



**HIGH SCHOOL
STUDENT PROGRESSION PLAN
(GRADES 9-12)**

2010 - 2011

Sarasota County School Board Approval 07/20/2010

Required Public Notice (F.S. 1008.25(8))

The School Board of Sarasota County, Florida 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 School Board of Sarasota County, Florida. 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 School Board of Sarasota County Curriculum objectives for high school courses are aligned with the Next Generation Sunshine State Standards. Proficiency in reading, writing, mathematics, and science is measured by the Florida Comprehensive Assessment Test (FCAT), end of course exams and district assessments. Each school will offer courses of study and instruction that reflect the Next Generation 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 Next Generation 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).

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. In 2009-2010, entering Grade 9 students must earn at least twenty-six (26) credits.
 1. Grade 10, 11 and 12 students who are in schools that are transitioning from a block schedules to a 7 period day must meet these credit requirements:

HIGH SCHOOL GRADUATION REQUIREMENTS

<u>Entering</u>	<u>OP</u>	<u>BHS</u>	<u>NPHS</u>	<u>RHS</u>	<u>SHS</u>	<u>VHS</u>	<u>SPHS</u>	<u>PV</u>	<u>SVS</u>
<u>9-10-11</u>	<u>24</u>	<u>26</u>	<u>26</u>	<u>26</u>	<u>26</u>	<u>26</u>	<u>28</u>	<u>26</u>	<u>26</u>
<u>12</u>	<u>24</u>	<u>27</u>	<u>27</u>	<u>27</u>	<u>27</u>	<u>27</u>	<u>N/A</u>	<u>26</u>	<u>27</u>

2. 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
3. Students who, since 2003-04 and following years, choose to pursue either the College Preparatory or the Career Preparatory accelerated three-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.

Students who meet eligibility criteria may select one of the graduation options listed above and 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 year 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 traditional four-year graduation option requirements at the high school in which the student is enrolled.

Teen Parent program students may receive administrative approval to graduate with 24 credits.

4. Cysis/Riverview High School students will meet the following graduation requirements: Entering grade 9: 26 credits Entering grades 10,11,12: 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. 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.
 - C. Pass the appropriate state test (FCAT) required for graduation. Concordant scores on the SAT or ACT can be used to meet this graduation requirement. This requirement does not apply to new students who enter a Sarasota school for the first time in Grade 12 who may either achieve a passing score on the FCAT or use an approved concordant ACT/SAT score. See Appendix A.
 - D. Any home school student wishing to receive a diploma from his/her districted high school should get specific information about FCAT testing from the School Choice office prior to the 10th grade.
 - E. Beginning in 2007-08, incoming grade 9 students are required to complete 1.0 credit in Health Opportunities through Physical Education (HOPE).

II. GRADUATION PLANS AND TIMELINE

- A. Senate Bill 1908 requires an annual review of each high school student's electronic Personal Education Plan (ePEP). This will take effect in the 2009-2010 school year, when entering 9th graders are required to have completed an ePEP in order to be promoted from 8th grade. Those who enter high school that year and thereafter without an ePEP, including students who completed 8th grade out of state, in a private school, or who were home schooled, must be given assistance in creating a plan. Therefore, 100% of 9th grade students in 2009-2010 and thereafter will have an ePEP, which must be reviewed yearly to track students' progress towards meeting graduation requirements and modify as required.
- B. There are three plans for students entering Sarasota County high schools to meet graduation requirements for a standard diploma:
 - ***Plan 1A/1B/1C:*** A traditional four-year plan
 - ***Plan 2A/2B:*** An Accelerated College Preparatory three-year plan
 - ***Plan 3A/3B:*** An Accelerated Career Preparatory three-year plan
- C. If neither 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 four-year traditional plan.
- D. Continuations of the three-year 18 credit accelerated options are continued year-to-year based on specific legislation.
- E. Students are required to have an earned GPA of 3.5 on a 4.0 unweighted scale to pursue either of the two accelerated graduation plan options.
- F. Graduation from high school may be accomplished by fulfilling the requirements detailed in the following charts:

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

Traditional Four -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 or higher 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 four-year (or three-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)

Traditional Four -Year High School Program for High School Graduation for Students Entering High School 2007-08 through 2010		
SUBJECT	CREDITS	COMMENTS
English	4	
Mathematics	4	Algebra 1 or a series of courses equivalent to Algebra 1 or higher is required
Science	3	Two must have lab components.
World History	1	
American History	1	
Economics	.5	
American Government	.5	
Performing/Fine Arts	1	
PE(HOPE) and Health	1	
Major Area of Interest	4	Courses must be completed in one or more approved sequence or program of study in a Career-Technical, Academic Content, or Interdisciplinary area.
Remainder of required credits will be Electives (may include a Minor area) *See credit requirement chart	Transition from block to traditional 6-8 dependent upon graduation year (see school counselor) <i>Or</i> 4 Oak Park	Any course approved by the School Board of Sarasota County+ 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 School Board of Sarasota County 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 four-year (or three-year accelerated) graduation plan. Schools must submit courses to the district committee by Nov. 1 of the school year prior to scheduled implementation.

