



HIGH SCHOOL STUDENT PROGRESSION PLAN (GRADES 9-12)

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2008-09

Approved by the
Sarasota County District School Board
_____ (date)

Required Public Notice (FS. 1008.25(8))

The Sarasota County District School Board will annually publish in the local newspaper, and report in writing to the Florida State Board of Education by September 1, the following information on the prior school year:

- The provision of section 1008.25(8)(b) relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
- By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT.
- By grade, the number and percentage of students retained in grades 3 through 10.
- Information of the total number of students who were promoted for good cause, by each category of good cause as specified in FS 1008.25(6)(b).
- Any revisions to the district board's policy on student retention and promotion from the prior year.

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PREFACE

The Student Progression Plan is designed to support the philosophy and goals of the Sarasota County District School Board as defined in Sarasota's vision of NeXt Generation Learning. The plan recognizes that students have unique characteristics, needs and learning styles. It addresses a number of areas including student progression, remediation alternatives, retention, assessment, and placement in special and alternative programs.

All Sarasota County School District Curriculum objectives for high school courses are aligned with the Sunshine State Standards. Proficiency in reading, writing, mathematics, and science is measured by the Florida Comprehensive Assessment Test (FCAT) and district assessments. Each school will offer courses of study and instruction that reflect the Sunshine State Standards in K–12 language arts, mathematics, science, social studies, foreign languages, health and physical education, the arts, and career-technical education, along with the Sunshine State Standards for Special Diploma. Instruction will address the skills and competencies that a student must master in order to graduate from high school (F.S. 1001.03).

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I. GRADUATION REQUIREMENTS

To graduate from high school with a standard diploma, students must complete the following requirements:

- A. Successfully complete all required courses for a regular or an International Baccalaureate diploma and earn credits as designated. Beginning in 2007-08, entering Grade 9 students must earn at least twenty-eight (28) credits *except as follows*:
- Grade 10, 11 and 12 students who are in schools that are transitioning from a traditional 6 period day schedule to flexible block schedules. These students must meet these credit requirements:

| 2006-07 And following years | | Credits Required for Graduation on a Flexible/Block Schedule |
|--|----|---|
| Entering Gr. | 9 | 28 |
| Entering Gr. | 10 | 26 |
| Entering Gr. | 11 | 25 |
| Entering Gr. | 12 | 24 |

- Pine View School for the Gifted, students must earn twenty-six (26) credits as established in the Pine View diploma criteria, including a requirement that students complete level 3 of a foreign language; or
- Student who, since 2003-04 and following years, choose to pursue either the college preparatory or the career preparatory accelerated 3-year graduation option. Students in these two options must earn 18 credits. This option does not apply to students entering Pine View School for the Gifted or students electing the International Baccalaureate program or district approved magnet programs with specified program requirements precluding completion in three years.*

*Selection of one of the graduation options listed above is exclusively at the request and agreement of student and parent. To facilitate selection of the appropriate graduation plan option as the student enters grade 9, the school district will provide information to parents and students related to the three graduation options. If the student and parent fail to select a graduation option by the end of grade 9, the student will be considered to have selected the non-accelerated requirements at the high school in which the student is enrolled.

- Students enrolled in Oak Park School must earn 24 credits.

- B. Achieve a cumulative unweighted grade point average of 2.0 on a 4.0 scale.
1. Grade point averages in grades 9-12 shall be calculated on both a weighted (5 point) and unweighted (4 point) scale. A weighted system for courses in grades 9-12 shall be utilized so that students are not penalized in terms of final “average” or class standing if they undertake difficult academic work.
 2. All state requirements for reporting grade point averages will be computed and reported on an unweighted (4 point) system.
 3. The graduation grade point average for students who entered 9th grade Fall 2000 or after shall be based on all course grades except for those courses forgiven according to the district grade forgiveness procedure described in this Student Progression Plan, page 40.
 4. For students in schools that are transitioning from traditional to flexible/block schedules, the graduation grade point average for students who entered 9th grade Fall 2002 or earlier shall be based on those courses fulfilling the credits required for graduation at the time of their matriculation into Grade 9, including electives that result in the highest GPA calculation.
- C. Pass the appropriate state test (FCAT) required for graduation. If a student fails each subject area section of the Grade 10 FCAT three times, concordant scores on the SAT or ACT can be used to meet this graduation requirement as specified by F. S. 1008.22(9). The Florida Department of Education will provide updated concordant scores annually. This requirement does not apply to new students who enter a Sarasota school in Grade 12, who may either achieve a passing score on the FCAT or use an approved concordant ACT/SAT score.
- D. Beginning in 2007-08, incoming grade 9 students are required to complete 1.0 credit in Health/Physical Education.

II. GRADUATION PLANS AND TIMELINES

There are six plans for regular education students entering Sarasota County District high schools to meet graduation requirements:

- **Plan 1:** A traditional four-year plan (2 versions, Plan 1A and Plan 1B)
- **Plan 2:** An accelerated college preparatory 3-year plan (2 versions, Plan 2A and 2B)
- **Plan 3:** An accelerated career preparatory 3-year plan (Plans 3A and 3B)
- **Plan 4:** A performance based diploma

- **Plan 5:** A GED exit option
 - **Plan 6:** Enrollment in Pine View School for the Gifted
- A. If none of the accelerated plans (college preparatory or career preparatory) has been selected by the end of grade 9, the student will be placed in the 4-year traditional plan.
- B. Continuation of the three-year, 18 Credit accelerated options are continued year-to-year based on specific legislation.
- C. Prior to 2006-07, students were required to have an earned GPA of 3.0 to pursue one of the two accelerated options (college preparatory or career preparatory). Beginning with 2006-07, students are required to have an earned GPA of 3.5 on a 4.0 scale to pursue either of the two accelerated graduation plan options.
- D. Graduation from high school may be accomplished by fulfilling the requirements detailed in the following charts:

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Plan 1A: Traditional Four-Year High School Program (Prior to August, 2007)

| Traditional 4-Year High School Program for High School Graduation for Students Entering High School Prior To August, 2007 | | |
|--|--|--|
| SUBJECT | CREDITS | COMMENTS |
| English | 4 | |
| Mathematics | 3 | Algebra 1 or a series of courses equivalent to Algebra 1 is required |
| Science | 3 | Two must have lab components. |
| World History | 1 | |
| American History | 1 | |
| Economics | .5 | |
| American Government | .5 | |
| Practical Arts, Technical Education or Performing Fine Arts | 1 | One credit in Practical Arts Technical Education; <i>or</i> One credit in Performing Fine Arts to be selected from music, dance, drama, painting, sculpture; a course that requires manual dexterity, or speech and debate; <i>or</i> One-half credit each in Practical Arts Technical Education and Performing Fine Arts. |
| Life Management Skills | .5 | |
| Physical Education | .5 | Participation in JROTC Drills class for one semester fulfills this requirement. |
| Personal Fitness | .5 | |
| Electives | 7.5 Traditional Schedule or 12.5 Flexible/block | Any course approved by the Course Review Committee [†] and listed in the Florida State High School Course Code Directory and that is appropriate for Gr. 9 or above may fulfill an elective credit for graduation except study hall and other courses identified as noncredit (NC), Adult Basic Education, and GED preparation. |

[†]The district's Course Review Committee, composed of school-based and district level representatives, will review and approve courses submitted by schools for inclusion in the school master schedule. Criteria for approval will be developed and applied to ensure that courses are part of a program of study that will enable students to complete a 4-year (or 3-year accelerated) graduation plan. Schools must submit courses to the district committee by Nov. 1 of the school year prior to scheduled implementation.

Plan 1B: Traditional Four-Year High School Program (2007-08 ff.)

| Traditional 4-Year High School Program for High School Graduation for Students Entering High School 2007-08 and Following School Years | | |
|---|--|---|
| SUBJECT | CREDITS | COMMENTS |
| English | 4 | |
| Mathematics | 4 | Algebra 1 or a series of courses equivalent to Algebra 1 is required |
| Science | 3 | Two must have lab components. |
| World History | 1 | |
| American History | 1 | |
| Economics | .5 | |
| American Government | .5 | |
| Performing/Fine Arts | 1 | |
| Health and PE | 1 | |
| Major Area of Interest | 4 | Courses must be completed in 1 or more approved sequence or program of study in a Career-Technical, Academic Content, or Interdisciplinary area. |
| Electives (may include a Minor area) | 8 Flexible/Block Block <i>Or</i> 6 Pine View School <i>Or</i> 4 Traditional schedule | Any course approved by Sarasota County School Board [†] that is appropriate for Gr. 9 or above may fulfill an elective credit for graduation except study hall and other courses identified as noncredit (NC), Adult Basic Education, and GED preparation. A Minor is an approved sequence (program of study) in an identified Career-Technical, Academic Content, or Interdisciplinary area. |

[†]The district's Course Review Committee, composed of school-based and district level representatives, will review and approve courses submitted by schools for inclusion in the school master schedule and submit it to the Sarasota County School Board for approval. Criteria for approval will be developed and applied to ensure that courses are part of a program of study that will enable students to complete a 4-year (or 3-year accelerated) graduation plan. Schools must submit courses to the district committee by Nov. 1 of the school year prior to scheduled implementation.

Plan 2A: Three-Year Accelerated College Preparatory Program For 2003-04

| Three-Year Accelerated College Preparatory Program For 2003-04 | | |
|---|----------------|--|
| *Any student who selected an accelerated graduation program before July 1, 2004 may continue that program, and all statutory requirements that were applicable when the student made the program choice shall remain applicable as long as he or she continues in that program. | | |
| SUBJECT | CREDITS | COMMENTS |
| English | 4 | Courses must have a major concentration in composition and literature. |
| Mathematics | 3 | Courses must be at the Algebra I level or higher from the list of courses that qualify for state university admission. |
| Science | 3 | Two must have lab components. |
| World History | 1 | |
| American History | 1 | |
| Economics | .5 | |
| American Government | .5 | |
| Foreign Language | 2 | Students must pass two credits in the same foreign language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses. |
| Electives | 3 | Any course listed in the Florida State High School Course Code Directory and approved by the Course Review Committee [†] that is appropriate for Gr. 9 or above may fulfill an elective credit for graduation except study hall and other courses identified as noncredit. |

[†]The district's Course Review Committee, composed of school-based and district level representatives, will review and approve courses submitted by schools for inclusion in the school master schedule. Criteria for approval will be developed and applied to ensure that courses are part of a program of study that will enable students to complete a 4-year (or 3-year accelerated) graduation plan. Schools must submit courses to the district committee by Nov. 1 of the school year prior to scheduled implementation.

