course in which reading strategies are delivered.

**Reference link:** <http://www.justreadflorida.com/docs/6A-6-054.pdf>

High school students who score at Level 1 or Level 2 on FCAT 2.0/FSA Reading and who have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and afterschool with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills. The teacher must have the Reading Endorsement or Certification in Reading (Grades

K-12). In addition, these students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) must be adequate to implement the intervention course. This reading intervention course should include on a daily basis:

1. Whole group explicit instruction;
2. Small group differentiated instruction;
3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;
4. Integration of NGSSS benchmarks specific to the subject area if blocked with the intensive reading course (biology, world history, etc.);
5. A focus on informational text at a ratio matching FCAT 2.0/FSA Reading; and
6. Opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level texts.

Districts must establish criteria beyond FCAT 2.0/FSA Reading for placing students into different levels of intensity for reading intervention classes to meet individual instructional needs of students. Districts must determine if students have an instructional need in decoding and text reading efficiency through the use of assessments and identify benchmark criteria for placement of students requiring additional instructional time in reading intervention. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation. Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT 2.0/FSA Reading.

Districts may serve Level 2 students who do not need instruction in decoding and text reading efficiency in content area classes through a content area reading intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) package, have the Reading Endorsement or Certification in Reading (Grades K-12), or complete the Next Generation Content Area Reading Professional Development (NGCAR-PD). In addition, these students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course. This intervention course should include on a daily basis:

1. Whole group explicit instruction;
2. Small group differentiated instruction;

- E. For each year in which a student scores at Level 1 or Level 2 on the state mathematics assessment, the student must receive remediation the following year. Remediation may occur through applied, integrated, or combined courses. High school students who score at Level 1 or Level 2 on the Algebra 1 EOC Assessment must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of

skills not acquired by the student. The content area course must include remediation of skills not acquired by the student

F. Online Learning Credit – one course

Beginning with students entering grade nine in the 2011-2012 school year, at least one course within the 24 credits required in this subsection must be completed through online learning. However, an online high school level course taken during grades 6-8 fulfils this requirement. This requirement shall be met through an online course offered by the Florida Virtual School, an online course offered by the high school, or an online dual enrollment course offered pursuant to a district interinstitutional articulation agreement pursuant to s. 1007.235, F.S. A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45, F.S., meets this requirement.

- As of September 2016 there are two new options that a district school board or charter school may offer to students to satisfy the online course graduation requirement?

The two options include:

- Completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the Career and Professional Education Act (CAPE) Industry Certification Funding List (s. 1008.44, F.S.) or passage of the information technology certification examination without enrollment in or completion of the corresponding courses. Currently, there are 47 industry certifications that will satisfy this requirement identified in the primary career cluster area on information technology on the 2015-2016 CAPE Industry Certification Funding List. The State Board of Education will adopt the 2016-2017 CAPE Industry Certification Funding List by the fall of 2016.
- There are other eligible industry certifications students may earn in career and technical education (CTE) information technology courses that appear on the CAPE Industry Certification Funding List that do not have a primary career cluster information technology assignment. In order to expand school district options of viable industry certifications, we recommend visiting the CTE Information Technology website to identify courses and programs

categorized as Information Technology. Should a student earn any other industry certification on the CAPE Industry Certification Funding List resulting from enrollment in a CTE Information Technology course, then that eligible industry certification would satisfy the online course graduation requirement.

- Passage of an online content assessment by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes without enrollment of the corresponding course or courses. The type of online content assessments that may be utilized is determined by each school district.

- G. The Superintendent shall file with the Florida Department of Education the school board's duly adopted requirements for graduation from high school.
- H. 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.
- I. In order for an honorary diploma to be awarded posthumously, the following conditions must have been met:
1. The senior must have passed the required state assessment test.
  2. The senior must have been maintaining a passing grade in locally required courses for graduation.
- J. 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.

## **II. Virtual School**

### **A. Policy**

The School Board has the authority to adopt rules for implementing the student progression requirements for students in grades kindergarten through twelve. The Student Progression Plan for Hamilton County defines the criteria for graduation, participation in graduation, promotion,

intensive remediation, course offerings, evaluating student performance, and reporting to students and parents. The Student Progression Plan for Hamilton County has been developed based on Florida Statutes, current and local needs, and includes requirements for virtual education programs. For more information, see Florida Department of Education Virtual Education website – <http://www.fldoe.org/schools/school-choice/virtual-edu/> .

#### B. Virtual Education Programs

All students who choose to participate in the virtual education program must meet all of the local and state requirements for promotion, retention, and good cause exemptions. All instructional personnel, parents, and students are encouraged to become familiar with the requirements for progression from one grade to another, including the requisite testing programs.

Virtual instruction means a program of instruction provided in an interactive learning environment created through technology in which students are separated from their teachers by time, space, or both, and in which a Florida certified teacher is responsible for at least 70% of the online instruction to students in K-12.

As stipulated by the Florida K-20 Education Code (s.1002.20), parents have the right to choose educational options such as Hamilton Virtual Instructional Program (My District Virtual), K12, the district's virtual franchise, or Florida Virtual School for their children. A student's full-time school may not deny access to courses offered by Hamilton Virtual Instructional Program (My District Virtual), K12, the district's virtual franchise, or Florida Virtual School assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age.

The Hamilton County School District shall provide students with access to enroll in courses available through the Hamilton Virtual Instructional Program (My District Virtual), K12, the district's virtual franchise, or Florida Virtual School and shall award credits or academic points for successful completion of such courses. Access shall be available to students during or after the normal school day. Students wishing to take courses from Hamilton County My District Virtual Instructional Program (MDV), K12, the district's virtual franchise, or Florida Virtual



School must work closely with their school counselor and/or franchise staff to ensure that courses match the needs of the students. Hamilton County My District Virtual Instructional Program (MDV), the district's virtual franchise, or Florida Virtual School courses are available during the school year. Florida Virtual School offers its own virtual program throughout the summer.

All students enrolled in a virtual school program are subject to compulsory attendance requirements of s 1003.21 Florida Statutes. Attendance must be verified by the school district.

#### **FDOE Approved Program Providers**

Course Provider	Approved For
<u>Edgenuity</u>	2016-17 to 2018-19 school years for 6-12 grade
<u>Florida Connections Academy</u>	2016-17 to 2018-19 school years for K-12 grade
<u>K12 Florida</u>	2016-17 to 2018-19 school years for K-12 grade
<u>Mater Virtual Academy</u>	2014-15 to 2016-17 school years for 6-12 grade
<u>Somerset Virtual Academy</u>	2015-16 to 2017-18 school years for 6-12 grade
Florida Virtual School	Grades K-12

Hamilton County School Board offers three distinct virtual school programs:

#### **1. Hamilton County My District Virtual Instructional Program (MDV)**

Hamilton County My District Virtual Instructional Program (MDV) provides a choice option for families in Hamilton to pursue an online educational program. Eligible students are given an opportunity to participate in a full-time virtual school program for K-6 (Elementary) students and full-time or part-time program for 7-12 students (Middle/High). An important characteristic of the virtual instruction program is that students, along with a responsible adult, assume the responsibility for a student's educational experiences. All courses offered in the virtual instruction program must be based on the Florida State Standards. Students are required to take and pass the state-required assessments at their zoned school. Students are able to participate in extracurricular activities at their zoned school. The virtual school option requires eligible

students with the capacity and motivation to become independent learners.

Hamilton Schools only offer Virtual Instructional Programs approved by the Florida Department of Education. All Virtual Instruction Providers are required to sign the District Assurances to affirm they are meeting all the requirements in Florida Statute. Students who qualify for free and reduced lunch and do not have a computer at home may qualify to receive all required equipment.