Plan 1C: Traditional Four-Year High School Program (2010-11)

Traditional Four -Year High School Program for High School Graduation for Students Entering High School 2010-2011		
SUBJECT	CREDITS	COMMENTS
English	4	
Mathematics	4	Algebra 1 or a series of courses equivalent to Algebra 1 or higher <i>and</i> Geometry or a series of courses equivalent to Geometry are required.*
Science	3	Two must have lab components.
World History	1	
United States History	1	
Economics	.5	
United States Government	.5	
Performing/Fine Arts	1	
PE(HOPE) and Health	1	
Remainder of required credits will be Electives *See credit requirement chart	10 <i>(Traditional Schedule)</i> <i>Or</i> 12 <i>(Block Schedule)</i> <i>Or</i> 8 (Oak Park)	Any course approved by School Board of Sarasota County [†] 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 Algebra I assessment must count 30 percent (%) of the student's final course grade.

[†]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 School Board of Sarasota County 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 four-year (or three-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 Prior to August 2010

Three-Year Accelerated College Preparatory Program		
SUBJECT	CREDITS	COMMENTS
English	4	Courses must have a major concentration in composition and literature.
Mathematics	3	One must be Algebra 1 or higher.
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 has completed at least four years of school in his/her native country or can demonstrate 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 four-year (or three-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 (2010-11)

Three-Year Accelerated College Preparatory Program		
SUBJECT	CREDITS	COMMENTS
English	4	Courses must have a major concentration in composition and literature.
Mathematics	4	One must be Algebra 1 or higher or a series of courses equivalent to Algebra 1 or higher <i>and</i> Geometry or a series of courses equivalent to Geometry are required.*
Science	3	Two must have lab components.
World History	1	
United States History	1	
Economics	.5	
United States 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 has completed at least four years of school in his/her native country or can demonstrate competency in another language, the student may replace the language requirement with two credits in other academic courses.
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 Algebra I assessment must count 30 percent (%) of the student's final course grade.

[†]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 four-year (or three-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 2A and 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 three-year accelerated graduation program
3. **Plan 2A-** .Have achieved an FCAT reading achievement of Level 3 or above and a FCAT mathematics achievement of Level 3 or above
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, Florida. A student who successfully completes this three-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 2A and 2B:

For a student to continue in the three 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 and math or scores on *other assessments that are approved by the State of Florida*.
2. Achieve a cumulative weighted GPA of 3.5 (on a 4.0 scale) or its equivalent in the courses required for the college preparatory accelerated three-year high school graduation option.
3. Receive a weighted or unweighted grade that earns at least 3.0 points (B) or its equivalent to earn course 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 four-year traditional graduation program
- C. Automatic Return/Transfer to the Traditional, four-year Graduation Option
A student in this accelerated graduation option shall automatically move to the four-year traditional graduation program if the student:
1. Exercises the right to change to the four-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. By end of grade 11 does not meet the assessment scores (FCAT reading 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 four-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 Prior to August 2010

Three -Year Accelerated Career Preparatory Program		
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 four-year (or three-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 3A and 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 three-year accelerated graduation program
3. **Plan 3A** -Have achieved an FCAT reading achievement of Level 3 or above and an FCAT mathematics achievement of Level 3 or above.

B. Continuation Requirements for Plan 3A and 3 B:

For a student to continue in the three 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 and math or scores on *other assessments that are approved by the State of Florida*.
2. Achieve a cumulative weighted GPA of 3.5 (on a 4.0 scale) or its equivalent in the courses required for the career preparatory accelerated three-year high school graduation option.
3. Receive a weighted or unweighted grade that earns at least 2.0 points (C) or its equivalent to earn course 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 four-year traditional graduation program

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

1. Exercises the right to change to the four-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 meet the assessment scores (FCAT reading 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

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 four-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.

- E. 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.
- F. 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 3B: Three-Year Accelerated Career Preparatory Program 2010-2011

Three -Year Accelerated Career Preparatory Program		
SUBJECT	CREDITS	COMMENTS
English	4	Courses must have a major concentration in composition and literature.
Mathematics	4	One must be Algebra 1 or higher or a series of courses equivalent to Algebra 1 or higher <i>and</i> geometry or a series of courses equivalent to geometry are required*
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 Algebra 1 assessment must count 30 % (percent) of the student's final course grade

[†]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 four-year (or three-year accelerated) graduation plan. Schools must submit courses to the district committee by Nov. 1 of the school year prior to scheduled implementation.