Plan 2B: Three-Year Accelerated College Preparatory Program (For 2004-05 ff.)

| Three-Year Accelerated College Preparatory Program (for students entering Gr. 9 2004-05 and school years thereafter) | | |
|---|----------------|--|
| SUBJECT | CREDITS | COMMENTS |
| English | 4 | Courses must have a major concentration in composition and literature. |
| Mathematics | 3 | One must be Algebra 1. |
| Science | 3 | Two must have lab components. |
| World History | 1 | |
| American History | 1 | |
| Economics | .5 | |
| American Government | .5 | |
| Foreign Language | 2 | Students must pass two credits in the same foreign language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses. |
| Electives | 3 | Any course listed in the Florida State High School Course Code Directory and approved by the Course Review Committee [†] that is appropriate for Gr. 9 or above may fulfill an elective credit for graduation except study hall and other courses identified as noncredit. |

[†]The district's Course Review Committee, composed of school-based and district level representatives, will review and approve courses submitted by schools for inclusion in the school master schedule. Criteria for approval will be developed and applied to ensure that courses are part of a program of study that will enable students to complete a 4-year (or 3-year accelerated) graduation plan. Schools must submit courses to the district committee by Nov. 1 of the school year prior to scheduled implementation.

A. Eligibility for Plan 2B:

A student who selects this accelerated graduation option must meet the following requirements:

1. Confer jointly with parents and school personnel to receive an explanation of the program requirements, advantages and disadvantages of each graduation option.
2. Submit a signed parental consent to enter the 3-year accelerated graduation program

3. Have achieved an FCAT reading achievement of Level 3 or above; an FCAT mathematics achievement of Level 3 or above; and FCAT writing score of 3.0 or above on the most recent assessments taken.
 4. At least 6 of the 18 credits required for this program must be received in classes that are designated as dual enrollment; advanced placement; International Baccalaureate; Advanced International Certificate of Education; specifically listed or identified by the DOE as rigorous pursuant to section 1009.531 (3), FS; or weighted by the School Board of Sarasota County. A student who successfully completes this 3-year accelerated college preparatory graduation option meets the requirements for a standard Florida high school diploma—one of the eligibility criteria for a Florida Bright Futures Scholarship.
 5. The number of English, math, science, social science, foreign language, and elective credits within the three-year standard college preparatory program aligns with the minimum state university admissions standards listed in current law.
- B. Continuation Requirements for Plan 2B
For a student to continue in the 3 year accelerated college preparatory graduation option, he or she must meet these requirements:
1. Earn passing scores (as defined by the State of Florida) on the FCAT reading, writing, and math or scores on other assessments that are approved by the State of Florida.
 2. Achieve a cumulative weighted GPA of 3.0 (on a 4.0 scale) or its equivalent in the courses required for the college preparatory accelerated 3 year high school graduation option. ***Note: this requirement was increased to 3.5 beginning with the 2006-07 school year.***
 3. Receive a weighted or unweighted grade that earns at least 3.0 points (B) or its equivalent to earn credit toward the 18 credits required for this accelerated graduation option.
 4. If, at the end of the second year of high school a student is not on track to meet the credit, assessment, or grade point average requirements of this accelerated graduation option, the school shall notify the student and parent of the following:
 - a. The requirement(s) the student is not currently meeting
 - b. The specific performance necessary in the third year of high school to meet the accelerated requirements
 - c. The right of the student to change to the 4-year traditional graduation program

C. Automatic Return/Transfer to the Traditional, 4-year Graduation Option
A student in this accelerated graduation option shall automatically move to the 4-year traditional graduation program if the student:

1. Exercises the right to change to the 4-year traditional program
2. Fails to earn 5 credits by the end of the first year in high school or fails to earn 11 credits by the end of the second year in high school;
3. Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment; OR
4. Does not meet the assessment scores (FCAT reading, writing, and math, or other assessments approved by the State of Florida), weighted GPA, or course grades listed in the program continuation requirements.

D. Timeline for Selecting an Accelerated Graduation Option

1. If neither of the accelerated 18-credit options (college preparatory or career preparatory) has been elected by the end of grade 9, the student will be placed in the traditional 4-year plan. ***An exception may be made to extend this deadline to the first semester of grade 10 for a student who enters a Florida public school after grade 9 upon transfer from a private school or another state or who was prevented from choosing a graduation option due to illness during grade 9.***

Plan 3A: Three-Year Accelerated Career Preparatory Program For 2003-04

| Three-year accelerated Career Preparatory program (for students entering Grade 9 2003-04 only) | | |
|--|----------------|---|
| Any student who selected an accelerated graduation program before July 1, 2004 may continue that program, and all statutory requirements | | |
| SUBJECT | CREDITS | COMMENTS |
| English | 4 | Courses must have a major concentration in composition and literature. |
| Mathematics | 3 | One must be Algebra 1. |
| Science | 3 | Two must have lab components. |
| World History | 1 | |
| American History | 1 | |
| Economics | .5 | |
| American Government | .5 | |
| Foreign Language | 2 | Students must pass two credits in the same foreign language unless the student is a native speaker or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses. |
| Electives | 3 | Any course listed in the Florida State High School Course Code Directory and approved by the Course Review Committee [†] that is appropriate for Gr. 9 or above may fulfill an elective credit for graduation except study hall and other courses identified as noncredit. |

[†]The district's Course Review Committee, composed of school-based and district level representatives, will review and approve courses submitted by schools for inclusion in the school master schedule. Criteria for approval will be developed and applied to ensure that courses are part of a program of study that will enable students to complete a 4-year (or 3-year accelerated) graduation plan. Schools must submit courses to the district committee by Nov. 1 of the school year prior to scheduled implementation.

Plan 3B: Three-Year Accelerated College Preparatory Program (For 2004-05 ff.)

| Three -Year Accelerated Career Preparatory Program (for Grade 9 students entering high school 2004-05 and thereafter) | | |
|--|----------------|---|
| SUBJECT | CREDITS | COMMENTS |
| English | 4 | Courses must have a major concentration in composition and literature. |
| Mathematics | 3 | One must be Algebra 1. |
| Science | 3 | Two must have lab components. |
| World History | 1 | |
| American History | 1 | |
| Economics | .5 | |
| American Government | .5 | |
| Career-Technical Education Program | 3 OR 5 | Single career-technical education program or career-technical certificate dual enrollment OR Career-technical courses |
| Foreign Language | 0 | Not required |
| Electives | 2 | Any course listed in the Florida State High School Course Code Directory and approved by the Course Review Committee [†] that is appropriate for Gr. 9 or above may fulfill an elective credit for graduation except study hall and other courses identified as noncredit. |

[†]The district's Course Review Committee, composed of school-based and district level representatives, will review and approve courses submitted by schools for inclusion in the school master schedule. Criteria for approval will be developed and applied to ensure that courses are part of a program of study that will enable students to complete a 4-year (or 3-year accelerated) graduation plan. Schools must submit courses to the district committee by Nov. 1 of the school year prior to scheduled implementation.

A. Eligibility for Plan 3B:

A student who selects this accelerated graduation option must meet the following requirements:

1. Confer jointly with parents and school personnel to receive an explanation of the program requirements, advantages and disadvantages of each graduation option.
2. Submit a signed parental consent to enter the 3-year accelerated graduation program
3. Have achieved an FCAT reading achievement of Level 3 or above; an FCAT mathematics achievement of Level 3 or above; and FCAT writing score of 3.0 or above on the most recent assessments taken.

- B. A student who successfully completes this 3-year accelerated career preparatory graduation option meets the requirements for a standard Florida high school diploma.
- C. Continuation Requirements for Plan 3B
For a student to continue in the 3 year accelerated career preparatory graduation option, he or she must meet these requirements:
1. Earn passing scores (as defined by the State of Florida) on the FCAT reading, writing, and math or scores on other assessments that are approved by the State of Florida.
 2. Achieve a cumulative weighted GPA of 3.0 (on a 4.0 scale) or its equivalent in the courses required for the college preparatory accelerated 3 year high school graduation option. **Note: this requirement was increased to 3.5 beginning with the 2006-07 school year.**
 3. Receive a weighted or unweighted grade that earns at least 2.0 points (C) or its equivalent to earn credit toward the 18 credits required for this accelerated graduation option.
 4. If, at the end of the second year of high school a student is not on track to meet the credit, assessment, or grade point average requirements of this accelerated graduation option, the school shall notify the student and parent of the following:
 - a. The requirement(s) the student is not currently meeting
 - b. The specific performance necessary in the third year of high school to meet the accelerated requirements
 - c. The right of the student to change to the 4-year traditional graduation program
- D. Automatic Return/Transfer to the Traditional, 4-year Graduation Option
A student in this accelerated graduation option shall automatically move to the 4-year traditional graduation program if the student:

1. Exercises the right to change to the 4-year traditional program
2. Fails to earn 5 credits by the end of the first year in high school or fails to earn 11 credits by the end of the second year in high school;
3. Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment; **OR**
4. Does not meet the assessment scores (FCAT reading, writing, and math, or other assessments approved by the State of Florida), weighted GPA, or course grades listed in the program continuation requirements.

E. Timeline for Selecting an Accelerated Graduation Option

If neither of the accelerated options (college preparatory or career preparatory) has been selected by the end of grade 9, the student will be placed in the traditional 4-year plan. ***An exception may be made to extend this deadline to the first semester of grade 10 for a student who enters a Florida public school after grade 9 upon transfer from a private school or another state or who was prevented from choosing a graduation option due to illness during grade 9.***

- F. In addition to these two options, other opportunities for articulated acceleration are available to shorten the time necessary for a student to complete the requirements associated with a degree or increase the depth of study available for a particular subject. This includes, but not be limited to, Dual Enrollment, Early Admission, Advanced Placement, Credit by Examination, Florida Virtual School and the International Baccalaureate Program.

- G. At the beginning of each school year, parents of students in or entering high school must be notified of the opportunity and benefits of these acceleration mechanisms. (F.S. 1003.02)

Plan 4: Performance Based Diploma Program

Students who participate in and successfully complete the Performance Based Diploma Program (see Dropout Prevention and Academic Intervention Program Descriptions) shall receive a regular high school diploma. Students must:

1. Pass the Florida Comprehensive Assessment Test in reading, math, and writing;
2. Complete a career & technical education job preparatory program;
3. Earn a 2.0 grade point average or better on a 4.0 scale for courses taken while enrolled in the program; and
4. Complete the required credits for graduation.

Plan 5: GED Exit Option Program

- A. Students who participate in and successfully complete the GED Exit Option Program (see Dropout Prevention and Academic Intervention Program Descriptions) shall receive a standard high school diploma and may participate in the regular high school graduation ceremonies if all other procedural requirements have been met.
- B. Students participating in the GED Exit Option Model who are over age for grade and classified as a ninth grader may be promoted to the 10th grade for the purpose of taking the grade 10 FCAT. Special permission may be granted by the principal for promotion to the 11th grade for the purpose of taking the FCAT Retake.
- C. In order to be eligible for the GED Exit Option Program, students must:
 - 1. Be over-age for their grade. The group with which the student entered kindergarten has graduated or is graduating during the current school year.
 - 2. Be behind in credits or have a GPA that is less than 2.0
 - 3. Be approved by Principal, Guidance Counselor, and Exit Option Coordinator
 - 4. Demonstrate a reading level of at least 9th grade as evidenced by a TABE test
 - 5. Have passed both sections of FCAT
 - 6. Have Parent/ Guardian notification and consent
- D. In order to obtain the diploma through the GED Exit Option, the student must:
 - 1. Remain in school and attend classes regularly
 - 2. Participate in courses that are required for graduation
 - 3. Take the TABE Test to determine reading level
 - 4. Take the GED Official Practice Tests and score 450 minimum on each test
 - 5. Register for and pay for the GED test
 - 6. Pass the GED test
 - 7. Comply with the school and district policies

Students participating in the GED Exit Option Program may not graduate ahead of his/her peer group of the same age (kindergarten cohort).