Students are eligible to participate in the virtual instruction program based on the following criteria:

- Live in the Hamilton County Public School's attendance area
- Must have been in attendance at a Florida public school and reported for funding in October and February of the previous year.
- Are dependent of members of the U. S. Armed Forces who have transferred to Florida within the last 12 months and currently reside in Hamilton County may enroll with proof of military assignment.
- Must have been enrolled in a school district virtual instruction program during the prior year.
- Must be eligible to enter kindergarten or first grade.
- Must have a sibling who is currently enrolled in the school district virtual instruction program at the end of the prior year.
- Must be eligible to enter grades 2 through 5 and currently enrolled full time in a school district virtual instruction program or Florida Virtual School K-8 Program. The elementary program is a full-time program for students Kindergarten through grade 8. The parent or a responsible adult is required to be available to assist the student as a learning coach through each school day. Middle school students will be graded on the average of the first semester grade and the second semester grade. If the student does not finish 100% of the second semester, they

cannot pass the course regardless of their first semester grade. Courses that require an End-of-Course exam (EOC) must follow all state grading and credit requirements. Grades 9 – 12

Virtual Program: The Hamilton County School District offers a full-time high school program with a Florida-approved virtual instructional provider with a world class educational program. The online program is individualized, tuition free, and staffed by highly competent, certified teachers and support staff. Each student receives an individualized learning plan that provides a roadmap towards graduation. There are a number of online forums, clubs, and networking opportunities for the student. Students will typically spend 5-6 hours daily on coursework and homework. The learning opportunities require a commitment on the part of the student. Supportive parents are expected to help students stay on task and ensure that the student is following through on his/her assignments. Failure to make adequate progress or to demonstrate appropriate attendance may result in dismissal from the program. Enrollment in Hamilton County My District Virtual Instructional Program (MDV)

- It is recommended that students have a 2.0 grade point average or higher OR score a level 3 on the Reading required state assessment unless the student has medical or behavior issues that may limit success in the traditional classroom.

- Students must meet with the school counselor to determine if placement in MVIP is academically appropriate for the student based on course prerequisites, the student's academic history, age, and appropriateness of the course for the student.

- Online registration must be completed during the open enrollment periods prior to each semester. All required documents must be submitted during the registration process.

#### Equipment Requirements

Students wishing to take a virtual course should have access to their own computer. Some provision is available to students with an established need as verified by the free-and-reduced lunch application process. Contact the District Support Office at (386) 792-8770. Students should also have access to a phone to contact their teacher(s) for assistance.

Most virtual school courses make use of a wide variety of features and technologies, such as

Java, Flash, HTML5, CSS2/3, and depending on the course, other specialized components that help students achieve a more immersive learning experience.

Due to the wide array of technologies in over 100 courses, there are some limitations to browsers and devices that the district can support. In general, lightweight devices such as Google Chromebooks or Nooks, that have very limited technology support for Java or Flash, will not be compatible with the majority of the virtual courses. Currently, students may use recent versions of the following browsers on a technology-capable device that supports Java, Flash, and improvements to HTML, including HTML5:

■ Internet Explorer 8 or 9 ■ Firefox ■ Chrome ■ Safari

## 2. K12 (Virtual Franchise)

- K12 is the Hamilton Virtual Franchise Program obtained through NEFEC. K12 teachers provide virtual instruction to students in grades K through 12.

### Goals:

- a. To provide a part-time or full-time virtual school program
- b. To provide opportunities for students who are no more than 2 years behind their cohort group to recover credits and get back on track for graduation
- c. To provide an opportunity for over-aged middle school students to get back on track with their cohort group
- d. To provide opportunities for students to accelerate courses
- e. To provide full-time and/or part-time opportunities for home school and private school students to access middle and high school courses

### Primary Target Population:

1. Traditional public school students, including charter schools
2. Private school students
3. Home School students

## Enrollment in K12

There is an application process. It is recommended that students have a 2.0 grade point average or higher OR score at grade level or above (currently Level 3) on the state-required Reading Assessment. Consistent with statutory requirements, Level 1 and Level 2 students are required to take a reading intervention class at their zoned school.

Students wishing to take advantage of courses offered by K12 must follow the procedure outlined below:

1. The student must meet with the school counselor to determine if placement in the program is academically appropriate for the student based on course prerequisites, the student's academic history, age, and appropriateness of the course for the student.
2. All applications to take a course through K12 must be approved by the student's school counselor and/or franchise staff prior to the start of a new semester.
3. Once a semester has begun and classes have been in session for at least two weeks, a student may not withdraw from a school course to enroll in the same course online.
4. A student may not be placed in the same course concurrently at a district middle or high school and at Hamilton County Virtual School.
5. A student wishing to enroll in virtual school courses during the school day must declare planned courses prior to May 1. This deadline may be waived under

unusual circumstances at the discretion of the principal. This is necessary to ensure that the school can provide a dedicated classroom to accommodate the virtual school students.

6. Schools may not deny placement in a course offered through the virtual programs of Hamilton County even if the school offers the same course.
7. A student who withdraws or is withdrawn from a virtual course within 28 days of entry must enroll in enough courses at the zoned school to maintain full time enrollment status.
8. To remain in the franchise program, a student must:
  - a. Maintain virtual attendance policies as prescribed in the virtual student handbook.
  - b. Meet benchmarks, including all state required assessments.
  - c. Provide his/her own transportation to their zoned schools for all state-required assessments on test days.
  - d. Be considered a zoned-school student for sports and extracurricular activities.
  - e. Follow and maintain pace, according to course and instructor requirements.
  - f. Work with the zoned-school athletic director on any NCAA eligibility.

#### Co-Enrolled (Part time)

This program allows students to attend public school, home school, or private school for part of the day and take their remaining coursework online. The online course-work follows Hamilton



County Public Schools' Student Progression Plan and fulfills the requirements of the courses missed at school. These students will earn a regular diploma from their attending school and be permitted to participate in school-sponsored sports and extracurricular activities, just as any other student attending the school. Students may participate in this program by taking any portion of their course-work online and at school (up to a total of 7 courses). Total coursework may not exceed this limit. Public school students are required to take all required state assessments at their zoned school.

The performance of students in grades 9 – 12 shall be included for school grade or school improvement rating purposes by the non-virtual school providing the student's primary instruction.

#### Credit Recovery/Course Acceleration

A review of student academic and attendance records will be conducted prior to the start of school and at the end of each semester. Students meeting the criteria listed below may be recommended by the school counselor for an opportunity to participate in the Credit Recovery /Acceleration Program.

- Students who are not on schedule to graduate with their cohort – short/behind in credits,
- Students with a grade point average below a 2.0 – in danger of not graduating, or
- Students who are eligible for acceleration Students must have earned a grade of D or F in order to retake a class. A grade of D or F can only be replaced by a grade of C or higher as indicated in the Forgiveness Policy. Florida Virtual School There is an application process for Florida Virtual School. It is recommended that students have a 2.0 grade point average or higher OR score at or above grade level (currently a Level 3) on the state- required reading assessment. Consistent with statutory requirements, Level 1 and Level 2 students are required to take a reading intervention class at their zoned school. Students wishing to take advantage of courses offered by Florida Virtual School

must follow the procedure outlined below:

1. The student must meet with the school counselor to determine if placement in the program is academically appropriate for the student based on course prerequisites, the student's academic history, age, and appropriateness of the course for the student. Students enrolled in the district are subject to district policies relating to student progression. While a district may not artificially limit a student's enrollment in online courses offered by the school district, another school district or FLVS if the student would be academically eligible to enroll in the same courses in a brick-and-mortar setting within the district, a district still has authority and responsibility to provide academic guidance to their students. This includes limiting enrollment in courses for which the student is not academically qualified, in the same manner it would limit a student from enrolling in brick-and-mortar courses for which the student is not academically qualified.

2. All applications to take a course must be approved by the student's school counselor prior to the start of a new semester.

3. A student may not be placed in the same course concurrently at a district middle or high school and at Florida Virtual School.

4. A student wishing to enroll in virtual school courses during the school day must declare planned courses prior to May 1. This deadline may be waived under unusual circumstances at the discretion of the principal.

5. Schools may not deny placement in a course offered through Florida Virtual School even if the school offers the same course.

6. A student who withdraws or is withdrawn from a virtual course within 28 days of entry must enroll in enough courses at the zoned school to maintain full-time enrollment status.

7. To remain in the Florida Virtual School, a student must:

- a. Maintain virtual attendance policies as prescribed in the virtual student handbook.
- b. Meet benchmarks, including all state required-assessments.
- c. Provide his/her own transportation to their zoned school on designated test days for all state required-assessments.
- d. Be considered zoned-school students for sports and extracurricular activities.
- e. Follow and maintain pace, according to course and instructor requirements.

Academic Integrity MVIP/eTech/Florida Virtual School expects a full commitment to academic integrity from each student. Academic integrity means:

- Student's work on each assignment will be completely his/her own.
- Student's collaboration with another classmate on any assignment will be pre-approved by their instructor.
- Students will not practice plagiarism in any form.
- Students will not allow others to copy their work.
- Students will not misuse content from the Internet. Plagiarism is defined as follows: copying or using ideas or words (from another person, an online classmate, or an Internet or print source) and presenting them as your own.

Please be aware that all MVIP/eTech/Florida Virtual School instructors utilize a myriad of

technologies to check student work for authenticity including, but not limited to, the upload of student work to TurnItIn.com. In order to maintain the integrity of all grades, instructors may choose to facilitate random oral assessments and/or face-to-face exams. If an instructor confirms that a student has plagiarized work in any manner, the student will be subject to consequences determined by MVIP/eTech/Florida Virtual School staff and may be removed from the course and/or program with a failing grade. **Extracurricular Activity Eligibility** A full-time virtual school student who meets specified academic and conduct requirements is eligible to participate in extracurricular activities at his or her zoned school.