III. COURSE CREDIT (F.S. 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. 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 toward state university system admissions requirements.

The School Board of 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 for 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 Physical Education	Successful completion of the Army JROTC Leadership Educational Training Courses I and II
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)
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 School Board of Sarasota County 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.

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 and the procedures to be used to determine semester and yearly averages will be in accordance with the procedures as outlined in this Student Progression Plan.

In the determination of mastery of student performance standards for high school credit, it is the intent of the School Board of Sarasota County 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 state-approved course descriptions; and clearly communicated to all learners at the beginning of a course or unit of instruction.

E. ELL/LEP Credit

English Language Learners (ELL)/Limited English Proficient (LEP) 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/LEP students shall be given either elective credit or reading credit depending upon course content and teacher compliance for basic ESOL courses and Developmental Language Arts Through ESOL as outlined in the DOE Course Code Directory.

English Language Learners/Limited English Proficient (ELL/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 ELL/LEP students.

The grade placement shall be age appropriate for ELL/LEP students.

Each school will offer instruction for ELL/LEP that complies with the 1990 LULAC/META Consent Decree and the District ELL /LEP Plan (approved by the School Board of Sarasota County and the Florida Department of Education).

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, and ELL/LEP.

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-district 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. 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.
- C. 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.
- D. 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 principal (or designee).
 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. Council of Bilingual Schools
 - h. Episcopal Diocese of Florida
 - i. Florida Coalition of Christian Private Schools
 - j. Florida Conference of Seventh-day Adventists
 - k. Lutheran Schools of Florida
 - l. 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 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

Accrediting Agency	Local/Regional School
	Academy
Southern Association of Colleges and Schools	Florida Virtual School (FLVS); Sylvan Center; Super Camp, Broach School Bradenton

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.

E. 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 or a language other than student’s native language 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 or well as foreign 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 at the end of that current school year. 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).

F. 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 should 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. If the receiving school cannot validate course/credit attainment through a portfolio assessment, the student shall be placed in an age appropriate course(s).

G. 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 by the District to validate credits:

1. Portfolio evaluation by principal 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. Written review of the criteria utilized for a given subject provided by the former school.
6. Demonstrated by end of course exam.

The district's Research, Assessment and Evaluation Department, 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.

H. 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 have the option to 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 meet all requirements for graduation.

In addition, the student must earn the required grade point average and pass the appropriate state test(s) required for graduation and have earned a total of 24 credits in appropriate courses.

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 two weeks of the beginning of the course. No drop/adds will be allowed after two 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 dual enrolled School Board of Sarasota County off campus students must comply with the timelines delineated by the post-secondary institution.

C. Timeline for Dropping Florida Virtual School Courses

Florida Virtual School has its own institutional drop/add procedures and timelines; however, all School Board of Sarasota County students who participate in FLVS must be enrolled for full school days in a SBSC school and must comply with the timelines delineated by the School Board of Sarasota County. While students await acceptance to FLVS, they must remain enrolled fulltime in SBSC 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 within the add/drop window may not appear on report cards; however, the student information system 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. In a drop/add situation beyond the two-week window (full-credit course) or the one-week window (half-credit course), the Principal (or designee) will determine which teacher assigns the grade. The Principal may determine that the grade will consist of an average between the teacher of the dropped course and the receiving teacher.

E. ESE Considerations

A student may transfer from a regular education 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 (special diploma) 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 LEVEL CLASSIFICATION (F.S. 1008.25)

Block to Traditional Transition High Schools (for students who entered Grade 9 with 26 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 at the end of the grading period.</i>			
Class of	Grade	Credits Earned	Courses
2013	10	6	
2012	11	6	
2011	12	13	1.0 English and 1.0 Mathematics

Block to Seven Period High Schools – Booker, North Port, Riverview, Venice END OF YEAR PROMOTION			
Class of	To be Promoted to	Credits Earned	Courses Required
2013 & 2014	10 th Grade	5	
	11 th Grade	11	1.0 English and 1.0 Math
2012	12 th Grade	17	2.0 English and 2.0 Math
	10 th Grade	6	
	11 th Grade	12	1.0 English and 1.0 Math
2011	12 th Grade	18	2.0 English and 2.0 Math
	10 th Grade	6	
	11 th Grade	13	1.0 English and 1.0 Math
	12 th Grade	20	2.0 English and 2.0 Math

