

THE HAMILTON COUNTY SCHOOL DISTRICT

STUDENT PROGRESSION PLAN

2017-2018

Rex Mitchell, Superintendent

2017-2018

**Hamilton County School Board
5683 US Highway 129 South, Suite 1
Jasper, FL 32052**

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

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

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PURPOSE OF THE STUDENT PROGRESSION PLAN

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

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

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 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) Multi-Tier System of Supports (MTSS) plan or be retained with an intensive program that is different from the previous year's program and that takes into account the student's learning style. The school will review and determine an appropriate alternative placement for a student who has been retained two or more years. Parents must be informed of their students' progress in meeting academic standards.

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

REMEDATION/RETENTION COMPLIANCE - F.S. 1008.25

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

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

- additional diagnostic assessments, determined by each school, to identify the nature of the student's difficulty and areas of academic need,
And
- implementation of an individual progress monitoring/ Response to Intervention (Rtl) Multi-Tier System of Supports (MTSS) plan, developed in consultation with a parent or guardian that is designated to assist the student in meeting state and district expectations of proficiency.
- A plan by each school to accomplish these mandates.

GENERAL INFORMATION

The Hamilton County School District welcomes meaningful parental input regarding the performance of educational personnel, as well as the effectiveness of school programs. A process for parental input is in place.

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.

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

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

ATTENDANCE

A. COMPULSORY ATTENDANCE

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

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

B. EXCUSED STUDENT ABSENCES

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

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

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

C. SUSPENDED STUDENTS

1. Out-of-school suspension absences will be considered excused. Students will have the same period of time to submit make up work for an excused absence.
2. Students assigned to in-school suspension are not considered absent.

D. REQUIREMENTS FOR CREDIT EARNING COURSES

1. In order for a student enrolled in a credit earning course, the student must be in class(es) for a minimum of 135 hours unless the student has demonstrated mastery of the student performance standards and has adhered to the high school attendance policy and procedures. This mastery includes courses taken in summer school through performance based instruction, block scheduling, credit recovery program, or course modifications that combine courses.
2. When a student in grades 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).
3. If extended illnesses will be in excess of six weeks, parents must notify guidance in order to apply for homebound instruction.
4. Work students must be in attendance in order to receive work hours' credit for that day.

Please check with the school administrator for specific information.

E. DRIVER LICENSE LAW

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

6. Each superintendent or designee MUST report the name, sex, date of birth, and social security number to the DHSMV.

STATEWIDE ASSESSMENTS

All students K-12 must participate in the statewide assessment tests as required by state law (Section 1008.22(3), F.S.). Each student who does not meet specific levels of performance in reading, writing, science and mathematics for each grade level according to the 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. The school district must report to the parent the student's results on each statewide assessment test.

RESPONSE TO INTERVENTION (RtI)

Response to Intervention (RtI) Multi-Tier System of Supports (MTSS) plan is the practice of providing instruction and intervention matched to all student academic and behavioral needs using learning rate over time and level of performance. Response to Intervention is "data-based decision making" process which guides decisions about the allocation of resources and intensity of instruction/interventions needed to improve learning and/or behavior.

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

Tier 1: Core Curriculum

All students, including students who require curricular enhancements for acceleration.

Tier 2: Strategic Interventions

Students who need more support in addition to the core curriculum.

Tier 3: Comprehensive & Intensive

Students who need individualized interventions.

An individual progress monitoring/RtI plan developed at the school 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/Rtl 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/Rtl 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 instructions 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.

VIRTUAL EDUCATION

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

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

ACADEMICALLY CHALLENGING CURRICULUM

to ENHANCE LEARNING (ACCEL)

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

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

Parents, teachers, guidance counselors, or administration may request a referral to determine eligibility for acceleration. Parent permission is required. If a student qualifies for acceleration, a performance contract must be developed by the students, parent and the principal to require compliance requirements and requirements to participate in activities related to the ACCEL option selected. If the student fails to meet the criteria set in the contract, the student will be returned to the previous grade placement.

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

GRADING AND REPORTING PROCEDURES

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

A. REPORTING STUDENT PROGRESS

Report 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 for each subject on a student's schedule:

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
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 on 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.

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.

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

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

Student progress from one grade to another is partially based on proficiency in 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.

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 FSAs can serve as the assessment to meet this requirement.

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

B. GRADING SYSTEM

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

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

ANNUAL REPORTS

Each year the district will provide a written report, in a district adopted format, to parents detailing their child's progress towards achieving the state and district expectations for proficiency in reading, writing, science, and mathematics, including the child's results on each statewide assessment, as appropriate (Section 1008.25(8)(a), F.S.). The evaluation of each student's progress must be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information.

By September 1 of each year the district school board will publish in the local newspaper and report in writings to the State Board of Education the following information:

1. Any revisions relating to public school progression and the district School Board's policies and procedures on student retention and promotion.
2. By grade level, the number and percentage of all students in grades 3-10, performing at Levels 1 and 2 on the reading portion of the Florida Statewide Assessment (FSA).
3. By grade level, the number and percentage of all students retained in grades 3-10.
4. Information on the total number of students who were promoted for good cause, by category of good cause. (Section 1008.25(8) (b) (3-5), F.S.).