**STATUTORY AUTHORITY:** Florida Statutes: 120.81 (1) (a), 1001.32 (2), 1001.41, 1001.42, 1002.415, 1002.45, 1002.455, and 1001.43, 1012.23

**LAWS IMPLEMENTED:** Florida Statutes: 1003.33-47, 1007.27-271, and 1008.22-25

**History:** Adopted: June 27, 2011 Revised: July 23, 2012, June 10, 2013

### **III. *PROMOTION CRITERIA FOR GRADE NINE (9) THROUGH GRADE TWELVE (12)***

- A. All ninth grade students must take the maximum number of courses offered during the school day. Promotion from the ninth to the tenth grade occurs when a student has earned five (5) credits toward graduation.
- B. All tenth grade students must take the maximum number of courses offered during the school day. Promotion from the tenth grade to the eleventh grade occurs when a student has earned eleven (11) credits toward graduation.
- C. Eleventh grade students must take the maximum number of courses offered during the school day. Promotion from the eleventh grade to the twelfth grade occurs when a student has earned seventeen (17) credits including a minimum of two English, two mathematics, two science, and two social studies credits. A final decision on promotion to the twelfth grade for those students who do not meet the stated requirements rests with the high school principal.
- D. Twelfth grade students should take the maximum number of courses offered during the school day unless exempted from this requirement by the Superintendent. Dual enrollment students who are on track to graduate with their cohort and who are enrolled as full time dual enrollment students (12 semester hours) may be exempt from taking the maximum number of courses during the school day. To graduate, a student must earn a minimum of 24 credits. A

cumulative grade point average of 2.0 on a 4.0 scale, or its equivalent, for the credits required, is necessary for high school graduation. Students in the 2014-2015 and 2015-2016 cohort must earn a passing score on the FSA as defined in state statute or scores on a standardized test that are concordant with passing scores on the FSA as defined by state statute.

- E. The district will assist students in meeting state and district expectations for proficiency. This assistance may include but is not limited to forgiveness policies, summer school, special counseling, volunteer and/or peer tutors, school-sponsored help sessions, homework hotlines, and study skills classes.
- F. 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. 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.** All forgiven courses and grades must be included on a student’s transcript as an accurate reflection of the student’s record of achievement.
- G. A certificate of completion will be awarded to a student who completes the minimum number of credits and other requirements set forth in Florida Statutes but who is unable to earn passing scores on the FCAT 2.0/FSA or scores on a standardized test that are concordant with passing scores on the FCAT 2.0/FSA, or complete all requirements in a student progression and remedial instruction, or achieve a cumulative grade point average of a on a 4.0 scale or its equivalent. Any student who is entitled to a certificate of completion may elect to remain in the secondary school either as a full-time or part-time student for up to one (1) additional year and receive special instruction designed to remedy his or her identified deficiencies. A student who has received a certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard diploma whenever the requirements are completed but will only be allowed to walk at graduation one time. The awarding of a certificate of completion is limited to those students choosing the 24-credit general high school graduation program and is not applicable to the three-year graduation programs.
- H. Students in grades 9-12 must achieve at least 60% mastery of State Student Performance Standards for each academic course for which credit is awarded.

Courses for credit must be listed in the State Course Code Directory. The school district maintains a one-half credit earned system that includes courses provided on a full year basis. One half credit shall be awarded if the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half. If the student successfully completes either the first or second half of a full-year course and the averaging of the grades in each half would result in a passing grade, the student must also meet the attendance requirement for the course.

- I. The School Board may require specific courses and programs of study within the minimum credit requirements for high school graduation and shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma. Exceptional students shall be afforded the opportunity to meet the graduation requirements for a standard diploma using one of the following strategies:
  1. Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same performance standards as those required by non-exceptional students, or
  2. Assignment of the exceptional student to a basic education class for instruction which is modified to accommodate the student's exceptionality.
  3. The determination of which of these strategies to employ shall be based upon an assessment of the student's needs and shall be included in the student's individual education plan.
  4. Modifications to courses shall not include modifications to the curriculum frameworks or student performance standards. Modifications to courses in exceptional student classes or in regular classes may include any of the following:
    - a. The instructional time may be increased or decreased.
    - b. Instructional strategies may be varied.
    - c. Special communication systems may be used by the teacher of the students.
    - d. Classroom and district test administration procedures and other evaluation procedures may be modified as specified in Rule 6A-1.0943, FAC, to accommodate the student's disability.
  5. A student may be awarded credit for less than 135 hours of instruction if he or she has demonstrated mastery of the course requirements as



provided in the student progression plan. This includes awarding credit for courses taken in summer school, through performance based instruction (credit recovery), block scheduling, courses taken through the district Drop Out Prevention Program, or course modifications that combine courses. The district school board must establish policies for these nontraditional programs and must verify student achievement of the course requirements in accordance with the state high school grading system. If a school combines two courses for multiple credit during a single instructional period, it is recommended that the combination be approved by the school board after analysis of the course modifications and assurance that the course requirements are included in the combination and that the combined course is taught by instructors with appropriate certification.

#### **IV. INCORPORATION OF STUDENT PERFORMANCE STANDARDS**

District adopted student performance standards shall be utilized for all secondary credit courses as required by state statute. No student shall be granted credit unless he/she has mastered at least 60% of the student performance standards and satisfied other district and state requirements.

#### **V. SUBSTITUTION OF COURSES FOR THE NONELECTIVE COURSES REQUIRED FOR HIGH SCHOOL GRADUATION**

##### **A. Career & Technical Education (CTE)**

1. A student in grades 9-12 who enrolls in and satisfactorily completes a job preparatory program may substitute credit for a portion of the required four (4) credits in English, four (4) credits in mathematics, and three (3) credits in science. The CTE credit substituted for preparatory program shall be on a curriculum equivalency basis as provided for in the Florida Course Code Directory and upon the school board's adoption of student performance standards and the course(s).
2. CTE course(s) substitutes shall not exceed two (2) credits in each of the required academic subject areas of English, mathematics, and science. A CTE course which has been used as a substitute for a required academic credit in one subject area may not be used as a substitute for any other subject area.

##### **B. Basic Education**

1. Two years in a JROTC class (#1500450 and #1500460) waives the .5 credit physical education activity elective AND the full one-credit performing arts requirement (also #1500480). The student must still take the .5 credit Personal Fitness class to complete the requirement.

OR

Two years in an JROTC class (Year 1 waiver #1500450, Year 2 waiver #1500460) satisfies the full one credit physical education requirement AND the full one-credit performing arts requirement (also #1500480)

C. Credit Acceleration Program (CAP) –Section 1003.4293, F.S.

- As of September 2016 there are the two new options for a student to earn high school credit via the CAP? Currently, a student may earn high school credit in Algebra I, Algebra II, Geometry, U.S. History or Biology I if the student passes the statewide, standardized end-of-course (EOC) assessment without the requirement of enrolling in or completing the course. Effective July 1, 2016, a student is allowed to earn high school credit in courses required for high school graduation through the passage of an Advanced Placement (AP) examination or a College Level Examination Program (CLEP). If a student attains a passing score on an AP examination or CLEP, then the school district is required to award course credit to the student who is not enrolled or who has not completed the course.

## **VI. ATTENDANCE REQUIREMENTS FOR HIGH SCHOOL CREDIT**

- A. Attendance is required until a student's sixteenth birthday.

No student may be awarded credit if he/she has not been in class(es) for instruction 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.

- B. Excused absences as determined by the district school board and as carried out by the secondary school principal shall not be counted against the 135 hours minimum requirement. 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. Reasons for excused absences include:

1. Sickness, injury, death in the immediate family, or some other insurmountable condition (up to three (3)) parent notes per semester.
2. Documented appointments with health care professionals.
3. Documented absences for religious instruction or religious holiday.
4. Participation in an academic class or school-sponsored activity approved by the principal.
5. Court appearances (copy of subpoena required).
6. Other absences defined as excused by state statute.

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

High school students who exceed a certain number of absences may be unable to receive credit. Please check with the administration of the high school for specific information.

- C. When a student in grades 7-12 accumulates over 15 unexcused absences in a course within a semester, credit shall 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).
- D. If extended illnesses will be in excess of six weeks, parents must notify guidance in order to apply for homebound instruction.