<i>Block to Seven Period - Sarasota High School</i>			
END OF YEAR PROMOTION			
Class of	To be Promoted to	Credits Earned	Courses Required
2013 & 2014	10 th Grade	5	
	11 th Grade	11	1.0 English and 1.0 Math
	12 th Grade	17	2.0 English and 2.0 Math
2012	10 th Grade	6	
	11 th Grade	12	1.0 English and 1.0 Math
	12 th Grade	18	2.0 English and 2.0 Math
2011	10 th Grade	6	
	11 th Grade	13	1.0 English and 1.0 Math
	12 th Grade	20	2.0 English and 2.0 Math

<i>Pine View School (26 Credits)</i>		
END OF YEAR & MID YEAR PROMOTION		
To be Promoted to	Credits Earned	Courses Required
10 th Grade	6	
11 th Grade	12	1.0 English and 1.0 Math
12 th Grade	18	2.0 English and 2.0 Math

<i>Block High Schools – Phoenix & Suncoast Polytechnical High School (28 Credits)</i>		
END OF YEAR PROMOTION		
To be Promoted to	Credits Earned	Courses Required
10 th Grade	6	
11 th Grade	13	1.0 English and 1.0 Math
12 th Grade	20	2.0 English and 2.0 Math

**3-year College Preparatory or Career Preparatory Program
(18 credits required for graduation)**

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.

	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, 2.0 Mathematics, .5 Government, .5 Economics, 1 Science, 1 elective

- A. Students who select one of the accelerated graduation three-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 three-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.
- C. Each student will be provided information on his/her credit standing each year.

Block to Seven Period High Schools – Booker, North Port, Riverview, Venice

MID YEAR PROMOTION

Class of	To be Promoted to	Credits Earned	Courses Required
2013 & 2014	10 th Grade	6	
	11 th Grade	12	1.0 English and 1.0 Math
	12 th Grade	18	2.0 English and 2.0 Math
2012	10 th Grade	6	
	11 th Grade	13	1.0 English and 1.0 Math
	12 th Grade	19	2.0 English and 2.0 Math
2011	10 th Grade	7	
	11 th Grade	14	1.0 English and 1.0 Math
	12 th Grade	21	2.0 English and 2.0 Math

<i>Block to Seven Period - Sarasota High School</i>			
MID YEAR PROMOTION			
Class of	To be Promoted to	Credits Earned	Courses Required
2013 & 2014	10 th Grade	6	
	11 th Grade	12	1.0 English and 1.0 Math
	12 th Grade	18	2.0 English and 2.0 Math
2012	10 th Grade	6	
	11 th Grade	13	1.0 English and 1.0 Math
	12 th Grade	19	2.0 English and 2.0 Math
2011	10 th Grade	7	
	11 th Grade	14	1.0 English and 1.0 Math
	12 th Grade	21	2.0 English and 2.0 Math

<i>Block High Schools – Phoenix & Suncoast Polytechnical High School (28 Credits)</i>		
MID YEAR PROMOTION		
To be Promoted to	Credits Earned	Courses Required
10 th Grade	7	
11 th Grade	15	1.0 English and 1.0 Math
12 th Grade	23	2.0 English and 2.0 Math

<i>Regular Diploma – Oak Park High School (24 Credits)</i>		
END OF YEAR & MID YEAR PROMOTION		
To be Promoted to	Credits Earned	Courses Required
10 th Grade	5	
11 th Grade	11	1.0 English and 1.0 Math
12 th Grade	17	2.0 English and 2.0 Math

*Special Diploma Requirements differ from those above

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

- A. Students who score Level 1 on the FCAT Reading assessment must participate in a year long intensive reading course.
- B. Students who score Level 2 on the FCAT Reading assessment must either participate in a year long intensive reading course or be placed with a CAR-PD or CATER trained teacher.

- C. Students identified as having a deficiency in reading will undergo a series of diagnostic testing to determine the specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary. Students will be placed according to the district 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 (F.S.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 student education, 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.
- C. Beginning with the 2008-2009 school year, SB 1908 requires that a college readiness assessment (currently CPT, ACT, or SAT) shall be administered to all high school students prior to grade 12 with defined FCAT scores and who indicate an interest in postsecondary education. The State Board of Education has established by rule the minimum test scores a student must achieve to demonstrate readiness. See Appendix A. Students achieving the minimum scores, and enrolling in a community college within two years, will not be required to enroll in remediation courses. High schools, to the extent practical, must provide students in grade 12 who score below the minimum scores access to remedial instruction prior to 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.

- 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 an unweighted cumulative grade point average of less than 2.5 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 school's Intervention 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/ Limited English Proficient may be made through the action of an ELL/LEP committee [F.S. 1008.25].
- H. Mid-Year Promotion for Retained Students/Grade Re-Classification and Graduation
1. In no case shall this decision to mid-year promote or reclassify grade level be based on age or on the basis of social promotion. 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.**

2. A transition meeting will be held when an 8th grade student is being considered for promotion to high school when all middle school courses have been recovered to include all academic options prior to the end of the first semester.
3. Students who have successfully completed all graduation requirements for the option in which they are enrolled (traditional, 18-credit Career Prep, 18-credit college prep) 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.