Plan 6: Pine View School for the Gifted

- A. Sarasota County also provides for a full-time placement in a high school program for gifted students on its Pine View School campus. State and local entrance criteria are used to determine placement.
- B. Students in the Pine View program must successfully complete 26 credits for graduation as well as meet all other state, district, and school criteria for graduation from a traditional four-year program. Students participate in an accelerated curriculum that includes Level 3 of a foreign language.

III. COURSE CREDIT (FS. 1003.436)

A credit (1) for high school graduation is defined as a minimum of 135 hours (or 120 hours in a flexible/block schedule) of bona fide instruction in a designated course which contains student performance standards, or the equivalent of six semester hours of college credit. Dual Enrollment semester courses result in a full-year credit and are weighted. One-half credit is defined as one-half of these requirements. Credit will also be awarded to students who demonstrate mastery of course content and student performance standards through alternative instructional delivery models such as performance-based instruction, extended school year programs, and flexible/block scheduling.

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

No high school student may be granted credit toward high school graduation for enrollment in the following courses or programs: more than a total of nine (9) elective credits in remedial programs, more than three (3) credits in practical arts family and consumer science classes, more than one (1) credit in exploratory career and technical courses, or any level 1 courses unless the student's assessment shows a more rigorous course would not be appropriate (this need must be included in the student's IEP or performance plan, such as an Academic and Career Plan, and signed by staff and parent).

B. Course Substitutions and Waivers [1011.62, and DOE Annual Course Code Directory]

A course that has been used to substitute in one subject area may not be used to substitute for any other subject area. Course substitutions may not count towards state university system admissions requirements.

The Sarasota County curriculum and approved courses and programs are to be the means for granting credits. Some course substitutions are provided through state statute as follows:

| For students entering as high school freshmen school year PRIOR TO 2007-08 | |
|--|--|
| Required Courses | Approved Substitutions |
| Physical Education Or .5 in Physical Education AND .5 in Personal Fitness | Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons; AND Mastery of the personal fitness competency test on personal fitness with a score of "C" or better; AND Substitution of an elective 1.0 credit for the PE requirement. |
| .5 Credit Physical Education* *Personal Fitness is still required for a standard diploma unless exempted by an IEP. | Completion of one semester of marching band class or JROTC Drills class for one semester with a grade of "C" or better on the Personal Fitness Competency Test. |
| .5 Physical Education .5 Personal Fitness | 1.0 Credit Adaptive Physical Education ESE students pursuing standard diplomas whose IEP/Plans exempt them from participation in PE and Personal Fitness. |
| .5 Health I- Life Management Skills | Successful completion of the Army JROTC Leadership Educational Training Courses I and II. |
| Practical Arts | The practical arts graduation requirement may be fulfilled by any secondary or eligible postsecondary course in the Career and Technical Section of the DOE Course Code Directory (as approved by the District Course Review Committee), or by substituting one of the basic Computer Education or Journalism courses on a curriculum equivalency basis. Selected exceptional student education career and technical courses may be used to satisfy this requirement for students with exceptionalities (excluding Gifted) |
| .5 Life Management Skills | Successful completion of Health 1-Life Management Skills (0800300) |

**For students entering as high school freshmen during school year
2007-08 and beyond**

| Required Courses | Approved Substitutions |
|--|--|
| 1.0 HOPE (Health Opportunities through Physical Education) | Participation in 2 Seasons of an interscholastic sport at the JV and Varsity levels and a passing grade of C on Personal Fitness Competency test. Or Completion of 2 Full Years ROTC |
| 1.0 Performing Arts | Completion 2 Full Years of ROTC |

| Other Course(s) with Allowable Substitution(s) | Approved Substitutions |
|---|--|
| 1.0 Physical Science | Successful completion of the JROTC Naval Science Program (Naval Science I, II, II) |
| .5 Health 1 – Life Management Skills | Successful completion of the Army JROTC Leadership Educational Training Courses I and II |
| 1.0 Credit Practical Arts | Successful completion of JROTC (1800300-1800360, OR 1801300-1801330 OR 1802300-1802330, OR 1803300-1803330, OR 1804300-180435) |
| Foreign-Born Students entering high school with 1.0-4.0 credits in the study of English language | 1.0-4.0 credits for student’s study of a foreign language (in this case, the foreign language is English for that student). |
| Foreign-Born Students entering high school with 1.0-4.0 credits in the study of their own country’s primary language. | 1.0-4.0 credits in English (e.g., a French student gets credit for studying French in the same way that an American student gets credit for studying English). |
| .5 Credit / 1.0 Credit Performing Fine Arts | Successful completion of any art form course, that requires manual dexterity, or a course in speech and debate (F.S. 1003.43) |
| .5 Credit / 1.0 Credit Practical Arts | Successful completion of any career and technical education course, grade 9 - 12 |
| .5 Life Management Skills | Successful completion of Health 1-Life Management Skills (0800300) |
| 1.0 Credit Anatomy and Physiology (2000350) | Successful completion of 3.0 Credit Allied Health Assisting Program (8417130) |
| 1.0 Credit Anatomy and Physiology (2000350) | Successful completion of 5.0 Credit Veterinary Assisting Program |
| Substitutions listed in Annual DOE Course Code Directory | Successful completion of Career and Technical Education courses used as substitutes in English, Mathematics and Science |

C. Course Titles on Transcripts

A course title on a student schedule and transcript means that the student is receiving regular, planned instruction, by a teacher following the course content as defined in the State of Florida Curriculum Course Descriptions (Frameworks) and the Sarasota County School District curriculum. GPA weight is dependent upon the course, and all weighted courses must be approved by the School Board and in compliance with statutory requirements and articulation agreement(s) with post-secondary institutions.

D. Determination of Mastery of Student Performance Standards

Student performance standards will be measured on a regular, continuous basis. Such measurements may be made through the use of teacher observations, classroom assignments, and traditional and alternative forms of assessment. It is not the intent of the Sarasota County District Schools to measure student performance standards solely through the use of a single method or instrument (i.e., end-of-course test).

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

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

E. ELL Credit

English Language Learners shall be given credit toward fulfilling graduation requirements in English for each basic ESOL course completed satisfactorily. Credit shall be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily which was delivered using ESOL strategies. ELL students shall be given elective credit for basic ESOL courses and Developmental Language Arts Through ESOL as outlined in the State DOE Course Code Directory.

English Language Learners (LEP students) may not receive a failing grade if instructional strategies, materials, and assessment have not been modified in order to meet their instructional needs. In addition, these modifications and strategies must be documented in teacher lesson plans. School administrators

in charge of teacher evaluation are responsible for ensuring that teachers are modifying instruction and assessment in order to provide comprehensive instruction to English Language Learners.

F. Variety of Instructional Techniques and Instructional Media for All Students

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

IV. TRANSFER OF CREDITS [F.S. 1003.433(1)]

- A. Students who enter a Florida public school in 11th and 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in high school in order to meet Florida high school course requirements if the student has met all requirements of the school district, state or country from which he/she is transferring.
- B. Florida course requirements shall not be retroactive for the transfer student provided that the student has been promoted to the 11th or 12th grade and has met all requirements of the school district, state, or county from which he/she is transferring. However, the transfer student must pass the FCAT and maintain a 2.0 GPA in order to receive a standard diploma from a Florida public school. Students who transfer into Sarasota schools in Grade 12 may use an approved concordant subject area test in lieu of the FCAT.
- C. The grade placement of any student transferring from another state or private school will be determined by the principal (or designee) of the receiving school.
- D. Students entering school from a foreign nation or from a public, private or home school, and who are not able to provide a valid transcript or original report cards, shall identify and describe all courses taken in previous years. Work or credit shall be validated by performance assessment as outlined below.
- E. The following procedures shall govern transfer of credit:
 - 1. All evidence of work or credits earned at another public school, community college, or university offered for acceptance shall be based on an official transcript authenticated by the proper school authority.

2. Credits earned through institutions affiliated with the following accrediting agencies will be automatically approved:

- a. Southern Association of Colleges and Schools
- b. Middle States Association of Colleges and Schools
- c. New England Association of Colleges and Schools
- d. North Central Association of Colleges and Schools
- e. Northwest Association of Accredited Schools
- f. Western Association of Colleges and Schools
- g. National Council on Private School Accreditation (NCPSA)
member agencies:
 - Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities
 - Association of Christian Schools International
 - Association of Christian Teachers and Schools, Assemblies of God
 - Association of Independent Schools of Florida
 - Association of Waldorf Schools of North America
 - Christian Schools International
 - Christian Schools of Florida
 - Florida Association of Christian Colleges and Schools
 - International Christian Accrediting Association
 - Kentucky Nonpublic School Commission
 - Montessori School Accreditation Commission
 - National Independent Private School Association
 - Florida Council on Independent Schools (FCIS)
 - Florida Association of Christian Colleges and Schools (FACCS)

3. Credits earned from the following agencies and local member schools are also accepted at face value:

| Accrediting Agency | Local/Regional School |
|--|---|
| Accrediting Association of Seventh Day Adventist Schools, Colleges, & Universities | Port Charlotte Adventist School |
| Accrediting Commission International | Heritage Christian Academy (Englewood) |
| Christian Schools of Florida | Bradenton Christian |
| Correspondence Schools (known to be accredited) | University of Florida; University of Nebraska; American School (Chicago); Keystone |
| Florida Association of Christian Colleges and Schools | West Florida Christian; Community Christian (Manatee County); Port Charlotte Christian School |
| Florida Catholic Conference | Cardinal Mooney; St. Joseph; Bishop |

| Accrediting Agency | Local/Regional School |
|--|---|
| | Verot (Ft. Myers) |
| Florida Council of Independent Schools | Bradenton Christian; St. Stephens; Out of Door Academy; Sarasota Christian School; Julie Rohr Academy, Goldie Feldman Academy |
| Florida League of Christian Schools | Tabernacle Christian |
| Montessori School Accreditation Commission | New Gate School |
| National Lutheran School Accreditation | Concordia Lutheran |
| National Private Schools Association Group | Brickhouse Academy, Prew Academy; Achievement Center; Morningstar Academy |
| Southern Association of Colleges and Schools | Florida Virtual School (FLVS); Sylvan Center; Super Camp |

4. Courses that cannot be reasonably aligned with the requirements of the courses listed in the Florida DOE Course Code Directory may be accepted as transfer elective credit
5. The Sarasota County grade weighting system will apply to all courses that are equivalent to or are identified in the State Course Code Directory and designated as weighted courses by the Sarasota County District School Board.