- E. Work students must be in attendance in order to receive work hours' credit for that day.
- F. A student who has 15 unexcused absences within any semester shall be considered truant and reported to proper authorities. The Department of Highway Safety may not issue and shall suspend any previously issued driver's license or learner's license for any such minor student. The school district will notify DHSMV when a student who is eligible for driving privileges reaches 15 unexcused absences within any semester.
- G. Out-of-school suspension absences will be considered excused. Students will have the same period of time to submit make up work for an excused absence.
- H. Students are not counted absent due to in-school-suspension or school sponsored activities.
- I. The School Board is authorized to establish requirements for high school graduation in excess of the minimum requirements. An increase in the academic credit or minimum grade point average requirements shall not apply to students in grades 9–12 at the time of the increase. Any increase in academic credit or minimum grade point average requirements must not apply to a student who earns credit toward graduation requirements for equivalent courses taken through dual enrollment.

## ***VII. AUTHORIZED TIME FOR PROVIDING NONINSTRUCTIONAL EXTRACURRICULAR ACTIVITIES WITHIN THE MINIMUM PERIOD OF INSTRUCTION***

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.

## **VIII. DETERMINATION OF MASTERY OF STUDENT PERFORMANCE STANDARDS**

A student will have demonstrated mastery of the student performance standards for a district approved course when through a combination of teacher observations, classroom assignments, and/or student assessment, it has been determined that a student has attained at least a passing score/grade of 60 percent for the course.

## **IX. PARTICIPATION IN 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 Florida Law. 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 is found to have committed a felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon established 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 (FHSAA).

## **X. DUAL CREDIT**

- A. Students who satisfactorily complete approved college level dual enrollment courses listed in the *Florida Course Code Directory* shall receive both high school and college credit.
- B. High school courses taken in grade 8 and below and that are designated in the *Florida Course Code Directory* as grade 9-12 may be used to satisfy high school graduation requirements. The course shall also meet the annual requirements for promotion.

## **XI. REMEDIAL OR COMPENSATORY COURSE FOR CREDITS**

- A. The district will attempt to identify students in grades 9-12 who are earning grade point averages less than that required for graduation and to provide assistance to these students.

- B. Up to nine (9) remedial/compensatory courses listed in the *Florida Course Code Directory* may be used as elective credit for meeting graduation requirements. No more than one credit in exploratory vocational courses or three credits in practical arts family and consumer science classes may be granted toward high school graduation.
- C. Remedial and compensatory courses taken in grades 9–12 may only be counted as elective credit.

## **XII. ALTERNATIVES TO STANDARD HIGH SCHOOL GRADUATION**

- A. Students failing the FCAT 2.0/FSA will be remediated and/or retested at the same time designated by the state during the eleventh or twelfth grade or the summer following the twelfth grade. Seniors who have the required credits and GPA for graduation but do not have a passing score on the FCAT 2.0/FSA have the option to take either the ACT or SAT and obtain the required state passing scores. A student who elects to not take these alternative assessments or does not obtain the required scores may participate in graduation exercises and receive a certificate of completion. These students would be eligible to attend summer school and re-take the FSA.
- B. Students who are in danger of not meeting state assessment or credit requirements for graduation may become a candidate to participate in a credit earning / credit recovery program with Smart Horizons Career Online High School. The High School is an accredited private school that provides virtual courses for students. A student may transfer from Hamilton County High School to the Smart Horizons Career Online High School and receive a diploma from the school. The current requirements for graduation from Smart Horizons Career Online High School include 18 credits in specific courses with a minimum of 4 Career Elective credits earned while enrolled in Smart Horizons. Courses taken at Hamilton County High School can be transferred to Smart Horizons at any point for meeting graduation requirements for Smart Horizons. Courses (both credit recovery and for initial credit) taken at Smart Horizons can be transferred to Hamilton County High School for meeting graduation requirements. Students who complete the requirements for graduation from the Smart Horizons Career Online High School as a part of an approved safety net program by the administration of the high school will be permitted to participate in the district's high school graduation ceremony.

## **XIII. TRANSFER CREDITS**

- A. **State Uniform Transfer of Students in the Middle Grades.** The purpose of this rule is to establish 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:

1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.
2. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.
3. 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:
  - a. Portfolio evaluation by the superintendent or designee;
  - b. Demonstrated performance in courses taken at other public or private accredited schools;
  - c. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
  - d. Demonstrated proficiencies on the FSA; or
  - e. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(c) and (d) of this rule if required.

- B. **State Uniform Transfer of High School Credits.** The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools. The procedures shall be as follows:

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

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(d) and (e) of this rule if required.

- C. Requirements of the school shall not be retroactive for transfer students provided the student has met all requirements of the school district or state from which he or she is transferring. Students who enter a Florida public school at the eleventh or twelfth grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high

school course requirements for the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a grade point average and pass the grade 10 FSA or alternative assessment as specified in state statute.

1. Students who have met all requirements for the standard high school diploma except for passage of the grade 10 FSA or an alternative assessment by the end of grade 12 must be provided the opportunity to participate in an accelerated high school equivalency diploma preparation during the summer, upon receipt of a certificate of completion be allowed to take the Common Placement Test (CPT) or Postsecondary Education Readiness Test (PERT) and be admitted to the remedial or credit courses at a state community college as appropriate, or participation (if available) in an adult general education program as provided in state statute for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the grade 10 FSA an unlimited number of times in order to receive a standard high school diploma.
2. Students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of the grade 10 FSA or alternative assessment may receive immersion English language instruction during the summer following the senior year. Students receiving such instruction are eligible to take the FSA or alternate assessment and receive a standard high school diploma upon passage of the grade 10 FSA or the alternate assessment. This shall be implemented to the extent funding is provided in the General Appropriations Act.
3. The Superintendent or designee shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.

#### ***XIV. DUAL ENROLLMENT GRADES 9-12 WITH COMMUNITY COLLEGES OR UNIVERSITIES AND ACCELERATED GRADUATION OPTIONS***

- A. At the beginning of each school year parents of students in or entering high school must be notified of the opportunity and benefits of advanced placement,

International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School Courses when the program is available within the district. 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. 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 precollegiate 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.

- B. Students in grades 9-12 (or the grade levels approved in institutional agreement with the postsecondary institution) who are dually enrolled in approved college level courses may earn credit toward both a high school diploma and an associate or baccalaureate degree. Students must be awarded credit toward high school graduation requirements for courses taken through dual enrollment as identified in state statute. All dual enrollment courses will receive weighting equivalent to advanced placement courses when calculating GPA unless otherwise mandated by state guidelines.
- C. No student receiving instruction under the provision of dual enrollment shall be charged registration, matriculation, textbook, or tuition fees. An entrance examination score is required by colleges and universities. Deadlines for registrations will be communicated to the students.
- D. For admission of a 9-12 (or the grade levels approved in institutional agreement with the postsecondary institution) student into the dual enrollment program, the administration of the program and implementation of the program shall comply with state statute and the terms of the agreement between the Hamilton County School Board and the community college or university.
- E. All students making application for dual enrollment programs must have prior approval of the principal or his/her designee.
- F. The following guidelines are the conditions for dual enrollment in the program as adopted by the State Board of Education:

1. Student qualifications to be enrolled in dual enrollment courses include the demonstration of a readiness for college-level coursework if the student is enrolled in college courses, readiness for career-level coursework if the student is to be enrolled in career courses, and in addition to the common placement examination scores necessary for enrollment in dual enrollment courses the student must have a 3.0 unweighted GPA for college credit and a unweighted GPA for career certificate dual enrollment courses. Any other qualifications required by the community college must be included in the interinstitutional articulation agreement developed to ensure student readiness for postsecondary instruction. These additional requirements shall not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses.
2. A student must clear community 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. Minimum college readiness test scores may also be required as stated in the interinstitutional agreement with the community college for placement in specific courses for dual enrollment.
3. A student will reduce his/her high school course load to correspond with the number of college level courses taken. This provision may be waived by the Superintendent or their designee if it is in the best interest of the student's educational plan.
4. 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.
5. All Hamilton County High School rules, policies, and procedures are in effect for courses taken in the dual enrollment program.
6. The enrollment form must be signed by the student, parent, guidance department chairperson, and principal.
7. Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and shall not be used to enroll students in isolated career courses.
8. All secondary school students shall be informed of dual enrollment as an educational option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic



credits required for graduation. The demand of dual enrollment and other advanced courses shall be annually assessed and the school board shall consider strategies and programs to meet the demand and include access to dual enrollment on the high school campus whenever possible.

Alternative grade calculation, weighted systems, or information regarding student education options which discriminate against dual enrollment courses are prohibited.