PARENT'S RIGHT TO KNOW

As the parent of a child attending a school receiving Title I funds you have the right to request information on the qualifications of your child's teacher. The information you may request includes the following:

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

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

GRIEVANCE PROCEDURES FOR STUDENTS AND PARENTS/GUARDIANS

A. STUDENT RIGHT AND RESPONSIBILITY

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

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

B. GRIEVANCE LEVELS

1. **Level I - Informal Discussion:** The student or parent/guardian should discuss the grievance with the person responsible for what the student or parent/guardian believes to be unfair treatment under the Code of Student Conduct. The discussion should occur within five (5) school days of the time of the alleged unfair treatment. No grievance will be processed until after such informal discussion. For allegations of discrimination or harassment, the school

- principal is the first point of contact and the administrative assistant is the second point of contact. If further assistance is needed, the equity coordinator should be contacted. For discrimination or harassment complaints, there is a sixty (60) day time limit for the initial reporting of the incident. Once reported, the district will conduct an investigation and complete the case within twenty (20) days.
2. Level II - School Principal: If the grievance has not been resolved at the informal level, the parent/guardian and/or student may submit a written Student Grievance to the principal within five (5) school days of the Level I discussion. The principal will have five (5) school days after receipt of the grievance in which to hold a conference and give a written decision.
 3. Level III - Superintendent's Office: If the grievance has not been resolved at Level II, the parent/guardian and/or student may, within five (5) school days after receipt of the principal's decision, submit a written Student Grievance Form to the Superintendent's Office and the Superintendent or Superintendent's designee who will review the grievance, and will respond in writing within ten (10) school days after receipt of the grievance form.

The Superintendent or Superintendent's designee shall coordinate all student grievances under this procedure.

GRADE CHALLENGES

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

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

EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

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

The Hamilton County School District will comply with the Interstate Educational Opportunity for Military Children which removes barriers to educational success imposed on children of military families because of frequent moves of and deployment of their families. The school district will:

1. Facilitate the timely enrollment and placement of children of military

families ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school district or variations in entrance or age requirements.

2. Facilitate the qualification and eligibility for enrollment, educational programs, and participation in extracurricular academic, athletic, and social activities.
3. Facilitate the on-time graduation of children of military families.
4. Promote flexibility and cooperation between the educational system, parents, and the student in order to achieve educational success for the student.

HOME EDUCATION PROGRAM

Students of compulsory school attendance age, who wish to enter or re-enter a public school from a home education program, will be screened by the local school to determine the most appropriate grade level placement. Criteria to be considered may include age and maturity, standardized achievement test results, previous records in public and private schools and evidence from the student's portfolio of work and achievements while in home education. The local school will be responsible for determining grade level placement and promotion decisions. In no instance shall the placement be automatic, based solely on the recommendation of the home educator. This placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work, portfolio, evaluations and/or test results.

At the secondary level, registration for any interscholastic extra-curricular activity is handled at the high school.

ELEMENTARY SCHOOL SECTION

ADMISSION

A. INITIAL ADMISSION

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

1. Initial Enrollee

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.

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.

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.

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 (Section 1003.21, F.S.).

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

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

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

- 6) A transcript of record of age shown in the child's school record of at least four years prior to application, stating the date of birth;

OR

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

b. Immunization Record

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

- 1) Any child may be granted exemption from the immunization requirements whose parent or guardian objects in writing because such conflicts with 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. The school district may request but not require social security numbers. The purpose of collecting the social security number is for Federal and State reporting only. (Section 1008.386, F.S)

e. Proof of residency

- 1) utility bill (showing address)
- 2) rental statement (agreement) with address
- 3) notarized affidavit

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.

3. Kindergarten Readiness Screening

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 FDOE under Section 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. (The school district may request, but not require, social security numbers. The purpose of collecting the social security number is for Federal and State reporting only. (Section 1008.386, F.S.);
- f. proof of residency
 - 1) utility bill (showing address)
 - 2) rental statement (agreement) with address
 - 3) notarized affidavit

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/her official record is received or proper grade placement is otherwise determined.
- b. A transfer student previously enrolled in a school outside the state of Florida shall present the above information or have it verified from the sending school. If verified, a 30-day waiver can be given. If not verified, no waivers can be given for birth certificate or immunizations.
- c. Any student previously enrolled in a public school outside the state of Florida who seeks admission to school within the district shall be admitted under the same age requirements established in the state in which the student resided prior to moving to Hamilton County, except as otherwise provided in these regulations.
- d. 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.

THE CURRICULUM

A. CURRICULUM

1. The program of instruction is designed to ensure that students meet the Florida State Board of Education adopted standards and course descriptions.
2. Instruction will be appropriate to grade level expectations of the Florida Standards. Appropriate assessments will be used. Any student considered deficient in the skills and/or standards will receive

intervention. This may be determined by teacher observation and judgment, informal and formal assessments, and/or student grades.

B. GENERAL COURSE REQUIREMENTS

1. Students 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.
2. Students in kindergarten and grade 1-3 shall be enrolled in a program designed to meet their individual needs and develop their maximum potential. The screening instrument, known as the Florida Kindergarten Readiness Screener (FLKRS), must be administered to all public school kindergarten students within the first 30 days of each school year. The statewide kindergarten screening instrument assesses the readiness of each student for kindergarten based on the performance standards adopted by the department under Section 1002.67(1), F.S., for the Voluntary Prekindergarten Education Program (VPK).
3. Students in grades 4 and 5 shall be provided a program which provides for the regularly scheduled study of:
 - a. Language Arts to include reading, English creative writing, spelling and handwriting.
 - b. Mathematics
 - c. Science
 - d. Social Studies to include units in the Holocaust, flag education and African-American history
 - e. Computer literacy
 - f. Art (pending available funding)
 - g. Music (pending available funding)
 - h. Comprehensive health education that includes, but is not limited to community health; consumer health; environmental health; family life; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. (Section 1003.42(2), F.S.)
 - i. Physical Education which is designed to stress physical fitness and encourage healthy active lifestyles. The program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide significant health benefit to students, subject to the differing abilities of students. Instruction shall be aligned to the Florida State Standards and shall include instruction to improve motor skills, promote positive social skill development and encourage cognitive as well as physical development. Participation shall be required for all students in kindergarten through grade five for a minimum of 150 minutes (Section 1003.455, F.S.). A waiver of the Physical Education requirement may be initiated by the parent or the school for students who need additional instructional time in areas of academic weakness.