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 in this document.
2. Middle school students may be enrolled in Algebra I (or Honors), Geometry Honors, Spanish I, French I or Speech I for high school credit. Credit will be awarded upon successful completion of these courses as follows:
 - a. Algebra I Honors: Grade 7 or 8
 - b. Algebra I: Grade 8 only
 - c. Geometry Honors: Grade 8 only
 - d. Spanish I, French I (or other high school foreign language): Grade 8 only
 - e. Speech I: Grade 8 only
3. Middle school students participating in high school level courses are subject to these rules:
 - a. Middle school students who meet criteria may be enrolled in Algebra I (Grade 8 only), Algebra I Honors (Grade 7 or 8), Geometry Honors (Grade

8 only), Spanish I (Grade 8 only), French I (Grade 8 only), or Speech I (Grade 8 only) for high school credit. Successful completion of a high school level Algebra I or geometry course is not contingent upon the student's performance on the end-of-course assessment required under s. 1008.22 (3) (c) 2.a (I). However, beginning with the 2011-2012 school year, to earn high school credit for an Algebra I course, a middle school student must pass the Algebra I end-of-course assessment, and beginning with the 2012-2013 school year, to earn high school credit for a geometry course, a middle school student must pass the geometry end-of-course assessment.

b. Section 1003.428(4)(d).F.S. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of "C", "D", or "F" or the equivalent of a grade of "C", "D", or "F". In such case, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. The school board does not have the authority to purge that student's record to delete the first grade. All forgiven courses and grades must be included on a student's transcript as an accurate reflection of the student's record of achievement.

X. REQUIREMENTS FOR CURRICULUM, INSTRUCTION AND ASSESSMENT

- A. Each high school will offer options to students through designated Small Learning Communities. A four-year academic and career plan (electronic Personal Education Plan) for grades 9-12 shall be initiated for each seventh grade student (or later for students who enter the School Board of Sarasota County 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. 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.

- 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.
- 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/ Limited English Proficient (ELL/LEP) that complies with the 1990 LULAC/META Consent Decree and the District ELL/LEP Plan (approved by the School Board of Sarasota County 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 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 ten (10) school days prior to the last day of student attendance for the school year.

XII. STUDENT RIGHTS FOR INSTRUCTION

- A. All School Board of Sarasota County 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/ Limited English Proficient (ELL/LEP) as defined in F.S. 1003.56. Services will be provided as outlined in the District ELL/LEP Plan. No ELL/LEP 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, Advanced Placement or Dual Enrollment courses. No student will be denied access to such rigorous course on the basis of a single assessment or any other single criterion. The following guidelines were recommended for high school students to access rigorous courses:
 - 1. Demonstrate regular school attendance.
 - 2. Demonstrate academic performance by grades and standardized test scores (FCAT; FOCUS; FAIR, WCJ, PSAT, SAT, ACT, CPT, etc).
 - 3. Parents/students can select rigorous courses when a student demonstrates mastery of curricular prerequisites as evidenced through academic history (grades/standardized test scores).
 - 4. Any student taking an AP course(s) will be required to take the end of the year College Board Subject Area Test and any other final exam pertaining to the course.
- 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/Equity Book-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 School Board of Sarasota County:

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

Some School Board of Sarasota County-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 the School Board of Sarasota County 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

Any Level I 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 education plan or in a student performance plan, signed by the principal, the guidance counselor, and the parent of the student, or the student if the student is 18 years of age or older. s. 1003.43 (7) (d), F.S. with Executive Director of High Schools sign off on the plan.

F. 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	=	0			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:

- Attendance
- Coming to school or class on time
- Bringing required work tools, such as paper, pen/pencil, textbooks, notebooks, etc.
- Maintenance of an assignment notebook or similar system
- Completion of homework
- Appropriate dress for class
- Attitude of cooperation with teacher and fellow students
- 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

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.
3. All teachers are expected to give a mid-term exam.

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 the School Board of Sarasota County policies, such as class attendance, homework, participation, and other indicators of performance, be successfully completed by the student.

Scenario 1: The average grade for the one-credit is passing

- A student is enrolled in a full-year course.
- The student successfully completes either the first half or the second half of the full-year course but fails to complete the other half of the course successfully.
Example: The student earns 45% first semester and 77% second semester
- The student shall receive a full credit if the averaging of the grades obtained in each results in a passing grade, provided that additional requirements specified in the School Board of Sarasota County policies, such as class attendance, homework, participation, and other indicators of performance, be successfully completed by the student.
Example: The grade average for the two semesters is $(45 + 77) \div 2$ or 61%
- The student earns a passing grade of 61% for the one-credit course.