A. Transfer of Credit from Non-accredited and Foreign Schools

1. Credits from non-accredited schools, as well as foreign schools, will be evaluated on the basis of comparability to local courses in terms of course length and content; in some cases communications with the previous school will be necessary, and a translation of transcripts required. Students transferring from another country shall receive English credit (Language Arts) for primary language study. English as it appears on a foreign transcript will be reflected as foreign language credit.
2. Students transferring into a public school from a non-accredited school must be placed at the appropriate sequential course level. Performance at a minimum grade point average of 2.0 in the placement validates the student's prior performance in that subject area. For example, an 11th grade transfer student may validate his English I and II credits taken at the sending school with a 2.0 in English III at the receiving school. Students who do not meet a 2.0, or choose not to continue to the next sequential level in a particular subject area (i.e., foreign languages), must have their credits validated using an approved alternative validation procedure (described below).

B. Transfer of Credit from Home Schools [1003.25 FS; 6A-1.09941 SBER]

A student entering a Sarasota County high school from a home education program must present documentation (i.e., the student's portfolio with dated samples of work) which indicates the courses in which the student received home instruction. High School credits may not be given solely on the basis of time spent in a home education program. The decision regarding credits will be made by the high school principal. Parents shall provide to the school a detailed course description for each course, indicating objectives, instructional materials, and methods of student performance evaluation. Courses will be evaluated on the basis of comparability to local courses in terms of course length and content. Parents must provide evidence that each course eligible for one high school credit consisted of at least 135 (or 120 in a flexible/block schedule) hours of instruction.

C. Validation of Credits

Work or credits from home schools, private schools, other than those accredited by agencies in (b) above, as well as tutorial agencies, and correspondence school programs, shall be validated by performance assessment conducted during the first grading period. If requested, home education students shall be provided up to ninety days to prepare for the required assessment(s).

A transferring student shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. For students who do not meet this requirement, any of the following alternatives may be used to validate credits:

1. Portfolio evaluation by Superintendent or designee
2. Written recommendation by a Florida-certified teacher selected by the parent and approved by the principal
3. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools
4. Demonstrated proficiencies on nationally-normed subject area assessments
5. Demonstrated proficiencies on the FCAT; or
6. Written review of the criteria utilized for a given subject provided by the former school.

The district's Home School liaison, in collaboration with the district Curriculum & Instruction Department and the school will assist with the evaluation of Home School student credit. If letter or numerical grades were not awarded at the prior school, the student will be awarded a grade that is equivalent to his/her end-of-course summative performance in the next sequential course. The final decision regarding credit is the responsibility of the school principal.

D. Transfer of Credit for Foreign Exchange Students

1. Students who wish to enroll in a Sarasota County school and who have been foreign exchange students (i.e., U.S. citizens who left the U.S.A. through a recognized program for one or more years) must present a valid transcript or original report card upon their registration in a Sarasota County school. All grades for these high school students will be converted to pass/fail.
2. Foreign exchange students (non U.S. citizens) shall be given the option of accepting the grades earned in course work or accepting a pass/fail designation. [Special note: Acceptance of pass/fail would prohibit student eligibility for all interscholastic competition due to the inability to calculate and meet the minimum 2.0 grade point average requirement.]
3. Foreign exchange students from other countries (in a recognized program) upon leaving a Sarasota County school shall receive a valid transcript of their work while in the district. Students in their fourth year of high school, and who provide a valid transcript of their three previous years work, shall be eligible for a Sarasota County diploma if they pass the following courses during a full year's study:
 - a. English IV (1 credit),
 - b. American Government (1/2 credit),
 - c. Economics (1/2 credit), and
 - d. American History (1 credit);
 - e. Either biology, physics or chemistry -1 credit (unless student has three science credits)
 - f. Mathematics course – one credit (Algebra I level or higher)
 - g. Electives to reach a total of at least six credits (8 credits for flexible/block- scheduled schools)
 - h. In addition, the student must earn the required grade point average and pass the appropriate state test required for graduation.

V. **DROP/ADD TIMELINES, PROCEDURES, AND GRADING FOR CONTINUING STUDENTS**

A. Timeline for Dropping Courses

A student may drop or add a full credit course within 2 weeks of the beginning of the course. No drop/adds will be allowed after 2 weeks from the beginning of the course. A student may drop or add a half-credit course within 1 week of the beginning of the course.

Note: Some exceptions exist for ESE and transfer students.

B. Timeline for Dropping Dual Enrollment Courses

Post-secondary institutions have institutional drop/add procedures and timelines, all dually enrolled SCSB students must comply with the timelines delineated by the post-secondary institution. *These timelines apply to dual enrollment courses taught on and off campus.*

C. Timeline for Dropping Florida Virtual School Courses

Florida Virtual School has its own institutional drop/add procedures and timelines; however, all SCSB students who participate in FLVS must be enrolled for full school days in a SCSB school and must comply with the timelines delineated by the Sarasota County School Board. While students await acceptance to FLVS, they must enroll fulltime in SCSB schools. Florida Virtual School “W/F” codes will be treated as a grade of “F” on the student transcript.

D. Grade Assignment for Dropped Courses

In a drop/add situation, the receiving teacher assigns the grade. The teacher of the dropped course will not assign a grade.

1. Record of Changes

Courses which are dropped may not appear on report cards; however, the student information system (TERMS) will retain all drop/add changes. The grade for a dropped course will not be calculated in the GPA.

2. Exceptions

Exceptions to these rules may be made only by written request to the Principal.

E. ESE Considerations

A student may transfer from a basic course into a one-credit ESE special standards course prior to the beginning of the second semester. The grade in a regular education course may not equate to the same grade in an ESE special standards course due to the differences in course expectations and performance standards. Consequently, it is the responsibility of the ESE teacher to assign a grade based on demonstrated mastery of special course performance standards for work completed before and after the course change. Exceptions to the above mentioned timeline can be made based on the individual student needs as determined by the IEP team.

VI. GRADE CLASSIFICATION (FS. 1008.25)

| Traditional High Schools (for students who entered Grade 9 with 24 Credits Required for Graduation) | | |
|---|----------------|--|
| <p><i>When the following credits are achieved in traditionally scheduled high schools, only retained students will be considered for mid-year promotion at the end of the grading period.</i></p> | | |
| Grade | Credits Earned | Courses |
| 10 | 5 | |
| 11 | 11 | 1.0 English and 1.0 Mathematics |
| 12 | 17 | 2.0 English and 2.0 Mathematics |
| Block-Scheduled High Schools (End of Year) (28 Credits Required for Graduation) | | |
| <p><i>When the following credits are achieved at the end of the year in block-scheduled high schools, students will be promoted. When the following credits are achieved at the end of Term I in block-scheduled high schools, students will be promoted.</i></p> | | |
| Grade | Credits Earned | Courses |
| 10 | 6 | |
| 11 | 13 | 1.0 English and 1.0 Mathematics |
| 12 | 20 | 2.0 English and 2.0 Mathematics |
| 3-year College Preparatory or Career Preparatory Program (18 credits required for graduation) | | |
| <p><i>Students who select one of the accelerated graduation options will move in status at the end of each year upon successful completion of the courses designated below.</i></p> | | |
| End of Year | Credits Earned | Courses Taken |
| Year one | 6 | 1.0 English I, 1.0 Mathematics, 1.0 World History, 1.0 Foreign Language [or elective], 1.0 Science, 1.0 elective |
| Year two | 12 | 2.0 English [II and III], 1.0 Mathematics, 1.0 Science, 1.0 American History, 1.0 Foreign Language [or elective] |
| Year three | 18 | English IV, 1.0 Mathematics, .5 Government, .5 Economics, 1 Science, 2 electives |

- A. **Students who select one of the accelerated graduation 3-year options upon accumulation of the credits indicated above, will be designated as completing year one, year two, year three [designation will not be the traditional freshmen, sophomores, juniors or seniors].**
- B. Prior to the end of the 2nd year, students and parents must confirm in writing their selection of the accelerated 3-year option and students must have maintained a 2.0 GPA and passed the required courses. Students successfully completing 18 credits in three years will participate in graduation ceremonies and will receive a standard diploma.

| Block-Scheduled High Schools (Mid-Year) (28 Credits Required for Graduation) | | |
|---|----------------|---------------------------------|
| <i>When the following credits are achieved at the end of the year in block-scheduled high schools, students will be promoted. When the following credits are achieved at the end of Term I in block-scheduled high schools, retained students will be considered for promotion.</i> | | |
| Grade | Credits Earned | Course |
| 10 | 7 | |
| 11 | 15 | 1.0 English and 1.0 Mathematics |
| 12 | 23 | 2.0 English and 2.0 Mathematics |

| Pine View High School (26 Credits Required for Graduation) | | |
|---|----------------|---------------------------------|
| When the following credits are achieved, students may be considered for mid-year promotion at the end of the grading period. | | |
| Grade | Credits Earned | Course |
| 10 | 6 | |
| 11 | 12 | 1.0 English and 1.0 Mathematics |
| 12 | 18 | 2.0 English and 2.0 Mathematics |

- C. Each student will be provided information on his/her credit standing each year.

VII. READING [F.S. 1003.428-2. c.]

- A. Students who score Level 1 or 2 on the FCAT Reading assessment must participate in a yearlong (or its equivalent in a flexible/block schedule) reading course. Any exceptions to this must be approved by the Superintendent or designee.
- B. Students identified as having a deficiency in reading will undergo a series of diagnostic testing to determine the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary. Students

will be placed in 50-90 minutes of daily intensive reading intervention courses according to the eligibility criteria specified in district's K-12 Comprehensive Reading Plan. Schools shall also provide for the frequent progress monitoring of all Level 1 and 2 FCAT reading students' progress in meeting the desired levels of performance.

VIII. REMEDIATION (FS.1008.25)

- A. Schools are expected to provide, with school district assistance, a variety of strategies to meet the individual needs of students. These strategies may include but are not limited to extended school year, dropout prevention services, tutorial programs, exceptional education services, suspension of curriculum, modified curriculum, reading instruction, after-school instruction and other extended day services, tutoring, mentoring, class size reduction, and intensive skills development programs.
- B. The Individual Educational Plan (IEP) will serve as the remediation plan for most ESE students. Remedial instruction provided during high school may not be counted in lieu of English and mathematics credits required for graduation.