- j. Critical thinking skills and other related skills shall be taught in context of the subjects of mathematics, science, language arts, reading and social studies.

C. REMEDIATION/INTERVENTION

1. The district has developed specific levels of performance English/Language Arts, mathematics and science, for each grade level, including the levels of performance on statewide assessments as defined by the Florida State Board of Education. The students identified with a deficiency must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.
2. The individual student will be provided with intensive remedial instruction in the areas of weakness through one or more of the following activities:
 - a. implementation of programs or grade level configuration as prescribed by the principal and school staff
 - b. summer school course work
 - c. extended day services
 - d. parent/volunteer tutorial program
 - e. contracted academic services
 - f. Exceptional Education student services
 - g. suspension of curriculum other than reading, writing and mathematics or any subject area included in statewide testing.
3. If a student's reading deficiency is not remediated by the end of grade three (3), as demonstrated by scoring the equivalency of Level 2 or higher on the grade 3 reading portion of the Florida Standards Assessment (FSA) Test, the student *must* be retained, unless exempted from mandatory retention for good cause. Students who are retained, and students needing remediation or intensive instructional support, will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring and diagnostic assessments.
4. Any student who has not met minimum state requirements on state assessments must continue remedial instruction until state expectations are met and documented.
5. Students in grades kindergarten through grade three who exhibits substantial deficiency in reading, based upon locally determined or statewide assessments must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed through district or school-based progress monitoring by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied. (Section 1008.25 (5) (a), F.S.)

6. The parent of any student in grades K-3 who exhibits a substantial deficiency in reading must be notified in writing of the following Section 1008.25 (5) (c), F.S.:
- a. that his or her child has been identified as having a substantial deficiency in reading;
 - b. a description of the current services that are provided to the child;
 - c. a description of the proposed supplemental instructional services and supports that will be provided to the child and are designed to remediate the identified area of reading deficiency;
 - d. that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for Good Cause Section 1008.25(5) c, F. S.;
 - e. strategies for parents to use in helping their children succeed in reading proficiency;
 - f. that the Florida Standards Assessment (FSA) is not the sole determiner of promotion and that additional evaluations, assessments, and portfolio review may be used to determine if the student is reading at or above grade level;
 - g. the district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of the Florida's Standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
 - h. Students previously retained in grade 3 may be considered for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student demonstrates mastery of English/Language Arts grade level standards.
 - i. Third grade students who are retained will be provided intensive interventions in reading to correct the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions will include: effective instructional practices, participation in the summer reading camp, and appropriate teaching methodologies. (Section 1008.25 (7) (a), F.S.)
 - k. Retained third grade students will be provided with intensive instructional services and supports to remediate the identified area of reading deficiency including a minimum of 90 minutes of daily, uninterrupted, scientific research-based reading instruction and other strategies, which may include, but are not limited to: small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing 3rd and 4th grade

students, extended school day, week, or year; and/or summer reading camp. (Section 1008.25(7) (b), F.S.)

STUDENT PROGRESSION

A. PROMOTION/RETENTION

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

B. SPECIFIC REQUIREMENTS REGARDING GRADE 3

1. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio. (Section 1008.25(5)7, F.S.)
2. The district shall provide written notification to the parent of any third grade student who is retained that his or her child has not met requirements for promotion and the reasons the child is not eligible for good cause exemption. The notification will include a description of proposed interventions and supports that will be provided to the child. (Section 1008.25 (6) (b) (7) (b) 2, F.S.)
3. The school district will conduct a review of all retained third grade students who did not score above a Level 1 on the Florida Standards Assessment (FSA) Reading and did not meet one of the good cause exemptions, and shall address supports and services needed to remediate the deficiency.
4. The district will provide retained third grade students with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals. (Section 1008.25 (7) (b) 4, F.S.)
5. The district will provide the school an Intensive Acceleration Class (IAC) for any student in grade 3 who scored at Level 1 on the ELA portion of the Florida Standards Assessment (FSA). The (IAC) will

have a reduced teacher-student ratio; provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade four Florida Standards in other core subject areas; use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year; provide research-based intensive language and vocabulary instruction, including measures. (Section 1008.25 (7) (b) 5, F.S.)

7. The district provides 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 ready to be promoted to grade four. Reevaluating any retained third grade student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading (Section 1008.25 (7) (b) 2, F.S.) Students promoted during the school year after November 1 must demonstrate proficiency level in reading equivalent to the level necessary for the beginning of grade four. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade four level reading skills. To promote a student mid-year using a locally selected standardized assessment, there must be evidence that the student scored at or above grade level in reading comprehension as demonstrated by standard scores or percentiles consistent with the month of promotion. Evidence of mastery includes: successful completion of portfolio elements (to be used in conjunction with other indicators of the student's reading level) or satisfactory performance on a locally-selected standardized assessment.