Scenario 2: The average grade for the one-credit is failing

- A student is enrolled in a full-year course.
- The student successfully completes either the first half or the second half of the full-year course but fails to complete the other half of the course successfully.
Example: The student earns 45% first semester and 71% second semester

- The student shall receive a half credit if the averaging of the grades obtained in each results in a failing grade
Example: The grade average for the two semesters is $(45 + 71) \div 2$ or 58%
- The student earns a passing grade of 71% for a half credit.

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. In addition, the final report card must contain a statement reporting promotion or non-promotion.

H. Grade Challenge

1. 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.
2. In the event a grade or evaluation is challenged, the following procedure shall be followed. The teacher's principal shall investigate the challenge, and:
 - a. The grade or evaluation stands, **OR**
 - b. 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) or designee, 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. A grade of "Incomplete" will calculate as a zero unless changed to reflect course work completed.

J. Grade Replacement/Forgiveness [s.1003.428 F.S.]

In all cases of grade forgiveness only the new grade shall be used in the calculation of the student's grade point average. Unfortunately, no exceptions will be made since this is a state statute.

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 final grade of “D” or “F” with a final 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, Foreign Language, or Speech I for the purpose of replacing a grade of “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 final grade of “D” or “F” with a final 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:

Examples
A student can earn grade forgiveness for English Honors by taking regular English.
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.
A student earns 24 credits, but failed both Algebra I, Algebra 1 Honors, Geometry and Geometry Honors 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.
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.

Examples

If an eighth grade student received a grade of “C” in Spanish, he/she 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, attendance, tardies, conduct, and behavior[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 is posted on district website.

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 School Board of Sarasota County. **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 Students

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

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

A student eighteen years of age or older who has interrupted his or her education and who subsequently desires to enter Sarasota County Public Schools shall physically enroll either in the adult day school or an adult evening school. The student may not enroll in a regular high school. In extenuating circumstances, a principal may recommend an exception to this policy to the Executive Director.

Students may not be enrolled in a regular high school for more than 10 semesters, unless the principal approves the enrollment beyond 10 semesters. The principal will consider the reason the student wants to continue high school, the educational progress to date, and the commitment to education. Semesters begin when the student first enrolls in ninth grade in any public or private school.

Students may not enroll in a regular high school if they cannot earn the number of required credits to graduate by their 20th birthday, unless enrollment is approved by the principal.

For students with disabilities who have not graduated with a standard diploma, the district will provide services until the end of the school year in which the student turns 22 years old.

The Superintendent or designee is authorized to assign a student to any program or school as deemed to be in the best interest of the student or school district.

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*)

Option 1 Students may earn a Certificate of Completion if they earn the state and district prescribed credits, **BUT** have not attained the required GPA, **AND** have NOT passed the FCAT.

Option 2 Students may also earn a CPT Eligible Certificate of Completion [F. S. 1008.22] if they meet all requirements for a standard high school diploma except earning a passing score on the Grade 10 FCAT;

1. take the College Placement Test (CPT) **AND**
2. are admitted to remedial or credit courses at a state community college. This certificate of completion must bear the designation “College Placement Test Eligible”.

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

D. ELL/LEP students who by the end of grade 12 fail to pass the FCAT shall be provided appropriate coursework as 13th year students. [SBER 6A-6.0909(3)].

E. 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.

F. Standard High School Diploma Designations beginning 2008-2009:

- Major Area of Interest- successful completion of 4 or more courses in one major area of interest above and beyond graduation requirements.
- Completion of four or more accelerated college credit courses in AP, IB, or Dual Enrollment with a score of level 3 or above on the AP exam, a grade of C or better in DE course.
- Attainment of one or more industry certifications from the list approved by Workforce Florida, Inc., under s. 1003.492.
- Florida Ready to Work Credential- dependent upon the score received on ready to work credential assessment, student will receive the bronze, silver, or gold seal.

G. Graduation Plan

Seniors 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 graduation. For senior transfer students, the graduation credit check should be completed as soon as records are received and evaluated by the guidance counselor. Each year underclassmen will meet with a guidance counselor every spring to discuss credit standing and scheduling requirements.

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, to include grade forgiveness or advancement (including .5 credit) 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 of Florida 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 required 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.

1. 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:

- a. Pass the Florida Comprehensive Assessment Test **AND**
- b. Complete Major Area of Interest **AND**
- c. Earn a 2.0 grade point average or better on a 4.0 scale for courses taken while enrolled in the program **AND**
- d. Complete the required credits for graduation.