IX. PROMOTION, RETENTION, AND PROMOTION WITH INSTRUCTIONAL SUPPORT

- A. Student promotion in grades 9-12 is based on results of locally determined assessment, and where appropriate, statewide assessment (F.S. 1008.25).
- B. The time required to complete senior high school will depend upon successful completion of required state and district credits, testing requirements and grade point average. Students may enroll in and continue in high school until the age of 18. (Note: there are exceptions for eligible Exceptional Education students).
- C. Parents or guardians of each student will be notified in writing annually of the progress of the student toward achieving the district's identified minimum levels of performance in reading, writing, mathematics and science and the student's results on each state-wide assessment test. Evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessment and other relevant information.
- D. **Teachers must contact parent(s) by phone call, email or letter at any time during a grading period when it is apparent that the student may fail.** Formal notification must include progress reports as well as letters, documented phone calls, report cards and parent conferences. Every effort will be made to provide communication in the child's/parent's home language, if feasible. **The opportunity for a conference with the teacher or principal must be provided to the parent of any student who may be retained.**

- E. **At the end of each semester, the parent or guardian of each student in grades 9, 10, 11, and 12 who has a cumulative grade point average of less than 0.5 above the cumulative grade point average required for graduation must be notified that the student is at risk of not meeting the requirements for graduation.**
- F. **School personnel should attempt to identify those students at each grade level in grades 9 through 12 who have attained a cumulative grade point average at or below the minimum grade point average required for graduation pursuant to F.S. 1003.43(5)(e)2. School must further inform parents of provisions for assisting such students to achieve the required cumulative grade point average. [F.S. 1003.43(5)(e)(2)]. Provisions may include but not be limited to:**
- Referral to the district/school's CARE (Children At-Risk in Education) team
 - Remedial groups within existing classes
 - Extended School Year programs for students who qualify
 - Course recovery programs for students who qualify
 - Remedial programs during the day
- G. No student may be retained based solely on his/her level of English language proficiency. A formal retention recommendation regarding an English Language Learner may be made through the action of an LEP committee [F.S. 1008.25].
- H. **Mid-Year Promotion/Grade Re-Classification and Graduation**
1. Any student who has been retained in grade 8 may be promoted with instructional support during the next school year to the high school if the principals of both the middle and high schools determine that such a promotion will benefit the student by providing instruction at the high school level.
 2. A transition meeting will be convened to establish the necessary support for the student to be successful at the high school level. In no case shall this decision be based on age or on the basis of social promotion. The student must have an academic and career plan developed that identifies the instructional and support services that will be provided. For students who are retained, the school will consider placement in an intensive program that is different from the previous year's program and that takes into account the student's learning style. **When students are retained for two or more years, the school will consider other, more intensive or alternative placements.**
 3. Students who have successfully completed all graduation requirements for the option in which they are enrolled (traditional, 18-credit career, 18-credit college prep, Performance Based Diploma, GED Exit (only if kindergarten peer

group/cohort have already graduated) Pine View School for the Gifted) **may graduate at mid-year**. Counselors will provide information for dual enrollment, early admission or post-secondary options available to mid-term graduates. **Graduates may return to their school for graduation ceremonies.**

4. Mid-year grade reclassification for students who have met the credit and applicable GPA requirements with their cohort group as follows:

| Traditional High Schools (24 Credits Required for Graduation) | | |
|--|---------|---------------------------------|
| <i>When the following credits are achieved in traditionally scheduled high schools, only retained students will be considered for mid-year promotion/grade re-classification at the end of the grading period.</i> | | |
| Grade | Credits | Course |
| 10 | 5 | |
| 11 | 11 | 1.0 English and 1.0 Mathematics |
| 12 | 17 | 2.0 English and 2.0 Mathematics |

| Block-Scheduled High Schools (Mid-Year) (28 Credits Required for Graduation) | | |
|---|---------|---------------------------------|
| <i>When the following credits are achieved at the end of Term I in block-scheduled high schools, retained students will be considered for promotion/ grade re-classification.</i> | | |
| Grade | Credits | Course |
| 10 | 7 | |
| 11 | 15 | 1.0 English and 1.0 Mathematics |
| 12 | 23 | 2.0 English and 2.0 Mathematics |

5. Students enrolled in the Oak Park Exceptional Student Education Center, shall be promoted based on credits earned and/or criteria such as chronological age and functioning levels.

I. High School Credit for Middle School Students

1. Middle school students are expected to meet the same course and grade requirements for such courses as their counterparts enrolled in the same courses in the district's high schools. These courses may be used to satisfy high school graduation requirements and/or Florida Bright Futures Scholarship Program. Grade replacement and/or forgiveness policies may be found on page 40 of this document.
2. Middle school students may be enrolled in Algebra I (or Honors), Geometry Honors or Spanish I for high school credit. Credit will be awarded upon successful completion of these courses as follows:
 - a. Algebra I (or Algebra I Honors): Grade 7 or 8

- b. Geometry Honors: Grade 8 only
 - c. Spanish (or other foreign language) I: Grade 8 only
3. Middle school students participating in high school level courses are subject to these rules:
- a. During 2006-07, middle students may replace any high school grade earned in middle school by successfully completing the same course at the high school.
 - b. Beginning with school year 2007-08, middle school students who take high school courses in middle school may replace high school course grades "B", "C", "D" or "F".

X. REQUIREMENTS FOR CURRICULUM, INSTRUCTION AND ASSESSMENT

- A. Each high school will offer options to students through designated Small Learning Communities that meet the requirements of the student's Academic and Career Plan. This plan will include a career interest inventory and a broad orientation to career clusters to assist students in focusing on academic and career goals/post-secondary planning. This four-year academic and career plan for grades 9-12 shall be initiated for each eighth grade student (or later for students who enter SCSB high schools from other districts or states) and shall follow that student throughout high school. Annual modifications to the plan will be made by the student in consultation with school staff and shared with parents.
- B. Beginning with the 2008-09 school year, the district will make at least one Career and Professional Academy available to students in at least one high school, and will develop a plan for increasing the numbers of such academies over the next five years. These academies will:
 - 1. Provide a rigorous standards-based academic curriculum integrated with a career curriculum
 - 2. Include one or more partnerships with postsecondary institutions, ,businesses, industry, employers, economic development organizations, or other appropriate partners from the local community. Such partnerships must provide opportunities for:
 - a. Instruction from highly skilled professionals who possess industry certification credentials for courses they are teaching.
 - b. Internships, externships, and on-the-job training.
 - c. A postsecondary degree, diploma, or certificate.
 - d. The highest available level of industry certification.
 - e. Maximum articulation of credits pursuant to s. 1007.23 upon program completion.
 - 3. Provide shared, maximum use of private-sector facilities and personnel.

4. Provide personalized creative and tailored student advisement, including a parent-participation component, parent participation and coordination with middle schools to promote and support provide career exploration and education planning
 5. Promote and provide opportunities for career and professional academy students to attain, at minimum, the Florida Gold Seal Vocational
 6. Provide instruction in careers designated as high growth, high demand, and high pay by the local workforce development board, the chamber of commerce, or the Agency for Workforce Innovation.
 7. Deliver academic content through instruction relevant to the career including intensive reading and mathematics with an emphasis on strengthening reading for information skills.
 8. Offer applied courses that combine academic content with technical skills.
 9. Provide instruction resulting in competency, certification, or credentials in workplace skills, including, but not limited to, communication skills, interpersonal skills, decision-making skills, the importance of attendance and timeliness in the work environment, and work ethics.
 10. Provide opportunities for students to obtain the Florida Ready to Work Certification
- C. All students will receive information on the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at post-secondary educational institutions (F.S. 1003.433).
- D. Each school will offer instruction for English Language Learners (ELL) that complies with the 1990 LULA/META Consent Decree and the District LEP Plan (approved by the Sarasota County District School Board and the Florida DOE).
- E. Each student must participate in statewide assessment tests at designated grade levels as required by F.S. 1008.22, 1008.34 & 1001.11.

XI. COMMUNITY SERVICE

- A. Students who enroll in and successfully complete 75 hours of non-paid voluntary community or school service work may earn a one-half elective credit in Voluntary School/Community Service (course number 2104330) or one-half elective credit in Voluntary Public Service (course number 0500370). A total of one credit may be earned through community service. The grade awarded is “pass” (P).
- B. Students must complete a minimum of 75 hours of service in order to earn the one-half credit for either course. Credit may not be earned for service provided as a result of court action. The school principal or designee is responsible for pre-approving specific volunteer activities before the student begins any community service project for high school elective credit.

- C. For High School credit and Bright Futures eligibility, volunteer/community service hours must be submitted to the guidance counselor on or before 10 school days prior to the last day of student attendance for the school year.

XII. STUDENT RIGHTS FOR INSTRUCTION

- A. All Sarasota School District classes, including those that are designed to provide accelerated graduation options or additional opportunities for weighted GPAs, shall be available to all students without regard to race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation. This is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students (F.S. 1000.05).
- B. English for Speakers of Other Languages (ESOL) services are designed to meet the communicative, academic, and social needs of English Language Learners (ELL) as defined in F.S. 1003.56. Services will be provided as outlined in the District LEP Plan. No ELL student will be retained solely due to a lack of English language proficiency.
- C. No student will be denied appropriate use of his/her primary language [F.S. 1003.56].
- D. Students who score at highly proficient levels on the Grade 10 PSAT will be afforded the opportunity to participate in rigorous honors, AP or DE courses. No student will be denied access to such rigorous course on the basis of a single assessment or any other single criterion.
- E. Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against due to age, sex, race, color, religion, national or ethnic origin, disability, handicapping condition, pregnancy, parenthood, marriage, political beliefs, social and family background, or for any other reason not related to his/her individual capabilities, may file a grievance according to the procedure established in School Board policy and published in the brochure entitled Policy Against Discrimination for Students, which may be accessed at: <http://www.sarasota.k12.fl.us/humres/forms/EquityBook-Student.pdf>
- F. In cases of alleged discrimination and/or harassment, nothing in this policy shall prohibit a student, applicant (for admission to an educational program or service) or parent from pursuing a grievance through the complaint and/or grievance procedures as may be established by federal and/or state statutes or regulations. No student, applicant (for admission to an educational program or service), parent, or employee shall be subject to adverse action in retaliation for having filed a grievance or for having testified, assisted, or participated in any manner in an investigation, proceeding, or hearing conducted under the authority of this policy.

XIII. GRADING AND GRADE POINT AVERAGE (GPA)

A. Quality Points for Grades (F.S. 1003.437)

The following quality points will be assigned for grades in all courses except AP, DE, IB and those approved as “Honors” level by the Sarasota County District School Board:

| | | |
|---|---|-----|
| A | = | 4.0 |
| B | = | 3.0 |
| C | = | 2.0 |
| D | = | 1.0 |
| F | = | 0 |

Some Sarasota School Board-approved level 3 Honors, identified Pre-international Baccalaureate and all Advanced Placement, International Baccalaureate, and Dual Enrollment courses will receive quality points as follows:

| | | |
|---|---|-----|
| A | = | 5.0 |
| B | = | 4.0 |
| C | = | 3.0 |
| D | = | 2.0 |
| F | = | 0 |

B. Grade Point Averages (GPA)

Grade Point Averages are computed as both weighted and unweighted for specific purposes related to athletic eligibility, graduation, class ranking, scholarship opportunities, etc. The school guidance counselors will share calculations with students as defined in the district’s Guidance Department Handbook.

C. GPA and Other Criteria for Participation in Interscholastic Activities [F.S. 1006.15(2)]

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

In order to comply with Sarasota School Board and the Florida High School Athletic Association policies to be eligible to participate in interscholastic extracurricular student activities, a student must maintain an **unweighted** cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by F.S. 1006.43(1) at the conclusion of each semester in order to be eligible during the following semester.

A student shall be eligible for the first semester of the ninth-grade year provided it is the student's first entry into the ninth grade, and he or she was regularly promoted from the eighth grade the immediate preceding year.

A student who is ineligible during the second semester of his or her ninth grade year or during the first semester of his or her tenth grade year as a result of earning a GPA of less than 2.0 may regain eligibility for the following semester provided:

1. The student signs an academic performance contract that states, at a minimum, the student will attend summer school or its equivalent, **AND**
2. The student earns a GPA of 2.0 or above in all courses taken during the semester of ineligibility.