C. GOOD CAUSE

The school district may exempt students in grade three (3) who demonstrate a continued deficiency in ready from mandatory retention for good cause. If a student does not meet the requirements for promotion, but has already been retained the maximum number of times or has individual circumstances indicating that retention would not be in his/her best interest, the student may be considered for grade assignment for "Good Cause" on an individual basis. Good Cause exemptions are limited to the following for third grade students:

1. ELL students who have had less than two (2) years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education Rule.

3. Students who demonstrate an acceptable level of performance on an alternative standardized Reading or English Language Arts assessment approved by the State Board of Education.
4. Students who demonstrate, through a student portfolio, that he/she is performing at least a Level 2 on the Florida Standards Assessment (FSA).
5. Students with disabilities who participate in the Florida Standards Assessment (FSA) and who have an IEP or a Section 504 plan that reflects the student has received intensive instruction in reading for more than two (2) years but still demonstrate a deficiency in reading and were previously retained in kindergarten, grade 1, grade 2 or grade 3.
6. Students who have received the intensive remediation in reading for two (2) or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two (2) years. A student may not be retained more than once in grade 3. (Section 1008.25(6)6, F.S.)
7. Students who have received intensive remediation in reading or English/Language Arts for two (2) or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two (2) years. A student may not be retained more than once in grade 3. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student.

Grade Three

Requests for Good Cause exemptions from the mandatory third grade retention requirement must include documentation submitted by the teacher to the school principal that indicates the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements such documentation shall consist only of the existing Individual Education Plan (IEP), if applicable, report card or student portfolio. The principal shall review and discuss the recommendation with the teacher to make the determination as to whether the student should be retained or promoted. If the school principal determines that the student should be promoted, the principal shall make such recommendation in writing to the District Superintendent. The Superintendent shall accept or reject the principals' recommendation in writing.

All Other Grades:

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

MIDDLE SCHOOL SECTION

THE CURRICULUM

A. CURRICULUM

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

B. GENERAL COURSE REQUIREMENTS

Students in grades 6, 7 & 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 of social studies shall include the study of Civics, World History and World Geography, as well as unit studies 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 items 1-4 listed above.
6. A semester in career education must be successfully completed by a student in grades 6, 7 or 8. The career and education planning course must:
 - a. be internet based, easy to use and customizable to each student
 - b. include research-based assessments to assist students in determining educational career options and goals
 - c. result in a completed personalized academic and career plan for the student
 - d. emphasize the importance of entrepreneurship skills
 - e. emphasize technology or the application of technology in career fields
 - f. include information from the Department of Economic Opportunity's economic security report as described in Florida Statutes 445.07.
7. 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. All grade 7 and grade 8 students will be expected to participate in physical education activities to meet state standards and program outcomes. Physical education teachers will work cooperatively with parents, physicians, guidance counselors and administrators to design/adapt physical activities to meet the needs of all students.

8. A minimum of thirty (30) instructional hours will be provided at each grade level in comprehensive health education to include alcohol, substance abuse prevention and HIV/AIDS prevention.
9. Students in grades 6, 7 & 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.

C. HIGH SCHOOL CREDIT COURSES

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

1. High school credit in middle school will be awarded for Algebra I and Geometry or other courses approved by the Superintendent or designee. Students must take and pass the EOC in order to be awarded high school credit for these courses.
2. Students will be screened to determine readiness for Algebra I in middle school using an appropriate assessment and district-set criteria. Seventh grade students who score a Level 3 or above on the 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.

PERFORMANCE STANDARDS

The Florida Board of Education has adopted Next Generation Sunshine State and the Florida Standards in English/Language Arts (ELA) and 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.

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

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

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

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

B. EARLY WARNING SYSTEM

1. A school that includes any of grades 6, 7, or 8 shall implement an early warning system to identify students in grades 6, 7, and 8 who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:
 - a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
 - b. One or more suspensions, whether in school or out of school.
 - c. Course failure in English Language Arts or mathematics.
 - d. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
2. A school district may identify additional early warning indicators for use in a school's early warning system.
3. When a student exhibits two or more early warning indicators, the school's child study team under Section 1003.02, Florida Statutes, or a school-based team formed for the purpose of implementing the requirements of this paragraph shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days' written notice of the meeting to the student's parent indicating the meeting's purpose, time, and location, and provide the parent the opportunity to participate.

C. STATEWIDE ASSESSMENTS

Each student must participate in the statewide assessment tests at the designated grade level, except as otherwise prescribed by the Commissioner of Education. Each student who does not meet specific levels of performance in reading, writing, science and mathematics must be

provided with additional diagnostic assessments to determine the nature of the student's difficulty and academic needs.

D. MIDDLE SCHOOL REFORM ACT

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.

E. REMEDATION/RETENTION COMPLIANCE (Section 1008.25, F.S.)

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

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

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

And

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

F. END OF COURSE EXAMS

1. Middle grades students enrolled in Algebra I must take the Algebra I EOC assessment and pass the course to earn high school Algebra I credit. A middle grades student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade. If the Algebra I EOC is not passed but the student receives a passing grade in the course, the course will meet one of the mathematics requirements for middle grades promotion.
2. Middle grades students enrolled in high school Geometry must take the EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course. If the Geometry EOC is not passed but the student receives a passing grade in the course, the course will meet one of the mathematics requirements for middle grades promotion
3. Middle grade students must successfully complete a civics education course, and take the Civics EOC assessment. The Civics EOC will count as 30 percent of the student's final course grade. A middle grades student who transfers into the state's public school system from out-of-country, out-of-state, a private school or a home

education program after the beginning of the second term of eighth grade is not required to meet the Civics education requirement for promotion if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of Civics education. If this is not the case, the student must be immediately enrolled in Civics, participate in the Civics EOC and the results of the EOC must constitute 30 percent of the course grade.