- G. The school district, community college, or state university may conduct advanced placement instruction within dual enrollment courses. Each joint dual enrollment and advanced placement course shall be incorporated within and subject to the provisions of the district interinstitutional articulation agreement. The agreement shall certify that each joint dual enrollment and advanced placement course integrates, at a minimum, the course structure recommended by the College Board and the structure that corresponds to the common course number. Students enrolled in a joint dual enrollment and advanced placement course may be funded either by dual enrollment or advanced placement formula but not both. The postsecondary credit for a joint dual enrollment and advanced placement course shall be awarded as either dual enrollment or advanced placement credit, based on student preference. An award of advanced placement credit must be limited to students who score a minimum of 3 on a 5-point scale on the Advanced Placement Examination. No student shall claim double credit based on the completion of a single joint dual enrollment and advanced placement course, nor shall any student be required to complete the Advanced Placement Examination.
- H. The school district shall provide each student in grades 6-9 and their parents with information concerning the three-year and four-year high school options including the respective curriculum requirements for those options, so that the students and their parents may select the program that best fits their needs. This information shall include a timeframe for achieving each graduation option.
- I. The selection of one of the graduation options must be completed by the student prior to the end of grade 9 and is exclusively up to the student and parent, subject to the requirements of state statute. If a student enters the public school system after grade 9 upon transfer from a private school or another state or who was prevented from choosing a graduation option due to illness shall have until the end of the first semester of grade 10 to choose an option. If the student and parent fail to select a graduation option, the student shall be considered to have selected the 24 general requirements for high school graduation.
- J. The Hamilton School District shall not establish requirements for accelerated three-year high school graduation options in excess of the requirements of state statute for the three-year standard college preparatory program or three-year career preparatory program.



- K. A student who meets all requirements of an accelerated graduation option shall be awarded a standard diploma in a form prescribed by the State Board of Education. Students selecting one of the three-year graduation options shall have the same opportunities as students graduating in the four-year program including eligibility for valedictorian, salutatorian, Talented 20, and Bright Futures. However, if a student in a three-year program qualifies for valedictorian or salutatorian, they will be recognized in addition to the valedictorian or salutatorian of the four-year program.

#### **XV. GRADUATION FROM EARLY ADMISSION AND ADVANCED STUDIES PROGRAMS**

- A. Any student recommended for admission to the early admission and advanced studies program, as provided in Section 6A-1.095(2) of State Board of Education Regulations, shall have a superior academic record of B or better (3.0 GPA on a 4.0 scale) and shall be recommended by the principal, guidance department chairperson, and the superintendent for admission to such program. No student shall be admitted to the advanced studies program without the approval of the school board in formal session.
- B. The student must have been accepted by a postsecondary institution authorized by Florida Law or accredited by the Southern Association of Colleges and Schools after satisfactory completion of twenty (20) credits after having passed the FSA.
- C. When the above stated conditions have been met, the student may be awarded a diploma of graduation with his or her regular class or at a time convenient to the principal, provided that:
1. The student has completed two (2) college semesters or equivalent with normal class load and maintained at least a C average or equivalent, or
  2. The student has earned sufficient college credits to fulfill graduation requirements as specified by the school board.

#### **XVI. GRADUATION HONORS**

- H. Honors, foreign 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 an 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.

- Effective for a student who graduates in the 2016-2017 school year, a student's biliteracy is signified on a high school diploma and transcript either as a Gold Seal of Biliteracy or a Silver Seal of Biliteracy. "Gold" means the highest level of competency certified by the Florida Seal of Biliteracy Program. "Silver" means the second-highest level of competency certified by the Florida Seal of Biliteracy Program.
- B. 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 7 and 8. The rank will be calculated after the third nine weeks grades are issued and will include all dual enrollment final grades for the second semester and third nine weeks grades. All grades, including virtual or credit recovery, must be completed no later than the last day of the dual enrollment courses for consideration in the calculation of class rank. Honor graduates will be announced at honors night. The Talented 20 designations will be given to those students whose cumulative GPA ranks in the top twenty percent of qualified students.
- C. If more than 10 students have a GPA of 4.0 or above, all of these students will be included on the program. 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.
- D. 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 (3 with substantial writing)
  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) Foreign Languages (in the same language)

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

<u>PERT</u> : Reading 106	<u>SAT</u> : Verbal 440	<u>ACT</u> : English 17
Writing 103	Math 440	Reading 19
Mathematics 114	Read/Write 430	Math 19

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.

- E. 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.

## ***XVII INTERINSTITUTIONAL ARTICULATION AGREEMENTS***

- A. The Superintendent and President of North Florida Community College shall jointly develop and implement a comprehensive articulated acceleration program for district students enrolled in the community college's program. An articulation committee shall be established for the purpose of developing this agreement.
- B. The district interinstitutional articulation must be completed before the high school registration for the fall term of the following school year. The agreement must include, but is not limited to the following:
1. Ratification of all existing articulation agreements
  2. Delineation of courses and programs available to students eligible to participate in dual enrollment. This delineation must include a plan for the community college to provide guidance services to participating students on the selection of courses in the dual enrollment program. The plan must assure that each dual enrollment student is encouraged to identify a postsecondary education objective with which to guide the course selection. At a minimum, each student's plan should include a list of courses that will result in the Applied Technology Diploma, An Associate in Science degree, or an Associate in Arts degree. If the student identifies a baccalaureate degree as the objective, the plan must include courses that will meet the general education requirements and any prerequisite requirements for entrance into a selected baccalaureate degree program.
  3. Delineation of the process by which students and their parents are informed about opportunities to participate in articulated acceleration programs
  4. Process by which students and their parents exercise their option to participate in an articulated acceleration program
  5. High school credits earned for completion of dual enrollment course

6. Postsecondary courses that meet the criteria for inclusion in the district articulated acceleration program to be counted toward meeting graduation requirements of state statute.
7. Eligibility criteria for student participation in dual enrollment courses and programs
8. Institutional responsibilities regarding student screening prior to enrollment and monitoring student performance subsequent to enrollment in dual enrollment courses and programs
9. Identify the instructional quality criteria dual enrollment courses and programs that are to be judged and a delineation of institutional responsibilities for the maintenance of instructional quality
10. Delineate instructional responsibilities for assuming the cost of dual enrollment courses and programs including responsibilities for student instructional materials
11. Responsibility for providing student transportation when the dual enrollment is conducted at a facility other than the high school campus
12. Process for converting college credit hours earned through dual enrollment and early admission programs to high school credit based on mastery of course outcomes

## **XVIII ARTICULATED ACCELERATION MECHANISMS**

- A. The articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. This shall include but not be limited to dual enrollment, early admission, advanced placement, credit by examination, the International Baccalaureate (IB) program, and the Advanced International Certificate of Education Program. Credit earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.
- B. Home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by association. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of state statute.

- C. Early admission shall be in the form of dual enrollment through which eligible secondary students enroll in a postsecondary institution in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students enrolled are exempt from the payment of registration, matriculation, and lab fees.
- D. Advanced placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination.
- E. Credit by examination shall be the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.
- F. International Baccalaureate (IB) is the curriculum whereby students are enrolled in a program of studies offered through the IB Program administered by the IB office. The State Board of Education has established rules that specify the cutoff scores and IB Examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination.
- G. The Advanced International Certificate of Education Program (AICE) and the International General Certificate of Secondary Education (pre-AICE) Program shall be the curricula in which eligible secondary students are enrolled in programs of study offered through the AICE Program or the pre-AICE Program administered by the University of Cambridge Local Examinations Syndicate. The State Board of Education shall establish rules, which specify the cutoff scores and the AICE examinations which will be used to grant postsecondary credit, shall apply to students taking AICE examinations after such rules are adopted by the State Board of Education. Any such rules, which have the effect of raising the required cutoff score or changing the AICE examinations which will be used to grant postsecondary credit, shall apply to students taking AICE examinations after such rules are adopted by the State Board of Education. Students shall be awarded a maximum of 30 semester credit hours. The specific course for which a student receives such credit shall be determined by the community college or university that accepts the student for admission. Students enrolled in either program of study shall be exempt from the payment of any fees for administration

of the examinations regardless of whether the student achieves a passing score on the examination.

- H. Any student who earns 9 or more credits from one or more of the acceleration mechanisms provided for in this section is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.
- I. Academically Challenging Curriculum to Enhance Learning (ACCEL) Option – Section 1002.3105(5), F.S.

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

- Three elective credits instead of eight,
- Physical education is not required, and
- Online course is not required. All other graduation requirements for a 24-credit standard diploma must be met based on Grade 9 cohort year per s. 1003.4282(3)(a)-(e), F.S.
- Also open to students with disabilities and 5<sup>th</sup> year high school students.