Once a student enters grade 11, he or she must have an unweighted cumulative GPA of 2.0 or greater on a 4.0 scale in all courses required for graduation at the conclusion of each semester in order to maintain eligibility for the following semester.

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

D. Graduation GPA [F. S. 1007.27(6)]

The achievement of a cumulative unweighted grade point average of 2.0 on a 4.0 scale in the courses needed for graduation is required. All courses must be included in the unweighted GPA calculation unless the grade has been forgiven or replaced. Semester grades will be averaged for the unweighted GPA calculation [F.S. 1003.43 (5)(c)]

E. Level 1 Courses and Graduation Credit

No student may be granted credit toward high school graduation for enrollment in any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's Individual Educational Plan (IEP). If the parent refuses placement of the student with an active IEP in a Level 1 course, the parent will sign a waiver of the placement, and the student will be placed in a Level 2 course. Documentation of the waiver will be maintained in the student's cumulative file, and the parent will receive documentation of the recommendation for placement and the waiver of placement.

D. IEP procedures will be followed for exceptional education students.

XIV. GRADING AND STUDENT PERFORMANCE

- A. Initial and primary authority and responsibility for assessment and reporting of students' classroom performance is assigned to the classroom teacher.
- B. The grades reflecting achievement in courses for grades 9-Adult, with numerical equivalents, shall be:

| | | | |
|---|---|----------|----------------------------|
| A | = | 90 – 100 | Outstanding Progress |
| B | = | 80 – 89 | Above Average Progress |
| C | = | 70 – 79 | Average Progress |
| D | = | 60 – 69 | Lowest Acceptable Progress |
| F | = | 59 – 0 | Failure |
| I | = | | Incomplete |
| M | = | | Medical Excuse |
| P | = | | Passes, Credits, No GPA |
| W | = | | Withdrawn |

- C. For each course taken in high school, twenty percent (20%) of the grade shall be based on the development of employability skills. Those skills will include:
 - 1. Attendance
 - 2. Coming to school or class on time
 - 3. Bringing required work tools, such as paper, pen/pencil, textbooks, notebooks, etc.
 - 4. Maintenance of an assignment notebook or similar system
 - 5. Completion of homework
 - 6. Appropriate dress for class
 - 7. Attitude of cooperation with teacher and fellow students
 - 8. Time in class devoted to the appropriate task
- D. The final grade for a full-credit course is the mathematical average of the Term 1 and Term 2 grades.
- E. Semester Assessment

Students taking a weighted course will be given a mid-term exam.

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

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

F. Failure of One Semester of a One-Credit Course

A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each results in a passing grade, provided that additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, be successfully completed by the student.

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

Report card grades are to provide the student and/or the student's parents/guardians with an objective evaluation of the student's scholastic achievement, conduct, attendance and tardies. **Students are to receive grades for all courses.**

H. Changing a Grade

No grade or evaluation shall be changed except where an obvious mathematical or clerical error has been made, and the teacher cannot be contacted through normal communication efforts. In the event a grade or evaluation is challenged, the following procedure shall be followed. The teacher's principal shall investigate the challenge, and:

1. The grade or evaluation stands, **OR**
2. The grade or evaluation goes to review.

The challenged grade or evaluation will be reviewed by a panel consisting of members with expertise in the area under challenge selected by the teacher (1), the Superintendent (1), and one selected jointly by the Superintendent and teacher. The review panel shall investigate the challenge and render a binding judgment.

I. Incomplete Grade

Students are to satisfy course requirements within ten days of the last day of the previous grading period. The principal may extend the time requirement for extreme hardships.

J. Grade Replacement/Forgiveness [F.S. 1003.413 (3) (e)].

The GPA computation will be based on all courses taken by the student unless the grade has been forgiven by retake.

1. Any grade for a course repeated for credit (regular school or adult education) will replace the former grade in GPA calculation; however, all course outcomes will still be documented in the cumulative record and automated system. Grade forgiveness for all **required** courses will be limited to replacing a semester grade of “D” or “F” with a semester grade of “C” or higher earned subsequently in the same or comparable course. An exception to this will be made for grade 9 students who are retaking Algebra I, Geometry or Foreign Language for the purpose of replacing a grade of “B”, “C”, “D” or “F” earned in the high school course attempted at the middle grades level. Grade forgiveness for elective courses shall be limited to replacing a semester grade of “D” or “F” with a semester grade of “C” or higher earned subsequently by retaking the same or comparable course or another course. In addition, all courses taken must be included in the GPA calculation unless the grade has been forgiven by retake [F.S. 1003.43(5)(e)]. Under local district policy, if, upon retaking a course, improves an “F” with a “D”, only the “D” will be calculated in the GPA. If, upon retaking a course, a student earns a second “D”, only ONE “D” will be counted in the student’s GPA.
2. Pass/fail grades will not be included in GPA calculation.
3. The following chart summarizes grade forgiveness/replacement policies:

| Policy for Students who entered 9th grade Fall 2000 or after | Clarification of Fall 2000 and after |
|--|--|
| Students can exercise grade forgiveness in a required course by taking the same or a comparable course. | A student can earn grade forgiveness for English Honors by taking regular English. |
| Students can enhance a grade in an elective course by taking the same, comparable or different course. | A student can earn grade forgiveness in French with a grade in Spanish, a grade in Business Systems Technology with a grade in Child Development, a grade in Trigonometry with a grade in Journalism provided that the student had already completed the three (or four) mathematics credits required for graduation and that the trigonometry was a mathematics elective. |
| The State GPA required for graduation (2.0) is calculated by including all grades that the student attempted, including all “D’s” unless the “D’s” and “F’s” were replaced with grades of “C’s” or better. | A student earns 24 credits, but failed both Algebra I and Geometry before re-taking and passing them with “D” grades. When calculating the State GPA required for graduation, only the “D’s” will be included in the calculation. The F’s will remain on the transcript, but will not be counted in the graduation GPA. |

| Policy for Students who entered 9th grade Fall 2000 or after | Clarification of Fall 2000 and after |
|--|---|
| High School Students can enhance only “D” and “F” grades. The district will only calculate a replacement of a “D” grade or better in the student’s GPA. A student who earns a second “D” in a retake will only have ONE “D” calculated in the GPA. | If a student attempts to replace a grade of “F” and earns a “D,” only the “D” will be calculated into the GPA. If a student attempts to replace the course grade for a third time and earns a “C” or higher, neither the “D” nor the “F” will calculate into the GPA. |
| Students who receive high school credit in grade 8 may retake the course if they earned a “B”, “C”, “D” or “F”. The higher grade is counted in the GPA calculation. | An eighth grade student receives a grade of “C” in Spanish would be permitted to retake the course for grade forgiveness. |

K. Adult Education Grade Replacement

High school students enrolled in adult education courses are subject to the same grade replacement policies and procedures as for regular high school courses.

L. Each report card will provide information on grade level status for all language arts, mathematics and science courses. [F.S. 1003.33(1)]

M. Recognition of Graduates:

1. Graduates are recognized for high achievement as follows:

| | |
|-----------------------|------------------------------|
| Distinguished Scholar | 4.0 and above unweighted GPA |
| Highest Honors | 3.75 to 3.99 |
| High Honors | 3.5 to 3.74 |
| Honors | 3.25 to 3.49 |

N. Report Cards [F.S. 1003.33(1)]

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

All schools shall use a standard report card appropriate for high school, as the primary means of reporting student progress. When feasible, notification will be in the language or mode of communication understandable by the parents/guardian.

2. Supplemental Reporting Instruments

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

3. Report Card Distribution Schedule

4. Report cards are to be issued quarterly for all students in grades 9-12.

O. Instruction and Attendance Requirements for Credit Earning

1. A student must receive a minimum of 135 hours (120 hours in a flexible block schedule) of instruction and complete all course requirements as specified in the Student Progression Plan and the approved course description before credit may be earned for the course. However, any student who has not been in attendance for 135 hours (or 120 hours in a flexible block schedule) may be awarded credit if the student has demonstrated mastery of the performance standards specified in the courses.
2. One-half credit courses will use one-half of the instructional hours as specified for a one-credit course.
3. Students enrolled in the Performance-Based Diploma Program, Florida Virtual School or Extended School Year programs are not required to complete the 135 hour minimum time requirement.
4. All high school students enrolled in Sarasota County schools are obligated to attend classes regularly and punctually and to satisfy all course requirements. Participation in classroom activities is an important part of the credit earned in any course.

P. Excused Absences

1. Schools shall require written explanations or personal communication from parents when students are absent. This should occur upon the student's return to school. All other absences from school shall be considered unexcused and shall be dealt with according to the Code of Student Conduct. Failure to provide requested documentation will result in unexcused absences. In the case of excessive absences, upon request of the principal a parent must provide documentation (doctor's statement) of a student's illness.
2. Students who have an excused absence(s) from instructional time will be provided the opportunity to demonstrate mastery of student performance standards using either the same or an equivalent method as provided during the missed instructional time.

Q. Make Up Work for Excused Absences

Students who have excused absences from instructional time are **guaranteed the right to make up work at full credit** and to demonstrate mastery of such student or course performance standards as may have been introduced and/or measured during their excused absence. Such demonstration of mastery of student performance standards shall take place within a reasonable period of time as specified by the Code of Student Conduct. If a student has an excused absence from one or more classes, the teacher may permit the student to complete make-up work in traditional ways (e.g. in class or outside of school). Excused absences are those delineated in the Code of Student Conduct for the Sarasota County District School Board. **Absence from instructional time will also be considered excused if that absence is part of an approved school program such as those**

services provided by exceptional student education or student services personnel.

R. Timeline for Make-Up Work Following an Excused Absence

The student is responsible for asking the teacher for assignments and make-up tests. The teacher shall specify a reasonable period of time for completion of make-up work. In no case shall the time be less than one full calendar day for each day missed.

S. No Academic Exceptions Based on Attendance (F.S. 1003.33)

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements.

T. Full-Time and Part-Time Students

All students must attend a full day of instruction unless approved otherwise by the principal in consideration of extenuating circumstances.

Home education students may apply through the district's Research and Evaluation Department to attend a district school on a part-time basis with admission consideration restricted to the student's zoned school or by following School Board policy to attend outside the zoned attendance area. The home school is the primary provider of the student's education. The part-time student is not eligible for district recognition programs.

U. Accommodations for Eligible Students

Instructional and assessment accommodations must be provided as indicated on an eligible students' 504 Plan, IEP (Individual Education Plan) or student LEP plan.

V. Student Re-Enrollment

The Superintendent shall have the authority to assign a student aged 16 or above who has previously been withdrawn from school to adult education or an alternative educational program for a minimum of one semester prior to returning to a regular high school. This assignment shall be based on the joint recommendation of the high school principal and a district transition committee. Factors to be considered include age of student, credits earned, discipline history, current attitude, and available transportation. Upon successful participation in the alternative placement, the student shall be eligible to return to the regular high school.

XV. DIPLOMAS AND CERTIFICATES OF COMPLETION OPTIONS
[1008.22(9) (B)]

A. Standard Diploma

To earn a standard diploma, students must earn the state/district-prescribed credits, meet the state/district GPA requirement, and pass the FCAT or its concordant SAT/ACT scores (or meet FCAT waiver requirements for ESE students) for their selected graduation option.