G. PROMOTION FORM GRADE 8 TO GRADE 9

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

1. Three middle school or higher courses in English. These courses shall emphasize literature, composition and technical text.
2. Three middle school or higher courses in mathematics. Each middle school must offer 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 by the end of 8th grade. The course must result in a completed personalized academic and career plan for the student. (Section 1003.4156, F.S.)
6. Beginning with the 2015-2016 school year, in order to be promoted to the 9th grade, a student must participate and receive an applicable score on the Civics End of Course Exam unless state approved qualifying circumstances allow otherwise.
7. If a student scores Level 1 or up to mid-Level 2 on the statewide, standardized Reading assessment or, when implemented, the ELA assessment, then the following year the student must enroll in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.
8. If a student scores Level 1 or up to mid-Level 2 on the statewide, standardized mathematics assessment, then the following year the student must receive remediation, which may be integrated into the student's required mathematics courses.
9. Students who do not meet promotion requirements may be provided the opportunity to participate in an alternative instructional program. The program provides intensive academic assistance through the use of a prescriptive curriculum, increased parental involvement and increased personal accountability. This program will take into consideration:
 - the individual student's academic needs
 - the student's attendance

- the student's performance on district administered assessment instruments.
10. Mid-year promotion will be permitted within the middle grade levels upon review of the student's school records to include state assessment results and attainment of satisfactory grades in courses needed for promotion to 9th grade.
 11. Refer to the Exceptional Student Education Section for students with disabilities.

TRANSFER GRADES

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:

A. EARNED GRADES

Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.

B. VALIDATION OF COURSES

Validation of courses shall be based on performance in classes at the receiving school. A student transferring shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have course validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.

C. ALTERNATIVE VALIDATION PROCEDURE

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

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

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

HIGH SCHOOL SECTION

THE CURRICULUM

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

A. District Performance Standards

The Hamilton County School Board has adopted frameworks and student performance standards for all courses in Grades 9-12, Basic and Adult, including exceptional student education and career/technical education. The HSCD has established 60% as its standard for mastery of a course.

B. Courses and Credits

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

C. Age

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

D. Discipline

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

GRADUATION REQUIREMENTS

A. STUDENTS ENTERING GRADE NINE in the 2014-2015 SCHOOL YEAR AND AFTER

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 1 end-of-course (EOC) 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:

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

Beginning with the 2015-2016 school year, in order to receive a high school diploma from the Hamilton County School District, a student must participate and receive an applicable score in each state-mandated End of Course Exam unless state approved qualifying circumstances allow otherwise.

4 Credits English Language Arts (ELA)

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

4 Credits Mathematics

- One of which must be Algebra I and one of which must be Geometry
- Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)

3 Credits Science

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

3 Credits Social Studies

1 credit in World History

1 credit in U.S. History

.5 credit in U.S. Government

.5 credit in Economics with Financial Literacy

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

1 Credit Physical Education*

To include the integration of health

*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at

<http://www.fldoe.org/articulation/CCD/default.asp>.

8 Elective Credits

1 Online Course

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

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

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"> ■ Earn 1 credit in Algebra II; ■ Pass the Geometry EOC; ■ Earn 1 credit in statistics or an equally rigorous mathematics course; ■ Pass the Biology I EOC; ■ Earn 1 credit in chemistry or physics; ■ Earn 1 credit in a course equally rigorous to chemistry or physics; ■ Pass the U.S. History EOC; ■ Earn 2 credits in the same world language; and ■ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. <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"> ■ Takes the respective AP, IB or AICE assessment; and ■ Earns the minimum score to earn college credit.
Merit Diploma Designation
<ul style="list-style-type: none"> ■ Meet the standard high school diploma requirements ■ Attain one or more industry certifications from the list established (per section 1003.492, Statutes [F.S.]).

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

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

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

3 elective credits instead of 8
Physical Education is not required
Online course is not required
All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

Where is information on Bright Futures Scholarships located?

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

What are the public postsecondary options?

\State University System
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> ■ High school graduation with a standard diploma ■ Admission test scores ■ Admission scores ■ 16 Credits of approved college preparatory academic courses ■ 4 English (3 with substantial writing) ■ 4 Mathematics (Algebra I level and above) ■ 3 Natural Science (2 with substantial lab) ■ 3 Social Science ■ 2 World Language (sequential, in the same language) ■ 2 Approved electives <p>http://www.flbog.edu/forstudents/planning</p>
The Florida College System
<p>The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p>http://www.fldoe.org/schools/higher-ed/fl-college-system/index.html</p>
Career and Technical Centers
<p>Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p>Career and Technical Directors</p>

Where is information on financial aid located?

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

C. STANDARD DIPLOMA

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

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

D. CERTIFICATE OF COMPLETION

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

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

E. HONORARY DIPLOMA/CERTIFICATE OF COMPLETION

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

In order for an honorary diploma to be awarded posthumously, the following conditions must have been met:

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

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

F. COURSE SUBSTITUTIONS

1. Physical Education course may be substituted with one of the following:
 - a. Participation in an interscholastic sport for two full seasons will satisfy the one-credit physical education requirement if the student passes a personal fitness competency test with a score of "C" or better. A personal fitness test developed by the FDOE must be used.
 - b. Completion of one semester with a grade of "C" or better in a marching band class, physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class will satisfy one-half credit in physical education or one-half credit in performing arts.
(This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or Section 504 plan.)