## **PHASE V**

### **ADULT SCHOOL**

#### **I. GENERAL GUIDELINES**

The primary goal of the Hamilton County 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 or older who are legally separated from the regular school program of the public schools are eligible for adult education.

##### **B. EXPELLED STUDENTS**

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

##### **C. FEES**

Matriculation or tuition fees based 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.
2. Provide a copy of the Withdrawal Form from last secondary school attended if under the age of 18.
3. Complete the district 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 1-6 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 to 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.

## **II. HIGH SCHOOL EQUIVALENCY DIPLOMA (GED - GENERAL EDUCATION DEVELOPMENT TEST)**

- A. As provided by Florida law, candidates for a high school equivalency diploma shall be at least eighteen (18) years of age on the date of the examination except under extraordinary circumstances sixteen (16) and seventeen (17) year olds may be permitted to take the GED.
  1. Extraordinary circumstances wherein sixteen and seventeen year olds may be permitted to take the GED are defined as follows:
    - a. Need for full-time employment due to serious illness or death of a family member who provided economic support
    - b. Marriage
    - c. Pregnancy
    - d. Immediate need for high school diploma for exceptional employment or academic opportunity
    - e. Military service
    - f. A sixteen or seventeen year old who has been counseled along with the parents or guardian and still refuses to attend regular high school and withdraws may be permitted to take the GED test provided he or she enrolls in the adult education program and takes the GED Review and High School Review Courses.
  2. Candidates who are sixteen or seventeen years old shall reside or attend school in the district in which the examination is administered unless permission is granted by the superintendent of schools in the candidate's district of residence.

3. The final approval for sixteen or seventeen year olds to take the test shall be made by the superintendent or his designee.
- B. Students sixteen years of age or older who are enrolled in the regular day program of the high school may be eligible for the GED Performance Based Option program.
- C. The GED test shall be administered two-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 including times and dates for testing.
- D. A candidate who fails to attain the required minimum scores on the initial GED testing may retake the tests 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.
- E. The GED diploma is the State of Florida High School Diploma and upon successful completion he/she will not be eligible to return to school seeking a high school diploma.

## **PHASE VI**

### **EXCEPTIONAL STUDENT**

#### ***I. GENERAL PROCEDURES FOR STUDENT PROGRESSION DECISIONS FOR EXCEPTIONAL STUDENT EDUCATION***

- A. This document applies only to those students who have met the criteria and have been staffed into an Exceptional Student Education Program. Placement into an Exceptional Student Education Program is in accordance with 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 Special Program and Procedures Document for Hamilton County.
- B. Categorical Exceptional Student Education Programs
  - 1. Autism Spectrum Disorder
  - 2. Deaf or Hard-of-Hearing
  - 3. Developmentally Delayed (Age 0-5)
  - 4. Dual-Sensory Impairments
  - 5. Emotional/Behavioral Disability
  - 6. Gifted
  - 7. Homebound or Hospitalized
  - 8. Intellectual Disability
  - 9. Language Impairment
  - 10. Orthopedic Impairment
  - 11. Other Health Impairment
  - 12. Specific Learning Disability
  - 13. Speech Impairment
  - 14. Traumatic Brain Injury
  - 15. Visual Impairment

#### ***II. Admission and Placement***

##### **REQUIRED COMPONENTS**

- A. Eligibility for Exceptional Student Education (ESE) Services 1003.43 (11)(a)F.S.

All students having difficulty meeting promotional requirements shall be monitored carefully by the Multi-Tiered System of Supports (MTSS) Intervention Team or its equivalent. Eligibility for an Exceptional Student Education program may be considered upon completion of appropriate intervention and activities.

State law requires that students with learning problems in reading and/or math or behavior that interferes with learning must have been on an intervention plan for a reasonable amount of time prior to beginning the referral for Exceptional Student Education.

Hamilton County School District has defined the reasonable length of time as a minimum of 45 school days for most students. Exceptions do apply in extreme/emergency situations, and when sensory impairments exist. Evaluation must be completed within 60 days that the student is in attendance. Eligibility for Exceptional Student Education is determined by the staffing committee in accordance with current eligibility criteria as defined in the Exceptional Student Policies and Procedures (SP&P) located on the Florida Department of Education website at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.

B. Placement of Students with Disabilities enrolled in Exceptional Student Education (ESE).

Individual Education Plan (IEP) teams determine the appropriate ESE program placement for students with disabilities based on their individual needs. School administrators use this information to determine classroom(s) and teacher(s) to which the student will be assigned. An ESE teacher or other service provider in the Least Restrictive Environment (LRE) as determined by the IEP team will provide specially designed instruction. In most cases, this will be in the regular education classroom with their non-disabled peers but some ESE students may require instruction in a separate environment for a portion of the day.

### **III. Individualized Education Plan (IEP)**

#### **REQUIRED COMPONENTS**

A. Individual Educational Plan

Each student placed into an exceptional student program shall have an individual educational plan, which is reviewed and updated at least annually. "The term 'individual educational plan' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes

1. A statement of the child's present levels of academic performance and functional behavior, including
  - a. How the child's disability affects the child's involvement and progress in the general curriculum, or
  - b. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

2. A statement of measurable annual goals, which may include benchmarks or short-term objectives, related to
  - a. Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum; and
  - b. Meeting each of the child's other educational needs that result from the child's disability.
3. A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program accommodations and/or modifications that school personnel will be provided for the child
  - a. To advance appropriately toward attaining annual goals;
  - b. To be involved and progress in the general curriculum in accordance with clause (1) and to participate in extracurricular and other nonacademic activities; and
  - c. To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.
4. An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in clause (3).
5. A statement of any individual accommodations in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in such assessment; and
  - a. If the IEP Team determines that the child will not participate in a particular State or district-wide assessment of student achievement (or part of such an assessment), a statement of
    1. why that assessment is not appropriate for the child; and
    2. how the child will be assessed.
6. Additional requirements related to IEP development may be found in Rule 6A-6.03028, Florida Administrative Code (FAC).



The annual goals and objectives for exceptional students are stated in the individual educational plan (IEP) for each student. Each year an IEP review conference is held to which parents are invited and encouraged to attend. The purpose of this conference is to review student achievement and to formulate goals and objectives for the following year. For students fourteen (14) and over, in addition to reviewing student achievement, an additional purpose would be to discuss transition for post secondary environments. Beginning at age fourteen (14) students are also invited to the IEP meeting.

#### **IV. Curriculum and Instruction**

**A. Instructional Accommodations for Exceptional Student Education (ESE) Students.**

Accommodations are changes to the way a student with disabilities accesses curriculum, demonstrated learning, or how he or she is tested. Accommodations do not change the content to the standards, but may require a change of instructional methods, materials, assignments, time demands and schedules, learning environments, and special communication systems or assistive technologies. These accommodations must be developed and documented on the student's IEP.

**B. Most students with disabilities can achieve general state content standards pursuant to rule 6A-109401, F.A.C. Effective accommodations must be in place to support involvement of students with disabilities in general education. Exceptional students who are using general state content standards to attain a standard diploma will have to meet the same requirements. The student's Individual Education Plan (IEP) will address the areas of academic need and accommodations to the general curriculum. Students with disabilities participate in the district's K-12 Comprehensive Reading Plan and supplemental intensive instructional supports as appropriate.**

**C. The general state content standards are the foundation of curriculum, instruction, and assessment for all Florida students. However, students with significant cognitive disabilities utilize Access Points to access the general curriculum. Access Points consist of foundation skills that are clearly linked to the general education content. The content is reduced in depth and complexity to provide access to the standards, while still providing rigor and challenging academic expectations. Access Points were developed with three levels of complexity to ensure that all students have access to the general state content standards. The three levels of complexity are Independent, Supported and Participatory.**

**D. ESE students who are utilizing the Access Points for Students with Significant Cognitive Disabilities will participate in the Alternate Assessment based on Alternate Achievement Standards (AA-AAS). IEP Teams are responsible for determining whether students with disabilities will be instructed on Florida**

Standards and assessed with the Florida Standards Assessment (FSA)/End of Course (EOC) assessments or on Access Points and assessed with the AA-AAS based on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.) Parents must sign consent for their student to receive instruction on Access Points.

## **V. REPORT OF STUDENT PROGRESS**

### **A. Notification of IEP Goals**

All parents will be notified of their child's achievement during the school year with at least the same frequency as that of a non-disabled peer enrolled in the same school. Progress toward IEP goals will be reported to the parent at the time designated on the IEP.