Standard diplomas will be issued by each high school in the district. Students who are attending temporary programs (e.g., Homebound/Hospitalized) will be issued a diploma from their “home” school provided they meet all graduation criteria for a regular diploma.

B. Certificate of Completion (Two Options)

Students may earn a Certificate of Completion if they:

1. earn the state and district prescribed credits, **BUT**
2. have not attained the required GPA, **AND**
3. have **NOT** passed the FCAT.

C. Students may also earn a CPT Eligible Certificate of Completion [F. S. 1008.22] if they:

1. meet all requirements for a standard high school diploma except earning a passing score on the Grade 10 FCAT;
2. take the College Placement Test (CPT) **AND**
3. are admitted to remedial or credit courses at a state community college. This certificate of completion must bear the designation “College Placement Test Eligible”.

D. Students who earn a Certificate of Completion may return as a “13th” year student (either part-time or full-time) to meet the required GPA and/or pass the FCAT. [SBER 6A-6.0909(3)]

E. English Language Learners who by the end of grade 12 fail to pass the FCAT shall be provided appropriate programming as 13th year students. [SBER 6A-6.0909(3)].

F. Special Diploma and Special Certificate of Completion

Refer to ESE Section for requirements for a Special Diploma and requirements for a Special Certificate of Completion.

G. Graduation Plan

The student will be notified during the first quarter of each school year regarding his or her credit standing in order that he/she can plan for graduation activities. A written graduation credit check will be completed and discussed with each student so that he or she will be able to complete all required course work prior to the beginning of the next school year. For transfer students, the graduation credit check should be completed as soon as records are received and evaluated by the guidance counselor.

XVI. ADDITIONAL CREDIT-EARNING OPTIONS

A. Adult Education Courses

Students age 16 or older in grades 9-12 may enroll in Adult Education courses to:

1. Earn credit required for a high school diploma, or
2. Prepare for the General Educational Development test.

B. Advanced Placement [F.S. 1007-27(6)]

Advanced Placement (AP) is the enrollment of an eligible secondary student in an Advanced Placement course as described by the College Board. State community colleges or universities may award credit for an AP course to students who score a minimum of 3 on a 5 point scale on the corresponding AP exam. Colleges and universities accept and award AP credit based on the policies of the post-secondary school; graduates are responsible for confirming policies with their selected post-secondary school(s).

Students enrolled in AP courses shall be exempt from the payment of any fees (F.S. 1007.27). Students enrolled in AP courses are strongly encouraged to take the AP exam. **If a student chooses to take an AP exam without taking the course, he or she is responsible for the fee.**

C. Dropout Prevention Programs

Graduation requirements for students enrolled in dropout prevention programs are identical to the requirements for other students in grades 9-12. The exceptions are described below (*see Performance Based Diploma and GED Exit Option*)

Modifications in courses may take one or more of the following forms: the amount of in-class instruction required to earn a credit may be lengthened or shortened; alternative methods of assessing mastery of performance standards may be utilized. **Students participating in the GED Exit Option Program who are over-age for grade and classified as a ninth grader, may be promoted to the 10th grade for the purpose of taking the grade 10 FCAT.**

D. Performance Based Diploma Program

Students who participate in and successfully complete the Performance Based Diploma Program shall receive a regular high school diploma. Students must:

1. Pass the Florida Comprehensive Assessment Test **AND**
2. Complete a career & technical education job preparatory program **AND**
3. Earn a 2.0 grade point average or better on a 4.0 scale for courses taken while enrolled in the program **AND**
4. Complete the required credits for graduation.

E. GED Exit Option Program

In order for students to be eligible for participation in the GED Exit Option Program, they must

1. Be over-age for their grade. The group with which the student entered kindergarten has graduated or is graduating during the current school year.
2. Be behind in credits or have a GPA that is less than 2.0
3. Be approved by Principal, Guidance Counselor, and Exit Option Coordinator
4. Demonstrate a reading level of at least 9th grade as evidenced by a TABE test
5. Have passed both sections of FCAT
6. Have Parent/ Guardian notification and consent

F. In order to obtain the diploma through the GED Exit Option, the student must:

1. Remain in school and attend classes regularly
 2. Participate in courses that are required for graduation
 3. Take the TABE Test to determine reading level
 4. Take the GED Official Practice Tests and score 450 minimum on each test
 5. Register for and pay for the GED test
 6. Pass the GED test
 7. Comply with the school and district policies
- Students who participate in and successfully complete the GED Exit Option Program shall receive a standard high school diploma.:

G. Dual Enrollment [F.S. 1007.22; 1007.23; 1007.24; 1007.25; 1007.271 and 1007.272]

Dual Enrollment is defined as the enrollment of an eligible secondary student in a post-secondary course creditable toward a vocational certificate or an associate or baccalaureate degree.

1. Students may earn high school and college credit simultaneously by enrolling in approved Dual Enrollment courses as specified in the articulation agreements between the Sarasota County School District and other accredited post-secondary institutions, including Manatee Community College. Students are expected to adhere to all deadlines and Dual Enrollment requirements published by participating colleges and universities.
2. Dual Enrollment credits may affect a student's application status and the number of credit hours available in the lower division program of some colleges and universities.
3. Students may take Dual Enrollment courses during school hours, after school hours and during the summer term.
4. Students enrolled are exempt from the payment of registration, matriculation and lab fees; however, students must pay for supplemental materials and fees
5. Students seeking to take technical dual enrollment courses must demonstrate readiness for technical level coursework and have a 2.0 unweighted cumulative GPA for technical credit certificate Dual Enrollment courses.
6. For academic Dual Enrollment courses, students must have a cumulative 3.0 unweighted GPA and pass the CPT/ACT/SAT where applicable. **If the CPT must be retaken, students are responsible for the fee.**
7. The maximum course load for dual enrollment students will be governed by the current articulation agreement with the post-secondary institutions that is awarding the course credit.

H. Early Admission to Colleges and Universities

Early Admission is a form of dual enrollment through which eligible secondary students enroll full-time in a post-secondary institution in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students on Early Admission are registered with no schedule.

Early Admission to colleges and universities allows the student to enroll full time in a college or university following the completion of grade 11 provided the student has a weighted grade point average of 3.0 or above, is socially mature, has the joint approval of the high school principal and the college

registrar, has the approval of his/her parents, and has the approval of the Superintendent and the School Board.

1. Early Admissions students are advised to not enroll for more than 15 credit hours per semester.
2. Early Admission students are eligible to receive the appropriate honors designation.
3. A high school diploma will be awarded to Early Admission students after the student's successful completion (2.0 GPA or better) of a full-time freshman year at the college or university. **Full-time status is determined by the college or university. Dual Enrollment and Early Admission students must meet all state and district course and graduation requirements in order to be awarded a high school diploma from the Sarasota County School District.**

I. Home Education [1002.41]

A "home education program" is the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirement of F.S. 1002.41, 1003.41, 1003.01(4), 1003.21(1), and 1002.01.

1. Parents must register home education students with the Sarasota County School District within 30 days of the establishment of the home education program.
2. Parents must provide written notice of termination to the Sarasota County School District within 30 days of the termination of a home education program.
3. Parents must maintain a portfolio of records, educational activities and materials. Portfolios are to be preserved for 2 years after re-entry into Sarasota County Schools and shall be made available for the district school superintendent, or the district school superintendent's designee, upon 15 days' written notice.
4. Parents shall provide for annual educational evaluations documenting the student's educational progress is at a level commensurate with his or her ability.
5. A home education program shall be excluded from meeting the requirements of a school day.
6. Extra-Curricular Activities

Home education students may participate in Sarasota County School District interscholastic extra-curricular student activities at their zoned

school. Home education students participating in an extra-curricular activity may attend the specific course required for participation in the activity.

7. Part-Time Enrollment

Home education students at the secondary level may enroll as a part-time student at their zoned school or at the Sarasota County Technical Institute. Part-time enrollment is defined as up to five (5) class periods. Enrollment is contingent on space availability. Student schedule and time on campus is subject to the principal's approval. Part-time home education students are not eligible to graduate with a district diploma.

8. Home Education Summer Coursework

Students who wish to receive high school credit for Home Education coursework taken over the summer must complete the following:

- a. Submit a plan to the principal, which identifies the course name, description and objectives, instructional materials and/or instructional activities and methods of student performance evaluation.
- b. Withdraw from high school.
- c. Enroll as a Home Education student in the Student Services Department at the District School Board of Sarasota County.
- d. At the conclusion of the summer, re-enroll in high school and submit a portfolio of information for review by the principal.

J. Florida Virtual School

1. Students, including Home School students, may earn credits offered through the Florida Virtual School each year.
2. Florida Virtual School courses shall be available to students during or after the normal school day or during summer school enrollment. Students must be enrolled in a full schedule in the high school in order to participate in Florida Virtual School. Some exceptions to this policy may be granted based on specific needs identified by the school principal.
3. Although Florida Virtual School may have institutional drop/add procedures and timelines, students must be enrolled in a full schedule in Sarasota County Schools and may not drop a Florida Virtual School course that results in less than a full course load.
4. Students requesting to take a course offered by Florida Virtual School must have parent approval. Students and their families are strongly urged to consult with the school counselor and classroom teachers prior to applying to or enrolling in Florida Virtual School.

5. Schools must accept all academic grades and credits attempted and/or earned at Florida Virtual School. Florida Virtual School “W/F” codes will be treated as a grade of “F” on a student’s transcript..

K. Acceleration

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

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I. ESE STUDENT RIGHTS AND PARENT NOTIFICATION

- A. Status with regard to mastery of regular or special standards should be discussed with parents at each IEP review/revision conference. Additionally, graduation options should be discussed with parents at these conferences to include an explanation of the following:
1. The type of Sunshine State Standards the student is attempting to master (i.e. general education SSS, SSS for special diploma or new SSS with access points for independent supported or participatory levels) and the relationship to diploma options (i.e. standard or special diploma)
 2. The ramifications of not mastering regular Sunshine State Standards
- B. Nothing contained in this document shall limit or restrict an exceptional student solely to a special diploma or special certificate of completion. Any exceptional student shall, upon proper request, be afforded the opportunity to pursue a standard diploma (F.S. 1003.438). The parents of each exceptional student shall be notified of the graduation options available at the IEP meeting prior to grade 9.
1. A *Notice of Anticipated Graduation Resulting in a Change of Placement* and a *Summary of Performance form* must be issued to the student and parent prior to graduation when a student is eligible to graduate with a standard diploma or at the end of the school year when a student turns twenty-two years old.
 2. A *Notice of Anticipated Graduation Resulting in a Change of Placement form* must be issued to the student and parent prior to graduation when a student meets the requirements of a special diploma, certificate of completion, or special certificate of completion prior to the age of 22 and indicates that he/she is NOT continuing educational services.
 3. ESE students who have met all graduation requirements except passing the FCAT (unless student meets criteria for waiver) should be notified following the FCAT waiver meeting that they may either receive a special diploma or remain enrolled in school until they have met the requirements for a standard diploma. If a student meets eligibility for a standard or special diploma, then he/she may participate in graduation ceremonies. In the event a student pursuing a standard diploma opts to receive a special diploma and then return for one or more years to continue to pursue a standard diploma as allowed under the IDEA, the IEP need not be revised to reflect this change.
- C. Free Appropriate Public Education Through Age 22 (FAPE 22) [IDEA. 2004-300.102]

Exceptional students who have not earned a standard diploma or its equivalent (State of Florida high school diploma earned by passing the GED) remain eligible for educational services through the end of the school year in which they become twenty-two years old. [Students must be 21 years old on September 1 of the current school year in order to receive services for that year]. This includes students pursuing a regular diploma, special diploma, certificate of completion or a special certificate of completion. The educational and transition needs of these students will be identified in the IEP.