2. 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.
7. Will be issued a state issued diploma.
8. Students participating in the GED Exit Option Program who is 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. 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 School Board of Sarasota County and other accredited post-secondary institutions, including State College of Florida. 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 in Dual Enrollment courses shall be exempt from the payment of any fees. Students enrolled in Dual Enrollment courses are required to take the Dual Enrollment exam. If a student chooses to take a Dual Enrollment exam without taking the course, he or she is responsible for the fee.
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 obtain the required 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.

E. 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 the college schedule at the high school.

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 Sarasota County 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. 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 School Board of Sarasota County.

F. 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 School Board of Sarasota County within 30 days of the establishment of the home education program.

2. Parents must provide written notice of termination to the School Board of Sarasota County 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 the School Board of Sarasota County 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. Enrollment is contingent on space availability. Student schedule and time on campus is subject to the principal's approval.

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 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.

9. Home Education Students and High School Graduation

In order to receive a diploma from a district high school there are strict guidelines and timelines that must be followed in order to meet graduation requirements. Students officially registered as home school students who wish to graduate from their districted high school must do the following:

- a. Alert the Home School Office of that intent prior to entering 10th grade so that appropriate guidance can be given related to mandatory testing and credit requirements.
- b. Designate the 10th grade FCAT as one measure of annual evaluation in the home education evaluation plan.
- c. Take the 10th grade FCAT and successfully meet current testing requirements in all areas specified by the state.
- d. Enroll full time in the districted high school for the entire final or “senior” year.
- e. Successfully complete all school graduation requirements (testing, credits, GPA).

Only Home Education students who have met all of the above requirements will be permitted to participate in graduation celebrations and activities and be eligible to receive a district high school diploma. Students who are unable to meet the FCAT requirements in the 10th grade must enroll full time in their districted school no later than the second semester of the 11th grade in order to meet all graduation requirements.

G. Florida Virtual School – (FLVS)

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 which may include FLVS course(s).
3. Students requesting to take a course offered by Florida Virtual School must have parent and guidance counselor 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.
4. 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.

5. Florida Virtual does not grant a high school diploma.

H. Sarasota Virtual School

SVS is a **full time** online district school for students in grades K-12. To be eligible for this option, the student must have been enrolled full time in a Florida public school the year prior to transfer. A parent must request from the Office of Choice and Charter Schools a reassignment from the districted school and meet eligibility requirements in order for the student to be admitted to SVS. Enrollment is typically allowed during open enrollment periods prior to the beginning of the academic year and at mid year.

1. Students enrolled in SVS must meet all standards and graduation requirements of the state and district.
2. Students enrolled in SVS are entitled to participate in extracurricular activities at their districted school.
3. All students in SVS must take state required assessments (FCAT, etc) since they are enrolled in a public school.
4. At the completion of all graduation requirements, a student will be awarded a diploma from Sarasota Virtual School.
5. Parents of student in grades K-8 must commit to spending at least 4-6 hours per day as a learning coach for their child.
6. Parents must attend an orientation session and/or personal interview with the Supervisor of Sarasota Virtual School prior to enrollment.
7. Good attendance and satisfactory completion of coursework is required for continuation in the school.
8. Parents of ESE students must request an IEP meeting at their districted school prior to enrollment in SVS.
9. Students may remain in SVS for any or all of their education in the district as long as they meet appropriate attendance and course requirements.

SECTION 2: EXCEPTIONAL STUDENT EDUCATION

I. ESE STUDENT RIGHTS AND PARENT NOTIFICATION

- A. Status with regard to mastery of regular or special diploma 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 Next Generation Sunshine State Standards the student is attempting to master (i.e. general education SSS, SSS for special diploma 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 Next Generation 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 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, or upon the 14th birthday, whichever occurs first.
1. When a student is eligible to graduate with a standard diploma or at the end of the school year during which a student turns 22 years old, 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.
 2. When a student meets the requirements of a special diploma or certificate of completion prior to the age of 22 and indicates that he/she will no longer receive special services, A *Notice of Anticipated Graduation Resulting in a Change of Placement form* must be issued to the student and parent prior to graduation.

3. ESE students who have met all graduation requirements except passing the FCAT should be notified following the FCAT waiver meeting that they may:
 - a. Qualify for a regular diploma with an FCAT waiver.
 - b. Qualify for a special diploma.

4. 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 Next Generation Sunshine State Standards for Special Diploma or Next Generation 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 (1) (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 academic credits and a 2.000 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 Next Generation Sunshine State Standards.

(5) who have taken both sections of the Grade 10 FCAT with appropriate allowable accommodations *at least twice*, once in Grade 10 and once in Grade 11.

(6) who have participated in intensive remediation each year following, earning FCAT scores below level 3.