### **B. Report Cards and Grading**

- a. A student's placement in an Exceptional Student Education (ESE) program may not be designated on the report card due to FERPA (Family Education Rights and Privacy Act).
- b. ESE students must receive a report regarding progress toward IEP goals and objectives along with the report card. The final report card for the year shall contain a statement indicating end-of-the-year status or performance, or non-performance, at grade level, acceptable or unacceptable behavior and attendance and promotion or non-promotion.
- c. Students may not be discriminated against in grading because of their disability. Teachers may not unilaterally decide to use an individual grading system for a student with disabilities.
- d. An ESE student shall not be penalized with a lower grade for using accommodations.

In very limited cases where the district report card would be ineffective in communicating progress of an ESE student, an alternate to the district report card, approved by the Coordinator of Exceptional Student Education, may be used.

## **VI. ASSESSMENT OF STUDENT PERFORMANCE GRADES PK-12**

### **A. Statewide Assessment**

All students, including Exceptional Student Education (ESE) students, must participate in the state's assessment and accountability system. ESE students who are following the general education program and pursuing a standard diploma shall participate in the same state and district assessments as their general

education peers, including the Florida Standards Assessment (FSA) and End of Course (EOC) exams. If ESE students receive testing accommodations, the accommodations must be listed in the student's Individual Education Plan (IEP) or 504 plan and utilized regularly during classroom instruction and assessment. Allowed accommodations are listed in the procedures manual for specific assessment.

B. Standards Assessment Waiver

Legislation provides for a waiver of the statewide assessments as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments after attempting each required assessment at least twice. The individual educational plan (IEP) team may request a waiver of the assessment requirement for a standard high school diploma for those students with disabilities identified in the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities Act (ENNOBLES) who also meet the requirements set forth in Sections 1003.43(11)(b) or 1003.428(8)(b), Florida Statutes. Students with disabilities with Section 504 plans are not eligible for a waiver. Students with disabilities enrolled in courses for which a statewide EOC assessment is required are expected to participate in the Florida EOC Assessments. Waivers are available for an EOC requirement for students who have IEPs. The IEP team must determine that an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations. The student may have the EOC assessment results waived for the purpose of determining the student's course grade and credit.

To be considered for a FSA/FCAT 2.0 or EOC waiver, the student must:

- a. be identified as a student with a disability (S.1007.02(2)F.S.),
- b. have an IEP,
- c. have been provided instruction to prepare the student to demonstrate proficiency in the core content knowledge and skills necessary for grade to grade progression and high school graduation (1003.428(8)(a))
- d. for an FSA waiver, must have taken the FSA with appropriate accommodations at least twice (once in 10<sup>th</sup> grade, once in 11<sup>th</sup> grade)
- e. for EOC waiver, must have taken the EOC with appropriate accommodations at least once
- f. have demonstrated achievement of course standards as determined by the IEP team

- g. be progressing toward meeting the state credit, GPA and district requirements.
- C. ESE students who are following the Access Points for Students with Significant Cognitive Disabilities will participate in the Alternate Assessment based on Alternate Achievement Standards (AA-AAS). IEP Teams are responsible for determining whether students with disabilities will be assessed with the FSA or with the AA-AAS based on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.) The IEP team should consider the student's present level of educational performance in reference to the Florida Standards. The IEP team should also be knowledgeable of FSA guidelines and the use of appropriate testing accommodations. In order to be eligible to participate in the AA-AAS, the following criteria must be met:
- a. The student has a significant cognitive disability.
  - b. The student is unable to master the grade-level general state content standards.
  - c. The student is participating in a curriculum based on the state standards access points.
  - d. The student requires direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings.
- D. Parents must sign consent for a student to participate in AA-AAS. A student with a disability may be allowed a special exemption from participating in FSA or AA-AAS due to extraordinary circumstances that affect the student's ability to communicate in acceptable modes for statewide assessment. A specific process and timeline must be followed as outlined in Rule 6A-1.0943(5)F.A.C.
- a. Upon approval of the Commissioner, a student with a disability, as defined in Section 1003.01(3)(a), Florida Statutes is eligible for consideration of a special exemption from participation in statewide assessments, including the alternate assessment, under extraordinary circumstances. Extraordinary circumstances are events or conditions that prevent the student from physically demonstrating the mastery of skills that have been acquired and are measured by statewide assessments. A learning, emotional, behavioral, or significant cognitive disability or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, F.A.C., does not, in and of itself, constitute an extraordinary circumstance. Extraordinary circumstances are physical conditions that affect a student's ability to communicate in modes deemed acceptable for statewide assessments, creating a situation where the results of administration of a statewide assessment would reflect a student's impaired sensory, manual, or speaking skills rather than the student's

achievement. A request for consideration of this special exemption must be submitted to the Commissioner in writing from the district school Superintendent no later than thirty (30) school days prior to the assessment administration window.

- b. State Board of Education Exemption - Upon receipt of a written request from the superintendent, the Commissioner may exempt an exceptional student or one who has been determined to be a person with a disability pursuant to Rule 6A-19.001(6), FAC, from meeting specific requirements for graduation, due to extraordinary circumstances which would cause the results of the testing to not represent the student's achievements, but rather reflect the student's impaired sensory, manual, speaking or psychological process skills. The written request must document the specific extraordinary circumstances, which prevents the students from meeting the requirements.

E. Parent Notification of Non-Participation in Florida Standards Assessment

The school must notify the student's parents/guardians in writing that their child is not participating in the statewide assessment (FSA/EOC) and provide the parent with information regarding the expected proficiency levels in reading, writing, math, and science. The school is also responsible for administering an alternate assessment based on alternate achievement standards. Parents must also be notified that students with disabilities who take an alternate assessment instead of the FSA/EOC will not be eligible for a standard high school diploma.

F. Parent Notification of Classroom Instructional Accommodations Not Allowed on Statewide Assessments

If a student is provided with instructional accommodations in the classroom that are not allowable as accommodations in the statewide assessment program, as described in the test manuals, the school must:

- a. inform the parent in writing, and
- b. provide the parent with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math.

This notification is documented on the student's individual education plan.

**VII. PROMOTION, ASSIGNMENT AND RETENTION OF EXCEPTIONAL EDUCATION STUDENTS (ESE) FOR GRADES K-12 AND FOR STANDARD DIPLOMA**



Promotion and Retention of Exceptional Education Students (ESE) Students who are receiving ESE Services and are following the general education program, take the state assessment (FSA) and End-of-Course (EOC) assessments and are working toward a standard diploma, fall under the same guidelines for promotion as non-disabled students.

- A. The school district may exempt students in grade 3 who demonstrate a continued deficiency in reading from mandatory retention only for good cause, this includes students with disabilities, whose individual education plan (IEP) indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rule.
- B. Promotion of ESE students who are following the Access Points for Students with Significant Cognitive Disabilities will be determined by the IEP team and based on the achievement of the students' goals and objectives.
- C. Retention decisions for ESE students following the Access Points for Students with Significant Cognitive Disabilities are made on an individual basis by the IEP Team.
- D. Students with disabilities who participate in the FSA in reading and who have an IEP or 504 plan that reflects the student has received intensive remediation in reading for more than two years but demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3 maybe eligible for a Good Cause Exemption.

**VIII. Graduation Options 1003.428(a), (3)(a)(1), (3)(a)(2), (3)(b), (8)(a) F.S.**

- A. **Graduation Programs for Students with Disabilities**  
Schools shall provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. A student with disabilities is not restricted or limited to a diploma option/graduation program. Students with disabilities shall be afforded the opportunity to meet all standard graduation requirements and qualify for a standard diploma. Decisions regarding the diploma option that a student with a disability will pursue are made by the IEP team. For students with disabilities who are entering 9th grade in the 2014-2015 school year, options for graduation include standard diploma or special certificate of completion. For students with disabilities who entered 9th grade prior to the 2014-2015 school year and declared intent to pursue a special diploma may continue on that pathway to graduation.

Students with disabilities who have not earned a standard diploma or GED may stay in school until their 22<sup>nd</sup> birthday. This also applies to students with disabilities who have been awarded a special diploma, certificate of completion or special certificate of completion before they turned 22. The IEP team will determine appropriate services for students who have graduated but choose to remain within the Hamilton County School District.



- B. Standard Diploma Program for Exceptional Student Education (ESE) Students 1003.4282(10)9d)1-5, F.S.  
Exceptional education students must meet the same requirements for a standard diploma as required by the school district for non-disabled students. Accommodations may be provided in order to meet the needs of students with disabilities. Accommodations change how students learn and demonstrate their knowledge. Accommodations do not change what the students are expected to learn. The transition IEP team determines appropriate accommodations.