- c. Completion of two years in a Reserve Officer Training Corps class (including a significant component of drills) will satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts.
(This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or Section 504 plan.)
- 2. Online course substitutions may be one of the following:
 - a. The student's completion of a course in which the student earned a nationally recognized Industry Certification in information technology that is identified on the CAPE Industry Certification Funding List. (Section 1008.44, F.S.)
 - b. The student's passage of the information technology certification examination pursuant to Section 1008.44, F.S., without enrollment in or completion of the corresponding course or courses. (Section 1003.4282(4), F.S.)
 - c. Passage of an online content assessment, without enrollment in or completion of the corresponding courses, as applicable, by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes. (Section 1003.4282(4), F.S.)
- 3. Career & Technical Education (CTE)
Up to two (2) mathematics credits (MA) and one (1) equally rigorous science (EQ) credit toward high school graduation for a student receiving a passing score on an industry certification examination. Only one substitution per industry certification attained is allowed. (Section 1003.4282, F.S.)

G.REMEDIATION

Students who score at Level 1 or Level 2 on FCAT Reading 2.0/FSA, 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.

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.

H.GRADE FORGIVENESS

Students who have made a grade of "D" or "F" in a required course may replace the grade with a grade of "C" or higher earned subsequently in the same or comparable course. Students who have made a grade of "D" or "F" in an elective course must replace the grade with a grade of "C" or higher earned subsequently by retaking the same or comparable course or another course. Credit recovery programs may be used for this purpose. The only exception to this forgiveness policy shall be made for a student in the middle grades who takes any course for high school credit and earns a grade of "C", "D", or "F". In such cases, the policy will allow the replacement of the grade with a grade of "C" or above earned subsequently in the same or comparable course. (Section 1003.4282(5), F.S.) In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. **Any course grade not replaced according to this**

policy must be included in the calculation of the cumulative grade point average required for graduation.

I. TRANSFER CREDITS

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 policy.

2. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of this policy.

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

- a. portfolio evaluation by the Superintendent/designee;
- b. 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;
- 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 the date of transfer to prepare for assessments outlined in sections 3(d) and 3(e) of the above policy, if required.

4. If the student's transcript indicates Algebra I course credit, the student must take and pass the Algebra I EOC assessment in order to earn a standard diploma unless the student achieved one of the following:

- Earned a comparative score of 97 or higher on the PERT
- Passed a statewide assessment in Algebra I administered by the transferring entity
- Passed the statewide mathematics assessment the transferring entity used to satisfy the requirements of the Elementary and Secondary Education Act (20 U.S.C.s6301).

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

J. PROMOTION

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

Students in grade 9 will be promoted to grade10 at the end of the school year.

Students in grade10 will be promoted to grade11 at the end of the school year.

Students who enter grade 11 will be promoted to grade 12 only if they have earned seventeen credits and have earned a 2.0 grade point average.

DUAL ENROLLMENT

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

A. REQUIREMENTS

1. Student qualifications to be enrolled in dual enrollment courses include:
 - a. the demonstration of a readiness for college-level coursework if the student is enrolled in college courses;
 - b. readiness for career-level coursework if the student is to be enrolled in career courses;
 - c. common placement examination scores necessary for enrollment in dual enrollment courses;
 - d. the student must have a 3.0 unweighted GPA for college credit and a 2.0 unweighted GPA for career certificate dual enrollment courses.
2. All students making application for dual enrollment/early admission programs must have prior approval of the principal or his/her designee.
3. A student must clear 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.
4. A student will reduce his/her high school course load to correspond with the number of college courses taken. This may be waived by the Superintendent/designee.

5. A student will reduce his/her high school course load to correspond with the number of college courses taken. This may be waived by the Superintendent/designee.

B. DISTRICT POLICIES

1. One high school credit will be granted for every six (6) college hours satisfactorily completed. A limited number of courses allow for one high school credit for three (3) college hours satisfactorily completed. Conversely, one-half (1/2) credit will be granted for every three to five (3-5) college hours satisfactorily completed.
2. High school students receiving instruction in dual enrollment may not be charged registration, matriculation, or tuition fees by the university or community college. The course number and title used by the postsecondary institution to schedule the student must be reported by the district to the Department of Education in the Course Data Survey.
3. All Hamilton County High School rules, policies, and procedures are in effect for courses taken in the dual enrollment program.
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.

GRADUATION HONORS

A. WEIGHTED COURSES

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.

B. CLASS RANK

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

C. VALEDICTORIAN AND SALUTATORIAN

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

D. SUMMA AND MAGNA CUM LAUDE

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

1. Four (4) English 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 same language)

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

PERT College Readiness Scores

Writing - 103

Reading - 106

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

Math - 97 (Concordant Score for FSA Algebra 1)

ACT College Readiness Scores

Writing/English - 17

Reading - 19

Reading - 19 (Concordant Score for FSA ELA Reading)

Math - 19 (Intermediate Algebra); 21 (College Algebra); 30 (Calculus 1)

SAT College Readiness Scores

Writing/English - 440/25

Reading - 440/25

Reading - 430/24 (Concordant Score for FSA ELA Reading)

Math-440/25 (Intermediate Algebra); 500 (College Algebra); 500 (Calculus 1)

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

The following scale will be used to designate honor graduates:

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

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

EXTRACURRICULAR

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

A. AUTHORIZED TIME

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

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

B. INTERSCHOLASTIC EXTRACURRICULAR ACTIVITIES

To be eligible to participate in interscholastic extracurricular student activities, a student must maintain a cumulative grade point average of 2.0 on a 4.0 unweighted scale through the end of the previous semester as required by 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 found to have committed a felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon established school board policy. Students must meet such other requirements for participation as may be established by the school district and the Florida High School Activities Association (FHSA).