These students are to be enrolled in grade 12 for FEFP purposes, and may attend full-time or part-time.

D. Grade Classification for ESE Students

High school ESE students will be assigned to grades 9, 10, 11 and 12 according to the requirements prescribed for basic education students as specified in the Student Progression Plan.

E. One Credit Scheduling Option

A Multi-credit or single credit year-long ESE course may be scheduled as a ½ credit semester course based on student need.

F. Drop/Add Procedures for ESE Students

Exceptions to the district drop/add procedures timeline can be made based on the individual student needs as determined by the Individual Educational Plan (IEP) team when a student is transferring from a standard diploma course to an ESE course or from an ESE course to another ESE course. The grade in a regular education course may not equate to the same grade in an ESE special standards course due to the differences in the regular and special standards course expectations and performance standards. Consequently, it is the responsibility of the ESE teacher to assign a grade based on demonstrated mastery of special course performance standards for work completed before and after the course change.

II. DIPLOMA AND CERTIFICATE OPTIONS FOR ESE STUDENTS

There are several options available to ESE students for earning a diploma or certificate. The course and credit requirements for a special diploma are determined by the level of Sunshine State Standards for Special Diploma or Sunshine State Standards access points the student is pursuing.

A. Standard Diploma

1. Students in exceptional student education programs must meet all district course and credit requirements in order to receive a standard diploma. Regular education and career-technical courses may be used to meet these requirements. ESE courses may be used as electives. Accommodations may be provided for exceptional students as specified in the IEP.
2. Curriculum frameworks and student performance standards for regular high school courses may not be modified for students with disabilities if the courses are to be used to meet the graduation requirements for a standard diploma [6A6.0312(1)].
3. Career and technical education courses may be modified for students with disabilities [6A-6.0312(2)], and may be used to meet the requirements of a standard diploma.
4. ESE students must meet the FCAT (unless student meets criteria for waiver) and GPA requirements as specified for a standard diploma. Instruction, as specified in the IEP, is provided to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation [F.S. 1003.43(11)(a)].
5. FCAT Waiver Requirements [FS 1007.02]
 - a. The Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act, addresses access to postsecondary education and meaningful careers for students with disabilities (F.S. 1007.02).
 - b. For the purposes of this act, the term “student with disability” means any student who is documented as having mental retardation; a hearing impairment, including deafness; a speech or language impairment; a visual impairment including blindness; a serious emotional disturbance, including an emotional handicap; an orthopedic impairment; autism; a traumatic brain injury; or a specific learning disability, including, but not limited to dyslexia, dyscalculia, or developmental aphasia [F.S. 1007.02 (2)].
 - c. The ENNOBLES Act also provides for the waiver of the FCAT requirement for graduation with a standard diploma for certain students with disabilities as defined in F.S. 1007.02(2) who have met all other requirements for graduation with a standard diploma, except a passing score on the FCAT [F.S. 1003.43 (11) (b)].

- d. Exceptional students eligible for consideration of the waiver are those:
- (1) identified as a student with a disability as defined in section F.S. 1007.02 (2).
 - (2) who are currently seniors or students with disabilities who remain enrolled seeking a standard diploma who have a Transition IEP (TIEP) and for whom the FCAT is the graduation test.
 - (3) who have met the district's graduation requirement for 28 academic credits and a 2.0000 unweighted cumulative grade point average (GPA) or higher for graduation with a standard diploma.
 - (4) who have demonstrated the knowledge, skills, and abilities required by the Grade 10 Sunshine State Standards
 - (5) who have taken the Grade 10 FCAT with appropriate allowable accommodations *at least twice* (in the March administration of the FCAT (or fall administration if meeting graduation requirements in December) during the senior year. If not continuously enrolled in public school in Florida, the student has taken the FCAT at least once during each year of enrollment, including senior year participation.
 - (6) who have participated in intensive remediation for FCAT Reading and/or FCAT Mathematics, if passing scores were not earned.
 - (7) for whom the TIEP team determines that the FCAT cannot accurately measure the student's abilities, even if all appropriate, allowable accommodations are used.
6. If there is sufficient evidence that the student has mastered the applicable Sunshine State Standards and the TIEP team determines that the FCAT is not an accurate measure of the student's ability, the FCAT requirement may be waived for either the reading portion, the mathematics portion, or both portions of the test, and the student may graduate with a standard diploma.
7. An FCAT waiver may not be used by students in either of the three-year, 18-credit graduation option plans.
8. Credit earned by students in exceptional student education may be converted to reflect regular education credit upon certification by the exceptional student education teacher that the student has completed the same performance standards as required by the basic education course. If

converted, this credit shall count toward the earning of a standard diploma. Course accommodations shall be indicated on the student's IEP.

9. Students may select and move between the special diploma options and/or standard diploma as appropriate. The Individual Educational Plan (IEP) committee shall document whether the student is pursuing a course of study leading toward a standard or special diploma. The chosen diploma option shall be recorded on the IEP prior to entering a high school program. The Parent/Student Notification of Diploma Options form must be completed and the decision shall be reviewed annually.

B. Special Diploma(s)

There are two options provided for earning a special diploma.

1. Option 1 is based upon mastering state standards, earning the required credits, and earning a minimum 2.0 GPA.
2. Option II is based on demonstrating competency through employment. A student who has been properly classified, in accordance with rules established by the State Board, as autistic, educable mentally handicapped, hearing impaired, specific learning disabled, trainable mentally handicapped, emotionally handicapped, physically impaired, profoundly handicapped or language impaired are eligible to receive a special diploma.

Students graduating with a special diploma may continue to pursue a standard diploma until the end of the school year in which the student turns 22 years old, provided that they are age 21 on September 1 of that final year.

III. SPECIAL DIPLOMA OPTION I

- A. Students will be required to demonstrate mastery of the adopted performance standards by obtaining a passing grade in approved courses to earn a Special Diploma Option I. Students must participate in the State Assessment program (FCAT or Alternate) in grades 9 and 10 only for math and reading, grade 10 for writing, and grade 11 for science. Reading remediation in grades 11 and 12 will be determined on an individual basis with a focus on functional career readiness.
- B. Students are required to maintain a minimum 2.0 grade point average. The grade point average (GPA) shall be based on courses fulfilling the Special Diploma Option I.
- C. The following chart details the requirements for Special Diploma Option 1:

| Courses | Students entering grade 9 prior to 2006-2007 | Students entering grade 9 in 2007-2008 and thereafter |
|--|--|---|
| English/Reading | 4 | 4 |
| Mathematics | 3 | 3 |
| Science* | 1 | 1 |
| Social Studies* | 2 | 2 |
| Life Management/HOPE | .5 | .5 |
| Physical Education/HOPE | 1 | .5 |
| Career/Vocational | 2 | 2 |
| Major area of interest | | 4 |
| Required Credits | 13.5 | 17 |
| Electives (traditional schedule) | 8.5 | 5 |
| Elective Credits for Block Schedule | 14.5 | 11 |
| Total Credits for a Traditional Schedule | 22 | N/A |
| Total Credits for a Block Schedule | 28 | 28 |

*Note: The required career education credits may be earned in regular or ESE career-technical courses

IV. SPECIAL DIPLOMA OPTION II [6A-10996(1)(b)]

Students are eligible to receive a Special Diploma Option II when the following requirements are met:

- A. Student has reached the minimum age of 16.
- B. Student earns a minimum of six (6) credits through completion of courses including any basic academic skills, career preparation, career experience, career placement, self-determination course; or demonstrate mastery of course objectives while at the job site. Career preparation must be taken prior to or in conjunction with career placement. Students should be enrolled in career placement during the 180 days they are working to earn their Special diploma Option II. Students are required to have a minimum 2.0 grade point average. The grade point average (GPA) shall be based on courses fulfilling the Special Diploma Option II.
- C. Student has a graduation-training plan that indicates the employment/plan is developed by the employer, student, parent and instructor and is maintained in the student's cumulative folder that includes the following assurances:
 1. Student masters 95% of the employment/community competencies as indicated on student's graduation training plan as verified by the employer, transition planner and/or instructor in order to earn a Special Diploma Option II.
 2. Student is employed in the community at a site where:
 - a. Employer has a federal employer identification number

- b. Employer provides student opportunities for interaction with non-disabled co-workers
- c. Employer adheres to child labor laws
- d. Employer provides an opportunity for advancement and community competencies to be mastered.
- e. Student's salary is at or above minimum wage.
- f. Student is employed full-time (using industry standards) for a minimum of one hundred eighty (180) days

V. CAREER PLACEMENT OPTIONS FOR ESE STUDENTS

- A. Career Placement or job preparatory course may be substituted for science credit.
- B. Career Placement or job preparatory course may be substituted for social studies credit.
- C. Career Preparation may be taken anytime during grades 9-12 and repeated, as needed, for credit. This course must be taken before the first Career Placement course is recommended to be taken concurrently with subsequent Career Placement courses.

VI. CERTIFICATE OF COMPLETION

Exceptional students may receive a certificate of completion if they:

- A. meet the course and credit requirements for a regular diploma, and
- B. attained the required 2.0 GPA, but
- C. have not passed the FCAT and have been determined ineligible for an FCAT waiver

VII. SPECIAL CERTIFICATE OF COMPLETION CRITERIA (FS. 1003.438)

ESE students other than Speech only, Visually Impaired only, and Gifted only, may receive a special certificate of completion if they meet district course and credit requirements for a special diploma, but have a grade point average that is less than the required 2.0 GPA and/or have not demonstrated proficiency on alternate assessment.

VIII. GRADING, PROGRESS REPORTS, AND REPORT CARDS FOR ESE STUDENTS

- A. Students in all ESE programs except those following the Sunshine State Standards for Special Diploma at the participatory level shall receive standard report cards. A supplemental narrative report card may be used to report progress to parents of

students following the Sunshine State Standards for Special Diploma at the supported or participatory levels.

B. Progress Reports

Parent(s) must be notified in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. No student shall receive an unsatisfactory conduct grade if parents have not been notified.

IX. OTHER PROGRAMS: THERAPIES AND ITINERANT SERVICES

Speech/Language, physical therapy, occupational therapy, Specially Designed PE, Adaptive Physical Education, and itinerant hearing impaired and vision services are pullout programs designed to reinforce or enhance a student's ability to profit from instruction. Attendance in these programs will not affect the 135-hour minimum course instruction requirements for basic, CTE or ESE courses.

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