- C. Special Diploma Options for Exceptional Student Education (ESE) Students 1003.438F.S.  
(Only available to students who entered 9th grade and indicated intent to pursue special diploma prior to the 2014-2015 school year). Special diploma options offer choices to students with disabilities who are not able to meet the requirements for a standard diploma. There are two special diploma options available for students with disabilities:

- a. Special Diploma Option 1,  
(only available to students who entered 9th grade and indicated intent to pursue special diploma prior to the 2014-2015 school year).  
To earn a Special Diploma Option 1, students must earn the same number of course credits as for a standard diploma. The course credits may be earned by taking exceptional student education (ESE) classes and/or general education classes.  
In order to graduate with a Special Diploma Option 1, a student must:

■ earn the minimum number (24) of course credits, and

■ master the Next Generation Sunshine State Standards or Common Core Standards for the courses in which the student is enrolled.

- b. Special Diploma Option 2  
(only available to students who entered 9th grade and indicated intent to pursue special diploma prior to the 2014-2015 school year). Requirements for Special Diploma Option 2 are based on mastery of a set of competencies developed by the IEP team for each individual student related to employment and community living. These competencies are specified in the student's employment and community competencies training plan. This diploma option is not based solely on mastery of standards or course credits but also on successful employment. In order to graduate with a Special Diploma Option 2, a student must:

■ be employed successfully in the community for a minimum period of one semester, at or above minimum wage,

■ achieve all annual goals and short-term objectives related to employment and community competencies in the transition individual educational plan (TIEP),

■ demonstrate mastery of competencies in his or her graduation plan,\*

■ be at least 17 years old, and

■ have completed 10 credits toward a special diploma.

\*This plan should also include the criteria to use for determining and certifying mastery of the competencies, the student's work schedule and a description of the supervision to be provided by school district staff.

Special diplomas are available to students with disabilities who have been properly identified as one or more of the following:

1. intellectual disabled,
2. deaf and hard of hearing,
3. specific learning disabled,
4. physically impaired,
5. language impaired,
6. emotional behavior disorder, and/or
7. autism spectrum disorder

Students who are identified solely as visually impaired or speech impaired are not eligible for a special diploma. To be eligible, they must also have another identified disability. The three-year, 18-credit graduation program is not available for students working toward a special diploma.

D. Certificates of Completion for Exceptional Student Education (ESE) Students  
1003.43(11)(a)F.S.

Students who are unable to meet graduation requirements for a standard or special diploma may receive a certificate of completion. A certificate of completion is not a diploma. It certifies that the student attended high school but did not meet all graduation requirements for a diploma. Refer to the certificate of completion section for specific requirements.

E. Special Certificate of Completion

A Special Certificate of Completion is available to any ESE student with significant cognitive disabilities following Access Points who is unable to meet all of the graduation requirements for a diploma. The Special Certificate of Completion certifies that the student participated in ESE coursework in high school but failed to master the standards for a diploma.

F. Moving Between Diploma Options

The diploma choice is reviewed annually at the Transition IEP meeting. The team may change the diploma option if appropriate. However, fundamental courses can be used only as electives toward a standard diploma. This may mean a student spends additional time in school to earn sufficient credits for graduation.

G. Extended School Year

Extended School Year is specially designed instruction and related services beyond the normal school year of the district; these are provided to a student with a disability who the IEP team determines needs these services in order to receive a free, appropriate public education (FAPE). ESY is available at no cost to the parent. Specific requirements and procedures must be followed. Refer to the Exceptional Student Education Policies and Procedures (SP&P) located on the Florida Department of Education website at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.

H. Hospital Homebound

A homebound or hospitalized student is a student who has a medically diagnosed injury, a chronic physical/psychiatric condition, or has repeated intermittent illness due to a persisting medical problem. The condition, illness or medical problem must confine the student to home or hospital and restrict activities for an extended period of time. A physician licensed in the state of Florida makes the medical diagnosis. "A physician licensed in the state of Florida" as used in this rule, is one who is qualified to assess the student's physical or mental condition. Students are dismissed from the program when the physician recommends that the student no longer requires participation in the program and is ready to return to school.

The minimum evaluation for determining eligibility is an annual medical statement, from a physician licensed in the state of Florida, including a description of the disabling condition or diagnosis and medical implications for instruction. The report must state that the student is unable to attend school and gives an estimated duration of condition or prognosis. Students are eligible for services from their third birthday until they graduate (receive a standard diploma or G.E.D.) or through their 22nd birthday. An Individual Education Plan (IEP) shall be developed or revised prior to assignment to the homebound or hospitalized program placement.

Hospital/homebound students are eligible for the FSA waiver only if they have been found eligible for special education services through an eligible disability program in addition to hospital/homebound. For additional information on the SJCS D hospital homebound program, please contact the guidance counselor at your student's school.

## **IX. SPECIAL DIPLOMA CREDIT ALTERNATIVES**

### **A. Transfer Credit**

1. All evidence of work or credits earned at another school, community college or university offered for acceptance shall be based on an official transcript authenticated by the high school guidance department.
2. Work or credits from another school, community school or university shall be accepted at face value, subject to validation if deemed necessary.
3. Requirements of the school shall not be retroactive for transfer students provided the student has met all requirements of the school district or state from which he or she is transferring.

### **B. Dual Enrollment Grades 9-12 with Community Colleges or Vocational/Technical Centers**

1. Students in grades 11-12 who are dually enrolled in approved certificate courses may earn credit toward a special diploma and/or standard diploma and post-secondary certificate or degree.
2. No student receiving instruction under the provision of dual enrollment shall be charged registration, matriculation, or tuition fees. TABE testing is required; however, for students with disabilities, TABE test scores may be exempted (6A10.1040, FAC) no fees will be directly charged to the student.
3. For admission of grades 11-12 students into the dual enrollment program, the administration of the program and implementation of the program shall comply with Florida Law and the terms of the agreement between the Hamilton School Board and the community/state college or career/technical education center.
4. All students making application for dual enrollment programs must have prior approval of the principal or his designee.
5. The following guidelines are the conditions for dual enrollment in the program.
  - a. Student must have a grade point average (GPA) of in academic courses as identified by Hamilton County High School

- b. Student must clear courses for dual enrollment credit in advance with Hamilton County High School guidance counselor. (Prerequisite courses in English and mathematics and minimum test scores on the TABE may be required.
  - c. Student must successfully complete one semester of course work in order to receive one credit toward high school graduation.
  - d. Student would reduce his/her high school course load to correspond with number of vocational level courses taken. Contingent upon vocational schedule students may not attend high school courses.
  - e. All Hamilton County High School rules and policies are in effect as to schedule change, discipline, etc.
  - f. The enrollment form must be signed by the student, parent, guidance counselor and principal.
6. Dual credit – Students who satisfactorily complete approved vocational level dual enrollment courses listed in the State Course Code Directory shall receive both high school and vocational credit.
- C. Performance Based Exit Option
- 1. Students age 16 and older who are enrolled in an exceptional student education program who have not passed the Florida Comprehensive Assessment Test (FSA) and demonstrate probability for success on the General Education Development (GED) test may take the GED. Students who pass the GED will receive the State of Florida GED diploma.

## **X. SPECIAL CERTIFICATE OF COMPLETION**

- A. For students entering ninth grade on or after 2011-2012 - to receive a Special Certificate of Completion a student must have mastered all IEP goals and reached the age of 22.
  - A school district may award a certificate of completion to a student when the student earns the required 24 credits (s. 1003.4282, F.S.) or the required 18 credits under the ACCEL option (s. 1002.3(5), F.S.), but fails to
    - pass the assessments required under s. 1008.22(3), F.S. or
    - achieve a 2.0 GPA. □

- B. Diploma procedures – Students may select and move between two Special Diploma options and between courses of study leading to Standard or Special Diplomas, as appropriate. Only available to students who entered 9<sup>th</sup> grade and indicated intent to pursue special diploma prior to the 2014-2015 school year.
1. The individual educational plan (IEP) committee shall document whether the student is pursuing a course of study leading toward a Standard or Special Diploma on the IEP developed during the student's eighth grade year, or the IEP developed during the year of the student's fourteenth birthday, whichever occurs first. This decision shall be reviewed annually. Students may move from Special Diploma Option 1 to Option 2. Student with disabilities may move from Special Diploma Options to Standard Diploma Option with understanding that their right to FAPE will end at age 22.
  2. Nothing contained in this plan shall be construed to limit or restrict the right of an exceptional student solely to a Special Diploma. The parents of each exceptional student eligible for a Special Diploma for exceptional students shall be notified in writing of the options available under this rule no later than the eighth grade year or the IEP developed during the year the student turns age 14.