- (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 Next Generation 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. By statute, eligible exceptionalities for special diplomas EXCLUDE gifted, speech, and visually impaired.

1. Option I 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, earning the required credits, and earning a minimum 2.0 GPA.

Students graduating with a special diploma may continue to in school 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 state 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 1.
- 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 2008-2009	Students entering grade 9 2009-2010 and thereafter
English/Reading	4	4	4
Mathematics	3	3	3
Science	1	1	1
Social Studies*	2	2	2
Life Management/HOPE	.5	.5	.5
Physical Education/HOPE	1	.5	.5
Career/Vocational	2	2	2
Major area of interest		4	4
Required Credits	13.5	17	17
Electives (traditional schedule)	8.5	7	7
Elective Credits for Block Schedule	14.5	11	11
Total Credits for a Traditional Schedule	22	24	24
Total Credits for a Block Schedule	28	28	28

*Note: Career placement or job prep courses may be substituted for social studies credits

**IV. SPECIAL DIPLOMA OPTION II [6A – 1.0996 (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 social studies credit.
- B. Career Preparation may be taken anytime during grades 9-12 and repeated, as needed, for credit. This course must be taken prior to or concurrently to the first Career Placement course. It is recommended to be repeated with subsequent Career Placement courses.

VI. CERTIFICATE OF COMPLETION

Exceptional students may receive a certificate of completion if they:

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

VII. SPECIAL CERTIFICATE OF COMPLETION CRITERIA (F.S. 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 Next Generation Next Generation 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 Next

Generation Next Generation 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 therapy, physical therapy, occupational therapy, specially designed PE, and itinerant hearing impaired and vision services are pullout programs designed to reinforce or enhance a student's ability to benefit from instruction. Attendance in these programs will not affect the 135-hour minimum course instruction requirements for basic, CTE or ESE courses.

APPENDICES

APPENDIX A

FCAT CONCORDANT SCORES

According to Florida law, students must meet all academic requirements in order to receive a standard high school diploma from a public school. This means that students must take required courses, earn the correct number of credits, maintain a passing grade point average, and pass the Reading and Mathematics Next Generation Sunshine State Standards (SSS) portion of the Grade 10 FCAT. Students who meet these requirements, but do not pass the Grade 10 FCAT, will receive a Certificate of Completion, which is not equivalent to a standard high school diploma.

The passing scores for the Grade 10 FCAT Reading and Mathematics SSS and Retake tests are determined by the State Board of Education and are as follows:

FCAT SSS READING: 1926 (scale score of 300) or above

FCAT SSS MATHEMATICS: 1889 (scale score of 300) or above

Florida students may use concordant scores to meet the graduation assessment requirement. Students may satisfy the score requirements using various combinations of tests. The following concordant scores are acceptable:

**READING: SAT – 420
ACT – 18**

**MATH: SAT – 340
ACT – 15**

Seniors with a Certificate of Completion may enroll in any public community college in Florida by taking the Florida College Entry-Level Placement Test (CPT) to determine if they qualify to register for college-credit courses or must take remedial courses to continue their college preparatory studies.

APPENDIX B

COLLEGE READINESS COURSES (S.B. 1908)

The State Board of Education shall adopt rules that require high schools to evaluate before the beginning of grade 12 the college readiness of each student who indicates an interest in postsecondary education and scores at Level 2 or Level 3 on the reading portion of the grade 10 FCAT or Level 2, 3, or 4 on the mathematics portion of the grade 10 FCAT. High schools shall perform this evaluation using results from the corresponding component of the College Placement Test (CPT) or an equivalent test identified by the State Board of Education. The State Board of Education shall establish by rule the minimum test scores a student must achieve to demonstrate readiness. Students who demonstrate readiness by achieving the minimum test scores established by the state board and enroll in a community college within 2 years of achieving such scores shall not be required to enroll in remediation courses as a condition of acceptance to any community college. The high school shall use the results of the test to advise the students of any identified deficiencies and to the maximum extent practicable provide 12th grade students access to appropriate remedial instruction prior to high school graduation. The remedial instruction provide under this subsection shall be a collaborative effort between secondary and postsecondary educational institutions. To the extent courses are available; the Florida Virtual School may be used to provide the remedial instruction required by this subsection.

Statewide cut scores for CPT:

- Reading, 83
- Writing, 83
- Mathematics, 72

Statewide cut scores for ACT:

- Reading, 18
- English, 17
- Mathematics, 19

Statewide cut scores for SAT:

- Verbal, 440
- Mathematics, 440

College Readiness Remedial Courses:

- Mathematics for College Readiness – Course code #1200700
- Math for College Success- Course code # 1200410
- Writing for College Success – Course code #1009370
- Reading for College Success – Course code # 1608350