Exceptional Student Education

INTRODUCTION

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

CATEGORICAL EXCEPTIONAL STUDENT EDUCATION PROGRAMS (6A-6.03011-6A- 6.03027, FAC)

Intellectual Disability
Homebound/Hospitalized
Visually Impaired
Developmentally Delayed, Ages 3-5
Specific Learning Disability
Physical Therapy
Deaf or Hard of Hearing
Speech Impaired
Emotional/Behavioral Disability
Language Impaired
Dual-Sensory Impaired
Gifted
Occupational Therapy
Autism Spectrum Disorder
Physically Impaired, With Orthopedic Impairments
Physically Impaired, With Other Health Impairments
Physically Impaired, With Traumatic Brain Injury

STUDENT PERFORMANCE GOALS AND OBJECTIVES

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

The annual goals and objectives for exceptional students are stated in the Individualized Education Plan (IEP) for each student. Each year, an IEP review conference is held, parents are invited and encouraged to attend. The purpose of this conference is to review progress monitoring, student achievement, and to formulate goals and objectives for the following year. The IEP may be reviewed more frequently at parent and/or teacher request. The district shall provide for an appropriate program of special instruction, facilities, and services for exceptional students as prescribed by the State Board of Education. (1003.57 (1) (a) F.S.)

INDIVIDUAL EDUCATION PLAN

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

A. SPECIAL EDUCATION SERVICES AND SUPPORTS

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

B. RELATED SERVICE PROCEDURES

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

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

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

The parent is a participant of the individual education plan team (IEP Team) and has the right to consent or refuse consent to items specified in the IEP. The statement shall include information that the refusal of parental consent means that the school district may not proceed with the actions discussed with the IEP Team without a school district due process hearing in accordance with 34 C.F.R. ss. 300.507 and 300.508

EXTENDED SCHOOL YEAR (ESY)

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

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

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

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

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

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

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

Standards for Determining ESY

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

Option 1: Student Is Not Recommended for ESY. Based on available data, the IEP team agrees that it is not likely that the student will experience significant or substantial

regression or that there are any other factors that indicate a need for ESY services. Documentation must be provided using formal and informal assessment data to support professional judgment.

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

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

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

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

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

T

TRANSPORTATION

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

ACCOMMODATIONS AND MODIFICATIONS

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

A. CLASSROOM ACCOMMODATIONS

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

B. MODIFICATIONS

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

STATEWIDE ASSESSMENTS

A. ASSESSMENT ACCOMMODATIONS

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

B. FSA /EOC WAIVER

Sections 1003.43(11) and 1003.428(8), F.S., provide for the waiver of the FSA/EOC assessment results for graduation with a standard diploma for certain students beginning 9th grade in 2013-2014 school year, with disabilities who have met all other requirements for graduation with a standard diploma, except a passing score on the FSA/EOC. In order for the FSA/EOC graduation requirement to be waived, the IEP team must meet to determine whether or not the FSA/EOC can accurately measure the student's abilities, taking into consideration allowable accommodations.

C. UNIQUE ACCOMMODATIONS/SPECIAL EXEMPTION FROM STATEWIDE ASSESSMENTS

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

D. EXEMPTION FROM PARTICIPATION IN STATEWIDE ASSESSMENTS

In accordance with Rule 6A-1.09431, FAC, *Procedures for Special Exemption from Graduation Test Requirement for Students with Disabilities Seeking a Standard High School Diploma*, students with disabilities who have an IEP may be eligible for

consideration for a special exemption from the Florida Standard Assessment (FSA) statewide standardized end-of-course assessment, or an alternate assessment pursuant to s. 1008.22(3)© are not offered to a student during the current year's assessment administration due to technological limitations in the testing administration program which lead to results that reflect the student's impaired sensory, manual or speaking skills rather than a student's achievement of the benchmarks assessed by the statewide standardized assessment, a statewide standardized end-of-course assessment, or an alternate assessment.

E. ALTERNATE ASSESSMENT

The decision for a student with a significant cognitive disability to participate in the statewide alternate assessment is made by the individual educational plan (IEP) team and recorded on the IEP.

The following criteria must be met:

1. Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications, as defined in Rule 6A-6.03411(1)(z), FAC, to the grade-level general state content standards pursuant to Rule 6A-1.09041, FAC
2. The student requires direct instruction in academic areas of English language arts, mathematics, social studies and science based on access points in order to acquire, generalize and transfer skills across settings.
3. The parent must sign consent in accordance with Rule 6A-6.0331(10), FAC

F. FLORIDA ALTERNATE ASSESSMENT WAIVER

1. A score of at least four(4) on the Florida Alternate Assessments in Reading and Math must be attained, until replaced by the Grade 10 English Language Arts Alternate Assessment and the End-of-Course (EOC) Assessment for Access Algebra I unless assessment results are waived (Section 1008.22(3), F.S.). A waiver of the results of the statewide Alternate Assessment requirements by the IEP Team (Section 1008.22(3), F.S.) must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents(Section 1003.572, F.S.).
2. For those students whose performances on the standardized assessment score a three (3) or below are waived by the IEP Team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth improvement and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recording are permissible. Community based instruction, Modified Occupational Completion Points (MOCPs), work experience, internships, community service and postsecondary credit, if any, must be documented in the portfolio.

ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

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

DIPLOMA OPTIONS

Students must successfully complete one of the following diploma options:

1. 24-credit standard diploma
2. 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
3. Advanced International Certificate of Education (AICE) curriculum
4. International Baccalaureate (IB) Diploma curriculum
5. Standard Diploma Access (Available only to “a student with a disability for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student’s skills.”). (F.S. 10003.4282(11)(b)1)

Students must pass the following statewide assessments:

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

Standard Diploma Access

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

Standard Diploma Mastery of Academic and Employment Competencies

For students with a disability for whom the IEP team has determined that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate his or her skills:

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

Deferral of receipt of a Standard Diploma

A student with a disability who meets the standard high school diploma requirements in this section may qualify to defer the receipt of a standard high school diploma as determined by the IEP team if the student:

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

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

The year that the student defers his/her diploma will participate with all graduating activities included but not limited to: Baccalaureate, graduation, grade night etc. The student is allowed to return to school until he/she turns 22 or requests his/her diploma.

SUMMARY OF PERFORMANCE

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

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

The information included in the SOP is especially important for students who will need to request accommodations in postsecondary education or the workplace. This information is also used when students apply for service from agencies that serve adults, such as Vocational Rehabilitation.

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

504 PLANS

A periodic review of every 504 plan will be conducted annually by the guidance counselor or principal designee. If the student remains eligible, the team should focus on the student's changing needs related to the effects of different classroom subject matter, school demands, changes in impairments and other factors.

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

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

PROCEDURES WHEN DISCIPLINING STUDENTS WITH DISABILITIES

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

General

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

Additional authority, if the behavior that violated the student code of conduct was not a manifestation of the student's disability (see Manifestation determination, below) and the disciplinary change of placement would exceed 10 school days in a row, school personnel may apply the disciplinary procedures to that student with a disability in the same manner and for the same duration as it would to students without disabilities, except that the school must provide services to that student as described below under Services. The student's IEP team determines the interim alternative educational setting for such services.

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

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

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

After a student with a disability has been removed from his or her current placement for 10 school days in that same school year, and if the current removal is for 10 school days in a row or less and if the removal is not a change of placement then school personnel, in consultation with the student's special education teacher(s), determine the extent to

which services are needed to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

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

CHANGE OF PLACEMENT BECAUSE OF DISCIPLINARY REMOVALS

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

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

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

Manifestation Determination

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

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

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

Determination that behavior was a manifestation of the student's disability

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

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

Special circumstances

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

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

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

EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WHO ARE GIFTED

Eligibility Criteria

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

1. The student demonstrates:
 - a. The need for a special program.
 - b. A majority of characteristics of gifted students according to a standard scale or checklist.

- c. Superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence.

Student Evaluation

1. The minimum evaluations for determining eligibility address the following:
 - a. Need for a special instructional program
 - b. Characteristics of the gifted
 - c. Intellectual development
 - d. May include those evaluation procedures specified in an approved district plan to increase the participation of students from underrepresented groups in programs for the gifted
2. Evaluations and qualified evaluators for students who are gifted are listed in Part I of this document.

Enrichment program for Students found Eligible for Gifted

Students in grades kindergarten through 8th grade who meets eligibility criteria for gifted, may participate in the enrichment program at the Chrysalis Center. The student attends one day a week based on the student's school. Students in grades 9-12 have the options to discontinue services through an Educational Plan in which the High School would meet the student's needs through honor courses, Advanced Placement (AP), Dual Enrollment Courses, Advanced International Certificate of Education (AICE), and/or International baccalaureate (IB) courses. Parents and students may choose to continue the gifted program and consultation services will be provided to the student's teachers.

Temporary Break in Service

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

Twice Exceptionality

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

ADULT EDUCATION

GENERAL GUIDELINES

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

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

A. ELIGIBLE STUDENTS

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

B. EXPELLED STUDENTS

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

C. FEES

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

D. PROGRAM REQUIREMENTS

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

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

E. DRIVER LICENSE LAW

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

STATE OF FLORIDA HIGH SCHOOL EQUIVALENCY DIPLOMA

The State of Florida High School Diploma is awarded in accordance with State Board of Education Administrative Rule 6A-6.0201 and Florida Statute 1003.45.

A. AGE REQUIREMENTS

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

B. EXTRAORDINARY CIRCUMSTANCES

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

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

Final approval for sixteen (16) or seventeen (17) year olds to take the test shall be made by the Superintendent or his designee.

C. GED PERFORMANCE BASED OPTION

Students sixteen (16) 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.

D. GED TESTING

1. The GED test shall be administered two to four times, based on demand, each school year if the district is an approved testing site. Students

will be given information concerning area testing sites to include dates and times for testing.

2. A candidate who fails to attain the minimum scores on the initial GED test may retake the test at any subsequent testing session. After the second testing, a candidate shall be eligible to retake the tests at any subsequent session if an overall minimum standard score is achieved as set by the GED Testing Program. A candidate who fails to meet the minimum standard score shall not be eligible to retake the tests for a period of six (6) months.

E. SUCCESSFUL COMPLETION

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